

**Valuing Open and Inclusive Conversation and Engagement (VOICE) Initiative: Complete
Count(down) to 2030**

Mike McCormack & Deanna Fanelli

University of California Free Speech and Civic Engagement Center

December 2021

Table of Content

Valuing Open and Inclusive Conversation and Engagement (VOICE) Initiative: Complete Count(down) to 2030	1
Were the project's objectives met?	3
Who attended, listened, etc., and how many? What demographics did attendees represent?	4
What were your actual costs?	5
What was challenging about completing your project?	5
What impact do you think your work had on the campus community?	5
Appendix A: Internship Syllabus	6
Appendix B: Internship Interview Protocol	15
Appendix C: Program Review	16
Appendix D: Complete Count Efforts One-Sheet	18

Were the project's objectives met?

Our project had three objectives: (1) funding a civic engagement-focused internship for an undergraduate UCLA student, (2) create a time capsule that captures what it was like to be a UCLA student in 2020, and (3) conduct a program review of the 2020 Complete Count Efforts at UCLA, in light of the COVID-19 pandemic. We believe that all three of our objectives were met.

- 1) Internship: Deanna Fanelli, a graduating undergraduate student, was selected for the internship in Spring 2021. The purpose of the internship was to allow a student to gain common skills for civic engagement work, including creating campaigns, public speaking, research practices, interviewing, event planning, and coalition building. In Deanna's words:

“Being part of the Complete Count(down) to 2030 project has boosted my civic engagement knowledge and professional development skills. I have gotten to reflect on the importance of the census and understand how it shapes our everyday lives. Working on a project dedicated to the census has given me an increased appreciation for a political effort that is often overlooked, but remains essential for communities across the United States. I will continue to carry the civic engagement information that I learned from this project with me to be an informed and active community member. I am also grateful for this project for allowing me to have an equal role in the execution and project management. I have gotten to learn new skills, such as graphic design, event planning, and interviewing, while also getting to refine my current skills, such as research and writing. This project supported my professional goals of working in public policy and politics, and I am excited to apply the skills that I have learned to my future careers.”

- 2) Time Capsule: We decided on a bimodal time capsule, with tangible and digital parts. The physical component collected various items that defined 2020 such as gloves, hand sanitizer, and to-go food containers. The digital capsule was hosted on FlipGrid, a video-storage site. On FlipGrid we asked students to reflect on the year 2020 and what it meant to be a UCLA student. The time capsule will be opened in 2030 and will be stored in the Leadership Lab, the office of the On-Campus Housing Council. We collected videos and chalk wall responses at the first in-person event of the 2020-2021 academic year, the Spring Festival. We randomly selected one winner to win AirPods.
- 3) Program review and toolkit: The program review of the complete count efforts was meant to provide the campus administrators and other campus stakeholders with the opportunity to reflect on the initiative. Further, we compiled public documents such as letters from the Census Bureau and maps, to add context to the report. After a data review and analysis, we created a one-sheet tool for future campus administrators to identify best completion practices in their efforts.

Who attended, listened, etc., and how many? What demographics did attendees represent?

<u>Activation</u>	<u>Description</u>	<u>Breakdown</u>
Student internship	Held by Deanna Fanelli; A civic engagement-oriented undergraduate student internship focused on developing the time capsules, program review, and resource; Supervised by Mike McCormack; Internship syllabus can be found in appendix A	<ul style="list-style-type: none"> ● Twelve resumes received ● Five phone interviews ● One candidate selected into the role
Chalk Wall	As part of the Spring Festival, we put up a chalk wall where students were able to reflect on what it was like to be a UCLA student in 2020.	<ul style="list-style-type: none"> ● Approximately 100 residential students attended the program
Digital Capsule	As part of the time capsule for 2030 we created a Flipgrid site for students to voice what it was like to be a UCLA student in 2020. From the group we selected one winner for AirPods.	<ul style="list-style-type: none"> ● 11 Flipgrid videos <ul style="list-style-type: none"> ○ 14 respondents ○ 129 views ○ 1 comment ○ 3.7 hours of engagement
Program Review Interviews	We developed an interview protocol to reflect on the 2020 complete count efforts and the impact of COVID, as well as best practices for future efforts. We interviewed Karen Hedges, the campus administrator responsible for the Complete Count Effort and Natalie Masuoka, the chair of the UCLA Asian American Studies department and a census expert.	<ul style="list-style-type: none"> ● One staff member interview, 1-hour ● One faculty member interview, 1-hour

What were your actual costs?

