

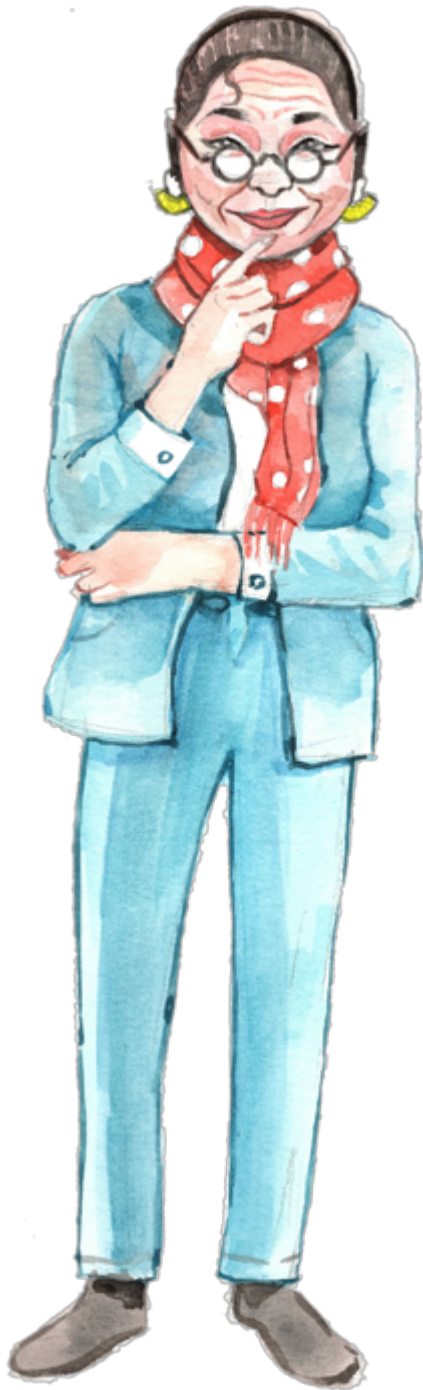


A BOOK, PROGRAM AND EVENT KIT
TO HELP COMMUNITIES LAUNCH
A 2020 CENSUS CAMPAIGN

CAMPAIGN TRAINING MANUAL



PUBLISHING & PROGRAMMING FOR CHANGE



Dear WE COUNT! Trainer,

We are pleased to share the WE COUNT! Campaign Training of Trainers (TOT) Training Manual. The training includes a PowerPoint presentation along with the companion notes in this manual, enabling you to train other service providers to use the book and programming with parents and community members. When you print out the manual, the left-hand page shows the PowerPoint slide, and the corresponding notes on the right page show what to say and do. Explanations of why we chose the content of the slide and the position of the slide in the deck are also included. We've created this after training many service providers ourselves, and have found that following this approach is important to achieving the greatest results from the program. We know you know how important it is to have everyone counted in the USA and we're counting on you to train others and spread the word.

Thank you for your partnership with WE COUNT!

Lisa, Faith and Susan



SLIDE 1



SLIDE 1


SAY

“Welcome to WE COUNT! Online Training of Trainers. Before we start the training, could each person on the webinar introduce themselves, and tell us your census role, and what organization and community you represent.”

WHY

- By asking participants to give their census roles, organization, and community they represent, you will be able to tailor your questions and comments to fit their needs.
- Also – each person in the room is more than their job, and the organization they represent. We each bring our own set of beliefs, knowledge and attitudes about the census, and our role in supporting families. By asking our participants to be present and part of the conversation we are inviting them (or giving them permission, perhaps!) to bring their “whole” selves.

SLIDE 2



WE
COUNT!

Trusted Messenger TRAINING AGENDA

1. Introductions
2. Program & Training Goals
3. Training Learning Objectives
4. Group Agreements
5. What do YOU think and know about the Census?
6. What might worry families about the Census?
7. What do experts tell us about the Census?
8. Are you a "Trusted Messenger"?
9. A WE COUNT! Book Walk
10. Let's practice
11. Answering all of our questions about the Census.
12. Implementation Strategy

SLIDE 2

SAY

“This is the Agenda for the TOT. Doing all of these activities in this order are important. First we address your concerns before we tackle your staff and parent’s concerns because we found in our research that the service providers are just as worried and confused about the Census as the parents they serve are. So in order to be a trusted messenger, you first need to be confident and clear yourself about the importance of the census and why it is essential that everyone is counted. That is why this training is interactive and experiential– not just facts, statistics, and instructions of how to use the book.”

NOTES

If you feel that you want to read the Agenda aloud, do so.

WHY

- The agenda is in this order because we know (and research supports) that people can’t encourage others to change their attitudes, beliefs, motivations, and actions, if they, themselves have not actively engaged with the information and assessed their own attitudes, beliefs and motivations.
- Given a chance to incorporate newly learned knowledge into their own belief and understanding, through reflection and conversation will help trainees feel confident and comfortable with Census information. We also know that the path to change involves knowledge and emotional connection. Therefore, to become a trusted messenger, one has to believe in one’s ability to support others with accurate information and an empathetic stance.
- This is a process – this training is a journey through this process.

SLIDE 3



Trusted Messenger Program Goal



To provide tools and a concrete, evaluated, and easily replicable strategies for the community based providers families already know and trust ... so they can confidently support families' accurate participation in the 2020 census and launch authentic conversations about who counts in America and why.

SLIDE 3

SAY

“These are the overall WE COUNT! program goals.”

DO

- Read **Slide 3** aloud.

WHY

- Overall goals are important to articulate so that everyone has an understand of the anticipated end result.

SLIDE 4



Learning Objectives

1. Understand the importance for families and communities of a correct and complete count in the 2020 Census.
2. Listen to families' and open a safe space to have an authentic conversation about their census concerns, instead of telling families what they should do.
3. Practice giving each family a copy of WE COUNT! and open it together to find answers to census questions and concerns.
4. Use WE COUNT! with families to decide how their household should be correctly counted and feel confident to offer support as families complete their form in writing, online or on the phone.
5. Use this training to recruit and train other partners - including non-traditional "trusted messengers" to use the WE COUNT! book to discuss the census with families.



SLIDE 4

SAY

“These are the learning objectives of the training.”

DO

- Read the Learning Objectives on **Slide 4** aloud together.

WHY

- Stating clear learning objectives is essential for any successful training because it lays out clearly what will be covered in the training, and ultimately what participants will walk away knowing and feeling.

SLIDE 5

Our Agreements for this time together

- One person talks at a time
- Listen to others
- Be open to new ideas
- Take care of personal needs
- Put cell phones on silent

What is the difference between participation and politics?



SLIDE 5

SAY

“These are the ground rules for our work together.”

DO

- Read the Agreements on **Slide 5** aloud.

NOTE

- [One ground rule you may want to discuss if it does not come up is the difference between participation and politics.]

SAY

“While the Census has become a somewhat political issue recently (unfortunately), taking the Census is not at all a political statement. No matter your personal views on who should take the Census, what questions should be asked in the Census, etc. the US Constitution mandates that the CENSUS should be a counting of EACH AND EVERY PERSON who is living in the US on April 1 2020. We will discuss people’s concerns about privacy and the Census during this training - but I think we can all agree to keep our politics out of the training - because the Census is intentionally not used in a political way.”

WHY

- Ground rules must be set for any group of people working together for a common goal so that the group feels comfortable sharing, discussing, and even disagreeing with each other within a safe environment.

SLIDE 6

Please watch this video from the Census Bureau

<https://youtu.be/oXZAe8XYeNQ>



SLIDE 6

DO

- Watch the video in **Slide 6** and briefly answer any questions. If a lot of participants ask questions, they will be answered later in the training.

SAY

“Your questions will be answered by the end of the training, so let’s move on to the next slide.”

WHY

- A video is a good way to break up the presentation with an energizing message from an outside source that corroborates your message.

SLIDE 7



How does the 2020 Census
affect **you** personally and
professionally?



SLIDE 7

DO

- Read the question on **Slide 7** aloud.
- CHART OUT responses on a flip chart (or collect in a chat room if conducting an online training. Group together those responses that are similar. As a TOT trainer, listen to each question and concern, but don't answer any of them. Instead keep writing them on a flip chart or chat box to save for later in the training so you can go back to make sure you've answered all of their questions/concerns before the training is completed.

