



California Complete Count

**OPTIONAL Trainer Handbook –
Questionnaire Assistance Center AMPLify
Workshops for Staff and Volunteers**



In addition to the Questionnaire Assistance Center (QAC) 101 training presentation deck, trainers may opt to use the QAC AMPlify workshops included in this handbook to further enhance key soft skills that QAC staff and volunteers may use as they engage with members of the community at a QAC site. These workshops are not mandatory, and trainers may opt to use any or all of this content.

Table of Contents

Facilitator Tips.....	3
QAC AMPlify Workshops Overview	5
QAC AMPlify Workshops Outline	6
Workshop 1: Census 2020 Career Day.....	7
Handout 1: Census 2020 Role Overview.....	9
Workshop 2: What Would You Do?.....	10
Handout 2: Do’s and Don’ts Quick Reference Guide.....	11
Workshop 3: Walk in My Shoes	13
Workshop 4: Print What? Print How?	15
Handout 4: 2020 Census Confirmation Code	17
Workshop 5: How Would You Say This?.....	18
Handout 5.1: Community Member Engagement Topics	21
Handout 5.2: Motivational Talking Points	22
Workshop 6: How Can I Help?	23
Handout 6.1: Community Member Engagement Tips.....	26
Handout 6.2: Community Member Engagement Topics	27
Handout 6.3: Roleplay Scenario Script Example.....	28
Handout 6.4: Roleplay Scenario Assignments.....	29

Facilitator Tips

Adapt Materials To Your Constituency

The **AMPlify** workshops in this handbook were written to provide staff and volunteers with solid understanding of key soft skills needed to **Assist** and **Motivate** community members visiting a Questionnaire Assistance Center (QAC) to **Participate** in the 2020 Census by completing a questionnaire. You are encouraged to think of the specific needs of your community (e.g. in-language and cultural congruence) and to customize/modify these workshops to support the needs of training participants.

Be Aware of the Level of Technical Knowledge Participants May Have

These training activities focus on the valuable community-facing role that QAC staff and volunteers will perform. Partners may choose to edit any content to match the technical knowledge level of their organization's staff and volunteers.

Please make sure that your organization's trainers provide staff and volunteers with the QAC 101 Training for Staff and Volunteers prerequisite before facilitating any of the activities in this handbook. Be sure to ask questions throughout the workshop to gauge the audience's level of comfort with any terminology or subject matter discussed in the training.

Goals and Learning Outcomes

Each of the activities in this handbook includes learning outcomes. These objectives set the purpose of the workshop and should be at the forefront of all trainers' minds. During each workshop, be sure to pay close attention to participant dynamics, such as:

- What is the energy level like?
- What is being said?
- Are there points that do not seem to "click" with participants?

Please feel free to adjust the discussion questions or the structure of the workshop if any element of the training does not resonate with your organization's staff and volunteers.

Connect With Your Participants

During each workshop, please **actively listen** to participants by giving them your full attention as they speak. As a facilitator, it is important to stay focused, be aware of your body language, and use eye contact to connect with the participants.

Please affirm participants' comments by following up with thoughtful questions that draw out more information or provide further clarification. Facilitators should keep their questions open-ended to spark more dialogue amongst participants.

Create Group Agreements

A useful way to start any training is to create a set of working agreements that participants commit to throughout the training.

Some common group agreements include:

- **One mic:** When one person is talking, others are listening and not talking.
- **Move up, move up:** “Move up” your listening if you have been talking a lot during the training. “Move up” your participation if you have been quiet during the training.
- **Assume positive intent:** If another participant states something you do not agree with, assume their best intentions and ask clarifying follow-up questions.
- **Use “I” statements:** When stating opinions, participants should use “I” to speak for themselves, instead of a more general “we,” which implies group consensus.
- **Be open to different ideas:** Remind participants that there is a mix of cultures and backgrounds that might be different from their own.
- **Take breaks if you need to:** Encourage participants to be comfortable and remind everyone where the restrooms and water fountains are located at the training site.

Workshop Format

Each of the activities in this curriculum was designed to augment a section of the QAC 101 Training for Staff and Volunteers. The activities provide an expected training run-time, including time allotted to answer participants questions or address concerns.

A white board or flip chart and markers are recommended for all activities in this handbook.

Be sure to print or digitally share with participants all handouts needed for the QAC AMPlify workshop you will facilitate.

The workshops in this handbook were designed for groups of about 24 people so that everyone has the opportunity to actively participate.

Should a trainer opt to complete all the activities in the handbook, it will take approximately **3.5** hours.

