



**CALIFORNIA COMPLETE COUNT**  
400 "R" Street, Suite 350  
Sacramento, CA 95811  
(916) 852-2020

**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-18-60024
Contract start date	11/1/2019
Contract end date	12/30/20
Contractor name	San Joaquin County Office of Education
Contractor business address	P.O. Box 213030, Stockton, CA 95213
Contact name	Talia Smith
Contact title	Grant Development Coordinator
Contact phone	(209) 468-4818
Contact email	tsmith@sjcoe.net
Total amount of allocation	\$93,738.51
County	San Joaquin
Region	4
Date of report	11/16/20

### 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	14 school districts, 1 community college district, and County Office of Education Programs
Number of students reached	144,000
Percent of students reached who are English language learners	20%

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

DISTRICT	CENSUS TRACTS
Banta	52.02, 55.01
Jefferson	55.22, 52.07, 55.02
Lammersville	52.07, 52.06
Lincoln	10, 11.01, 12, 31.06, 31.14, 31.12, 31.11, 33.08, 33.12, 33.12, 33.07, 31.10, 31.09, 31.08, 32.03, 32.17, 32.15, 32.03, 32.04
Linden	37, 17, 36.01, 36.02, 35, 47.04

# County Office of Education

## Final Report

DISTRICT	CENSUS TRACTS
Lodi	36.01, 31.06, 35, 34.01, 31.08, 32.17, 32.15, 32.10, 32.05, 33.11, 32.09, 32.13, 32.14, 32.08, 40.02, 34.06, 34.03, 41.02, 41.06, 40.01, 44.02, 43.08, 43.07, 43.05, 44.04, 44.03, 43.02, 43.03, 41.04, 42.01, 42.04, 42.03, 45.02, 45.01, 42.02, 41.05, 46, 47.04, 47.01, 47.03
Manteca	55.01, 51.06, 50.04, 51.22, 51.14, 51.33, 51.32, 51.10, 51.13, 51.24, 51.23, 51.22, 51.26, 51.25, 51.34, 51.35, 51.19, 51.30, 51.29, 51.27, 51.31, 38.03
Ripon	51.06, 50.04, 51.31, 50.03, 50.03, 49.02, 28, 38.02, 38.01
Stockton	38.03, 37, 28, 38.02, 38.01, 25.03, 25.04, 23, 22.01, 22.02, 21, 24.01, 8.01, 3, 19, 6, 5, 1, 4.02, 8.01, 9, 4.01, 16, 18, 20, 27.01, 27.02, 17, 36.01, 36.02, 12, 13, 14, 15, 9, 11.02, 10, 11.01, 12, 31.14, 31.12, 31.11, 33.08, 33.12, 33.13, 34.07, 34.09, 35, 34.01, 34.07, 33.06, 33.07, 31.10, 31.09, 32.03, 32.05, 33.10, 33.11, 32.09, 34.06, 34.03, 32.04
Tracy	52.02, 52.07, 54.05, 54.06, 53.03, 52.06, 55.01, 55.02, 39
Escalon	51.31, 50.03, 49.02, 49.01, 37
New Hope	40.01
New Jerusalem	55.01, 55.02
SJCOE County Programs	Covers all tracts
San Joaquin Delta College	Covers all tracts

### 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	The Toolkit was shared with all our districts and used by the SJCOE public information officer
What adjustments were made to Questionnaire Assistance Centers if these were planned?	no	All planned on-site assistance activities were cancelled. We had hoped to support on-site activities in the fall but with all schools being virtual we were not able to do any QACs.
Have all activities been uploaded into SwORD?	yes	A total of 252 activities have been uploaded to SwORD. These represent activities from the three target districts (Stockton, Manteca, Lodi) as well as the other districts in our county and county operated programs at SJCOE.
What activities replaced Census Week?	yes	Districts and schools used social media and other existing virtual and phone communication forums to share information about the census. Census related flyers and promotional materials were also distributed through curriculum and food distribution networks.
How was language access provided?		All print material was provided in both English and Spanish in all our districts and SJCOE

# County Office of Education

## Final Report

3a) Required Activities	Completed / Utilized yes / no	Comments
Did you participate in monthly meetings?		Representatives from SJCOE attended the weekly statewide meetings, weekly regional meetings, and COE meetings with Mignonne.

3b) Optional Activities	Completed / Utilized yes / no	Comments
How was the Census 2020 Count Me In curriculum used?		SJCOE created overview webinars for each grade level (elementary, middle school, high school) and provided links to the curricula – both the Count Me In and the Statistics in Schools materials- to all districts in San Joaquin County. (Appendix A)
Did you participate in the train-the-trainer workshop for the curriculum?		One person from SJCOE attended the train-the-trainer workshop for Count Me In.
Were any “poster or public service announcement contests” at the schools?		A poster contest (Appendix B) was planned but was cancelled when schools went to distance learning. SJCOE created an alternative virtual chalk-a-thon event for the month of September that was shared through SJCOE social media pages and shared with districts. The majority of entries were from students in two of our target districts (Stockton and Manteca). The flyer and sample submissions are provided in Appendix D.
Was an evaluation conducted?	yes	An evaluation survey was sent to all district and program contacts. 7 responses were received which include the target districts of Stockton, Lodi and Manteca. Feedback from the evaluation is incorporated in the Narrative Report below and a copy of the evaluation survey results are attached.

## 4. Narrative Report

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

### SJCOE Activities:

1) SJCOE sent 33 weekly updates to all our district partners with updates on the census, including response rate data for the county and cities. These updates started in January and continued through June 1. They resumed in August and continued through mid-October. Based on the responses to our evaluation survey, all of the responding district representatives read these updates. All respondents rated these updates as helpful in communicating with stakeholders, with 85% of respondents rating them as “very helpful”. Respondents specifically mentioned the ideas shared through

## County Office of Education

### Final Report

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the updates were among the most helpful support offered by SJCOE. A sample is provided in Appendix A.

2) The following four (4) Informational webinars were hosted by SJCOE for district representatives:

Dec. 13, 2019 – Initial overview meeting

Jan. 27, 2020 – Review of Census Questionnaire

Feb. 14, 2020 – Overview of Census curriculum (Statistics in Schools and Count Me In!

March 9, 2020 – Guidelines for on-site assistance with the Census

A sample is provided in Appendix B. There were varying levels of attendance at these webinars though they were recorded and links to the recordings were shared with all district representatives. Respondents to the survey indicated that the webinars were helpful with 43% reporting they were “very helpful”.

3) Informational videos about the curriculum materials were created and shared with districts. These videos were designed to provide teachers with key information about the two sets of curriculum materials (Statistics in Schools and Count Me In!). Three videos were created so that we could target specific grade levels in each video (K-6, 6-8 and 9-12) based on the common configurations in our county.

4) Update meetings were held by SJCOE to provide information, get input from districts, and to have districts share their activities with each other. (Jan. 10, Feb. 7, Feb. 21, March 27, April 10, April 24, May 8, May 22, Aug. 21, Sept. 14

4) Individual meetings were held with district representatives during the first two weeks of May to review the response rate map with the school district overlay. The schools serving census tracts with lower response rates were identified so that districts could focus outreach to those schools. One respondent to the survey specifically mentioned that the one-on-one meetings were among the most helpful support from SJCOE.

