

Higher Education Toolkit

A Guide for Administrators to Tailor Census Outreach Efforts on College Campuses



About this Toolkit



Hello, University and College Administrators!

Census Day – April 1, 2020, is fast approaching! High-quality Census data will help to ensure California, Los Angeles County, your college community, and our communities benefit. An accurate count is important to ensure the Los Angeles region and your institution get a fair share of funding and representation for the next decade.

Did you know the U.S. Census Bureau identified college students as among the hardest to survey during Census time? In response, the County of Los Angeles Office of the CEO and City of Los Angeles Office of the Mayor met with more than 30 college and university representatives, serving on the Higher Education Census Subcommittee, to provide input how on best for colleges and universities to **BE COUNTED!** This toolkit builds on their work, as well as research from the Office of Evaluation Sciences of the U.S. Census Bureau.

This toolkit provides check lists of actions you can take so you can develop your own **Census Strategic Student Engagement Plan**. It also outlines common reasons for not completing the Census.

Because you know your campus community best, you are uniquely positioned to break down these barriers and ensure your students are counted. You'll want to think about how you can directly encourage students to complete the Census and how to work with student organizations to advocate for a Campus Complete Count.

Any questions? Feel free to contact us. Now let's get started!



County of Los Angeles
Avianna Uribe, Acting Manager
Chief Executive Office
Strategic Integration Branch
(213) 974-6837
auribe@ceo.lacounty.gov



City of Los Angeles
Maria de la Luz Garcia
Director, 2020 Census Initiative
Office of Mayor Eric Garcetti
(213) 922-9768
maria.garcia@lacity.org

How to use this toolkit:

STEP 1 TIMELINE

Welcome!
Review the Census timeline for colleges and universities.

STEP 3 CAMPUS OUTREACH STRATEGIES

Get quick tips & best practices on how to design your student outreach campaign, based on behavioral science research.

STEP 5 ENGAGE STUDENT ORGANIZATIONS

Identify your different student organizations and student populations so you know how best to reach them.

STEP 2

WHY THE CENSUS MATTERS

Understand why the Census is important to your campus, your students, California, and the nation.

STEP 4

ENGAGE CAMPUS RESOURCES

Review a check list of ideas to consider at your campus. Campus resources include academic departments, student services, administration, public affairs, and student organizations.



STEP 6

TAILOR YOUR OUTREACH

Create a [Census Strategic Student Engagement Plan](#) for your campus outreach efforts.

STEP 1: Timeline for Higher Education Institutions

U.S. Census Day is April 1, 2020.

**Most people will complete the Census Surveys online – a first in American history!
Make sure your students living in dorms and other group quarters are counted!**

The U.S. Census Bureau includes college residence halls as part of their Group Quarter (GQ) target groups. Right now, it plans to send post cards with information on how to complete the Census online. The Bureau wants the **students' e-responses completed between April 1, 2020, and May 12, 2020**. If necessary, it will follow up with paper data collection options. Individuals can have until July 31, 2020 to complete the online Census Survey.

A question for many students may be, *“What is my usual residence?” Is it my dorm or my parents' home?* Students are to complete the census where they are living on April 1, 2020. For California colleges and universities, that will typically mean that students complete the Census survey here. **Students should count themselves separately from their families on April 1, 2020, if they are living away from home.**



STEP 1: Timeline for Higher Education Institutions

(continued)

Important milestones highlighted in **red** for colleges and universities.

Plan Now!	Develop Strategic Engagement Plans for reaching students about the Census
Fall 2019	Launch awareness campaigns, including modules taught as part of college curriculum
January – March 2020	Promote that the Census is coming with specific campaigns about Census Day and the ability to complete the survey online through July 31, 2020!
February - March 2020	U.S. Census Bureau conducts advance contact with colleges and universities , including sending master lists of students identified as residing at the local colleges and universities
Starting February 3, 2020	U.S. Census Bureau launches “Group Quarter Advance Contact” with colleges and universities
Starting March 12, 2020	U.S. Census Bureau mails cards with PIN # to households, including students’ residencies
March 30 - April 1, 2020	U.S. Census Bureau conducts service-based enumeration
April 1, 2020 Census Day	
March 12 - May 12, 2020	U.S. Census Bureau launches Internet link for individuals to complete the Census Survey online
April 2, 2020	U.S. Census Bureau begins efforts to count students living in dorms and other group quarters, referred to as Group Quarters enumeration
May 13, 2020	U.S. Census Bureau begins to follow up on individuals who have not responded
July 31, 2020	Last day to self-respond to complete the Census
December 31, 2020	U.S. Census Bureau delivers apportionment counts to the President
March 31, 2021	U.S. Census Bureau completes delivery of the Redistricting Summary Files to all states

