



State of California – Government Operations Agency
California Complete Count-Census 2020
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FINAL REPORT TEMPLATE

General Information

Date of report	10/16/20
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Narrative Report

- 1) List your goal(s) and objectives as it appears in your strategic and implementation plan. What and how did you revise the objectives due to COVID-19 and the US Census Bureau's operational adjustments?

It was a tremendous honor to be a part of one of our nation's most important civic responsibilities, the U.S. Census. The Foundation for California Community Colleges (Foundation) was excited to partner with the California Community Colleges Chancellor's Office (Chancellor's Office) in the fall of 2019 to support the California Complete Count's outreach and enumeration effort for the 2020 Census. At the time, the California Community Colleges had 73 districts and 115 physical campuses (and one virtual campus) across the state made up of more than 2.1 million students with diverse backgrounds both demographically and geographically. The diversity and size of the student body made the Chancellor's Office and Foundation extremely well-suited to impactfully encourage California community college students and their families to complete the Census.

Together we stepped up to the challenge of encouraging full participation in Census 2020 with a focused effort on reaching hard to count (HTC) student communities, and their families, including: LatinX, Black and African Americans, people with disabilities, members of the LGBTQ(IA+) community and more. The task was a significant undertaking requiring a multipronged approach deployed across the state in a short timeframe (January 2020 through August 2020). The project team understood the importance of the once in a decade opportunity to ensure that all Californians get their fair share of federal resources and representation.

Due Date: November 16, 2020

After in-depth planning and communication with the Census Office, the campaign goals were set and agreed upon, and we began work in November 2019.

Leveraging our existing deep understanding of community college student populations, we crafted a strategic plan with the following goals:

- Generate awareness about the Census,
- increase understanding of the importance of the Census count,
- build trust among the student body about the enumeration effort, and
- motivate students to be counted either by completing the Census form themselves or working with the head of their household to ensure they are counted.

To ensure a focused effort on the HTC population, the project team identified 51 (as listed in the Strategic Plan) of the 115 community colleges as having the largest population of HTC communities on campus. These colleges became our primary audience for outreach efforts for Census 2020.

Our specific campaign objectives, as outlined in our implementation plan, were to:

- Generate 10 million digital and social media impressions through paid media buys,
- distribute approximately 85,000 pieces of informational materials (e.g., brochures, fact sheets, stickers, bookmarks, etc.), and
- conduct a rigorous grassroots outreach effort reaching more than 140,000 one-on-one student interactions through:
 - Event tabling on community college campuses and in surrounding communities,
 - engagement, training and activation of 46 diverse Census outreach student ambassadors from community colleges,
 - enlistment of outreach support from student clubs and organizations,
 - widespread engagement through non-paid digital outreach,
 - implementation of organic and paid social media outreach, and
 - development and distribution of toolkits and signs that would be mailed to all California community colleges.

With the strong support of California Community Colleges Chancellor Eloy Ortiz Oakley, executive staff, community college faculty, community partners, existing programs/campaigns and more, we felt confident the project team could deliver on the campaign objectives.

Due to the size of our target audience and the varying needs of each community, we understood the need to be strategic in how we reach the HTC communities. Through years of experience successfully reaching and motivating student groups to act, the project team understood the importance of peer-to-peer interactions and in-person activities in our outreach efforts. However, we knew that we needed to supplement all in-person activities with highly visible on-campus messaging in order to successfully meet our objectives.

In December 2019 and January 2020, the team finalized the strategic outreach campaign plan and message development. The overarching campaign included:

- **Widespread grassroots outreach tactics.** The project team would:
 - Participate in at least 50 on-campus events between February 2020 and April 2020 at HTC community colleges,
 - prepare for a large-scale Census Day event (April 1st was National Census Day) at multiple campuses across the state,
 - develop a student ambassador program of community college students for peer-to-peer communication and work with on-campus student groups to activate local student networks, and
 - develop templated outreach emails and communication tools, such as email messaging, for colleges to easily and efficiently communicate with students.
- **Informational material development.** The project team would:
 - Create and produce digital and print educational materials co-branded with California Complete Count and California Community Colleges Chancellor's Office logos to add familiarity and credibility to the messages. Materials included strong call-to-actions.
 - a. Informational materials included items such as: a stand-up sign, informational postcards, fact sheets, Census 2020 stickers, and a bookmark. These materials would then be included in a toolkit to be mailed to each of the 114 physical college campuses and 72 outreach centers for use and placement in common, high-traffic areas.
 - b. The project team also created two three-minute videos, three 30-second videos and two 15-second videos. The shorter social-friendly videos were used to supplement outreach efforts.
- **On-campus advertising.** The project team would:
 - Place advertising on campuses to reach primary audience at existing kiosks in high traffic areas across a select group of HTC colleges, and
 - plan and implement a social media buy to increase awareness and drive Census participation where students spend much of their time - online.
- **Robust earned media outreach with on-campus publications.** The project team would:
 - Draft targeted template articles for placement in community college publications,
 - organize roundtable discussions featuring the California Community Colleges chancellor with student media to brief reporters, editors and advisors on the Chancellor's Office system-wide activities leading up to Census Day, and
 - encourage stories reinforcing the importance of completing the Census.

To add value to our efforts, the project team leveraged existing Chancellor's Office programs/campaigns: "I **Can** Afford College" ("I **Can**"), Associate Degree for Transfer

(ADT) and Career Education. Census messaging was integrated in campaign/program efforts¹ and included activities such as:

- Translation services for informational materials from English to Spanish and Chinese at no cost,
- distribution of Census information materials at additional events across the state,
- placement of Census 2020 digital banners on the three key campaign websites, and
- additional placement of organic social media content through the “I **Can**,” Foundation and California Community College social media channels.

Encouraging 2.1 million students to complete the Census was a highly ambitious goal, but those efforts were made even more challenging with the onset of COVID-19 in mid-March and the widespread disruption to daily life that followed. The impacts of the pandemic ran deep and community colleges and their students were no exception. There were significant and challenging impacts. Community college campuses closed and required students, faculty and staff to primarily transition to distanced learning methods.

As state mandates and guidance to help keep Californians healthy changed rapidly, the project team had to quickly pivot on strategies. Our team’s main goal was still to reach as many of the 2.1 million community college students as possible, but we had to revisit our approach as the original outreach plans were focused on in-person interactions; on-campus messaging via advertising and toolkits to be mailed to campuses.

The project team quickly re-strategized and re-evaluated how to effectively reach students. Knowing that students and their families were at home and likely online more frequently, we pivoted from in-person, on-campus outreach strategies to a digital-first approach.

Specifically, the following changes were implemented:

- **Pivoted to digital outreach tactics.** The project team:
 - Converted student ambassador and Student Network Activation programs to digital outreach methods,
 - amplified and increased frequency of electronic (email) outreach to California community college Public Information Officers (PIO),
 - engaged UndocuLiaisons and Chancellor’s Office campaign partners to support digital outreach tactics,
 - developed a social media toolkit for general outreach use on platforms such as Facebook, Twitter, and Instagram, and
 - identified and coordinated with micro-influencers within HTC communities to share Census information via their own social media platforms.
- **Re-purposed existing assets to create digital-first educational materials.** The project team:

¹ A full listing of the added value provided is listed below in our response to question three.

- Adapted existing creative (fact sheet, one pager, digital banners and paid social assets) to reflect new messaging about the extension of the deadline, and
- developed additional digital assets and social media assets which were added to the digital toolkit, including a template resolution, sample social media content guide #1, social media content guide #2, sample email messages, template article for student media on basics of Census, Census 2020 FAQ article for college publications, and Census 2020 Service Learning Guide. The updated materials reflected the extension to the timeframe to complete the Census form.
- **Doubled down on paid media.** The project team:
 - Pivoted from on-campus paid media placements to a GeoFraming buy, which allows for targeting mobile ID's who frequent community college campuses any time within the semester. Once recognized, we are able to serve ads to all mobile ID's (students) regardless of where they are presently located through online means such as apps and mobileweb.
 - augmented the social media buy, and
 - developed and implemented a newly proposed digital banner buy.
- **Increased earned media outreach.** The project team:
 - Expanded student earned media outreach by developing additional template articles and offering student media teleconferences with the Chancellor's Office as well as doubling down on pitching student media outlets, and
 - Activated student ambassadors as spokespeople to encourage local student media to cover important Census messages.