NOTE

You can expect to hear the following:

- "The parents I work with are very afraid and I don't want to put them in danger if someone tells on them."
- "I have a brother-in-law who is in this country illegally."
- "I'm afraid the citizenship question will make people not want to take the census."
- "People don't understand how to fill in the questions, they are too confusing."

AFTER YOU HAVE COLLECT ALL OF THE RESPONSES, SAY

"This is why it is so important to have this training. By the end of this training, you will have all the answers you need to be a Trusted Messenger for others."

WHY

- When you are training a group where you need to address the "elephants in the room," it's a good idea to get those issues explicitly discussed early in the training to set the stage for change.
- Also when people are comfortable that there will be no "wrong" answers they will share their own concerns and perhaps misconceptions. During this census journey there will be plenty of opportunities for correct information.

SLIDE 8

What are your questions and concerns about the Census (even the tiny confused ones at the back of your head) about supporting others to take the census?



WE
COUNT!

SLIDE 8

DO

- Read **Slide 8** aloud

NOTE

Ask the full group to respond and write on the flip chart or chat box. Again, as the TOT trainer, listen to each question and concern, but again don't answer any of them. Instead keep writing them on the flip chart or chat box to save for later in the training so you can go back to make sure you've answered all of their questions/concerns before the training is completed.

THEN SAY

“A key result of the pilot research was that providers were just as worried about the census as parents were. That is why having this be an experiential training is so important. By having providers address their own issues first, it gave them confidence to support others. Specifically, before the training, were unsure of many of the facts related to the census and most providers were not confident or comfortable supporting others to take the census. Most scored below 5 on a scale of 1 to 10. After the training, all scored 8,9, or 10, that they were confident and comfortable explaining the census to others, addressing their fears and concerns, and helping them accurately complete the 2020 Census.”

WHY

- Especially with the current political and social climate, the 2020 Census process is fraught with misinformation, misconceptions, and misunderstanding. In order to help participants feel heard and model for them how they need to “hear” parent’s concerns and worries, taking time to fully explore all of the sometimes less overt attitudes and feelings. By the end of the training, participants should feel satisfied that their own issues have been addressed. They may then feel secure that they can be trusted messengers to others concerning the 2020 Census.

SLIDE 9



Frankie, his brother Tomas, and his sister, Nina, live with their grandparents, Nonno and Nonna. But, their grandparents live in a building that is only for senior citizens. So, if anyone asks, they all pretend that Frankie, Tomas, and Nina are just visiting.

Q.

Why might Frankie's grandparent's be concerned about taking the census?



SLIDE 9

DO

- Read Frankie's family story on **Slide 9** together. Do this activity as a full group. Either you read the story about Frankie and his family out loud or ask if someone in the group will read it out loud.

SAY

“What do you think Frankie’s family might worry about when they fill out their Census Form? Please call out answers. I will record your responses on the flip chart [or chat box].”

NOTE

Do not answer any of the concerns and don't allow anyone in the group to give answers. The exercise where the answers will be found is later in the training.

WHY

- The purpose of reading the four family stories taken from the WE COUNT! book, and discussing how one would approach talking about the census with each family, is to build empathy and understanding of some of the complex issues facing families as they think about taking the 2020 Census. Another reason is to sensitize participants to the various family structures that they will learn about and have to address as they support families to accurately complete the 2020 Census.

SLIDE 10



Patience and her mother live in Apartment 5G. They do not know some of the people who share 5G with them. Many people come and go. Some are friendly, others are quiet.

Q.

Why might the residents of 5G be concerned about taking the census?

WE
COUNT!

SLIDE 10

DO

- Read Patience's family story on **Slide 10** together. Do this activity as a full group. Either you read the story about Patience and her family out loud or ask if someone in the group will read it out loud.

SAY

"What do you think Patience's family might worry about when they fill out their Census Form? Please call out answers. I will record your responses on the flip chart [or chat box]."

NOTE

Do not answer any of the concerns and don't allow anyone in the group to give answers. The exercise where the answers will be found is later in the training.

WHY

- The purpose of reading the four family stories taken from the WE COUNT! book, and discussing how one would approach talking about the census with each family, is to build empathy and understanding of some of the complex issues facing families as they think about taking the 2020 Census. Another reason is to sensitize participants to the various families' structures that they will learn about and have to address as they support families to accurately complete the 2020 Census.

SLIDE 11



Katya lives with her mother most of the time. But, when her mom works late, Katya stays overnight with her grandma, or with an Aunt.

Q.

What might be Katya's mother's concerns about taking the 2020 census?

WE
COUNT!

SLIDE 11

DO

- Read Katia's family story on **Slide 11** together. Do this activity as a full group. Either you read the story about Frankie and his family out loud or ask if someone in the group will read it aloud.

SAY

*“What do you think Katia’s mother might worry about when she fills out her Census Form?
Please call out answers. I will record your responses on the flip chart [or chat box].”*

NOTE

Do not answer any of the concerns and don't allow anyone in the group to give answers. The exercise where the answers will be found is later in the training.

SLIDE 12



There are 6 people in the picture. Rosa is Maria's foster care sister, and lives with the family. But, Maria's brothers are not living at home right now. Juan lives with his Aunt. Carlos is in the Army.

Q.

What might be Maria's family's concerns about taking the census?



SLIDE 12

DO

- Read Maria's family story on **Slide 12** together. Do this activity as a full group. Either you read the story about Frankie and his family out loud or ask if someone in the group will read it aloud.

SAY

"What do you think Maria's family might worry about when they fill out their Census Form? Please call out answers. I will record your responses on the flip chart [or chat box]."

NOTE

Do not answer any of the concerns and don't allow anyone in the group to give answers. The exercise where the answers will be found is later in the training.

SLIDE 13



WE MISSED OR MISCOUNTED 2
MILLION CHILDREN AGES 0-5 IN THE
LAST CENSUS.

WHAT DOES THAT MEAN FOR ALL OF
US?



SLIDE 13

SAY

“Now that we’ve raised YOUR concerns as providers – and families’ concerns – let’s take a look at what research tells us about the census.”

DO

- Read **Slide 13**.

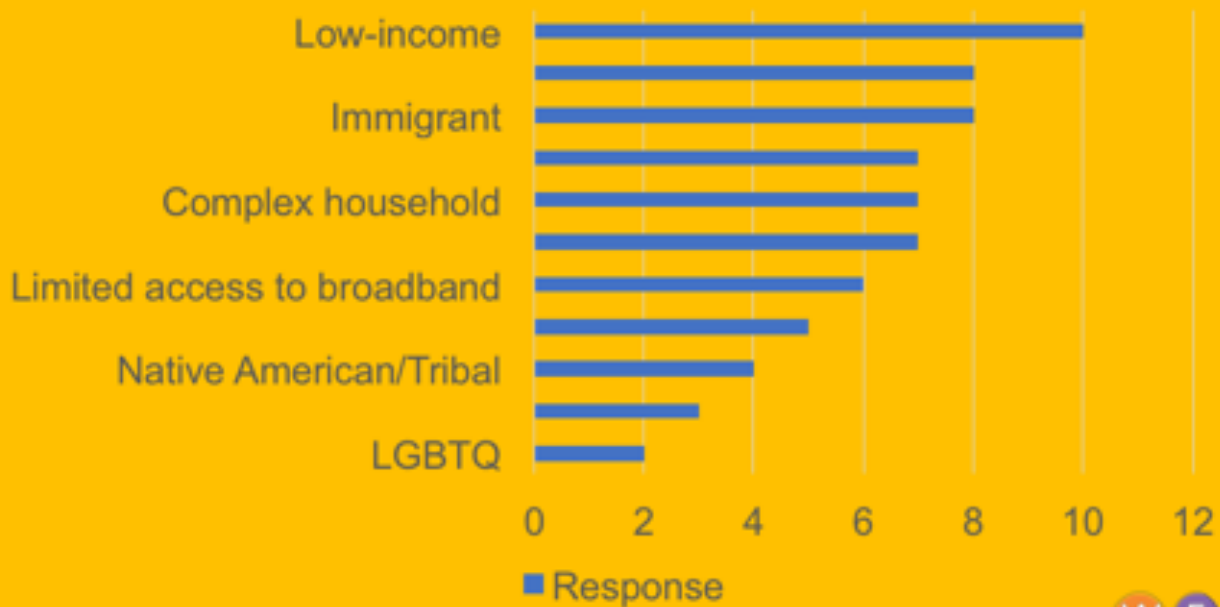
WHY

- Now, after we have raised the emotional, social, and political issues surrounding the 2020 Census, we are now ready to learn some of the facts. Trusted Messengers need to be very knowledgeable about the research on the 2010 Census that will help them to answer and questions that may arise, but more importantly, to address why families weren’t counted or didn’t count their children, so that these families can be “targeted” for intervention to raise the count of the 2020 Census.

