



the **Change** Agent

*An Adult Education Magazine
for Social Justice*



Teach Basic Skills with the “Stand Up and Be Counted” Issue of *The Change Agent*



*New England Literacy
Resource Center*



**World
Education**

changeagent.nelrc.org

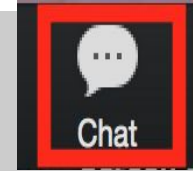
Meeting Controls (PC) can be found at the bottom of your Zoom window.



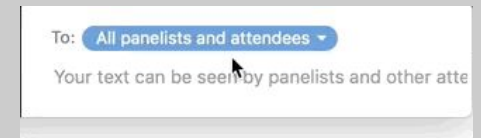
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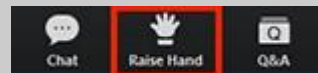
You can **access chat** by clicking the icon on the control bar



To change who you are chatting with, click the drop down beside "To:"



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...



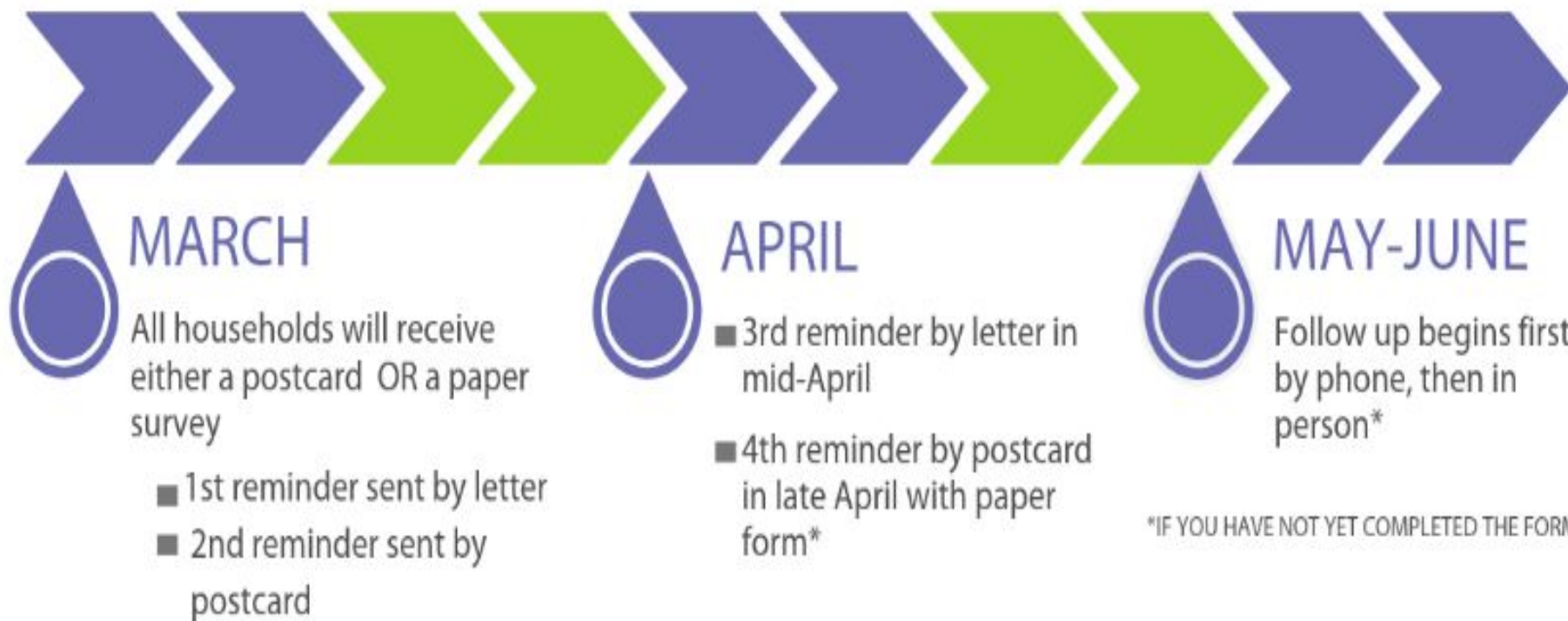
*...if you live outside
New England. Visit
our website to find
out how to get one
or multiple online
subscriptions.*

