



State of California – Government Operations Agency
 California Complete Count-Census 2020
 400 R Street, Suite 359
 Sacramento, CA 95811
 www.census.ca.gov
 (916) 852-2020

GAVIN NEWSOM, Governor
DITAS KATAGUE, Director



FINAL REPORT TEMPLATE (Explanation)

General Information

Date of report	November 16, 2020
Organization / Entity	University of California Agriculture and Natural Resources, 4-H PYD
Responsible Person / Title	Lynn Schmitt-McQuitty / Director
Contact Person / Title	Director
Address	2801 2 nd Street Davis, CA 95618
Email / Phone	lschmittmcquitty@ucanr.edu / (530) 750-1334

Narrative Report

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

Funding was used to launch the census awareness campaign, a statewide effort, specifically targeting rural community participation in the 2020 Census. The objective of this project was to educate, activate, and motivate UC 4-H youth within rural communities on:

- Making civic contributions that positively impact their schools, community, and nation
- Improving the understanding of the importance of the census for local and state funding allocations
- Improving individual, family, and community awareness on the importance of completing the Census

In response to shelter in-place orders, youth, families, and community members were reached through online events, activities, county-based banners, mailers, community events still occurring in light of COVID-19 restrictions (i.e. parades), social media efforts, and in partnership with existing UC 4-H programming. Specific focus on outreach was given to the rural communities in Amador, Butte, Colusa, El Dorado, Glenn, Imperial, Inyo, Mono, Modoc, Nevada, Plumas, Sierra, Sutter, Tehama, Yuba, and Ventura counties, further identified as rural target counties unless otherwise noted.

Rural communities in the UC 4-H program were informed about the census process, purpose and timeline through mailers, educational workshops, virtual activities, and social media campaigns. This was achieved by:

- Three virtual workshops on the importance of the Census to 36 families which resulted in an estimated 250 people trained at a county club level.

Due Date: November 16, 2020

UC ANR 4-H

- 18,500 flyers directly delivered to families statewide.
- 54 banners and 241-yard signs were distributed throughout the 16-targeted counties and an additional four counties, which were requested by the 2020 Census.
- 8962 Census awareness flyers, 3847 bookmarks, and 55,500 postcards were distributed throughout the targeted counties as well.
- Through radio advertising we received 66,011 impressions with an audio completion rate of 95.24%.

Social media platforms (Facebook, Twitter, and Instagram) used to promote the 2020 Census resulted in:

- 32 Facebook posts were made resulting in 17,147 reached, 107 shares, 261 likes, and 43 comments.
- Twitter posts resulted in 16,141 reached, 92 engagements, 27 retweets, and 16 likes.
- Instagram posts resulted in 1,080 views and likes.

Specific social media strategies for Spanish speakers and results:

- Paid Spanish Facebook Advertising resulted in 6,526 impressions, 326 clicks, 2819 engagements.
- 2482 views on the 30 second video and 9 post reactions.
- Spanish radio outreach in rural target counties made 66,011 impressions with an audio completion rate of 95.24%.
- An additional 67 families were reached through our Spanish Facebook account.

The UC 4-H Census project sought to address fears in completing the Census questionnaire and instill trust that the government would not use this data in a negative way. As a trusted organization in our targeted rural communities, UC 4-H was able to motivate UC 4-H families to complete the Census. UC 4-H families (479) responded to a survey regarding whether they completed the 2020 Census. Of those, 87.0% reported completing the 2020 Census and 5.5% reported they had not, but planned too. Amador, El Dorado, Glenn, Imperial, Inyo- Mono, Lassen, Nevada, Sutter-Yuba, Tehama, and Ventura counties reported 100% completion. Butte reported 71.4 % completed and 28.6% reported they planned to complete. Colusa 83.3% completed and 16.7% planned to complete. Modoc reported 83.3% completed and 16.7% planned to, Plumas-Sierra reported 83.3% completed and 16.7% planned to complete. Our original plan to implement this project was to leverage the many in-person events and activities that were planned across the state focusing, specifically, in 16 rural target counties, as well as statewide efforts. We had planned to do an in-person Civic Engagement outreach event, and delivered that content in a virtual format instead. Our team of county-based staff met in early March (pre COVID-19 protocol) and mapped out the outreach efforts in the rural target counties. Each team member was assigned counties that they would focus their efforts while the state-based staff would focus on statewide outreach (social media, the Civic Engagement trainings and outreach event). The plan was to use existing events, both 4-H and community-based, to engage community members from the rural target counties in participating in the Census, as UC 4-H has a strong presence and is a trusted part of these communities.

