Please contact Dr. Mignonie Pollard, Education Outreach Manager (mignonie.pollard@census.ca.gov) if you have any questions.

Please send the completed final report by email Mignonie.Pollard@census.ca.gov by November 16, 2020.

1. Contracted Partner Information

<table>
<thead>
<tr>
<th>Agreement number</th>
<th>CCC-18-60024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract start date</td>
<td>11/1/2019</td>
</tr>
<tr>
<td>Contract end date</td>
<td>12/30/20</td>
</tr>
<tr>
<td>Contractor name</td>
<td>San Joaquin County Office of Education</td>
</tr>
<tr>
<td>Contractor business address</td>
<td>P.O. Box 213030, Stockton, CA 95213</td>
</tr>
<tr>
<td>Contact name</td>
<td>Talia Smith</td>
</tr>
<tr>
<td>Contact title</td>
<td>Grant Development Coordinator</td>
</tr>
<tr>
<td>Contact phone</td>
<td>(209) 468-4818</td>
</tr>
<tr>
<td>Contact email</td>
<td><a href="mailto:tsmith@sjcoe.net">tsmith@sjcoe.net</a></td>
</tr>
<tr>
<td>Total amount of allocation</td>
<td>$93,738.51</td>
</tr>
<tr>
<td>County</td>
<td>San Joaquin</td>
</tr>
<tr>
<td>Region</td>
<td>4</td>
</tr>
<tr>
<td>Date of report</td>
<td>11/16/20</td>
</tr>
</tbody>
</table>

2. Demographic Overview

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

| 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

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>CENSUS TRACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banta</td>
<td>52.02, 55.01</td>
</tr>
<tr>
<td>Jefferson</td>
<td>55.22, 52.07, 55.02</td>
</tr>
<tr>
<td>Lammersville</td>
<td>52.07, 52.06</td>
</tr>
<tr>
<td>Lincoln</td>
<td>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</td>
</tr>
<tr>
<td>Linden</td>
<td>37, 17, 36.01, 36.02, 35, 47.04</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>3a) Required Activities</th>
<th>Completed / Utilized</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was the CA Schools-based Outreach Toolkit used?</td>
<td>yes</td>
<td>The Toolkit was shared with all our districts and used by the SJCOE public information officer</td>
</tr>
<tr>
<td>What adjustments were made to Questionnaire Assistance Centers if these were planned?</td>
<td>no</td>
<td>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.</td>
</tr>
<tr>
<td>Have all activities been uploaded into SwORD?</td>
<td>yes</td>
<td>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.</td>
</tr>
<tr>
<td>What activities replaced Census Week?</td>
<td>yes</td>
<td>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.</td>
</tr>
<tr>
<td>How was language access provided?</td>
<td></td>
<td>All print material was provided in both English and Spanish in all our districts and SJCOE</td>
</tr>
</tbody>
</table>
### 3a) Required Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completed / Utilized</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you participate in monthly meetings?</td>
<td>yes / no</td>
<td>Representatives from SJCOE attended the weekly statewide meetings, weekly regional meetings, and COE meetings with Mignonnette.</td>
</tr>
</tbody>
</table>

### 3b) Optional Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completed / Utilized</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was the Census 2020 Count Me In curriculum used?</td>
<td>yes</td>
<td>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)</td>
</tr>
<tr>
<td>Did you participate in the train-the-trainer workshop for the curriculum?</td>
<td>yes</td>
<td>One person from SJCOE attended the train-the-trainer workshop for Count Me In.</td>
</tr>
<tr>
<td>Were any “poster or public service announcement contests” at the schools?</td>
<td>yes</td>
<td>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.</td>
</tr>
<tr>
<td>Was an evaluation conducted?</td>
<td>yes</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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
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:
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 i.e. 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”.
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.

<table>
<thead>
<tr>
<th></th>
<th>2020 SSR</th>
<th>2010 SSR</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Joaquin Co.</td>
<td>69.1%</td>
<td>66.5%</td>
<td>2.60%</td>
</tr>
<tr>
<td>Escalon</td>
<td>77.5%</td>
<td>75.3%</td>
<td>2.20%</td>
</tr>
<tr>
<td>Lathrop:</td>
<td>68.3%</td>
<td>66.2%</td>
<td>2.10%</td>
</tr>
<tr>
<td>Lodi:</td>
<td>73.2%</td>
<td>70.0%</td>
<td>3.20%</td>
</tr>
<tr>
<td>Manteca:</td>
<td>74.6%</td>
<td>69.9%</td>
<td>4.70%</td>
</tr>
<tr>
<td>Ripon:</td>
<td>80.5%</td>
<td>75.4%</td>
<td>5.10%</td>
</tr>
<tr>
<td>Stockton:</td>
<td>66.8%</td>
<td>64.4%</td>
<td>2.40%</td>
</tr>
<tr>
<td>Tracy:</td>
<td>74.0%</td>
<td>69.5%</td>
<td>4.50%</td>
</tr>
</tbody>
</table>
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
Appendix A – Sample of weekly updates sent via e-mail to district/program representatives from January through June 1 and Aug – October 12

