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**2010 CENSUS PLANNING MEMORANDA SERIES**

**No. 225**

MEMORANDUM FOR      The Distribution List

From:                      Burton Reist *[signed]*  
                                 Acting Chief, Decennial Management Division

Subject:                    2010 Census Integrated Communications Program Census in Schools  
                                 Assessment Report

Attached is the 2010 Census Integrated Communications Program Census in Schools Assessment Report. The Quality Process for the 2010 Census Test Evaluations, Experiments, and Assessments was applied to the methodology development and review process. The report is sound and appropriate for completeness and accuracy.

If you have any questions about this document, please contact Mary Bucci at (301) 763-9925.

Attachment

# 2010 Census Integrated Communications Program Census in Schools Assessment Report

U.S. Census Bureau standards and quality process procedures were applied throughout the creation of this report.

**Final**

**Victoria Glasier**

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**Public Information Office**



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## **Executive Summary**

The purpose of the 2010 Census in Schools program was to provide educators with resources to teach the nation's students about the importance of the census so children could help deliver this message to their families. The program was designed to engage America's youth and to help ensure every child and every household member was counted in the 2010 Census.

The Census In Schools program had three components: (1) national and regional outreach to state and district level school administrators, chairpersons of boards of education, parent-teacher organizations, school principals, social studies coordinators, teachers, and students; (2) partnerships with the U.S. Department of Education and national and local educational organizations; and (3) lessons and related materials for Kindergarten through twelfth grade students and their teachers, developed in partnership with Scholastic, Inc.

This report will assess the activities of the 2010 Census in Schools program, which was part of the 2010 Census Integrated Communications Program. The goal of the Census in Schools program was to increase awareness and overall public response for the 2010 Census by engaging teachers, students and their households in public conversations about the 2010 Census. The Census Bureau subcontracted with Scholastic, Inc. under the DraftFCB contract to help with this effort.

Through Census in Schools, educators in public, charter, private, parochial, tribal, and home schools were given access to 2010 Census lessons, materials, and event ideas designed to teach students and their households about the census' role in U.S. history, current events, and more. The education component was tailored to serve Kindergarten through twelfth grade students in stateside schools, the District of Columbia, Puerto Rico, and every student in Kindergarten through eighth grade in American Samoa, Guam, the U.S. Virgin Islands and the Commonwealth of the Northern Mariana Islands. There also were separate components for stateside Kindergarten through eighth grade students enrolled in English language learners' classes, stateside Kindergarten through fifth grade diversity lessons and lessons for adult students enrolled in stateside English as a Second Language classes. Classroom materials were available in English and Spanish and take home materials were available in 25 additional languages. All Census in Schools materials were available on the Census Bureau's and Scholastic's websites.

The planning and implementation of the program involved contractors, stakeholders, partners and internal program areas. Sessions with staff and contractors produced valuable lessons learned. There were many recommendations for the Census in Schools program. Some high level recommendations to guide planning for the 2020 Census in Schools program include:

- Census in Schools lesson plans and materials should comply with state or local formal curriculum.
- Census in Schools materials should be given to regional partnership staff as part of their initial training.

- Plan for the 2020 Census with a scalable model, both larger and smaller depending on the budget, of the desired Census in Schools materials that are to be developed, identifying target audiences for each component.
- Utilize partnerships as an ongoing process with national professional educational associations as a supportive vehicle for dissemination of the Census in Schools program.
- Maintain a Census Bureau website for the 2020 Census in Schools program.

# **1. Introduction**

## **1.1 Scope**

The scope of this assessment is to document the planning and implementation of the activities for the 2010 Census in Schools (CIS) program, which was part of the 2010 Census Integrated Communications Program (ICP). The aim of this assessment is to describe the various efforts that the ICP engaged in during the 2010 Census and the outputs that resulted from this work. Analyzing, interpreting, and synthesizing the effectiveness of the ICP is beyond the scope of this study.

## **1.2 Intended Audience**

Program managers and staff responsible for planning the 2020 Census and those interested in learning about the 2010 CIS program.

# **2. Background**

## **2.1 Census 2000**

To more effectively conduct and increase participation in Census 2000, the U.S. Census Bureau developed relationships with a variety of educational organizations and agencies. One initiative was to enhance the awareness of Census 2000 to teachers and their students through teaching materials prepared by the Census Bureau. The Census Bureau hired Scholastic, Inc. (Scholastic, Inc.) and spent 14.5 million dollars on the CIS program initiative. CIS was particularly aimed at students in those areas that have been historically Hard to Count (HTC). The belief was that students' awareness of the importance of Census 2000 would be communicated to parents, who would then be more likely to participate than those parents who were unaware (Macro International, 2002).

During Census 2000, the CIS program was implemented as a part of a phased marketing campaign. All elementary school teachers and all secondary math or social studies teachers in HTC areas were sent an invitational packet. All Bureau of Indian Affairs schools and all public and private schools in Puerto Rico received materials. This invitational packet consisted of an informational letter and an order form that provided teachers with the opportunity to order CIS program materials, including a teaching guide, lesson plans, and a large scale U.S. map.

School principals, other than those in HTC areas, administrators, and curriculum coordinators also received an invitational packet. Although not all teachers received the formal invitation to participate, any educator could order the teaching kits directly by calling a toll free number or request by filling out a postcard that was included in the packets sent to all principals. Partnership specialists distributed invitations to educators from the Regional Census Centers (RCC) and to educators at conferences. Partners promoted the materials in education association publications. Additionally, all elementary school teachers and middle school social studies teachers were sent take home materials for students to learn about the census and share with their



parents at home, thereby having the potential to reach each kindergarten through eighth grade student in the country.

In November 1999, the Census Bureau shipped copies of the teaching kits and order forms to request additional teaching kits to principals, curriculum coordinators, and secondary social studies and math department chairpersons in the remaining 60 percent of schools. By September 2000, educators had ordered nearly two million teaching kits (Norris, et al., 2001).

## **2.2 2010 Census**

The Census Bureau articulated a clear mission for the 2010 Census ICP: to motivate the entire population to participate in the census. To support the Census Bureau's goals in school settings, the 2010 CIS program developed materials designed to inform students about the importance of the census and illustrate the impact and benefits of the census on the local level. In Spring 2008, Scholastic, Inc. presented DraftFCB and the Census Bureau with a plan to update CIS 2000 for the 2010 Census. In September 2008, Scholastic, Inc. was awarded the contract (Scholastic, Inc., 2010).

For the 2010 Census operations, CIS correlated its materials to national curriculum standards in support of the No Child Left Behind (NCLB) requirement. The CIS program made print and online materials user-friendly and provided optional web extensions for additional learning opportunities. The program was designed to accommodate different learning styles and give attention to the diversity of the HTC population.

CIS developed materials using the following objectives:

- Inform students about the importance of the census.
- Make print and online materials user-friendly.
- Recognize and be sensitive to the diversity of the HTC population.
- Illustrate the impact and benefits of the census on the local level.
- Accommodate different learning styles.
- Integrate English language arts to reflect the NCLB requirements for Kindergarten through eighth (K–8) grade instruction.
- Correlate to national curriculum standards in support of the NCLB requirement.
- Provide optional web extensions for additional learning opportunities.

The 2010 CIS outreach included a Kindergarten through twelfth (K-12) grade program of printed maps and kits, lessons, and CIS Week materials (for classroom use) as well as Family Take Home pages (for students to take home to their families) for administrators, teachers, students, and parents in all K-12 schools in the U.S. and Puerto Rico. Additionally, administrators, teachers, students, and parents in all K-8 schools in Guam, American Samoa, the Northern Mariana Islands, and the U.S. Virgin Islands received printed maps and kits, lessons and mass outreach, CIS Week materials, and Family Take Home pages.

Several school populations – Pre-Kindergarten (Pre-K), K-8, English Language Learner, and Adult English as a Second Language (ESL) – received materials developed in consideration of

their specialized needs. Targeted mailings were sent to K-8 district-level superintendents, state-level social studies supervisors, adult ESL managers, high school social studies chairpersons, K-8 media specialists and parent-teacher organization/parent-teacher association presidents. The design framework for all CIS materials included considerations of different learning styles, the requirements of the NCLB Law, and national professional standards in math, social studies, and reading. Materials focused on grade-level bands (K-4, 5-8, and 9-12) and were interdisciplinary, mirroring current educational trends. Staff gave careful attention and review to product development through regular scheduled reports from Scholastic, Inc. and a product matrix (available in appendices of the final report issued by Scholastic, Inc.) on status, product updates, web metrics, e-mail blasts, and more. This information included weekly status reports, bi-weekly web usage reports and an e-mail schedule of regularly-deployed emails to educators.

The CIS staff used a monthly-formatted calendar to track all CIS activity including the Census Bureau's CIS and the Associate Director for Communications (ADCOM) reviews, approvals, feedback dates, on-line and in-school material delivery dates, e-mail deployment dates, and Section 508-compliant and non-compliant status (Section 508 standard requires that Federal agencies' electronic and information technology is accessible to people with disabilities). Portable Document Format (PDF) files approval and delivery dates were also tracked.

In response to inquiries from the Regional Offices regarding the lack of adequate depiction of the racial and ethnic diversity of the U.S. on CIS classroom materials, CIS staff developed a map that was used to develop the CIS Diversity Program for students in grades 5-8. The diversity program consisted of website lesson plans and a wall map that focused on the racial and ethnic diversity of the U.S.

CIS continued to send its monthly electronic newsletter, *Educator Update*, to a database of approximately 1,300 educators. Newsletter articles featured various Census Bureau data, Facts for Features, collections of statistics from the Census Bureau's demographic and economic subject areas, and suggested teaching ideas for social studies, math, reading, and writing (Jefferson-Copeland, et al., 2010).

In order to assist in the promotion of the CIS program to the target audience in the education community, CIS developed promotional items for use at educational conferences and CIS events such as t-shirts, rulers, tote bags, stickers, and CIS slide rulers. It should be noted that the CIS program developed materials for students in K-12 only. Post-secondary students were targeted through other aspects of the ICP, such as paid advertising and partnership materials.

## **Website**

In preparation for the 2010 Census, CIS staff began to expand the content of the CIS website. Staff worked with a contractor to develop quizzes, memory games, coloring pages, and word finds for students. The design of these interactive features presented information about the census and census data in a fun and engaging format. Working with the Statistical Research Division, CIS tested these features with focus groups of students from grades K-5 and received positive reviews. Findings from the focus groups resulted in regular changes to the site to make it more user-friendly.

CIS staff developed “Student State Facts,” a web-based, downloadable activity which provided students with state-level data that could be used as a tool to learn how to collect, organize, analyze, map, and graph a variety of information. This tool gave students an opportunity to examine data about children their age, as well as a variety of other facts selected to appeal to young students. This was one of the most popular and most viewed portions of the CIS website.

