STAND UP and BE COUNTED

CENSUS 2020
Census 2020: Preparing your Adult Education Program, Participants, Community

Featuring California’s Adult Education Programs & Partners

Neil Kelly, CA Adult Education Program
Judy Mortrude, World Education
John Werner, Sequoia Adult Education
National Coalition for Literacy

Largest alliance of adult educators and advocates
NCL’s Census Focus

• To provide information and advocacy
• To give adult education practitioners tools to support adult learners in understanding and completing the Census
• To collaborate with and support the work of other organizations
  • https://national-coalition-literacy.org/research/the-2020-census/
Census 2020: What’s at Stake

**Government Funding**
Medicaid, food subsidies, preschools, housing, parks, highways

**Political Representation**
District lines, House of Reps, Electoral College

**Business & Economy**
Real estate, retailers, and other firms using demographic data

**Community-Based Services**
Funding for and accurate measurement of impact

https://caladulted.org/Educators/412
Federal Programs that Allocate Funds to the State of California Using Census Data
(in million dollars - FY15)

https://caladulted.org/Educators/412
Counting for Dollars 2020: The Role of the Decennial Census in the Geographic Distribution of Federal Funds

September 03, 2019

https://gwipp.gwu.edu/counting-dollars-2020-role-decennial-census-geographic-distribution-federal-funds
“High Risk” GAO Rating

- Smaller budget, delayed contracts
- New technologies and processes
- Cancellation of 2 of the 3 field tests
- Negative public opinion of the Census

Projected 2020 self-response rate as low as 60% in hard-to-count communities

https://caladulted.org/Educators/412
Households with no Computer at Home | Peer Cities Ranking

*1=City with highest % of households reporting no computer at home

<table>
<thead>
<tr>
<th>City</th>
<th>2015</th>
<th>2015</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detroit</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cleveland</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>St. Louis</td>
<td>3</td>
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<tr>
<td>Dallas</td>
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<tr>
<td>Chicago</td>
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<tr>
<td>Pittsburgh</td>
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<td>Atlanta</td>
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<td>Boston</td>
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<td>Minneapolis</td>
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<tr>
<td>Seattle</td>
<td>10</td>
<td>10</td>
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</tr>
</tbody>
</table>

(Source: American Community Survey Summary Tables)
## Plan for Census 2020

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Field Staff Recruitment</th>
<th>Create awareness of Census 2020 job openings for Address Lister positions</th>
<th>May - Jun 28, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 2</td>
<td>Employment Pathway:</td>
<td>Develop curriculum and prepare students for Census 2020 Enumerator positions</td>
<td>July – Sept, 2019</td>
</tr>
<tr>
<td></td>
<td>- Digital Literacy</td>
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<tr>
<td></td>
<td>- Customer Service</td>
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<td></td>
<td>- Communications</td>
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</tr>
<tr>
<td>Phase 3</td>
<td>EL Civics Objectives</td>
<td>Educate ESL students on the Census 2020 purpose and process</td>
<td>Oct - Dec 2019</td>
</tr>
<tr>
<td></td>
<td>- COAAP 54.1</td>
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<tr>
<td>Phase 4</td>
<td>Community Awareness Day Campaign “Get Counted”</td>
<td>Work with community partners (United Way, Latino Chamber of Commerce, churches) to encourage community responses to census</td>
<td>Dec. 2019</td>
</tr>
</tbody>
</table>
Phase 1: Field Staff Recruitment

Objective: Create awareness of job opportunities and support student application efforts

Strategies:

- Outreach through **Social Media**
- Connect with students via **Email Correspondence**
- **Website** postings
- **In-person** Recruitment
- Informational **Workshops**
National Workforce Development Opportunity

MAY 2019
500,000 opportunities for people to receive training and build skills in technical literacy, sales, customer service
Training Opportunity for Local Workforce & Education Programs