Item	Projected	Actual
AirPods	\$498	\$272.66
Student Internship	\$4500	\$751.08

What was challenging about completing your project?

While challenges did arise, the completion of the project and meaning-making throughout was worthwhile. We identified two major challenges in completing our project: the move to online engagement and student disinterest in the topic of 2020. Similar to the census complete count efforts, transition to remote engagement in response to the COVID-19 pandemic proved difficult overall. For example, we wanted to collect more physical items for the time capsule from residents, but due to distancing and sanitation protocols, we were unable. While Zoom did make logistics of interviews easier, technological glitches, user error, and miscommunication arose. We were still learning the practices of remote engagement, while balancing life and other professional priorities. An additional challenge we faced, especially by May 2021, was the temporal distance between participants and 2020. While the pandemic is not over, fatigue is real for many college students. We wanted to collect more Flipgrids during the fall 2021 quarter, but found that many students did not want to engage with the topic further.

What impact do you think your work had on the campus community?

While the scale of our project was more self-reflective, we believe there is potential with the work. The funding was used to create a student internship focused on civic learning. The project, through the time capsule and program review, provided a space to reflect on a pivotal year in American civics and society as a whole. Passive engagements, such as the one-sheet we shared at the Spring Festival, increased education on the census to participants. The project shined a light on the importance of the census and collaboration for complete count efforts, especially among student stakeholders, external community partners, and university affiliates. Lastly, it is our hope that the time capsule and toolkit resource can be used to mobilize excitement and engagement in 2030 census efforts for UCLA and other UCs who may find the material helpful.

Appendix A: Internship Syllabus

Land acknowledgment: Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.

[Valuing Open and Inclusive Conversation and Engagement \(VOICE\) Initiative Internship at UCLA](#)

The census has been described as the largest and complex national mobilization, second only to war. Counting each person in the country is an integral function of a democracy, informing apportionment, federal funding, community policy, research and more. Developed with support from the [University of California National Center for Free Speech and Civic Engagement](#), this internship is open to UCLA students interested in community outreach, data, and civic engagement, specifically in terms of the census. The intern will work in partnership with professional staff to complete deliverables as part of the [Valuing Open and Inclusive Conversation and Engagement \(VOICE\) Initiative](#). This program is devoted to promoting the mission of the [National Center for Free Speech and Civic Engagement](#), of civic and open engagement and impact of democratic and academic principles on higher education and towards “Breaking Barriers,” the theme of this year’s funding.

This internship will be an empowering experience for students interested in civics, national policy, and higher education. This internship intends on developing skills in (but not limited):

- Understanding diverse audience wants and needs
- Chronicling and organizing data
- Creative eye for audience engagement, including social media
- Care of ethics and responsibility to the regulations and spirit of VOICE initiative funding
- Attention to detail for budgets and other logistical needs
- Writing and publishing for a mass audience

Contact

Project manager: Mike McCormack (he, they) Leadership Development Coordinator in UCLA Residential Life

(address) 417 Charles E Young Dr West. Los Angeles, CA 90024
(e-mail) mmccormack@orl.ucla.edu or mjmccormack@g.ucla.edu
(phone) 321.948.8684

Project Overview

- Assist with actualizing deliverables as part of UC National Free Speech Center VOICE Initiative funding
 - Time Capsule
 - Collect FlipGrid (or other digital means) to reflect on what it was like to be a UCLA student in 2020
 - Collect real items for an in-person time capsule to be stored away until 2030. This time capsule will be used at a residence hall opening in 2030, as well as to galvanize participation in the 2030 decennial census, as part of April 1 2030 Census Day
 - Census Complete Count Review
 - Interview community stakeholders at UCLA and at other UCs to understand how they adapted complete count efforts, in light of a global pandemic
 - Create a comprehensive review of 2020 complete count efforts
 - Create a toolkit of recommendations and best practices for 2030 complete count committees and efforts.
- Work over two quarters, Spring 2021 and Fall 2021, to complete projects as part of this initiative
- Expected to work 5 hours per week (weeks 1-10) to complete project tasks, conduct project-related activities, and other programmatic needs
- Participate in interviews and other data collection activities and analysis as part of the program review
- Write sections of program review and toolkit
- Assist on and present findings, recommendations, and other presentations as needed
- Meet weekly with Leadership Development Coordinator for personal/professional development, civic engagement conversations, and project management
- Complete weekly reports to chronicle process as part of validation and work towards end-of-program report
- Assist with completing the end-of-program report (due 12/17/2021)