In April 2009, CIS staff updated the CIS website in preparation for the 2010 Census and uploaded materials on an ongoing basis. As CIS staff received lesson and map files from Scholastic, Inc., Census Bureau experts on 508 standards compliancy reviewed these files, which were then uploaded to the CIS website. A portion of the website contained both an email address and telephone number for teachers to contact the CIS staff. CIS staff received requests from thousands of teachers for further information and materials (Jefferson-Copeland, et al., 2010).

Both formal and informal feedback generated from CIS activities indicated educator reactions, provided ongoing internal assessments, and informed changes in both the materials and the program. Web metrics, both from CIS and Scholastic, Inc., regularly indicated the website activity of each organization. Scholastic, Inc., and the Census Bureau both housed CIS materials on their web sites. Statistics on professional educational conferences attended, presentations, exhibits, and special events provided information about specific audiences that were reached and will provide important information for future planning. A report on articles published in print and online educational professional journals indicated the publication’s name, audience, and number of readers.

### **National Partner Support**

CIS staff, working with the National Partnership program, developed and maintained alliances with professional education and subject-matter associations whose support helped spread the census message in the educational community. CIS recruited 36 national partners and a number of key educators and organizations that supported the CIS program. Many of the partners provided multi-channel support by placing articles in their journals, linking to the 2010 Census website, providing exhibit space at their conferences, and allowing the CIS staff to conduct workshops at their meetings and conferences.

Beginning in 2008 CIS staff members attended over 20 major national and regional conferences with a reach of over 60,000 conference participants. While attending these conferences, CIS staff disseminated 2010 Census materials such as fact sheets, slide rules, ethnic and diversity pamphlets, and a host of 2010 Census promotional items. CIS staff presented workshops and training sessions to teachers, curriculum coordinators, and supervisors at conferences to inform them about the CIS program and to encourage them to use the educational materials that CIS provided by mail and on the CIS website. CIS staff presented educator workshops through organizations such as the National Council of Social Studies, National Association of State Directors of Migrant Education, National Council of Geographic Education, and the Metropolitan Council of Governments.

CIS and Sesame Street Workshops formed a partnership in August 2009. Sesame Street Workshops characters, “Rosita” and “The Count,” participated in the national CIS events in mid-September 2009 through April 2010. CIS also incorporated the presence of Clifford the Dog, a Scholastic, Inc. character, at various events (Jefferson-Copeland, et al., 2010).

### **Program Budget**

Scholastic, Inc. developed the program strategy and materials in collaboration with the Census Bureau and DraftFCB starting in August 2008 with a base budget of 4.3 million dollars that increased and grew to 14.5 million dollars. This base funding provided for the following:

- K-8 Principals Program (kit to principals included notification letters, promotional brochures, maps, and lessons used for students in grades K-8) or 20,000 HTC schools in the U.S.
- K-8 program notification letters, promotional brochures, maps and lessons used for students in grades K-8 for 1,000 schools in Puerto Rico
- K-8 program notification letters, promotional brochures, maps and lessons used for students in grades K-8 for 2,000 schools in Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands
- Creation of materials for the CIS week (on-line only)

Development of materials continued into 2010 through four additional stages, as funding for the program increased. With the first set of additional funds of 4 million dollars in April 2009 (bringing the total budget to 8.3 million dollars), the program expanded as follows:

- Expansion of the universe from 20,000 HTC schools to all K-8 schools in the U.S.
- Increased number of printed principal letters, maps, and parent take-home materials.
- Expansion of data dissemination costs for postage and packaging.
- Creation of a Grade 9-12 stateside program.
- Creation of a stateside district level superintendents program for all school districts (more than 15,000 in total).

The second funding increase was an addition of 1.7 million dollars in August 2009 bringing the total budget to 10 million dollars. This involved the following:

- Printing the stateside, Puerto Rico, and Island Areas K-8 CIS Week mini-lessons.
- Creation of English as a Second Language Program for 35,000 schools.

The third allotment of additional funds of 3 million dollars in September 2009 (brought the total budget to 13.9 million dollars) came from the American Recovery and Reinvestment Act. This additional funding resulted in:

- Creation of K-8 and 9-12 teaching guide samplers (abbreviated lesson plans and no map).
- Printing 100,000 of K-8 and 100,000 of 9-12 teaching guide samplers and mailing to Regional Offices (hand delivery by partnership specialists to teachers/schools).

- Creation of the K-8 stateside English Language Learners Program for all K-8 stateside schools (more than 52,000 in total).
- Creation of the Grade 5-8 Diversity Program which consisted of website lesson plans and a wall map that focused on the racial and ethnic diversity of the U.S.
- Creation of the K-8 parent take-home materials in 25 languages (online only).

Finally, an additional 600,000 dollars in FY10, for a total budget of 14.5 million dollars, covered re-creation of the K-8 Puerto Rico Program necessary due to errors on the map and language issues.

## **Outreach**

Scholastic, Inc. and CIS staff began outreach efforts to raise awareness about CIS and provided educators with the information they needed for long-term planning, starting in April 2009 and continuing into 2010. CIS and other Census Bureau staff reviewed all materials; planned for the attendance, presentations, and exhibits at national educational conferences; worked with regional Partnership and Data Services Staff to promote local conferences; and wrote articles for inclusion in print and on-line educational publications.

Scholastic, Inc. directly disseminated program materials to educators to include in classroom curriculum information about the 2010 Census, beginning in August 2009 and continuing into 2010. These materials included printed lessons and maps, downloadable website lessons and activities, and regular, targeted email blasts. CIS staff disseminated materials at presentations, meetings, and conferences and through direct responses to educator requests.

The final stage and promotion of the action stage started in January 2010. It provided many converging opportunities for student activities such as CIS Week (a week dedicated to 2010 Census lessons and related activities to teach the entire school body and/or individual classes about the 2010 Census) and Family Take Home (materials for students to take home to their families and designed to encourage parent conversations and participation). Schools in the 50 states and Washington, D.C. received additional materials, such as Diversity Kits for grades 5–8 (Scholastic, Inc., 2010).

### **3. Methodology**

#### **3.1 Methods**

The CIS Study Plan included questions on strategies and planning, target audiences, outreach efforts and publicity for the program, and a discussion of how well the materials developed under the 2010 ICP were incorporated into the curriculum. In order to prepare complete, accurate responses, the author took steps to prepare responses to the questions presented in the CIS study plan. Overall, the steps included researching in-house documentation and interviewing co-workers in the 2010 Census Publicity Office on the CIS program.

The author began by conducting a search of internal documents on the program including a search through lessons learned, planning documents, and assembling the website metrics into the newsletter, emails, etc. In particular, the author obtained early planning and strategic information from the CIS Branch Chief. Additionally, the author obtained information from fellow staff members on the extensive outreach efforts through conferences and materials requested by phone and email and partnership activities with Sesame Street and other partners. The partnership with Sesame Street provided the Census Bureau with the rights to use the characters (Count and Rosita) at high profile events and images on stickers were produced for children. The use of these images and the strong partnership with Sesame Street allowed for integration into other programs such as the 2010 Census Portrait of America Road Tour. The Public Information Office (PIO) provided documentation on the public relations efforts for the 2010 CIS program. The 2010 CIS program had an extensive and aggressive publicity plan that outlines the different events, locations, timing, attendees, and overall purpose of each event. The plan was designed to raise awareness of the 2010 Census.

In addition, the author reached out to the task manager for the CIS Task Orders to find information on the contract and to locate the documentation prepared by Scholastic, Inc., the educational sub-contractor on the 2010 Census Integrated Communications Campaign. The documentation included schedules, deliverables, budget, outreach efforts conducted by the contractor such as e-mail blasts, banners/touts, and the scholastic.com website. The two key documents provided were the CIS Work Plan and the CIS Final Report. The CIS Work Plan provided a comprehensive overview of the program, target audiences, schedule, and deliverables for work performed under the contract. The CIS Final Report is a comprehensive document that shows the lessons learned from the development and implementation of the CIS program that involved the contractor. Note that all documents provided were for the development of the CIS program under the 2010 Census Integrated Communications Campaign. The document does not include information for in-house efforts conducted for the CIS program.

#### **3.2 Questions to be Answered**

1. What strategies did CIS pursue in creating the program?
2. Prior to project planning, did CIS investigate best practices used during similar efforts at other government agencies? If yes, were they incorporated?

3. Did the program successfully target students of all grades and ages? If yes, describe the steps taken to ensure this outcome.
4. Did CIS successfully construct lesson plans and other program materials according to current educational requirements? If yes, describe the steps taken to ensure compliance with this objective.
5. Did CIS successfully consider input from teachers or other educators when developing curricula and other program materials? If yes, describe the outreach efforts.
6. Did CIS materials arrive in time to be incorporated into the school curriculum? Were CIS materials incorporated into any school curriculum? How was this determined?
7. Did CIS develop curricula specifically targeted to hard-to-count audiences? If yes, describe the steps taken to ensure compliance with this objective, including details of how these materials differ for different groups.
8. How was the decision made to create in-language materials?
9. What process was established to review the in-language materials?
10. What steps did CIS take in publicizing its programs and curricula?
11. Did CIS provide any additional support to teachers (e.g., workshops, help line)? If yes, describe.
12. What steps did CIS take to design and build a user-friendly CIS website where educators could access all program materials? Describe these efforts, including results of any usability or user acceptance testing.
13. What steps did CIS take to design and build a CIS website that appealed to children of all ages? Describe these efforts, including results of any usability or user acceptance testing. Was the CIS Web site effective, and how was this measured?
14. What challenges existed in the Census Bureau's approval process of CIS materials?

## **4. Limitations**

The effects of the 2010 CIS program are hard to quantify and isolate into direct, attributable participation results. Over time, many efforts have been made to make such correlations with mixed success. Therefore, this assessment at its barest level is designed as a mechanism to express the outcomes of measureable items such as the activities undertaken, types of CIS materials created, the development of a 2010 Census CIS website, and the cost of the program. It is limited to this scope, and should be used as one of many tools for a truly thorough review of the CIS program.

## **5. Results**

### **5.1 What strategies did CIS pursue in creating the program?**

The CIS program for the 2010 Census developed sequentially from a fundamental to a more robust program as increased funding became available. Initially conceived as a basic program, the Census Bureau directed Scholastic, Inc. and DraftFCB to present a multi-phase plan for the 2010 CIS program.