If you have not heard from the U.S. Census Bureau, contact your Regional Census Office:

Los Angeles Regional Office, 15350 Sherman Way, Suite 400, Van Nuys, CA 91406-4224

Tel: (818) 267-1700 or 1-800-992-3530; FAX: (818) 267-1714; TDD: (818) 904-6249

E-mail: Los.Angeles.Regional.Office@census.gov

Other Regional Census Offices available at: <https://www.census.gov/regions>

STEP 2: Understand Student Impact on the Census!

Make sure students' voices are heard – Be Counted!

736,912
college
students
in LA
County!

Attending universities, colleges,
and community colleges

Los Angeles County needs your help because you care about:

- Federal student loans
- Federal research grants
- Campus funding
- Campus improvements, including labs, buildings, and classrooms
- Health and social services
- Federal legislation
- Students' future careers – many professionals are heavily dependent on Federal funding (e.g., medicine, social work, nursing, science, research, or public health)

16th
largest
US city

Los Angeles County's
college student population is
bigger than Seattle!

The Census is also important for:

Redistricting. After each Census, state officials use the results to redraw the boundaries of their congressional and state legislative districts, adapting to population shifts.



Fair representation. Every 10 years, the results of the Census are used to reapportion the House of Representatives, determining how many seats each state gets.



Billions of dollars at stake. Census data determine the allocation of billions of dollars to support your state, county, and community's vital programs.



Did you know that the U.S. Census Bureau considers college students among the hardest-to-count populations to survey?

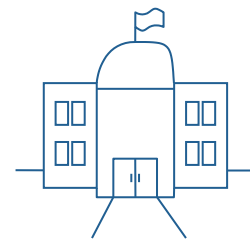
How You, Your Community, and Campus Benefit from Census Data

The Census Bureau's mission is to serve as the leading source of quality data about the nation's people and economy. The Census Bureau conducts the decennial Census, the American Community Survey, the economic Census, and many other surveys. Federal funds, grants, and support to states, counties, academia, and communities are based on population totals and breakdowns by sex, age, race, and other factors.



College students benefit from Federal student loans, legislation, campus funding, campus improvements, and health and social services.

Local government officials use the Census to ensure public safety, provide health care, and improve schools and hospital facilities.



Your data are confidential. Federal law protects your Census responses. Your answers can only be used to produce statistics.



Businesses use Census data to decide where to build factories, offices, and stores that create jobs and serve local communities.



It's in the Constitution. The U.S. Constitution requires a Census every 10 years. The Census covers the entire country and everyone living here. The first Census was in 1790.

City planners and real estate developers use the Census to improve transportation and infrastructure, including affordable housing.



WHAT EVERYONE SHOULD KNOW ABOUT THE 2020 CENSUS

Once a decade, America comes together to participate in the decennial Census, creating national awareness of the Census and statistics.

STEP 3: Effective Outreach

What college students are hardest to count?



The U.S. Census identifies all college students as Hard to Count. Some college students are even harder to survey because of additional factors. This table will help you to: a) understand the challenges in reaching students and b) customize your approach in your Census Strategic Student Engagement Plan.

Hard-to-Count College Student Demographics	College Student Profile (Number or Percent of Students)
College students between the ages of 18 and 24	
College students from low-income backgrounds	
College students of recent immigrants	
First generation college students	
College students from homes who speak English with limited or no proficiency	
College students who are non-White	
College students who are homeless or lack stable housing	
College students living off campus and rent	
College students living off campus with their families	
College students living on campus	

Identify how best to reach your students

Los Angeles campuses are made up of diverse student populations. Think about your different populations and how best to reach each of them, especially Hard-to-Count. Some examples are:

Student Populations	Best Means for Reaching Them
Where they live	
Live on campus	
Live nearby, but off-campus	
Commute a distance to campus	
Lacking stable housing (couch surfers or homeless)	
Demographics of Hard-to-Count Student Populations (and who they may identify with/as)	
International students	
LGTBQ	
Hispanics, Dreamers	
Student veterans, ROTC	
Parenting students	
Other Ethnicities (African American, Asian, Native American, Armenian, Southeast Asian, etc.)	
Educational Purposes	
Undergraduate	
Graduate & professional school students	
Continuing education	
Adult education	



Plan the Campaign

Plan your campaign to reach the student audience you hope to engage. Think about what's important to them and what motivates them...