Learning Objectives

Two broad issues of interest here are civic engagement (SLO 1) and research (SLO 2). Defining civic engagement is a huge debate in higher education literature. Understanding what that means for you will be foundational to this internship. Second, as a research institution, it is important to understand and practice research and academic writing. More specifically, this internship seeks to:

SLO 1.1 Coalition building: identifying stakeholders, unique stories, and other integral community members to mobilize around our project

SLO 1.2 Community building: build working relationships with campus stakeholders, including student populations, administrators, and faculty, to complete our project

SLO 1.3 Community Outreach: communicating with the UCLA community to engage in our project, to promote our initiative, and advocate for student needs through our project

SLO 1.3.1 Social media: utilize and demonstrate proficiency in various social media including Instagram, TikTok, Twitter, Facebook, etc.

SLO 1.4 Project management: utilize and demonstrate proficiency with various applications and tech tools, like Google suite products, Slack, Trello, AirTable, etc.

SLO 1.5 Census and hard-to-count communities: Describe the importance of a complete and accurate census count, what happened in the 2020 census and UCLA's complete count efforts, and specifically uplift so-called "hard-to-count" voices

SLO 2.1 Research process (Ch 1-5) Follow the research cycle: identifying a problem, conducting a robust literature review, developing an intentional research design, collecting and analyzing data, and reporting findings

SLO 2.2 Academic writing Follow APA 7th edition academic writing for all formal communication

SLO 2.3 Presenting Develop confidence in presenting to groups of administrators, students, and other community members

This is a living document and can be edited and added to at the discretion of the intern and supervisor.

Statement of Reasonable Accommodation

If you are already registered with the Center for Accessible Education (CAE), please request your Letter of Accommodation in the Student Portal. If you are seeking registration with the CAE, please submit your request for accommodations via the CAE website. Students with disabilities requiring academic accommodations should submit their request for accommodations as soon as possible, as it may take up to two weeks to review the request. For more information, please visit the [CAE website](#), visit the CAE at A255 Murphy Hall, or contact us by phone at (310) 825-1501.

Other student support services at UCLA:

- Ashe Center:
- Food Pantry:
- Economic Response Team:
- CalFresh:
- UnDocuStudents Program
- LGBT Center:

Title IX

Adapted from Santa Rosa Junior College Title IX

I am committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. I would strongly encourage all members of the community to take action, seek support and report incidents of sexual misconduct to the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, I am required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling and Psychological Services (<https://www.counseling.ucla.edu/contact-us>). For more information about reporting options and resources at UCLA and the community, please visit <https://www.sexualharassment.ucla.edu/>.
Technology Needs

We will use the following applications and platforms for our project. Part of on-boarding will be ensure you feel confident in using these tools:

- [Google Drive](#)
 - [Docs](#)
 - [Sheets](#)
 - [Slides](#)
 - Form.Io
 - [Forms](#)
- [Outlook](#)
- [Trello](#)
- [AirTable](#)
- [FlipGrid](#)
- Social Media
 - Instagram
 - TikTok
 - Twitter
 - Facebook

Expectations

- 1) You are doing an internship in an incredibly fraught time. You are studying, working, and human-ing during a worldwide pandemic. We are living and learning during a much needed racial reckoning during a worldwide pandemic. We are living through a charged sociopolitical time during a worldwide pandemic. Give yourself grace.
- 2) This is a learning experience. If you feel like you are doing too many administrative tasks, please communicate that.
- 3) This internship is central to the VOICE Initiative, acting accordingly in every interaction with students, staff, faculty, and community members. Practice confidentiality.

