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**Census Bilingual Questionnaire Research
Final Round 2 Report**

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EXECUTIVE SUMMARY

1. Introduction

In preparation for the 2010 Census, the Census Bureau has conducted two rounds of cognitive testing on test versions of a bilingual, Spanish/English “swimlane” questionnaire (the first round tested the 05 version, the second round tested the 07 version with differences in content). The primary objective of the first round of testing was to test the Spanish translation contained in the questionnaire. The form was tested with only Spanish speakers in Round 1 (See Caspar, et al., 2006). In the second round of testing, we conducted more traditional cognitive testing that focused on comprehension in addition to navigation and issues of item non-response. The second round of testing included monolingual English speakers, monolingual Spanish speakers and bilingual Spanish speakers with limited English proficiency and also tested changes made to the Spanish translation based on the first round of cognitive testing.

This report presents the results of the second round of testing and focuses on issues leading to comprehension difficulty and item nonresponse. Additional navigational issues are also reported here. Recommendations for form revisions and future research are provided.

2. Methodology and Respondent Profile

In Round 2, a total of 66 interviews were conducted in four sites across the country: Raleigh/Durham, Chicago, Miami, and Los Angeles. While this research is based on a non-statistical sample, the four sites were selected to maximize the representation of the diverse Hispanic population in the United States.

In Round 2 we recruited respondents who were monolingual Spanish speakers, monolingual English speakers (n=20 and n=25, respectively) or bilingual with Spanish language dominance (n=21).

Four levels of educational attainment were used to categorize respondents: low attainment (some formal education but no high school diploma), high school diploma or GED, some college, and college or advanced degree. Due to our experience in Round 1, we reduced the number of respondents recruited in the “low attainment” (some formal education) and “advanced” (college or advanced degree) sub-categories.

Respondents were recruited based on four geographic regions of origin: Mexico, Central America, South America, and an aggregate region of Cuba, Puerto Rico, the Dominican Republic and Spain. The specific countries and territories represented in Round 2 include: Mexico, El Salvador, Peru, Puerto Rico, Cuba, Guatemala, Honduras, Nicaragua, Colombia, the Dominican Republic, Chile, and Argentina.

The sample was comprised of 27 men and 39 women. The group had a median age of 37 and the median household size was three people. Among the 25 respondents interviewed in English,

about half were non-Hispanic and they all classified themselves as either white or black. The rest of the English speakers were Hispanic.

Interviewing took place during February and March of 2007. Each interview lasted no longer than 90 minutes. All interviews were conducted by bilingual RTI and Census Bureau staff at RTI facilities or at contracted locations that assured privacy. The interviews were audio-taped with the respondents' consent. Interviewers observed the respondents while they completed the self-administered census test form and then conducted retrospective cognitive interviews.

3. Recommendations

Comprehension of Key Terms

The key terms tested in this round include terms that were changed based on our Round 1 recommendations (See Caspar, et al., 2006 for these recommendations). In addition, we tested some terms that had been tested in Round 1 but that had remained unchanged. Finally, some changes had been made to the form independent of this project, so we included testing of new items as well. Because the first round was conducted only in Spanish, all terms were tested in English for the first time in this round.

Cover Letter

A. Estimado Residente/Dear Resident

- Consider replacing “Estimado(a) Residente/Dear Resident” with a more generic greeting such as “*Estimado(a) Señor o Señora/Dear Sir or Madam*” in both languages. While most respondents interpreted the greeting as intended in both languages, some people interpreted the greeting as addressing only people with legal permanent residency status in the U.S. We therefore recommend changing the term to eliminate even the small possibility of non-response to the Census as a result of this potential misunderstanding.

B. Enumerador/Enumerator

- Replace “enumerador/enumerator” with “*entrevistador/interviewer*” or “*empleado de la Oficina del Censo/employee of the Census Bureau.*”

C. Juramento/Oath (was juramentado/sworn in Round 1)

- The revised term worked well. No further recommendations.

Undercount Question

D. Hijos de crianza/foster children

- No changes for the English term “foster child” recommended.
- We found that “hijo de crianza” is not the equivalent of “foster child” and recommend replacing it with a Spanish term that is indicative of the U.S. Foster Care Program. In Round 1, the recommendation was *niño bajo custodia (programa foster del gobierno) (child under custody (government foster care program))*. Another alternative is *hijo de crianza por disposición legal (child by legal placement)* or *hijo de crianza “foster” por disposición legal (legally placed “foster” child)*.
- We are aware that there is a limited amount of space available for the term “foster child” on the self-administered Census questionnaire. The ideal would be to have a longer

phrase that thoroughly explains the concept of a foster child in Spanish. If this is not possible, we would recommend including at minimum the term “foster” in the Spanish phrase. The phrase could read “hijo de crianza (foster). Translation: child I’m bringing up (foster). While this may not be totally comprehensible to Spanish speakers who are completely monolingual or who have never heard of the foster care program, those who do participate in the program should be familiar with the English term. It will also cue respondents to the fact that the term *hijo de crianza* here means something a bit different than what they are used to.

- Another issue that should be taken into consideration is that the term “hijo” currently used for “child” implies the concept of a son or a daughter in Spanish. The Census Bureau should recognize that the term *niño* might better refer to a child in this type of context. However, this recommendation should be tested further as the term *niño* usually refers to a young child and respondents might not use this term to refer to older foster children.