A strategic plan developed by Scholastic, Inc. and presented to DraftFCB on April 16, 2008, created a proposal based on a suggested budget level of approximately 4 million dollars, inclusive of estimated printing and distribution costs. The initial scope and scale of the program identified a narrow approach that focused on digital (online) marketing of educational materials and distribution of print deliverables for grades K–6 (expanded to K-8) in the 50 states, Washington, D.C., Puerto Rico, the Island Areas of American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands. The program expanded to grades K-8 to include the elementary schools that continue through the eighth grade. In the original plan, print materials in the form of Principal’s Kits, and other outreach efforts were targeted only to grades K–8 schools identified as serving HTC populations, with the remainder of schools and teachers accessing the materials online. As requested by the Census Bureau, Scholastic, Inc. included options for additional reach and program expansion if additional funding became available (Scholastic, Inc., 2010).

Scholastic, Inc. and the Census Bureau established a strategy to target materials to students in grades K-6 HTC schools and to facilitate expansion of the CIS program through a scalable segmentation of schools. On behalf of the Census Bureau and DraftFCB, Scholastic, Inc. licensed the entire Quality Education Database (QED) of schools in the 50 states and Washington, D.C. The list of variables included, but were not limited to, census data and rostered schools for all 50 states and Washington, D.C., by building type (e.g., elementary, middle school, junior and senior high school, grade K–8 schools, grade K–12 schools), number of teachers, number of administrators, household income, ethnicity, Title I (improving the academic achievement of the disadvantaged), and expenditures. These data were also supplemented, where appropriate, by Scholastic, Inc. proprietary transactional database (Scholastic, Inc., 2010).

QED did not collect data on the Island Areas or Puerto Rico; therefore, those regions were not included in QED lists. The supplemental Scholastic, Inc. data included information about Puerto Rico schools, but not about schools in the Island Areas. The Census Bureau provided distribution data for Puerto Rico and the Island Areas, and DraftFCB Puerto Rico handled English to Spanish translations of the educational content developed by Scholastic, Inc.

Another strategy was a review of the Census Bureau generated HTC scores and available school data. Planners determined that there were multiple differences between schools with high HTC scores and schools identified by the QED database as having a significant HTC population. In considering the differences between the two scoring systems, it was unclear if assigning a blended score to schools would accurately reflect the demographic characteristics of students in a given school building. During the course of this exploration, which ensued for several months, CIS funding was increased allowing for print distribution to all schools (not just HTC schools). As a result, this eliminated the need for pursuing a blended HTC score (Scholastic, Inc., 2010).

Early strategies included the plan to reach out early and often. To promote awareness, inclusion, and usage by educators, CIS, Scholastic, Inc., and DraftFCB planned to conduct a coordinated outreach campaign to keep teachers informed about what to expect from the start.



CIS planned to integrate educational components. Print and digital platforms would deliver educational content and promote CIS to administrators and educators. Census-based content within the required school curriculum would include new developments in education including fundamental educational principles. The CIS program would reach across audiences to community partners. There was a two-pronged distribution strategy.

- Part one - Reach schools on an administrative level with the distribution of print materials, taking advantage of the fact that every school has a chief education officer (CEO), the principal, who acts as the instructional leader at the grades K–8 level.
- Part two - Reach the mass audience of teachers by a direct-to-teacher communication plan by e-mailing grades K–12 teachers with links to the online materials. This plan would be later augmented by additional strategies for communication: a monthly CIS – developed teacher newsletter, presentations and booths at selected teacher national professional conferences, and email blasts to teachers by Scholastic, Inc. (Scholastic, Inc., 2010).

Funding expansions extended delivery of the printed grades K–8 Principal’s Kit materials beyond those with high HTC scores to include all schools in the 50 states and Washington, D.C. As additional funds became available, the Census Bureau expanded the print deliverables for the CIS program to reach all grades K–8 students (beyond those in HTC schools) and students in grades 9–12 in the 50 states and Washington, D.C., and in Puerto Rico (in Spanish), as well as students in grades K–8 in the Island Areas. Additional expansions include:

- Grades K–8 English Language Learners (ELL) Teaching Guides
- Adult ESL Teaching Guides
- Development of materials for students in grades 9–12 in the 50 states and Washington, D.C., and Puerto Rico
- Materials for distribution during the 2010 Census Road Tour including activity pages
- Updating the Census 2000 Pre-K Big Reading Book and coloring books
- Electronic Family Take Home materials in additional languages
- Increased printing of Family Take Home materials (English/Spanish)
- The Diversity program for schools with grades 5–8 in the 50 states and Washington, D.C.

Additional strategies in developing the CIS program included establishing and nurturing partnerships. CIS established major partnerships with 36 educational organizations that became national partners and supported the CIS program in various ways. Some partners provided links on their webpage; others highlighted CIS at meetings, conferences, and conventions; still others provided inclusion of articles in professional publications both print and electronic.

CIS continued and expanded its electronic newsletter. Issued monthly, the newsletter provided information and specific applications by grade level for teacher inclusion of materials. Newsletters were archived on the 2010 CIS website so that teachers could reference information from previous issues.

Employing a top-down approach, CIS recognized that teachers would not use materials unless there was buy-in from their superiors: superintendents, principals, supervisors, and department

chairs/program coordinators. All materials reflected an adherence to professional standards in social studies, math, English language arts, and reading, another requirement necessary for teacher usage.

CIS sent letters and sample materials to all State Superintendents of Schools and members of State Boards of Education explaining the importance of the 2010 Census to their schools and communities.

State Supervisors of Social Studies (the educational strand most often addressed in the teacher lesson plans) received letters and sample CIS materials. At the annual meeting of the Council of State Social Studies Supervisors in Atlanta, 2009, the Assistant Secretary of Commerce spoke directly with the state social studies supervisors asking for their support and answering questions.

The majority of CIS materials were mailed to principals based on previous experience that principals would disseminate limited supplies of printed works to the most appropriate educators within the school building; promote usage; and advocate participation in the 2010 Census across the entire school community.

Employing a bottom-up approach, Scholastic, Inc. executed a digital campaign to reach a broader audience of teachers and specialty educators (topic-specific teachers, department chairs, librarians, etc.) on a mass basis. A significant integrated marketing and content integration presence on *scholastic.com*, which received over 2 million unique teacher visitors each month, and a mass but highly targeted and customized e-mail marketing campaign (e.g., a CIS social studies message sent to social studies teachers) assisted in reaching large numbers of teachers (Scholastic, Inc., 2010).

## **5.2 Prior to project planning, did CIS investigate best practices used during similar efforts at other government agencies? If yes, were they incorporated?**

Before launching the 2010 CIS program, staff reviewed and researched the CIS 2000 program documentation. These documents indicated a steady expansion over the years of products and programs in schools. Perhaps one of the most notable aspects of each Census Bureau's decennial attempt to reach schools was that the materials reflected the then current educational trends. Over the years, the Census Bureau outreach varied from communication with college professors of education to all teachers; from a two-page newsletter to a comprehensive selection of materials (Watson, March 2008).

An evaluation of the CIS program for Census 2000 also provided important guidelines, particularly since the CIS 2000 program was the first to reach out to many audiences (superintendents, principals, supervisors, teachers, students and parents) with many different products. The program was extended to educators and students in Puerto Rico and the Island Areas. Reflecting the emerging importance of technology, the CIS 2000 program inaugurated its presence on the Census Bureau website, although the extent of this activity was introductory. An extensive review of the materials and the websites of other agencies, such as National Oceanic and Atmospheric Administration and the Department of Agriculture, revealed the inclusion of

dynamic, attractive, user-friendly instructional materials on their websites, an approach that the staff deemed critical in the development of all CIS materials and the CIS website.

### **5.3 Did the program successfully target students of all grades and ages? If yes, describe the steps taken to ensure this outcome.**

The CIS program successfully targeted students of all grades and ages by developing lesson plans and materials for all pre-kindergarten (pre-K) and grades K-12 students as well as adults enrolled in ESL classes.

The CIS education component was tailored to serve grades K-12 students in stateside schools, the District of Columbia, Puerto Rico, and every student in grades K-8 in American Samoa, Guam, the U.S. Virgin Islands, and the Commonwealth of the Northern Mariana Islands (also referred to as the Island Areas). In addition, there were separate components for stateside Pre-K and grades K-8 students enrolled in ELL classes, stateside grades K-5 diversity lessons, and lessons for adult students enrolled in stateside ESL classes (Scholastic, Inc., 2010).

Initially, given a limited budget, the Census Bureau and Scholastic, Inc. identified the CIS program's purpose as educating students in grades K-12 about the 2010 Census, with special emphasis on students in grades K-6 in schools with high concentrations of the HTC population. Subsequently, as more funding was added, the Census Bureau expanded the audience to include students in all grades K-8 schools, and finally to all grades K-12 schools. The decision to expand from grades K-6 to grades K-8 stemmed from early discussions about standard grade bands of K-2, 3-5, and 6-8. Since Scholastic, Inc. was already developing materials for grade 6, often included in middle schools with grades 6, 7, and 8, CIS and Scholastic, Inc. agreed that expanding the CIS materials to fit curriculum for grades 7 and 8 was a logical direction. Further expansion resulted in the final audience also including the students in Pre-K and adults enrolled in ESL courses.

Scholastic, Inc. recommended the creation of a new Pre-K/Head Start program. However, the Census Bureau chose the more cost-effective option of updating a portion of the CIS generated and Scholastic, Inc. printed Pre-K materials from CIS 2000. Scholastic, Inc. updated the existing *Everybody Counts!* storybook (Big Book) and the *Everybody Counts* coloring book (Little Book) to make them relevant for the 2010 Census. Pre-K materials were delivered in November 2009 and available in English and Spanish (DraftFCB, 2010).

### **K-8 English Language Learner Program**

The grades K-8 ELL program was designed to reach students in the 50 states and Washington, D.C., whose first language was not English. This group was comprised of both students who were just beginning to learn English and those who had already developed considerable proficiency in English. ELLs, who generally came from non-English-speaking households, represented 11 percent of all students in U.S. public schools. In several states, such as California, Texas, and Florida, the percentages of students whose first language was not English were much higher. ELL teachers conducted lessons in English using specially adapted materials that addressed the language acquisition needs of ELLs, even as students learned about a subject such

as the census. The grades K–8 ELL program developed for CIS adapted the core grades K–8 lessons for this special audience to teach students about the significance of being counted in the 2010 Census. The program included an announcement letter as well as a kit with a letter introducing the teaching guide. These kits arrived in schools in early February 2010.

The ELL program’s teaching guides provided lessons (two lessons for each grade band (K–2, 3–4, 5–6, 7–8) that incorporated ELL techniques and methods into the core lessons to create lessons more accessible to young English learners. Lesson 1 was titled; “It’s About Us”; Lesson 2 was titled, “Why You Count.” Among the adaptations were a stronger emphasis on visuals tailored to ELL learning objectives, shorter sentences, opportunities for listening, speaking, reading and writing practice, and more extensive vocabulary development techniques. The lessons included topics on how and why the census is conducted, the concept of community, how census data are used and organized, the concept of privacy, and confidentiality. Curriculum connections included reading and writing, civics, and math (DraftFCB, 2010).