JULY 2020
500,000 people with newly gained field experience who’ve already passed a federal background check
Hiring Opportunity for Local Employers

socio-emotional traits in practice:
• emotional flexibility
• empathy
• establishing positive relationships
• problem solving
• making responsible decisions
• listening, asking questions

https://www.communityconnectlabs.com/category/census
Census Bureau Needs to Hire ~55K Office & Field Staff in California

**CHALLENGES**

- High need for local, bilingual candidates
- Strong economy; low unemployment
- Online application and assessment
- Long wait time → leaky pipeline
- 5:1 candidate-to-hire ratio = ~75K candidates in LA County*
- Difficulty to-date filling management/supervisory roles

*CCL estimate based on HTC population and publicly discussed Census hiring targets

https://www.communityconnectlabs.com/category/census
Field Job Requirements (Adult Ed style)

- US Citizen AND 18+ years old
- Must have SSN
- (Male candidates must have Selective Service Number)
- No educational level requirement
- Good speaking & listening skills
- Digital literacy skills (smart pads, online apps)
- Bilingual a plus (not mandatory); English proficiency
- Interpersonal skills, cultural competency, problems solving abilities
- Physical requirements: standing for long periods of time, walking, climbing stairs
- Awareness of and attention to privacy of personal/confidential info

Great opportunity for Advanced ESL and ASE programs

https://www.communityconnectlabs.com/category/census
On the Census Team, every one counts.

Joining Census gives you the opportunity to put your skills to work in a challenging environment where innovation is part of the mission. The Census Bureau provides you with the opportunity to survey the horizon, from coast-to-coast and door-to-door, in business and in industry.

As a valued member of the Census Team, you will be responsible for contributing to the fabric of our nation - where every one counts.

To view all current openings, and to apply for jobs with the United States Census Bureau, please choose from the following:

First-time Applicants
Register Here

Returning Applicants
Login Here
Assessment for Data Collection, Outreach, and Office Positions

Example 1:
My previous supervisors (or teachers, if not previously employed) would likely describe my self-discipline as:

1. Superior
2. Above average
3. Average
4. Below average
5. Do not know

Example 2:
I dislike being the center of attention.

1. Mostly True
2. Mostly False
DATE: September 12, 2019

OPERATIONS MEMORANDUM #19-09-01

SUBJECT: Treatment of Income from Temporary Census Bureau Employment

TO: Executive Directors

FROM: Inez Titus
Director
Bureau of Operations

PURPOSE

To announce how income from temporary employment with the Census Bureau is treated for Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), and Medical Assistance (MA).

To request County Assistance Offices (CAOs) to encourage applicants and recipients to apply for temporary Census Bureau employment.
Phase 2: Employment Pathway

Objective: Prepare students for potential Enumerator positions with Census 2020

Strategies:

• Provide training:
  • digital literacy,
  • customer service,
  • communications skills
• Offer support for job application process
• Conduct workshops on interviewing skills
Phase 3: EL Civics Objectives

Objective: Educate and empower students for the purpose and process of Census 2020

Strategies:
- Provide professional development for instruction
- Provide ELC unit to all ESL classes
- Assess and record results
How California is Addressing Census 2020

As part of the Integrated EL Civics (IELCE) System in California, Adult Education Agencies and Community Colleges follow these steps:

• Select a performance based assessment plan
• Develop an assessment that matches the selected plan
• Develop and offer performance-based instruction that assists students in learning the information and passing the assessment
• Administer the assessment
California’s Census 2020 Civic Objectives Plan

California’s Census 2020 Objective (COAAP 54.1)

Civic Objectives: Identify the importance of and the barriers to participating in the Decennial Census. Respond to Census questions online and in person.