1. Make it clear why the Census is important for students and the institution.

Why should students care?

It's easy to forget that the thing you're advocating for, which you know a lot about, may not be as clear to students who are just becoming aware of the Census. Frame the "why" of taking an action as a value proposition that's important to students.

2. Prompt campus departments and student organizations to make a plan.

What kind of planning do campus organizations need to do?

There is a gap between what we intend to do and what we actually do. To close this gap, the toolkit contains check lists and fill-in-the-blank templates to plan your campus Census campaign. Have departments and student organizations indicate when they'll do something, how they'll do it, and other critical details.

3. Create a checklist.

What are the steps our departments, students, or student organizations should take?

It helps to outline a clear to-do list or action steps:

- Start each step with an action verb of what needs to be done
- Help them know what to expect or how they can help

4. Consider the right incentives.

How can we make our incentive seem even better?

Both financial and non-financial incentives can be powerful motivators. Whenever using incentives, considering the timing and context for the incentives. For example, a \$1 coupon is much more exciting for a \$5 item than a \$1 coupon for \$100 item at the bookstore, even though in both instances an individual is saving the same amount.



Communicate Effectively

Making it easy to complete the Census is critical – and sometimes the smallest tweaks can have a significant impact. Meet students where they're at.

1. Keep it simple.

Is all the information in our message immediately useful? Are we using simple language?

- Use simple and conversational (e.g., contractions) language that's to the point
- Avoid over-sharing in an attempt to be thorough
- Provide only the most essential information for students to take immediate action
- Include reference links for those interested in learning more

3. Consider the messenger.

Who will our students listen to?

People pay attention to who is asking them to do something. Is it someone they know? Trust? Respect? If you're sending a written communication (e.g., a letter or postcard), including a photo of the person sending the message has shown to increase responsiveness.

4. Make it personal.

Where can we add a personal touch?

Personal touches can increase response rates:

- Personally address letters or emails
- Tailor content with examples that matter to students
- Include personal appeals (e.g., handwritten notes or signatures on template letters from the chancellor, president, deans, etc.)

5. Consider the timing.

What are our students' schedules like? When will your message be most relevant?

Whenever possible, describe short-term costs or benefits. We tend to discount things in the future, because they're more abstract. For example, research has shown that sending emails at lunchtime results in increased click rates, emphasizing the new year as a fresh start increases retirement savings, or asking people to sign a form at the start, rather than the end of a form reduces self-reporting errors.

6. Consider the location.

Where do our students spend time? Where will our message be most relevant?

The selected campus setting affects students' interest in hearing your message. Are you knocking on their dorm doors when're they're trying to sleep in on a Saturday morning? Or talking to them about how the Census can impact educational funding and financial aid when they are registering for classes?



Be Creative

Packaging of your message matters so that your message stands out.

1. Make the Census a social event.

Who do our students identify with or admire?

We are strongly influenced by what those around us do, what we perceive to be “normal” or “acceptable,” and what others think of us. For example, students purchase products that others they admire endorse, and consider how others rate restaurants.

If students publicly commit to do something, they’re more likely to follow through.

2. Use social media.



What kinds of communication channels do our students like and already use?

While sending letters or flyers can be effective communication, research has shown that text messages, pop-up boxes, and in-app messages are also cost-effective ways to connect. Consider what channels your students already use.

3. Make it visual.

What pictures could we use to convey our message?

Humans are drawn to pictures. Some studies show we read as little as 20% of the text on a page. Start the design with a picture, and then add words, rather than start with extensive text.

4. Create tag lines and graphics.

What tag lines and graphics will appeal to students?

Feel free to use the LA County logos for branding purposes. Think of creative slogans for your campus.

Los Angeles County’s Tagline:
“BE COUNTED”



U.S. Census Tagline:
“Shape your future. START HERE.”