SLIDE 14

Who Did We Miss?

Families that are traditionally marginalized,
including those who are:



SLIDE 14

SAY

“Who did we miss?”

DO

- Read **Slide 14** slowly down the list from highest to lowest.

NOTE

Each point on the scale represents 20, 40 etc. so the top missed group was low-income with 100 responses.
[This is background on the survey for your information. You don't need to share this unless anyone asks.]

MAY SAY

“This survey is from the Partnership for America’s Children Online Survey 7/19; 800 parents of children age 5 and under who make under 50k/year participated in the survey. More women than men (F=60%; M=40%), men and women between the ages of 18 to 64, with a majority under 40 years of age; 1 out of 8 had more than 3 children under 5 years of age participated in the survey. Ethnicity: approximately half Caucasian; 20% Black/African American; 34% Hispanic/Latino; 6% Asian.”

SLIDE 15

Why Did We Miss Them?

- Concerns about privacy and safety
- Lack of awareness
- Complex household
- No internet access



SLIDE 15

DO

- Read **Slide 15**.

SAY

“These are the top reasons why people didn’t complete the 2010 Census. These are the top issues that we will be addressing with you in the WE COUNT! book.”

SLIDE 16



However...

In California, 80-85% of children who were missed in the 2010 Census count lived in households that completed a census questionnaire!

It was not that people did not take the census – it is that they did not realize they needed to count their children!!

First 5 Association Commissions Census Survey (California)



SLIDE 16

DO

- Read **Slide 16**.

SAY

“This is a very important point. This means that people were confused about who to count or thought that their children shouldn’t be counted for whatever reason.”

ASK

- Ask participants to guess the reasons.

WHY

- This slide emphasizes the important fact that the undercount of children ages 0-5 was mainly due to people not counting their children. Therefore, when speaking to parents, trainers should emphasize to parents that they need to count all their children, including those staying with them that are not relatives (e.g., foster care children, grandchildren, a friend living with them, etc).

SLIDE 17



The reason many children
weren't counted?

NO JUDGEMENT...

Because counting kids
can be complicated...
How?



SLIDE 17

DO

- Read **Slide 17**.

SAY

“Counting kids is because of some of the reasons that we identified when we looked at Frankie and Patience and Katia and Maria’s families.”

THEN SAY

“What do we mean by, ‘no judgment’?”

NOTE

Look for answers like, “the parents can’t read,” “people didn’t follow the directions,” etc.,

THEN SAY

“Yes, but there’s no judgment because the truth is counting children can be very complicated!”

WHY

- Mentioning that there is no judgment in not having been counted in the past is often people tend to “blame the victim.” We might guess that Trusted Messengers will be challenged by others who might say that it is the family’s fault that they weren’t counted or that they counted wrong. Therefore, here we are emphasizing that accurately counting who is in your household is often complex and confusing.

SLIDE 18

What's At Stake for Kids

The census data is how these programs are funded:

SCHIP

TANF

Special Ed

Section 8

Head Start

SNAP

CCDBG

Medicaid

This link will give you national statistics for ALL programs including those above :

https://gwipp.gwu.edu/sites/g/files/zaxdzs2181/f/downloads/IPP-1819-3%20CountingforDollars_USA.pdf

This link will take you to a page with a fact sheet for each state (once you scroll down to the chart.)

<https://gwipp.gwu.edu/counting-dollars-2020-role-decennial-census-geographic-distribution-federal-funds>

COUNTING FOR DOLLARS A

Allocation of Funds from 11 Large Federal Spending Programs
Guided by Data Derived from the 2019 Census (Fiscal Year 2019)

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SLIDE 18

DO

- Read **Slide 18**.

SAY

“Overall, the Census data is used to inform funding distribution for over 300 federal programs. To add the information from your state go to this website. Let’s go there now to give you an idea of what’s there.”

DO

- Go to the website and show the portion of the content of the link, as desired.

<https://gwipp.gwu.edu/counting-dollars-2020-role-decennial-census-geographic-distribution-federal-funds>

SAY

“To add the information from your state go to“

<https://gwipp.gwu.edu/counting-dollars-2020-role-decennial-census-geographic-distribution-federal-funds>

and scroll down to the chart. The national PDF link is also here:”


https://gwipp.gwu.edu/sites/g/files/zaxdzs2181/f/downloads/IPP-1819-3%20CountingforDollars_USA.pdf

WHY

- The information on this slide sensitizes participants to all the programs that depend solely on the census numbers to fund important child and family services, and even their own jobs.

SLIDE 19

How much



did states miss out on from the 2010 Census undercount of young children?

This data is JUST for these programs

Medicaid, CHIP, Foster Care, Adoption, and Child Care

And only for kids 0-5

Funding Lost to 36 States in FY 2015 due to the 2010 undercount

State	Amount Lost Per Un-Counted Child Per Year	Undercount of Young Children in 2010 Census	Federal Funds Lost Each Year in Five Programs
Alabama	\$755	17,318	\$13,075,890
Arizona	\$687	20,082	\$17,812,734
Arkansas	\$908	6,585	\$5,967,585
Colorado	\$1,262	6,548	\$8,263,576
Delaware	\$1,587	3,374	\$5,287,058
Florida	\$946	71,307	\$67,456,422
Georgia	\$708	40,616	\$28,756,128
Hawaii	\$1,180	4,286	\$5,096,054
Illinois	\$953	35,906	\$34,218,418
Indiana	\$929	12,340	\$11,463,860
Iowa	\$1,268	4,726	\$5,992,568
Kansas	\$1,020	4,465	\$4,554,300
Kentucky	\$972	12,568	\$12,216,896
Louisiana	\$1,372	12,080	\$16,586,108
Maine	\$1,642	370	\$607,540
Michigan	\$954	10,172	\$9,704,088
Mississippi	\$1,014	13,767	\$13,959,738
Missouri	\$1,272	14,396	\$18,311,712
Montana	\$941	252	\$237,132
Nebraska	\$1,108	4,032	\$4,471,488
Nevada	\$628	2,896	\$1,819,944
New Mexico	\$1,121	4,159	\$4,642,239
North Carolina	\$988	21,195	\$20,961,540
Ohio	\$1,206	21,714	\$26,187,884
Oklahoma	\$1,123	10,026	\$11,288,198
Oregon	\$1,169	1,366	\$1,596,854
Pennsylvania	\$1,746	25,197	\$43,993,962
South Carolina	\$809	11,321	\$9,158,689
South Dakota	\$1,179	1,304	\$1,537,416
Tennessee	\$1,091	19,431	\$21,199,221
Texas	\$1,581	102,406	\$118,893,366
Utah	\$533	1,269	\$676,377
Vermont	\$2,308	203	\$468,727
Washington	\$39	8,967	\$349,713
West Virginia	\$1,017	5,108	\$5,194,836
Wisconsin	\$1,338	5,481	\$7,333,578

Calculations by Partnership for America's Children/Count All Kids.
 Source of number of children ages 0-4 missed in King et al, 2012.
 Source for amount lost per child missed per year is the Counting for Dollars estimates of the dollars lost in FY 2015.

SLIDE 19

DO

- Read **Slide 19's** left hand side.

NOTE

Feel free to edit this slide and just use your state's numbers.

THEN SAY

“These are conservative estimates of the 2010 impact of the young child net undercount, since a significant number of children ages 5-9 were (in addition to 0-5) also missed in many states and since this includes only five of the over 300 programs that use Census data to help allocate funds to states.”

WHY

- Showing the state figure of undercount and money lost to communities drives home the previous slide that is on a national and therefore more abstract level.