Due to the restrictions put in place limiting in-person activities, all revised efforts were extended through August 2020 to allow for more time to reach students while navigating the new normal.

The importance of completing the Census was still the core and primary message, but it was supplemented with messages about how to safely complete the Census from home (online, by phone or mail), and new messaging about the extension to the Census completion deadline.

Despite the dramatic impacts of COVID-19, with swift and effective pivoting on outreach strategies, the Foundation and Chancellor's Office ultimately delivered strong results by successfully informing community college students and campuses across the state about the importance of completing the Census.

Below is a snapshot of our team's efforts that are further detailed throughout this document:

- Participated in 14 in-person events (reaching 3,150 students, faculty and staff) on a limited timeframe due to COVID-19,
- generated more than 16.5 million impressions and 250,000 link clicks through the combined paid digital and social efforts,

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- received more than 1,400 unique views to the Census digital toolkit with an average stay time of 2:23,
- engaged more than 10 Network Activation partners who in turn reached more 128,400 students, and
- Trained and activated 46 diverse student ambassadors providing peer-to-peer connections.

The Foundation and Chancellor's Office were privileged to provide support for Census 2020 and contribute to ensuring every Californian, and in particular community college students and their families, could be counted.

- 2) Reflecting on your own operations and outreach strategies throughout the campaign, please provide a response with specific examples for the following questions. Please also indicate which timeframe you are referring to in your response (i.e., education, NRFU period).

Contracted partner's operations

Question: What worked well operationally?

The California Community Colleges had the ability to leverage its strong, multi-faceted and existing networks as a way to amplify Census messages with key system messengers including PIOs, UndocuLiaisons and partner organizations. Frequent communication with these networks kept staff on the front lines of information distribution and allowed for consistent direct contact with students, faculty and other staff keeping everyone apprised of the latest Census messaging. This made efforts most efficient to reach students with accurate Census information. Additionally, the California Community Colleges offered established and existing programs/campaigns ("I **Can**", ADT and Career Education) which could be leveraged for increased visibility of Census messages.

The project team kept PIOs for the 115 California community colleges up-to-date on Census 2020 messaging, timelines and activities through bi-monthly phone calls with the Chancellor's Office project managers.

In addition to regular phone briefings, PIOs also received communications via email. From January 2020 to July 2020, we issued four letters to PIOs with information about outreach activities, timing and resources to support Census outreach.

Below is a summary of the information included in each of the four letters:

- January 2020: Introduced the important role of the California Community Colleges in Census outreach and announced timing for a mailing of materials for PIO use with a March arrival date.
- March 2020: Announced the changes taking place to outreach strategies due to the pandemic and shared the launch of the digital toolkit as a means of continued outreach.

- April 2020: Reminded PIOs of continued outreach and the importance of encouraging Census participation and provided information on the newly added digital toolkit items.
- July 2020: Encouraged PIOs to continue to support the final Census push by providing creative display banners to be shared with webmasters and college communications/marketing staff for placement on enrollment websites.

The Chancellor's Office also reached out to its network of UndocuLiaisons. The project team contacted 126 UndocuLiaisons at 101 California community colleges statewide through email on July 14, 2020. The email requested their support and participation in sharing information about the importance of the Census and the digital toolkit materials with current and potential undocumented California community college students were also provided.

Further, the project team contacted more than 50 organizations who have existing partnerships with the California Community Colleges through the Career Education and "I **Can** Afford College" ("I **Can**") campaigns to request help in sharing Census messages with their networks. Partners included community-based organizations with a strong tie to education. In addition, we conducted outreach to 32 existing "I **Can**" campaign partners via Instagram to encourage them to share Census materials with their constituents. We received responses back from several of these partners expressing interest in sharing information with their networks.

We attribute the existing and ongoing working relationships with these networks as a key component of the success of the outreach campaign.

Question: What hindered the operations?

The COVID-19 pandemic was a significant and major challenge for campaign operations, particularly those that focused on in-person interactions and communications. The 46 student ambassadors that were originally selected to engage in face-to-face interaction with their peers were challenged to shift to online outreach tactics, with very little notice. All the while, these same students were managing the effects of the pandemic on their everyday lives—balancing parenthood, close quarters with family and roommates, inadequate work space, distanced and online learning, and more.

In addition, the initial outreach plan included a significant on-campus visibility effort, including on-campus kiosk advertising in high traffic areas. The project team was required to quickly shift to integrate geotargeted digital buys as a way to ensure messaging would still reach the student audience. This was challenging because it meant students, faculty and staff were no longer traveling in the areas where they might typically be reached with accuracy (e.g., on or near a community college campus), so we had to creatively revise our targeting structure to identify students in the surrounding communities. As such, California community college students were reached through on Facebook and Instagram in the following three ways:

- Geofencing people, in the age range of 18-24, who lived within a 25-mile radius of a community college, and had recently visited that campus,
- targeting people, in the age range of 18-24, who have shown an interest in community college, and
- targeting people, in the age range of 18-24, who were enrolled in college in California.

The project team's creative solutions and efforts to overcome these challenges were another key contributing factor in the success of the campaign.

Contracted partner's outreach

Question: What outreach tactics worked well?

Initially, on-campus outreach was highly effective, but ultimately only took place between February 11 and March 11, 2020, which is when restrictions on large gatherings set in and state guidance to slow the spread of COVID-19 was issued. Despite this abbreviated timeline, we were still able to reach thousands of students, faculty and staff through outreach at 14 events.

A summary of campus and event outreach activities is as follows:

- Participated in 11 Census events on community college campuses,
- participated in three added value events on behalf of the "I **Can**" campaign-
 - Santa Rosa Junior College Financial Aid Fun Fair,
 - A2MEND 13th Annual African Male Summit, and
 - Nehemiah Project LA Helping TAYs Thrive Conference.
- reached more than 3,150 students, faculty and staff through on-campus and added value events.

In addition, the Chancellor's Office student media teleconferences allowing the Chancellor to address reporters, editors and advisors of California community college publications via two virtual Zoom meetings were highly successful and extremely well attended. In fact, more than 100 student reporters, editors and advisors joined the teleconferences demonstrating the high level of interest in obtaining up-to-date information. The Chancellor relayed the importance of completing the Census underscoring how critical participation. This, in turn, resulted in Census information being published in many news outlets.

Question: What hindered the outreach?

Our initial plan focused heavily on grassroots, on-the-ground outreach to students on community college campuses throughout the state. Due to the pandemic, we had to completely revise this plan. As part of this revision, informational materials printed for in-person outreach were no longer viable because methods of delivery were required to pivot to online. It was also apparent that the hard copy educational materials needed to be revised because the visuals and imagery did not align with statewide mandates on social distancing and wearing masks.

The time required to update, revise and finalize these new outreach materials condensed the outreach timeframe and made it challenging to reach students as they were transitioning from on-campus learning to distance learning. That meant a small but critical period of time was spent developing new materials instead of reaching hard to count communities.

Additionally, since students no longer came to campus, there wasn't a central gathering place to reach large populations of students at one time. This hindered outreach significantly and made efforts less efficient.

- 3) Describe challenges and changes occurring outside or within your organization / agency that had an impact on the outreach work. Describe how you responded to these changes to work toward achieving a complete count.

