



**CALIFORNIA COMPLETE COUNT**  
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**Ditas Katague**  
Director

Please contact Dr. Mignonne Pollard, Education Outreach Manager ([mignonne.pollard@census.ca.gov](mailto:mignonne.pollard@census.ca.gov)) if you have any questions.

Please send the completed final report by email [Mignonne.Pollard@census.ca.gov](mailto:Mignonne.Pollard@census.ca.gov) by **November 16, 2020**.

### 1. Contracted Partner Information

	Please provide information from FORM STD 213
Agreement number	CCC-19-60041 / CCC-18-60019
Contract start date	7/30/2019
Contract end date	12/31/2020
Contractor name	Sacramento County Office of Education
Contractor business address	PO Box 269003
Contact name	Frank Pisi
Contact title	Director, History-Social Science
Contact phone	916-228-2239
Contact email	fpisi@scoe.net
Total amount of allocation	\$172,062.00 / \$82,980.52
County	Sacramento
Region	1
Date of report	11/30/2020

### 2. Demographic Overview

2a) Please provide a demographic overview of the county's educational system and student population that was reached through this agreement

	Please provide approximate numbers of those reached through the Census outreach activities
Number of school districts reached	21 (Sacramento, Placer, Yolo)
Number of students reached	Approx. 300,000
Percent of students reached who are English language learners	Approx. 25%

2b) Please indicate the school districts and census tracts that were served as a result of Census outreach activities

DISTRICT	Census Tracts
Arcohe	009404
Elk Grove USD	009615
Center	
Sac City USD	ALL
Twin Rivers USD	ALL
Galt ESD	ALL
Galt HSD	ALL

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DISTRICT	Census Tracts
SCOE court and community schools	
Robla School District	
San Juan USD	
Natomas USD	
Elverta School District	
Folsom Cordova USD	
Auburn Union SD	
Roseville City Schools	209.01, 209.08
Tahoe-Truckee School district	
Rocklin Joint USD	
Western Placer USD	
Eureka Union SD	
Washington Unified	102.03, 102.04
Woodland Joint USD	108, 109

### 3. Activities

Please note if you have completed the following deliverables. If these were not completed, please state the reason and any adjustments that were made.

3a) Required Activities	Completed / Utilized yes / no	Comments
How was the CA Schools-based Communications Outreach Toolkit used?	YES	Toolkit was sent to each district within the identified counties. SCOE staff used the toolkit to tailor messages to their communities via social media posts, email, and print correspondence.
What adjustments were made to Questionnaire Assistance Centers if these were planned?	YES	Given the statewide stay at home orders due to COVID-19, many of the planned QACs didn't materialize. Instead, our support and information pivoted to virtual formats. SCOE staff worked with colleagues in the Early Learning department, as they were still providing on-site (with modifications) support to families. Census materials and resources were delivered to families in this way, including information about how to participate in the Census.
Have all activities been uploaded into SWORD?	YES	
What activities replaced Census Week?	YES	School sites that had planned Census week events engaged in activities with their students over distance learning. This included creating PSAs about the Census, engaging in Count Me In! curriculum activities, and other ways to create messages about the importance of the Census.
How was language access provided?	YES	SCOE provided materials in multiple languages (primarily Spanish and Mandarin), as well as utilized SCOE staff who spoke multiple languages. These individuals delivered materials to families receiving services through SCOE's programs. Additionally, a video about the importance of the Census was translated into Spanish.
Did you participate in monthly meetings?		Not all meetings, but SCOE staff participated in several meetings of the Census group.

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3b) Optional Activities	Completed / Utilized yes / no	Comments
How was the Census 2020 Count Me In curriculum used?	YES	SCOE led the statewide development of the curriculum.
Did you participate in the train-the-trainer workshop for the curriculum?	YES	SCOE staff developed and conducted the Train the Trainers model to over 1000 teachers across the state, with more than 100 in Sacramento, Placer, and Yolo counties
Were any “poster or public service announcement contests” at the schools?	YES	Several districts engaged in poster and/or PSA activities, but were unable to hold contests due to COVID-19 and the shift to Distance Learning.
Was an evaluation conducted?	YES	Final Report in process.

### 4. Narrative Report

4a) Please provide an analysis on the strategies, activities, and timelines used throughout the outreach campaign.