- a) You live in a fishbowl. Everyone is watching you swim and succeed!
- 4) Urgent and/or important administrative tasks will come up. If you're feeling overwhelmed and need more support, please let us know!
 - 5) Be your own best advocate. Feel empowered to manage up, to ask your needs, and to bring up concerns
 - 6) Ethical decision-making is crucial. Don't do anything you wouldn't want on the front page of the New York Times. Your values and integrity make you the strongest professional you can be.
 - 7) Communicate everything and anything! We've heard it all and are probably able to support it in so many ways!
 - 8) Keep your Outlook calendar up to date. Include your class schedules, meetings, and other obligations. Feel free to private block meetings as needed.
 - 9) Respond to emails within 24 hours (during the business week). It is NOT an expectation to respond to emails after 5 PM or during the weekend. You may choose to do so, but do not feel pressured to do so, unless there's some critical need that has been communicated.
 - 10) Weekly reports are due on Thursday by 5 PM
 - 11) Everything we do should be looked at with an equity and justice lens. Whose presence in the room is under threat of erasure? Whose ideas won't be taken seriously because they aren't in the majority? How can we reduce harm and revise abusive systems? What are people experiencing that they don't feel safe when isolated and separated from others like themselves? What politics and practices are having a disparate impact on marginalized identities?
 - 12) We don't expect perfection, but we do expect to see hard effort in every project you take on.
 - 13) Give constructive feedback as needed-- to Mike, Josh, L&I, etc.
 - 14) UCLA is political.
 - 15) Mike is in a doctoral program. Give him a little grace too lol.
 - 16) Self-care is key. If you need a mental health day or a listening ear or ANYTHING, just let Mike know.
 - 17) Have fun, I guess?
 - 18) This is a living document and can be revised as needed, in conversation with the intern.

Project Deliverables

VOICE Initiative Internship

Five (5) Office Hours

This internship is expected to take about five hours per week. One hour will be dedicated to our 1:1. I would recommend setting 1-2 consistent "office hours" dedicated to the work of the project. This potentially would allow us working time together. Weeks with stakeholder meetings may require less time commitment outside of that

1:1s

We will meet weekly for at least one hour as supervision meetings. These meetings are intended to help with your personal, professional, and project development. Please come with questions, follow-ups, successes and celebrations, talking points, managing up, etc. Let this time be meaningful for you.

Meetings with Stakeholders

I would like to schedule all stakeholder meetings around your schedule. Therefore, weeks we meet with campus partners, stakeholder, or other engagements, I expect you to be prepared and active. These weeks, adjust five hours as needed.

Weekly Reports

Weekly reports will help chronicle our progress on the project for the UC Free Speech Center, as we build toward the final report, and to ensure fidelity of our project for campus. Weekly reports should take no more than 20 minutes to complete each week. Weekly reports are due on Thursday by 5 PM.

Template here

Final Report

As part of the VOICE Initiative funding, we are required to complete a final report on our project. I want to make sure the student interns voice is central to the narrative. As part of that, there is an expectation of engagement until the final report is submitted to the UC Free Speech Center.

Time Capsule

Part A Plan of Action

- *Due:* Week 7
- Goals
 - Timeline
 - Workback sheet
 - Delegation
 - Email templates
 - Storyboard
 - Stakeholders
 - Housing
 - Residential Life
 - Bruin Resource Center
 - Asian American Studies Center
 - Karen Hedges
 - Follow-Ups as needed

Part B First Outreach

- *Due:* End of Week 8
- Goals
 - 50 Videos

- 15 Items
- Student Influencer Instagram Video
- Outreach
 - USAC
 - OCHC
 - Public Health Ambassadors
 - RAs
 - Bruin Political Union
 - BruinsVote
 - FYE
 - UnDocumented Students Program
 - @ UCLA Housing
 - Public health student groups

Part C Second Outreach

- *Due:* End of Week 9
- Goals
 - 100 Videos
 - 20 items
 - Faculty Instagram Video
 - “Hard-to-Count” student story instagram stories

Part D Final Outreach

- *Due:* Week 10
- Goals
 - 175 Videos
 - 25 items
 - Give out airpods
 - Gene Block Instagram Post

Part E Conclusion

- *Due:* Finals
- Goals
 - Prepare items for storage
 - Store time capsules
 - Final report on this portion of the Project

2020 Complete Count Program Review

Part A Workback Sheet/Review Plan

Due

Goals:

Part B Literature Review

Due

Goals

Part C Data Collection

Due

Goals:

Part D First Draft Due

Due

Goals:

Part E Second Draft

Due

Goals:

Part F Final Draft

Due

Goals:

Tentative Schedule

Spring 2021

<u>Date</u>	<u>Topic</u>	<u>Note</u>	<u>Due</u>
Spring Week 4			
Spring Week 5			<ul style="list-style-type: none">• Weekly Report• Supervisor Expectations
Spring Week 6 May 3-May 7			<ul style="list-style-type: none">• Weekly Report• Time Capsule part A
Spring Week 7			<ul style="list-style-type: none">• Weekly Report• Time Capsule part B
Spring Week 8			<ul style="list-style-type: none">• Weekly Report• Time Capsule part C
Spring Week 9			<ul style="list-style-type: none">• Weekly Report