In mid-March, the COVID-19 pandemic caused California community colleges to close campuses across the state and transition from in-person classes to distance learning. The transition significantly impacted communications efforts within the Foundation and Chancellor's Office staff who had to immediately shift focus to student services to provide necessary access to technology and keep students enrolled as well as find solutions for 114 colleges shifting to remote learning. Both organizations were tasked with communicating this major change in school operations to students, faculty and staff throughout the system who, rightfully, had many questions about how the semester would continue onward with social distancing guidelines in effect and the support services that would be available to help students succeed in a remote environment.

With regard to the Census outreach work, we had to make significant changes to original outreach plans while also scaling back other outreach operations to ensure student's basic and educational needs were met and that they were aware of the resources available to them.

In-person, on-campus tabling and outreach activities were no longer an option and many materials produced to support those undertakings were already printed by the time the pandemic closed campuses. With the campus closures and stay-at-home orders in effect, the materials became outdated and could no longer be used for their intended purpose. In response, the project team updated and adapted educational materials to work for digital audiences and to be distributed via a digital toolkit. The digital toolkit was shared with public information officers at all community colleges throughout the state and later distributed to students, faculty and staff as appropriate. All materials were available in English, Spanish and Chinese and were ADA/508 compliant for use on websites and electronic distribution.

In lieu of hard copy materials, digital toolkits were created and emailed to campus PIOs. We also increased the frequency of sharing the toolkit with PIOs from a one-time distribution to multiple emails.

Overall, the digital toolkit received 1,939 page views during the campaign (through July 15, 2020), of which 1,410 were unique viewers. It was clear the visitors read through the

digital toolkit materials because the average time that users spent on the toolkit website was 2:23.

To supplement the digital toolkit, the project team developed a sample social media posts guide which included text and graphics for social media posts on Facebook, Twitter and Instagram. This guide was distributed to student ambassadors and micro influencers so they could post in support of the Census campaign. The guide underwent several iterations to fine-tune messages and adapt to changes resulting from the onset of COVID-19. The final revision of the guide that was posted to the digital toolkit focused on general awareness of the Census, calls to complete the Census, and as student-specific messaging about college students how to be counted if they lived in or were planning to live in a dorm and not a household on Census Day.

The project team also coordinated placement of the social posts and assets on Facebook, Twitter and Instagram, including on social channels owned by the California Community Colleges, “**I Can**”, student ambassadors and partners such as University of California.

In addition, we transitioned from holding in-person student media roundtables to email communication and teleconferences led by the Chancellor. In April 2020 and May 2020, students still had many questions about the new distance learning policies and were trying to stay enrolled while balancing new challenges because of the pandemic. The project team invited student media to join a teleconference with the Chancellor's Office on April 14, 2020 and May 12, 2020. On both calls, the Chancellor shared Census information with participants. In total, an unprecedented 102 student media reporters, editors and advisors joined the calls, resulting in 13 articles with Census information.

We developed and provided online student campus newspapers with an FAQ article, which included a guide to completing the Census. The article was a succinct, useful and informative guide to answer commonly asked questions, such as where to count yourself if you have an apartment at school but were sheltering with parents. Our efforts resulted in an article called, “[California College Students at Risk of Being Undercounted in the Census](#),” by Skyline College's *The Skyline View*, which was published on May 13, 2020.

In addition, the project team identified a Saddleback College student ambassador to act as a spokesperson in an interview with their on-campus radio station. We pitched an interview with the student ambassador to the Saddleback College Radio Station and secured the interview for May 15, 2020. The segment “[Census 2020 and Saddleback Students](#),” by Saddleback College's Jazz 88.5 FM HD2 Radio was published on June 8, 2020.

The student ambassador and Network programs also shifted to a digital-first approach. Instead of making announcements in-person at club meetings or in a lecture hall, student ambassadors made announcements through distanced learning platforms and social media to spread the word throughout their networks.

On-campus kiosk advertising placements were canceled due to campus closures. A digital GeoFraming buy with targeted placement and messaging for community college students was implemented in its place. We also ramped up our social media outreach to include increased organic placements on California community colleges and Chancellor's Office Facebook, Twitter and Instagram channels. Additional social media buys targeted to reach community college students, faculty and staff were placed to reach our audience while stay at home orders were in effect.

The first flight of the Census paid social campaigns ran from March 24 through April 30 and demonstrated a strong performance, producing an average click-through-rate (CTR) of 2.02% (which is well above Facebook's CTR benchmark of 0.60%). Both campaigns generated **over 8.5 million impressions** and garnered **173,402 link clicks** while keeping a low cost-per-click (CPC), under \$1. When comparing both campaigns, the English campaign resulted in a slightly higher CTR (2.05%) and a lower CPC (\$0.24) than the Spanish campaign. Below is a breakdown of the results:

Census English – First Flight

- Run Dates – 3/24 - 4/30
- Impressions – 5,992,228
- Link Clicks - 122,995
- CTR – 2.05%
- Amount Spent - \$29,825.00
- CPC - \$0.24

Census Spanish - First Flight

- Run Dates – 3/24 - 4/30
- Impressions – 2,510,882
- Link Clicks – 50,407
- CTR – 2.00%
- Amount Spent - \$14,912
- CPC - \$0.30

The second flight of the Census paid social campaigns ran from June 5 through June 27 and also performed well during their three-week flight. The campaigns exceeded our goal of keeping our CTR over 0.60% and our CPC under \$1. While the two campaigns showed similar results, the Spanish campaign saw a slightly higher CTR, but the English campaigns resulted in a slightly lower CPC. In total, the campaign generated **over 2.9 million impressions** and **73,151 link clicks**.

Census English – June 2020

- Run Dates – 6/5 - 6/27
- Impressions – 2,113,817
- Link Clicks - 50,808
- CTR – 2.40%
- Amount Spent - \$12,995.80
- CPC - \$0.26

Census Spanish – June 2020

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- Run Dates – 6/5 - 6/27
- Impressions – 853,471
- Link Clicks - 22,343
- CTR – 2.62%
- Amount Spent - \$6,388.26
- CPC - \$0.29

A digital banner buy was implemented during a four-week time period in July 2020 utilizing the display banner creative included in the Collateral section of this report. The campaign reached a CTR of 0.10% and a CPC of \$4.30. In total, the campaign generated more than **5.1 million impressions** and **5,373 link clicks**.

Finally, videos were created as planned; however, they were tailored for online outreach across added value social and digital channels (e.g., the state Chancellor's Office website and social media channels).

As noted earlier, many of the campaign activities were supplemented by the various Chancellor's Office campaigns, including "I **Can**," ADT, and Career Education. Below is a list of the added value the campaigns provided to the Census.

- Existing lists totaling hundreds of contacts for student publications, campaign partners and UndocuLiaisons were shared for Census campaign outreach purpose,
- Spanish translations and Chinese translations were provided as added value by the "I **Can**" campaign,
- participation at three added value events through the "I **Can**" campaign. These events included the Santa Rosa Junior College Financial Aid Fun Fair, A2MEND 13th Annual African Male Summit and the Nehemiah Project LA Helping TAYs Thrive Conference and resulted in more than 350 people reached,
- project managers presented information on the Census efforts to students and college faculty and staff at the A2MEND 13th African Male Summit,
- the Career Education, Associate Degree for Transfer and "I **Can**" campaigns placed a Banner Ad with information about the Census on campaign website home pages,
- the Foundation promoted Census activities through its Twitter and Facebook channels,
- the Chancellor's Office promoted Census activities through its podcast [506 downloads] and social media channels as well as through campaign social media channels,
- the Chancellor's Office shared Census information through other non-Census ambassador programs and presented about the Census at conferences in winter/spring 2020 events (California Higher Education Basic Needs Alliance (CHEBNA), Active Minds, Health Services Association - California Community Colleges (HSACCC),
- project managers prepared a presentation for the Community College Public Relations Organization conference of statewide PIOs, which unfortunately was cancelled due to COVID-19,
- project managers provided quarterly updates in January 2020, May 2020 and July 2020 to Financial Aid Regional Representatives; PIOs; California Community

Colleges Black and African Advisory Panel; and provided updates on the second Tuesday of every month from February 2020 through July 2020 to the Regional Marketing Consortium for Career Education. In each of these meetings, we requested these groups share Census materials with their networks,

- on July 30, 2020, the California Community Colleges Outlook Newsletter published an article with Census information distributed to several thousand faculty, staff and administrators, and
- the Chancellor's Office presented at "Getting Your College Ready for the 2020 Census" to the Community College League's Annual Convention on November 22, 2019.