Tenure Question

E. Los préstamos sobre el valor líquido de la casa/Home equity loans

- No changes recommended. This is a standard banking term that may only be familiar to respondents who have had experience with this type of loan or have heard of it before. However, it would be helpful to examine respondents’ understanding of banking and home loan terminology in the tenure question in both languages and look into whether simplified terminology is possible.

F. Libre y sin deuda/Free and clear

- No changes recommended.

G. Alquilada/Rented (was Alquilada por pago en efectivo/Rented for cash rent in Round 1)

- The revised term worked well. No further recommendations.

H. Ocupada sin pago de alquiler/Occupied without payment of rent (was Ocupada sin pago de alquiler en efectivo/Occupied without payment of cash rent in Round 1)

- The revised term worked well. No further recommendations.

Age Question

I. Reporte a los bebés como de edad 0 cuando tengan menos de 1 año/Please report babies as age 0 when the child is less than 1 year old

- Restructure the sentence in Spanish so it is less complicated and more idiomatic: **Escriba 0 para los bebés que tengan menos de 1 año de edad/write 0 for babies that are under 1 year old**
- No recommendations for changes to the English wording; the majority of the English-speaking respondents interpreted the instruction as intended.
- Conduct research into whether removing the instruction from the Person 1 column would eliminate confusion without creating new problems associated with respondents attending more carefully to the Person 1 instructions than to those included in subsequent columns (eg., the Person 1 column sets the standard for reporting all household members).

Overcount Question

- J. Vive o se queda/Live or stay
- Same as Round 1, consider adding “temporarily” to “se queda” and “stay” for both Spanish and English.
- K. Vivienda de temporada/seasonal residence (was Residencia estacional/ seasonal residence in Round 1)
- The revised term worked better. No further recommendations.
- L. En vivienda universitaria/In college housing (in Round 1 was: Para asistir a la universidad/To attend college)
- No changes recommended.
- M. Custodia de niños/child custody (in Round 1 was: For a child custody arrangement/Por un arreglo de custodia de niños)
- No changes recommended.
- N. Hogar de convalecencia/nursing home
- No changes recommended.

Relationship Question

- O. Suegro(a)/Parent-in-law
- Consider changing “parent-in-law” to “*father-in-law or mother-in-law*” on the English side of the form to reduce respondent burden
 - No changes recommended for the Spanish term “suegro(a).”
- P. Inquilino o pupilo (Roomer or boarder)
- Further thought is needed on the part of the Census Bureau as to the measurement objectives for the phrase “roomer or boarder” in both English and Spanish. There is evidence that many English speakers are not familiar with this type of arrangement and are not interpreting this as a situation in which someone pays for room and board (meals and lodging).
 - The Spanish translation currently in use does not parallel the English wording. Spanish speaking respondents are most often interpreting the category to mean a “renter or student.” If the Census Bureau would like to maintain the option of “roomer or boarder” in English, further research is needed to find a Spanish translation that more accurately expresses this concept in Spanish.
 - At a minimum, we recommend removing the term “pupilo” (boarder) from the Spanish translation. This is a strong recommendation based on the evidence of low comprehension for the term across both rounds of testing (where respondents either did not understand the term or thought that it was referring to a student).

- Q. Pareja no casada/unmarried partner (was Compañero(a) no casado(a)/unmarried partner in Round 1)
- The revised term worked well. No further recommendations.
- R. Compañero(a) de casa o de cuarto/Housemate or roommate (was compañero(a) de casa o compañero(a) de cuarto in Round 1)
- The terms “housemate/roommate” and “compañero de casa o de cuarto” are not being understood in exactly the same way in English and Spanish. We recommend researching and testing terms other than “compañero(a)” to refer to the person who lives with one or more people in order to share the rent and expenses. The current word choice could imply a romantic relationship when used with the word “de casa” (house) or “de cuarto” (room), and might mislead some respondents who are unfamiliar with the concept of a housemate or a roommate. A possibility to be tested is *coinquilino* (co-renter).
 - No changes recommended for the English term “housemate or roommate.”

Item Nonresponse and Navigation (Problem Areas Only)

- A. Inicial/Initial: Middle initial box
- Consider changing “inicial” (MI for middle initial) to “inicial del segundo nombre” (initial of second name).
 - Consider additional research to determine whether changing the response format on the Spanish side of the form would reduce nonresponse to this item. Since the Hispanic naming convention differs from the convention used in the English language, a new format might include deleting the inicial (MI) box and revising the nombre (name) box to say “nombre(s)” (names) so that respondents are prompted to list all names. The apellido (last name) box could also be revised to say “apellido(s)” (last names) for consistency reasons. Such research would need to focus on whether such changes actually decrease item nonresponse and whether Spanish speakers who have lived in the U.S. longer have already internalized and adopted U.S. naming customs for the purposes of filling out forms. In addition, this research would need to address how to find space for the reformatted question on a form where space is already at a premium.
- B. Overcount question
- Investigate the reasons behind the layout and formatting changes from Round 1 to Round 2 and consider reinstating the indentation and differing font size of the no/yes checkboxes and the answer choices, as well as the dark lines enclosing the answer boxes used in Round 1. This recommendation applies to both the English and Spanish sides of the form.
 - We also recommend looking at the English only questionnaire to examine layout differences between the English only and the bilingual form. If the layout cannot be the same because of space constraints, we recommend examining the results of the 07 field test to see if there is differential item non-response across forms.
- C. Raza/Race and Para este censo, origen hispano no es una raza/For this census, Hispanic origins are not races