IDENTIFY WHAT WILL WORK BEST ON YOUR CAMPUS

STEP 4: Campus Outreach

The following pages contain checklists of ideas for you to consider for your own campus when developing your **Census Strategic Engagement Plan**.

START AT THE TOP!

Instill institutional commitment to the Census by requesting that students' participation in the 2020 Census be endorsed by governing bodies:

- ☐ University of California Board of Regents
- ☐ UCLA Chancellor
- ☐ California State University System Office of the Chancellor
- ☐ CSULA, CSUN, and CSLB Offices of the President
- ☐ Los Angeles Community College District (LACCD) Board of Trustees and Chancellor
- ☐ Community college presidents
- ☐ Private colleges and universities' Boards of Trustees or Offices of the President

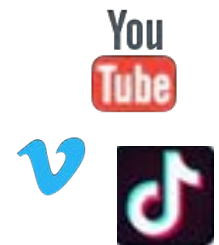


Ideas for using the Census as a learning opportunity



ENGAGE YOUR ACADEMIC COMMUNITY

- ☐ Use the Census for incorporating student-learning experiences in the classroom and outside of the classroom
- ☐ Offer curriculum that uses the civic engagement opportunities with an experiential learning component, such as:
 - ☐ Introduction to constitutional law
 - ☐ Civic engagement in public policy or political science
 - ☐ U.S. history and constitutional initiatives
 - ☐ Citizenship or ESL in adult education
 - ☐ Majors and careers that are heavily reliant on Federal funding, such as nursing, medicine, social welfare, housing, urban planning, and transportation planning.
- ☐ Emphasize importance of the 2020 Census so students can educate their parents and others in their community
- ☐ Engage departments to support the campaign with communication strategies that resonate with students; share their work through social media:
 - ☐ Art departments to develop creative posters
 - ☐ English and journalism departments and writing labs to develop messaging
 - ☐ Theater and media arts departments to develop short productions (e.g., Public Service Announcements)



Ideas for classroom experiences

Use the worksheet to identify departments and contact persons who can incorporate Census curriculum in their classrooms.

Academic Disciplines	Campus Departments/Contact Person
Academic affairs leadership	
American history (e.g., U.S. Constitution)	
Campus library	
Career Technical Education (CTE) programs	
Civics, citizenships, ESL	
Communications, media arts, & theater	
Economics, business	
Education	
Engineering (e.g., Federal funding on infrastructure)	
Health care (e.g., nursing, medicine)	
Human services fields (e.g., social work)	
Law	
Learning resource centers, tutorial labs	
Marketing (promotional campaigns and outreach)	
Math or statistics	
Political science, sociology	
Public policy, transportation, housing, urban planning	
Other	

Ideas for involving student services in the Census



ENGAGE STUDENT SERVICES

- ☐ Place Census Day (April 1, 2020) on school calendars and marquees
- ☐ Provide students with a Census Survey link on campus websites when students:
 - ☐ Register for classes
 - ☐ Apply for financial aid
 - ☐ Remit payments
 - ☐ Sign on to campus Wi-Fi
 - ☐ Purchase books and supplies online
 - ☐ Access the college library
- ☐ Make Census information available when students:
 - ☐ Attend student orientations
 - ☐ Register for classes
 - ☐ Borrow books from the library
 - ☐ Make purchases at the bookstore
 - ☐ Attend counseling or advising sessions
- ☐ Use student peers and support staff resource centers (e.g., counselors, international students, veterans, LGBTQ, Dreamers)
- ☐ Use the Census for incorporating student-learning experiences outside of the classroom by encouraging them to volunteer to help with the Census as part of community service
- ☐ Provide incentives or giveaways to encourage students' participation
- ☐ Integrate 2020 Census outreach into existing events on campus
- ☐ Integrate 2020 Census outreach into existing events and conferences hosted by the school off-campus or hosted by affiliate organizations






Ideas for student affairs' involvement

Use the worksheet to identify departments and contact persons who can help promote the 2020 Census with students.