SCOE was responsible for two major aspects of the Census project: Developing, training, and disseminating the statewide Count Me In! curriculum and conducting specific outreach to schools/communities in Sacramento, Yolo, and Placer Counties. SCOE subcontracted with a local youth serving agency (PRO Youth and Families) to conduct the majority of outreach around the Census. Before COVID and the shelter-in-place orders, staff worked very closely with every district in Sacramento County and priority districts in Yolo and Placer counties to create action plans for the use of the Count Me In! Curriculum as well as the hosting of Census Night and Census Week events. Additionally, teachers throughout these counties were trained in the curriculum just prior to widespread travel restrictions (by the end of October 2019). After the Stay-home-orders were in place, PRO Youth’s office at the Fruit Ridge Community Center became a community pick up spot for resources and meals. Leveraging this situation, Pro Youth staff included Census 2020 resources (flyers, promotional items, etc.) to the resources and meals that were distributed. This took place every day that meals and resources were distributed. PRO Youth staff also connected with staff in school districts in Placer and Yolo Counties to offer support for their Census efforts Census information nights and Census Day activities were planned (notably in Auburn Union and Woodland Joint Unified School Districts) but were not able to be held due to COVID-19. Additionally, SCOE staff worked with school districts in Sacramento County to include Census materials with their meals and resources. Thousands of Census flyers and other promotional materials were distributed throughout Elk Grove and Sacramento City Unified School Districts, as well as to all students in the Galt Elementary School District.

All digital Census resources (flyers, curriculum, and other promotional items) were distributed to school districts in Yolo County (Washington Unified and Woodland Joint Unified) and Placer County (through the Placer County Office of Education).

In the final days of the Census (October 2020), SCOE contracted with Evangelista Public Relations to conduct an extensive text message campaign throughout Placer, Sacramento, and Yolo counties. These messages reached more than 30,000 households throughout these counties.

4b) Please state what adjustments were made to conduct outreach during the shelter-

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in-place orders.

Due to travel restrictions and the stay-at-home order, the vast majority of our outreach efforts were done virtually. At the beginning of the pandemic, SCOE staff recorded a 'Census 101' video and a how-to video for the curriculum. This video was produced in the SCOE studio, broadcast on Public Access TV and was hosted on the SCOE website. Additionally, our strategy shifted to leverage the existing structures still in place throughout the stay-at-home orders- meals distribution for students, services to vulnerable populations, and school materials distribution sites. Through these efforts, we were able to distribute thousands of resources to families in need and vulnerable populations throughout our counties.

4c) What activities, if any, do you have planned for June?

N/A

4d) What approach(s) worked well for outreach to students and their families that could inform subsequent Census outreach efforts in school districts? Why did it work well?

The approach that worked best was attending to the needs of individuals through existing avenues. Working through trusted education partners (school counselors, nutrition services, librarians, etc.) was very effective in ensuring the best reception. Also, a focus on teacher and the Census curriculum was very effective. Early feedback from teachers who used the curriculum reported that their students' (and their own) knowledge of the importance of the Census grew. Additionally, teachers reported that they appreciated that the census curricula could be used in non-census years. By taking this long-term approach to raising awareness of the census, teachers were confident that their students would maintain an interest in future census efforts. I think these efforts worked particularly well because they were leveraging trusted and well-used systems.

4e) Did the activities reach other audiences? Do you have other insights to share about the approaches?

Because we targeted not only students, but the wider school community (teachers, administrators, etc.), our outreach activities reached well beyond our students. With students as trusted messengers, they carried the word about the importance of the Census home to their families. Distributing resources through the other mechanisms described above also reached the broader school community. An interesting "new" audience that we reached was teachers. While the census curricula and other census resources were geared toward students, by training teachers on the available resources the most common comment we received from teachers was, "I never really knew how important the Census was!" By raising their awareness of the importance of the census, we were able to give them a greater purpose and ignite their interest in teaching about the Census.

4f) Please list 3 to 5 recommendations for operations and processes for future Census outreach. Please state what could be improved and what worked well.

1: Materials translated into multiple languages would have been very beneficial. While some resources were available, many were not (such as the communications toolkit. Having each region translate their own materials was very tricky, as any error in translation could have had detrimental effects on the whole effort.

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2: SwORD was a very onerous system. Particularly for the education sector, much of the information requested is not normally asked of our participants. Since many of our outreach efforts centered around educator training and not training of the 'general public', much of the information was not entirely relevant. Many colleagues shied away from completing these reports given this. While the system was amazing in what it could provide, imputing data for every event was an issue.

3: The support given to COEs was much appreciated. While I could not make many of the partner calls and COE convenings, I was able to connect with my colleagues up and down the state to catch up and get the latest info. Thank you!

#### **5. Please provide additional comments below**