Teach Basic Skills with the “Stand Up and Be Counted” Issue of The Change Agent
Meeting Controls (PC) can be found at the bottom of your Zoom window.

You can access chat by clicking the icon on the control bar.

To change who you are chatting with, click the drop down beside “To.”

*Meeting Controls for Mac appear as shown below:

Click Raise Hand to notify host if you have a question or comment.

Click Lower Hand to lower it.

Click the Unmute button in the bottom-left corner of the meeting window to speak when the presenter requests it.

Click the Mute button to mute yourself.

Contact: ebony_vandross@worlded.org
The Change Agent is available in print (individual or bulk subscriptions), and online, where selected articles are available in audio.
ONLINE access is free...

...if you are in a state-funded program in New England. Contact us to find out how to get access.

ONLINE access is low cost...

...if you live outside New England. Visit our website to find out how to get one or multiple online subscriptions.

changeagent.nelrc.org
Agenda

• Welcome/Introductions
• Using the topic of the census to teach multi-level reading, writing, speaking and listening – College and Career Readiness-aligned
• Using the census to teach document and digital literacy
• Find out about our training of trainers: teach your students to be Census Ambassadors – first webinar is March 11, 2020
• Bring the Call for Articles into your classroom!
**TIMELINE FOR 2020**

**MARCH**
- All households will receive either a postcard OR a paper survey
  - 1st reminder sent by letter
  - 2nd reminder sent by postcard

**APRIL**
- 3rd reminder by letter in mid-April
- 4th reminder by postcard in late April with paper form*

**MAY-JUNE**
- Follow up begins first by phone, then in person*

*IF YOU HAVE NOT YET COMPLETED THE FORM
$1.5 Trillion in Federal Funding is at Stake!
Change Agent Lesson Packets
changeagent.nelrc.org/in-the-classroom/lesson-packets:

- **multi-level**
- **CCRS-aligned**
- **pre- and post-activities**

Help Someone Understand the Census
Lesson Packet #20 (for beginners) from The Change Agent

Help Someone Understand the Census
Lesson Packet #20 (for intermediate learners) from The Change Agent

Help Someone Understand the Census
Lesson Packet #20 (for advanced learners) from The Change Agent

The purpose of this packet is to teach census basics, so that a student can explain what they learn to someone else. The articles are a mix of grade-level equivalents 4 and 6. (What makes this packet more advanced are the activities on pp. 6-7.) Thanks to the National Coalition for Literacy for generously supporting the development of these materials.
We Count, Count Us!

Jeanette Janes-

In 2020, the U.S. government will conduct a census to gather information about the country's population. This information is used to determine how many people live in each state, which helps determine how many representatives each state gets in Congress. It also affects how much money each state receives from the federal government for programs like education, healthcare, and infrastructure.

**Before You Read:** Take the true or false quiz below. Then read the article to check your answers.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True or False</th>
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</thead>
<tbody>
<tr>
<td>1. The census is a count of all people in the country.</td>
<td>False</td>
</tr>
<tr>
<td>2. I should only count my children because they are members, and I am not.</td>
<td>False</td>
</tr>
<tr>
<td>3. The government uses census information to decide how many schools to build.</td>
<td>True</td>
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<tr>
<td>4. The 2020 Census includes a question about your immigration status.</td>
<td>True</td>
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<tr>
<td>5. There is a law that protects your individual data.</td>
<td>True</td>
</tr>
<tr>
<td>6. In 2020, you can only fill out the census questionnaire online.</td>
<td>True</td>
</tr>
</tbody>
</table>

**After You Read:** Why does Jeanette want people to participate in the census?

In 2020, the U.S. government will conduct a census to gather information about the country's population. This information is used to determine how many people live in each state, which helps determine how many representatives each state gets in Congress. It also affects how much money each state receives from the federal government for programs like education, healthcare, and infrastructure.

**Download a free lesson plan for K-12 students on filling out the census at: [census.gov](http://census.gov)**
Activity: Organize what you’ve learned and respond to authentic concern

Do People Feel Safe Enough?

Shenayder D. Occius

BEFORE YOU READ: Why might some people feel it is not safe to fill out the census?

In the U.S., there are many different people from all over the world. Some of them feel afraid because they do not have documents. It is going to be difficult for the census to get an accurate count.