### **Adult ESL Program**

The Adult ESL program was designed to reach adult ELLs in the 50 states and Washington, D.C., who were non-native speakers. The goal of this ESL program was to improve students’ level of English while also teaching about the importance of participating in the census and its relationship to students’ daily life and community.

The adults enrolled in these local programs were often immigrants to the U.S. who were learning English to qualify for jobs or citizenship or simply to assimilate into the culture. Courses ranged from very basic to advance. According to Scholastic, Inc., another large group of students consisted of students enrolled in ESL courses at colleges—37 percent of the two million adults enrolled in ESL courses annually. Some of these courses were intensive ESL programs; others were intermediate or advanced courses that students had to complete prior to enrollment in full-time undergraduate or graduate study. The remaining 17 percent of students participated in ESL programs offered by other providers, such as unions, for-profit businesses, and online ESL programs. The ESL population ranged from economically disadvantaged immigrants to affluent professionals.

The one thing students shared was an inability to communicate fluently in spoken or written English. Because Adult ESL programs were offered in such a variety of venues, Scholastic, Inc. developed a hybrid distribution plan, mailing materials to schools, colleges, and library-based programs, and shipping additional bulk materials to Census Bureau Regional Offices field storage facilities for distribution to community-based ESL programs, including those where citizenship classes were offered.

The Adult ESL kit materials included a letter and a brochure that arrived at ESL classroom locations in early February 2010.

The brochure introduced CIS to ESL program managers with a frequently asked questions section, three quick activities to get students talking about the census while working on their

language skills, a teaching guide, and a label for the shipping carton. There was also an invitation to find more information at [census.gov/schools](http://census.gov/schools).

The teaching guide included six lessons and worksheets that focused on speaking, reading, and writing practice. All student materials were written at a third grade reading level to fit a variety of skill levels. Scholastic, Inc. developed five skills-based lessons and a quiz that assessed students' knowledge and understanding of the purpose and process of the 2010 Census. The teaching guide also included a reproducible flyer to display in homes.

The lessons included topics about why the census is conducted, how the census form is filled out, how census data are used, the concept of privacy, and confidentiality. Curriculum connections included reading and writing, comprehension, and language arts (DraftFCB, 2010).

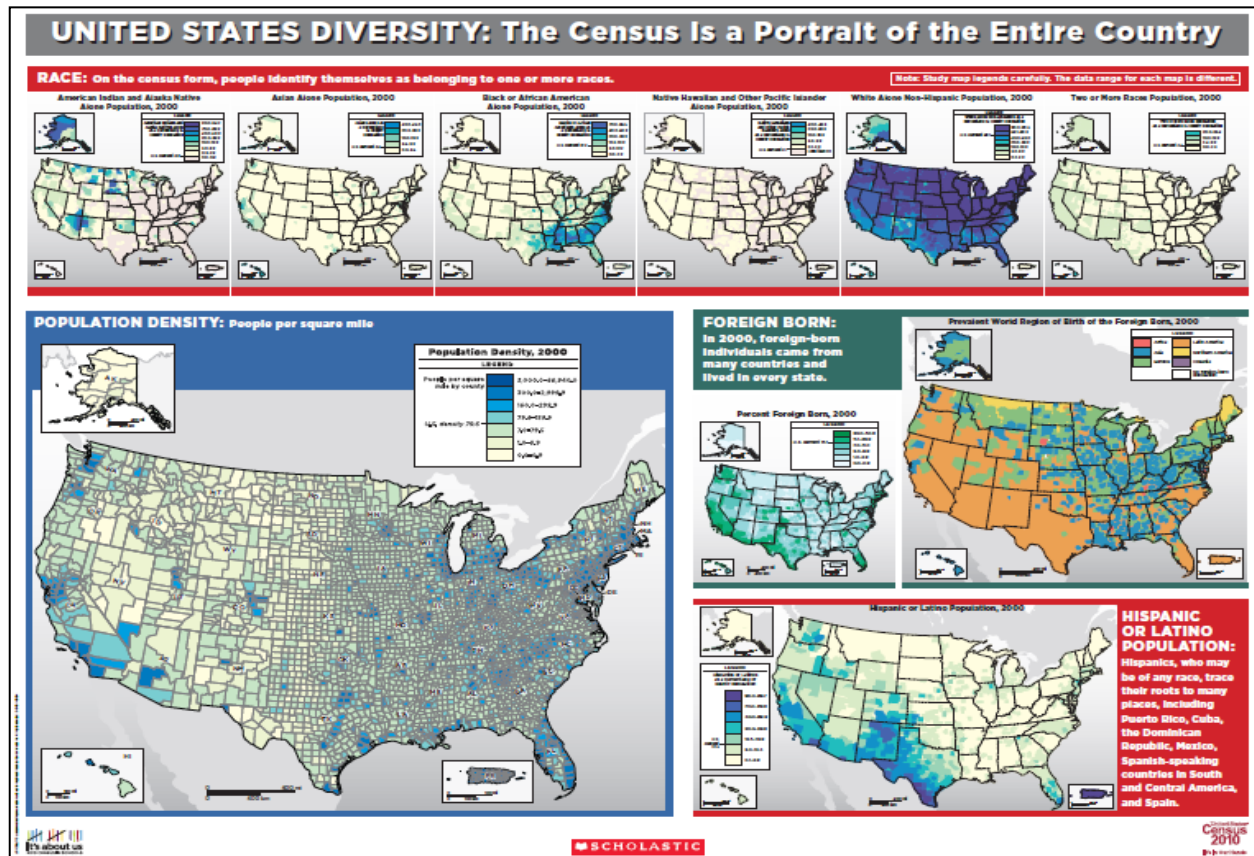
### **Diversity Program**

CIS requested that Scholastic, Inc. develop a program to teach students in grades 5–8 about the rich racial and ethnic diversity of the country. The main element of the program was a wall poster titled “United States Diversity: The Census Is a Portrait of the Entire Country.” Scholastic, Inc. also developed a letter and label to travel with the posters, and created supplemental teaching lessons available online. The kit, mailed to all schools with grades 5, 6, 7, or 8 in the 50 states and Washington, D.C., contained 10 copies of the wall poster, a letter, and an invitation to visit the CIS website where free online lessons were available. The kit arrived in schools in February 2010.

Ten individual maps of varying sizes comprised the poster. The maps, provided by the Census Bureau, used Census 2000 data and included:

- Hispanic or Latino Population
- Percent Foreign Born
- Prevalent World Region of Birth of the Foreign Born
- Population Density
- American Indian and Alaska Native Alone Population
- Asian Alone Population
- Black or African American Alone Population
- Native Hawaiian and Other Pacific Islander Alone Population
- White Alone Non-Hispanic Population
- Two or More Races Population.

Figure 1: 2010 Diversity Map



Source: Scholastic, Inc./U.S. Census Bureau

To enhance the educational value of the rich diversity wall poster, Scholastic, Inc. developed a cross-curricular unit with three lessons and accompanying worksheets for classroom use. The lessons were aligned to national standards in geography, civics, mathematics, and English language arts. The lessons included topics such as working with choropleth maps, identifying population patterns, and synthesizing information from a variety of data sources. The lessons concluded by encouraging students to conduct research in preparation for a classroom or school-wide diversity fair. Curriculum connections were geography, language arts, math, and civics (DraftFCB, 2010).

**5.4 Did CIS successfully construct lesson plans and other program materials according to current educational requirements? If yes, describe the steps taken to ensure compliance with this objective.**

CIS successfully constructed lesson plans and other program materials according to current educational requirements. The NCLB Act of 2001 and the resultant establishment of educational curriculum standards made it imperative that all CIS lesson plans and CIS program materials for the 2010 Census are aligned with national standards established by professional organizations and implemented by state and local education authorities. Since classroom teachers could use only lesson plans and materials directly related to established standards and approved by administrators and supervisors, development of all curricula in line with standards was critical.

Additional criteria included materials that were adaptable to different classroom situations, that crossed curricula, and that provided high-interest student involvement.

All educational materials were free to educators, and downloadable lesson plans were published on the Internet. Educational materials supplemented existing curricula to inform students, teachers and parents about the 2010 Census and the importance of their participation. By teaching school-age children about the census and encouraging them to bring home the information to their parents, the key message about the importance of participation reached into the community. Students learned that the census is part of our representative democracy and that their school, their district, and their state benefitted from the funding dollars allocated based in part on the census count. They learned that participation by the individual creates a more accurate count.

Alignment to national standards and approval and support by professional organizations and state and local educational supervisors provided educators with solid assurance that the materials supported their curricular goals. A visual grid indicating the standards met in each lesson preceded all lesson plans. Standards selected and supporting organizations were:

- *Curriculum Standards for the Social Studies*, National Council for the Social Studies
- *National Geography Standards*, National Council for Geographic Education
- *National Standards for Civics and Government*, Center for Civic Education
- *Standards for the English Language Arts*, International Reading Association and National Council of Teachers of English (IRA/NCTE)
- *Principles and Standards for School Mathematics*, National Council of Teachers of Mathematics (NCTM) (Scholastic, Inc., 2009).

In grades K-8, the cross-curriculum lessons aligned to math, social studies, English language arts, and geography standards and supported both cluster and general classroom teachers. The high school lessons, designed as a social studies supplement, aligned to social studies, civics, and geography standards and were intended for use in U.S. history and government courses.

Each supplementary unit began with a scope and sequence chart that allowed the classroom teacher and supervising educators to identify how the lessons fit into the existing curriculum and how the lessons supported local and state benchmarks. Thus, teachers could quickly identify the underlying educational purpose of each lesson.