5) A Google drive was created and shared with all district representatives. The drive was used as a repository for resources from the Partner Portal including social media toolkits, other toolkits, fliers and other print materials, and also the PowerPoints and links to recordings for county held meetings/webinars. Respondents to the evaluation survey noted that the materials shared in the Google drive, including the graphics, flyers and toolkits were particularly helpful for district and school level outreach.

6) Census swag was ordered and shared with districts (bags, water bottles, lanyards, mints, balloons, pens, wristbands, and suckers), Almost 9,000 items were distributed with food and/or curriculum distributions through school districts and county programs.

7) A Chalk-a-thon was sponsored for the month of September. This replaced the poster contest that had been planned for the spring. The flyer and sample submissions are provided in Appendix D

District/SJCOE County-Operated Program Activities:

## County Office of Education Final Report

- 1) Presentation of Census information at meetings with parents (prior to shut down) including parent clubs, school site councils, English learner advisory committees, IEPs.
- 2) Distribution of census information to all students prior to shut down. This activity was transitioned to food and curriculum distribution sites after shut down. Also distributed through district flyer distribution networks ie. Peachtree. (a sample is provided in Appendix E)
- 3) Social Media posts at district/school level (samples are provided in Appendix F)
- 4) Automated phone calls to remind families to complete the census
- 5) SJCOE Migrant Education and Head Start programs, who serve some of San Joaquin County's hardest to reach communities, delivered information regarding the census and census swag to families during home visits.

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

All outreach was transitioned to virtual communication rather than in person events. SJCOE outreach included weekly e-mails, Zoom webinars and update meetings. With in-person activities cancelled for our districts and county programs, there was an increase in outreach through social media, automated phone calls, and distribution of material through food/curriculum distribution networks.

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

Nothing was planned for June, but in August we re-started with weekly e-mail updates and monthly online update meetings. We encouraged districts to continue with outreach efforts as they had done in the spring.

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?

Based on the responses we got to our evaluation survey, the most effective ways to outreach to students and their families was through electronic forms – social media, websites, and the districts' mass notification systems (i.e. Peachjar, robo calls). Information was shared during online meetings but this was not as effective as the in-person meetings held prior to the switch to virtual. Respondents also noted that the distribution of promotional materials with lunches were also effective and were well received by families.

In responding to the question about what SJCOE could have done to better support district outreach efforts, respondents did not have any suggestions and commented that they felt the outreach was "great", "excellent", and "amazing".

## County Office of Education Final Report

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

The activities conducted by SJCOE and our partner districts were targeted towards students who attend public schools and their families in San Joaquin County. Since we moved our outreach activities to district food distribution sites our efforts actually reached a larger audience. All families with children, whether they attended a San Joaquin County public school or not, were eligible to receive meals at district sites. This means that our outreach materials ended up reaching additional families who may have children in home school or private school programs.

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) Provide ideas for school district/county office outreach based on what is submitted in these reports. Some of the ideas that were shared this fall were ones we would have used much earlier but we hadn't thought of them. We did some of them later in the outreach but they might have been more effective if done earlier. (e.g. Chalk-a-thon, Car Parades, bags with census logo).

2) Hold more frequent COE meetings early in the campaign to share ideas specific to COEs and/or have a way that resources and ideas can be shared that are specific to the field of education.

2) Continue with the weekly meetings that provided opportunities to learn what was happening in other areas of the state and with other types of organizations.

### 5. Please provide additional comments below

Despite the challenges of COVID-19 and the closing of schools in March, the outreach efforts of our school districts and county programs, in conjunction with the amazing outreach done by community organizations, resulted in self response rates that exceeded the 2010 self-response rates for the county as a whole and for all major cities, with increases of at least 2% in each.

	2020 SSR	2010 SSR	Difference
San Joaquin Co.	69.1%	66.5%	2.60%
Escalon	77.5%	75.3%	2.20%
Lathrop:	68.3%	66.2%	2.10%
Lodi:	73.2%	70.0%	3.20%
Manteca:	74.6%	69.9%	4.70%
Ripon:	80.5%	75.4%	5.10%
Stockton:	66.8%	64.4%	2.40%
Tracy:	74.0%	69.5%	4.50%

# **County Office of Education**

## **Final Report**

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### Appendices

Appendix A - Sample of weekly updates sent via e-mail to district/program representatives from January through June 1 and Aug – October 12

Appendix B – Sample webinar PowerPoint from February webinar on Census Curriculum

Appendix C – Sample PowerPoint from Update Meeting

Appendix D – Samples from SJCOE sponsored Chalk-a-thon

Appendix E – Sample Peachjar communication

Appendix F – Sample social media posts

Separate Attachment: SJCOE Census Outreach Evaluation Survey Results

# County Office of Education

## Final Report

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### Appendix A – Sample of weekly updates sent via e-mail to district/program representatives from January through June 1 and Aug – October 12



**SAN JOAQUIN COUNTY  
OFFICE OF EDUCATION**

Carol Anderson-Woo, Census Coordinator  
(cawoo@comcast.net)



### SJCOE Census 2020 Update #1

**Census Countdown: 12 weeks to Census Day (April 1, 2020)**

Welcome to the first weekly Census Update provided by the San Joaquin County Office of Education. With these updates we aim to keep our districts informed about census activities and provide information that can be shared at the district level. The information in these updates comes from a variety of resources including the California Census Office and the US Census Office.

The purpose of our Census outreach is to educate, motivate, and activate students, parents, and families to engage in the 2020 Census. That work needs to start now and continue through the end of the school year to optimize the participation in the Census.

These updates are written with district coordinators in mind, but you can certainly select components to share with others in your district as you deem appropriate.

#### Update on MOUs

We are waiting for final approval of the MOU documents from the SJCOE Business department and then they will be sent out to you. We hope this will happen by the end of this week.

#### Census Materials: Shared Google Drive

<https://drive.google.com/drive/u/1/folders/0APQOYMjJXEE3Uk9PVA>

A shared Google Drive has been created to store materials related to the Census. All district contacts have been added as users so that you can easily access materials. You will be receiving an invitation to the shared drive shortly.

#### School-Based Outreach Toolkit

The state released a toolkit specifically aimed at schools in November. A copy was sent to all district contacts with the recording and PowerPoint from our initial Zoom meeting on December 13. A copy is also stored in the shared Google drive (and attached to this e-mail). This document has a wealth of information and resources.



# County Office of Education

## Final Report

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### Census Webinars

We will be holding Census webinars to provide district contacts with additional information about the Census. These online meetings will be held via Zoom and meeting invites will be sent through Outlook. The meeting link will be included in weekly updates closer to the meeting dates. These meetings will be recorded and a link to the recording will be provided so if you cannot attend live, you can view later. Here is the schedule for upcoming webinars (I alternated between Monday afternoons and Friday mornings as these were the most popular in the polling from our Dec. 13 meeting):

Date	Time	Topic
Monday, Jan 27	1:00 pm	Census questionnaire/Census timelines
Friday, Feb 14	11:00 am	Census Curriculum Resources
Monday, March 9	1:00 pm	Guidelines for On Site Census Assistance

If there is a desire for other topics we can schedule additional webinars.

### Suggested Activities for the Week:

Here are some activities you might consider for this week:

- ☐ Review the School-Based Outreach Toolkit document.
- ☐ Provide general Census information to your site administrators. (You could use page 14 of the Toolkit – Census 101 OR the Census One Pager in the English and Spanish folder of the shared Google Drive and attached to this e-mail.)
- ☐ Talk to your Superintendent about the possibility of a School Board Resolution in support of “2020 Census in Schools Week”. (See page 8 of the Toolkit for sample language.)

