



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) if you have any questions.

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

1. Contracted Partner Information

| | |
|-----------------------------|--|
| | Please provide information from FORM STD 213 |
| Agreement number | CCC-18-60027 |
| Contract start date | 12/16/19 |
| Contract end date | |
| Contractor name | Santa Barbara County Education Office |
| Contractor business address | P.O. Box 6307, Santa Barbara, CA 93160 |
| Contact name | Valerie Cantella |
| Contact title | Director of Communications |
| Contact phone | 8056898044 |
| Contact email | vcantella@sbeo.org |
| Total amount of allocation | \$63,878.79 |
| County | Santa Barbara |
| Region | 5 |
| Date of report | 11/16/2020 |

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 | 20 |
| Number of students reached | 70,000+ |
| Percent of students reached who are English language learners | 45.8% Hispanic 44.1% White (alone, not Hispanic or Latino) 3.7% Two or more races https://www.census.gov/quickfacts/santabarbaracountycalifornia |

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

We focused our efforts on distributing grants to four districts or their corresponding education foundations including three that serve hard-count-tracks. They are Goleta Union School District/Goleta Education Foundation, Lompoc Unified School District, and Santa Barbara Unified School District). Carpinteria Education Foundation also had a played a role in serving the tracks in Carpinteria, although they did not have HTC tracks.

Goleta Union School District/Santa Barbara Unified School District/Census Tract 29.15

Isla Vista Elementary School, Goleta Union School District
Goleta Valley Junior High, Dos Pueblos High School, Santa Barbara Unified School District (SBUSD)

Santa Barbara Unified School District/Census Tract 8

Franklin Elementary School, Santa Barbara Junior High, and Santa Barbara High School, SBUSD

Santa Barbara Unified School District/ Census Tract 11.01 & 11.02

Harding Elementary School, La Cumbre Junior High, Santa Barbara High School, and San Marcos High School, SBUSD

Lompoc Unified School District/Census Tract 27.02

Clarence Ruth Elementary, Lompoc Valley Middle School, Lompoc High, Lompoc Unified School District (LUSD)

Lompoc Unified School District/Census Tract 27.05

La Cañada Elementary, Vandenberg Middle School, Lompoc Valley Middle School, Lompoc High School, LUSD

Additionally, when it became evident that the pandemic wasn't going to end, we engaged the Health Linkages/Santa Barbara County Promotores Network to assist with outreach. Promotores is a grassroots network of bilingual individuals who are active members of our Spanish-speaking community. They are actively involved in promoting important civic, social and wellness activities to the Spanish-speaking community. They have a unique position to be able to do this type of outreach because of their existing relationships.

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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? | Read | Shared with our 20 school districts and approx. 40 charter and independent schools in Santa Barbara County |
| What adjustments were made to Questionnaire Assistance Centers if these were planned? | None | We were not planning to hold these, although some of our grantees planned to do it. One grantee did provide QACs in a manner that met our local criteria for masks, physical distancing etc. but it was not well attended |
| Have all activities been uploaded into SwORD? | | 69 |
| What activities replaced Census Week? | No | To my knowledge, none of our districts participated in Census week activities. |
| How was language access provided? | n/a | Bilingual communications |
| Did you participate in monthly meetings? | Yes | The majority of them and also participated in our local county meetings |

| 3b) Optional Activities | Completed / Utilized yes / no | Comments |
|---|--------------------------------------|---|
| How was the Census 2020 Count Me In curriculum used? | Not used | Not used although shared with districts |
| Did you participate in the train-the-trainer workshop for the curriculum? | No | No |

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| | | |
|---|----|--|
| Were any "poster or public service announcement contests" at the schools? | No | School was all remote because of COVID19 |
| Was an evaluation conducted? | No | |

4. Narrative Report

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

SBCEO signed onto the CCC in December 2019 and quickly moved to partner with the County of Santa Barbara to develop and award grants to school districts and their corresponding non-profit foundations to help increase the self-response rate, particularly in HTC populations, in Santa Barbara County.

The grant timeline was as follows:

| | |
|--|----------------|
| December 3, 2019 | RFP released |
| January 6, 2020 | Responses due |
| December/January | Grants awarded |
| Training & Implementation December-April | |

SBCEO received grant applications from four of 20 school districts (or their non-profit foundations) and awarded the CCC funds to those 4 organizations plus a 5th program – Health Linkages/Santa Barbara County Promotores – to support outreach to families in HTC tracks.

SBCEO worked with the County throughout the process and participated in monthly calls. SBCEO helped identify potential school sites available for use for QAKs and QACs, which ultimately didn't work out because of the stay-at-home order.

Our grantees did the outreach in their specific populations and their activities are reported in the SWORD document, along with SBCEO's activities. (Samples of outreach are included in the attached outreach package.)

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

Our grantees had planned both gathered and non-gathered outreach with the targeted outreach to specific hard-to-count tracts mostly planned in gathered ways. With the shelter-in-place order, many of these planned activities were not possible. However, the grantees pivoted and used meal and device distributions, texting and phone calls, electronic messaging and in-person, one-on-one appointments to help serve the families.

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

Nothing specific

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?

Direct interactions with families through one-on-one conversations and texts worked better than generic flyers.

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

Activities that SBCEO did, in addition to providing funds to grantees, and sharing information with our districts, charter schools and independent schools, included: social media posts on Facebook and Twitter, placed Census information on our website, and the Superintendent discussed it regularly on a radio program which reaches a hard-to-count area of Santa Maria. These reached broader audiences than the populations that directly interact with schools. Additionally, one of our grantees did regular outreach through a Spanish-language radio station serving south Santa Barbara County.

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. Start working with school districts at least 18 months in advance to create a plan and buy-in for the curriculum and hosting a census week. (We were not involved until about 4 months before the Census day and our school districts were not ready to engage because they did not have enough advance notice.)
2. Understand that County Education Offices don't oversee school districts. Each district has the opportunity to opt in/opt out of the process of being a champion for the census. The direct contacts with the districts by Census staff should be earlier in the process.
3. Use known, well-respected people in targeted communities to give the "stamp of approval" to the process. If there were more people from within the HTC areas

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promoting the Census, it would have likely been more effective than hearing from outsiders.

5. Please provide additional comments below

The political climate made it difficult for some of our districts to embrace the Census promotion fully. They were afraid that they would lose the connection with their families of color who were fearful about how the information would be used with regard to immigration status. The Census did a good job of creating information (flyers/videos) on how the information could and could not be used, but I don't think that could overcome the general fear of our undocumented families. Champions from all different places need to be encouraging people to participate. This may need to be a regular occurrence (the support of the Census) as opposed to an education campaign in the year of the Census to build knowledge and trust about the process.