Important Messages for Parents

- Infants and young children must be counted **no matter** their age or living arrangement
- Count the children if they live and sleep at your home **most of the time**, even if the living arrangement is temporary (children in placement) or the child is unrelated to you (multi-family dwellings).
- A **newborn baby should be included** on your questionnaire, even if they are still in the hospital on April 1.



SLIDE 20

SAY

“Here are some important reminders for parents about who to include on their questionnaires. The general rule of thumb is to include everyone living with you—even if they are not related to you. Newborns should be counted, even if they are still in the hospital on April 1, 2020. Children in placement should be counted wherever they reside the majority of the time or, if that is difficult to identify, wherever they reside on April 1, 2020.”

WHY

- Reviewing key information about halfway through a training, helps participants remember what is important for them to remember.

SLIDE 21

Don't worry if you did not remember all of this... because we have a gift for you.



SLIDE 21

DO

- Give each attendee a gift of the WE COUNT! book. Give them out individually to each participant, looking them in the eye.

SAY

“Here is a gift for you and your child. I hope you enjoy it and learn lots of information about the census.”

THEN SAY

“Here are some things the authors [and if you do] love about this book – each of the artists who created a family portrait is actually from the culture they have drawn. Also – the book was created after listening to many practitioners and families in Passaic County, New Jersey tell us what their concerns were about the census and how to count families in the 2020 Census.”

NOTE

[At this point, if participants don't have a book, they can exit the full screen and click on the link to a copy of the book.

WHY

- WE emphasize the importance of giving the WE COUNT! book as a gift because we want participants to fully understand the value we are placing on the book, the giver, and the receiver. A flyer or a pile of books distributed like literature to be eventually thrown away, is a very different experience than receiving a book from a trusted messenger. It elevates the value of the book, the trusted messenger and the child and family, and makes it special.

SLIDE 22

“The best way to get the most complete head count in the 2020 Census is to use people known and trusted by the community where the count is taking place, familiar faces and trusted figures in the community.”

The Census Bureau



I don't know about you, but I really only trust advice from people who I know LISTEN TO MY concerns first – and only then offer advice.



SLIDE 22

DO

- Read the entire **Slide 22**.

SAY

“All the research data from Hard to Count communities about completing the Census point to the fact that the best way to get people to listen, talk freely about their concerns and fears is to have the conversation with a trusted advisor/messenger who the person knows and shares personal information with. These are usually the direct service provider staff who, for example, make home visits, run parenting groups, run workshops for parents, hold parent meetings about their children, etc. They are family workers, community outreach workers, nurse-family practitioners, nurses, teachers, home visitors, family child care providers.”

WHY

- We mention who trusted messengers are so that participants know that **they themselves** are the trusted messengers, therefore, the agents of change for families. Giving this message places more control in participants hands, and elevates their responsibilities as well as their value.

SLIDE 23



SLIDE 23

DO

- Read **Slide 23** and briefly have people either respond or take a moment to think about this.

SAY

“Who else shall we tell about the 2020 Census?”

NOTE

IF as people discuss who they trust and why – they may come up with other community members that should be told about this book and program that they may want to reach out to.

The next slide is a segue into the WE COUNT! book.

WHY

- Thinking about who they trust helps participants connect to what it means to be trustworthy, which they must be to be Trusted Messengers.

SLIDE 24



When I go to a new neighborhood I like to take a walk around and get to know what's there.

When I get a new book I like to do the same thing... take a walk.

Let's take a book walk of WE COUNT!



WE
COUNT!

SLIDE 24

DO

- First read **Slide 24** aloud.

THEN SAY

“Miss Faith is using a metaphor to explain how when she goes to a new neighborhood she takes and walk around and notices where things are that are important to her. Its great to do that with a new book. She “takes a walk” around the book, opening pages, noticing pages she likes etc. Taking a book / picture walk is a non-threatening, joyful way to introduce a book to a parent or child--you don’t even have to know how to read to just look at a book.”

NOTE

If there are participants who don’t know what a book walk is,

SAY

“So, What is a Book/Picture Walk?”

NOTE

Use below as a guide.

Book or picture walks are shared reading activities that are done prior to reading new or unfamiliar text and involve “walking” through the text along with readers. During this time, text and graphic features are identified and discussed. Picture walks involve pointing out photographs or illustrations in a story as a way to preview or introduce it prior to reading. Book walks involve studying the front and back covers, table of contents, sample of pages, headings or bolded information, and illustrations in a text (IRIS Center, 2015). Book or picture walks spark students’ interest and give adults/children an opportunity to begin thinking about or anticipate the story while making connections. Picture walks can help a student connect the visual images in the story to their own experiences and activate prior knowledge. (Milne, 2014).

This sets the purpose for reading and students are able to make predictions about what might happen in the story. As students make predictions, make connections, and set purpose, comprehension of the story is increased.

During a picture walk, students focus on the photographs or illustrations on the front and back covers and throughout the story. Students describe what they see in the pictures and often answer other who, what, where, when, and why questions related to the images. Students then make a prediction of what they think the story will be about. Book walks involve a more in depth preview, as students observe pictures as well as table of contents, headings, or bolded information. Students might also read a sample of pages prior to making predictions.

WHY

- Metaphors are good ways to connect to a subject that may be unfamiliar to some. It instructs participants' knowledge of how to take a book walk and enjoy a book for all the delight a joy that a book can bring, even before it is read. Including a book walk prior to actually reading any of the book also enables those who can't read well to get the message that they too can enjoy the process of "reading" a book.



SLIDE 25

BOOK WALK

Please turn to a person next to you and together take a book walk of WE COUNT! together.



As you turn through the pages notice and jot down...

- What do you like?
- What would you want to share?
- Why do you think the book creators did certain things?



SLIDE 25

DO

- Read **Slide 25**.
- Have participants go through the book [online] and notice things in a small group or individually. After you read the slide, have participants take a book walk with someone sitting nearby or in a small group.

NOTE

They should be simple observations about color, illustrations, etc. what they notice, like especially, are drawn to

[After about 5 minutes] Repeat the questions on the slide.

SAY

- *“What do you like?”*
- *What would you want to share?*
- *Why do you think the book creators did certain things?”*

DO

- Listen to responses.

WHY

- Sharing the joys and discoveries of others after a book walk makes the whole experience pleasurable for all. Again, the book walk with participants models what we are hoping they do with families.

SLIDE 26

How did you feel when we handed you a gift of a book?



How can you replicate that feeling with parents?



SLIDE 26

DO

- Read the first question on **Slide 26**. Wait for some responses.

THEN SAY

“Pretend that you are receiving a gift, in this case the WE COUNT! book. How does it feel to receive a gift from a person you like and trust?”

DO

- Discuss briefly. Read the second question on the slide. Discuss briefly.

WHY

- This does two things: it brings the emotion of receiving a gift to the participant, and then asks the participant to transfer that emotion to a family as s/he gives the book as a gift to them. This process is more effective (experiential), than just telling them to give the book as a gift.

SLIDE 27

What makes reading special and not stressful for you?

How can you create that environment for families when you share WE COUNT! with them?



SLIDE 27

DO

- Read the first question on **Slide 27**.

SAY

“Let’s respond to this briefly.”

DO

- Listen to responses. Then read the second question.

THEN SAY

“How do you give the book and make it matter?”

DO

- Listen to responses.

THEN SAY

“Many people are not comfortable getting information from a book and don’t see how to use it effectively or efficiently OR they can’t read well, or they can’t read well in English OR have negative associations with books from their school years.”

DO

- Listen to responses.

WHY

- We emphasize here that many people don’t know how to use books to get information, or don’t like to read books because of past negative associations with reading, perhaps from school or from family pressures, and some adults have not had enough schooling to feel comfortable reading. The emphasis here is to increase practitioner sensitivity and empathy in using the WE COUNT! book with families.

SLIDE 28

The WE COUNT! strategies :

1. Give families a gift of WE COUNT!
2. Take a book walk looking at the pages together.
3. Ask families what they already know, and want to know about the Census.
4. Look at the book together to find answers to questions.
5. Offer to support them as they take the census by phone, online or in writing.