Please don't hesitate to contact me if you have questions or if I can be of any assistance with census activities in your district. The best way to reach me is via e-mail. Please put the word Census in the subject line.

*Carol Woo*

Census Coordinator, SJCOE  
[cawoo@comcast.net](mailto:cawoo@comcast.net)

### Attachments:

- School Based Outreach Toolkit
- Census One Pager in English

# County Office of Education

## Final Report



SAN JOAQUIN COUNTY  
OFFICE OF EDUCATION

Carol Anderson-Woo, Census Coordinator  
(cawoo@comcast.net)



### SJCOE Census 2020 Update #33

Monday, October 12, 2020

#### Last Weekly Update from SJCOE

While the Census enumeration is still continuing, potentially until the end of October, this will be the last update from SJCOE. The latest figures from the US Census Office indicate that 99.9% of residents have been counted either through self-response or through NRFU (Non Response Follow Up).

#### Update on the Census Response Rates

The self-response rates continue to increase with most cities showing a small increase. Here are the latest Self-Response Rate Stats (as of Sunday, October 11). This data is publicly available at <https://2020census.gov/en/response-rates>

The Self Response Rate is the percentage of households that have responded online, by mail-in questionnaire, or by telephone. On August 11, Census Enumerators began going to the households that had not responded to collect census data. Those responses are not included in the self-response rate.

Location	Current Self Response Rate	Last Week's Self Response Rate	2010 Self Response Rate	Difference from 2010 SRR
National	66.8%	66.7%	74.0%	-7.2%
California	69.4%	69.3%	68.2%	1.2%
San Joaquin Co.	68.8%	68.7%	66.5%	2.3%
Escalon	77.3%	77.2%	75.3%	2.0%
Lathrop	67.9%	67.8%	66.2%	1.7%
Lodi	72.9%	72.8%	70.0%	2.9%
Manteca	74.3%	74.2%	69.9%	4.4%
Ripon	80.3%	80.3%	75.4%	4.9%
Stockton	66.5%	66.4%	64.4%	2.1%
Tracy	73.7%	73.6%	69.5%	4.2%

The US Census office provided updated Total Response Rate for the country and each state this week. The Total combines the self-responses (SRR) and those households counted by census takers as part of the Non-Response Follow Up (NRFU) that started August 11

**National:** 66.8% (SRR) + 33.1% (NRFU) = **99.9% Total Enumerated to date**

**California:** 69.4% (SRR) + 30.5% (NRFU) = **99.9% Total Enumerated to date**

# County Office of Education

## Final Report

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### Suggested Activities for the Week:

As you communicate with your school community, please continue to share information about the census. Here are some ideas for communicating during this time of distance learning

- ☐ Celebrate and thank families for completing the Census and remind those that may not have completed that time is running short and they need to complete the 2020 census today!
- ☐ Send us any photos or artifacts you have of your census work. Screenshots of social media posts, photos of census materials being distributed, and photos of chalk art are all welcomed! We'll be including these in our final report to the state Census office.

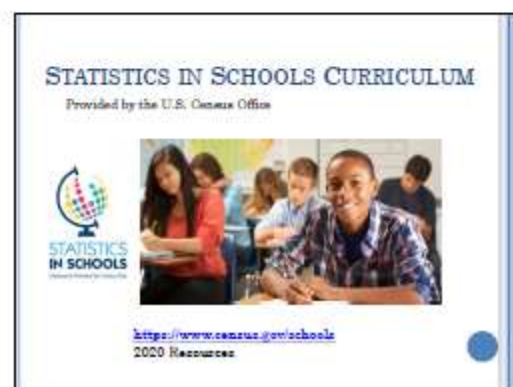
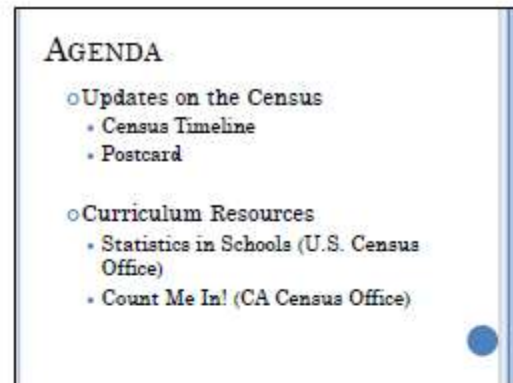
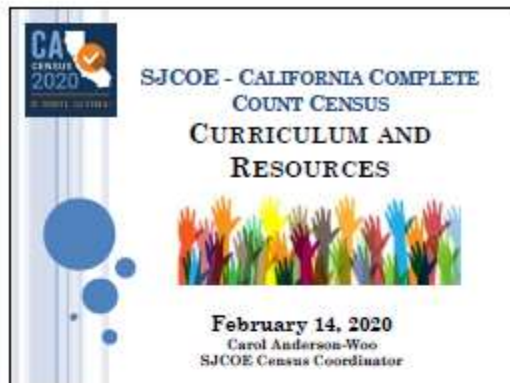
Thank you for all your efforts to get our families counted. Even with all the challenges we faced with COVID19 and schools being virtual, your continued messaging about the Census contributed to record self-response rates in our county – which has one of the largest hard to count populations in the state. Thank you for the time and energy you have put into the Census efforts over the past 9 months!!

*Carol Woo*

Census Coordinator, SJCOE  
[cawoo@comcast.net](mailto:cawoo@comcast.net)

# County Office of Education Final Report

## Appendix B – Sample webinar PowerPoint from February webinar on Census Curriculum




# County Office of Education Final Report



## About Statistics in Schools

SSI brings school subjects to life using real-world Census Bureau statistics to create materials for use year after year at all grade levels. SSI is:

- Teacher-designed:** Teachers helped create and review each activity to make sure it is valuable and engaging.
- Easy to use:** Materials are free, easily customized, and supportive of existing lesson plans.
- Valuable:** SSI enhances learning, builds statistical literacy, and prepares students for a data-driven world.



## STATISTICS IN SCHOOLS ADDRESSES MULTIPLE CONTENT AREAS AND GRADE LEVELS

<b>Content Areas:</b>	<b>Grade Levels:</b>
<ul style="list-style-type: none"> <li>Geography</li> <li>History/Social Studies</li> <li>English</li> <li>Mathematics</li> <li>Sociology</li> </ul>	<ul style="list-style-type: none"> <li>K-12</li> <li>K-2</li> <li>3-4</li> <li>5-6</li> <li>7-8</li> <li>9-12</li> <li>Pre-K</li> <li>ELL/Adult ESL</li> </ul>

## VIDEOS FOR EDUCATORS




 <p>Statistics in Schools: Preparing Students for a Data-Driven World (2:16 min)</p>	 <p>Educating Educators Through Numbers (4 min)</p>
 <p>In My Class (3 min)</p>	 <p>Life By Numbers (3 min)</p>
 <p>Why Statistics? (4 min)</p>	

<https://www.census.gov/programs-surveys/ssi.html>  
Scroll to the bottom of the page for links to these videos



## EXPLORING THE ACTIVITIES


 <p>K-12 Activities</p> <p><small>The Statistics in Schools website content is available for the 2010-2020 census data. Updates will be made as new data is released.</small></p>	 <p>Pre-K Materials</p> <p><small>Pre-K materials are available for the 2010-2020 census data. Updates will be made as new data is released.</small></p>	 <p>ELL/Adult ESL</p> <p><small>ELL/Adult ESL materials are available for the 2010-2020 census data. Updates will be made as new data is released.</small></p>
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## PRE-SCHOOL RESOURCES:

(All resources are available in English and Spanish)

Activity Name	Target grades
Preschool Educator Flyer	Pre-K
2020 "Everyone Counts!" Story and Activity Book	Pre-K
2020 "Everyone Counts!" Song	Pre-K
Featured Activity: I Count, You Count!	Pre-K
World of Animals	Pre-K
Transportation: On Our Way To Being Counted	Pre-K
Jobs in My Community	Pre-K
Diversity: Everyone is Special	Pre-K
Preschool Take-Home Flyer	Pre-K



## ELEMENTARY LESSONS:

Activity Name	Target grades	ELL version*
Diversity: Languages at Home	K-2	X
Creating and Taking a Survey	K-2	X
Featured Activity: Let's Get the Count Right	K-2	X
Diversity: Differences in Communities	Gr. 3-4	X
Apportionment	Gr. 3-4	X
Featured Activity: Population Change Over Time	Gr. 3-4	X
Diversity: Languages Spoken in the U.S.	Gr. 5-6	X
Constitution Day	Gr. 5-6	X
Featured Activity: City Planning with Census Data	Gr. 5-6	X

\*ELL Version has reduced English language demands.

# County Office of Education Final Report

**MIDDLE SCHOOL LESSONS:**

Activity Name	Target grades	EL version*
Diversity: Languages Spoken in the United States	Gr. 5-6	X
Constitution Day	Gr. 5-6	
Featured Activity: City Planning with Census Data	Gr. 5-6	X
Diversity: Census Questions Over Time	Gr. 7-8	X
Apportionment	Gr. 7-8	
Featured Activity: Exploring Questions to the 2020 Census	Gr. 7-8	X

\*EL Version has reduced English language demands.

**HIGH SCHOOL LESSONS:**

Activity Name	Target grades	EL version*
Make Data Speak	Gr. 9-12	X
The Opportunity Atlas	Gr. 9-12	
The Census Questionnaire: Then and Now	Gr. 9-12	
Where to Next	Gr. 9-12	X
Diversity: Minority Entrepreneurship and the Economy	Gr. 9-12	X
Featured Activity: How the Census Impacts My Community	Gr. 9-12	X

\*EL Version has reduced English language demands.

**EXPLORING THE ACTIVITIES**



**K-12 Activities**

Resources to explore census content available for the 2020 Census, including a complete set of activities for grades K-12.



**Pre-K Materials**

Resources to explore census content available for the 2020 Census, including a complete set of activities for Pre-K.



**EL/Adult EL**

Resources to explore census content available for the 2020 Census, including a complete set of activities for EL/Adult EL.

**K-12 Activities**

Resources to explore census content available for the 2020 Census, including a complete set of activities for grades K-12.

**Featured Activity: Population Change Over Time**

**Grades 3-4**

**Featured Activity: Population Change Over Time**

There is an OVERVIEW of each activity on the website.

**Some activities require that the teacher display a graphic or show a video - link will be found here. Link will be found here. Link will be found here.**

**Some EL/Adult EL activities require students to access the internet.**

**TEACHER VERSION**

- Detailed Lesson/Activity Guide
  - Before the Activity
  - During the Activity
  - After the Activity
  - Home Extension
- Copies of Resources/Activity Items from Student Version /Answer Keys

**Featured Activity: Population Change Over Time**

**2020 Census**

**2020 Census**

**2020 Census**



# County Office of Education Final Report

[illegible]

1. **Not a test!** Unlike the traditional history test, this is not a test. It's a discussion. The number of points is subjective. And students are free to raise their voice and ask for a re-evaluation of the feedback, or the teacher's comment. You can't be holding against them. They're free to raise an objection.
2. **Learning through a discussion:** It's not enough to memorize a list of facts. You have to understand why and how, and to be able to apply it. So, I encourage students to discuss their work. I encourage them to ask questions, and to be able to answer them. I encourage them to be able to ask questions, and to be able to answer them. I encourage them to be able to ask questions, and to be able to answer them.

### Doing the Activity—22 Minutes


Here are the instructions:

1. **Group assignments:** You can assign groups of students to work on the activity. I usually have 4-5 groups of 4-5 students each. I usually have 4-5 groups of 4-5 students each. I usually have 4-5 groups of 4-5 students each. I usually have 4-5 groups of 4-5 students each.
2. **Assigning the activity:** I usually assign the activity to the groups. I usually assign the activity to the groups. I usually assign the activity to the groups. I usually assign the activity to the groups.
3. **Time and questions:** I usually give the groups 22 minutes to complete the activity. I usually give the groups 22 minutes to complete the activity. I usually give the groups 22 minutes to complete the activity. I usually give the groups 22 minutes to complete the activity.
4. **After the activity:** I usually have the groups present their work. I usually have the groups present their work. I usually have the groups present their work. I usually have the groups present their work.

Questions? I'd be glad to answer them. I'd be glad to answer them. I'd be glad to answer them. I'd be glad to answer them.

Thank you for your attention. I'd be glad to answer them. I'd be glad to answer them. I'd be glad to answer them. I'd be glad to answer them.

[illegible]



## STUDENT VERSION

- **Worksheet**
  - This lesson has a 2 page worksheet
- **Resources needed**
  - For this lesson there are:
    - US Map: Population change by state 1890-1950
    - US Map: Population change by state 1950-2010
    - Data Table: Actual population for each state, 1890, 1950, 2010



**2020 TEACHER  
STUDENT  
ACTIVITY**

Name: \_\_\_\_\_

## Featured Activity: Population Change Over Time

1. Watch the first 30 seconds of the video, then, read Activity Part 2, *Global Population Growth*.

Date Observed	Location	City/State	Notes
My first observation			
Second observation			


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[illegible]

# County Office of Education Final Report



Activity Item 2: Wide Population Data Tables				
Sub-Item	2000 Population	2000	2000 Population	2000
Alabama	4,585,269	1,000,000	4,585,269	1,000,000
Alaska	626,932	100,000	626,932	100,000
Arizona	5,131,275	1,000,000	5,131,275	1,000,000
Arkansas	2,618,527	500,000	2,618,527	500,000
California	33,871,648	10,000,000	33,871,648	10,000,000
Colorado	3,773,366	750,000	3,773,366	750,000
Connecticut	3,442,809	750,000	3,442,809	750,000
Delaware	789,143	150,000	789,143	150,000
Florida	15,134,683	4,000,000	15,134,683	4,000,000
Georgia	4,488,419	1,000,000	4,488,419	1,000,000
Hawaii	1,211,537	250,000	1,211,537	250,000
Idaho	1,211,537	250,000	1,211,537	250,000
Illinois	12,812,508	3,000,000	12,812,508	3,000,000
Indiana	6,081,268	1,500,000	6,081,268	1,500,000
Iowa	3,045,756	750,000	3,045,756	750,000
Kansas	3,401,229	750,000	3,401,229	750,000
Kentucky	4,046,368	1,000,000	4,046,368	1,000,000
Louisiana	4,488,419	1,000,000	4,488,419	1,000,000
Maine	1,329,187	250,000	1,329,187	250,000
Maryland	5,773,552	1,500,000	5,773,552	1,500,000
Massachusetts	6,349,094	1,500,000	6,349,094	1,500,000
Michigan	9,856,264	2,500,000	9,856,264	2,500,000
Minnesota	5,253,688	1,250,000	5,253,688	1,250,000
Mississippi	2,819,347	500,000	2,819,347	500,000
Missouri	5,993,822	1,500,000	5,993,822	1,500,000
Montana	989,931	200,000	989,931	200,000
Nebraska	1,938,800	500,000	1,938,800	500,000
Nevada	2,050,517	500,000	2,050,517	500,000
New Hampshire	1,329,187	250,000	1,329,187	250,000
New Jersey	8,791,141	2,250,000	8,791,141	2,250,000
New Mexico	2,050,517	500,000	2,050,517	500,000



# QUESTIONS ABOUT THE STATISTICS IN SCHOOLS CURRICULUM ?

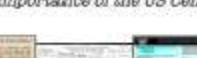
Type your question in the Chat box or turn on  
your microphone and ask.