Note: The times listed in each workshop section are estimates that have time built-in for Q&A dialogue with participants during the workshop. The actual workshop time will vary based on trainers’ facilitation style, class size, and participants’ learning pace.



QAC AMPlify Workshops Overview

AMPlify represents the people-centric **Assistance** and **Motivational** communications that community partners facilitate at a Questionnaire Assistance Center (QAC) to amplify the importance of **Participating** in the 2020 Census.

The **AMPlify** workshops explore how trainers can employ the lessons learned from the QAC 101 training to enhance key soft skills that QAC staff and volunteers will use to effectively **Assist** and **Motivate** all community members to **Participate** in the 2020 Census.



What key soft skills are complementary to the QAC AMPlify Workshops?

The table below outlines two complementary soft skills that are essential to **AMPlify** the importance of participating in the 2020 Census.

	<p>Active Listening: Mindfully listening to what community members are saying to gain information and perspective while treating the community member with respect to foster an environment of trust and mutual understanding within the QAC.</p>
	<p>Motivational Communications: Respond to community members' questions in a manner that acknowledges their expressed concerns and instills trust in their completion of the 2020 Census at the QAC.</p>

What are the primary learning objectives of the QAC AMPlify workshops?

The table below outlines the two primary learning objectives of the QAC **AMPlify** workshops.

	<p>Recognize the role of Questionnaire Assistance Center staff and volunteers.</p>
	<p>Demonstrate ways to assist and motivate community members at a Questionnaire Assistance Center.</p>

QAC AMplify Workshops Outline

Workshop Name	Workshop Description	Related QAC 101 Section	Duration	Training Priority
Workshop 1: “Census 2020 Career Day”	Describe the roles for two principal Census organizations – the USCB and the Census Office and understand the grassroots role of QAC staff and volunteers to assist and motivate community members to participate in the 2020 Census.	QAC Fundamentals	35 mins	4
Workshop 2: “What Would You Do?”	Review the Do's and Don'ts for QAC staff and volunteers and use peer feedback to respond to questions or address concerns expressed by participants.	Engagement Fundamentals	35 mins	5
Workshop 3: “Walk in my Shoes”	<ul style="list-style-type: none"> Review the U.S. Census Bureau (USCB) options for community members to complete the 2020 Census. Recall a time when each participant may have felt uncomfortable disclosing their personal information, so participants may use an empathetic lens when engaging with and assisting community members at a QAC. 	Engagement Fundamentals	20 mins	1
Workshop 4: “Print What? Print How?”	Review when the 2020 Census Confirmation Code is displayed on the screen for the online form and discuss ways community members may record their 2020 Census Confirmation Code.	Engagement Fundamentals	15 mins	6
Workshop 5: “How Would You Say This?”	<ul style="list-style-type: none"> Review the definition of motivational communications. Explore samples of motivational talking points. Create new talking points using a natural and authentic way of communicating to instill trust as QAC staff and volunteers engage and motivate community members 	Engagement Fundamentals	45 mins	2
Workshop 6: “How Can I Help?”	Roleplays with QAC staff and volunteers to help them model key soft skills learned and engagement steps to understand how to engage, assist, and motivate community members.	Engagement Fundamentals	60 mins	3

“CENSUS 2020 CAREER DAY” (35 MINUTES)

WORKSHOP 1

Learning Outcome(s)

- Understand the role of the U.S. Census Bureau (USCB) and the California Complete Count – Census 2020 Office (“Census Office”).
- Understand the role of QAC staff and volunteers.

Additional Recommended Material(s): Census 2020 Roles Overview handout (page 9)

Workshop Overview: In this workshop, we will describe the roles for two principal Census organizations – the USCB and the Census Office and understand the grassroots role of QAC staff and volunteers to assist and motivate community members to participate in the 2020 Census.

Introduce the workshop to participants by sharing the learning outcomes and workshop overview.

Facilitator Note: Explain that this is a small group activity intended for participants to collaborate about the roles of the interconnected entities for the 2020 Census in California: U.S. Census Bureau (USCB) and the California Complete Count Office, and their roles as staff and volunteers at a community partner Questionnaire Assistance Center (QAC).

Break the group into three teams and ask them to remain seated.

Assign each team one of the following names:

1. United States Census Bureau (USCB)
2. California Complete Count Office
3. Questionnaire Assistance Center (QAC)

Ask the teams to select a Writer and a Speaker for their team and give them 1 minute to do so.

Refer the teams to the Census 2020 Roles Overview handout that provides an overview of the roles for the USCB, California Complete Count, and community partner QACs.