The following examples indicate the basic curriculum support teachers found in the CIS materials for grades K-8:

- Math lessons reinforced teaching about graphing, collecting and organizing data, and understanding statistics
- Language arts lessons reinforced reading fluency, identification of the main idea, using prior knowledge as a pre-reading activity, writing for a purpose, drawing conclusions from evidence, making inferences, and summarizing and writing for a specific audience
- Social studies lessons reinforced teaching about decision making, living in communities, conducting research, civic responsibility, and participating in civic discussion

- Geography lessons reinforced teaching about location, direction, land use patterns, and map-reading skills

High school materials focused on social studies and provided the following support for U.S. history, civics and government curricula:

- Materials addressed key social studies themes, such as addressing community needs, recognizing changes in history, explaining trends over time and space, examining cause and effect, problem solving in communities, and practicing civic participation
- Materials promoted important civic dispositions and behaviors, including taking and supporting a position, explaining the purpose of a constitution and laws, understanding the concept and implementation of “one person, one vote,” understanding the principle of federalism, and realizing the responsibility of citizens in American democracy
- Materials supported geography instruction, providing opportunities for students to produce and interpret different kinds of maps, to use maps to analyze data, to explain how social, economic and political processes shape the features of places, to evaluate how humans interact with the physical environment, to describe the characteristics of regions, to predict trends in the distribution of population, to explain factors that contribute to human migration, and to describe the nature of change in urban areas (Scholastic, Inc., 2009)

All educational materials included maps and were centered around four educational strands and themes and were correlated to national standards. The four organizing strands were:

1. **About the Census** explored the 2010 Census then and now. The goal of these lessons was to familiarize students with the 2010 Census form and to help them understand how data are collected. Older students were encouraged to take a deeper look into U.S. history with lessons that revealed how the census is a living part of the democratic process and truly reflects the ever-changing “us.”
2. **Map Literacy** lessons sprang from the maps and were designed to help students gain familiarity with mapping conventions, read different kinds of maps, and practice making maps of their own.
3. **Managing Data** lessons were designed to immerse students in the census data represented on the maps and encouraged students to collect data themselves. Older students were directed to research data on the Census Bureau site, exploring their county or town. Students had many and varied age-appropriate ways to organize and work with the data and to practice making charts and graphs.
4. **Community Participation** lessons encouraged students to get to know their communities: neighboring communities for young children to the larger national community for older students, and to think about community needs and planning for the future. Students were able to work on social studies and communication skills by creating messages to encourage participation in the 2010 Census for their parents and for other children (DraftFCB, 2010).

Scholastic, Inc. developed lesson plans with some suggestions and ideas from CIS staff. Scholastic, Inc. then sent the lessons for review by CIS in a three-round, timed sequence. CIS



staff reviewed the lessons for content and grammar and sent the lessons to a specially appointed Census Bureau committee for review and approval. Lessons were then sent back to Scholastic, Inc. for correction and modification. A strict adherence to the timed sequence for review was necessary for both parties, CIS and Scholastic, Inc. in order to develop the entire program of lessons in a timely manner. Occasionally, a lesson was discussed during the scheduled weekly conference call among CIS, Scholastic, Inc. and DraftFCB staff, but most discussions were conducted by email, on paper as corrections, or by telephone calls. By adherence to the schedule with few deviations, lessons were completed as planned and placed on the CIS and Scholastic, Inc. internet site.

**5.5 Did CIS successfully consider input from teachers or other educators when developing curricula and other program materials? If yes, describe the outreach efforts.**

Educators played a significant role in the development of CIS materials. Scholastic, Inc. and the Census Bureau worked with teachers to:

- review the 2010 CIS materials from the perspective of today's classroom and current CIS goals;
- review and provide feedback on lesson outlines;
- review first drafts of written lessons and offer feedback; and
- offer advice on an ad hoc basis for specific exercises or examples as the lessons were in development.

CIS contracted with a teacher who had worked on CIS in 2000 and who reviewed every material that was developed. This consultant, who had served as teacher, curriculum developer, and administrator, provided an institutional account of what worked and what did not work in Census 2000, the requirements for professional development, an understanding of how to get things done in the educational world, and the connections to critical professional organizations.

Scholastic, Inc. implemented several types of assessments during the development of CIS materials. In-house education and curriculum specialists evaluated materials for level of difficulty, appropriate grade identification, reading level, and usefulness for teachers.

Scholastic, Inc. routinely employed teacher panels to evaluate materials. During initial development, Scholastic, Inc. put together a teacher panel specifically to review the CIS materials and proposed website elements. Teacher panelists, who worked from their homes, were typically given open-ended guidelines and asked to write up their impressions and recommendations in one or two pages.

These one dozen panelists reviewed all of the 2000 CIS lessons from the perspective of today's classroom and current CIS goals. During development of the components, Scholastic, Inc. continued to employ the panelists in a variety of ways. All panelists were assigned to: a) review lesson outlines and offer feedback; b) review first drafts of written lessons and offer feedback; and c) offer advice on an ad hoc basis for a specific exercise or example.

The teachers invited to serve on the Scholastic, Inc. panel for the CIS project were chosen to reflect educational diversity and represented a variety of geographic regions, grade levels, and subjects, experience levels, and school environments (DraftFCB, 2010).

**5.6 Did CIS materials arrive in time to be incorporated into the school curriculum? Were CIS materials incorporated into any school curriculum? How was this determined?**

There were four stages of the CIS program:

- **Stage 1: Development**  
Scholastic, Inco. developed the program strategy and materials in collaboration with the Census Bureau and DraftFCB, starting in August 2008. The development of materials continued into 2010 as funding increased.
- **Stage 2: Promote Awareness and Planning in Schools**  
CIS and Scholastic, Inc. staff began outreach efforts to raise awareness about the 2010 CIS and gave educators the information they needed to plan, starting in April 2009. Outreach continued into 2010.
- **Stage 3: Promote Planning and Action in Schools and Classrooms**  
CIS and Scholastic, Inc. staff distributed and disseminated program materials so educators could take action by teaching about the 2010 Census, beginning in August 2009 and continuing into 2010.
- **Stage 4: Promote Action in Schools, Classrooms, and Homes**  
The final stage provided many opportunities for action. The timing of Census in Schools Week and Family Take Home materials converged to urge participation, arriving in schools in January 2010. Other additional materials, such as Diversity Kits, were sent to schools with grades 5–8 in the 50 states and Washington, D.C.

The attached appendix shows the timeline when the materials were available in schools. We did not establish or develop any survey or mechanism to determine if materials were incorporated into the school curriculum.

Other CIS activities:

- CIS staff worked closely with Scholastic, Inc. throughout the development, editing, and review of all materials.
- CIS staff attended over 20 major professional conferences with a reach of over 60,000 professional educators, disseminating lesson plans and other materials to educators.
- CIS staff responded to calls from teachers who did not receive materials. Many teachers spread information to their colleagues who then called CIS staff to request materials.
- CIS staff partnered with professional organizations to inform teachers about the CIS materials. The national associations of superintendents, principals, supervisors, teachers and parents assisted in publicizing the 2010 CIS program and materials.

## **Curriculum Integration of CIS Materials**

Curriculum integration in an educational setting is achieved in both a formal and informal manner. Formal curriculum development is a complex lengthy process, accomplished usually over a period of one to two years. A school system committee considers topics, issues, and ideas for incorporation in a curriculum and develops an extensive curriculum framework that is approved by the responsible board of education. Curricula must relate directly to professional national standards in each educational discipline.

Informal curriculum integration is often performed by classroom teachers, sometimes inspired by professional superiors, who identify a significant relevancy of a topic, often current events that relate directly to students and their world.

CIS was able to realize an informal integration of materials in classrooms because they were relevant, well-developed, standards based, and free. Teachers realized the connection between their students learning about the 2010 Census and the effects on their community. Additionally, professional organizations and groups whom teachers look to for direction supported the use of the materials by teachers.

### **5.7 Did CIS develop curricula specifically targeted to hard-to-count audiences? If yes, describe the steps taken to ensure compliance with this objective, including details of how these materials differ for different groups.**

CIS did not develop curricula specifically targeted to HTC audiences. Under the initial CIS budget, the plan was to reach all schools in the 50 states and Washington, D.C., with printed materials. To prioritize outreach, Scholastic, Inc. recommended using the organization process of the QED database, reaching schools with the highest concentrations of traditionally underserved communities such as Title 1 schools. In those schools a large percentage of students receive free or reduced lunches and there are a high percentage of students for whom English is not their first language. It became evident, however, that the HTC scores for communities were comprised of 12 distinct variables that were not easily applied to a school building.

DraftFCB, Scholastic, Inc. and the Census Bureau statistical staff worked to ascertain whether a modified application of the 12 criteria could be overlaid with the QED databases to create an HTC score for a school building, or whether to use QED only data, such as Title 1 and other factors, to determine an effective HTC distribution schematic. Also complicating the school scoring effort were the diverse requirements used by each of the approximately 15,000 school districts in the 50 states and Washington, D.C., to efficiently and economically manage their own individual microcosms in a manner that was relevant to each district's asset/resource inventories and necessary student services. Consequently, students residing in the same census tract might have been spread across multiple school buildings.

During the time of several months of school data exploration, 2010 CIS funding was increased. This increased funding allowed print distribution to all schools, not just HTC oriented schools, thus making the identification exercise largely irrelevant and secondary in nature to many other

demands then being placed on the Census Bureau statistical staff and the project teams. The HTC scoring effort was, therefore, sidelined (Scholastic, Inc., 2010).

### **Rationale for Using HTC Strategy**

There were lengthy discussions about targeting HTC school populations. Determining which schools were considered HTC proved more challenging than expected due to the varied and unique methodologies that school districts use to match students to school buildings each year.

The initial rationale for using the HTC strategy was threefold:

1. Reaching the HTC audience was one of three overarching goals/objectives in the Census Bureau's originating Request for Proposal and subsequent award contract.
2. The pervasive use of the Internet by classroom teachers would allow digital CIS materials to be available to all teachers.
3. The initiating preliminary budget level for the 2010 CIS was 4.3 million dollars and included the development of all digital and print products. During the pre-contract period, it was originally estimated that the 4.3 million dollars budget would fund distribution to 35,000 HTC schools. As more details and requirements became known, such as the addition of print materials for Puerto Rico and the Island Areas, it became apparent that the focus needed to be narrowed to 20,000 HTC oriented schools to meet the 4.3 million dollars budget cap.

Since the original strategy of the work plan was to direct printed materials only to those schools with the greatest need, Scholastic, Inc. recommended a data analysis method to best identify those schools. Scholastic, Inc. noted that:

- HTC scores are historical. The HTC score developed by the Census Bureau reflects conditions as they were in Census 2000, not conditions in the 2010 Census. Areas that were HTC in Census 2000 likely remained HTC in 2010 Census, but it is also possible that new areas had transitioned into HTC status. If additional schools acquired HTC status in the years between 2000 and 2010, the data analysis would have identified these new HTC schools.
- HTC scores are compiled from 12 variables. The Census Bureau expressed concern that some of the 12 variables used to compile the HTC scores were more predictive than others and requested that, for CIS purposes, the HTC score be modified to focus on five key variables:
  - Poverty
  - Linguistically isolated households
  - Crowded housing units
  - Renters
  - Households not headed by a husband and wife

Not every school is a "neighborhood" school. A number of schools, such as comprehensive schools in rural areas and magnet schools in cities, draw students from geographical areas

beyond the immediate census tract. These cases carry significant potential for a mismatch between the tract's residents and the households from which the schools' students are drawn (Scholastic, Inc., 2010).