# Count Me In!

*Exploring the historical foundations  
and importance of the US Census*





Inquiry lessons for 5<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade teachers.




## A Census 2020 Project

A campaign designed to ***educate students and educators on the US Census:***

- *Historical importance*
- *Function of the Census (how it works)*
- *Use of Census data*
- *Importance of a complete count*
- *Ways to ensure that a complete count occurs (advocacy projects)*

Sacramento County

  U.S. DEPARTMENT OF COMMERCE  
BUREAU OF ECONOMIC ANALYSIS





# County Office of Education Final Report

**LIKE THE CENSUS...**

All Count Me In! resources are digital.

[www.bit.ly/2020CensusInquiries](http://www.bit.ly/2020CensusInquiries)

The screenshot shows a digital resource page with a search bar and a list of resources. The resources are organized into a table with columns for Name, Date, Version, and Status. The resources are related to the 2020 Census Inquiries and are available in both English and Spanish.

**THE INQUIRY DESIGN MODEL**

Classroom teachers, trained in the Inquiry Design Model, chose content:

- designed to engage students,
- that allows opportunities for depth of learning, and

Each inquiry asks students to use primary and secondary source material to answer an open-ended, compelling question.

Students adopt the role of amateur historian while addressing HSS content standards, CCSS Literary standards, and ELD standards.

**The Design Path for IDM**

The diagram shows the Design Path for the Inquiry Design Model, which is a three-phase process. Phase 1: Finding the Inquiry, Phase 2: Finding the Inquiry, and Phase 3: Finding the Inquiry. Each phase includes a list of activities and a corresponding icon.

**COMPELLING QUESTIONS**

Each inquiry begins with a *Compelling Question* designed to:

- Engage student curiosity
- Frame the inquiry
- Set up the summative task

*"It's not the answer that enlightens, but the question."*

The illustration shows a group of hands of various colors reaching up towards the top of the slide, symbolizing engagement and inquiry.

**SUPPORTING QUESTIONS**

To answer a Compelling Question, students need a series of concrete, evidence-driven questions to guide them through their research.

The diagram shows the process of using Supporting Questions to answer a Compelling Question. It starts with a Compelling Question, which leads to three Supporting Questions. Each Supporting Question is followed by Source Materials and Formative Tasks.

**THE INQUIRIES**

**5<sup>th</sup> grade**

- The Great Compromise**
  - Do all people deserve to be counted?
  - Students will use data from the 1790s census to explore the early place for congressional representation.
- Westward Expansion**
  - Did those living in western lands benefit from being counted?
  - Students will write a newspaper article informing people why it's important to be counted.
- You Matter!**
  - Is it a waste of time to conduct a census?
  - Students will study the modern census and create a persuasive presentation urging people to participate in the census.

The illustration shows a group of hands of various colors reaching up towards the top of the slide, symbolizing engagement and inquiry.

**THE INQUIRIES**

**8<sup>th</sup> grade**

- Early Nation**
  - How much can really change in 10 years?
  - Students will compare the 1790 and 1890 censuses to better understand changes in the new nation.
- Louisiana Purchase**
  - Would you buy land from a short French guy?
  - Students will use modern census data to help them understand population density as part of their study of the Louisiana Purchase.
- Missouri Compromise**
  - Is compromise always fair?
  - Students will use historical census data as the study the state of slavery and the political difficulties it presented to adding new states.

**Taking Informed Action Inquiries**

**Your Voice Matters**

Students will develop a Public Service Announcement on the topic of the Census or Voting.

**Why Is the Census Important?**

Using past census outreach campaigns as a model, students will develop a campaign of their own.

The illustration shows a group of hands of various colors reaching up towards the top of the slide, symbolizing engagement and inquiry.

# County Office of Education Final Report

**THE INQUIRIES**

<p><b>11<sup>th</sup> grade</b></p> <ul style="list-style-type: none"> <li>How immigrants in the late 19<sup>th</sup> century expected to be part of a nation, local or national?</li> <li>Students will use primary and secondary sources to write a response to the compelling question.</li> </ul>	<p><b>Immigration &amp; Assimilation</b></p> <ul style="list-style-type: none"> <li>How did previous immigration efforts transform the US &amp; make US the most populous state?</li> <li>Students will use census data to complete a quantitative data analysis and develop a written response.</li> </ul>	<p><b>Late 20th Century Immigration</b></p> <ul style="list-style-type: none"> <li>Why is it vital for immigrant groups to continue to make themselves visible in the census?</li> <li>Students will study the Immigration Act of 1965 to help answer the compelling question.</li> </ul>	<p><b>Take &amp; Use Census</b></p> <ul style="list-style-type: none"> <li>How and why has the census evolved throughout the history of the US Census?</li> <li>Students will use census data to answer an evidence-supported claim to the compelling question.</li> </ul>
---	---	---	--

**Taking Informed Action: Inquiry**

<p><b>Geneseo Participation in California</b></p>	<p>Students will develop a project to promote participation in Geneseo 2020</p>
---	---

## THE INQUIRIES

**Civic Learning  
History & Social Studies**

**12<sup>th</sup>  
grade**

- How does population data impact the way people think about the country?
- How does the census impact the way people think about the country?
- How does the census impact the way people think about the country?
- How does the census impact the way people think about the country?

**Science & Engineering Practices**

- How does the census impact the way people think about the country?
- How does the census impact the way people think about the country?
- How does the census impact the way people think about the country?
- How does the census impact the way people think about the country?

**Computer Science & Design Thinking**

- How does the census impact the way people think about the country?
- How does the census impact the way people think about the country?
- How does the census impact the way people think about the country?
- How does the census impact the way people think about the country?

**Communication & Collaboration**

- How does the census impact the way people think about the country?
- How does the census impact the way people think about the country?
- How does the census impact the way people think about the country?
- How does the census impact the way people think about the country?

Taking Informed Action Inquiries	
Federalism and Common Good	Students will present a Civic Action Project to raise awareness of the Census.
Census Participation in California	Students will develop a project to promote participation in Census 2020.

## OVERVIEW PAGE

Each inquiry has an overview page that allows teachers to see the sequence of lessons and student tasks.

**Standards alignment**

Unit	Standard	Lesson	Task
Unit 1: The American Revolution	1.1.1	1.1.1.1	1.1.1.1.1
	1.1.2	1.1.2.1	1.1.2.1.1
	1.1.3	1.1.3.1	1.1.3.1.1

Compelling questions and total duration

**Description of daily performance task and estimated duration**

Lesson	Task	Duration
1.1.1.1	1.1.1.1.1	1.1.1.1.1
1.1.2.1	1.1.2.1.1	1.1.2.1.1
1.1.3.1	1.1.3.1.1	1.1.3.1.1

**Supporting questions for each lesson within the inquiry**

Lesson	Supporting Questions
1.1.1.1	1.1.1.1.1
1.1.2.1	1.1.2.1.1
1.1.3.1	1.1.3.1.1

Supporting questions for each lesson within the inquiry

**Summative task**

**Summative task**

Summative task

**DAILY LESSON PAGE**

The Daily Lesson Page provides step-by-step instructions for implementing the lesson as well as three activities for each chunk.