- Consider new research into the Hispanic origin and race series so that we can create a question that both English and Spanish speaking Hispanic respondents will be able to identify with and answer easily. Currently there is no category on the form with which the majority of Hispanic respondents self-identify strongly or comfortably.
- Consider indenting the other specify boxes for principal tribe of American Indian or Alaska Native, Other Asian, as well as Some other race. This way, the “some other race” response option is more noticeable and it might also prevent the visual illusion that there are three separate questions within the race question. The English only questionnaire has different indentation on the race question. We recommend that the two forms contain the same question layout to prevent differential item non-response.
- Consider a complete overhaul of the race and ethnicity question series in order to maximize comprehension and consistency of understanding across all respondents. A thorough plan for research using both English and Spanish-speaking respondents as well as respondents of both Hispanic and non-Hispanic ethnicities is recommended.

D. Mailing Package

- Consider adding the mandatory message on the outgoing envelope and the return instructions on the return envelope in Spanish. We do not recommend further research into adding the return instructions in Spanish to the return envelope as we do not view this as an addition that would have a high risk for negative impact. However, the addition of the mandatory message to the outgoing envelope could potentially have effects on response rates. A field study would be an ideal way to gauge whether a mandatory message in Spanish would have the same positive impact on response rates as does the message in English.
- Consider folding the cover letter over the questionnaire so that both the letter and questionnaire are pulled out of the envelope rather than the cover letter being inadvertently left in the envelope and thus not read.

5. Conclusions

Round 2 testing was successful in providing evidence that the new terms modified based on Round 1 results performed better. Round 2 also provided additional evidence about some problematic terms identified in Round 1 that had not been changed for Round 2. Further, we were able to examine item nonresponse issues for both English and Spanish-speaking respondents in greater detail. Finally, we gained evidence to show that some of the problems noted by Round 2 respondents were related to issues such as a lack of forms literacy.

This report includes recommendations to revise the wording and for future research that could increase comprehension and consistency of understanding for English and Spanish-speaking census respondents. These have been noted in Chapter 3 as well. These recommendations must be reviewed by Census Bureau staff who are both knowledgeable about the underlying goals of the specific census questions and able to consider the possible consequences of implementing the recommended changes. As noted earlier, these results are purely qualitative and provide empirical information on how Spanish and English speakers interpret, understand, and respond to selected items on the 2007 test version of the bilingual swimlane questionnaire.

1. INTRODUCTION

In preparation for the 2010 U.S. Census, the Census Bureau has worked to develop a bilingual questionnaire in English and Spanish. Some examples of language program activities and research that the Census Bureau has conducted to inform and improve non-English language data collection are:

- 1990 Decennial Census: Spanish language Census forms were made available to households that specifically requested the form
- 1993 Spanish Forms Availability Test (SFAT): A Census Bureau field test was conducted with the inclusion of different types of Spanish language Census forms in its initial mailing to selected households
- Census 2000 Dress Rehearsal: A dual-language mailing package was sent to respondents' addresses in specific sites
- Census 2000: One of the five official non-English language questionnaires was mailed, upon request, to households
- In 2003 RTI International (RTI) was retained to conduct cognitive interviews and focus groups with monolingual Spanish-speaking, monolingual English-speaking, and bilingual respondents to evaluate four different design options under consideration for the bilingual Decennial questionnaire.
- In 2003 the Census Bureau Statistical Research Division conducted research and released a report based on the results of exploratory cognitive interviews conducted using the Spanish-language version of the American Community Survey.
- In 2005 the Census Bureau conducted a field test of the bilingual swimlane questionnaire as a part of the 2005 National Census Test. The goal was to examine the impact of the bilingual questionnaire on response with a national sample of housing units. Results from this test indicate that the bilingual form significantly increased response among both Spanish and English speakers. A report on these results was released in 2006.
- In 2006 and 2007 RTI and Census Bureau staff conducted two rounds of in-depth cognitive interviews on the 2005 and 2007 test versions of the bilingual swimlane questionnaire. In Round 1, the goal was to examine how Spanish speakers who have little or no knowledge of English interpret and understand the Spanish language questions. In Round 2, the testing was expanded to include monolingual English speakers and bilingual respondents and focused on Spanish and English terminology as well as issues leading to item nonresponse and comprehension difficulties.

In 2003, the focus of the 2010 Census Language Program Bilingual Questionnaire Research Study was to compare different design options rather than focusing on issues related to language or translation. RTI found that the preferred option was the “swimlane” form, in which questions are grouped visually by placing them in vertical lanes and divided by parallel lines, with one lane for English questions and the other lane for Spanish (See appendix I1). In contrast, the two rounds of subsequent cognitive testing in 2006-2007 have focused on how respondents interacted with and understood the questions on the 2005 and 2007 test versions of the bilingual swimlane questionnaire.