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/s/1/folders/0APQYMjXEEJk9PVA](https://drive.google.com/drive/s/1/folders/0APQYMjXEEJk9PVA)

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.
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 meetings 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):

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Jan 27</td>
<td>1:00 pm</td>
<td>Census questionnaire/Census timelines</td>
</tr>
<tr>
<td>Friday, Feb 14</td>
<td>11:00 am</td>
<td>Census Curriculum Resources</td>
</tr>
<tr>
<td>Monday, March 9</td>
<td>1:00 pm</td>
<td>Guidelines for On Site Census Assistance</td>
</tr>
</tbody>
</table>

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

Attachments:
- School Based Outreach Toolkit
- Census One Pager in English
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](https://2020census.gov/en/response-rates)

The Self Response Rate is the percentage of households that have responded online, by mail-in questionnaires, 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.

<table>
<thead>
<tr>
<th>Location</th>
<th>Current Self Response Rate</th>
<th>Last Week’s Self Response Rate</th>
<th>2010 Self Response Rate</th>
<th>Difference from 2010 SRR</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>66.8%</td>
<td>66.7%</td>
<td>74.0%</td>
<td>-7.2%</td>
</tr>
<tr>
<td>California</td>
<td>69.4%</td>
<td>69.3%</td>
<td>68.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>San Joaquin Co.</td>
<td>68.3%</td>
<td>68.7%</td>
<td>66.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Escalon</td>
<td>77.3%</td>
<td>77.2%</td>
<td>75.1%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Lathrop</td>
<td>67.9%</td>
<td>67.8%</td>
<td>66.3%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Lodi</td>
<td>72.9%</td>
<td>72.8%</td>
<td>70.6%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Manteca</td>
<td>74.3%</td>
<td>74.2%</td>
<td>69.3%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Ripon</td>
<td>80.3%</td>
<td>80.3%</td>
<td>73.4%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Stockton</td>
<td>66.5%</td>
<td>66.4%</td>
<td>64.4%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Tracy</td>
<td>73.7%</td>
<td>73.6%</td>
<td>69.3%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

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) +3 0.5% (NRFU) = 99.9% Total Enumerated to date
**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 COVID-19 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
cawco@comcast.net
Appendix B – Sample webinar PowerPoint from February webinar on Census Curriculum

**AGENDA**
- Updates on the Census
  - Census Timeline
  - Postcard
- Curriculum Resources
  - Statistics in Schools (U.S. Census Office)
  - Count Me In! (CA Census Office)

**COMMUNICATION TIMELINE**
- We understood you might miss our initial letter or missed.
- Every household that hasn’t been previously contacted will receive a postcard.
- We invite you to visit the census website and complete the census.
- A final reminder postcard before we follow up in person.

**Initial postcards to be mailed**
March 12-20

**CURRICULUM RESOURCES**
- Statistics in Schools
  (U.S. Census Office)
- Count Me In!
  (California Census Office)

**STATISTICS IN SCHOOLS CURRICULUM**
Provided by the U.S. Census Office

[Links and images provided in the slides are not transcribed.]
**MIDDLE SCHOOL LESSONS:**

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Target grade</th>
<th>EL version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity: Legislative Session in the United States</td>
<td>Gr. 5-8</td>
<td>X</td>
</tr>
<tr>
<td>Census Day</td>
<td>Gr. 4-6</td>
<td>X</td>
</tr>
<tr>
<td>Featured Activity: City Planning with Census Data</td>
<td>Gr. 5-6</td>
<td>X</td>
</tr>
<tr>
<td>Diversity: Census Questions Over Time</td>
<td>Gr. 5-8</td>
<td>X</td>
</tr>
<tr>
<td>Assignment</td>
<td>Gr. 5-8</td>
<td>X</td>
</tr>
<tr>
<td>Featured Activity: Exploring Questions in the 2020 Census</td>
<td>Gr. 7-8</td>
<td>X</td>
</tr>
</tbody>
</table>

*EL Version has reduced English language demands.