The estimated value of these activities added **more than \$50,000**.

- 4) For county and ACBO partners, what was the county (or region's) 2010 response rate and what was the 2020 response rate? If the response rate met and exceeded the 2010 response rate, what contributed to that? If it did not meet the 2010 response rate, what were some of the challenges for that? For other partners, please note what data you used and how you used data for your strategies.

N/A per Education Outreach Program Manager

- 5) Please describe the process and results of your partnership coordination and how it educated and motivated the hard-to-count populations to complete the Census questionnaire.

Partnership coordination and activation was an important aspect in educating and motivating the HTC student populations. In recruiting for the student ambassador and Student Network Activation programs, we prioritized partnerships based with the colleges that had the highest HTC index. This list was compiled by researching each of the colleges' Census tracts as well as those of their surrounding areas. As a result, 19 out of 32 student ambassador colleges and 7 out of the 11 Network Activations were HTC index priority colleges. Engaging local, trusted and relatable students as peer-to-peer local representatives facilitated student outreach and was highly successful in our initial effort .

For example, before mid-March when campuses were still open and classes were still held on-campus, the student ambassadors, Student Network Activation representatives and other project team members achieved great success reaching students face-to-face at on-campus events. In that environment, specific student questions could be answered and we heard directly from students that they did not know about the Census and/or didn't understand how they should participate. However, after having a conversation with a team member, they confirmed they understood and would complete the Census questionnaire.

- 6) Please provide a list of key partners and describe their contributions of how they made a difference in your outreach efforts.

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We partnered with Administrative Community Based Organization Region Leads. The organizations we partnered with are listed below:

- Sacramento Region Community Foundation
- United Way of the Bay Area
- Sierra Health Foundation Center for Health Project Management
- The Community Foundation
- Ventura County Community Foundation
- Faith in Action Network
- United Way of San Diego

These partners were the regional leads with California Census. We worked with them in early 2020 to help train and prepare our ambassadors to conduct effective outreach. The California Complete Count partners highly encouraged collaboration with the regional leads, and they helped facilitate these important connections. The regional leads hosted our students for in-person trainings at their office locations and also provided training sessions to our ambassadors. They gave strong contextual information in regard to how the Census would directly impact the specific regions, compared to trainings led by us which primarily focused on the statewide impact and the system. It was important for the students to understand how the Census would directly impact the communities they lived in.

Many of the partners we worked with focused heavily on conducting outreach to multi-lingual communities. The expertise these partners shared with our ambassadors was critical as our ambassadors conducted outreach in communities where English is not the primary language. Throughout the spring, the partners worked directly with a number of ambassadors, engaging them in local efforts. Our partnerships with these organizations were crucial in reaching hard-to-count communities. It was especially important to this project because these organizations have a much stronger foothold in Census outreach efforts, as many began conducting Census outreach as early as 2018. Each regional lead worked with a network of local organizations and community leaders who promoted Census in their communities.

In addition, many of the Network Activations partnered with local community centers or agencies that primarily served Spanish speaking communities such as the Dolores Huerta Foundation, United Farm Workers Foundation, Promotores Collaborative of San Luis Obispo, Sabado de Educacion, El Comalito Collective, and local Spanish radio stations. The chart below lists all of our Network Activation partners, their reach, and a summary of their efforts.

#	College	Region	Summary of Events/Activities	Number Reached
1	Orange Coast College Student Life &	9	Prior to pandemic: Tabling at events where representatives distributed materials to students and event attendees.	3,000

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	Leadership Department		After pandemic: Placed social media, placed student newspaper advertisements, and conducted student Census trivia competitions with gift card prizes.	
2	Bakersfield College Office of Student Life	6	Sent emails to students, conducted online Census quiz and gift card incentive, placed social media, and conducted outreach to other departments.	1,000
3	Cuesta College Foundation	5	Partnered with Promotores Collaborative of San Luis Obispo (SLO) County for county wide in-person and telephone outreach. partnered with KSBY (local NBC affiliate) for digital campaign (Facebook advertising provided), station sponsored Facebook posted and station sponsored email distributed.	1,118
4	Modesto Junior College Latina Leadership Network & Chico Research Center	4	<p>Prior to pandemic: Tabling at various events.</p> <p>After pandemic: Conducted informational webinars, placed social media, distributed student emails, and partnered with El Comalito Collective which posted Census messaging across online channels for eight weeks.</p>	97,430
5	Barstow Community College Viking Volunteer Program	6	Sent push notifications through IT department to students, placed social media and college app advertisements.	6,256
6	Los Angeles Trade Technical College RISE Club	8	Conducted online presentations in classrooms, created student made videos, and placed social media, (in English and Spanish).	1,000

7	Chaffey College	7	Purchased paid social media campaign and distributed direct emails to students and faculty.	5,000
8	Bakersfield College Latinos Unidos Por Education (LUPE)	6	Prior to pandemic: Disseminated Census information at "local hubs" (supermarkets, libraries, etc.), in-class presentations, large group meetings/conferences, and addressed different clubs on campus. After pandemic: Distributed student emails, placed advertisements in local news media outlets and radio in both English and Spanish.	10,000
9	Cerritos College Public Affairs Department	8	Placed social media in both English and Spanish and conducted online gift card giveaways.	150
10	Cabrillo College Foundation	5	Recruited three Census volunteers, partnered with CAB to train students on Census work, conducted 20 Zoom presentations on Census, distributed Census Modules to students, faculty and staff, utilized the Census toolkit provided by the California Community Chancellor's Office and the Foundation to conduct classroom presentations, and placed social media.	2,000
11	Palomar College Student Affairs	10	Distributed digital media to network.	1,500
Total Reach: 128,484				

7) Please describe how you provided accessible and in-language outreach activities, including how you ensured equal and meaningful access to limited English proficient individuals and people with disabilities?

The development of accessible and in-language materials was an important component to our outreach strategy as we needed to ensure all students had access to Census information. All digital materials were developed and available in English, Spanish and Chinese on the digital toolkit for download and re-use. Videos were made available in English and Spanish on the digital toolkit for download as well. Materials were also adapted for ADA/508 compliance in advance of becoming available on the

digital toolkit hosted online by the state Chancellor's Office. The website where the toolkit was housed also met ADA/508 compliance standards.

Student ambassadors who spoke another language in addition to English were prioritized in the recruitment process resulting in 40 out of 46 ambassadors speaking at least one language other than English. The total languages served were as follows: English, Spanish, American Sign Language, Filipino (Tagalog), Kapampangan, French, Chinese, Taiwanese, and the dialect, Mixteco.

- 8) Please share a story(s) of how your work has made a difference to Census 2020 and the impact on the community. Please include images and quotes, so we are able to understand the narrative behind the numbers.

The California Community Colleges is the largest system of higher education in the nation, with 115 colleges annually serving 2.1 million students. Colleges are located in rural, urban, and suburban areas throughout the state, and serve diverse and hard to reach communities. Through our outreach, we ensured students received access and assistance to complete the Census questionnaire.