In Round 1, the 2005 test version form was tested with only Spanish speakers who spoke little or no English. In Round 2, both Spanish and English speakers were interviewed and the form included revised terms based on some of our recommendations from Round 1. Two versions of the form that allowed the reporting of up to 12 household members were tested: 1) Form Version 1 had a separate cover letter and contained eight full Person columns with a continuation roster for Persons 9 to 12; 2) Form Version 2 had an attached cover letter and contained six full Person columns with a continuation roster for Persons 7 to 10 (See appendix I1). In Round 2 the complete mailing package was provided to the respondents; the outgoing envelope contained a bilingual form, a return envelope, and a separate cover letter if it was Version 1. The outgoing envelope contained only the bilingual form (with attached cover letter) and a return envelope if it was Version 2.

Using a structured in-depth cognitive interviewing protocol, for Round 2, the project team interviewed 66 respondents who were monolingual speakers of Spanish, monolingual speakers of English, and bilingual Spanish speakers who had limited English proficiency. The Round 2 objectives were three-fold:

- 1) Conduct iterative testing of the comprehension of key Spanish terms that had been changed after Round 1. Hypothetical vignette situations were also employed to gauge respondent’s understanding of the terms that describe the relationships between household residents and Person 1.
- 2) Identify issues that lead to item nonresponse on the bilingual form

- 3) Document additional navigation and comprehension issues, as well as respondent behaviors while interacting with the bilingual form

The results of the Round 2 interviews are summarized in this report and recommendations for future research are provided.

2. METHODOLOGY AND RESPONDENT PROFILE

This study consisted of 66 cognitive interviews in four sites across the country. While this research is based on a non-statistical sample, the four sites were selected to maximize the representation of the diverse Hispanic population in the United States. In this section, the protocol developed for the Round 2 interviews is described as well as the methodology for identifying, recruiting, and interviewing participants.

2.1 RECRUITING RESPONDENTS

We recruited Spanish and English speakers in four metropolitan cities: Raleigh/Durham, Chicago, Miami, and Los Angeles. For each of the interviewing sites, the following inclusion criteria were used:

1. **Linguistic skills:** Qualified respondents were Spanish and English speakers who were monolingual (spoke only Spanish or only English) or bilingual speakers with Spanish language dominance (had knowledge of both languages but spoke Spanish more fluently and would prefer to do a survey in Spanish). When a person reported that he or she did not speak English at all, this individual was classified as a monolingual Spanish speaker. Conversely, a person was categorized as a bilingual Spanish dominant speaker when he or she spoke only some English and felt more comfortable speaking Spanish.
2. **Region of origin:** Respondents were recruited based on four geographic regions of origin: Mexico, Central America, South America, and an aggregate region of Cuba, Puerto Rico, the Dominican Republic, and Spain.
3. **Educational attainment:** Four levels of educational attainment were used to categorize respondents. They ranged from low attainment (some formal education but no high school diploma), to high school diploma, to some college, and to college or advanced degree.

Additionally, the recruiters strove to create demographic diversity in the sample with regard to gender, age, and country of origin.

Table 2.1 summarizes the number of respondents by city as well as by the linguistic, regional, and educational categories.

Table 2.1: Number of Respondents by Inclusion Criteria across Sites

Characteristics	Raleigh/ Durham	Chicago	Miami	Los Angeles	Total
<i>Total Respondents Per Site</i>	16	16	16	18	66
<i>Linguistic Skills</i>					
Monolingual: Spanish	6	5	5	4	20
Monolingual: English	5	5	5	10	25
Bilingual: Spanish dominant	5	6	6	4	21
<i>Educational Attainment</i>					
College or Advanced Degree	1	2	3	2	8
Some College	6	7	6	7	26
High School/GED	8	7	6	5	26
Some Formal Education	1	0	1	4	6
<i>Region of Origin (For Spanish Speakers)</i>					
Mexico	6	6	0	5	17
Central America	3	4	1	0	8
South America	2	1	3	3	9
Cuba, Puerto Rico, Dominican R., Spain	0	0	7	0	7

We implemented the following techniques to recruit participants for the Round 2 interviews:

- Posting flyers in public places frequented by Spanish speakers with limited English proficiency
- Sending letters to organizations to solicit help in recruiting
- Gathering nominations for referrals through word of mouth
- Utilizing the contacts established by experienced bilingual field interviewers who are knowledgeable about the local Hispanic community
- Contacting waitlisted individuals from Round 1 to see whether they were still interested in participating

When potential participants responded to the advertisement by contacting RTI, they were screened with a short questionnaire to determine whether they had the desired characteristics for the study. The English and Spanish screening questionnaires can be found in *Appendix A* (Spanish) and *Appendix B* (English). Individuals who were determined to be eligible were provided with additional information about the study, including:

- the purpose of the study
- the amount of time required to participate
- where the interviewing would take place
- the amount of the incentive (\$40)
- available appointment times

Once all interviewing appointments were filled, additional callers who were determined to be eligible for the study were added to a waitlist to cover cancellations and “no-shows.”

The minimum number of respondents sought for each inclusion criteria mirrored that of Round 1, except for the addition of monolingual English speakers and the reduction in the low and advanced sub-categories for educational attainment. In Round 1, respondents with no formal education experienced significant difficulties with the census form and the interviewers had to provide more assistance with the task than would be considered ideal based on the goals of this research. On the other end of the spectrum, respondents who had completed college tended to have fewer difficulties with the form.