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Agenda

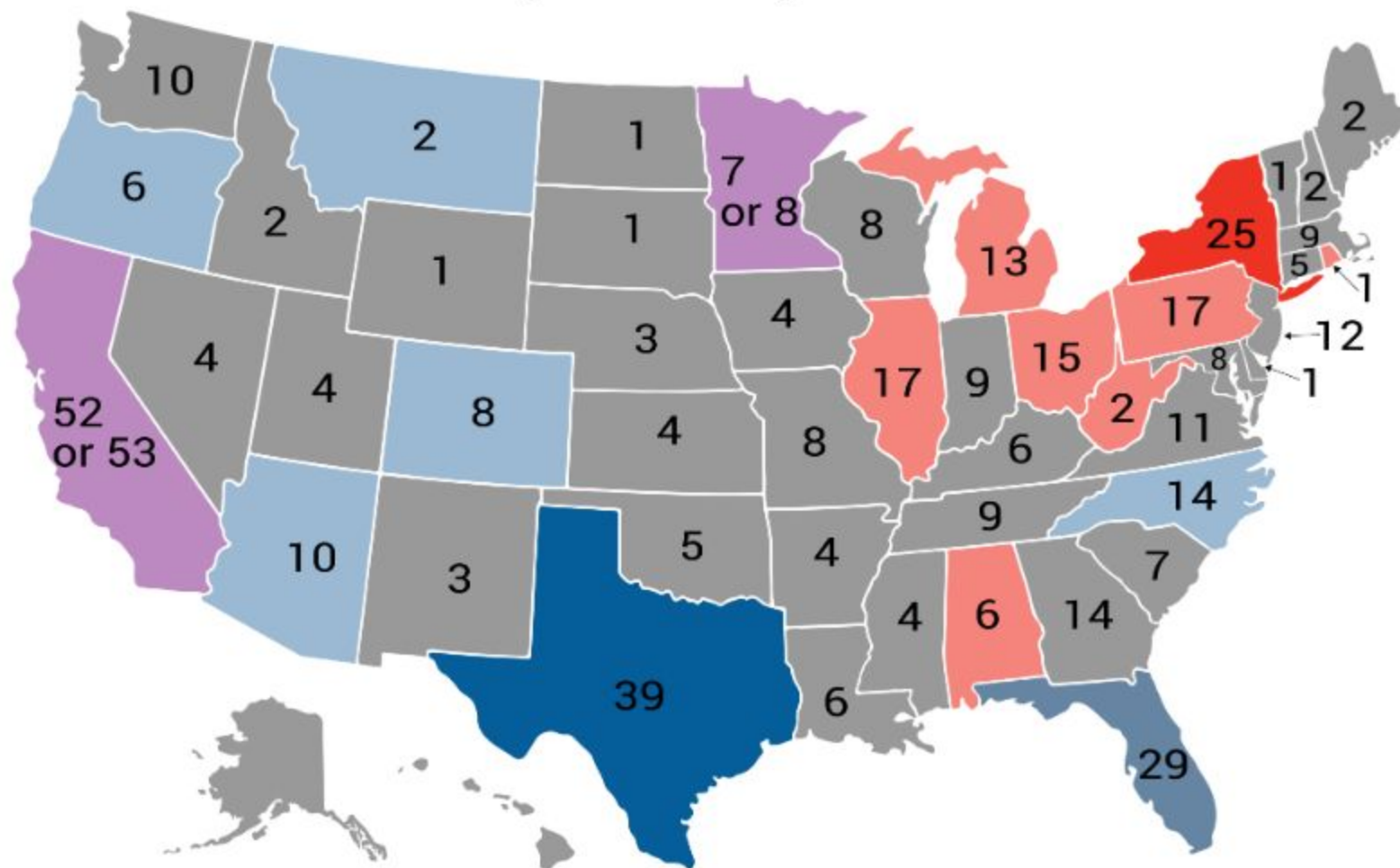
- Welcome/Introductions
- Using the topic of the census to teach multi-level reading, writing, speaking and listening – College and Career Readiness-aligned
- Using the census to teach document and digital literacy
- Find out about our training of trainers: teach your students to be Census Ambassadors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

TIMELINE FOR 2020



Census Projections for 2020 Congressional Reapportionment

Net Change in Total Congressional Seats



BRENNAN
CENTER
FOR JUSTICE

Gain 3 seats
Gain 2 seats

Gain 1 seat
None

None or lose 1 seat
Lose 1 seat

Lose 2 seats

Source: Election Data Services

\$1.5

Trillion in
Federal
Funding is
at Stake!



