

A group of four diverse college students are sitting together, smiling and looking towards the right. The student in the foreground is a young man with a yellow beanie, glasses, and headphones around his neck. He is wearing a grey jacket. To his right is a young woman with dark hair, wearing a red and white plaid shirt. In the background, there are two other students, a young woman with long brown hair and a young man with curly red hair and glasses. The background is a soft-focus outdoor setting.

# Higher Education Toolkit 2020 Census

A Guide for Student Organizations to Tailor  
Census Outreach Efforts on College Campuses





# About This Toolkit

Hello, Campus Student Leaders!

Census Day – April 1, 2020 – is fast approaching. As a campus student organization leader, we need your help!

## **Did you know the U.S. Census Bureau identified college students as among the hardest to survey during Census time?**

In response, the CA Complete Count Census 2020, is partnering with colleges and universities to **BE COUNTED!** This toolkit was developed by the Los Angeles Complete Count Committee Higher Education Sub-committee and builds on their work, as well as research from the Office of Evaluation Sciences of the U.S. Census Bureau.

Because you know your campus community best, you are uniquely positioned to break down barriers and ensure your students are counted. We need you and your student organizations to advocate for a complete count in your campus community.

The toolkit provides checklists of actions you can take to develop your own **Census Strategic Student Engagement Plan.**

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

## **California Complete Count, Census 2020**

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# How to Use This Toolkit

## Step 1: Timeline

### Welcome!

Review the Census timeline for colleges and universities.

## Step 2: Why the Census Matters

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

## Step 3: Student Demographics

**Understand your student population**, particularly those who are harder to count.

## Step 4: Student Outreach

**Review a checklist** of outreach ideas for student organizations to consider.

## Step 5: Engage Student Organizations

**Identify** other student organizations who can help.

## 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!

Students are to complete the census where they are living on April 1, 2020. For California colleges and universities, that will typically mean students complete the Census survey on campus.

***Students should count themselves separately from their families on April 1, 2020, if they are living away from home.***

Right now, the U.S. Census Bureau plans to send post cards with information on how to complete the Census online. The U.S. Census Bureau anticipates ***student e-responses to be completed between April 1, 2020, and May 1, 2020.***

# Step 2

Why the Census Matters



# 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.

## 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.

**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.

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

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

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

**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.

# Understand Student Impact on the Census

Make Sure Students' Voices are Heard – Be Counted!

## Quick Facts:

- 3 million college students in California are attending universities, colleges, and community colleges
- California has nearly 40 million residents, comprising 12% of the country's population.
- The U.S. Census Bureau considers college students among the hardest-to-count populations to survey
- Census survey data are one factor used to determine the funding for many programs in higher education.

## CA Complete Count Census 2020 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)

## 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.



# Step 3

Student Demographics

# Which College Students are Hardest to Count?

**The U.S. Census Bureau 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

**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

California campuses are made up of diverse student populations. Think about your different populations and how best to reach each of them, especially the hard-to-count. Some examples are:



Student Populations	Best Means for Reaching Them
<b>Where they live</b>	
Live on campus	
Live nearby, but off-campus	
Commute a distance to campus	
Lacking stable housing (couch surfers or homeless)	
<b>Demographics of Hard-to-Count Student Populations (and who they may identify with/as)</b>	
International students	
LGBTQ	
Hispanics	
Dreamers/Undocumented Students	
Student veterans, ROTC	
Parenting students	
Other Ethnicities (African American, Asian, Native American, Armenian, Southeast Asian, etc.)	

Student Populations	Best Means for Reaching Them
<b>Educational Purposes</b>	
Undergraduate	
Graduate & professional school students	
Continuing education	
Adult education	
Vocational education	

# Step 4

Student Outreach

# Identify What Will Work Best On Your Campus



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

**Remember:**

Students should inform their parents/guardians that they will complete the survey if they are living away from home on April 1, 2020, using their current residence address.

# Ideas for promoting the Census on campus

Reach the entire college community, including staff, faculty, employees, and visitors

Ask the student government organization (e.g., student senate, associated student government) to:

- Adopt resolutions about the importance of the 2020 Census
- Form a Student Census Subcommittee to develop and implement a student outreach plan
- Arrange for the student newspaper and other student media outlets to report on the Census
- Set up informational tables or booths on campus about the Census
- Reach out to classmates and other students on campus – make personal appeals
- Identify other student organizations that might be interested in participating in Census outreach
- Create friendly competitions among student organizations – offer small prizes to the winners
- Integrate 2020 Census outreach into existing campus events
- Hang 2020 Census posters in prominent locations on campus
- Make Census information available when students:
  - Attend student orientations
  - Register for classes
  - Borrow books from the library
  - Make purchases at the bookstore
  - Sign up for clubs
- Tap into student groups to undertake peer-to-peer outreach
- Encourage students to educate their parents and others in their community about the importance of the 2020 Census
- Connect with California's Complete Count Regional Program Representatives at: <https://census.ca.gov/wp-content/uploads/sites/4/2019/07/CA-Census-Outreach-Team.pdf>
- Connect with local Census Complete Count committees: <https://census.ca.gov/wp-content/uploads/sites/4/2019/07/CA-Census-Counties-Contacts.pdf>