It was interesting to note that the majority of those respondents with low educational attainment pointed out that they usually did not complete forms by themselves and that someone else always assisted or completed forms on their behalf. This anecdotal information seemed to suggest that the information that this cognitive test aims to collect may be more effectively gathered from respondents who have at least some high school education. This is because it is more likely that these respondents would try to complete forms by themselves, whereas respondents with low educational attainment generally would not. Thus, we reduced the number of respondents in the “low attainment” sub-category for the Round 2 interviews, as well as the number in the “advanced” (college or advanced degree) category.

2.2 CONDUCTING COGNITIVE INTERVIEWS

Most cognitive interviews lasted no longer than 90 minutes. Interviewing took place during February and March, 2007, at professional RTI facilities or a contracted location that assured privacy. The interview was preceded by a written informed consent procedure, including consent to audio-tape the interview. Each participant was asked to sign a copy of the informed consent form and was given a copy for their records. Copies of the English and Spanish consent forms can be found in *Appendix C* (Spanish informed consent) and *D* (English informed consent).

Next, the interviewer observed the respondent while he or she interacted with the mailing package and respondents were asked to complete the census form as if they had received it at home in the mail. One of the two versions of the forms was randomly assigned to each respondent. The mailing packages were put together in the way that they had been sent out in Census 2000 and the 2005 Census test. For Version 1, the separate cover letter was placed on top. The return envelope was inserted behind the letter with the text side facing the back of the letter. The form went on the bottom; the white space where an address could be printed or affixed showed through the window of the outgoing envelope. Version 2 was assembled the same way, except that there was no separate cover letter because it was attached as the first page of the questionnaire.

The interviewer continued to observe the respondent while he or she completed the self-administered census test form. This was followed by the cognitive interview and retrospective debriefing. Hypothetical vignette situations of household compositions were administered. After training the respondent on performing this cognitive task, each vignette was handed to the respondent on a sheet of paper one at a time. For each household described in the vignette situations, respondents were asked to identify how one resident was related to a hypothetical Person 1 (See appendices G and H for the vignette wording in English and Spanish).

Forty-one interviews were conducted in Spanish and 25 interviews were conducted in English; only a few respondents declined to be audio-taped. In these situations, the interviewer conducted the interview and took careful notes documenting the respondent's reactions to the

questionnaire. Upon completion of each interview, the respondent was paid a \$40 cash honorarium and the interviewer acknowledged the payment by signing a Payment Receipt (see *Appendices E and F*). Following a protocol guide (see *Appendix G and H*), the Round 2 interviews were conducted by a team that included three methodologists from RTI and a Census Bureau researcher. All four interviewers were bilingual with proficiency in English and Spanish; two of the interviewers were native Spanish speakers, one was a native English speaker and one was a native speaker of a language other than English or Spanish.

2.3 PROFILE OF RESPONDENTS

Information about the respondents is based on the data collected during the eligibility screening process and self-reports. As seen in *Table 2.2*, we recruited a diverse pool of respondents. The sample of 66 respondents was comprised of 20 monolingual Spanish speakers, 21 bilingual speakers with Spanish dominance, and 25 monolingual English speakers. There were 27 men and 39 women and only adults 18 years old or older were interviewed. The group had a median age of 37; the ages ranged from the youngest at 19 years old to the eldest at 72. In terms of household size, almost half of the respondents resided in a household of four or more people and the median household size was three people.

Table 2.2: Demographic Profile of Round 2 Respondents

Characteristics	Monolingual Spanish	Monolingual English	Bilingual Spanish Dominant	Row Total
<i>Number and Percent of Total Respondents</i>	20 (30.3%)	25 (37.9%)	21 (31.8%)	66 (100%)
<i>Gender</i>				
Male	7 (10.6%)	13 (19.7%)	7 (10.6%)	27 (40.9%)
Female	13 (19.7%)	12 (18.2%)	14 (21.2%)	39 (59.1%)
<i>Age</i>				
18 – 30	2 (3.0%)	11 (16.6%)	7 (10.6%)	20 (30.3%)
31 – 45	12 (18.2%)	10 (15.1%)	9 (13.6%)	31 (46.9%)
46 – 65	3 (4.5%)	3 (4.5%)	4 (6.1%)	10 (15.6%)
65 or older	3 (4.5%)	1 (1.5%)	1 (1.5%)	5 (7.8%)
<i>Household Size (number of people in the household)</i>				
1 (Respondent lives alone)	6 (9.1%)	3 (4.5%)	3 (4.5%)	12 (18.2%)
2 – 3	7 (10.6%)	9 (13.6%)	7 (10.6%)	23 (34.9%)
4	1 (1.5%)	5 (7.8%)	5 (7.8%)	11 (16.7%)
5 or more	6 (9.1%)	8 (12.1%)	6 (9.1%)	20 (30.3%)
<i>Educational Attainment</i>				
College or Advanced Degree	0 (N/A)	4 (6.1%)	4 (6.1%)	8 (12.1%)
Some College	4 (6.1%)	10 (15.1%)	12 (18.2%)	26 (39.4%)
High School/GED	12 (18.2%)	9 (13.6%)	5 (7.8%)	26 (39.4%)
Some Formal Education	4 (6.1%)	2 (3.0%)	0 (N/A)	6 (9.1%)

Among the 25 respondents interviewed in English, about half were non-Hispanic and they were all White or Black. The rest of the English speakers were Hispanic.