When the COVID-19 pandemic changed how we would be able to complete our planned deliverables the team developed a new plan to meet grant deliverables within shelter-in-place restrictions. The team brainstormed and discussed what would work best in each of their rural communities. Decisions were made to shift our collaboration to community organizations and school districts that were still serving their community members. Collateral was designed (bookmarks and postcard sized flyer) and passed out with school lunches and with books at local libraries. Information postcards were also passed out with

senior meal distribution. We leveraged our statewide virtual events, State Field Day and State Leadership Conference and used time online during the events to promote the Census. Videos and educational workshops were developed and delivered at each of these events, communicating the purpose and importance of the 2020 Census. Statewide communications (Monthly newsletters, emails, direct mailings, consistent social media posts) to reach 4-H members, volunteers, and county staff. We created radio ads, social media posts and ads, mailers, banners, and yards signs, establishing a multi prong campaign to reach the hard to count populations beyond virtual formats. Online Census trainings were created and delivered statewide. County-based partners were trained in how to deliver online Census trainings in their local counties. Our team developed a comprehensive revision to our original plan using the relationships and contacts we have at the local level.

- 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

What worked well operationally?

Although we did not have any contracted partners we were able to leverage relationships locally to connect with members of the hard to count communities. By collaborating during the education timeframe with schools, senior centers, libraries, local small businesses we were able to distribute 3,847 bookmarks, and 8,962 postcard style flyers.

What hindered the operations?

The greatest challenge we had was logistically getting the materials into the right hands. With COVID-19 protocols, we did have to rely on mailing and shipping materials rather than a personal delivery.

Contracted partner's outreach

What outreach tactics worked well?

By partnering with community organizations and public schools that were already serving the community we were able to reach members of the community that may not have normally been in direct contact with 4-H.

What hindered the outreach?

Schools and community partners were under new pressures in light of closures. In addition, not being able to conduct outreach in-person because many school districts were under staffed and under resourced, which made distribution of outreach materials challenging.

- 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.

Because our organization is known for its hands on model of learning and delivery, we had to pivot. Our challenges were with access to the hard to count populations. We had planned to pass out information in person, talk with community members and help them navigate the Census

questionnaire if needed. By being unable to that, we had to rely on correct messaging and brand identification to make sure our community members read our information and were encouraged to respond to the Census. In Butte county school district we experienced a challenge getting flyers distributed through food service. Restrictions prevented in-person interaction and employees were not willing to take on the liability of passing out the flyers with the meals. Many of our families were experiencing new family stress with physical and mental health, shifting to distance learning and employment changes. These added stressors may have made it difficult to see Census and 4-H activities as a priority. Since we are an educational program it was challenging to meet the needs of the Census outreach and the mission of our role to educate our members. We met that need by creating the online lessons and education videos. These are materials that can be used during the next 10 years as part of our Civic Engagement program.

- 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.

2020 Census Response Rate by County

	2010 %	2020%	Diff%
Amador	50.2	62.6	12.4
El Dorado	62.9	58.8	4.1
Butte	65.6	55.2	-10.4
Colusa	58.2	58.4	0.2
Glenn	67.6	65.4	-2.2
Inyo	70.3	55	-15.3
Mono	25.2	22.4	-2.8
Imperial	58.5	62.5	4
Lassen	51.4	52.2	0.8
Modoc	53.3	50.9	-2.4
Nevada	61.6	61.7	0.1
Plumas	33	39.8	6.8
Sierra	44.1	49.7	-0.4
Sutter	69.1	71.7	2.6
Yuba	63.7	62	1.7
Tehama	61.4	64.2	2.8
Ventura	72.5	76.7	4.2

2020 Census Survey Results

1. Prior to the completion of the US Census, the University of California 4-H sent out surveys to 17,591 families to assess Census programmatic efforts and clientele's participation in the 2020 Census. This survey asked if families had completed the 2020 Census or planned to complete the 2020 Census. Results indicate that added 2020 Census outreach and education within the UC 4-H program positively influenced 2020 Census responses within the 4-H community.

