



## Census 2020: Protecting Vulnerable New Yorkers Through A Fair & Accurate Count

February 6, 2019

9:00 – 11:30

FPWA | 40 Broad St | New York, NY

### Breakout Session: How to Engage Youth in Census Efforts

Time	Activity	Process
10:25 – 10:40	<b>Intro</b>  (Laura, Yolanda, Jennifer)	<ul style="list-style-type: none"> <li>Facilitators welcome participants and briefly introduce themselves.</li> <li>Let participants know that in this breakout session, you'll be discussing how to raise awareness about the 2020 Census among youth (middle school and up) and how involving young people can help to ensure a fair and accurate count in all of our communities.</li> <li>State: <i>"First, we'd like to go around and have you all introduce yourselves. Please tell us your name and why you are interested in engaging youth in Census 2020 efforts."</i></li> <li>Transition: <i>"When I first got involved in this process, someone said "We need the words "Census 2020" to be in every household". Meaning, everybody should be talking about it and have the correct information about why filling it out is so important. This way, when the Census form comes, people are expecting it and are prepared to do it. As a youth worker, all I could think about was how good young people are at making things trendy or viral and how we should tap into their energy and creativity in our outreach efforts. Today, we want to explore how to arm youth with the tools to be messengers in their communities and put Census 2020 on everyone's minds and on the tips of tongues in every household."</i></li> </ul>
10:40 – 10:55	<b>Census 101</b>  (Yolanda)	<ul style="list-style-type: none"> <li>Let the group know that before we can engage young people in any outreach efforts, they need to be taught about what the Census is and why it is important. There are reams of information out there on this, but in the world of snapchat and diminishing attention spans we don't want to start off by making this feel like 'class.'</li> <li>Tell them that fortunately, there are some great resources that make this information easily digestible and a good jumping off point for a discussion about why we need their help in getting people to fill out their Census forms.</li> <li>State: <i>"In the following activity, which we'll model how we'd do it with young people, you will be put into groups of 3. Each group will be given a handout with a statement about the 2020 Census. The groups will be given a few minutes to talk about why the information on their handout is important and whatever else it makes them think of. Before we give them too much information about exactly what the Census is, we want them to make connections to things they already know. This will make them more prepared to receive and internalize the rest of the information, because they will already feel like they have some knowledge and context to help them understand."</i></li> </ul>



		<ul style="list-style-type: none"> <li>• Have participants break off into groups of 3. Once groups are formed give each a different <i>Census 101<sup>1</sup></i> handout.</li> <li>• Reveal Poster and remind groups to discuss the following: <ul style="list-style-type: none"> <li>○ <u>WHY</u> do you think this statement is important?</li> <li>○ What else does it <u>MAKE YOU THINK OF?</u></li> </ul> </li> <li>• After a few minutes of discussion, have 1 person from each group read the statement aloud and summarize what they talked about.</li> <li>• Hand out the 1-pager <i>What Everyone Should Know About 2020<sup>2</sup></i>. Review and discuss.</li> <li>• Be sure to focus on the \$675 billion that is at stake.</li> </ul>
<p>10:55 – 11:05</p>	<p><b>Risk of Undercount</b>  (Jennifer)</p>	<ul style="list-style-type: none"> <li>• Let the participants know that the next step of the process of engaging youth is talking about what an undercount means and why it is important to avoid one at all costs. They will want to make sure that when they transition from the last activity to this one, their students really understand that in order to be a fully functioning democracy that fulfills its promise to both represent and serve everybody fairly, we need to know how many people there are and where they live.</li> <li>• Let them know that, unfortunately, in many cases it is vulnerable populations that are undercounted, meaning that money for vital programs and services may not reach the people who need those services most. Reveal a poster with the following list of hard to count populations: <ul style="list-style-type: none"> <li>○ Young children under the age of five.</li> <li>○ Highly mobile people.</li> <li>○ Racial and ethnic minorities.</li> <li>○ Non-English speakers.</li> <li>○ Low income people.</li> <li>○ People experiencing homelessness.</li> <li>○ Undocumented immigrants.</li> <li>○ People who distrust the government.</li> <li>○ LGBTQ persons.</li> <li>○ People with mental or physical disabilities.</li> <li>○ People who do not live in traditional housing.</li> </ul> </li> <li>• Looking at this list, have participants brainstorm a list of reasons WHY they think certain people may be undercounted. Possible answers include: <ul style="list-style-type: none"> <li>○ Didn't have an address to receive the form</li> <li>○ Parent didn't realize they had to count children</li> <li>○ Couldn't understand the form</li> <li>○ Don't trust the government</li> <li>○ Etc.</li> </ul> </li> <li>• State: <i>"Because getting the Census right is so important, there has been a lot of research done, and the Census Bureau has given us some tools to help us reach out to vulnerable communities."</i></li> </ul>