Table 2.3 provides descriptive data on Spanish-speaking respondents' regions of origin and years residing in the U.S. The specific countries and territories represented in this round included: Mexico, El Salvador, Peru, Puerto Rico, Cuba, Guatemala, Honduras, Nicaragua, Colombia, the Dominican Republic, Chile, and Argentina. The majority of the respondents reported having lived in the United States for 10 years or less and the most recent arrival was reported to be within the past year.

Table 2.3: Characteristics of Round 2 Spanish-Speaking Respondents

Characteristics	Monolingual Spanish	Bilingual Spanish Dominant	Row Total
<i>Number and Percent of Total Respondents</i>	20 (48.8%)	21 (51.2%)	41 (100%)
<i>Region of Origin</i>			
Mexico	11 (26.8%)	6 (14.6%)	17 (41.4%)
Central America	3 (7.3%)	5 (12.2%)	8 (19.5%)
South America	3 (7.3%)	6 (14.5%)	9 (21.9%)
Cuba, PR, Dominican Rep., Spain	3 (7.3%)	4 (9.8%)	7 (17.1%)
<i>Years Residing in the U.S.</i>			
10 Years or Less	14 (34.1%)	10 (24.4%)	24 (58.5%)
11 to 20 Years	3 (7.3%)	4 (9.8%)	7 (17.1%)
21 Years or More	3 (7.3%)	7 (17.1%)	10 (24.4%)

3. FINDINGS

This chapter summarizes the findings from the 66 cognitive interviews conducted in Round 2. Results are grouped by research objectives and presented in the same order that the topics were covered in the cognitive interviewing protocol¹. The protocol included hypothetical vignette situations that described the relationship between household members, which were employed to test respondents' understanding of key relationship terms.

In addition to the iterative testing of key terms, an important objective was to identify issues that led to item nonresponse. Finally, the testing revealed additional navigation and comprehension issues.

In reviewing the findings presented in this chapter, the reader is cautioned to remember that even though efforts were made to maximize its diversity, the sample of respondents that was recruited for this research is not a statistically representative sample of any kind. The results are, for the most part, qualitative. Common themes that were reported by multiple respondents are documented in this report as are those comments raised by only a small number of respondents. The latter cases are clearly denoted so the reader can consider the relative importance to assign to these comments. Readers are also encouraged to have a copy of the bilingual census form available for review as they read this Chapter of the report (See *Appendix I*). Recommendations for form revisions and future research are made throughout the Chapter.

3.1 RESEARCH OBJECTIVE ONE: COMPREHENSION OF KEY TERMS

A list of key terms that appear throughout the form was tested in Round 2, as seen in *Table 3.1*. They included several terms that were tested in Round 1 but remained unchanged in Round 2 and modified terms from Round 1 for re-testing. Some additional terms were new terms that had been added to the questionnaire since Round 1 or terms that had not been tested previously. Because Round 1 was conducted only in Spanish, these terms were tested in English for the first time in the context of the bilingual form in Round 2.

¹ The Spanish protocol can be found in *Appendix G* and the English protocol can be found in *Appendix H*.

Table 3.1: Key Terms Tested in Round 2

Location in the Form	Words and Phrases Tested in Round 2
Cover letter	<ul style="list-style-type: none"> • Estimado Residente/Dear Resident • Enumerador/Enumerator • Juramento/Oath (in Round 1 was: juramentado/sworn)
Undercount question	<ul style="list-style-type: none"> • Hijos de crianza/Foster children
Tenure question	<ul style="list-style-type: none"> • Incluye los préstamos sobre el valor líquido de la casa/ Include home equity loans • Libre y sin deudas/Free and clear • Alquilada/Rented (in Round 1 was: Alquilada por pago en efectivo/Rented for cash rent) • Ocupada sin pago de alquiler/Occupied without payment of rent (in Round 1 was: Ocupada sin pago de alquiler en efectivo/Occupied without payment of cash rent)
Age question	<ul style="list-style-type: none"> • Baby instruction
Overcount question	<ul style="list-style-type: none"> • Vive o se queda/Live or stay • En vivienda universitaria/ in college housing • Vivienda de temporada/seasonal residence (in Round 1 was: Residencia estacional/seasonal residence) • Por custodia de niños/for child custody • En un hogar de convalecencia/in a nursing home
Relationship question	<ul style="list-style-type: none"> • Suegro/parent-in-law • Inquilino o pupilo/roomer or boarder • Pareja no casada/unmarried partner (in Round 1 was: Compañero(a) no casado(a)/unmarried partner) • Compañero de casa o de cuarto/Housemate or roommate (in Round 1 was: compañero de casa o compañero de cuarto/Housemate or rommate) • Otro pariente/other relative

3.1.1 Cover Letter

A. Estimado Residente/Dear Resident

Most respondents interpreted the greeting in the introductory letter as intended. However, the term “residente” can have more than one meaning in Spanish. Similar to the meaning of “resident” in English, “residente” refers to a person who lives at a particular location. At the same time, the term can also be associated with a U.S. immigrant status that bears the

same name (“permanent resident”), which gives a person official immigration status in the United States².

A recent college graduate from Mexico who had been in the U.S. for a little over a year explained how the term “resident” might be off-putting to some and offered a neutral alternative “Estimado(a) Señor o Señora” (Dear Sir or Madam):

R: [This letter is directed to] those that live in the United States, or it can also be interpreted as residents who have legal residency status...Many people live in this country but are not “residents” in terms of their immigration status. And [using the term “resident”] may cause confusion.