Change Agent Lesson Packets

changeagent.nelrc.org/in-the-classroom/lesson-packets/

ts/ :

** multi-level

**CCRS-aligned

**pre- and post-activities

Help Someone Understand the Census

Lesson Packet #20 (for beginners) from The Change Agent



The purpose of this packet is to teach census basics, so that a student could explain what they learn to someone else. All articles are a mix of grade-level-equivalent 4. Thanks to the National Coalition for Literacy for generously supporting the development of these materials.

Contents

We Count, Count Us!
Who Counts? Everyone!
Still Undecided? Read This!
Do People Feel Safe Enough?
Activities
Note to the Teacher

Steps

1. Support students to read pp. 2-4. Note key vocabulary and words, eg. "representative." Invite students to summarize key points drawn from all the articles.
2. The article on p. 5 is written by a student who fills out the census. Read this article with students. He raises authentic concerns and signed to help students respond in an appropriate way.

College and Career Readiness Standards

Read for details and main ideas, write up

Help Someone Understand the Census

Lesson Packet #20 (for intermediate learners) from The Change Agent



The purpose of this packet is to teach census basics, so that a student could explain what they learn to someone else. The articles are a mix of grade-level-equivalent 4 and 6. Thanks to the National Coalition for Literacy for generously supporting the development of these materials.

Contents

We Count, Count Us! 2 (level 6)
Who Counts? Everyone! 3 (level 4)
Still Undecided? Read This! 4 (level 6)
Do People Feel Safe Enough? 5 (level 4)
Activities 6-7
Note to the Teacher 8

Steps

1. Support students to read pp. 2-4. Note key vocabulary and words, eg. "representative." Invite students to discuss what they learn to someone else. Summarizing key points drawn from all the articles.

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 could explain what they learn to someone else. The articles are a mix of grade-level-equivalent 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.

Contents

We Count, Count Us! 2 (level 6)

Census Basics

We Count, Count Us!

Jeannette Jimenez



BEFORE YOU READ: Take the true or false quiz below. Then read the article to check your answers.

Statement	True or False
1. The census is a count of all people and pets.	
2. I should only count my children because they are citizens, and I am not.	
3. The government uses census information to decide how many schools to build.	
4. The 2020 Census includes a question about your citizenship status.	
5. There is a law that protects your individual data.	
6. In 2020, you can only fill out the census questionnaire online.	

In 2020, the U.S. government will want to make a call to all people in the immigrant community. Please answer the questions below.

The census counts all the people in the country, and this information helps the government decide how to distribute funds to help create new schools, fire stations, and more.

I want to tell my friends and family about the U.S. Census Bureau's information under any circumstances. If you are an immigrant, you may be afraid to participate.

You can complete the census online, by telephone, or by mail. To the last census, we know that in 2010, the Latino community represented 11% of the people living in Washington, D.C. Since then, the number has increased. We need to participate because we count, so count us!

AFTER YOU READ: Why does Jeannette want people to participate in the census?

Jeannette Jimenez is an ESL Hospitality student at the Carlos Rosario International Public Charter School in Washington, D.C.



Who Counts? Everyone!

Cynthia Peters

BEFORE YOU READ: Make a list of everyone who lives with you. Write down their names and their relationship to you.

It is very important that we count everyone. But some people are not counted. People of color, immigrants, and people who are learning English are undercounted. Children are the most undercounted group. In 2010, the census did not count more than a million children under age five.

When people are filling out the census, they wonder: do children count? Yes, they do! Count all the children who live with you. They could be your own children or your grandchildren or your friend's children. Count them all. If your baby is just one day old, count that baby!

Your community needs schools, health care, and housing. The census wants to get a big picture of who lives in the U.S. so they can plan for the next 10 years. The next census isn't until 2030. Make sure to count everyone who lives with you!

AFTER YOU READ: Study the images on the right. Then check all the people in the list below that you should count when you fill out the census for your household.

- ☐ someone who is away at college
- ☐ all children (if they are living with you on April 1, 2020)
- ☐ babies born on or before April 1, 2020
- ☐ someone who is away in the military
- ☐ non-family members who live with you most of the time
- ☐ foreign-born people who live with you
- ☐ a child who splits time with you and another parent and is staying with the other parent on April 1, 2020

Download a free lesson packet for ESOL students on filling out the census at change4u.org/the-classroom/lesson-packets/



Count...