Student Affairs/Student Services	Campus Departments/Contact Person
Student services/affairs leadership	
Athletics	
Campus life	
Counseling and advising	
Financial aid and scholarships	
Health services	
Housing	
Registrar	
International students	
Student development	
Student life, clubs, etc.	
Student newspapers/publications	
Other	

Ideas for maximizing student participation in the 2020 Census



- ☐ Contact your public affairs or campus communications office to help with outreach
 - ☐ Use hash tags and social media platforms that are most widely used by students and on campus
 - ☐ Los Angeles County: **INSERT TBD**
 - ☐ (See examples in the Student toolkit)
 - ☐ Email blasts, letters, and messages from:
 - ☐ President
 - ☐ Dean of student affairs
 - ☐ Dean of academic affairs
 - ☐ Email blasts and messages from those individuals with personal contact with students:
 - ☐ Counseling faculty to students they know/work with
 - ☐ Faculty members
 - ☐ Promote the Census:
 - ☐ Put wraps about the census on campus vehicles
 - ☐ Hang 2020 Census promotional banners and pole flags in prominent locations on campus
 - ☐ Post Census information and links on websites:
 - ☐ College web pages
 - ☐ Class registration portals
 - ☐ College schedules and calendars
 - ☐ Student portals
 - ☐ Student election portals
 - ☐ Online syllabus
 - ☐ Transportation (vehicles and bikes) registration
 - ☐ Other online portals, such as the California Complete Count Census office:
<https://census.ca.gov/complete-count/>
 - ☐ Communicate and partner (where feasible) with other local colleges and universities to maximize outreach
 - ☐ Share your campus Census activities by tagging the LA County or California Census Office while at a Census 2020 event:
 -  Twitter: @CACompleteCount
 -  Facebook: @CACompleteCount
 -  Instagram: @CACompleteCount
- Hashtags: #CACensus2020 or #CACompleteCount



Ideas for promoting job opportunities for students with the U.S. Census Bureau



Paying Jobs

The U.S. Census Bureau is currently hiring individuals to canvass neighborhoods to help residents complete their Census Surveys. These individuals are called Census enumerators and can work flexible hours and earn competitive pay.

- ☐ Provide the U.S. Census Bureau with a table at career fairs and job fairs on campus
- ☐ Post U.S. Census Bureau jobs on online job portals operated by the schools
- ☐ Contact the Los Angeles Regional Census Center for up-to-date U.S. Census Bureau job opportunities at:
 - ☐ 1 (800) 992-3529 or
 - ☐ <https://www.census.gov/about/regions/los-angeles/jobs/all.html>

Student Extra Credit or Service Hours

- ☐ Explore opportunities for students who participate in Census-related activities to earn:
 - ☐ Extra credit hours
 - ☐ Community service hours
 - ☐ Internship credit for volunteer hours



Census Volunteers and Community Service

- ☐ Recruit college students to serve as Census Goodwill Ambassadors to help out with the Census
- ☐ Volunteer to help with the Census – either on campus or in Hard-to-Count neighborhoods

Ideas for setting up kiosks for completing the Census Survey on campus



CAK Project Highlights

Campuses can set up CAK locations with computers or tablets in public spaces (e.g., campus libraries, student learning centers, or tutorial centers) where students can complete the Census. Campuses should advertise the CAK locations and identify CAK staffing and volunteer strategies (e.g., Census Goodwill Ambassadors), who encourage students to complete the Census. If the campus is willing to make the campus CAK available to the general public, it can sign up to be a County CAK at: www.surveymonkey.com/r/LACensus2020-CAKSites

Requirements for a Campus CAK

- ☐ Refer to: https://ceo.lacounty.gov/wp-content/uploads/2019/06/CAK-Requirements-and-Software_rev3.pdf
- ☐ Have at least 1 computer(s) with internet access
- ☐ Maintain hours of operation
- ☐ Available for activation period between March 2020 to July 2020
- ☐ Outfit computer stations with marketing/branding material
- ☐ Wherever possible, place CAK locations in areas that are ADA accessible
- ☐ Upload the Los Angeles web-based user interface onto all electronic devices that serve as CAKs. Link to site available in early 2020.

Student Incentives

- ☐ Give out stickers to students who complete the Census
- ☐ Offer incentives for students with Census stickers to get a free latte, a bookstore discount, or something else that appeals to students

For additional guidance, log into the Los Angeles countywide Census Action Kiosk (CAK) project:

<https://ceo.lacounty.gov/agendas/#1561501658964-21898d0d-d892>

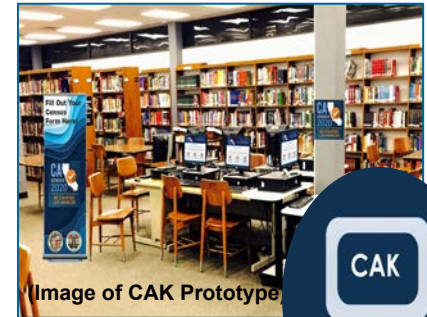


Image of CAK Prototype



Ideas for campus locations for promoting the Census

Think about where students frequent for setting up CAKs or engaging students to complete the Census.