**Instructional content**

Section	Activity	Time
Introduction	Read the lesson objective and the learning goal.	5-10 minutes
Main body	Read the lesson objective and the learning goal. Read the background information. Read the main body of the lesson. Read the summary.	15-20 minutes
Summary	Read the lesson objective and the learning goal. Read the background information. Read the main body of the lesson. Read the summary.	5-10 minutes
Assessment	Read the lesson objective and the learning goal. Read the background information. Read the main body of the lesson. Read the summary.	5-10 minutes

**Supporting content and additional resources**

The supporting content and additional resources are at the top.

**Some lessons contain background information to help inform teacher instruction.**

**The table of the student work is in the Evaluation of Student Learning section.**

[illegible]

ADVOCACY  
PROJECT

WHAT DOES  
IT MEAN TO  
TAKE  
INFORMED  
ACTION?

*It  
depends ...*

Define the purpose of your action:

- Awareness Campaign: A message that will give people enough information to understand the issue, care about it, and want to act on it.
- Call to Action: A campaign designed to provoke an immediate response, motivating individuals to a particular action.

42

# County Office of Education Final Report



## RESOURCES AVAILABLE

(Links will be in the shared Google drive in Curriculum folder)

- o General Overview
  - This PowerPoint
  - Recording of this webinar
- o Grade-Span Specific Videos
  - Elementary: PK-5/6
  - Middle School: 6-8
  - High School: 9-12

## SJCOE SUPPORT

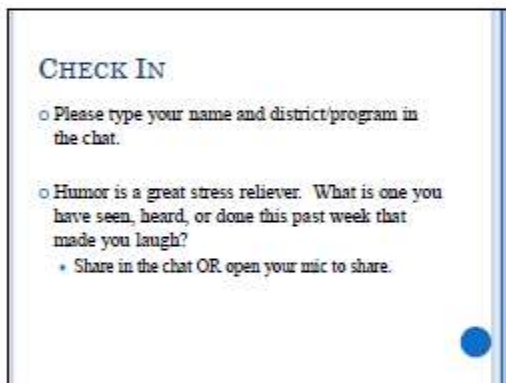
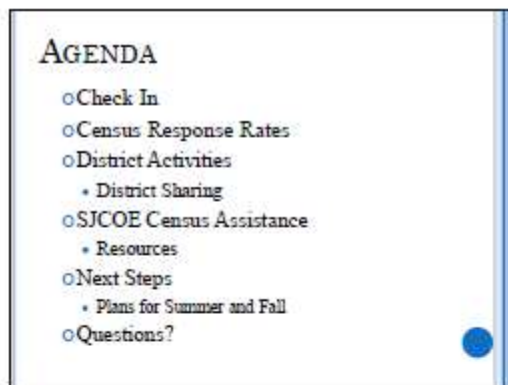
- o Carol Anderson-Woo, Census Coordinator ([carolaw@scoecast.net](mailto:carolaw@scoecast.net))
- o Monthly Online Webinar Meetings
  - Mon March 9, 1:00pm: Guidelines for On Site Census Assistance
- o Monthly Online Update Meetings
  - Fri. Feb. 21, 1:00pm
  - Fri. Mar. 27, 1:00pm
  - Fri. April 10, 11:00am
- o Weekly Announcements (updates and reminders sent each Monday)
- o Assistance via e-mail, phone, online (Zoom), in-person assistance
- o Marlene Flau, Executive Assistant, Student Programs and Services ([mflau@scoecast.net](mailto:mflau@scoecast.net))

## QUESTIONS?

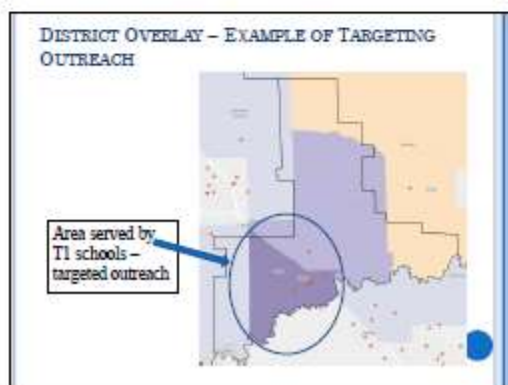
What else can we do to support your district and your schools?  
(Type in the chat box)

# County Office of Education Final Report

## Appendix C – Sample PowerPoint from Update Meeting



	5/7	4/2	Change
National	57.7%	51.8%	5.90%
California	58.9%	53.2%	5.70%
San Joaquin County	57.9%	51.5%	6.40%
Escalon	68.7%	57.9%	10.80%
Lathrop	53.7%	46.9%	6.80%
Lodi	62.8%	54.2%	8.60%
Manteca	63.2%	54.7%	8.50%
Ripon	71.3%	61.8%	9.50%
Stockton	55.7%	50.3%	5.40%
Tracy	62.7%	57.3%	5.40%

A blue circle is in the bottom right corner.



# County Office of Education Final Report

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## SHARING CENSUS OUTREACH IDEAS

- What are you doing in your district/program to encourage families to complete the census in the last few weeks of the school year?
- Any plans for summer outreach?

Type in the chat OR open your microphone and share

## CLOSING OUT THE SCHOOL YEAR

- Weekly Announcements through May
- Last update meeting on Fri. May 22
- Please submit documentation for funding reimbursement to Lisa Bryant ([lbryant@sjcoe.net](mailto:lbryant@sjcoe.net))
- 
- Please make sure you have submitted information for at least 2 activities for each Title I school.

## PLANS FOR SUMMER/FALL

- Districts can:
  - continue with providing information through summer meal programs
  - Continue to provide outreach/support in the fall
  - Submit documentation for any remaining funding allocation used for outreach activities July – October.
- SJCOE will:
  - Provide bags with Census logo that can be used for meal distribution
  - Send weekly announcements starting in August
  - Hold monthly update meetings starting in August

## CENSUS RESOURCES FROM SJCOE

- SJCOE has Census 2020 branded materials available:
  - Sockers, Mints, Wrist bands, Pens, Water bottles
  - Lanyards, Balloons
- Shared Google Drive
  - Social Media Toolkits (May toolkit just added)
  - Graphics
  - Flyers/Print Materials

If you would like some of these materials contact Lisa ([lbryant@sjcoe.net](mailto:lbryant@sjcoe.net)).

## SJCOE SUPPORT

- Carol Anderson-Woo, Census Coordinator ([cawoo@comcast.net](mailto:cawoo@comcast.net))
- Lisa Bryant, (new) Executive Assistant, Student Programs and Services ([lbryant@sjcoe.net](mailto:lbryant@sjcoe.net))

QUESTIONS?  
CONCERNS?