Last year, a friend from my country had a dream to live in the U.S. He left Haiti and went to Brazil. He worked there for six months and made enough money to travel. He took a bus from Brazil to Mexico and then he crossed into California.

Now he is in this country without any documents, but he is not the only one who comes to the U.S. this way. Millions of other people come to the U.S. this way. How will the census count all of these people? I say that this is an impossible feat.

I think many of these people will not feel safe enough to fill out the census. Anyone who is an immigrant probably feels uncomfortable. Physically you are in this country, but you may not be a legal citizen. Even if you are a legal citizen, some people treat you like you are not welcome here.

I feel that if more people understood the purpose behind the census, they may consider being counted, although not likely.

AFTER YOU READ: How does the author answer the question he poses in the title? What does he think might change people’s minds about the census?

Shenayder D. Occius was born in Haiti. He lives in Lauderdale Lakes, FL. He attended Atlantic Technical College and is obtaining his GED. He lives with his parents.
Beginner activity

Help Someone Understand Better

Shenayder says that people might consider being counted if they understood the census better. Collect details from the articles pp. 1-3 and sort them into the columns below. (Some spaces will be blank.) Then write a letter following the model below.

<table>
<thead>
<tr>
<th>Page Number</th>
<th>Benefit to you and your community of filling out census</th>
<th>Ways your information is protected</th>
<th>Consequences of not filling out the census</th>
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</thead>
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</table>
Write a Letter about the Census

Fill in the blanks below to write a letter to someone you know. Or copy the whole letter on to a new piece of paper. If you are happy with the letter, consider sending it or giving it to the person. How did the person receive the letter? What was their response? Did they have more questions about the census? Bring those questions to class and work with your classmates to find the answers.

Date: ________________

Dear ___________________,

It is your decision to fill out the census or not. In this letter, I will share what I have learned about it. Maybe it will help you make a decision.

First, there are some benefits to you and your community, including:

________________________________________________________________________________

________________________________________________________________________________

Second, your information will be protected. There is a law called __________

________________________________________________________________________________

This law makes it illegal for the Census Bureau to share your private information.

Third, there are consequences to not filling out the census, including:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

In conclusion, ____________________________

________________________________________________________________________________
Write a Letter about the Census

Use your notes from p. 6 and the template below to write a letter to someone you know. Get feedback and write several drafts, improving upon it each time. (Don’t forget to indent the first line of each paragraph.) If you are happy with the letter, consider sending it or giving it to the person. How did the person receive the letter? What was their response? Did they have more questions about the census? Bring those questions to class and work with your classmates to find the answers.

Date: ________________

Dear ____________________

[In the first paragraph, say why you are writing.]

____________________________________________________________________

____________________________________________________________________

[In the second paragraph, say what the benefits are to your community if they fill out the census. Give examples.]

____________________________________________________________________

____________________________________________________________________

[In the second paragraph, explain how your information will be protected. Be specific.]

____________________________________________________________________

____________________________________________________________________

[In the third paragraph, say what the consequences are to not filling out the census. Give examples.]

____________________________________________________________________

____________________________________________________________________

[In the last paragraph, make some concluding remarks.]

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
**Advanced activity: includes online research and critical thinking about sources**

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**Help Someone Understand Better**

Shenayder (p. 5) says that people might consider being counted if they understood the census better. Collect details from the articles pp. 2-4 and sort them into a chart resembling the model below. (Some spaces will be blank.) Do additional research online, making sure your sources are trustworthy. Here are two websites that offer guidelines for evaluating the credibility of online information: [https://hostingfacts.com/evaluating-online-resources/#Checklist](https://hostingfacts.com/evaluating-online-resources/#Checklist) and [https://libraries.mercer.edu/research-tools-help/citation-tools-help/evaluating-sources](https://libraries.mercer.edu/research-tools-help/citation-tools-help/evaluating-sources). Then write a letter following the template on the next page, or write an essay or create a presentation.

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</tbody>
</table>
Write a Letter about the Census

Use your notes from p. 6 and the template below to write a letter to someone you know. Or use the information to write an essay or create a slideshow presentation. Get feedback and write several drafts, improving upon your work each time. Make sure to address the three central issues covered here: a) the benefits of filling out the census, b) the ways your information is protected, and c) the consequences of not filling out the census. Don’t forget to introduce the topic and write concluding remarks. When you are finished, share your work. What was the response? Were new questions raised? Do more research to find the answers to those questions.