Inform the teams that the Writer for the team will write their responses, which will begin with the following: Hello everyone, my name is _____ and I work at _____. We...

Inform the team that the Speaker for the team will present their team's role description at the end of the activity.

Advise the teams that they will have 5 minutes to discuss, summarize, and write out their team's role based on the Roles Overview handout.

Ask the class if they have any questions about the activity and clarify as needed.

Ask participants to begin their team activity discussions and start the timer.

When the timer goes off, ask participants to end their team discussions.

Facilitator Note: Point out to participants that they should listen carefully when each designated Speaker is presenting their team's role as there will be a "twist" in this activity.

Ask Speakers from each team to take turns sharing the role of their team with the class.

Facilitator Note: After a Speaker presents their team role to the class, introduce the "twist" to the class.

TWIST: Randomly choose a participant from one of the teams that the Speaker is not representing. Ask this participant to recap what the Speaker shared about that team's role.

Repeat the Speaker presentations and twist until all three teams have presented.

Following the activity, ask participants how being aware of multiple roles/functions in partnering organizations helps them respond to community members.

CENSUS 2020 ROLES OVERVIEW

HANDOUT 1

Entity	Role	What They Do
<p>U.S. Census Bureau (USCB)</p>	<p>The USCB is the designated federal authority charged with conducting the Census and other surveys of the American population.</p>	<p>Ensure that everyone is counted once, only once, and in the right place in the U.S.</p> <p>How does the USCB Count Everyone?</p> <p><u>Enumerators</u> USCB temporary employees who canvass and count everyone living in the U.S.</p> <p><u>Group Quarters:</u></p> <ul style="list-style-type: none"> • Establishments Housing Multiple Individuals: Colleges and universities, long term care facilities, and hospitals • Transitory Locations: Recreational vehicle parks, marinas, and hotels and motels • Service-Based Locations: Shelters, soup kitchens, and mobile food vans
<p>California Complete Count Office</p>	<p>The California Complete Count office “ensures that Californians get their fair share of federal resources and Congressional representation by encouraging full participation of all Californians in Census 2020.”</p>	<p>Oversees and supports grassroots and culturally-congruent efforts with community-based partners to reach the hardest-to-count (HTC) populations in California that may be undercounted during the 2020 Census and ensure a California for All!</p>
<p>Questionnaire Assistance Center (QAC)</p>	<p>QACs are physical locations where community members can get information about the 2020 Census in their native language and interact with community-based organizations who are trusted messengers.</p>	<p>As a QAC staff or volunteer , you play a pivotal role. You are the AMP – Assist and Motivate for Participation – in the California Complete Count Office’s efforts to AMPlify its outreach messaging to hardest-to-count (HTC) populations throughout California.</p>

“WHAT WOULD YOU DO?” (35 MINUTES)

WORKSHOP 2

Learning Outcome(s): Understand the importance of peer support for staff and volunteers working at a Questionnaire Assistance Center (QAC).

Additional Recommended Material(s): Do's and Don'ts Quick Reference Guide handout (pages 11-12)

Workshop Overview: In this workshop, we will review the Do's and Don'ts for QAC staff and volunteers and use peer feedback to respond to questions or address concerns expressed by participants.

Introduce the workshop to participants by sharing the learning outcome and workshop overview.

Facilitator Note: The goal of this workshop is to generate the peer support that is needed when working onsite at a QAC.

Ask participants to refer to the two-page Do's and Don'ts Quick Reference Guide handout and talk through each point listed.

Ask participants if there are any points that are a concern for them or that they anticipate may be a concern for community members visiting a QAC.

If there are concerns, then ask the group to share possible ways to respond.

DO'S AND DON'TS QUICK REFERENCE GUIDE

HANDOUT 2

What to Do
Wear your California Complete Count badge while at the QAC location.
Understand the difference between a USCB Partner Specialist and a USCB Enumerator, and their roles.
Check that a screen lock with password is on devices at QAC workstations.
Check that device workstations are labeled with signage from the California Census Office.
Privacy:
Create an environment where individuals can respond without interference. This environment should ensure that someone's responses cannot be seen by anyone unless they are a sworn USCB employee. USCB employees are sworn for life under the law to keep an individual's responses confidential.
Ensure that others (for example those waiting for a device or for assistance) maintain a reasonable distance from those completing their questionnaire.
Staff/volunteers to use a lowered voice tone when engaging with community members completing a 2020 Census questionnaire (especially when answering sensitive questions) and step away from the workstation after providing an answer to maintain privacy.
To protect respondents' confidentiality, staff and volunteers should encourage community members to respond independently via the phone, online or paper questionnaire option that best suits their needs.
Do report suspicious activity.
Do ensure community members use the link set up on the device landing page: https://my2020census.gov/
Do ensure that community members know how to: <ol style="list-style-type: none"> 1. Submit their questionnaire once all responses are completed. 2. Record their Census Confirmation Code. 3. Close the browser.
Engagement:
Direct community members to the 2020 Census questionnaire and USCB resource.
Be clear you are not an employee of the USCB but an employee/volunteer of the Partner organization hosting the QAC.