### **The solution: a two-pronged approach to the data**

To rank the schools and accurately predict HTC student populations, Scholastic, Inc. recommended a two-pronged approach employing both Census Bureau tract-level data (poverty, linguistic isolation, etc.) and the QED school-population data attributes such as poverty, ethnicity, affluence, and school performance. These school data, drawn from a variety of government and school sources, would enable Scholastic, Inco. and the Census Bureau to predict which school populations would most likely be HTC in the 2010 Census.

For the first approach, Scholastic, Inc. recommended matching schools to census tracts, appending the agreed-upon HTC scores to the universe of schools, and grouping the schools by deciles to identify those with high numbers of HTC populations in Census 2000. Next, to identify those schools that had become HTC since Census 2000, Scholastic, Inc. proposed running profiles of the top decile of high HTC schools to identify which QED attributes correlated with HTC status. Scholastic, Inc. then proposed selecting for these attributes against the entire grade K–8 school universe to capture schools that might have been missed in the first data review. Scholastic, Inc. understood that the data would need analysis and several passes before the schools were stratified to the Census Bureau's satisfaction; therefore, costs were estimated for up to four passes through the data when the Census Bureau secured the QED license.

The process would have produced a stratification of the school universe that would have allowed the Census Bureau to target schools as the budget-driven process allowed. Materials would be sent only to the highest-need schools. If, and when more funds became available, materials would be sent to the next layer of schools according to the combined HTC/QED score.

Scholastic, Inc. worked closely with the Census Bureau to match schools to census tracts and produced the first ranked list of schools by HTC score. The Census Bureau examined the results and decided to modify the HTC score to consider only five of the 12 factors that went into the original score. Scholastic, Inco. worked with QED to append the modified score to the school database and QED stratified the schools again according to the new score.

Shortly after this stratification, the Census Bureau received additional funding and therefore decided to mail print materials to all schools. Scholastic, Inc. later transferred the HTC and census tract data to the QED database, but both parties agreed to discontinue their work on segmentation (Scholastic, Inc., 2010).

## 5.8 How was the decision made to create in-language materials?

Efforts to reach the HTC population were always a part of the CIS program, but the original budget would not have supported the increase to an additional 25 languages.

Under the original plan, Scholastic, Inc. developed the Family Take Home pages in English and Spanish only. When additional funding became available, the Census Bureau chose to have the Family Take Home pages translated into 25 additional languages in order to reach linguistically isolated parents. The Family Take Home pages were the only 2010 CIS product that was translated into the 25 additional languages that were used by the rest of the ICP as part of a decision made by Census Bureau management. Due to lack of funding, the classroom materials were only available in Spanish for Puerto Rico and English. There was nothing translated into stateside Spanish. A letter to the principal in the English/Spanish Family Take Home package announced the online availability of the materials in other languages. Principals or teachers could then go online, download the Family Take Home pages in the languages needed for their students, and print copies. The materials were available online in January 2010.

Figure 2: In-Language Material on Website



Source: U.S. Census Bureau Website

Scholastic, Inc. was responsible for the development and translation of the French version, with other subcontractors providing development and translations of the remaining 24 languages. The complete languages provided by all subcontractors were as follows: Arabic, Armenian, Bengali, Cambodian (Khmer), Simplified Chinese, Tagalog, German, Greek, Haitian Creole, Hindi, Hmong, Iranian (Farsi), Italian, Japanese, Korean, Laotian, Urdu, Polish, Neutral Portuguese, Russian, Thai, Ukrainian, Vietnamese, French, and Yiddish (DraftFCB, 2010).

## **5.9 What process was established to review the in-language materials?**

The Family Take Home materials were developed in 25 additional languages besides English and Spanish. The CIS program had a unique challenge with the development and review of materials developed in additional languages because there was no in-house expertise to conduct a review of materials. The materials were developed in Simplified Chinese, Vietnamese, Korean, Hindi, Tagalog, Russian, Polish, Arabic, Haitian Creole, Japanese, Cambodian, Hmong, Laotian, Thai, Bengali, Urdu, Portuguese, French, Italian, German, Iranian, Armenian, Greek, Yiddish, and Ukrainian. Given the lack of available expertise at the Census Bureau, the contractor hired the services of an independent translations service company, A Language Bank, as a third party check of the translations. The subcontractor conducted a review of materials developed in other languages to ensure the materials were meeting expectations (Scholastic, Inc., 2010).

## **5.10 What steps did CIS take in publicizing its programs and curricula?**

The 2010 CIS program's effort to inform educators about the CIS program had three major components. These components were:

- National and regional outreach to state and district level school administrators, educational leaders in Puerto Rico and the Island areas, chairpersons of boards of education, parent teacher organizations, school principals, social studies coordinators, teachers, students, and parents. This outreach was done through publicity activities that included articles in print and on-line publications, national kick-off events, regional events, and through the development of an internet site for teachers, students, and parents.
- CIS staff provided ideas and materials for schools' culmination of their CIS activities during a Census in Schools Week, celebrated at a time of their own choosing between January and March of 2010.
- Development of promotional materials to be used in partnerships with the U.S. Department of Education and other national and local professional educational organizations that cooperated in the dissemination of information about the Census in Schools program.

### **National and Regional Outreach**

The 2010 CIS program outreach to the nation's schools included a grades K-12 program with printed maps and kits, lessons and CIS week materials, Family Take home letters signed by the Director, pages for administrators, supervisors, teachers, students, and parents in all grades K-12 schools in the U.S. and Puerto Rico. Additionally, administrators, teachers, students, and parents in all grades K-8 schools in Guam, American Samoa, the Commonwealth of the Northern Mariana Islands and the U.S. Virgin Islands (Island Areas) received printed maps and kits, lessons and mass outreach, CIS Week materials, and Family Take home pages.

- **Outreach to key educational leaders** - CIS staff worked to inform the nation's state decision makers in the education community. This included mailing CIS introductory letters and maps to the state-level Superintendents of Education and the state Board of Education Chairpersons.
- **CIS Newsletter - Census in Schools** sent a monthly electronic newsletter, *The Educator Update*, to more than 1,300 educators. This newsletter featured various Census Bureau data, Facts for Features, collections of statistics from the Census Bureau's demographic and economic subject areas, and teaching ideas for social studies, math, reading and writing. Archived issues of the Educator Update (September 2008 to Fall 2010) appeared on the "For Teachers" link of the 2010 CIS Website at [http://www.census.gov/schools/for\\_teachers/](http://www.census.gov/schools/for_teachers/).
- **Direct request for materials** - The Census Bureau published a call-in toll free number and an e-mail address on the "Contact Us" page on the 2010 CIS website. This allowed educators to have easy access to the CIS staff who promptly responded to requests from educators for materials. Sending classroom materials directly to the requestors increased CIS credibility among educators and the public. The Census Bureau monitored the delivery of the printed classroom materials to the schools through the Federal Express receipt systems. As a result, the Census Bureau headquarters and RCC staff could verify if schools received the classroom materials.
- **Internet access to downloadable materials** - All of the CIS classroom materials were posted online at [www.census.gov/schools](http://www.census.gov/schools) and on [www.scholastic.com/census](http://www.scholastic.com/census) for downloading and printing. Both CIS and Scholastic, Inc. captured weekly usage metrics such as page views and documents downloaded to monitor the sites' activities. Updates to the websites allowed CIS classroom materials to remain a current source of information for educators.
- **Regional Partnership Support** - Regional partnership staff in the Census Bureau Field Division-Partnership and Data Services (FLD-PDS) worked with individual schools and in some cases, Complete Count Committees, to help facilitate the introductions of the 2010 CIS program and materials. Regional staff also conducted many and varied outreach activities in local schools, colleges, and universities with historically HTC populations. Regional activities included coordinating Census promotional phone calls to students' parents using the school's automated system, coordinating contests (coloring, essay, math, poster and You Tube video contests), and creating and distributing CIS backpacks with school supplies through the Partner Support Program.
- **Publicity Activities** - The 2010 CIS launched a series of high-profile media kick-off events in four cities throughout the U.S.: schools in Florida, Baltimore, Los Angeles, and Chicago. These kick off events included participation of officials such as the Secretary of Education, Census Bureau Director, other census officials, members of Congress, state and local officials, 2010 Census partners, and celebrities.

To support the 2010 CIS, the subcontractor, Weber Shandwick, who worked with DraftFCB, proactively shared story ideas with education reporters' education trade magazines, and mainstream media. Resulting media coverage encouraged schools not already participating in CIS to incorporate Census in Schools activities for the school year and encouraged participation in Census in Schools Week 2010 activities. A secondary goal was to earn media coverage on the



CIS program that could be shared across the Census Bureau and with education partners and members of Congress. Some early proactive successes included:

- **Education Week:** Included an article in July 2009 about the CIS program. There was another article in September 2009 when all materials became available online. (Circulation: 300,000 online visitors, 50,000 paid newspaper subscribers included teachers, district administrators, and state-level decision makers and educators.) The article appeared on Twitter and was linked to and from several education blogs.
- **Parent Teacher Organization Today:** Broadcast a CIS announcement in its October 2009 edition. (Circulation: parent group leaders at all 83,000 grades K-8 schools across the country)
- **American Teacher:** Ran a CIS article in their September 2009 issue (subscription: 1.4 million teachers, paraprofessionals and school related personnel, local, state and federal employees, and retired teachers)(Jefferson-Copeland, et al., 2010)

In order to assist in the promotion of the 2010 CIS program and classroom materials to the target audience in the education community, CIS staff developed promotional items for use in schools, at educational conferences, and at community events. CIS purchased T-shirts, rulers, tote bags, stickers and CIS slide rulers.

CIS and the Sesame Workshops formed a business partnership in August 2009. The relationship included use of the characters “Rosita” and “The Count” on pre-kindergarten materials; participation of walk-around characters in national CIS kick-off events, mid-September 2009 through April 2010; integration of 2010 Census and Sesame Workshop content, web links and websites; use of characters on 2010 Census Road Tour vehicles; and use of the characters on public service announcements.

Sesame Workshops created bi-lingual stickers in English and Spanish that were distributed at 2010 Census Road Tour events throughout the nation. The walk-around characters, by virtue of their celebrity, generated public interest and support for CIS.

To further enhance the CIS public outreach, Clifford the Dog, a Scholastic, Inc. walk-around character, was featured at various 2010 CIS events. Some of the RCC staff created their own life-size walk-around characters to support local CIS events.