SLIDE 28

SAY

“We’ve talked about the ways to build trust. Develop interest, and finally – the best way to start authentic conversations where information and emotions are shared. Taking all that we have discussed with you and many others who work with families – we have developed this simple, 5 step strategy. I am going to read each one aloud and after each strategy let’s discuss how you think families will feel during this census conversation?”

DO

- Read each point on **Slide 28** and discuss briefly.

WHY

- We know that reviewing again will emphasize the importance of following the process.

SLIDE 29

How Do I Complete My Questionnaire?

There will be three ways to complete the Census:

1. Online (including with a mobile device)
2. Over the phone
3. By mail

WHAT WE WILL SEND IN THE MAIL	
On or between	You'll receive:
March 12-20	An invitation to respond online to the 2020 Census. (Some households will also receive paper questionnaires.)
March 16-24	A reminder letter.
	If you haven't responded yet:
March 26-April 3	A reminder postcard.
April 8-16	A reminder letter and paper questionnaire.
April 20-27	A final reminder postcard before we follow up in person.



SLIDE 29

DO

- Read **Slide 29**.

SAY

“2020 will mark the first year that respondents can complete their questionnaires online. On the right is a breakdown of the different types of mailings that will go out in the Spring. Please note, the preferred method for Census completion will be online. With the exception of a few households, most homes will NOT receive a paper form until they have failed to respond to several mailed reminders from the Bureau. Alternatively, respondents can also complete their questionnaire over the phone.”

WHY

- Here we actually shift to concrete information for practitioners that will assist them in knowing the ways to take the census, what is asked on the census form and why it is there.

SLIDE 30

Calling by phone

Here are the numbers and the languages
(this is listed on the last page of the WE COUNT! books)

English	844-330-2020
Spanish	844-468-2020
Chinese (Mandarin)	844-391-2020
Chinese (Cantonese)	844-398-2020
Vietnamese	844-461-2020
Korean	844-392-2020
Russian	844-417-2020
Arabic	844-416-2020
Tagalog	844-478-2020
Polish	844-479-2020
French	844-494-2020
Haitian Creole	844-477-2020
Portuguese	844-474-2020
Japanese	844-460-2020
English (Puerto Rico residents)	844-418-2020
Spanish (Puerto Rico residents)	844-426-2020
Telephone Display Device (TDD)	844-467-2020

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SLIDE 30

DO

- Read **Slide 30**.

SAY

“This information is on the back interior page of your WE COUNT! books. The Census Bureau will have a real person answer these calls to take the Census Information – and it is probably the EASIEST way to take the Census.”

NOTE

If your team wants to sit and help people call once they’ve discuss the book together – you can have a simple conversation with little room for error, and less stress for your staff.

WHY

- This information links information in the WE COUNT! book with the process of completing the 2020 Census.

SLIDE 31

WHAT WILL THEY ASK & WHY?

Q1

How many people were living or staying in this house, apartment, or mobile home on April 1, 2020?

Here, you'll count everyone living and sleeping in your home most of the time, including young children, roommates, and friends and family members who are living with you, even temporarily.

Why we ask this question:

This helps us count the entire U.S. population and ensures that we count people where they live most of the time as of Census Day (April 1, 2020).

THE WRITTEN FORM

2020 Census

This is the official questionnaire for this address.
It is quick and easy to respond, and your answers are protected by law.

Para completar el cuestionario en español, dele la vuelta y complete el lado verso.

USE APPROVED MAIL ONLY

Start here on go online at [\[link removed\]](#) to complete your 2020 Census questionnaire.

Use a black or blue pen.

Before you answer Question 1, attend to the people living in this house, apartment, or mobile home using our guidelines:

- Count all people, including babies, who live and sleep here most of the time.
- If no one lives and sleeps at this address most of the time, go online at [\[link removed\]](#) or call the number on page 6.

The people that also include people without a permanent place to live, for:

- If someone who does not have a permanent place to live is staying here on April 1, 2020, count that person.

The Census Bureau also conducts counts in institutions and other places, for:

- Do not count anyone living away from here, either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2020.
- Leave these people off your questionnaire, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2020?

Number of people is

2. Were there any additional people staying here on April 1, 2020 that you did not include in Question 1?
Mark if all that apply.

- ☐ Children, babies or infants, such as newborn babies, grandchildren, or foster children
- ☐ Relatives, such as adult children, cousins, or in-laws
- ☐ Roommates, such as roommates or housemates
- ☐ People staying here temporarily
- ☐ No additional people

3. Is this house, apartment, or mobile home -- Mark "X" in ONE box

- ☐ Owned by you or someone in this household with a mortgage or rent? (Include home equity loans)
- ☐ Owned by you or someone in this household free and clear (not on a mortgage or rent)?
- ☐ Rented?
- ☐ Occupied without payment of rent?

4. What is your telephone number?
We will only contact you if needed for official Census Bureau business.

Telephone Number

SLIDE 31

DO

- Read **Slide 31** completely and answer any questions.

WHY

- Going over each question and why it is there gives participants' important knowledge to impart to families, and helps them feel competent in being Trusted Messengers.

SLIDE 32

WHAT WILL THEY ASK & WHY?

Q 2

Were there any additional people staying here on April 1, 2020, that you did not include in Question 1?

Mark all that apply: Children, related or unrelated, such as newborn babies, grandchildren, or foster children; relatives, such as adult children, cousins, or in-laws; nonrelatives, such as roommates or live-in babysitters, and people staying here temporarily.

Why we ask this question:

The goal of the 2020 Census is to count everyone just once and in the right place. We want to ensure that everyone in your home who should be counted is counted—including newborns, roommates, and those who may be staying with you temporarily.

2020 Census 2020
This is the official questionnaire for this address.
It is quick and easy to respond, and your answers are protected by law.
Puede completar el cuestionario en español, dele la vuelta y complete el lado verde.

Start here or go online at [on removed]
Use a blue or black pen.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.
- If not one here and there, at this address most of the time, go online at just.census.gov or call the number on page 6.

The people that also include people without a permanent place to live, for:

- If someone who does not have a permanent place to live is staying here on April 1, 2020, count that person.

The Census Bureau also conducts counts in institutions and other places, for:

- Do not count anyone living away from home, either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2020.
- Leave these people off your questionnaire, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

2. Were there any additional people staying here on April 1, 2020 that you did not include in Question 1?
Mark all that apply.

- ☐ Children, related or unrelated, such as newborn babies, grandchildren, or foster children.
- ☐ Relatives, such as adult children, cousins, or in-laws.
- ☐ Nonrelatives, such as roommates or live-in babysitters.
- ☐ People staying here temporarily.
- ☐ No additional people.

3. In this house, apartment, or mobile home — Mark "X" ONE box.

- ☐ Owned by you or someone in this household with a mortgage or rent? Include home equity loans.
- ☐ Owned by you or someone in this household free and clear without a mortgage or rent?
- ☐ Rented?
- ☐ Occupied without payment of rent?

4. What is your telephone number?
We will only contact you if needed for official Census Bureau business.

Telephone Number

Number of people =

SLIDE 32

DO

- Read **Slide 32** completely and answer any questions.

SLIDE 33

WHAT WILL THEY ASK & WHY?

Q3

Is this house, apartment, or mobile home (mark ONE box)

...Owned by you or someone in this household with a mortgage or loan? Include home equity loans. Is it owned by you or someone in this household free and clear (without a mortgage or loan)? **Rented? Occupied without payment of rent?**

Why we ask this question:

This helps us produce statistics about homeownership and renting. The rates of homeownership serve as one indicator of the nation's economy. They also help with administering housing programs, planning, and decision-making.

The image shows a sample of the 2020 Census questionnaire form. At the top, it says '2020 Census' and 'This is the official questionnaire for this address. It is quick and easy to respond, and your answers are protected by law.' Below this, there is a section titled 'Start here on go online at . (not removed)' and 'To complete your 2020 Census questionnaire.' The main question is 'Is this house, apartment, or mobile home -- Mark ONE box'. The options are: 'Owned by you or someone in this household with a mortgage or loan? Include home equity loans.', 'Owned by you or someone in this household free and clear (without a mortgage or loan)?', 'Rented?', and 'Occupied without payment of rent?'. There is also a section for 'How many people were living or staying in this house, apartment, or mobile home on April 1, 2020?' with a box for the number of people.