Assessment type: Oral, written, role play

https://www2.casas.org/elc/index.cfm?fuseaction=COAAPSIList.deta ils&ELCAssessStatusID=18067

lbhoward@casas.org
Phase 4: “Get Counted” Campaign

Objective: Support community awareness efforts to increase Census responses in the region

Strategies:

• **Students share** Census 2020 information in the community
  • Create student **banner and poster** sessions
• Invite **community speakers** to classes on the importance of being counted
• Practice census **survey responses**
Census 2020 Importance

Data affects Adult Education, Medi-Cal, CHIP, SNAP, WIC, TANF, Head Start, School Lunches, Title I funding for schools, WIOA,... federal fund sources and most state fund sources

California Adult Education Program funding was determined, in part, by census data

We continue to use census data to drive state and local programmatic decisions
Conozca sus Derechos Sobre el Censo 2020

- Las respuestas del censo son confidenciales y están protegidas por ley (Código de EE. UU., Título 13).
- El censo no pregunta sobre el estado migratorio.
- El censo afecta la cantidad de dinero que obtenemos para programas como Medi-Cal, CHIP, SNAP, WIC, TANF, Head Start, almuerzos escolares y fondos de Título I para las escuelas.
- El censo NO incluirá una pregunta de ciudadanía.
- El Censo NUNCA le pedirá su número de seguro social, su número de cuenta bancaria, o dinero.
- El Censo cuenta a todas las personas que viven en los EE. UU., independientemente de su estado migratorio.

En marzo de 2020, los hogares recibirán una invitación para realizar el Censo.

Puede responder por internet, por teléfono o solicitar un formulario en papel.

A partir de mayo el Censo visitará los hogares que no han respondido.

Las preguntas del censo incluyen:

- # de personas en la domicilio
- Nombre de cada persona, edad, fecha de nacimiento, sexo, nacionalidad
- Cómo, o si, las personas están relacionadas entre sí
- Si alguna persona a veces vive en otro lugar
- Número de teléfono
- Si la casa es propia o arrendada

Know Your Rights

- The Census counts everyone living in the U.S., regardless of immigration status.
- The Census does not ask about immigration status.
- The census affects how much money we get for programs like Medi-Cal, CHIP, SNAP, WIC, TANF, Head Start, School Lunches, & Title I funding for schools.
- If the count is too low, we don’t get what we need.
- Make sure to count ALL persons living at your address, even if they are not related to you.
- In March 2020, households will receive an invitation to take the Census.
- You can answer online, by phone or request a paper form.
- Beginning in May, the Census will follow up in person if you haven’t responded.
- Census questions include:
  - # of people at the address
  - Each person’s name, age, birthday, sex, race/ethnicity
  - How or whether people are related to each other
  - If a person sometimes lives at a different address
  - Home number
  - If home is owned or rented

Census workers are sworn to protect individual responses & face fines or prison if they don’t.

Census workers have a Census Bureau ID badge with name, photo, Dept. of Commerce watermark, & date of expiration.

You can check their name on the Census Bureau website at www.census.gov/cen- bis/main/email.sfl or call 800-923-8282.

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  - Si alguna persona a veces vive en otro lugar
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Know Your Rights
Census Enumerator Course Development

- AE subject matter experts: K12 AE, community college, AE regional consortium ESL Navigator, Burlington English
- Understand and describe enumerator skills
- CASAS Indicators alignment (key to scaling and implementation)
- Benefits to participants: A job. Good pay. Flexible work hours. Dislocated worker status
- Recruitment and the SAEC ESL Navigator (PR Kit)
- It is enumerator prep to ready people to apply. The actual enumerator training is 2 weeks paid training by the Census Bureau
Census 2020 Enumerator Prep Course Skills (30 hours)

**Interpersonal Skills**
- Communication
- Fundamentals of Customer Service
- Handling Irate Customers
- Employability

**Digital Skills**
- Employability
- Portable Devices (overview)
- Online Forms (Burlington)

**Self Management Skills**
- Orientation & Safety
- Critical Thinking
Census 2020 Enumerator Prep Course
Skills (30 hours)

Critical Thinking Skills
• Critical Thinking (adroit decision making)
• Employability (interview specific)

Clerical Skills
• Business Math
• Communication
• Employability

Policy Compliance Skills
• Orientation and Safety
• Communication
• Handling Irate Customers
• Employability
• Driving License Required

Language Skills
• Communications (Primarily speaking and listening)
## Community of Practice

### Interpersonal Skills

**Ability to communicate patiently and respectfully** with a broad range of individuals. Strong interpersonal skills, cultural competency, problem solving abilities. Good listening skills to understand and obtain information. Interview skills for enumerator data collection (not job interviews). Collect enumerator interviews. Participate in role plays.