Date: __________________

Dear __________________.

[In the first paragraph, say why you are writing.]

________________________________________________________________________

________________________________________________________________________

[In the second paragraph, say what the benefits are to your community if they fill out the census. Give examples.]

________________________________________________________________________

[In the second paragraph, explain how your information will be protected. Be specific.]

________________________________________________________________________

________________________________________________________________________

[In the third paragraph, say what the consequences are to not filling out the census. Give examples.]

________________________________________________________________________

________________________________________________________________________
All levels have a speaking/listening component

Practice Asking and Answering Questions

1. Work with a partner. Think of a question that someone you know might have about the census. (You should be able to answer the question with the information from the articles on pp. 2-4.) Write down only the question on a piece of paper. Discuss the answer to the question, and be ready to share the answer verbally (but don’t write it down).

2. Now trade questions with another pair of students. Read the question on the piece of paper you received. Let the other students respond to the question. Then switch and let the other pair read a question, and you respond. (Note to the teacher: Since you have two students answering one question, they should take turns when they answer. One person could say something, and the second person could add more information if they can. Or the second person could say simply, “I agree with what she said,” and then repeat the information. The idea is to practice sharing information verbally. If students are comfortable, invite them to stand in front of the room. This makes the activity more dynamic and more of a role-play of what might happen in real-life.)

3. After everyone has a turn, write another question and repeat the process. Keep doing the process until all the main questions that you might develop from the text on pp. 2-4 have been answered.
ESOL Activities – organized by level

https://nelrc.org/stand-up-and-be-counted/census2020/classroom-resources/

- Low beginner
  - Census facts
  - Reasons to complete the census
  - Counting a family
- High Beginner
  - Gomez household Q&A
  - Practice Dialogue
- Low Intermediate
  - Reading activities
  - Vocabulary practice
  - Who to count
  - Case study info gap
- High Intermediate
  - Census vocabulary and dictation
  - Census concerns
  - Making counter-arguments
  - Census.gov online
- Multi-level
  - Household examples
  - Discussion questions
How to Fill Out the Questionnaire Practice for ESOL Students
Lesson Packet #21 from The Change Agent

Purpose:
This beginner-level lesson packet supports students to fill out the 2020 census questionnaire in three different ways:
1) on paper (print out the form on pp. 3-4 of this packet),
2) in a fillable PDF; fill out this form here: nelrc.org/stand-up-and-be-counted/census2020/classroom-resources
3) fill out our practice online form, which you can find here: nelrc.org/courses/practice_census/story.html

Both the PDF and online questionnaires are near exact replicas of the Census Bureau’s versions, except they are shorter. The paper copy has vocabulary and explanations on p. 2 of this packet. The online version has vocabulary and explanations embedded in the web pages.

Contents:
p. 2: Note to the Teacher + Vocabulary and Explanations + Extended Practice
pp. 3-6: Practice Census Form

Avoid Hoaxes, Scams and Rumors during the 2020 Census
Lesson Packet #22 from The Change Agent

Purpose:
This intermediate-level lesson packet gives students a chance to work on reading, writing, and speaking and listening skills in the context of relevant, timely information about protecting against fraud during the 2020 census.

Contents:
It includes two authentic documents from census.gov, one student-written article from the “Stand Up and Be Counted” Issue of The Change Agent, and a quiz to test students’ understanding.
p. 2: Before You Read activities (including vocabulary and pre-test)
p. 3: Fighting 2020 Census Rumors
p. 4: Avoiding Scams and Fraud
p. 5: Quiz (covering the two census documents)
p. 6-7: “Information Against Misinformation”
(from The Change Agent) – LEVEL 8

College and Career Readiness Standards:
Read for details, add knowledge of vocabulary, practice reading more complex
A Replica of the Online Form

https://tinyurl.com/censuspractice

Welcome to the 2020 Census

- It’s quick and easy. The 2020 Census questionnaire will take about 10 minutes to complete.
- It’s safe, secure, and confidential. Your information and privacy are protected.
- Your response helps to direct billions of dollars in federal funds to local communities for schools, roads, and other public services.
- Results from the 2020 Census will be used to determine the number of seats each state has in Congress and your political representation at all levels of government.