Spring Week 10			<ul style="list-style-type: none"> • Weekly Report • Time Capsule part D • Fall Data Collection Schedule and Plan
Spring Finals			<ul style="list-style-type: none"> • Time Capsule part E • Weekly Report • Quarterly Report

Fall 2021

<u>Date</u>	<u>Topic</u>	<u>Note</u>	<u>Due</u>
Fall Week 1	Mid-program review		<ul style="list-style-type: none"> • Mid-program self-reflection • Weekly Report
Fall Week 2			<ul style="list-style-type: none"> • Weekly Report
Fall Week 3			<ul style="list-style-type: none"> • Weekly Report
Fall Week 4			<ul style="list-style-type: none"> • Weekly Report
Fall Week 5			<ul style="list-style-type: none"> • Weekly Report
Fall Week 6			<ul style="list-style-type: none"> • Weekly Report
Fall Week 7			<ul style="list-style-type: none"> • Weekly Report
Fall Week 8			<ul style="list-style-type: none"> • Weekly Report

Fall Week 9			<ul style="list-style-type: none"> • Weekly Report • Final contributions to End of project report
Fall Week 10			<ul style="list-style-type: none"> • Weekly Report
Fall Finals	Recognition and self-reflection		<ul style="list-style-type: none"> • End of project celebration!

Appendix B: Internship Interview Protocol

Hello and thank you for making time for our interview today. My name is [include pronouns and title]. We have about 30 minutes to go over nine questions and 15 minutes for you to ask any questions you may have. Throughout the interview, if you need me to slow down or repeat a question, please let us know.

- Why are you interested in this internship and what do you hope to gain out of it?
- What are your three areas of strength and two areas you’d recognize as “weaknesses?”
- This internship is funded through the VOICE Initiative through the UC Center for Free Speech and Civic Engagement and charged with furthering the mission of the Center. What does civic engagement mean to you?
- Tell me about a time that you successfully managed a project? How do you prioritize objectives, manage your time, and give yourself time to self-reflect?
- Part of this project is creating a “time capsule,” asking students to share on FlipGrid what it meant to be a student during the pandemic and share an item that will be opened at a residence hall opening in 2030. How would I go about reaching out to students to contribute to the project?
- The other part of this project will be conducting a complete program review on the Complete Count efforts for the 2020 Decennial Census. This will involve conducting research, interviewing administrators and community members, collecting and analyzing data, writing, and “publishing” (here, an exit report for the UC Free Speech Center and department Learn at Lunch; more opportunities welcome).
- How do you stay flexible, but motivated in remote/asynchronous work? How would you imagine working in partnership with me, while still learning from the internship?
- What’s your self-care?
- What would YOU contribute to the time capsule? Why?

Appendix C: Program Review

As part of the UC Center for Free Speech and Civic Engagement's Valuing Open and Inclusive Conversation and Engagement (VOICE) Initiative, we conducted a program review of UCLA's complete count efforts for the 2020 decennial Census. The census is taken every ten years and produces a "complete" count of every person living in the United States. The data collected from the census is utilized in many ways, from determining congressional representation to allocating federal funding to research to higher education institutions, making ensuring a complete and accurate count of college students crucial. Although the census is meant to reach all people living in the United States, there are many historically excluded groups that are categorized as "hard to reach," which impacts complete count efforts. The Census Bureau categorizes college students as a "hard to reach" demographic, with the confusion over where students should be counted (at school versus at home) being one factor that affects the count of this population. We interviewed Professor Natalie Masouka and Karen Hedges to get a comprehensive understanding of the implications and importance of the census, as well as UCLA's complete count initiative. Professor Masouka is the Chair of the Asian American Studies Department and an Associate Professor of Asian American Studies and Political Science. She is a census content expert and has previously taught a class where students created a project to educate peers on the census. Karen Hedges is the Deputy Director of Campus Life and is responsible for managing major civic initiatives at UCLA, such as voter registration efforts and student gathering safety mitigation. She was in charge of managing and directing UCLA's 2020 complete count efforts. Both interviews took place over Zoom and lasted for one hour. Interviews were conducted in a question and answer format.