# Ideas for Using Social Media to Reach Students

- Use social media platforms that are most widely used by students and on campus
- Involve art or design students to:
  - Develop creative messaging and artwork that resonates with students
  - Share messaging through social media
- Involve theater, music, and media arts students to:
  - Develop short productions (e.g., Public Service Announcements) that resonate with students
  - Share through social media
- Post Census information and links on student organizations' web pages
- Share your campus Census activities by tagging the California's Complete Count Census Office while at a Census 2020 event:



Twitter: @Cacensus



Facebook: @Californiacensus



Instagram: @Cacensus



**Hashtags: #Califonriaforall or #BeCounted**

# Ideas for campus locations for promoting the Census

Think about where students frequent for promoting 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	

Types of Facilities	Campus Locations/ Contact Person
Student Financial Aid office	
Kiosks	
Museums, galleries	
Parking facilities	
Sports arena	
Student forums with booths and tables	
Gym	
Other	

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

Identify locales surrounding the campus for displaying Census posters and promotional materials.

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	

# Ideas for Promoting Student Job Opportunities 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://2020census.gov/en/jobs.html>

## Census Volunteers and Community Service

- Explore opportunities for students who participate in Census-related activities to earn:
  - Extra credit hours
  - Community service hours
  - Internship credit for volunteer hours
- Volunteer to help with the Census – either on campus or in Hard-to-Count neighborhoods
- Have students volunteer as Census Ambassadors to help out with the Census at designated sites

# Step 5

Engage Student Organizations

# Worksheet to Recruit More Student Organizations

Engaging student organizations in the campus Census campaign can be one of your most effective strategies. Feel free to share this “CA Complete Count Census 2020 Higher Education toolkit: A Guide for Student Organizations.” Use the worksheet to identify student organizations that can promote the Census with students.

Types	Student Organizations/ Contact Person
Student government	
Student newspaper	
Student clubs	
Community service groups	
Commuter student organizations	
Ethnic groups	
Faith-based organizations	

Types	Student Organizations/ Contact Person
Housing/dorm boards	
Panhellenic (sororities and fraternities)	
Political action groups, law groups	
Student newspapers	
Social clubs	
Sports clubs	
Other	



# Step 6

Tailor Your Outreach

# Action Plan List

Now that we've covered some best practices for developing your campus's **Census Strategic Student Engagement Plan**, you can use this check list 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?

## Have An Objective

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

## Make It Relevant

- 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 student organizations and students should take?
- What kind of planning do our 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?

# 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.				

# Appendix

Address Students' Concerns

# Students Concern 1

*"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.

# Student Concern 2

*"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
- No citizenship question will be asked
- Build clarity that there is no identifying information, such as name or social security number
- Follow-up with facts on confidentiality citing U.S. Code 13

### 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.



# Student Concern 3

*"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 waiting 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.

# Student Concern 4

*"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.***

\*If living in a dorm, the college or university will count you as a part of the group quarters enumeration effort.

### 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.

# Student Concern 5

*"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

## Who might need these Services:

These students may be non-native English speakers or recent immigrants

In bold are the 12 non-English languages for U.S. Census Bureau Internet Self-Response Instrument and call-in support.

## List of available languages:

Albanian	Czech	Igbo	Nepali	<b>Tagalog</b>
American Sign Language	Dutch	Ilocano	<b>Polish</b>	Tamil
Amharic	Farsi	Indonesian	<b>Portuguese</b>	Telugu
<b>Arabic</b>	<b>French</b>	Italian	Punjabi	Thai
Armenian	German	<b>Japanese</b>	Romanian	Tigrinya
Bengali	Greek	Khmer	<b>Russian</b>	Turkish
Bosnian	Gujarati	<b>Korean</b>	Serbian	Twi
Bulgarian	<b>Haitian Creole</b>	Lao	Sinhala	Ukrainian
Burmese	Hebrew	Lithuanian	Slovak	Urdu
<b>Chinese</b>	Hindi	Malayalam	Somali	<b>Vietnamese</b>
Croatian	Hmong	Marathi	<b>Spanish</b>	Yiddish
	Hungarian	Navajo	Swahili	Yoruba



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