An example of this is through our work with student ambassadors. These trusted messengers connected with students in an authentic and relatable way because they are students themselves. We heard from many student ambassadors that during their outreach efforts they would come across others who would claim, "The Census doesn't apply to me," or "I'm a dependent, so I don't need to complete a Census form." After a short explanation, student ambassadors were able to educate other students about the importance of the Census and answer questions related to specific circumstances as well as activate them to take the next steps and be counted and/or ensure their family is counted accurately.

By reaching students through our student ambassadors, we were able to provide a critical and accessible source of information for students who may have otherwise gone uncounted and correct the record before the Non-Response Follow Up period began. Below are a few quotes from student ambassadors, which share a bit about their experiences.

- "Every 10 years people across the country and in California fill out the Census in order to have an accurate count of all people in the United States. As a student, you may be wondering how this affects you. Being counted benefits college students by providing funding for student financial aid, healthcare, housing, transportation, and other important student services that students can receive."
– **Jessica Caldwell / Saddleback College**
- "I always introduced myself as a Solano student whether it was on social media or through Zoom presentations so that the students knew I was like them. I also tried to be accessible, always leaving my email or a message saying to message me."
– **Jennie Aguilera / Solano Community College**

- “There has been a lot of social injustices happening across the US specifically to the hard-to-count communities. I used that as an example as to why it is vital for our communities to fill out the Census and have our presence felt in this country.”
– **Gabriela Rosas / East LA College**
- “I have mentioned that all information is confidential and secure, there are no questions about citizenship. I have also informed them that the number of people that participate will determine the amount of funding our state and communities will receive. Also participating will be beneficial because it will determine the amount of seats each state gets in Congress. Coming from a somewhat poor community, I have mentioned what the funding will help support.” – **Ryee Sullins / Porterville College**
- “In a hard-to-count community it is always best to assure them that the Census is 100% confidential and only asks basic questions that they’ve already answered before.” – **Rosa Reyes / Bakersfield College**

Student Ambassador and Network Activation Photo folder found here:

<https://drive.google.com/drive/folders/1c0XvI9pjhFPZweehopwDJtkddOgFLHxI?usp=sharing>

9) Please add any suggestions for the 2030 Census efforts, including timelines.

Considering the significant challenges experienced and overcome during Census 2020 outreach, we gleaned key insights that might help for 2030 Census efforts.

During our outreach, we found that general messaging was not appropriate for students particularly for those with unique living situations. In response to this learning, we developed new informational materials and offered student-specific messaging (e.g., how to count yourself if you live in a dorm, with roommates in an apartment, at home with family members, etc.) to be used in all outreach. For future Census campaigns, we recommend building out dedicated messaging for college students earlier in the outreach time period which takes into consideration the many varied housing situations students might have.

In addition, students experiencing homelessness or non-traditional living situations were often confused on how to best complete the form. Experiencing homelessness or other non-traditional living situations as a college student often looks quite different than older adults experiencing chronic homelessness. Additional student friendly messaging for this population would be very helpful in 2030.

Attachments

10) Please confirm that you have submitted the following which will help us better understand the full breadth of the Census work and achievements.

- a) SwORD uploads of completed activities

Not applicable.

b) Updated list of subcontractors

c) Evaluations or analytical reports, if any

We provided weekly paid digital updates as the campaign progressed, which are accessible here:

<https://drive.google.com/drive/u/4/folders/1ppTvcilY4v7rEv3sekqfczqNDAYscrC8>

The weekly and final campaign reports in this folder are for the following dates:

Census Paid Social Campaign (Run Dates: 3.24.20 – 4.30.20)

- 3.27.20
- 4.3.20
- 4.10.20
- 4.17.20
- 4.24.20
- FINAL REPORT: 4.30.20

Census Paid Social Campaign V2 (Run Dates: 6.5.20 – 6.28.20)

- 6.12.20
- 6.19.20
- 6.26.20
- FINAL REPORT: 6.28.20

Census Display Campaign (Run Dates: 7.27.20 – 8.26.20)

- 7.31.20
- 8.7.20
- 8.14.20
- 8.21.20
- FINAL REPORT: 8.26.20

d) Sample products*

Samples of the digital toolkit materials, which include communication collateral, creative assets and sample social media guide, among other items are available on the Chancellor's Office website at <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Communications-and-Marketing/Census-Toolkit>

* Communication collateral, including those in additional languages; toolkits; newsletters; phone or radio scripts; guidelines; communication analytics; articles; trainings; and other graphics (a digital copy is sufficient, the original copy is not required)

Submission

Foundation for California Community Colleges

Please submit your final report and attachments no later than November 16, 2020 to: outreach@census.ca.gov with a copy to the RPM/contract manager. Please include your organization name in the subject line.

Foundation for California Community Colleges

**Census 2020 Supplemental Report:
CCC Student Ambassadors and
Student Network Activations**

November 4, 2020



FOUNDATION *for* CALIFORNIA
COMMUNITY COLLEGES

1102 Q Street
Sacramento,
California
95811

www.foundationccc.org

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FOUNDATION *for* CALIFORNIA
COMMUNITY COLLEGES

1102 Q Street, Suite 4800
Sacramento, California 95811
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I. Introduction

Through a partnership with the California Complete Count - 2020 Census Office, the California Community College Chancellor's Office (CCCCO) and the Foundation for California Community Colleges (FoundationCCC) were able to provide necessary Census outreach to hard-to-count communities across all 10 Census regions in an effort to obtain a complete count, while primarily focusing on the 2.1 million enrolled students in the California Community College system.

FoundationCCC relied on two primary methods of outreach: Student Outreach Ambassadors and Student Network Activations. Because both outreach models use students and student-led organizations, students become the “face” of the information being provided and can more easily build a sense of trust on their campuses and communities. In total, both efforts reached **282,164 students and community members**.

II. Student Ambassadors

Program Overview

Trusted recommendations come from people we know. FoundationCCC's Ambassador Programs train community college students to serve as advocates on campus and in their surrounding communities. Community college students have strong existing ties to their communities and know the most effective channels of communication; they educate their peers, faculty, staff, and the community about programs and available resources they can access. The Census 2020 Student Ambassador Program, led by FoundationCCC, addressed the real and perceived barriers associated with completing the Census through canvassing and peer-to-peer conversations. Californians who have limited internet access, move frequently, live in households with roommates and those who are a part of immigrant, limited-English and other hard-to-count communities face multiple barriers to completing the census and often have lower levels of trust in public institutions.

Ambassador Outreach

46 Student Ambassadors, recruited through a competitive process from colleges in counties with high hard-to-count indexes in all 10 regions, worked to reach 153,680 students. Each student received collateral materials, a tablet, and a mobile internet device to allow for onsite census responses. Student ambassador applicants that speak English and/or Spanish, with language proficiencies in other Census 2020 outreach languages were prioritized, as well as students attending colleges in highly ranked hard to count areas. Ambassadors were required to report on certain metrics including in-person engagements, presentations, referrals to website/hotline, materials distributed, etc.

Activities included:

- Meeting with regional CBOs leading Census 2020 outreach efforts and coordinating and supporting efforts
- Classroom presentations
- Hosting events or tabling at athletic events, orientations, activity fairs, and other campus events
- Connecting with and training other student leaders on campus to reach their networks of friends and family
- Collaborating with student clubs and organizations on campus and surrounding campuses
- Collaborating with student services and programs serving hard-to-count populations such as health centers, foster youth liaisons, homeless youth liaisons, health and wellness centers, and food pantries
- Social media outreach
- Distributing collateral and supporting large scale campus events and initiatives
- Using provided tablets and MiFi hotspots to assist students in person
- Serving as regional spokespeople for campus and local media

Training and Oversight

Ambassadors received comprehensive training on the importance of the Census, strategies to assist their peers in completing the Census, learned how to address Frequently Asked Questions, and other relevant information. Each Ambassador was trained and supported by FoundationCCC program staff who have experience managing Ambassador programs, and an on-campus advisor who assisted the students in navigating campus outreach policies and procedures.