SLIDE 33

DO

- Read **Slide 33** completely and answer any questions.

SLIDE 34

WHAT WILL THEY ASK & WHY?

Q4

What is your telephone number?

Why we ask this question:

The Census Bureau asks for your phone number in case there are any questions about your census form. We will only contact you for official census business, if needed.

2020 Census
This is the official questionnaire for this address.
It is quick and easy to respond, and your answers are protected by law.
Para completar el cuestionario en español, dele la vuelta y complete el lado verso.

U.S. DEPARTMENT OF COMMERCE
Economic and Statistics Administration
U.S. CENSUS BUREAU

USE APPROVED MAIL ONLY

Start here on go online at . (not removed) To complete your 2020 Census questionnaire.
Use a link or track post.

Before you answer Question 1, attend to the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.
- If no one lives and sleeps at this address most of the time, go online at just-shipped, or call the number on page 6.

The people that also include people without a permanent place to live, for:

- If someone who does not have a permanent place to live is staying here on April 1, 2020, count that person.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away from here, either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2020.
- Leave these people off your questionnaire, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

2. Were there any additional people staying here on April 1, 2020 that you did not include in Question 1?
Mark if all that apply.

- ☐ Children, babies, or students, such as newborn babies, grandchildren, or foster children
- ☐ Relatives, such as adult children, cousins, or in-laws
- ☐ Roommates, such as roommates or housemates
- ☐ People staying here temporarily
- ☐ No additional people

3. Is this house, apartment, or mobile home -- Mark " " (one) box

- ☐ Owned by you or someone in this household with a mortgage or loan? (Include home equity loans)
- ☐ Owned by you or someone in this household free and clear (not on a mortgage or loan)?
- ☐ Rented?
- ☐ Occupied without payment of rent?

4. What is your telephone number?
We will only contact you if needed for official Census Bureau business.

Telephone Number

Area Code: [] [] []

Number: [] [] [] [] [] [] [] [] [] []

Number of people: [] []

SLIDE 34

DO

- Read **Slide 34** completely and answer any questions.

SLIDE 35

WHAT WILL THEY ASK & WHY?

Q5

What is Person 1's name?

If there is someone living here who pays the rent or owns the residence, start by listing him or her as Person 1. If the owner or the person who pays the rent does not live here, start by listing any adult living there as Person 1. There will be opportunities to list the names of additional members of your household.

Why we ask this question:

The Census Bureau asks a series of questions about each member of your household. This allows us to establish one central figure as a starting point.

The image shows a sample of the U.S. Census Bureau's 'Person 1' form. The form is titled 'Person 1' and contains several sections for identifying the primary person in the household. The sections include:

- 5. Please provide information for each person living here.** This section asks for the first name, last name, and date of birth of Person 1. It also includes a checkbox for 'Is Person 1 the person who pays the rent or owns the residence?' and a checkbox for 'Is Person 1 the person who pays the rent or owns the residence? If not, list the name of the person who pays the rent or owns the residence.'
- 6. What is Person 1's race?** This section includes checkboxes for 'White', 'Black or African American', 'American Indian or Alaska Native', 'Asian or Pacific Islander', 'Hispanic or Latino', and 'Other race'. It also includes a checkbox for 'Is Person 1 the person who pays the rent or owns the residence? If not, list the name of the person who pays the rent or owns the residence.'
- 7. What is Person 1's age and what is Person 1's date of birth?** This section includes checkboxes for 'Under 18', '18 to 24', '25 to 34', '35 to 44', '45 to 54', '55 to 64', '65 to 74', '75 to 84', and '85 or older'. It also includes a checkbox for 'Is Person 1 the person who pays the rent or owns the residence? If not, list the name of the person who pays the rent or owns the residence.'
- 8. Is Person 1 a U.S. citizen?** This section includes checkboxes for 'Yes, born in the United States', 'Yes, naturalized U.S. citizen', 'Yes, permanent resident alien', and 'No, temporary lawful permanent resident alien'. It also includes a checkbox for 'Is Person 1 the person who pays the rent or owns the residence? If not, list the name of the person who pays the rent or owns the residence.'

The form also includes a note at the bottom: 'If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.'

SLIDE 35

DO

- Read **Slide 35** completely and answer any questions.

SLIDE 36

WHAT WILL THEY ASK & WHY?

Q6

What is Person 1's sex?

Mark ONE box: male or female.

Why we ask this question:

This allows us to create statistics about males and females, which can be used in planning and funding government programs. This data can also be used to enforce laws, regulations, and policies against discrimination.

[illegible]

SLIDE 36

DO

- Read **Slide 36** completely and answer any questions.

SLIDE 37

WHAT WILL THEY ASK & WHY?

Q7

What is Person 1's age and what is Person 1's date of birth?

Note Person 1's age as of April 1, 2020. For babies less than 1 year old, do not write the age in months. Write 0 as the age.

Why we ask this question:

The U.S. Census Bureau creates statistics to better understand the size and characteristics of different age groups. Agencies use this data to plan and fund government programs that support specific age groups, including children and older adults.

Person 1

5. Please provide information for each person living here. If there is someone living here who pays the rent or owns this residence, start by listing him or her as Person 1. If the owner is the person after whom the child lives and has been, start by listing any adult living here as Person 1.

What is Person 1's name? First name (last)

First Name (4)

Last Name(s)

6. What is Person 1's race? (Select ☐ ONE box.)

☐ White ☐ Person

7. What is Person 1's age and what is Person 1's date of birth? (If someone less than 1 year old, do not write the age in months. Write 0 on the age.)

Age on April 1, 2020	Month	Day	Year (2020)
_____ years	_____	_____	_____

8. WFOE: Please answer BOTH Question 8(a) and 8(b). If anyone other than Question 5 entered more, for each country, citizenship origins are not needed.

8a. Is Person 1 a Hispanic, Latino, or Spanish origin?

☐ No, not of Hispanic, Latino, or Spanish origin

☐ Yes, Mexican, Mexican-Am, Hispanic

☐ Yes, Puerto Rican

☐ Yes, Cuban

☐ Yes, other Hispanic, Latino, or Spanish origin—List, for example, Guatemalan, Guatemalan-American, Guatemalan-Spanish, Guatemalan, etc. ☐

8b. What is Person 1's race?

What is/are Person 1's race or races (400) print origins

☐ White—For example, German, Irish, English, Italian, Vietnamese, Egyptian, etc. ☐

☐ Black or African-Am.—For example, African-American, American, Haitian, Nigerian, Jamaican, Somali, etc. ☐

☐ American Indian or Alaska Native—For example, Inuit or Alaska Natives, American Indian, Navajo, Navaho, Pueblo, Navaho, Navajo, etc. ☐

☐ Chinese

☐ Japanese

☐ Korean

☐ Filipino

☐ Vietnamese

☐ Other Pacific Islander—For example, Tongan, Samoan, Hawaiian, etc. ☐

☐ Some other race—Print race or origin ☐

9. If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.

2

SLIDE 37

DO

- Read **Slide 37** completely and answer any questions.

SLIDE 38

WHAT WILL THEY ASK & WHY?

Q8

Is Person 1 of Hispanic, Latino, or Spanish origin?

NOTE: Please answer both Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

Hispanic origin can be viewed as the heritage, nationality, lineage, or country of birth of the person or the person's parents or ancestors before arriving in the United States. People who identify as Hispanic, Latino, or Spanish may be any race.

Why we ask this question:

These responses help create statistics about this ethnic group. This helps federal agencies monitor compliance with anti-discrimination provisions, such as those in the Voting Rights Act and the Civil Rights Act.

Person 1

5. Please provide information for each person living here. If there is someone living here other than the man or woman who completed this form, start by filling out the form for Person 1. If the name on the person who gave the form does not live here, start by filling out the form for Person 1.

What is Person 1's name? Print name below.

First Name Last Name

6. What is Person 1's sex? ☐ Male ☐ Female

7. What is Person 1's age and what is Person 1's date of birth? For persons born 1 year old, do not write the age in months. Write it as the age.

