

Session 3: Educating & engaging your staff, colleagues and personal networks

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Time	Activity	Specifics
10 Minutes	Introduction	Name, organizational affiliations, neighborhood
10 Minutes	Circles of Involvement	Groups of 6-7. <ul style="list-style-type: none"> <li>- What circles are you a part of (family, friends, school, community, government)? What circles are they involved in? How can they be engaged with about the census?</li> <li>- Report back as big group.</li> </ul> Stay in groups for brainstorming activity.
10 Minutes	Challenge Statements	<ul style="list-style-type: none"> <li>- Randomly assign each group a challenge statement to a group.</li> <li>- Each group should read their challenge statement aloud to large group.</li> <li>- Then discuss/brainstorm their challenge statement in their group                             <ul style="list-style-type: none"> <li>o Define your challenge statement with your group – what are some examples of the groups that you’re trying to reach (i.e. what are some examples of complex housing structures?)</li> <li>o What are the obstacles this group might face with completing their census form? Where does this person spend time? Who do they trust?</li> </ul> </li> </ul>
15 Minutes	Brainstorming solutions to challenge statements	<ul style="list-style-type: none"> <li>- Now, groups should decide on a direction to “solve” their problem statement. Solution will be reported back via sketch, skit, or explanation to the large group.                             <ul style="list-style-type: none"> <li>o Who is the idea designed for? What’s the best way to reach them? What’s a tool, campaign, program, or other activity you can create? How will people find out about it? Who can you partner with? What are the existing resources to pull this off? What is the call to action?</li> <li>o Think about the circles you’re a part of and the reach you have in your communities. How could you leverage your resources to meet your challenge statement?</li> </ul> </li> </ul>
10 Minutes	Present to group & debrief	<ul style="list-style-type: none"> <li>- Participants will present their ideas if time permits</li> <li>- Debrief:                             <ul style="list-style-type: none"> <li>o Does anyone know if solutions like these have been successful in the past?</li> <li>o Biggest barriers to implementing some of this?</li> <li>o Is there anybody who might be able to make these ideas a reality through their connections, resources, and expertise?</li> </ul> </li> </ul>
5 Minutes	Short session summarizing some studies done about census participation and how to get individuals to participate, give out a resource on how individuals can be involved	<ul style="list-style-type: none"> <li>o (Already in folder – <i>How You Can Get Involved; Census 101</i>)</li> <li>o 50 Ways Census Data Are Used – Census Bureau</li> <li>o Counting Young Children in the 2020 Census – Census Bureau (?)</li> </ul>

**Materials needed:**

- Print out of challenge statement cards for groups
- Post-its for brainstorming (optional)
- Big stickies pads for storyboards (or printer paper)
- Pens, pencils, colored pencils, markers/highlighters
- Copies of all resource sheets

# Challenge Statements

- How might we improve the accuracy and response rate for households with children living in complex household structures?
- What kinds of awareness campaigns can be made to increase families' understanding of the ways the census benefits them and their community?
- How can we make sure that households with low internet proficiency or limited access to a computer can complete their census form?
- How could we engage immigrant families with children who may fear that the census could be used to target them?
- How can we ensure that families in low income households can complete their census form in a timely and accurate manner?
- How can we ensure that households with language or literacy barriers can complete the census in an accurate and timely manner?
- How could young children between the ages of 0-5 be more accurately counted?
- How can we ensure that children living in temporary arrangements are counted?
- How might we amplify collaborative partnerships and resources to ensure young children between the ages of 0-5 are counted in the 2020 census?

# APPENDIX A:

# 50 WAYS CENSUS DATA ARE USED

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- Decision making at all levels of government.
- Drawing federal, state, and local legislative districts.
- Attracting new businesses to state and local areas.
- Distributing over \$675 billion annually in federal funds and even more in state funds.
- Forecasting future transportation needs for all segments of the population.
- Planning for hospitals, nursing homes, clinics, and the location of other health services.
- Forecasting future housing needs for all segments of the population.
- Directing funds for services for people in poverty.
- Designing public safety strategies.
- Development of rural areas.
- Analyzing local trends.
- Estimating the number of people displaced by natural disasters.
- Developing assistance programs for American Indians and Alaska Natives.
- Creating maps to speed emergency services to households in need of assistance.
- Delivering goods and services to local markets.
- Designing facilities for people with disabilities, the elderly, or children.
- Planning future government services.
- Planning investments and evaluating financial risk.
- Publishing economic and statistical reports about the United States and its people.
- Facilitating scientific research.
- Developing “intelligent” maps for government and business.
- Providing proof of age, relationship, or residence certificates provided by the Census Bureau.
- Distributing medical research.
- Reapportioning seats in the House of Representatives.
- Planning and researching for media as background for news stories.
- Drawing school district boundaries.
- Planning budgets for government at all levels.
- Spotting trends in the economic well-being of the nation.
- Planning for public transportation services.
- Planning health and educational services for people with disabilities.
- Establishing fair market rents and enforcing fair lending practices.
- Directing services to children and adults with limited English proficiency.
- Planning urban land use.
- Planning outreach strategies.
- Understanding labor supply.
- Assessing the potential for spread of communicable diseases.
- Making business decisions.
- Understanding consumer needs.
- Planning for faith-based organizations.
- Locating factory sites and distribution centers.
- Distributing catalogs and developing direct mail pieces.
- Setting a standard for creating both public and private sector surveys.
- Evaluating programs in different geographic areas.
- Providing genealogical research.
- Planning for school projects.
- Developing adult education programs.
- Researching historical subject areas.
- Determining areas eligible for housing assistance and rehabilitation loans.