Ambassadors reported their activities to ensure program operations and quality in order for bi-weekly updates to be provided to Census 2020. Ambassadors connected and partnered with regional community-based organizations leading Census outreach work and created complementary plans to conduct outreach from January through July 2020.

Through an existing partnership with FoundationCCC, Ambassadors were able to create Adobe Spark accounts to assist Ambassadors in creating content to promote the Census via social media, newsletters, and emails. This was a crucial component to their digital outreach efforts in light of COVID-19.

Outreach Details

#	College	Region	Number of Ambassadors	Summary of Events/Activities	Number Reached
1	American River College	1	1	Student emails	1,163
2	Lake Tahoe Community College	1	2	Student emails, Phone calls, Social media	3,145
3	Santa Rosa Junior College	2	1	Outreach through School App, Social media	1,900

4	Mendocino College	2	2	Student emails, Social media	582
5	Los Medanos College	3	1	Classroom announcements, Conversations with friends and families	77
6	Solano Community College	3	3	Student emails, Social media, Zoom classroom announcements	14,621
7	De Anza College	3	1		2,690
8	College of Marin	3	1	Social media, Classroom presentations, Student emails	850
9	Skyline College	3	1		3,862
10	San Joaquin Delta College	4	1	Student emails, Social media, Zoom classroom announcements, Distributing Census materials at grocery stores	2,680
11	Oxnard College	5	2	Social media, Student emails	1,294
12	Bakersfield College	6	6	Podcasts and radio, School newsletter, Social media	48,042

13	Porterville College	6	2	Social media, Student emails, Zoom classroom presentations	13,352
14	Moreno Valley College	7	1	Social media, Student emails, Conducted safe in-person outreach through job at a state resource center	1,405
15	San Bernardino Valley College	7	1	Student emails, Zoom classroom presentations, Social media, Outreached to students who use tutoring services	2,270
16	Chaffey Community College	7	1	Social media, Zoom classroom presentations	395
17	Norco College	7	1	Student emails, Social media	8,780
18	LA Trade-Tech College	8	2	Created a video and shared on social media, Created ad reminders on app, Student emails, Collaborated with CHIRLA on social media	21,828
19	East LA College	8	4	Social media, Zoom classroom presentations, Outreached to clubs, Featured on school's social media	5,365

20	Cerritos College	8	2	Social media, Student emails, Zoom classroom presentations, Teamed up with Student Government to help promote	4,512
21	Fullerton College	9	3	Social media, Outreached to friends and family, Distributed materials, Created YouTube video to share, Student emails	14,528
22	Saddleback College	9	2	Student emails, Social media	2,390
23	Southwestern College	10	2	Social media, Outreached to clubs	198
					Total Reach: 153,680

III. Student Ambassador Success Stories



Name: Blandine Dumoch
Major: Biology
Statement: "I wish to propose my candidature for the position of Senator at Bakersfield College. I feel a certain sense of familiarity towards this area already, and am under the impression that I could contribute positively to the Senate at Bakersfield College. I am a highly motivated person in most aspects of my life, and I intend on dedicating the same amount of energy towards the duty of Senator."



Name: Daniela Martinez
Major: Construction Management
Involvement: BCSGA, Community Colleges Complete Count
Statement: "I wish to propose my candidature for the position of Senator at Bakersfield College. I feel a certain sense of familiarity towards this area already, and am under the impression that I could contribute positively to the Senate at Bakersfield College. I am a highly motivated person in most aspects of my life, and I intend on dedicating the same amount of energy towards the duty of Senator."

KCCD Student Trustee Candidates



Name: Rayven Acosta-Webb
Major: Communications
Involvement: BCSGA, California Pin-ups and Patriots
Statement: "I'm interested in running for BCSGA Student Trustee because I strongly believe that the students collective voice should always be represented, especially at the level of the District. I also represented the colleges in this position previously and while I started out well, I had a life changing event that didn't allow me to finish as strongly as I had hoped. My hope is to continue my success as I did before but more importantly to do better."

*Note: If you would like the complete autobiography of each candidate, please click on the link below to be directed to the Bakersfield College BCSGA website: <https://www.bakersfieldcollege.edu/bcsga/elections/candidates>

2020 BCSGA Ballot Measures

In the effort to make Bakersfield College more accessible to students, two propositions are being reviewed and voted by the BCSGA Senate to appear on the ballot for the BCSGA 2020 Elections at the BCSGA Senate meeting that will be on April 1st, 2020. Each of these measures helps all BC students have the opportunity to thrive in their academic goals at Bakersfield College.

2020 BCSGA Elections Ballot Measure H: Student Health Fee Increase

Measure H would be increasing the Student Health fee for every enrolled Bakersfield College student to \$21 for fall and spring instructional semesters and \$18 for summer instructional semester. This increase will be invested into the Student Health and Wellness Center for all BC students. This increment would provide students the opportunity for affordable health care services on campus. In order for this measure to pass, a simple majority of "Yes" votes is needed from enrolled BC students. There is no "opt-out" option for the fee charge during registration of every instructional semester. If you would like to see a detailed break-down of Measure H, please click on the link below.

<https://do-prod-webteam-drupal/files/s3-us-west-2-amazonaws.com/bcedu/s3fs-public/2020-BC-Student-Health-Fee-Accessible.pdf>

2020 BCSGA Elections Ballot Measure T: Implementation of the Student Transportation Fee

Measure T would be adding a new mandatory additional fee that every enrolled Bakersfield College student be assessed of \$20 for Fall and Spring instructional semesters and \$10 for Summer instructional semester to cover unlimited public transportation costs for all BC students. If the new fee is approved, the fee will be effective July 1, 2020, providing transportation services. If the new fee is not approved, the Bakersfield College Transportation Student Fee will not be placed in effect and no transportation services will be provided. For this measure to pass, a simple majority of "Yes" votes is needed from enrolled BC students. There is no "opt-out" option for the fee charge during registration of every instructional semester. If you would like to see a detailed break-down of Measure T, please click on the link below.

Why Get Counted?

Bakersfield College is amongst a hard-to-count area! In hard-to-count areas, people tend to ignore the Census. The Census happens every 10 years nation-wide. The reason why the Census needs a count of all the people living in the United States is to distribute fair funds every fiscal year for the next 10 years to communities who raise their hands and say, "I Count"! When communities, like East Bakersfield, do not get counted, millions, if not billions, of dollars are not being sent to these communities resulting in unfunded parks, lack of road reparations, and even your financial aid could be impacted. Each person, to the Census, is worth 20,000 dollars every fiscal year. If you do not count yourself, you would be skipping out on this money.

HOW CAN YOU FILE FOR THE CENSUS?

BY PHONE:
Click on the link below to see preferred language call numbers:
<https://2020census.gov/en/ways-to-respond/responding-by-phone.html>

ONLINE:
Click on the link below to get started: (No unique code is necessary)
<https://2020census.gov/en.html>

BY MAIL:
If you received your Census survey through mail already, all you must do is fill it in and send it back through mail.

Connect With Us!
Office: (661) 395-4614
www.bakersfieldcollege.edu/bcsga
studentlife@bakersfieldcollege.edu

Erick Plata Torres from Bakersfield College leveraged connections to the Student Government Association and local news outlets to conduct Census outreach. *"I have benefited from my position of Director of Public Relations for Bakersfield College Student Government Association (BCSGA) to have a virtual direct connection with enrolled Bakersfield College students. As the writer of the BCSGA Newsletter, I have featured the 2020 Census. This newsletter is sent to all 30,000+ enrolled students. To maintain students aware of the 2020 Census through the rest of the semester,*

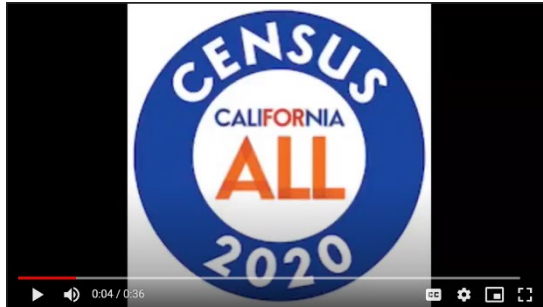
I will be featuring the 2020 Census in the final volume of the BCSGA Newsletter to keep reminding students to file their 2020 Census. I was also invited by the BCSGA Director of Student Activities to participate in a BCSGA Podcast segment, posted on YouTube. In the podcast segment, I spoke about the upcoming student government elections as well as the importance of filing the 2020 Census. Outside of Bakersfield College digital platforms, I conducted a collab, through Instagram Live, with Kern Sol News Census Liaison, Edith Mata. We also posted the Instagram collab on our BC Complete Count Committee Facebook page."