2. In total, 473 families completed the survey regarding 2020 Census completion. Of those, 88% reported completing the 2020 Census, and 5% reported they had not but planned to complete.

Response Rates by County

County	Response Received	Surveys Sent Out	Response Rate
Sacramento	28	790	3.5%
Sonoma	23	736	3.1%
San Luis Obispo	22	941	2.3%
San Mateo-San Francisco	21	517	4.1%
Merced	20	671	3.0%
San Diego	15	763	2.0%
San Joaquin	15	599	2.5%
Stanislaus	14	824	1.7%
Alameda	14	514	2.7%
Contra Costa	14	437	3.2%
Placer	13	529	2.5%
Tulare	13	379	3.4%
El Dorado	13	345	3.8%
Orange	13	207	6.3%
Madera	12	245	4.9%
Los Angeles	11	501	2.2%
Solano	11	353	3.1%
Fresno	10	529	1.9%
Yolo	10	354	2.8%
Shasta	10	327	3.1%
Riverside	10	307	3.3%
Napa	10	227	4.4%
Tuolumne	10	223	4.5%
Santa Barbara	9	457	2.0%
Kern	9	452	2.0%
Imperial	9	406	2.2%
Humboldt	9	335	2.7%
Ventura	8	345	2.3%
Butte	7	357	2.0%
Nevada	7	254	2.8%
Mendocino	7	208	3.4%

Glenn	6	208	2.9%
Tehama	6	204	2.9%
Colusa	6	190	3.2%
Lake	6	126	4.8%
Marin	5	341	1.5%
Plumas-sierra	5	156	3.2%
Modoc	5	130	3.8%
Del Norte	5	109	4.6%
San Bernardino	4	113	3.5%
Lassen	4	110	3.6%
Santa Clara	3	262	1.1%
Santa Cruz	3	137	2.2%
San Benito	3	116	2.6%
Sutter	2	187	1.1%
Calaveras	2	181	1.1%
Yuba	2	139	1.4%
Siskiyou	2	113	1.8%
Amador	2	67	3.0%
Monterey	1	165	0.6%
Kings	1	114	0.9%
Inyo	1	98	1.0%
Trinity	1	37	2.7%
Mono	1	15	6.7%

4-H Families Report 2020 Census Completion by County

County	Families Report Census Completion (%)	Report Planning to Complete Census (%)
Amador	2 (100%)	0
El Dorado	13(100%)	0
Butte	5(71.4%)	2 (28.6%)
Colusa	5(83.3%)	1(16.7%)
Glenn	6 (100%)	0
Imperial	8 (100%)	0
Inyo-Mono	2 (100%)	0
Lassen	4 (100%)	0
Modoc	4 (83.3%)	1 (16.7%)
Nevada	7 (100%)	0
Plumas-sierra	4 (83.3%)	1 (16.7)
Sutter-Yuba	4 (100%)	0
Tehama	6 (100%)	0
Ventura	8 (100%)	0

- 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.

Our county-based staff were able to use the 4-H reputation to build partnerships with local school districts, senior centers, and libraries to distribute materials to their clientele. We were also able to use existing relationships with organizations such as the Farm Bureau newsletter to reach additional hard to count populations. We were also able to use existing relationships with community members and business to display yard signs and banners in places with high traffic and visibility within the rural communities.

- 6) Please provide a list of key partners and describe their contributions of how they made a difference in your outreach efforts.
- Amador public library – Distributed informational bookmarks with books checked out
 - Amador schools food service department – Distributed bookmarks and flyers with student meals
 - Modoc Joint school district Distributed bookmarks and flyers with school work packets and student meals
 - Gridley Unified school district-Distributed bookmarks and flyers with student meals
 - Inyo & Mono county school districts-Distributed bookmarks and flyers with student meals
 - Local business in Inyo& Mono County- Distributed flyers at the checkout or point of payment
 - Multiple Imperial county school districts/schools – Distributed bookmarks and flyers with student meals
 - Tehama county- Redding School district food service- Distributed bookmarks and flyers with meals
 - Various schools/districts in El Dorado County- Distributed bookmarks and flyers with student meals
 - Ventura schools food service – Distributed bookmarks and flyers with student meals
 - Butte County Farm Bureau – included an article in their newsletter
- 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?