**HIGH SCHOOL LESSONS:**

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Target grade</th>
<th>EL version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Data Speak</td>
<td>Gr. 9-12</td>
<td></td>
</tr>
<tr>
<td>The Opportunity Atlas</td>
<td>Gr. 9-12</td>
<td></td>
</tr>
<tr>
<td>The Census Questionnaire: There and Nice</td>
<td>Gr. 9-12</td>
<td></td>
</tr>
<tr>
<td>Where is Now</td>
<td>Gr. 9-12</td>
<td>X</td>
</tr>
<tr>
<td>Diversity: Minority Entrepreneurship and the Census</td>
<td>Gr. 9-12</td>
<td>X</td>
</tr>
<tr>
<td>Featured Activity: How the Census Impacts My Community</td>
<td>Gr. 9-12</td>
<td>X</td>
</tr>
</tbody>
</table>

*EL Version has reduced English language demands.

**EXPLORING THE ACTIVITIES**

**K-12 Activities**

- Pre-Activity: Explore how the Census impacts our community.
- Activity: Population Change Over Time.
- Post-Activity: Analyze the data.

**Grades 3-4**

- Featured Activity: Population Change Over Time.
- Students conduct a survey to determine the changes in their community.
- Data is collected and analyzed to create a bar graph.

**TEACHER VERSION**

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

- **Worksheet:**
  - This lesson has a 2 page worksheet
- **Resources needed:**
  - For this lesson there are:
    - US Map: Population change by state 1850-2000
    - US Map: Populations change by state 1850-2010
    - Data Table: Actual population for each state, 1900, 1990, 2010

Featured Activity: Population Change Over Time

<table>
<thead>
<tr>
<th>Year</th>
<th>State A</th>
<th>State B</th>
<th>State C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>100</td>
<td>200</td>
<td>300</td>
</tr>
<tr>
<td>1990</td>
<td>150</td>
<td>250</td>
<td>350</td>
</tr>
<tr>
<td>2010</td>
<td>200</td>
<td>300</td>
<td>400</td>
</tr>
</tbody>
</table>

Data Analysis:
- Compare the population changes over the years.
- Identify any trends or patterns.
- Discuss the implications of these changes.
- Create a graph to illustrate the data.
County Office of Education
Final Report

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 5th, 8th, 11th, and 12th 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)
LIKE THE CENSUS...
All Count Me In! resources are digital.

THE INQUIRY DESIGN MODEL
Classroom teachers, trained in the Inquiry Design Model, these content:
• designed to engage students,
• that allows opportunities for depth of learning, and
• that encourage collaborative learning.

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 1850 content standards, U.S. History standards, and ELD standards.

COMPPELLING 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.”

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

THE INQUIRIES

5th grade

The Great Depression
• How severe was the depression?
• Students will analyze data from the 1930s to explain the extent of depression and its impact.

Women's Suffrage
• What role did women play in the 1930s?
• Students will research the role of women during the 1930s and create a compelling argument for women's suffrage.

You Must Vote!
• How did the 19th Amendment impact society?
• Students will research the history of the 19th Amendment and create a persuasive argument for women's suffrage.

8th grade

Early Nation
• How much can really change in 50 years?
• Students will research the early nation and create a persuasive argument for women's suffrage.

Resurgence
• Would you trust land from a French guy?
• Students will research the early nation and create a persuasive argument for women's suffrage.

Memory Composition
• How communities always find?
• Students will research the early nation and create a persuasive argument for women's suffrage.

Your Vote Matters
• Students will research the early nation and create a persuasive argument for women's suffrage.
The Inquiries

11th grade

- Investigate the role of the 11th grade in the 2020 election.
- How do the different candidates or issues relate to the 11th grade?
- How are 11th grade students involved in the election process?

12th grade

- Investigate the role of the 12th grade in the 2020 election.
- How do the different candidates or issues relate to the 12th grade?
- How are 12th grade students involved in the election process?

Taking Informed Action: Inquiries

- Read and review the materials provided.
- Discuss the implications of the information.
- Develop a project to promote participation in the election.

Overview Page

Each inquiry has an overview page that allows teachers to see the relationship between the inquiry and student work.

Supporting students with the lesson plan.

Daily Lesson Page

The Daily Lesson Page provides step-by-step instructions for implementing the lesson as well as materials for each student.

Advocacy Project

What does it mean to take informed action?

It depends...