Rosa Reyes from Bakersfield College found a unique opportunity to promote the Census in the hard-to-count communities. *“I work at a donut shop in a hard-to-count community. So, I found a great opportunity to promote census to our customers with the permission of the owner. I handed out flyers and cards to customers with their orders and taped papers to their donut boxes 2-4 days a week throughout the month of May and beginning of June. I also answered questions when they came along. June 5th, 2020 was national donut day a very busy day for a donut shop, as well as 28th of May. I asked my coworkers to tape flyers to boxes as there was a promotion where graduates of 2020 could pick up free donuts.”*

Student Ambassadors from Bakersfield College participated in a [Podcast](#) sponsored by the Fort Bakersfield Buffalo Soldiers to explain in detail their role as an ambassador. Fort Bakersfield Buffalo Soldiers is a non-profit organization in the black community. The ambassadors expressed their passion and commitment to educate the hard to count communities of the importance of completing the Census 2020.



Additionally, the Bakersfield College Student Ambassadors hosted a Census “car parade” after COVID-19 caused a campus closure. The ambassadors showed a great sense of resiliency and civic responsibility to keep up with their outreach efforts.



Jessica Caldwell from Saddleback College successfully reached 1,500 students in the month of May by conducting digital outreach utilizing social media. *“I did a live feed on both Instagram and Facebook talking about the Census Twice this month. My audience was mostly my community*

members based off these presentations. I also sent mass texts with the video I had create for the Census Challenge to everyone in my phonebook.”

Jennie Aguilera from Solano Community College conducted in class presentations through Zoom and answered any questions from students surrounding the Census. Jennie built trust with her audience during her introduction, *“I always introduced myself as a Solano student, whether it was on social media or through Zoom presentations, so that the students knew I was like them. I also tried to be accessible, always leaving my email or a message saying to message me.”*

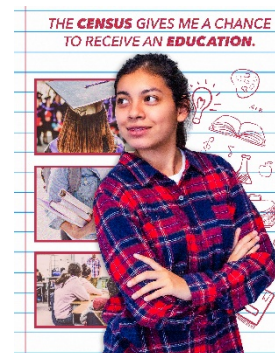
Rylee Sullins from Porterville College eased her community’s worries about confidentiality when it comes to completing the Census, *“I mentioned that all information is confidential and secure, there are no questions about citizenship. I also informed them that the number of people that participate will determine the amount of funding our state and communities will receive. Also participating will be beneficial because it will determine that amount of seats each state gets in Congress. Coming from a somewhat poor community, I mentioned what the funding will help support.”*



Annette Brasher from Bakersfield College shared the difficulties she encountered after the COVID-19 pandemic and how she safely continued in-person outreach, *“It has been tough with the Covid-19 Pandemic. While canvassing Bakersfield's hard-to-count areas, we had a lot of people interested in learning what the Census is really about. We promoted the Census utilizing all health standards in the*

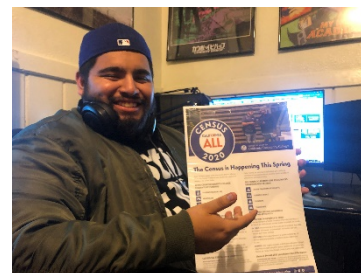
park, we kept our six feet distancing, wore our gloves and mask, while handing out the census information and food as people drove up to find out what we were doing.”

Ashley Delgado from Cerritos College made great use of the Adobe Spark program to create posters she then shared on social media, *“Using social media to promote the Census has been one my strategies since most college students are usually on there 24/7 (including myself).”*



Martin Gaspar from Mendocino College was able to provide Census information to students, leaders, and parents on campus during their Parent Leadership Institute event. Once the campus closed for the COVID-19 pandemic, Martin continued to conduct virtual

outreach through Zoom meetings, phone calls, and social media, *“I did a virtual presentation of what Census is through my Zoom for Club Latino. I did a few phone calls about Census and social media on snapchat and Instagram. Just exposing what Census is and how important it is.”*



Daniel Gonzalez from Lake Tahoe Community College used his ties to both the HOPE club and Student Senate to share Census information to a broader audience, *“I presented during a forum my college hosted in regard to emergency COVID-19 funding and resources. The audience included students, administrators, faculty, and staff alike. I also presented during our biweekly HOPE club and Student Senate meetings which included some new students wishing to join the clubs and faculty and administrators as well. Here, I relayed the importance of not losing momentum built up on completing and promoting the census with the end of the school year quickly approaching!”*

IV. Student Network Activations

Program Overview and Outreach

Student government groups, clubs, and community-based organizations serving CCC students have extensive existing networks to leverage to ensure all Californians are counted. Student Network Activations relied on a “train the trainer” model; the Foundation provided training, materials, and mini-grants to associated student or student-serving organizations to conduct outreach or hold an event to promote the 2020 Census leading up to or on the day of the Census. The designated Census 2020 toolkit and messages were shared for consistent messaging and materials dissemination and groups were required to coordinate and partner with regional CBOs conducting outreach. Organizations who could provide targeted outreach to historically underrepresented students in designated hard to count areas were prioritized. Participating organizations were required to report on quantifiable metrics including event attendance, in-person and digital engagement, referrals to website/hotline, materials distributed, social media reach, and testimonials. **In total, 11 organizations from 7 Census regions were trained and supported and reached 128,484 students.**

Due to the COVID-19 pandemic, the Student Network Activation partners had to shift their in-person outreach to digital outreach and were not able to hold many events on campus before the closures. They used a variety of methods to do this: paid social media campaigns, student listserv emails, hosting virtual informative events online and using other innovative formats to encourage participation. The chart below lists all Student Network Activation partners, their reach, and a summary of their efforts.

Outreach Details

#	College	Region	Summary of Events/Activities	Number Reached
1	Orange Coast College Student Life & Leadership Department	9	Prior to pandemic: Tabling at events, Distribution of materials After pandemic: Social media, Student newspaper advertisements, Student Census trivia competitions	3,000
2	Bakersfield College Office of Student Life	6	Emails to students, Online Census quiz, Social media, Outreach to other departments	1,000
3	Cuesta College Foundation	5	Partnered with Promotores Collaborative of San Luis Obispo (SLO) County for county wide in person and telephone outreach. Partnered with KSBY (local NBC affiliate) for our digital campaign and they provided Facebook advertising, station sponsored Facebook posting and station sponsored email.	1,118
4	Modesto Junior College Latina Leadership Network & Chicano Research Center	4	Prior to pandemic: Tabling at various events After pandemic: Informational webinars, Social media, Student emails, Partnered with El Comalito Collective which posted Census messaging for eight weeks	97,430

5	Barstow Community College Viking Volunteer Program	6	Push notifications through IT department to students, Social media, College app advertisements	6,256
6	Los Angeles Trade Technical College RISE Club	8	Online presentations in classrooms, Student made videos, Social media, both in English and Spanish	1,000
7	Chaffey College	7	Paid Social Media Campaign, Direct emails to students and faculty	5,000
8	Bakersfield College Latinos Unidos Por Education (LUPE)	6	Prior to pandemic: disseminated Census information at “local hubs” (supermarkets, libraries, etc.), in-class presentations, large group meetings/conferences, addressed different clubs on campus After pandemic: student emails, advertisements in local news media outlets and radio in both English and Spanish	10,000
9	Cerritos College Public Affairs Department	8	Social media in both English and Spanish	150
10	Cabrillo College Foundation	5	Recruited 3 Census Volunteers, Partnered with CAB to train students on Census work, 20 Zoom Presentations, Distributed Census Modules to students, faculty and staff, Utilized the Census Tool Kit provided by	2,000

			FCCC to conduct classroom presentations, Social media	
11	Palomar College Student Affairs	10	Distributed digital media	1,500
				Total Reach: 128,484

V. Student Network Activations Success Stories

Orange Coast College successfully reached 3,000 students through both in person and virtual outreach. The college planned and executed nine (9) 2020 Census outreach activities from February 2020 to June 2020.