Age on April 1, 2020: years months days

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

☐ Yes, of Hispanic, Latino, or Spanish origin

☐ No, Not of Hispanic, Latino, or Spanish origin

9. What is Person 1's race? ☐ White ☐ Black or African American ☐ Asian ☐ American Indian or Alaska Native ☐ Native Hawaiian or Other Pacific Islander ☐ Other race

10. If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.

SLIDE 38

DO

- Read **Slide 38** completely and answer any questions.

SLIDE 39

WHAT WILL THEY ASK & WHY?

Q9

What is Person 1's race?

Mark one or more boxes AND print origins:
 White; Black or African American; American Indian or Alaska Native; Chinese; Filipino; Asian Indian; Vietnamese; Korean; Japanese; other Asian; Native Hawaiian; Samoan; Chamorro; other Pacific Islander; some other race.

Why we ask this question:

This allows us to create statistics about race and to analyze other statistics within racial groups. This data helps federal agencies monitor compliance with anti-discrimination provisions, such as those in the Voting Rights Act and the Civil Rights Act.

The image shows a portion of the 2020 US Census form for 'Person 1'. It includes the following sections:

- Section 5:** 'Please provide information for each person living here. If there is someone living here other than the one on page one, start by filling out the form for Person 1. If the name on the person who page the form does not live here, start by filling out the form for Person 1.' It includes fields for 'First Name' and 'Last Name'.
- Section 6:** 'What is Person 1's race? Mark ☐ ONE box.' It includes checkboxes for 'Male' and 'Female'.
- Section 7:** 'What is Person 1's age and what is Person 1's date of birth? For persons born 1 year old, do not write the age in months. Write it as the age.' It includes fields for 'Age as of April 1, 2020' and 'Date of birth'.
- Section 8:** 'What is Person 1's race? Mark ☐ ONE box.' It includes checkboxes for 'White', 'Black or African American', 'American Indian or Alaska Native', 'Chinese', 'Filipino', 'Asian Indian', 'Vietnamese', 'Korean', 'Japanese', 'other Asian', 'Native Hawaiian', 'Samoan', 'Chamorro', 'other Pacific Islander', and 'Some other race'. It also includes a field for 'Print origin'.
- Section 9:** 'What is Person 1's race? Mark ☐ ONE box.' It includes checkboxes for 'White', 'Black or African American', 'American Indian or Alaska Native', 'Chinese', 'Filipino', 'Asian Indian', 'Vietnamese', 'Korean', 'Japanese', 'other Asian', 'Native Hawaiian', 'Samoan', 'Chamorro', 'other Pacific Islander', and 'Some other race'. It also includes a field for 'Print origin'.

At the bottom of the form, it says: 'If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.'

SLIDE 39

DO

- Read **Slide 39** completely and answer any questions.

SLIDE 40

WHAT WILL THEY ASK & WHY?

Q10

Print name of Person 2

Here, you will list the next person in your household.

Why we ask this question:

The 2020 Census asks information about each member of your household. This question identifies the next person to refer to in the ensuing questions. This process repeats for each person in your home.

Person 1

5. Please provide information for each person living here. If there is someone living here other than the one on page one, start by listing that person as Person 1. If the name on the person who page the next page has been listed, start by listing any adult living here as Person 1.

What is Person 1's name? Print name below.

First Name Last Name

6. What is Person 1's sex? ☐ Male ☐ Female

7. What is Person 1's age and what is Person 1's date of birth? For persons born 1 year old, do not write the age in months. Write it as the age.

Age as of April 1, 2020: years months days

8. What is Person 1's race? ☐ White ☐ Black or African American ☐ American Indian or Alaska Native ☐ Asian ☐ Native Hawaiian or Other Pacific Islander ☐ Some other race

9. What is Person 1's ethnicity? ☐ Hispanic or Latino ☐ Not Hispanic or Latino

10. If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.

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SLIDE 40

DO

- Read **Slide 40** completely and answer any questions.

SLIDE 41

WHAT WILL THEY ASK & WHY?

Q11

Does this person usually live or stay somewhere else?

Mark all that apply: no; yes, for college; yes, for a military assignment; yes, for a job or business; yes, in a nursing home; yes, with a parent or other relative; yes, at a seasonal or second residence; yes, in a jail or prison; yes, for another reason.

Why we ask this question:

This question helps ensure that the Census Bureau is counting everyone once, only once, and in the right place.

[illegible]

SLIDE 41

DO

- Read **Slide 41** completely and answer any questions.

SLIDE 42

A video about the online census:

**Shape
your future
START HERE >**

SLIDE 42

DO

- Play the video on **Slide 42**. After watching the video, answer any questions.

SLIDE 43

HOW CAN YOU HELP?

Can you assist people with their response?

- Only Census Bureau employees may collect responses directly from individuals. If you are providing devices for individuals to provide their own responses online, do not enter that individual's responses for them or watch them enter their responses. In other words, devices should not be "staffed."
- Stakeholders should create an environment where individuals can respond without interference. This environment should ensure that someone's responses cannot be seen by anyone unless they are a sworn Census Bureau employee. Census Bureau employees are sworn for life under the law to keep an individual's responses confidential.
- If a member of the public requests assistance in completing their form, please direct them to the response option (online, phone, mail/paper, census taker visit to the home) that best suits their needs. For example, if an individual is responding online and needs language assistance, or if a person who is blind requests help with the online response Web site, please encourage them to respond through the phone response option, instead of the online response option.
- If they still request your assistance with online response, you can provide this assistance but please inform them that you are not a Census Bureau employee and therefore their answers are not protected by law with you. Their response is only protected by the Census Bureau once their response is received.

SLIDE 43

SAY

“It is important to remember that only the Bureau can offer confidentiality that is protected by law. The Bureau advises that community partners should not enter responses for individuals nor watch as they enter responses themselves. If someone needs assistance, a good practice is to refer someone to the response method that best suits them. I.e: someone with low literacy levels might prefer to complete their questionnaire over the phone.”

“Ultimately, if someone still requests help, you can provide assistance, but you should inform them that you are not a Census Bureau employee and their responses will not be protected by federal law with you.”

“For more information, please review the Census Bureau’s fact sheet: “Questions and Answers for Stakeholders Supporting the 2020 Census. This sheet also contains best practices for Census kiosks.”

WHY

- This is important information for the Trusted Messenger to understand and for them to be able to share with parents and families. They are not employed by the US Census Bureau; therefore, the parents are not protected if they are assisted in filling out the form by a Trusted Messenger. However, as a person they trust, they will also know that the one they are sharing information with is not going to break their trust.
- It is important that parents understand that they are trusting the person they are sharing information with and they are not protected by the same laws as they would be if they were giving the information to a federal Census employee.

SLIDE 44



WHAT TESTED MESSAGES ENCOURAGE PARENTS TO TAKE THE CENSUS (A CHEAT SHEET)

- It's easy to do. You can do it from home. It only takes about 10 minutes. (I can help you.)
- We missed 2 million children 0-5 in the 2010 Census.
- Counting your children in the census means your local schools will get more funding for your children.
- The census helps local government plan for the future and determines the level of funding programs and services young children receive from the federal government, including our schools, child care, housing, public transportation, and medical care.
- The census happens once every ten years, so if we don't count a two-year-old, your community will have less funding for education, child care, and other services they need for 10 years, most of their childhood.
- Your answers are private and will not be shared with anyone.

Partnership for America's Children Online Survey 7/19

SLIDE 44

DO

- Read **Slide 44** and ask for chat comments about which ones (s) they think will make the most difference for the families they serve.

SAY

“¾ of the parents surveyed were more likely to fill out the census and include everyone living in the household after learning that “you can fill out the census yourself, on your own schedule, and it only takes about 10 minutes to complete,” including 53% who are much more likely to do so.”

“The three statements that were very important to more than 60% of parents were:

“Counting your children in the census means your local schools will get more funding for your children” – 65% very important, 82% important overall.”

“The census helps local government plan for the future and determines the level of funding programs and services young children receive from the federal government, including our schools, child care, housing, public transportation, and medical care” – 62% very important, 82% important overall.”

“The census happens once every ten years, so if we don't count a two-year-old, your community will have less funding for education, child care, and other services they need for 10 years, most of their childhood” – 61% very important, 81% important overall.”

“The privacy guarantee makes about two-thirds (62%) more likely to fill out the census, with 38% who are much more likely to do so.”