<p>11:05 – 11:10</p>	<p><b>Community Mapping</b>  (Laura)</p>	<ul style="list-style-type: none"> <li>• Let the participants know that once students understand the various reasons why some people do not get counted, it is time for them to explore what their role(s) should be in raising awareness about the Census in their communities.</li> <li>• The first thing to do is to figure out whether there is a high risk for an undercount in their communities. The second is to determine which vulnerable populations (from the list above) live in their communities so that they can tailor their outreach to those people.</li> <li>• Model the online <a href="#">Response Outreach Area Mapper</a><sup>3</sup> tool. Demonstrate how to use the tool and how to reach and interpret the demographic information.</li> <li>• Though the participants won't look up their communities during this breakout session, let them know that when they are doing this with youth, once students look up their communities they can start to make connections between the population and the possible reasons for being undercounted.</li> </ul>
<p>11:10 – 11:25</p>	<p><b>Outreach Campaign</b>  (Laura)</p>	<ul style="list-style-type: none"> <li>• Hand out the packet <i>Breaking Barriers to Participation</i><sup>4</sup>.</li> <li>• The next step is to have the youth come up with an action plan for a Census Outreach Campaign. Using this packet, they can begin to get an idea of which strategies might work best for the people who live in their communities.</li> <li>• They may also have other ideas for raising awareness:             <ul style="list-style-type: none"> <li>○ PSA/Video to raise awareness about the importance of filling out the census</li> <li>○ Plan a rally/assembly/townhall at school or CBO about the issue</li> <li>○ Write an Op-Ed for school newspaper/blog</li> <li>○ Posting flyers and involving businesses</li> </ul> </li> <li>• State: <i>“Once you’ve taken young people through this process and given them ownership to come up with their own ideas, let them run with it. Every little bit counts and it is a GREAT civic engagement opportunity for young people.”</i></li> <li>• State: <i>“Depending on what the project idea is, they may need additional information. The Census 2020 website can give you information on what the census form will look like and how people are going to be asked to fill it out (in case someone wants to make some sort of tutorial for people) and there is also a toolkit with nice looking marketing materials that the youth can use. We are going to distribute a handout with a list of resources that you can use as you help young people plan their outreach campaigns.”</i></li> <li>• Distribute handout <i>Additional Census 2020 Resources</i><sup>5</sup>.</li> <li>• Questions?</li> </ul>
<p>11:25 – 11:30</p>	<p><b>Wrap Up</b></p>	



## Handouts & Resources

1. Census 101 handouts: <https://www.census.gov/partners/2020.html>
2. What Everyone Should Know About 2020 Handout:  
<https://www.census.gov/partners/toolkit.pdf> (PAGE 5)
3. Data Mapping Tool: <https://www.census.gov/roam>
4. Breaking Barriers to Participation Packet: <https://www.census.gov/partners/toolkit.pdf>  
(PAGE 10 - 14) plus <https://www.census.gov/library/visualizations/2019/comm/2020-census-participation-likelihood.html>
5. Additional Census 2020 Resources