What to Do
<p>Answer questions from community members. For example, who is considered a household member to be counted.</p>
<p>Encourage the community member to complete their questionnaire and provide access to a computer or phone . Ensure the USCB phone number is provided and the link to the USCB 2020 Census website is clicked.</p>
<p>If a member of the public requests assistance in completing their form, please direct them to the response option (online, phone, mail/paper, or census taker visit to the home) that best suits their needs. For example, if an individual is responding online and needs language assistance, please encourage them to respond through the phone response option, instead of the online response option.</p> <p>If they still request your assistance with online response, you can provide this assistance but please inform them that you are not a Census Bureau employee and therefore their answers are not protected by law with you. Their response is only protected by the Census Bureau once their response is received.</p> <p>If they still want this assistance following that explanation, you should not collect or retain response information outside of the questionnaire and should not guide responses for the questionnaire, (community members must make their own decision about their response).</p>
<p>Provide language assistance or access to language assistance. Ensure Language Guides (59 in-language guides provided by the U.S. Census Bureau are available to help respondents complete the 2020 Census Questionnaire. https://www.census.gov/programs-surveys/decennial-census/2020-census/planning-management/language-resources/language-guides.html</p>
<p>Offer accommodations to people with disabilities (e.g. space access and appropriate supporting ADA devices). [Resources: Tips for Providing Accommodations and How to Assist People with Disabilities and 2020 Census Disability Community Toolkit [https://www.disabilityrightsca.org/post/2020-census-disability-community-toolkit]</p>
<p>Complete the Visitor Interaction Form once engagement with each individual is complete to document outcomes.</p>
What Not to Do
<p>Do not collect or retain response information outside of the USCB's online form. Do not collect information from people that you intend to later enter into the USCB's 2020 Census response Web site. For example, do not gather information on paper and later enter it in the USCB's online response website yourself.</p>
<p>Do not guide responses for the 2020 Census questionnaire. Do answer questions about the census questionnaire and provide clarifications. However, community members must make their own decisions about their response.</p>

“WALK IN MY SHOES” (20 MINUTES)

WORKSHOP 3

Learning Outcome(s): Recognize the importance of empathy and respect in building trust with community members visiting a Questionnaire Assistance Center (QAC).

Additional Recommended Material(s): Not applicable

Workshop Overview: In this workshop, we will:

- Review the U.S. Census Bureau (USCB) options for community members to complete the 2020 Census.
- Recall a time when each participant may have felt uncomfortable disclosing their personal information, so participants may use an empathetic lens when engaging with and assisting community members at a QAC.

Introduce the workshop to participants by sharing the learning outcome and workshop overview.

Facilitator Note: The goals of this workshop are to help participants realize:

1. Community members may have concerns or questions.
2. Their capacity to empathize with community members.
3. Their willingness to provide privacy in a respectful manner will help to ease some of the concerns expressed by community members visiting a QAC.

Inform participants: The next activity will focus on demonstrating empathy and respect to build trust with community members visiting a QAC.

Ask participants: What are the 4 ways that the Census will be administered this year? Select a few people to answer at random until you have the correct 4 answers. Write the answers on a flipchart or whiteboard for everyone to see:

1. Online
2. Telephone
3. Paper
4. In-person at home by USCB Enumerator

Facilitator Note: Highlight to participants that a primary focus of their role is to engage and motivate community members to encourage onsite response at the QAC.

Ask the participants: By a show of hands, how many of you are comfortable taking the 2020 Census online?



Facilitator Note: Ask participants to turn to each other, in pairs or groups of three, and talk about a time when they felt insecure about submitting their personal information online.

Ask the participants: Did you feel that your information was being protected?

Facilitator Note: After two minutes, ask participants to volunteer a little about what they heard from their peers.

Ask participants if they will be able to use their own experiences recalled during the activity to empathize with community members who may feel uncomfortable sharing their personal information and information about their household members.