IWR: Is there another way that you might say “Dear Resident”?

R: Estimado ciudadano / (Esteemed (or dear) citizen)

IWR: But one’s immigration status doesn’t matter here.

R: [You might say] Estimado(a) Señor o Señora, / Dear Sir or Madam, it’s simpler that way; it includes everyone.

An Argentinean respondent in her late 20’s who moved to the U.S. five years ago also saw the dual meaning with the term “resident,” but she was less concerned about incorrect interpretations. She pointed out that the word “resident” is commonly used in life in general, and that the cover letter makes it clear that this is a census form and that a resident can be any person living in a household. A few more respondents from different regions of origin also noted the potential misunderstanding, but their first reaction to the term “resident” was almost always what was originally intended. Further, three monolingual English-speaking respondents and a monolingual Spanish-speaking respondent, all high school graduates, interpreted the salutation as referring to U.S. citizens or legal immigrants only.

² According to the official Web site of the U.S. Citizenship and Immigration Services (USCIS, formerly INS), Lawful Permanent Residence (LPR) or “green cards” give a person official immigration status in the United States. These immigrants are referred to as Permanent Residents. Undocumented migrants or people on temporary visas, such as students, tourists, seasonal or skilled workers are not considered “immigrants” or “residents” in the legal or immigration sense.

(<http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=4f719c7755cb9010VgnVCM10000045f3d6a1RCRD&vgnnextchannel=4f719c7755cb9010VgnVCM10000045f3d6a1RCRD>)

We did not screen for respondents' citizenship or immigration status, therefore, there is no way to gauge whether undocumented migrants or people on temporary visas might misinterpret the greeting at a greater frequency than U.S. citizens or permanent residents. However, we cannot exclude this possibility as it might lead to nonresponse. In addition, "Estimado residente" is not a particularly common or natural way to start a business letter in Spanish.

Recommendations:

- Consider replacing "Estimado(a) Residente/Dear Resident" with a more generic greeting such as "*Estimado(a) Señor o Señor/Dear Sir or Madam*" in both languages. While most respondents interpreted the greeting as intended in both languages, we would recommend eliminating even the small possibility of nonresponse to the Census as a result of this potential misunderstanding.

B. Enumerador/Enumerator

The term enumerator is used to refer to a Census employee who collects data from respondents but this term was by and large unintelligible to both Spanish and English speakers when they read it in the cover letter. The 13 out of 66 respondents across language groups who did recognize this term had either previously heard of it or were able to glean from the cover letter that it referred to a data collector.

Because the words "enumerador/enumerator" contain the root "enumerar/enumerate" or "número/number" and the context in the cover letter was fairly indicative of someone working for the Census Bureau, a sizable number of respondents were able to guess that it might be a Census employee or a statistician. More Spanish than English-speaking respondents also tended to guess "someone who counts things," but this interpretation does not bring forth the idea of a field interviewer.

Recommendations:

- Replace "enumerador/enumerator" with "*entrevistador/interviewer*" or "*empleado de la Oficina del Censo/employee of the Census Bureau.*"

C. **Juramento/Oath** (in Round 1 was: **juramentado/sworn**)

In Round 1, the action of having “juramentado” (sworn) was understood by most Spanish-speaking respondents but a sizable group expressed a preference for the simpler term, “jurado” instead of “juramentado.” In Round 2, the verb juramentar/to swear was replaced with the noun “juramento/oath” (“ha tomado un juramento/has taken an oath”) in the cover letter. Except for two monolingual Spanish speakers without higher education, all respondents across language groups understood the new term as intended.

Recommendations: Because both the terms juramento and oath worked well with respondents, we recommend no further changes at this time.

3.1.2 Undercount Question

D. **Hijo de crianza/foster child**

This term was identified as problematic in Round 1 because the Spanish translation (hijo de crianza) was not indicative of participation in a government program. The term “hijo de crianza” is a common phrase in Spanish but it literally means “child by upbringing or care.” This is a term that people often use to describe an informal situation in which friends or relatives care for someone’s child either permanently or indefinitely. Most Round 1 respondents interpreted “hijo de crianza” in this way.

No changes were made to this wording for Round 2 in either the Spanish or the English. The findings in Spanish were consistent with those of Round 1. Only three of the 41 Round 2 respondents interviewed in Spanish interpreted foster child as intended (as an arrangement through the government foster care program). In contrast, English-speaking respondents had little trouble identifying “foster child” as intended. Six of the 25 English speakers equated a foster child with an adopted child, which might not be necessarily wrong given that foster children are often eventually adopted.

Recommendations:

- No changes for the English term “foster child” recommended.