Types of Facilities	Campus Locations/Contact Person
Facilities management leadership	
Libraries	
Student union	
Book store	
Campus cafes, cafeterias, dining halls	
Departmental offices	
Dorms	
Faith-based organizations	
Gym, locker rooms	
Kiosks	
Museums, galleries	
Parking facilities	
Sports arena	
Student forums with booths and tables	
Other	

Ideas for surrounding areas for reaching commuter and off-campus students

Use the worksheet to identify locales surrounding the campus for displaying Census posters and promotional materials. Ask businesses to provide free giveaways (for example, \$1 - \$5 off purchase with peel-off Census sticker).



Types	Surrounding Neighborhood
Apartment complexes and student housing	
Bus or metro stops for posters	
Cafes and coffee shops	
Restaurants	
Bars, clubs, and music venues	
Public libraries (many will have Census Action Kiosks for completing the Census)	
Shops where students go	
Off- and on-campus sports arenas and venues	
Recreation centers (e.g., gyms, yoga studios)	
Religious institutions	
Other	

Step 5: Recruit Student Organizations

Engaging student organizations in the campus Census campaign can be one of your most effective strategies. The following pages contain ideas for reaching out to student organizations and addressing student concerns.

- ☐ Target and empower student groups on campus and give them a copy of the “**LA County Higher Education toolkit: A Guide for Student Organizations**”
- ☐ Start with the student government organization (e.g., student senate, associated student government); encourage them to form a student ad hoc group to develop and implement an outreach plan
- ☐ Engage student activist organizations and student governments to adopt resolutions about the importance of the Census and develop their own outreach plans
- ☐ Encourage student groups to set up informational tables or booths on campus about the Census
- ☐ Tap into student groups to undertake peer-to-peer outreach
- ☐ Create friendly competitions with incentives among student organizations
- ☐ Have students identify and reach out to neighboring campus locales that students frequent to post Census posters and information



Worksheet for Student Organizations

Use the worksheet to identify student organizations that can promote the Census with students. Los Angeles County has prepared a separate Census Student Took Kit for you to share with them.

Types	Student Organizations/Contact Person
Student government	
Student newspaper	
Student clubs	
Community service groups	
Commuter student organizations	
Ethnic groups	
Faith-based organizations	
Housing/dorm boards	
Panhellenic (sororities and fraternities)	
Political action groups, law groups	
Student newspapers	
Social clubs	
Sports clubs	
Other	

STEP 6: Campus Census Outreach Action Plan

Action Steps Planned	Who Will Make it Happen?	Time Line for Each Action Step	Target Student Population	Number of Students Expected to Reach
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

STEP 6: Action Plan Check List

Now that we've covered some best practices for developing your campus's [Census Strategic Student Engagement Plan](#), you can use this checklist to make your message as effective as possible.

KNOW YOUR AUDIENCE

- ☐ *What students do I want to reach? Why might they not participate in the Census?*
- ☐ *What is the action I want students to take?*
- ☐ *What student organizations are most apt to participate?*
- ☐ *How can our academic and student services departments help reach and engage students?*

HAVE AN OBJECTIVE

- ☐ *What do we want our academic and student services departments to do?*
- ☐ *What do we want our students and student organizations to do?*
- ☐ *Do our departments and student campus organizations have an incentive to take that action?*

MAKE IT RELEVANT

- ☐ *Why should faculty, administrators, and staff care?*
- ☐ *Why should students care?*
- ☐ *Where can we add a personal touch?*
- ☐ *Who do our students and student organizations identify with or admire?*
- ☐ *What incentives will students respond to?*

MAKE IT ACTION-ORIENTED

- ☐ *Is all the information in our message immediately useful?
Are we using simple language?*
- ☐ *What pictures could we use to convey our message?*
- ☐ *Have we communicated the steps our departments, student organizations, and students should take?*
- ☐ *What kind of planning do our departments and student organizations need to do to take?*