Highlight to participants: While our activity on empathy focused on relating to community members who may feel uncomfortable submitting personal information online, it is important to remember that community members will have multiple reasons to feel uncomfortable about participating in the 2020 Census, such as: digital literacy or literacy concerns, in-language support and other accommodations, or not understanding what the Census is or why it matters, etc.

Reaffirm to participants that recalling and using their own similar experience to understand how community members may feel while taking the 2020 Census, and treating them with respect and empathy, will build their trust and encourage them to complete the 2020 Census at the QAC.

“PRINT WHAT? PRINT HOW?” (15 MINUTES)

WORKSHOP 4

Learning Outcome(s): Understand the importance of ensuring that community members completing the 2020 Census online at the Questionnaire Assistance Center (QAC) know when and how to record their 2020 Census Confirmation Code.

Additional Recommended Material(s): Census Confirmation Code handout (page 17)

Workshop Overview: In this workshop, we will review when the 2020 Census Confirmation Code is displayed on the screen for the online form and discuss ways community members may record their 2020 Census Confirmation Code.

Introduce the workshop to participants by sharing the learning outcome and workshop overview.

Ask participants: Raise your hands if you have ever completed an application without access to a printer that asked you to print a confirmation page to save as proof that you completed the application?

Acknowledge participants' responses.

Ask participants: How did you save your confirmation code from that application without a printer?

Acknowledge participants' responses.

Inform participants: Now, let's look at what stage in the online 2020 Census Questionnaire process the Confirmation Code is displayed to community members and how they may record their Confirmation Code.

Ask participants to look at the 2020 Census Confirmation Code handout that shows a screenshot of the confirmation code received after an online form is submitted by a community member and provides an example of the 2020 Census Confirmation Code template.

Ask participants to raise their hands if they recall the confirmation code displayed at the end of the census questionnaire video.

Acknowledge participants' responses.



Inform participants: The confirmation code is unique to each community member who completes an online 2020 Census questionnaire. **Highlight to participants the importance of community members recording their Confirmation Code before they close the browser.**

Let the group know that this template is a non-digital way for community members to record and store—without printing—the confirmation number provided upon completing the 2020 census questionnaire online.


Let participants know that community members who have cell phones with a camera feature have the option to take a picture of their Confirmation Code.

2020 CENSUS CONFIRMATION CODE

HANDOUT 4

DECEMBER 18, 2019

This preview is an excerpt of the 2020 Census Video Language Guide. The full version - in English and 59 non-English languages - will become available in early 2020.



I completed the 2020 Census Questionnaire for my household on date: _____

My confirmation code is: _____

“How Would You Say This?” (45 MINUTES)

WORKSHOP 5

Learning Outcome(s):

- Understand the key elements of motivational communication.
- Model ways to motivate community members at a Questionnaire Assistance Center (QAC).

Recommended Materials:

- Definition of Motivational Communications written on flipchart or whiteboard
- Definition of Active Listening written on flipchart or whiteboard
- Community Members Engagement Topics handout (page 21)
- Motivational Talking Points Examples handout (page 22)

Workshop Overview: In this workshop, we will:

- Review the definition of motivational communications.
- Explore samples of motivational talking points.
- Create new talking points using our natural and authentic way of communicating to instill trust as we engage and motivate community members.

Introduce the workshop to participants by sharing the learning outcome and workshop overview.

Facilitator Note: The goal of this workshop is to help participants communicate in ways that feel and sound natural to them which in turn will sound authentic to community members and motivate them to participate at the QAC.

Facilitator Notes: Write the definitions provided below on a flip chart or whiteboard. Be sure to use a different color marker for the bolded words in the definition to highlight these words to participants.

Definition of Motivational Communications: Respond to community members' questions in a manner that **acknowledges** their expressed concerns and instills **trust** in their completion of the 2020 Census at the QAC.

Definition of Active Listening: “**Mindfully listening** to what community members are saying to gain information and perspective while treating the community member with **respect** to foster an environment of **trust** and **mutual understanding** within the QAC.”

Ask participants to read the definition of Motivational Communications aloud with you.

Facilitator Note: Highlight/discuss the words **acknowledges** and **trust**.

Ask participants to read the definition of Active Listening aloud with you.

Facilitator Note: Highlight/discuss the words: **mindfully listening, respect, trust** and **mutual understanding**.

Let participants know it is important to acknowledge community members' concerns and actively listen to their perspective to instill trust and create mutual understanding.