...everyone

Do You Still Undecided? Read This!

Lucienne Pierre

The word census comes from the Roman Republic. The Romans kept a list of all adult males who were fit for military service. Today in the U.S., we use the census to count all people. We need an official count of the population so that we have adequate resources and correct political representation.

I plan to participate in the 2020 Census. When I fill out the census, I will be following the law. There is a reason the census is required by law: If my information is necessary for the government, we community is not fully counted in the census, we will not get the services we need. We would not get all the funding we need for schools, healthcare, and other important services. We would not get all the representatives we need in congress.

Would you want to be the cause of your community not receiving the services it needs? Well, then I recommend you learn more about the census, and I think then you, too, will want to be counted!

Lucienne Pierre is from Haiti. She is a student in the ESOL College and Career Readiness class at Atlantic Technical College in Fort Lauderdale, FL. She goes to school because she wants to speak English fluently.



How Much Money for your State?

The U.S. government gives money to the states based on their population. Let's say your state gets \$2500 per person per year from the federal government. A family of five adds funding to your state:

$$\begin{array}{r} \$2500 \\ \times 5 \text{ (people)} \\ \hline \$12,500 \\ \times 10 \text{ (years)} \\ \hline \$125,000 \end{array}$$

In the example above, if a family of five were not counted, the state would lose \$125,000 over 10 years. Do the math for your family. If you do not count your family, how much will your state lose?

How Many Members of Congress for your State?



Apportionment based on the 2010 Census

After each census, the total number of representatives is split among the states, based on their new population. This process is called apportionment. If your community is not counted, you might lose representation in congress.

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

It is going to be difficult for the census to get an accurate count.

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 docu-

ments, 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 attends 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.

Page Number	Benefit to you and your community of filling out census	Ways your information is protected	Consequences of not filling out the census

Beginner activity (contd.)

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, _____

Intermediate activity (has fewer supports)

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

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>> and <<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.

Page Number	Benefit to you and your community of filling out census	Ways your information is protected	Consequences of not filling out the census

Advanced activity (has fewer supports and option to write essay or present slideshow)

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

changeagent.nelrc.org/in-the-classroom/lesson-packets/

** multi-level

**CCRS-aligned

**pre- and post-activities

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. 3-6 of this packet),
- 2) in a fillable PDF: fill out this form [here](https://nelrc.org/stand-up-and-be-counted/census2020/classroom-resources):
nelrc.org/stand-up-and-be-counted/census2020/classroom-resources
- 3) fill out our practice online form, which you can find [here](https://nelrc.org/courses/practice_census/story.html):
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
<https://2020census.gov/en/news-events/rumors.html> – LEVEL 7
p. 4: Avoiding Scams and Fraud
<https://2020census.gov/en/avoiding-fraud.html> – LEVEL 10
p. 5: Quiz (covering the two census documents)
pp. 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>

United States®
Census
2020

This is a practice census. None of your information will be submitted to the Census Bureau or stored anywhere.

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.

 **Shape
your future
START HERE >**

United States®
**Census
2020**

Start Questionnaire


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.

Take a tour and then try it out yourself

<https://tinyurl.com/censuspractice>

👁👁 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:

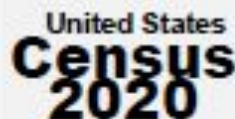
<https://www.milpitaschat.com/2020/01/2020-census-info-on-learning-chocolate.html>

on Learning Chocolate (collected by Milpitas Adult School)

Match up 1 Match up 2 Match up 3 Fill in Dictation ? ⌵

 <p>census 🗣️</p>	 <p>address 🗣️</p>	 <p>household 🗣️</p>
 <p>housing 🗣️</p>	 <p>phone number 🗣️</p>	 <p>name 🗣️</p>
 <p>gender 🗣️</p>	 <p>birth date 🗣️</p>	 <p>race 🗣️</p>

CENSUS PRACTICE QUESTIONNAIRE



This is a PRACTICE questionnaire for this address.
It includes all the same questions in the same format as
the Census Bureau's "Informational Copy."



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.

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

Number of people =

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. 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 (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

— —

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/>

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/

Back Issues Still Relevant!

For example:



Play

Math

Career
Pathways

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/>