PLAN THE OUTREACH CAMPAIGN

- ☐ *Who will our students listen to?*
- ☐ *What are our students' schedules like?*
- ☐ *When will our message be most relevant?*
- ☐ *Where do our students spend time?*
- ☐ *Where will our message be most relevant?*
- ☐ *What kinds of communication channels do our students like and already use?*



BE COUNTED
LOS ANGELES ✓

Appendix A: Census Resources

Examples and printable materials to support
your campus Census outreach efforts is available at:

<https://www.census.gov/partners/2020-materials.html>

Fact Sheets:

<https://www.census.gov/programs-surveys/decennial-census/2020-census/library/fact-sheets.html>

Infographics and Visuals:

<https://www.census.gov/programs-surveys/decennial-census/2020-census/library/visualizations.html>

Tagline and Promotional Materials:

https://www.census.gov/newsroom/blogs/research-matters/2019/03/shape_your_future.html

For more ideas on student engagement ideas, particularly use of emails to students,
go to National Survey of Student Engagement (NSSE): <http://nsse.indiana.edu/>

Appendix B: More Information on your Hard-to-Count Population

Based on prior Census surveys, the government has identified communities that will be Hard to Count because of prior Low Response Scores (LRSs).

- The LRS identifies block groups and tracts whose characteristics predict low census mail return rates and are highly correlated (negatively) with census and survey participation.
- Areas with LRS greater than 32.04 indicate the Hardest-to-Survey Populations.

The most important factors that contribute to LRS in LA County are:

- Poverty
- Housing
- Education
- Ethnicity
- **College students!**

This link will show you a MAP of Los Angeles County and the Hard-to-Count populations near your campus:

<http://rpgis.isd.lacounty.gov/LRS/>

Information Available for Los Angeles County Census Tracts and Block Groups
Community Name
Low Response Score
Total Population
Median Household Income (\$)
Renter (Non-Owner) Occupied Housing Units (%)
Population Age 18-24 (%)
Population Age 65+ (%)
Hispanic (%)
White (%)
Black (%)
American Indian / Alaska Native (%)
Asian (%)
Native Hawaiian / Pacific Islander (%)
Not High School Graduate, Age 25+ (%)
Below Poverty Level (%)
No One in Household Age 14+ Speaks English _Very Well_ (%)
Family Occupied with Related Children Under 6 (%)
Vacant Housing Units (%)
Multi-Unit (10+) Housing (%)
Limited English (Spanish)
Limited English (Indo-European)
Limited English (Asian-Pac Islander)



BE COUNTED
LOS ANGELES ✓

Appendix C: Address Students' Concerns



Students' Concerns

"I don't think the Census has any impact on my life."

WHO THIS MIGHT BE

These students aren't sure what Census does, how the data affect them, and why their participation matters. They lack a connection between the Census and its impact on their daily lives or community.



MAKE IT ACTIONABLE

Create a visual that will stick

The Census doesn't feel important to these students.

- Design infographics or other visual aids to show how Census data are used and affect students' lives
- Don't be overly complex – one strong example is better than information overload
- Refer to the Appendix for graphics and more visual ideas



MAKE IT RELEVANT

Create a badge or sticker

Encourage campus organizations and student networks to provide a "Census supporter" badge or sticker to:

- Build awareness during the Census response period
- Reinforce the use of Census data for student loans, social programs, state representation in Congress, and campus buildings.



PLAN THE DELIVERY

Identify spokespersons

Talk to campus leaders – who students respect to:

- Advocate for the importance of the Census and for completion of the Census Survey
- Engage student organizations to promote the Census

Leverage existing touchpoints

Draw on existing interactions (e.g., student newsletters or events) to highlight the Census' connection to something students (or their families) are familiar with or care about.



Students' Concerns

"I don't feel comfortable sharing my information."

WHO THIS MIGHT BE

These students wonder: How is my data used and stored?

Are the data really confidential? They are concerned about data privacy or having their information used by other Federal agencies.



MAKE IT ACTIONABLE

Preview Census questions

Walking students through the questions the Census contains before they actually take it can help to:

- Clarify the type of information "the government" is asking them
- Build clarity that there is no identifying information, such as name or social security number



MAKE IT RELEVANT

Start with a sure win

If you acknowledge something you know is a concern for your students, they are more likely to relate to the next thing you say. For example, try highlighting data security as a legitimate concern before explaining how information is protected.