Remind participants that:

- Motivational communication is one of the two primary soft skills that are complementary to the role of QAC staff/volunteers.
- The other key skill is active listening.
- Both skills are essential for effective communication with community members at the QAC.

Let's take a look at the three community member engagement topics that we will use to practice motivational communications and active listening.

Ask participants to look at the Community Members Engagement Topics handout that lists the three community member engagement topics used for this workshop.

- 1. How would you motivate community members with expressed concerns about 2020 Census participation?**
- 2. How would you motivate community members who need in-language support not offered via the USCB online, phone, or language guides?**
- 3. How would you motivate community members with literacy and/or digital literacy concerns?**

Ask participants to volunteer to read out loud the three community member engagement topics. Select three participants.

Now, let's also look at some examples of motivational talking points that could be used to respond to these three community member engagement topics.

Ask participants to look at the Motivational Talking Points handout that provides examples that may be used to motivate community members who express concerns about taking the 2020 Census.

Ask participants to volunteer to read one community member engagement topic and the motivational talking point associated with that topic on the handout. Select three participants.

Ask participants if they have any questions and clarify as needed.

Now, let's practice creating motivational talking points using our own words to respond to the same three community member engagement topics.

Ask participants to break into 3 small groups.

Facilitator Note: Assign one community member engagement topic to each small group.

Then as a group discuss the following: How would you adjust the responses to match your natural communication style?

Ask the small groups to collectively create and write **two new** talking points.

Ask the class if they have any questions about the instructions and clarify as needed.

Facilitator Note: Let the participants know that it is time for a class discussion to debrief the activity together.

Ask participants to keep the Community Engagement Topics handout nearby to serve as a visual aid for the class discussion.

Ask each small group, one at a time, to share the following:

1. Remind the class which engagement topic they were assigned.
2. **One new** talking point created by the group during the activity.
3. What they like the most about the **new** talking point they created during the small group activity?

Facilitator Notes:

- Write the new talking point presented by each small group on the flip chart for everyone to see and let everyone know they can copy it if they choose
- Thank the small group that presented and continue with another group utilizing the same format until all groups have presented.

Ask the participants if they have any last questions, items for follow-up, comments, or concerns.

Revisit the **three new** talking points created by the small groups for the "How Would You Say This?" workshop.

Remind participants that motivational communication feels and sounds natural and it is their authentic voice that will build trust with community members and motivate them to complete the 2020 Census at the QAC.

COMMUNITY MEMBER ENGAGEMENT TOPICS

HANDOUT 5.1

Engagement Topic 1

How would you motivate community members with expressed concerns about 2020 Census participation?

Engagement Topic 2

How would you motivate community members who need in-language support not offered via USCB online, phone, or language guides?

[**Note:** Partner staff/volunteers may offer additional languages outside of the 59 USCB languages provided.]

Engagement Topic 3

How would you motivate community members with literacy and/or digital literacy concerns?

MOTIVATIONAL TALKING POINTS

HANDOUT 5.2

Engagement Topic 1: How would you motivate community members with expressed concerns about 2020 Census participation?

Talking Point Example

Did you know that Census data is used to determine the number of seats in the U.S. House of Representatives? A complete count amplifies our voices in Congress and helps create fairer and more diverse representation for us, our families, and our communities. The 2020 Census is safe, secure, and it takes about 10 minutes of your time to help secure funding for our community for the next 10 years. I am happy to provide a device workstation for you to complete the 2020 Census while you are here at our QAC.

Engagement Topic 2: How would you motivate community members who need in-language support not offered via USCB online, phone, or language guides?
[**Note:** Partner staff/volunteers may offer additional languages outside of the 59 USCB languages provided.]

Talking Point Example

<State in the community member's language if available>: Did you know that Census data is used to determine how much funding is given to school resources for our children and grandchildren? California schools receive over \$7 billion in federal funding. The 2020 Census is safe, secure, and it takes about 10 minutes of your time to help secure funding for our community for the next 10 years. I am happy to provide a device workstation for you and I can answer any questions you may have as you complete the 2020 Census online.

Engagement Topic 3: How would you motivate community members with literacy and/or digital literacy concerns?

Talking Point Example

Did you know that Census data is used to determine funding for resources used by our families and loved ones, such as community parks, social services, health care, and childcare? Taking the Census is not just about counting people it is also counting for dollars. The 2020 Census is safe, secure, and it takes about 10 minutes of your time to help secure funding for our community for the next 10 years. You can take the 2020 Census over the phone. I am happy to provide a telephone station for you to talk to a USCB Call Center enumerator now while you are here at our QAC.