### **National Partnership Support Activities**

The CIS staff developed and maintained alliances with professional education associations, local partners such as childcare facilities and area nonprofit organizations. These organizations helped to inform the nation’s educational community about the 2010 Census. The CIS headquarters staff established formal relationships with 36 national partners and a number of key educators and organizations that supported the 2010 CIS program. CIS formed many of these partnerships by reaching out to Census 2000 CIS supporters and reestablishing these partnerships for the 2010 Census.

Partners' support fostered a census presence among the membership and constituents of the education associations. Many of the partners provided multi-channel support placing articles in their journals, linking their websites to the 2010 Census website, providing exhibit space and allowing the CIS staff to conduct workshops and formal presentations at their meetings and conferences. For example:

- the National Council of Geographic Education's sponsorship of an on-location CIS Kick-Off for Puerto Rico in October 2009 and the partnership with the Palm Beach, FL Board of Education that translated the CIS materials into languages and messages to address the languages and cultural needs of their Haitian, Dominican Republic and Portuguese populations
- the Palm Beach administrators used "Robo-calls" to encourage their community members to cooperate with census enumerators during the 2010 Census Nonresponse Followup operations

Beginning in 2008, CIS staff members attended conferences sponsored by more than 20 major national and regional educational partners, including organizations such as the National Association of State Directors of Migrant Education, National Council of Geographic Education, the Metropolitan Council of Governments, and the National Council for the Social Studies. CIS staff made contact with over 60,000 educational professionals through their participation at these conferences.

CIS staff participated in local workshops and training sessions for hundreds of teachers, curriculum coordinators, and supervisors communicating the 2010 Census message and disseminating materials such as fact sheets, ethnic and diversity pamphlets, slide rulers, and a variety of 2010 Census promotional items.

Partners also played an important role in the publicity of the CIS program and the 2010 Census. Partners published articles about the 2010 Census and the 2010 CIS program in their member print and electronic publications, and supported CIS at their national conferences, and on their websites. The elementary division of the National Council for the Social Studies devoted their entire publication, *Social Studies and the Young Learner* in March 2010 to articles about the census (Jefferson-Copeland, et al., 2010).

### **Collaboration with Scholastic, Inc.**

Scholastic, Inc. has the largest, most accurate proprietary database of educators which included e-mail addresses for nearly half of all grades K–12 teachers in the 50 states; Washington, D.C., and in Puerto Rico. Scholastic, Inc. recommended utilizing e-mails to inform teachers about the 2010 CIS program, to drive continued engagement in CIS, and to encourage educators to follow up with their school principals about the materials.

Scholastic.com is a trusted and often-visited site; approximately 2 million unique teachers visit the site each month. To maximize awareness for CIS, Scholastic, Inc. created a CIS section on scholastic.com that was a mirror site to the 2010 CIS materials on census.gov. Because the content was part of the Scholastic, Inc. site, the company was able to promote CIS through

editorial content integration throughout scholastic.com, further enhancing exposure to teachers nationwide.

Scholastic, Inc. developed and executed a large-scale e-mail communications plan in support of CIS. Each of the 10 waves of e-mail blasts had at least 13 versions, customized especially for its audience in both educational content and design. CIS was able to take advantage of Scholastic, Inc. extensive proprietary e-mail list of more than 1.5 million principals, teachers, and parents to increase awareness of the 2010 CIS over a period of more than 23 months. Within the e-mails, Scholastic, Inc. positioned CIS materials so that they integrated smoothly with popular teaching events such as Presidents' Day and African American History Month in February and Geography Awareness Week in October. In addition to working within these common teaching moments, the e-mail also focused on the Principal's Kit, the Family Take Home materials, and key 2010 Census dates such as Census Day.

This comprehensive e-mail effort was integrated throughout scholastic.com by increased content integration during key time periods with banner advertisements, rotating headers, and more. The first e-mail blast was sent in April 2009, and Scholastic, Inc. continued sending e-mail blasts through March 2010. Because of the Scholastic, Inc. policy agreement with their users, and the Controlling the Assault of Non-Solicited Pornography and Marketing Act (Can-Spam Act), a law that sets the rules for commercial e-mail and establishes requirements for commercial messages, e-mails could only link to pages within scholastic.com. Therefore, the e-mail blasts did not have a link to census.gov (DraftFCB, 2010).

**5.11 Did CIS provide any additional support to teachers (e.g., workshops, help line)? If yes, describe.**

The 2010 CIS website contained both an e-mail address and telephone number for teachers to contact the CIS staff. Thousands of teachers utilized these methods to ask about the 2010 CIS program and to request CIS materials. CIS staff promptly responded to requests from educators for materials, and sending the classroom materials directly to the requestors increased CIS credibility among educators and the public. The Census Bureau monitored the delivery of the printed classroom materials to the schools through the Federal Express receipt systems. As a result, the Census Bureau headquarters and RCC staff could verify if schools received the classroom materials.

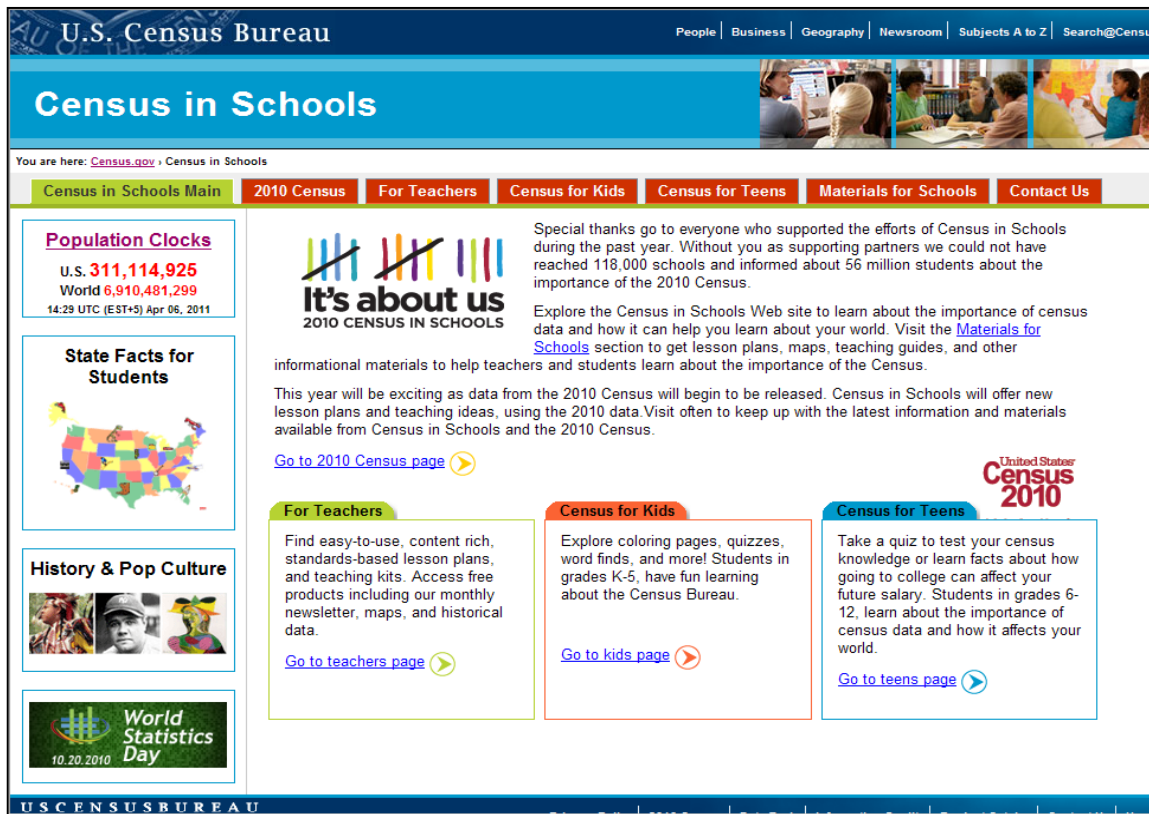
**5.12 What steps did CIS take to design and build a user-friendly CIS website where educators could access all program materials? Describe these efforts, including results of any usability or user acceptance testing.**

In April 2009 CIS staff updated the CIS website in preparation for the 2010 Census, and uploaded CIS lessons and materials on an ongoing basis. As CIS staff received lessons and map files from Scholastic, Inc. the Census Bureau's 508 compliance experts reviewed these files and staff uploaded the Scholastic, Inc. files to the 2010 CIS website. There was no usability or user acceptance testing done for teachers due to lack of time.

A portion of the website contained both an e-mail address and telephone number for teachers to contact the CIS staff. Thousands of teachers utilized these methods to ask about the CIS program and to request CIS materials.

In April 2009 Scholastic, Inc. unveiled its own CIS website that included lessons, games, and links to additional educational resources. This website was prominently available for people that visited Scholastic, Inc. homepage. Web metrics indicated that the site was successful in spreading the 2010 Census message to the public.

Figure 3: CIS Website - Screen Shot



Source: U.S. Census Bureau Website

The deployment of the two 2010 CIS websites ensured that a maximum number of educators were aware of the CIS. Both formal and informal feedback generated from CIS activities indicated educator reactions, provided on-going internal assessments, and informed changes in both the materials and the program. Web metrics, both from CIS and Scholastic, Inc. regularly indicated the website activity of each organization.

Initially, Scholastic, Inc. did not create on-line materials that would meet the Census Bureau's requirement that all materials posted on the Census Bureau website be 508 compliant. The materials had to be accessible for persons with limited visual and audio capabilities. The 508 compliant requirement process added weeks to the process as the Census Bureau and Scholastic, Inc. staff worked to come to an agreement.

Census Bureau staff shortages resulted in delays in loading CIS lessons, pictures and other information. The staff shortages also resulted in the delay of updating the website content. There was not enough staff to have a dedicated web person, which delayed the posting of materials for days. Resources were used from other offices in the Census Bureau's Communication Directorate to post materials. There were 723,583 unique visitors to the Census Bureau CIS website and 7,844,717 total number of pages viewed.