If students lived in a college dorm on April 1st of a census year, the university automatically counted them. If students are not living in a college dorm on April 1st, they must fill out the census themselves (N. Masouka). To combat this confusion in the 2020 census outreach efforts, UCLA created a Complete Count Committee in 2019 that consisted of student groups, parent associations, and academic offices. The committee worked throughout 2019 through the beginning of 2020 to create outreach strategies that would commence with a Census Day campus kickoff event on April 1st, 2020, and continue through the end of the month. On the day of the census kickoff, Bruin Plaza, the heart of campus life, was supposed to be full of activities to promote the census - such as creating informative signs on buses, bringing in census workers from L.A. County, and hosting giveaways (K. Hedges). None of these events happened. At the end of March 2020, UCLA announced that the university would transition to online learning to combat the COVID-19 pandemic. All planned census outreach activities came to a halt, and the committee began transitioning to online outreach efforts.

UCLA's campus closure announcement brought confusion to students and the Complete Count Committee alike. Having moved out of the dorms, students were unclear if they should count themselves as living at home or let the university count them automatically (N. Masouka). Additionally, the pandemic forced the Complete Count Committee to adapt outreach activities to an online format quickly. The committee utilized social media and online communication tactics to reach as many students as possible, such as paid advertisements on the BruinsVote (a

student civic engagement organization) Instagram account, an email sent out by the Chancellor, and social media giveaways. As the pandemic continued to spread, the committee extended their outreach efforts past April and opened up Instagram ads to the state of California in hopes of reaching students who have moved back home (K. Hedges). The committee worked on census outreach until November of 2020 when gears shifted to focus on the 2020 election. As a consequence of COVID-19, UCLA's 2020 census outreach efforts were characterized by confusion and exhaustion (K. Hedges). However, the committee integrated several successful strategies that helped spread census awareness among UCLA students. For example, the committee tapped into student organizations representing "hard to reach" identities, such as the LGBT Campus Resource Center and the Undocumented Student Program within the Bruin Resource Center. By working with these student groups, the student leadership could disseminate census information and act as a trusted source of information (K. Hedges). Additionally, the committee sought to work with campus organizations beyond student life, such as transportation stakeholders and parents, to spread awareness through as many channels as possible (K. Hedges). The unique 2020 census outreach efforts also introduced key ideas for improvement in the next census. For example, the planned collaboration between the city of L.A. and UCLA and the extension of outreach efforts to the entire state of California points to the importance of working with the communities that encompass universities (N. Masouka). Expanding outreach efforts beyond just the university can have positive externalities on the larger community, increasing census awareness and participation. Though the UCLA Complete Count Committee endured many challenges during the 2020 count, the program's efforts have introduced new and innovative outreach methods, and lessons learned that universities can leverage in 2030 complete count efforts.

Appendix D: Complete Count Efforts One-Sheet

UNIVERSITY TOOLKIT: COMPLETE COUNT(DOWN) TO 2030

CURIOUS ABOUT THE 2030 CENSUS AND DON'T KNOW WHERE TO START? READ THIS TOOLKIT FOR COMPLETE COUNT INSPIRATION!

1

ENGAGE WITH UNIVERSITY GROUPS THAT REPRESENT A VARIETY OF IDENTITIES AND DEMOGRAPHICS.

Universities should work with student organizations to disseminate information across different identities. Additionally, engage with parents, academics, transportation stakeholders to increase census education.

2

JOIN FORCES WITH UNIQUE STAKEHOLDERS ACROSS THE COMMUNITY

Extend collaboration efforts beyond the university by working with the communities you are situated in. Combining efforts creates an efficient allocation of time and resources!

3

BE RESPECTFUL OF THE LONG-STANDING EFFORTS THAT ALREADY EXIST

Oftentimes, the city, county, or state will already have existing census outreach efforts that have been in place for years. Work alongside these efforts to learn their best practices and maximize your impact.

4

PLAN EARLY BUT BE FLEXIBLE.

Census outreach efforts require proper planning, research, and mobilization. Start planning early to be thoroughly prepared for outreach activities, but budget room for changes as the activities progress.

5

USE A MIXTURE OF IN-PERSON AND ONLINE OUTREACH METHODS.

The COVID-19 pandemic has drastically shaped how we work by introducing online and remote delivery methods. Conducting both in-person (tabling events, canvassing) and online outreach methods (social media posts, webinars) will put census information through more delivery channels.

VISIT [HTTPS://WWW.CENSUS.GOV/](https://www.census.gov/) FOR MORE INFORMATION!