PLAN THE DELIVERY

Connect early

Because students may require more information and discussion, begin outreach with them early in the Fall 2019. Early outreach will enable more time for information efforts to build their confidence with how Census data are used and protected.

Reputation matters

Finding a familiar person this student group trusts is important. Choose someone who has standing rather than the most "well-known" person.



Students' Concerns

"I don't have time to fill out the Census."

WHO THIS MIGHT BE

These students either assume the Census is cumbersome to complete or do not value the Census highly compared to other things they want to do.



MAKE IT ACTIONABLE

Provide context

Let them know how long it takes on average. Anchor the time it takes to complete the Census to a simple task they do as part of their normal day. For example, "You can complete the Census while you wait for your class to start."

Make it a default

Embed a notification or link to the online Census into a platform they trust and use (e.g., when students log on to register for classes, frequent a campus website, etc.)



MAKE IT RELEVANT

Offer micro-incentives

Even a small, yet relevant, benefit can help "tip the scale" for someone busy; for example, getting to wear a "I WAS COUNTED" sticker for a free coffee) because they filled out the Census on a tablet or computer in a public campus place.

Student commitment

Because these students are busy, creating a way for them to publicly commit (for example, signing their name on a public board) can increase the likelihood they'll follow-through.



PLAN THE DELIVERY

Text and link

Reminding these students multiple times to take the Census can be helpful.

Include the link with the reminder so students can immediately complete the Census Survey and not have to remember to come back later.



Students' Concerns

"I think my parents will do it for me."

WHO THIS MIGHT BE

These students may live in a dorm, be a commuter, or have a home residency in another state. Students should count themselves separately from their families on April 1, 2020, if they are living away from home.



MAKE IT ACTIONABLE

Let their parents know they are completing the Census

If students are living away from home on April 1, 2020, their parents should not count them as living at their place of residence.

In other words, ***students should complete the Census Survey themselves.***



MAKE IT RELEVANT

Understand why it is important to be counted

Emphasize importance of 2020 Census to students so they can educate their parents, especially if their parents are reluctant to complete the Census Survey



PLAN THE DELIVERY

Text and link

With college students, repeated reminders don't hurt.

Again, include the link with the reminder so they can complete the Census Survey immediately.



Students' Concerns

"I might have trouble completing a Census Survey form."

WHO THIS MIGHT BE

These students may be recent immigrants or nonnative-English speakers. They find Census forms confusing, and not realize that Census information is available in other languages. They may not understand the importance of the Census.



MAKE IT ACTIONABLE

Have students contact the U.S. Census Bureau for help in other languages

The U.S. Census has set up:

- Internet self-response in 12 non-English languages
- On-call Census Survey assistance in 12 non-English languages
- A language glossary and video in 59 non-English languages



MAKE IT RELEVANT

Promote responsibility to a group

Tight-knit student communities will value taking the Census to represent their voice and enable a more accurate allocation of resources for their community. Therefore, everyone needs to participate in the Census.

Identify student volunteers who can help their colleagues understand the Census questions.



PLAN THE DELIVERY

Meet students where they are

Use ESL, language labs, or foreign language classes to prepare students to complete the forms.

Make a worksheet

Help students prepare to take the Census with a worksheet or checklist that clearly specifies what students need to know to complete the Census.



U.S. Census Bureau

Foreign Language Assistance (continued)

WHO MIGHT NEED THESE SERVICES

These students contain non-native English speakers or recent immigrants.

Albanian
American Sign Language

Amharic

Arabic

Armenian

Bengali

Bosnian

Bulgarian

Burmese

Chinese

Croatian

Czech

Dutch

Farsi

French

German

Greek

Gujarati

Haitian Creole

Hebrew

Hindi

Hmong

Hungarian

Igbo

Ilocano

Indonesian

Italian

Japanese

Khmer

Korean

Lao

Lithuanian

Malayalam

Marathi

Navajo

Nepali

Polish

Portuguese

Punjabi

Romanian

Russian

Serbian

Sinhala

Slovak

Somali

Spanish

Swahili

Tagalog

Tamil

Telugu

Thai

Tigrinya

Turkish

Twi

Ukrainian

Urdu

Vietnamese

Yiddish

Yoruba