Define the purpose of your advocacy:

- 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 promote an immediate response, motivating individuals to a particular action.
RESOURCES AVAILABLE
(Links will be in the shared Google drive in Curriculum folder)

- General Overview
  - This PowerPoint
  - Recording of this webinar

- Grade-Span Specific Videos
  - Elementary: PK-5/6
  - Middle School: 6-8
  - High School: 9-12

SJCOE SUPPORT
- Carol Anderson-Woo, Census Coordinator
- Monthly Online Webinar Meetings
  - Mon March 2, 1:00pm: Guidelines for On-Site Census Assistance
- Monthly Online Update Meetings
  - Fri. Feb. 21, 1:00pm
  - Fri. Mar. 20, 1:00pm
  - Fri. April 10, 11:00am
- Weekly Announcements (updates and reminders sent each Monday)
- Assistance via e-mail, phone, online (Zoom), in-person assistance
- Mardene Fliu, Executive Assistant, Student Programs and Services (mfliu@sjcoe.net)

QUESTIONS?
What else can we do to support your district and your schools?
(Type in the chat box)
Appendix C – Sample PowerPoint from Update Meeting

AGENDA
- Check In
- Census Response Rates
- District Activities
  - District Sharing
- SJCOE Census Assistance
  - Resources
- Next Steps
  - Plans for Summer and Fall
- Questions?

CHECK IN
- Please type your name and district/program in the chat.
- Humor is a great stress reliever. What is one you have seen, heard, or done this past week that made you laugh?
  - Share in the chat OR open your mic to share.

CURRENT RESPONSE RATES
(AS OF WEDS. 5/7/2020)

<table>
<thead>
<tr>
<th>Area</th>
<th>3/7</th>
<th>4/7</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>57.7%</td>
<td>51.8%</td>
<td>5.90%</td>
</tr>
<tr>
<td>California</td>
<td>58.9%</td>
<td>53.2%</td>
<td>5.70%</td>
</tr>
<tr>
<td>San Joaquin County</td>
<td>37.9%</td>
<td>51.5%</td>
<td>13.60%</td>
</tr>
<tr>
<td>Escalon</td>
<td>68.7%</td>
<td>57.9%</td>
<td>10.80%</td>
</tr>
<tr>
<td>Lathrop</td>
<td>53.7%</td>
<td>46.9%</td>
<td>6.80%</td>
</tr>
<tr>
<td>Lodi</td>
<td>62.8%</td>
<td>54.2%</td>
<td>8.60%</td>
</tr>
<tr>
<td>Modesto</td>
<td>63.2%</td>
<td>54.7%</td>
<td>8.50%</td>
</tr>
<tr>
<td>Ripon</td>
<td>71.3%</td>
<td>61.8%</td>
<td>9.50%</td>
</tr>
<tr>
<td>Stockton</td>
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<td>50.3%</td>
<td>5.40%</td>
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<tr>
<td>Tracy</td>
<td>62.7%</td>
<td>57.3%</td>
<td>5.40%</td>
</tr>
</tbody>
</table>

MONITORING COMPLETION RATES
- U.S. Census Bureau Website:
  - Interactive Maps
  - Data by State, County, City, Census Tract
  - Updated daily
- California Census
  - Data by County, Census Tract
  - Additional data by census tract
  - Updated daily from U.S. Census

DISTRICT OVERLAY – EXAMPLE OF TARGETING OUTREACH

- Area served by Ti schools – targeted outreach
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 (bryant@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 program
  - 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 information 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:
  - Socks, Mugs, Water bottles, Lanyards, Balloons

  If you would like some of these materials contact Lisa (bryant@sjcoe.net)
- Shared Google Drive
  - Social Media Toolkits (May Toolkit just added)
  - Graphics
  - Flyers/Print Materials

SJCOE SUPPORT
- Carol Anderson-Weo, Census Coordinator (cweo@sjcoe.net)
- Lisa Bryant, (new) Executive Assistant, Student Programs and Services (bryant@sjcoe.net)

QUESTIONS? CONCERNS?
Appendix D – Samples from SJCOE sponsored Chalk-a-thon

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” 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 #SJCCenssChalkeathon or to email the picture to education@sjcoe.us so your art can be shared on the official San Joaquin County Office of Education Facebook page!

SAN JOAQUIN COUNTY
OFFICE OF EDUCATION
Appendix E – Sample Peachjar communication
Appendix F – Sample social media posts

San Joaquin County Office of Education
July 9

Have you completed the Census for your household? If not, you can still participate in the Census by going to http://my2020census.gov. #EveryoneCounts #CaliforniaforAll #ICount

California Census
July 2

Every person in America has a chance to change this country for the better! How? By filling out the Census!

Completing the #2020Census amplifies the voices of... See More
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 or by calling 844-330-202... See More
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

- Yes
- No
- Sometimes
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

- Initial Overview Webinar (Dec. 13, 2019): 5 (71.4%)
- Census Questionnaire Webinar (Jan. 27, …): 4 (57.1%)
- Census Curriculum Webinar (February 14, …): 4 (57.1%)
- Guidelines for On-Site Census Assistance: 2 (28.6%)
- Census Update meetings (held Jan. 10, F…): 5 (71.4%)
- I did not attend any of the webinars or…: 1 (14.3%)
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?

5 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?

3 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.