# Counting Young Children in the 2020 Census

## Counting everyone once, only once, and in the right place

An estimated 5 percent of kids under the age of 5 weren't counted in the 2010 Census. That's about 1 million young children, the highest of any age group.

We need your help closing this gap in the 2020 Census. Here's what our research tells us about why young children are missed and what you can do to help make sure they are counted.



### Common situations where young children aren't counted

### How you can help?



The **child splits time between two homes**.

The child lives or stays with **another family or with another relative such as a grandparent**.

- Emphasize that the census counts **everyone where they live** and sleep most of the time, even if the living arrangement is temporary or the parents of the child do not live there.
- If the child truly spends equal amounts of time between two homes, count them where they stayed on **Census Day, April 1**. Coordinate with the other parent or caregiver, if possible, so the child is not counted at both homes.
- If it's not clear where the child lives or sleeps most of the time, count them where they stayed on Census Day, April 1.



The child lives in a **lower income household**.

- Explain to service providers and families that responding to the census helps determine **\$675 billion in local funding** for programs such as food stamps (also called the Supplemental Nutritional Assistance Program or SNAP), the National School Lunch Program, and the Children's Health Insurance Program (CHIP). When children are missed in the census, these programs miss out on funding that is based on the number of children counted.



The child lives in a household with **young parents or a young, single mom**.

- Explain that filling out the census yourself, on your own schedule, is easier than having to respond when a census worker knocks on your door. Remind these households that the form should **only take about 10 minutes** to fill out and can be done online or over the phone, in addition to mailing it back.
- Encourage moms with young children to ask other household members to count them and their children on the form if others live in the household.



The child is a **newborn**.

- Emphasize that parents should **include babies** on census forms, even if they are still in the hospital on April 1.
- **Encourage facilities** providing services to newborns to remind parents about the importance of counting their children on the census form.
- Highlight the fact that the census form only takes about 10 minutes to complete, and parents can **fill it out online or over the phone in addition to paper** at a time that works best for them.

## Common situations where young children aren't counted

## How you can help?



The child lives in a household that is **large, multigenerational, or includes extended or multiple families.**

- Remind the person filling out the form to count all children, including nonrelatives and children with no other place to live, even if they are only living at the address temporarily on April 1.
- Spread the word that the census **counts all people living or staying** at an address, not just the person or family who owns or rents the property.



The child lives in a household that **rents or recently moved.**

- Encourage renters and recent movers to complete their census forms **online or over the phone**, right away. That way they don't need to worry about paper forms getting lost in the move.
- **Focus efforts** on multiunit buildings that are likely to have renters.



The child lives in a household where they're **not supposed to be**, for one reason or another.

- Please explain to those that have children living in places where they aren't allowed (for example, grandparents in a seniors-only residence that have a grandchild living with them, a family with more people, including children, than the lease allows) that they should include the children because the **Census Bureau does not share information** so it can't be used against them.
- Emphasize the Census Bureau's legal commitment to keep census **responses confidential**.
- Explain that the Census Bureau **will never share information** with immigration enforcement agencies like Immigration and Customs Enforcement (ICE), law enforcement agencies like the police or Federal Bureau of Investigation (FBI), or allow this information to be used to determine eligibility for government benefits.



The child lives in a **non-English or limited-English speaking** household.

- **Conduct outreach** and create resources in non-English languages that highlight the importance of counting young children.
- **Encourage non-English speakers to self-respond** to the census and let them know that for the 2020 Census, the online form and telephone line will be available in 13 languages, including English. Language guides will be available in 59 languages other than English.



The child lives in a household of **recent immigrants or foreign-born adults.**

- Work with community members to conduct outreach in neighborhoods with recent immigrants. **Focus efforts** on the **community's gathering places** like local grocery stores, places of worship, and small restaurants.
- Emphasize the **Census Bureau's legal commitment** to keep census responses confidential. Explain that the Census Bureau will never share information with immigration enforcement agencies like Immigration and Customs Enforcement (ICE), law enforcement agencies like the police or Federal Bureau of Investigation (FBI), or allow this information to be used to determine eligibility for government benefits.