We developed collateral in Spanish (bookmarks, flyers, social media and radio advertising.) All social media and website content was ADA compliant.

- 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 teen 4-H members that worked on adapting and created the online Census trainings shared they learned a lot about the importance of the Census through exploring the materials. They felt their peers also did not have an understanding of the Census since that was often something

parents or guardians would take care of. They indicated that by educating young people about the Census they will be more likely to participate in it when it comes time for them to complete it for themselves. Much like starting voter awareness early in a young person's Civic Engagement education the importance of the Census should also be taught.

9) Please add any suggestions for the 2030 Census efforts, including timelines. UC 4-H would like to offer consistent, ongoing programming on Census/Civics in 4-H beyond one project. We would like to increase the educational component of our contribution to the Census. We plan to offer Civic Engagement projects that will include Census awareness and important to increase participation for the future Census. Our current 4-H members will be our next generation of adults to complete the Census. Continued, on-going, support from the Census would help the longevity of these efforts, as education is a long-term investment that shapes future behaviors. By building capacity of our young people, particularly those in rural communities, we set ourselves up for greater participation in the Census 2030. The work that UC 4-H does within the rural communities will help reach the hard to count populations of California.

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
- b) Uploaded completed activities
- c) Updated list of subcontractors
- d) Evaluations or analytical reports, if any
- e) Sample products*
- f) attached zip file with created collateral.

* communication collaterals, 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

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.



4-H Census Awareness Project

4-H supports Census Awareness

Civic Engagement is a foundational part of the University of California 4-H Youth Development Program. Youth learn how they can make a positive difference in their communities through service learning projects, volunteer service projects, and more.

This campaign is about educating our youth and the community about the Census and how it impacts every community in California.



California 4-H Census Awareness - 30 sec

[Copy link](#)

Outreach Toolkit

We encourage all Californians to fill out the Census from home - online, by phone, or by mailing

in the form.



Fill out the Census!

UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Please see our [Toolkit](#) for materials you can download to help promote the importance of completing the Census!

Census Curriculum

You can now request the presentations to hold workshops for youth ages 9 and up so they can gain more Census Awareness. See our [Curriculum page](#).

4-H Civic Engagement series

Learn how the Census impacts all of our communities.



**Census:
Population Count**

**Census:
City Planning**

**Census:
Impact**

Junior: Ages 9-11

Intermediate:
Ages 11-13

Senior : Ages 14 & up



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#4HCOUNTS



[State 4-H Office](#) | [Sign-Up for Updates](#)

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UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources
4-H Youth Development Program

COUNT US IN

WE ARE BUILDING A CALIFORNIA WHERE EVERYONE **BELONGS** AND EVERYONE **COUNTS**

WHAT IS THE CENSUS?

Every 10 years, the Census counts every person of every age, race, and place of origin living in the United States, regardless of our immigration status or eligibility to vote.

WHY IS THE CENSUS IMPORTANT?

By completing 9 simple questions, you help our communities receive our fair share of funding for:



EDUCATION

School lunch & breakfast, Pell grants, special education, Head Start



MEDICAL CARE

Medicare, Medi-Cal, CHIP



HOUSING ASSISTANCE



ROADS AND TRANSPORTATION



Your responses to the 2020 Census are **safe, secure, and protected**. Your community is counting on you to complete the Census so we all have the resources we need and deserve.

HOW DO WE COMPLETE THE CENSUS?

In mid-March, each household will get a letter in the mail. You can complete the Census in your preferred language:



ONLINE PHONE MAIL

For more details:

CaliforniaCensus.org

#4HCounts

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Agricultura y Recursos Naturales
Programa 4-H de Desarrollo para Niños y Jóvenes

CUENTA CON NOSOTROS

SOMOS CONSTRUYENDO UN CALIFORNIA DONDE TODDS PERTENECEN V TODDS CUENTAN.

¿IQUÉ ES EL CENSO?

Cada 10 años, el Censo cuenta a cada persona de toda edad, raza, y lugar de origen viviendo en los Estados Unidos, sin importar nuestro estatus migratorio o elegibilidad a votar.

¿IPDRQUE ES IMPORTANTE EL CENSO?