“How CAN I HELP?” (60 MINUTES)

WORKSHOP 6

Learning Outcome(s): Model ways to assist and motivate community members at a Questionnaire Assistance Center (QAC).

Additional Recommended Materials:

- Engaging Community Members Tips handout (page 26)
- Community Members Engagement Topics handout (page 27)
- Flip chart with **new** motivational talking points from “How Would You Say This?” workshop
- Roleplay Scenario Script Example handout (page 28)
- Roleplay Scenario Assignments handout (page 29)

Workshop Overview: In this workshop, we will use active listening and motivational communications soft skills derived from the activities and group discussions in Modules 1-3, to model ways to engage, assist, and motivate community members at a QAC.

Introduce the workshop to participants by sharing the learning outcome(s) and workshop overview.

Facilitator Note: Remind participants that when they use active listening and motivational communications as they engage and assist community members, they will increase the number of community members who choose to complete the 2020 Census at the QAC.

Ask participants to look at the Engaging Community Members Tips handout that provides tips/steps to engage community members at a QAC.

Now let's look at some tips on how to engage and assist community members visiting a QAC.

Read each tip/step listed aloud with participants.

Ask the participants if they have any questions or comments about the tips/steps shared.

Inform participants that the next activity will be roleplaying to model ways to engage, assist, and motivate community members visiting a QAC.

Facilitator Note: The goal of this activity is to help participants use the engagement tips/steps discussed and the active listening and motivational communications skills they learned to model ways to engage and assist community members visiting a QAC.

Let's review the three community engagement topics and the motivational talking points you created for these topics during the “How Would You Say This?” workshop.

Ask participants to look at the Community Member Engagement Topics handout and review each topic with its associated talking point listed on the flip chart.

Now let's take a look at a scripted roleplay scenario example.

Ask participants to look at the Roleplay Scenario Script Example handout that provides an example of a QAC staff/volunteer member engaging and assisting a community member at a QAC.

Ask two participants to volunteer to read and enact the roleplay script in front of the class.

Ask the participants if they have any questions and clarify as needed.

Now let's practice some types of visitor interactions that may occur at a QAC with community members.

Ask participants to look at the Roleplay Scenario Assignments handout that provides three scenarios of community member interaction that QAC staff and volunteers may encounter when they are onsite.

- **Scenario 1:** Engaging, motivating, and assisting community members who need in-language help not available via the USCB's online and Call Center options for the 2020 Census questionnaire.
- **Scenario 2:** Engaging, motivating, and assisting community members with literacy or digital literacy concerns to complete the 2020 Census questionnaire.
- **Scenario 3:** Engaging, motivating, and assisting community members with expressed concerns (e.g. protection of information listed on the Census form or distrust of the government) about participating in the 2020 Census.

Ask participants to break into small groups of no more than four individuals. [**Facilitator Note:** Trainers may adjust this small grouping maximum based on trainer's preference and class size.]

Facilitator Note: Randomly assign a roleplay scenario to each small group. Try to provide groups near each other with different role play scenarios to limit peer influence.

Inform participants that when they are in small groups, two participants will play the role of a QAC staff/volunteer member and two participants will play the role of the community member. **Optional:** Participants playing the roles of staff/volunteer may refer to the Engaging Community Members Tips handout to help them model engaging, assisting, and motivating community members visiting a QAC. Once the initial roleplay scenario has concluded, the pairs in each small group will switch roles and repeat the roleplay.



Ask participants if they have any questions about the instructions and clarify as needed.

After all groups have played the role of both a community member and a QAC staff/volunteer member, ask participants to return to their seats for a large group discussion.

Then as a group discuss the following:

1. When you were a community member, what responses to your questions and what type of assistance made you feel safe and confident in sharing your information to complete the 2020 Census at the QAC?
2. When you were a QAC staff/volunteer member:
 - a. How did you show community members that you were actively listening?
 - b. How did you motivate them?

Ask the participants if they have any last questions, items for follow-up, comments, or concerns. Clarify as needed.