ASK

- “Which message(s) do you think will resonate most with the parents you serve?”

WHY

- This gives participants the key research messages that resonated with parents of young children, enabling them to be informed about their families and what worked best to help them understand the importance of completing the census.

SLIDE 45



SLIDE 45

DO

- Watch the video in **Slide 45** and go on to the next slide.

WHY

- This video provides participants with a person who participated in the training, how she experienced it, and what she thought was the most important activity. Listening to the participants from Paterson, NJ, who reflect a wide variety of cultures and languages, as do the parents they serve, informed the content of the WE COUNT! book and this TOT.

SLIDE 46

Let's practice using everything we've learned by role playing using WE COUNT! with a family.

The WE COUNT! strategies:

1. Give families a gift of WE COUNT!
2. Take a book walk looking at the pages together.
3. Ask families what they already know, and want to know about the Census.
4. Look at the book together to find answers to questions.
5. Offer to support them as they take the census by phone, online or in writing.



SLIDE 46

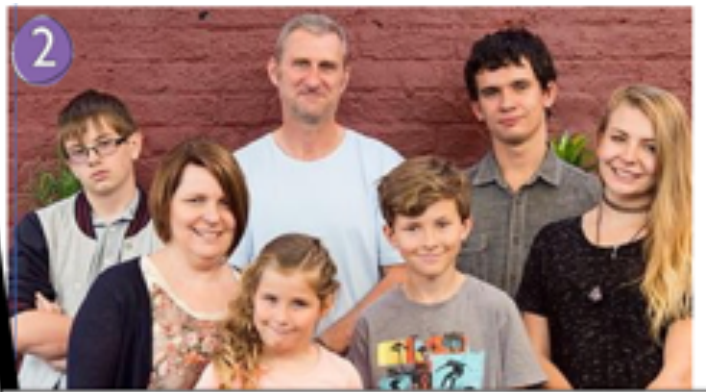
DO

- Read **Slide 46** and then go on to the next slide.

SLIDE 47



1
Joey lives with his dad Jorge and step-mom, Diane on the weekends – and with his grandparents during the week. Diane is pregnant and due in September. When you sit with Diane, what will you tell her?



2
This is the Nelson Family – plus Zack. Eldest daughter Chani is living in the basement with Zack since he was kicked out of his parents' house. The Nelson's homeschool their children and don't trust the government. What will you tell them about the Census and who is counted?



3
The Jacksons are together in this picture – but unfortunately Mrs. Jackson is on active duty through May 2020. Mr. Jackson is from Haiti and really confused about America right now! Who will count where and what will you share with him about the Census?



4
Mary and her kids are staying in the Church Shelter until she can find a job. Living with her husband had gotten to be too dangerous especially now that Lily is getting older. What do you think are her concerns about counting? How is she counted?

SLIDE 47

DO

- Read each scenario on **Slide 47**.

SAY

“We are going to break up into small groups of 4 [or those sitting at a table] and give you the family that matches your numeral: 1, 2, 3, or 4. Read your family’s story out loud in your group and then use the book to find out what you would say to the family member. They are meeting with a primary caregiver to talk about the importance of reading to young children and to have a conversation about the 2020 Census, and anything else they want to accomplish with the caregiver.”

“Write down your responses and record where in the book/page you found the information. Role play with it. Use the strategies we’ve discussed:

- 1. Giving the book as a gift.*
- 2. Taking a book walk together with the family to find interesting art and discuss what they see and like.*
- 3. Listen to families’ questions/concerns about the census, and find the answers to their questions and concerns in the WE COUNT! book.”*

DO

- Give them about 15 minutes or so to work on that small group assignment. Then go to the next slide.

WHY

- Research on adult learning reveals that role playing is a very effective way to engage adults in learning new material and becoming emotionally attached to it. Small group work is another important strategy for adult learning, since adults are more prone to share information and learn from each other in small groups.
- Practicing finding the answers to questions posed in the training using the WE COUNT! book increases familiarity with the contents of the book, where information may be found, and how to navigate through the book to find answers. Parents will come to the Trusted Messengers with questions about the 2020 Census, and all of the answers may be found in the WE COUNT! book.

SLIDE 48

Let's hear from you. Tell us all:

- What did your book walk look like?
- What did you think were your families' concerns?
- How did you answer your family's issues and concerns?
- What WE COUNT! strategies did you use?
- Did someone in your group do something that you want to share, or that delighted you?



SLIDE 48

SAY

“Let’s now come back together as a full group and have each group share their responses to their particular family.”

DO

- Read **Slide 48**; have each group report out. If you have more than one group discussing a family, have those groups speak together so as not to duplicate responses.

SAY

“Let’s go back to where you mentioned your personal and professional concerns so that we can make sure all of them were answered.”

WHY

Participants feel more comfortable sharing in a full group after working on an issue in a smaller group setting. Usually one person in the small group is willing to share the group’s discussion, conclusions once the small group works out the details. Sharing in the full group also reinforces certain main points, and opens up many interesting strategies and solutions that may not be found by any one small group.

SLIDE 49

Let's all look back at our list of concerns to see if we have covered – and understand – all of our concerns and the concerns we expect to hear from our families.

(and find answers to those we did not.)



SLIDE 49

DO

- Read **Slide 49**. Then go back to the flip chart where you recorded their fears and concerns (Slide 8). Go over each of the responses to see if you addressed all of them while working on the 4 families. Find the responses in the book to address the ones that weren't addressed previously.

WHY

- Honoring participants' original concerns and thoughts expressed at the beginning of the training show respect and emphasizes their important role as Trusted Messenger. Showing that all of their concerns and those they addressed in the WE COUNT! book and in the small group exercise were answered by the content in the WE COUNT! book reinforces their feeling of confidence, competence, and comfort in being Trusted Messengers for the 2020 Census.

SLIDE 50

Census Operations Timeline

March 2020

Invitations will be sent to households with instructions on how to **complete the questionnaire online or over the phone.**

April 2020

April 1st, 2020 is Census Day. Households should complete their questionnaires by the end of this month.

May 2020

The Census Bureau begins visiting homes **in person** that haven't responded online, over the phone or by mail.

June 2020

The Census Bureau **continues to visit** homes who haven't responded.

July 2020

July 31, 2020 concludes Census field operations.

This period is known as **self-response.**

Encourage households to respond **before the end of April 2020** to lessen the chances of a Census worker following up in person.



SLIDE 50

SAY

“Here is a rough timeline of peak Census operations. Beginning in early March, instructions will be mailed to households on how to complete the Census online or over the phone. There will be a series of subsequent reminders sent from March through April to homes that have not responded. Homes that do not respond right away will eventually receive a paper form in the mail.”

“April 1, 2020 is Census day—an important reference point for the Bureau. It is recommended that families and households try to complete their questionnaires before the end of April. This is the best way to reduce the likelihood of a Census worker visiting them in person to collect their responses. “

“Then, beginning in May, Census workers will begin to canvas neighborhoods. This work will continue into July. It is an important to message to families—if they would prefer not to have a Census worker visit their home, they should complete their questionnaire online or over the phone before the end of April. This will reduce their chances of an in person visit.”

WHY

- Knowing the timeline for the 2020 Census rollout and what will happen over the next several months will increase participants’ feeling of confidence, competence, and comfort in being Trusted Messengers for the 2020 Census.

SLIDE 51

TIMELINE FOR OUR WE COUNT PROGRAM

1. Date the WE COUNT! books will be delivered to your organization:
2. Date you will give families a copy in their language to keep:
3. What special events or other interventions are planned?



SLIDE 51

SAY

“Remember, over the next weeks of February and early March, you will be using this TOT slide presentation to train staff and others interested in volunteering to discuss the 2020 Census with parents. If you have further questions, comments, etc. we will have what we are calling “office hours” on Thursdays from 1-3pm to answer those questions. Also, if you aren’t available to call during the office hour time period, please feel free to contact us through WIX or our website and we will set up an individual call with you. If you are planning a WE COUNT! Census Family Fun Event, please use the Thursday time to discuss your planning with us and others on the call.”

“Thank you for your time and your dedication to make sure everyone counts in America.”

WHY

- Again, a final review is important and to let participants know that the WE COUNT! staff will be available for questions and problem-solving as they move toward April 1.