Al completar 9 preguntas simples, usted ayuda a que nuestras comunidades reciban nuestra parte justa de fondos para:



EDUCACIÓN

(Lonche y desayuno de escuela, Becas Pell, educación especial, Head Start)



CUIDADO MÉDICO

(Medicare, Medi-Cal, CHIP)



ASISTENCIA DE VIVIENDA



CALLES V TRANSPORTACIÓN



Sus respuestas al Censo 2020 son seguras, aseguradas, y protegidas. Su comunidad está contando con usted para completar el Censo para que todos tengamos los recursos que necesitamos y merecemos.

¿ICDMO COMPLETAMOS EL CENSO?

A mediados de marzo, cada hogar recibirá una carta por correo. Explicará como completar el Censo en su lenguaje de preferencia por:



EN LÍNEA TELÉFONO CORREO

Para más detalles:

CaliforniaCensus.org

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4-H Civic Engagement series
Census: Population Count
Junior level: ages 9-11

Learn about the connection between the population count and the distribution of resources in your community.



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4-H Civic Engagement series
Census: City Planning
Intermediate level: ages 11-13

What services are funded by the federal government? How does it get allocated?



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4-H Civic Engagement series

Census: Impact

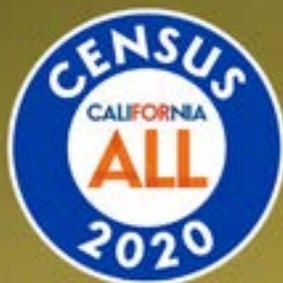
Senior Level ages 14 & up

How the Census impacts school planning
in every neighborhood.



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Online



Phone



Paper

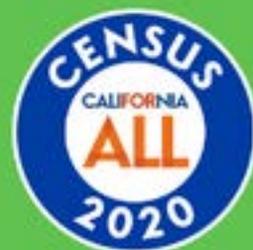
Fill out the Census!



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Agriculture and Natural Resources

4-H Civic Engagement series

Learn how the Census impacts all of our communities.



**Census:
Population Count**

**Census:
City Planning**

**Census:
Impact**

Junior: Ages 9-11

**Intermediate:
Ages 11-13**

Senior : Ages 14 & up



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4-H Civic Engagement series

Census: Population Count

Junior level: ages 9-11



Wednesday, May 27
6:00 pm to 6:30 pm

Learn about the connection between the population count and the distribution of resources in your community.

Register: ucanr.edu/4HCensusAwareness



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#4HCOUNTS

EVERYONE COUNTS

Make a difference for your community.
Fill out the Census from home.



my2020census.gov



844-330-2020



Mail in your form



EVERYONE COUNTS

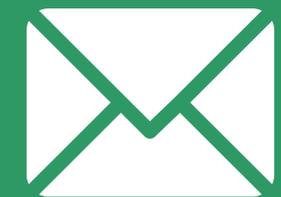
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my2020census.gov



844-330-2020



Mail in your form

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Agriculture and Natural Resources

#4HCounts





**En
California,
todos los
niños
cuentan.**



**In
California,
all kids
count.**

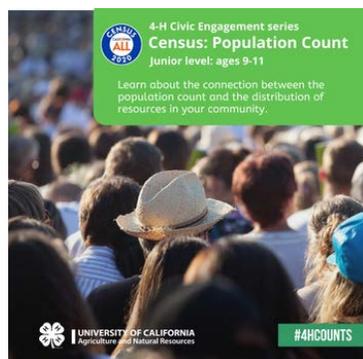


4-H Census Awareness Project

Curriculum

Each 30 minute workshop focuses on a topic and activity that is age-appropriate. Youth learn the different ways the Census impacts all communities.

Please fill out the Request form below to receive the workshop for each.



Census: Population Count Ages 9-11

Our population over the past 10 years has increased in California. By how much? Participate in **Census: Population Count** to learn more about the connection between



Census: City Planning Ages 11-13

How does the city get funds from the federal government?
 What services are funded by the federal government?
 How will you allocate it?
 Take part in **Census: City Planning**



Census: Impact Ages 14 and up

With a focus on schools, we'll show how the Census impacts school planning in every neighborhood.



Include **any person** who **lives at your address on the Census**—even if they're not related to you. When you do, California programs get more funding. And the information you share is 100% private.

Census Day is April 1!
Fill out the Census online, by phone, or mail.