ENGAGING COMMUNITY MEMBERS TIPS

HANDOUT 6.1

<p>Step 1: Greet members of the community as they arrive and introduce yourself.</p>
<p>Step 2: If a staff member/volunteer is not immediately available, encourage the community member to wait and direct them to a designated waiting area.</p>
<p>Step 3: Once a staff member/volunteer is available, greet the community member, introduce themselves, and ask how they can provide support for Census 2020.</p> <ul style="list-style-type: none"> - Ensure community member is offered in-language assistance as applicable (through staff, volunteers, or language guides). - Ensure people with disabilities are offered accommodations as needed.
<p>Step 4: Offer printed materials for community member to use as a tool as they respond individually and independently to the 2020 Census questionnaire (when community member is able to self-respond).</p>
<p>Step 5: Provide responses to all questions and validate with the community member that their questions or concerns have been fully addressed.</p>
<p>Step 6: If the community member has not completed their 2020 Census questionnaire, ask if they would like to complete it on site.</p> <ul style="list-style-type: none"> - If no, provide responses to any other questions related to Census 2020 and let the community member know that the QAC is an available resource should they need support in the future. - If yes, offer available options and ask for their preference for completing the questionnaire.
<p>Step 7: Provide the community member with the right equipment (e.g. computer/phone). Ensure the USCB phone number is provided or the link to USCB is clicked.</p>
<p>Step 8: Provide privacy while the community member completes the 2020 Census questionnaire. Inform them that you are available if they have questions while completing the form.</p>
<p>Step 9: Should an individual <u>request</u> assistance, you may enter or help to enter an individual's response if needed. (See protocol on page 20 of the QAC/QAK Guide).</p>
<p>Step 10: Once a community member has completed their 2020 Census questionnaire, encourage them to share the importance of the 2020 Census with friends, neighbors, family and coworkers, and refer anyone needing supporting to a QAC.</p>
<p>Step 11: Thank the community member for their time.</p>
<p>Step 12: Complete Visitor Interaction Form and submit to your Census lead and/or Census contracted partner.</p>

COMMUNITY MEMBER ENGAGEMENT TOPICS

HANDOUT 6.2

Engagement Topic 1

How would you motivate community members with expressed concerns about 2020 Census participation?

Engagement Topic 2

How would you motivate community members who need in-language support not offered via USCB online, phone, or language guides?

[**Note:** Partner staff/volunteers may offer additional languages outside of the 59 USCB languages provided.]

Engagement Topic 3

How would you motivate community members with literacy and/or digital literacy concerns?

ROLEPLAY SCENARIO SCRIPT EXAMPLE

HANDOUT 6.3

Scenario: In-Language Assistance (Available via USCB)

QAC Staff/Volunteer: Hello. Thank you for visiting our QAC today. My name is _____. I work with <state Contracted Partner Organization Name>. How can I help you?

Community Member: <Individual communicates they need in-language assistance and states a language that is available via the USCB online or Call Center options).>

QAC Staff/Volunteer: <Ask the community member using in-language>: Would you like to learn what the 2020 Census means to you and your community?

< If the community member says “Yes,” then ask them>: What community resources do you like to use or visit? <Once the community member answers, share how the Census helps determine funding for some or all of these resources. **Example:** The community member shares that they like to visit local parks and use the library. You can share that the Census determines funding for community parks and libraries, so completing the 2020 Census today at the QAC will help the community receive money to maintain these important resources.>

<Ask the community member>: Would you like to complete the 2020 Census today? It will only take about 10 minutes of your time and I am here to help you if needed.

< If the community member says “Yes,” then say>: Good news! The 2020 Census is available online or over the phone in your <State the community member’s in-language needed>. Do you want to complete the 2020 Census online or over the phone? <Note: Staff/volunteers should offer what option is available at the QAC.>

< If the community member chooses the online option, then say>: Thank you for participating in the 2020 Census. I can provide a workstation in <state in-language for community member> for you to use to complete the 2020 Census questionnaire online. Please follow me to a device workstation. If you have any questions while you are completing the 2020 Census questionnaire online, please feel free to come see me and I will see how I can help you. <Step away from the device workstation to provide the community member with privacy.>

< If the community member chooses the phone option, then say>: Thank you for participating in the 2020 Census. I can provide a telephone workstation for you and provide you with the call-in number for <State community member’s in-language needed>. Please follow me to a telephone workstation. <Wait with the community member until a U.S. Census Bureau representative is on the phone, then maintain some distancing from the telephone workstation to provide the community member with privacy.>

ROLEPLAY SCENARIO ASSIGNMENTS

HANDOUT 6.4

Scenario 1

Engaging, motivating, and assisting community members who need in-language help not available via the USCB's online and Call Center options for the 2020 Census questionnaire.

Scenario 2

Engaging, motivating, and assisting community members with literacy or digital literacy concerns to complete the 2020 Census questionnaire.

Scenario 3

Engaging, motivating, and assisting community members with expressed concerns (e.g. protection of information listed on the Census form or distrust of the government) about participating in the 2020 Census.