“1. In February, we had a Census table at the OCC Involvement Fair where students check out various student clubs/organizations to join and department programs/services/resources. We distributed Krispy Kreme donuts and talked to 54 students who visited our table.

2. In March, we printed 2,000 colored handcards for distribution at the annual high school senior event on campus. A handcard was placed in a bag of materials/gifts for each high school senior at the event.

We also had a table and talked to 210 students about importance of completing the Census and ways of helping their families/friends to do so.

3. *In March, we printed 12 colored sandwich boards to be placed around campus but was unable to do so due to the pandemic and campus closure starting mid-March.*

4. *For April and May, we secured advertising space in our student online newspaper, the Coast Report, to promote the Census.*

5. *In May, we did a series of the following events through social media (Facebook and Instagram) to engage with students about the Census:*

a. *Census Meme Competition – 36 students participated*

b. *Census Trivia – 15 students participated*

c. *Census Post and Tag opportunity drawing – 56 students participated*

6. *In June, we had two events, Completion Posts (33 students participated) and Census video competition (5 students participated)."*

Orange Coast College also emailed various departments and faculty to help spread the word about the Census with their respective students via email, social media, and classroom announcements. The focus was particularly with their International Student department to communicate with the international students about the importance of completing the Census.

Modesto Junior College (MJC)’s Latina Leadership Network and the Chicano Research Center outstandingly reached 97,430 community members. *"Efforts were in partnership with the Chicano Research Center, a local non-profit in Stockton, California and MJC Latina Leadership Network is based in Stanislaus County, Modesto. Our efforts were broad, working to reach the immigrant community, Spanish Speaking, and underserved areas of both cities. We engaged our community through community events (pre-shelter in place), virtual workshops, and celebration of academic accomplishment. Additionally, we regularly posted via our social media outlet. Our Census Outreach Activities included providing information during Sabado de Educacion, a PRIDE Week Information Table, and partnering with Congressman Josh Harder and the Immigrant Legal Resources Center to create a video to send to our Raza Graduate Participants, the video had 300 views and was emailed to 1,000 additional community members in Stanislaus County."*

The MJC Latina Leadership Network also partnered with El Comalito Collective, an art gallery and community space that showcases underrepresented artists through a variety of media that spark consciousness. As part of their digital Census Outreach, El Comalito included a message with the importance of the Census once per week for eight weeks in their virtual classes, reaching over 2,000 people per class. MJC Latina Leadership Network hosted a virtual webinar providing information on the historical impact of the Census and featured community leaders. The webinar reached over 500 community members, including many Latinx students. Additionally, MJC Latina Leadership Network provided “YO CUENTO” T-shirts to their LatinX Leadership Academy, a civic engagement program targeting 30-50 LatinX students. The Academy promoted completing the 2020 Census.

Though the unprecedented global pandemic caused a shift in their outreach plans, Modesto Junior College’s Latina Leadership Network and the Chicano Research Center were able to pivot their outreach strategies to continue to target hard-to-count communities. *“Our strategies shifted prior to starting due to the global pandemic. Our initial intent was to conduct face to face outreach in community. We made the transition to virtual spaces including social media, videos cross posted on multiple platforms and email. We also worked with local agencies to share information via email to their contacts (students/parents) and via our listservs.”*

Cuesta College Foundation utilized strategic partnerships to outreach to over 1,000 community members in hard-to-count communities, *“Cuesta College partnered with Promotores Collaborative of San Luis Obispo (SLO) County for county wide in person and telephone outreach. We also partnered with KSBY (local NBC affiliate) for our digital campaign and they provided Facebook advertising, station sponsored Facebook posting and station sponsored email.”*

Bakersfield College Latinos Unidos Por Educacion (LUPE) reached 10,000 community members through collaboration with community groups as well as broad reaching Census activities.

- “ 1. Disseminated pertinent Census information to Kern County residents at “local hubs” before the Covid19 shutdown, such as Mercado Latino, supermarkets, local parks, youth groups at churches, and Kern neighborhoods.*

2. *Census information was discussed/presented on various student led conferences/meetings, such as the CSU Bakersfield Latinos On The Rise Conference, Jimmy Baca Writers Webinar Conference, and Bakersfield College new student orientations.*
3. *Conducted several Census presentations for Bakersfield College classes during the spring 2020 semester before the campus closure. LUPE addressed several student organizations, for example: MEChA, Latinas Unidas, Spanish Club, Consent Project, Japanese Culture Club, Migrant Programs, and the Student Government Association at Bakersfield College ALL EOPS/CARE/CalWORKs/Next UP students received multiple notifications regarding the Census, including AB 540/Undocumented student cohorts.*
4. *Census information was distributed by students in their place of employment, including in the agricultural fields of Kern County.*
5. *Census information was discussed and advertised in local news media outlets, such as radio and television in both English and Spanish.*
6. *LUPE collaborated effectively with various community groups, such as the Dolores Huerta Foundation, United Farm Workers Foundation, Kern Sol News, Building Healthy Communities of Kern, Youth 2 Leaders, and partnered with several student organizations from CSU Bakersfield.*
7. *Census information was disseminated to local high schools as part of our LUPE outreach activities to inform Kern County youth and their families.”*

Cabrillo College Foundation reached over 2,000 students through their own student volunteer model, *“Given our quickly changing environment due to Covid-19 we decided to conduct 100% of our outreach methods virtually. We brought on 3 Census Outreach Ambassadors to help with these efforts. We are proud to say that we had the opportunity to present to 20 classes (through zoom) presentations. To reach a wide capacity we also presented information about the Census at faculty senate meetings. At Cabrillo some of our library faculty put together Canvas modules that made some of the information distribution very helpful. Due to the nature of this work, we continue to offer information to anyone that welcomes us to join their class. The funds helped us partner with the Community Action Board of Santa Cruz to train our volunteers. The training has given them the opportunity to teach, connect and promote information about the Census.”*

VI. Conclusion

It was a pleasure to partner with the California Complete Count - 2020 Census Office and contribute to the goal of obtaining a complete count in our state for the 2020 Census. The Census determines California's representation at the federal level as well as the distribution of federal funding that many college students, one of the many hard-to-count communities, rely on. The collaboration between the California Community College Chancellor's Office (CCCCO) and the Foundation for California Community Colleges (FoundationCCC) tackled the outreach to this group head on with diverse methods. FoundationCCC's Student Outreach Ambassadors and Student Network Activations were also able to reach many other hard-to-count groups beyond college students. The Student Outreach Ambassadors not only made incredible outreach efforts but gained professional development skills through the guidance of FoundationCCC as well as the campus leaders and advisors they partnered with throughout the program. Student Network Activations thrived most by using strategic partnerships with community organizations that targeted several hard-to-count communities. We are proud of the work we were able to complete despite the unprecedented public health crisis and are grateful to have contributed to the statewide effort of the California Complete Count - 2020 Census Office.