Getting started:  IMPORTANT! Read the text below.

- You must complete your questionnaire once you begin. If you leave the questionnaire and return later, you will have to start over.
- Do not use the web browser buttons (back, forward, or close browser). Use the buttons within the questionnaire to navigate.
- For best results, use the latest version of Chrome, Firefox, Internet Explorer, or Safari. Enable cookies.
Keep an eye out for digital skills students will need. Then use the chat box to list some of them.

Welcome to the *PRACTICE 2020* Census!

None of the information you put here will be recorded anywhere.

What you see will look just like the real 2020 Census
- except -
  - There will be extra *RED help text* and help icons to click.
  - The real 2020 Census will also be available in 12 non-English languages.

Get started!
Digital Literacy Skills Needed

Website basics:
• Type web address
• Website layouts
• Scroll bar
• Button links
• Browser back/forward buttons

More website skills:
• Progress bar
• Pop up windows for information
• Error messages

Entering responses:
• Text boxes
• Radio buttons
• Drop-down boxes
• Check boxes
Supports for beginners:
https://www.milpitaschat.com/2020/01/2020-census-info-on-learning-chocolate.html
on Learning Chocolate (collected by Milpitas Adult School)
Background:
This practice form was created by NELRC at World Education. It is an almost exact replica of the first 4 pages of the Census Bureau's 8-page informational copy. You can find copies of both this version and the Census Bureau version here: nelrc.org/stand-up-and-be-counted/census2020/classroom-resources/org

How to use this form:
1) You can print it out and fill it out using a blue or black pen. Or you can open the PDF on your computer and fill in the squares using your keyboard. Where you have to “Mark X” in a square, simply click on that square with your mouse. Where you have to fill in text, move your cursor to the appropriate box and type in the text. Use tab to jump to the next fillable box.
2) This form has room for you to fill out information on 3 people. If you have more people at your residence, you could make extra copies of the last page, and cross out “Person 3” and replace it with the proper number.
3) Keep your filled-out copy, so you can refer to it when it is time to fill out the real census form!

For more resources on teaching the census:
https://nelrc.org/stand-up-and-be-counted/
Start here or go online at [url removed] to complete your 2020 Census questionnaire.
Use 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 no one lives and sleeps at this address most of the time, go online at [url removed] or call the number on p. 8.

The census must also include people without a permanent place to live, so:
- 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 X 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. Is this house, apartment, or mobile home — Mark X 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 (without 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

Number of people =  

Census Ambassador: Training of Trainers

- Two webinars to train teachers and staff to train others to be Census Ambassadors
- Community of Practice in between webinars to support the effort
- Token cash prizes to teachers and students!
- Funded by the National Coalition for Literacy

We will drop registration links into the chat box! Or email me to get more info.: cpeters@worlded.org.
Write for *The Change Agent*

- Check out our “Call for Articles” The theme of our next issue is **“Water”**
- Students can write for a national magazine.
- Their story will be read by peers.
- They will experience “the editorial process,” including revisions, etc.
- Next writing deadline is **May 3, 2020**.
- Students whose pieces are accepted receive $50.

Download “Call for Articles” at: [http://changeagent.nelrc.org/write-for-us/](http://changeagent.nelrc.org/write-for-us/)
Submitting Articles to *The Change Agent*

Each submission includes *all relevant contact information* for the student and the teacher.

Please email submissions as attachments.
Subscribe to *The Change Agent*

$20
per teacher per year

[changeagent.nelrc.org/subscribe/](changeagent.nelrc.org/subscribe/)
Back Issues Still Relevant!

For example:

[Images of various magazine covers, each with the title "THE CHANGE AGENT" and the subtitle "Adult Education for Social Justice News, Issues, and Ideas."]

We All Need to Play

Career Pathways

Play

Math

Hair

http://changeagent.nelrc.org/issues/
Resources

• National Coalition for Literacy
  https://national-coalition-literacy.org/research/the-2020-census/
• Thanks to NELRC/NCL for various webinars, available at: www.nelrc.org/census/
  https://www.lwv.org/other-issues/census
  http://www.ala.org/advocacy/govinfo/census
• Rock the Vote https://www.rockthevote.org/
• Resources shared in google folder: http://bit.ly/2HEnbgi
• https://2020census.gov/