<table>
<thead>
<tr>
<th>Interpersonal Skills</th>
<th>Communication Skills</th>
<th>Learning Outcome/Minimum Competencies</th>
<th>Burlington Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define Communication</td>
<td>C. Communication Skills</td>
<td>C. 1. Describe and demonstrate the following techniques to remove barriers in communication:</td>
<td>C. 1. Describe and demonstrate the following techniques to remove barriers in communication:</td>
</tr>
<tr>
<td>2. Describe the following stages of the communication process:</td>
<td></td>
<td>1.1. Communicate in interpersonal interactions:</td>
<td>1.1. Communicate in interpersonal interactions:</td>
</tr>
<tr>
<td>a. encoding</td>
<td><strong>C. Communication Skills</strong></td>
<td>1.2. Identify the purpose of the message</td>
<td>1.2. Identify the purpose of the message</td>
</tr>
<tr>
<td>b. message</td>
<td></td>
<td>1.3. Communicate effectively in the workplace</td>
<td>1.3. Communicate effectively in the workplace</td>
</tr>
<tr>
<td>c. encoding</td>
<td></td>
<td>1.4. Demonstrate effectiveness in working with other people</td>
<td>1.4. Demonstrate effectiveness in working with other people</td>
</tr>
<tr>
<td>d. channel</td>
<td></td>
<td>1.5. Demonstrate the ability to use information and communication technology</td>
<td>1.5. Demonstrate the ability to use information and communication technology</td>
</tr>
<tr>
<td>e. face-to-face meetings</td>
<td></td>
<td>1.6. <strong>C. Communication Skills</strong></td>
<td>1.6. <strong>C. Communication Skills</strong></td>
</tr>
<tr>
<td>f. written and verbal</td>
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<td>1.7. Communicate in interpersonal interactions:</td>
<td>1.7. Communicate in interpersonal interactions:</td>
</tr>
<tr>
<td>g. feedback</td>
<td></td>
<td>1.1. Identify the purpose of the message</td>
<td>1.1. Identify the purpose of the message</td>
</tr>
<tr>
<td>h. surround environment</td>
<td></td>
<td>1.2. Communicate effectively in the workplace</td>
<td>1.2. Communicate effectively in the workplace</td>
</tr>
<tr>
<td>i. cultural context</td>
<td></td>
<td>1.3. Demonstrate effectiveness in working with other people</td>
<td>1.3. Demonstrate effectiveness in working with other people</td>
</tr>
<tr>
<td>j. using clear and concise language</td>
<td></td>
<td>1.4. Demonstrate the ability to use information and communication technology</td>
<td>1.4. Demonstrate the ability to use information and communication technology</td>
</tr>
</tbody>
</table>

**SEQOIAS**

ADULT EDUCATION CONSORTIUM

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**Image of a document with a table and a diagram related to Community of Practice.**
Connection to IELCE/ESL outside of enumerator prep

General Census Awareness COAPP: 54.1

IET: Opportunity for development

California Adult Education Program Outcomes
  Certificate Gain
  Literacy Gain
  Employment Gain
  Earnings Gain
Questions?

• Slide deck and recording will be on national-coalition-literacy.org Census 2020 webinar page
• California Census Awareness 20 hour course – available?
• California Enumerator Prep Objectives – Google folders
nelrc.org/census2020

- Curated for adult educators and students
- Materials adapted for clarity and length
- Updated regularly
- Info & FAQs about census jobs and the application process
CALL FOR ARTICLES: "Stand Up and Be Counted" (Issue #50)

Thanks!

Keep in touch...

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Judy Mortrude, judy_mortrude@worlded.org
John Werner, sequoiaadulteddirector@gmail.com