# County Office of Education Final Report

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## Appendix D – Samples from SJCOE sponsored Chalk-a-thon

**CENSUS CALIFORNIA ALL 2020**

**THE SAN JOAQUIN COUNTY 2020 CENSUS CHALKATHON**

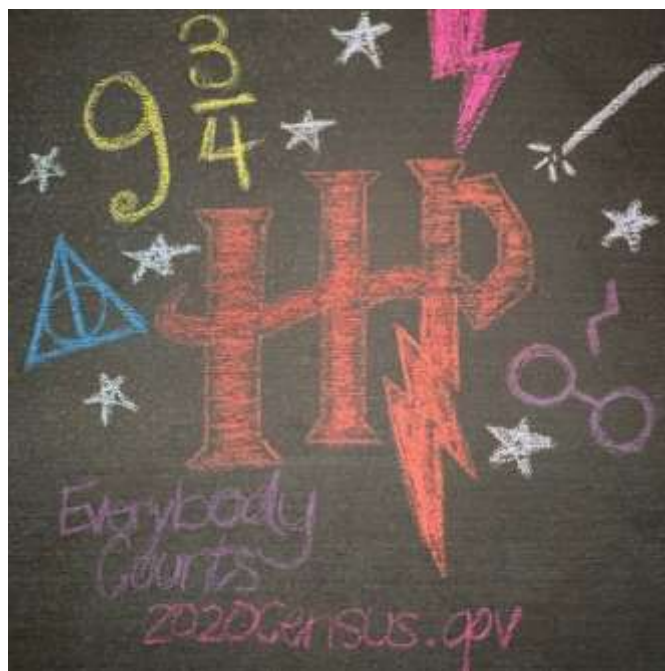
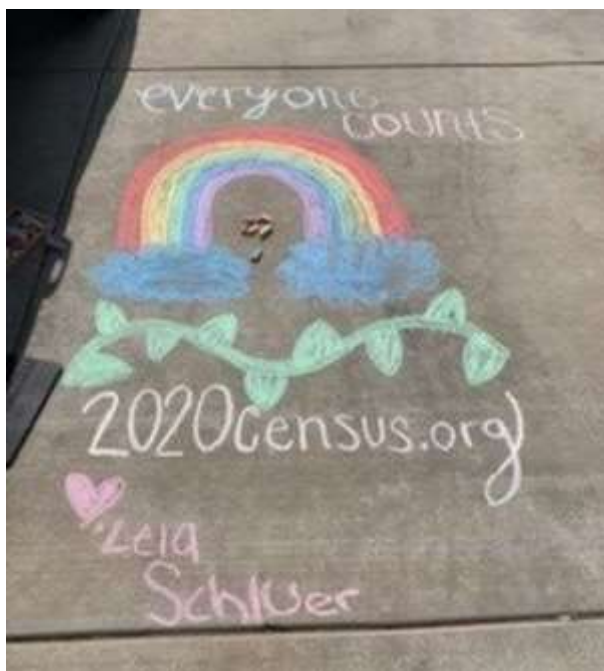
**SEPTEMBER 14 - 30**

Here's how to participate:

1. Get your parent or guardian's permission to grab some chalk and head outside.
2. Find a spot on the sidewalk to create your chalk artwork.
3. Include "Everybody counts!" and "[2020Census.gov](https://2020Census.gov)" in or near your artwork.
4. Take a picture of your masterpiece and ask your parent or guardian to share it on social media using the hashtag [#SJCCensusChalkathon](https://twitter.com/SJCCensusChalkathon) or to email the picture to [sjcoeinfo@sjcoe.net](mailto:sjcoeinfo@sjcoe.net) for your art to be shared on the official San Joaquin County Office of Education Facebook page!

 **SAN JOAQUIN COUNTY  
OFFICE OF EDUCATION**

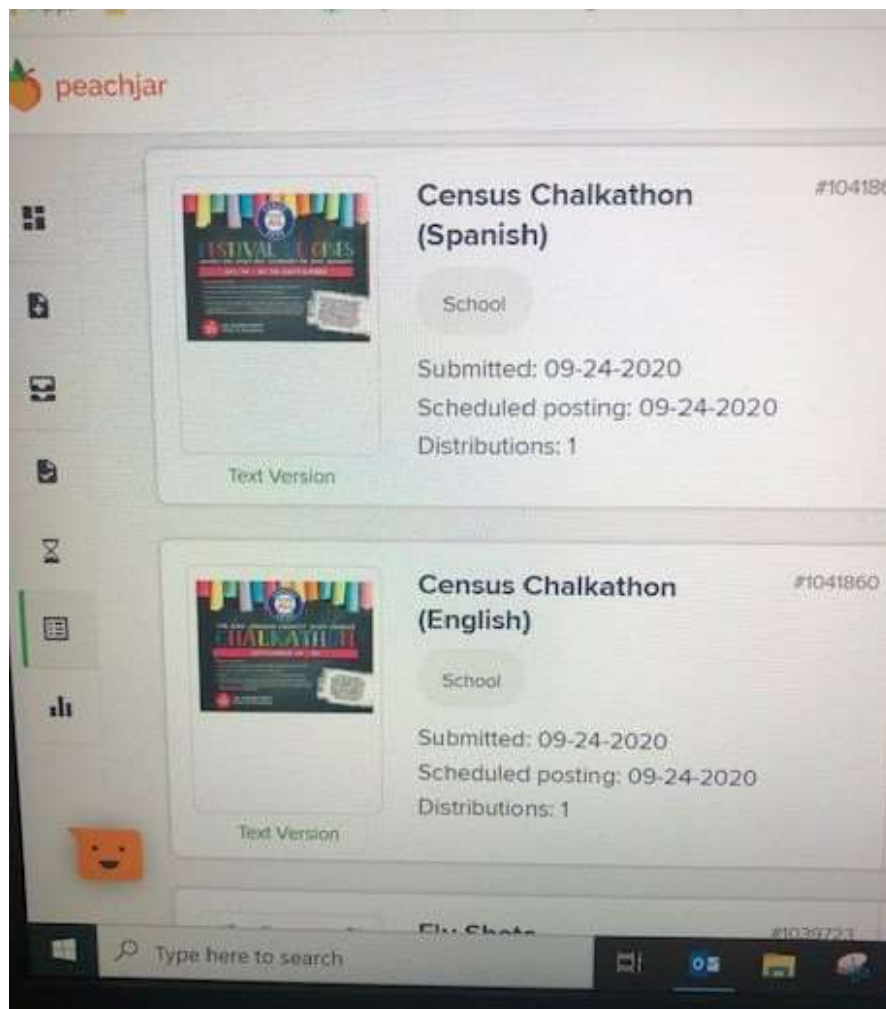
*No chalk? No problem!  
Let your creativity shine using  
whatever supplies you have at  
home. Whether you draw or  
paint on paper or cardboard, or  
design your art digitally on a  
computer, we can't wait to see  
your unique creation!*



# County Office of Education Final Report

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## Appendix E – Sample Peachjar communication





## County Office of Education Final Report

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### Appendix F – Sample social media posts



## County Office of Education Final Report

San Joaquin County Office of Education

September 7 at 10:07 AM · 🌐

...