**Table 1: Web Metrics for [www.census.gov/schools](http://www.census.gov/schools)**

Month	Unique Visitors	Pages Viewed
April 2009	17,609	100,364
May 2009	16,357	90,700
June 2009	16,439	70,597
July 2009	13,965	68,746
August 2009	21,266	154,201
September 2009	31,736	289,098
October 2009	33,816	339,212
November 2009	39,275	281,354
December 2009	56,564	279,294
January 2010	114,636	753,741
February 2010	108,637	1,159,744
March 2010	135,676	2,860,345
April 2010	72,089	972,168
May 2010	31,036	319,448
June 2010	14,482	105,705
<b>Total</b>	<b>723,583</b>	<b>7,844,717</b>

Source: Census in Schools Website Metrics

**Table 2: Web Metrics for [www.scholastic.com/census](http://www.scholastic.com/census)**

Count of Visitors : April 6, 2009 – May 14, 2010	
Date	Unique Visitors
8/13/09	1,468
9/23/09	41,004
10/19/09	53,362
11/5/09	78,554
11/18/09	85,646
12/2/09	90,746
12/15/09	94,092
12/31/09	96,300
1/1/10 – 1/10/10	6,614
1/25/10	17,800
2/10/10	33,082
2/22/10	63,852
3/7/10	84,810
3/23/10	134,077
4/12/10	150,574
4/20/10	164,564

Source: 2010 Census in Schools Staff Assessment

**5.13 What steps did CIS take to design and build a CIS website that appealed to children of all ages? Describe these efforts, including results of any usability or user acceptance testing. Was the CIS Website effective, and how was this measured?**

In preparation for the 2010 Census, CIS staff began to expand the content of the CIS website. Staff worked with Mindshare Interactive Campaigns, LLC, a contractor to develop quizzes, memory games, coloring pages, and word finds for students. The design of these interactive features presented information about the census and census data in a fun and engaging format.

CIS staff developed “Student State Facts,” a web-based, downloadable activity that provided students with state-level data that can be used as a tool to learn how to collect, organize, analyze, map, and graph a variety of information. This tool gave students an opportunity to examine data about children their age, as well as a variety of other facts selected to appeal to young students.

A usability study on the CIS website was conducted with children. This usability evaluation was performed on the CIS website. The primary purpose of this usability testing was to observe the understanding and satisfaction of children in grades K-6 as they interacted with the CIS web pages. The purpose of the accessibility evaluation was to assess the site’s compliance with Federal regulations as defined in Section 508 of the Rehabilitation Act of 1973, as amended in 1998 (Rusch, et al., 2008).

The scope of this testing was limited to evaluating the web pages for Counting Way, coloring pages, State Facts for Students, memory games, quizzes, and word finds for grade levels K-6.

**5.14 What challenges existed in the Census Bureau’s approval process of CIS materials?**

All CIS materials developed by Scholastic, Inc. as well as materials developed by Census Bureau staff were submitted to the Census Bureau for at least three rounds of review. The process implemented by the Census Bureau in March 2009 provided a lengthy first-round review in which feedback from various Census Bureau departments were consolidated. These Census Bureau departments included the Census 2010 Publicity Office, Decennial Management Division, PIO, CLMSO, Population Division (POP), Geography Division (GEO), Redistricting Data Office, FLD, Administrative and Customer Services Division, Policy and Legal, and the Puerto Rico and Island Areas (PRIA).

In the second round, two days were provided for the Associate Director for Communications (ADCOM) clearance team and PRIA branch review. The third round consisted of two business days for final review and sign-off by:

- Associate Director for Communications
- Assistant Director for Communications
- Chief, Census in Schools (DraftFCB, 2010)

These two rounds of review resulted in these challenges:

- Not everyone understood the materials were for teachers
- Schedule often had to be changed due to the extensive review process
- Spanish translations

### **5.15 How did the regions implement the CIS program?**

Regional partnership staff, through the FLD-PDS Program, played an important component in the success of the 2010 CIS program. The focus for most regions was promoting the CIS program to local schools and educators from elementary through high school grades. Staff informed administrators and teachers about the CIS program and encouraged participation by using CIS materials and holding census events or activities.

Regional staff helped promote and distribute CIS materials for Adult Education and for ESL and ELL through groups/organizations and classes that provided services to these populations. Other CIS materials were provided to after school programs, churches, YMCA/YWCAs, community centers, etc.

Another key area for regional outreach was to Head Start programs and day care or childcare service providers. CIS materials for kindergarten were used with these groups and special promotional products (i.e., coloring books, reading books, backpacks, etc.) were used to increase awareness and motivate participation through children in these programs.

For the 2010 Census, the regions made a concerted effort to promote the 2010 Census with colleges and universities of all types – four-year; junior and community colleges; and those campuses serving minority students such as Historically Black Colleges and Universities, Hispanic Association of Colleges and Universities, and American Indian Higher Education Consortium. Staff in the Boston region developed a model for outreach to colleges and universities, which other census regions were able to replicate. The model included products (fliers and brochures) developed specifically for students.

Regional partnership staff assisted the Customer Liaison and Marketing Services Office in organizing large national and regional events that featured officials such as the Secretary of Education and the Census Director, as well as Sesame Street characters -The Count and Rosita. Census Bureau staff also assisted in getting the endorsements and/or support of national partners such as the National Education Association and American Federation of Teachers and from local partners such as childcare facilities and area nonprofit organizations.

Regional staff organized many other activities, including:

- Coordinated promotional phone calls about the 2010 Census to students' parents using a school's automated system.
- Coordinated coloring, essay, math, poster and YouTube video contests.
- Created and distributed CIS backpacks with school supplies.
- Created regional CIS mascots to engage young school children.

- Created region-specific materials to supplement the 2010 CIS materials.
- Scheduled events for CIS Week.
- Spoke to individual classes and school assemblies.
- Translated CIS materials into additional languages.

Partnership staff also provided 2010 CIS materials and other 2010 Census materials to schools and educators that did not receive materials or that needed additional supplies (Partnership and Data Services, 2011).

## **6. Related Evaluations, Experiments, and/or Assessments**

- 2010 Census Integrated Communications Program Evaluation
- 2010 Census ICP assessment reports:
  - 2010 ICP Summary
  - Research
  - Paid Advertising
  - Earned Media and Public Relations
  - Rapid Response
  - 2010 Census Website
  - Portrait of America Road Tour
  - Promotional Materials
  - National Partnership
  - Regional Partnership
  - Mail Reponse Rates/Take 10

## **7. Key Lessons Learned, Conclusions and Recommendations**

In planning for and implementing the 2010 CIS program, attempts were made to learn from the Census 2000 effort and incorporate them into the plan for the 2010 program. There were no comprehensive lessons learned available to guide this effort. There is a lot to learn from the 2010 Census CIS program. Planning, implementation, and lessons learned sessions with staff and contractors provided valuable recommendations to be used in planning for the 2020 CIS program, including (Scholastic, Inc., 2010):

### **Recommendations**

- Ensure regional staff has copies of what is being distributed to schools well before they are shipped. This will allow staff to become familiar with the product, prepare the schools to receive the product, and respond to questions appropriately.
- CIS lesson plans and materials did not meet the timeline in any state or locality to become part of the formal curriculum. Future plans that would include an on-going CIS program could include the goal of CIS staff working to make this formal integration possible. Thus, teachers and students would become accustomed to using decennial census data and be aware of its importance.



- 2020 CIS materials and address files should be created, tested in classrooms during the 2018 Census dress rehearsal, and printed in time for mailing to the nation’s principals, teachers, state and district level superintendents of education by March 2019.
- Printed 2020 CIS materials should be given to regional partnership staff as a part of their initial training.
- CIS should begin planning with a scalable model of the desired CIS materials that are to be developed, identifying target audiences for each component.
- All future CIS classroom materials should follow the 2010 CIS design framework which will include considerations of cultural sensitivity, different learning styles, the requirements of the NCLB Law, and national educational standards in math, social studies, English language arts, and reading.
- CIS should consider utilizing partnerships with national professional educational associations as a supportive vehicle for dissemination of the CIS program by declaring their partnership role, including articles in their on-line and print publications, and allowing for conference-level opportunities for presentations and exhibits.
- CIS should also approach national professional educational associations regarding the development of future CIS classroom materials. The brand of the educational associations will give CIS materials added credibility and exposure.
- CIS should consider approaching textbook companies to include the decennial census in their classroom materials and highlight the CIS program.
- Dual websites should be maintained for the 2020 CIS. The Census Bureau should have adequate resources to maintain the CIS portion of the census.gov site.
- The Census Bureau should continue to build upon the relationships developed among the educational community (i.e. principals, teachers, administration, students, parents) during intercensal years.
- CIS should have its own review process and committee for CIS materials (i.e. lesson plans, activities sheets, etc.) that include educators with expertise by grade levels and internal divisions such as GEO and POP.
- The Census Bureau should maintain the CIS program throughout the decade to take advantage of the monetary and partnership and interoffice relations that were established for the 2010 CIS.
- Prior to planning and development, the Census Bureau should identify and vet a special team of Puerto Rico specialists to translate and approve Spanish language documents.
- The Census Bureau should establish in advance a clear approval hierarchy to resolve conflicts in the review process for Spanish language materials and other in-language materials.

## **8. Acknowledgements**

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## Appendix: Timeline When Materials Were Available in Schools.

1. K–8 principal Announcement Letters in schools for 50 states and Washington, DC	3/30/09
2. CIS content area launched on scholastic.com and census.gov	4/14/09
3. Launched e-mail blasts	April 2009 - March 2010
4. K–8 superintendent letters in schools for 50 states and Washington, D.C.	6/8/09
5. K–8 promotional brochures in schools for 50 states and Washington, D.C. (principals, Parent Teacher Organization/Parent Teacher Association presidents, media specialists)	week of 7/22/09
6. K–8 Superintendent’s Kits in schools for 50 states and Washington, D.C.	week of 8/7/09
7. K–8 Principal’s Kits in schools for 50 states and Washington, D.C	week of 8/10/09
8. Grade 9–12 promotional brochures in schools for 50 states and Washington, D.C.	week of 9/28/09
9. Grade 9–12 Kits in schools for 50 states and Washington, D.C.	week of 10/11/09
10. Pre-K materials available	11/23/09
11. K–8 English Language Learner Announcement Letters in schools	1/11/10
12. Adult English as a Second Language Announcement Letters in schools	1/13/10
13. K–8 and grade 9–12 Teaching Guide Samplers sent to RCCs/FLD	1/20/10
14. Road Tour materials available	1/25/10
15. Family Take Homes and CIS Week materials in schools for 50 states and Washington, D.C.	week of 1/25/10
16. Family Take Homes in 25 additional languages online	1/27/10
17. Revised Puerto Rico K–8 Principal’s Kits in schools	week of 2/1/10
18. Adult English as a Second Language Kits in schools	2/8/10
19. K–8 English Language Learner Kits in schools	2/11/10
20. Puerto Rico Family Take Homes and CIS Week materials in schools	week of 2/8/10
21. Island Areas Family Take Homes and CIS Week materials in schools	2/11 - 2/17/10
22. Puerto Rico Grade 9–12 Announcement Letters in schools	2/17/10
23. Diversity Kits in schools	2/22/10
24. Island Areas Teaching Guides in schools	2/25/10 - 3/2/10
25. Puerto Rico Grade 9–12 Kits in schools	3/3/10 - 3/10/10
26. Puerto Rico Teaching Guides in schools	week of 3/8/10

Source: (Final Report on Census in Schools Component of the Census Integrated Communications Campaign; September 30, 2010)