Incluye a **cualquier persona que viva en tu dirección en el Censo**—incluso si no es tu familiar. Cuando lo hagas, los programas estatales que ayudan a nuestros niños obtendrán más fondos. Y la información que compartes es completamente privada.

¡El Día del Censo es el 1 de abril!
Complete el censo en línea, por teléfono o correo.



Flyers

English

CENSUS CALIFORNIA ALL 2020

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Agriculture and Natural Resources
4-H Youth Development Program

COUNT US IN

WE ARE BUILDING A CALIFORNIA WHERE EVERYONE BELONGS AND EVERYONE COUNTS

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WHY IS THE CENSUS IMPORTANT?
By completing 9 simple questions, you help our communities receive our fair share of funding for:

- EDUCATION**
School lunch & breakfast, Pell grants, special education, Head Start
- MEDICAL CARE**
Medicare, Medi-Cal, CHIP
- HOUSING ASSISTANCE**
- ROADS AND TRANSPORTATION**

HOW DO WE COMPLETE THE CENSUS?
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ONLINE PHONE MAIL

For more details: CaliforniaCensus.org

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Spanish

CENSUS CALIFORNIA ALL 2020

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Agricultura y Recursos Naturales
Programa 4-H de Desarrollo para Niños y Jóvenes

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¿PORQUE ES IMPORTANTE EL CENSO?
Al completar 9 preguntas simples, usted ayuda a que nuestras comunidades reciban nuestra parte justa de fondos para:

- EDUCACIÓN**
(Lanche y desayuno de escuela, Becas Pell, educación especial, Head Start)
- CUIDADO MÉDICO**
(Medicare, Medi-Cal, CHIP)
- ASISTENCIA DE VIVIENDA**
- CALLES Y TRANSPORTACIÓN**

¿COMO COMPLETAMOS EL CENSO?
A mediados de marzo, cada hogar recibirá una carta por correo. Explicará como completar el Censo en su lenguaje de preferencia por:

EN LÍNEA TELÉFONO CORREO

Para más detalles: CaliforniaCensus.org

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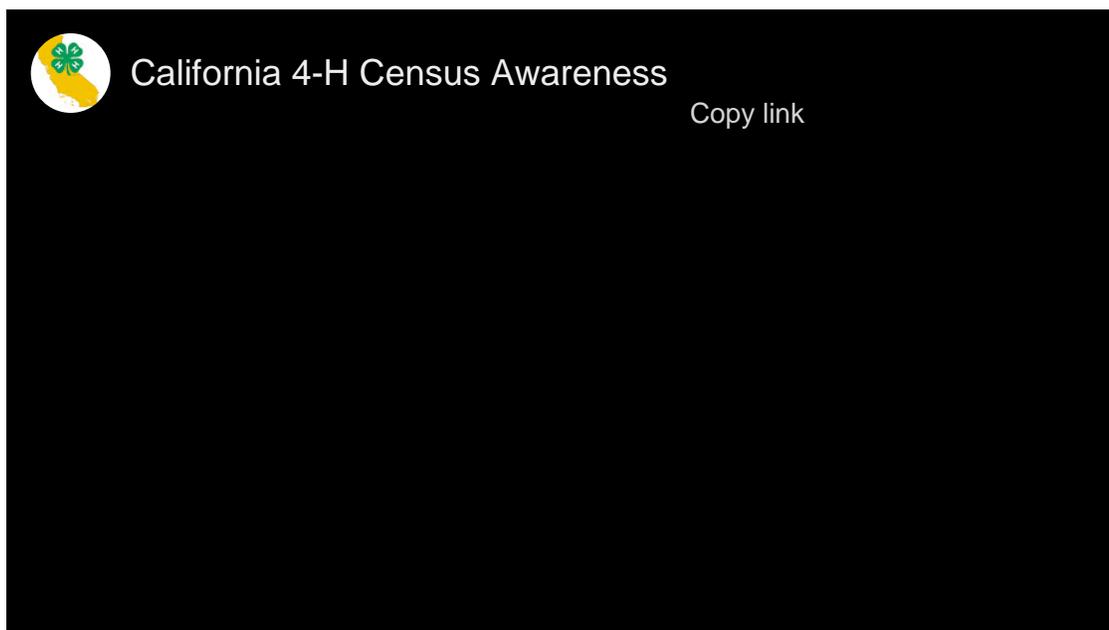
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Videos

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English - 1 minute



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