#EveryoneCounts



**TAKE THE CENSUS  
SO EVERYONE GETS  
A PIECE OF THE PIE!**



**California Census**

September 7 at 10:01 AM · ⚙️

Don't wait to complete the [#2020Census](#). Time is running out. Respond online now at the link in our bio or by visiting [my2020census.gov](https://my2020census.gov) or by calling 844-330-202... [See More](#)



SAN JOAQUIN COUNTY  
OFFICE OF EDUCATION



## SJCOE Census 2020 Outreach Evaluation

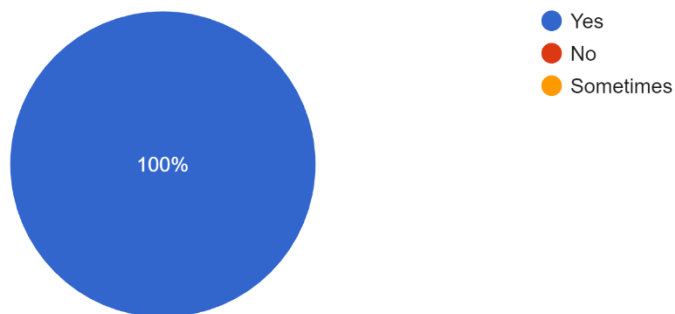
Please complete this short survey to provide feedback on the outreach provided by San Joaquin County Office of Education related to the 2020 Census. Your responses will be incorporated into our final report to the State.

Respondents represent the following district/programs:

- SJCOE SELPA/Special Education
- Lincoln USD
- Lodi USD
- Stockton Unified
- Banta Elementary SD
- Manteca USD
- Jefferson Elementary SD

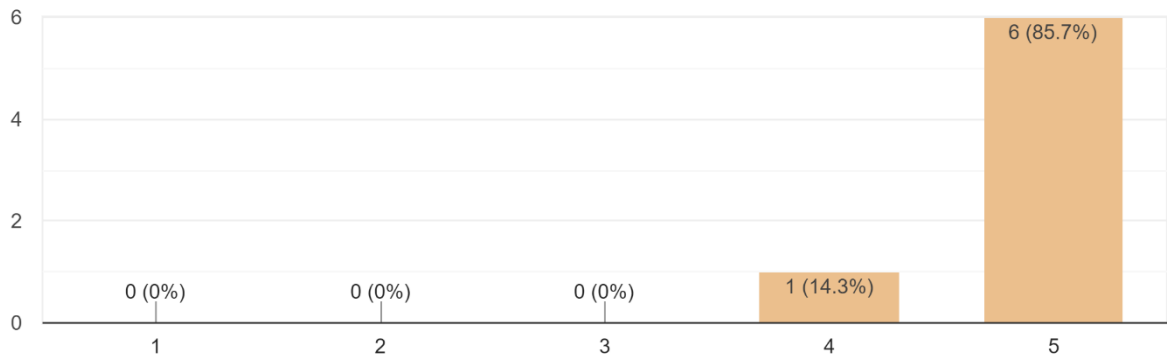
Did you read the weekly SJCOE Census updates that were e-mailed out?

7 responses



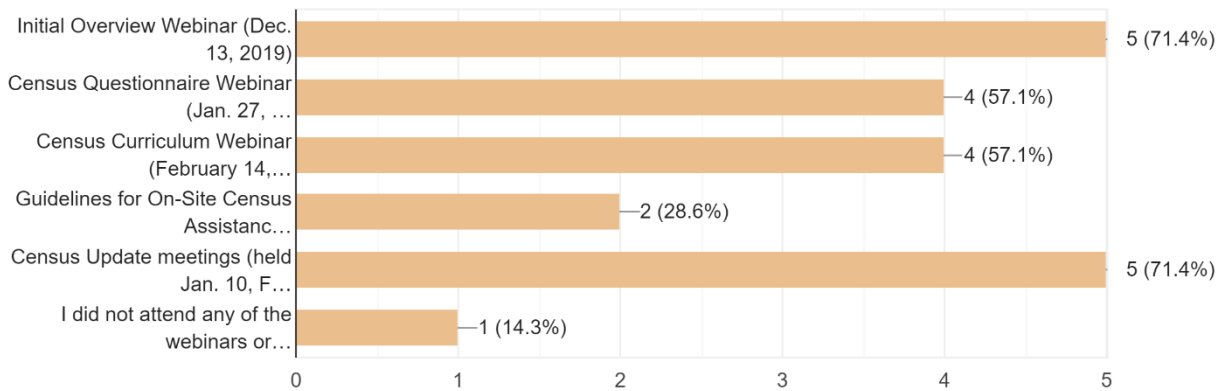
How helpful were the weekly SJCOE Census updates to your communication with stakeholders regarding the census?

7 responses



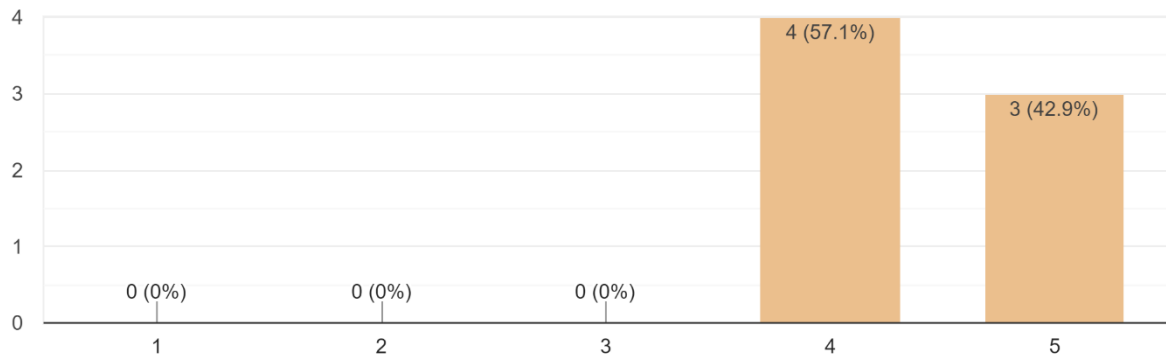
Did you attend any of the webinars or update meetings held by SJCOE for the Census? (check all that apply)

7 responses



How effective were the webinars/update meetings at keeping you informed regarding the Census?

7 responses



What did you find to be the most effective way(s) to communicate with your stakeholders about the census (particularly with the shift to virtual during this pandemic)? 7 responses

- Providing them the information in electronic form, i.e. attaching .pdf files to an email that was sent to them or provided to them during meetings that were held with families over a virtual platform (i.e. IEP on Zoom/Google Meet/Microsoft Teams).
- District and school websites
- Via newsletter, mass notification, and social media
- Social Media, Posters, Flyers
- Website and flyers before COVID and Website and robo calls during COVID
- The most effective way to communicate was through social media and Peachjar, our e-flyer platform.
- Through electronic formats like website, e-newsletter, robo calls

What support from SJCOE did you find most helpful in supporting your census outreach efforts for your district/program? 7 responses

- The information provided by Carol, our SJCOE Census Coordinator, as well as being able to meet with her 1-on-1.
- Ideas
- Graphics and information
- Toolkit, meetings
- Weekly updates, materials offered

- SJCOE was very helpful with answering any questions we had as well as providing census resources we were able to distribute at our sites.
- The sharing of ideas, and the education about the census itself

What could SJCOE have done to better support your census outreach efforts?<sup>5</sup>

responses

- I cannot think of anything at the moment.
- Nothing. Carol was great.
- I believe they did an excellent job supporting the districts. With COVID-19 I know it was hard to continue the outreach and get the results they were expecting.
- I believe SJCOE did an amazing job in supporting Carol and the census outreach efforts.
- Can't think of anything

Any other comments you have regarding the Census and SJCOE Outreach efforts?<sup>3</sup>

responses

- I appreciated all of the emails and update information that Carol provided as the SJCOE Census Coordinator.
- Thank you for all your efforts
- We used the promotional materials when handing out lunches. Those were well received.