- We found that “hijo de crianza” is not the equivalent of “foster child” and recommend replacing it with a Spanish term that is indicative of the U.S. Foster Care Program. In Round 1, the recommendation was *niño bajo custodia (programa foster del gobierno) (child under custody (government foster care program))*. Another alternative is *hijo de crianza por disposición legal (child by legal placement)* or *hijo de crianza “foster” por disposición legal (legally placed “foster” child)*.
- We are aware that there is a limited amount of space available for the term “foster child” on the written Census questionnaire. The ideal would be to have a longer phrase that thoroughly explains the concept of a foster child in Spanish. If this is not possible, we would recommend including at minimum the term “foster” in the Spanish phrase. The phrase could read “hijo de crianza (foster).” Translation: child I’m bringing up (foster). While this may not be totally comprehensible to immigrants who are completely monolingual or who have never heard of the foster care program, those who do participate in the program should be familiar with the English term. It will also cue respondents to the fact that the term hijo de crianza here means something a bit different than what they are used to.
- Another issue that should be taken into consideration is that the term “hijo” currently used for “child” implies the concept of a son or a daughter in Spanish. The Census Bureau should recognize that the term *niño* better refers to a child in this type of context. However, this recommendation should be tested further as the term *niño* usually refers to a young child and respondents might not use this term to refer to older foster children.

3.1.3 Tenure Question

E. **Incluye los préstamos sobre el valor líquido de la casa/Include home equity loans**

This phrase appears in one of the response options in the tenure question. A home equity loan is: “a loan sometimes called a ‘line of credit’ where an owner uses his or her residence as collateral for a loan which permits the draw of funds up to a preset amount” (Real Estate Dictionary of Real Estate Terms). A little more than half of the Spanish speakers and the majority of the English speakers interpreted this phrase in line with the above definition.

Perhaps because the Spanish translation used the word “valor” (value) and started the phrase with an action verb “incluye” (include), a few respondents thought that the question was

asking them to write in the dollar value of their loan. Some complained that the form does not provide the boxes for doing so. Nevertheless, most of the Spanish speakers knew that the question was referring to a loan that has to do with the value of a home. At the same time, they didn't know the specifics of what the loan actually entailed (though such knowledge is not required to answer the question on the census form).

Education seemed to matter in respondents' comprehension but only for Spanish speakers -- All college graduates were able to interpret the phrase as intended but none of the Spanish speaking respondents without a high school diploma understood the phrase as intended. This may also be related to respondents' lack of experience with purchasing a home in the U.S. (although we did not ask respondents about their home buying history). Some Spanish-speaking homeowners, for example, noted that this was a standard financial or banking term and did not demonstrate any confusion, possibly because they have heard of or applied for a home equity loan in the past.

Recommendations:

- No changes recommended. This is a standard banking term that may only be familiar to respondents who have had experience with this type of loan or have heard of it before. However, it would be helpful to examine respondents' understanding of banking and home loan terminology in the tenure question in both languages and look into whether simplified terminology is possible.

F. Libre y sin deuda/Free and clear

We examined the Spanish phrase “libre y sin deuda” (free and clear) in the tenure question in both rounds of testing in Spanish and in Round 2 in English as well. In general, respondents interpreted these terms as intended in both languages.

Three Round 2 respondents interviewed in Spanish misinterpreted the term “libre” (free) as referring to the situation of not paying taxes, the situation of being single (unmarried), and the idea of having freedom as a homeowner to do whatever a person would like to with a home. Nevertheless, almost all respondents successfully differentiated between owning a home free and clear and owning a home with a mortgage (the first response option in the question).

Recommendations: No changes recommended.

G. Alquilada/Rented (in Round 1 was: **Alquilada por pago en efectivo/Rented for cash rent**)

In Round 1, the descriptor “por pago en efectivo” (for cash rent) was seen as restrictive to many respondents. Some people interpreted this response option as referring only to renters who pay their rent in cash. To others, it seemed superfluous because it was understood that renting requires payments. Nevertheless, most renters were still able to choose the option by context, or because they knew that the “rented” part applied to them.

The mention of cash was removed from the response option for retesting in Round 2. No respondents reported difficulty with the revised term and it was the most frequently marked option because the majority of respondents rented rather than owned their current residence.

Recommendations: The revised term worked well; no further changes recommended.

H. Ocupada sin pago de alquiler/Occupied without payment of rent (in Round 1 was: **Ocupada sin pago de alquiler en efectivo/Occupied without payment of cash rent**)

Similar to the “rented for cash rent” option, many Spanish speaking respondents in Round 1 expressed confusion over the mention of “cash” in the “occupied without payment of cash rent” option.

When respondents considered the concept of “cash rent” they had a variety of interpretations, ranging from paying rent in a form other than cash to paying in installments. One respondent even said that if he paid his rent by check he thought he should choose this last option on the form.

In Round 2, the term had been revised to exclude the mention of cash and this response option was no longer problematic for Spanish speakers. For English speakers, only one monolingual respondent, who was also the youngest sample member at 19 years old, said that she did not understand what this response option meant. When compared to “alquilada/rented,” respondents were able to differentiate between these two terms and they expressed a difference between paying a fee when renting and not paying a fee while occupying a dwelling.

Recommendations: The revised term worked well; no further changes recommended.

3.1.4 Age Question

I. **Reporte a los bebés como de edad 0 cuando tengan menos de 1 año/Please report babies as age 0 when the child is less than 1 year old**

An instruction to record a baby's age as "0" (zero) was added to the age question in the 2007 version of the bilingual form and it was tested for the first time in Round 2. A total of six respondents listed at least one baby on their form, but only three respondents correctly wrote down 0 as instructed. The respondents who did not follow instructions, who included two English speakers and one Spanish speaker, wrote in the number of months in the boxes but indicated "mts" in the space next to it or "m" in the furthest box to the right. As they explained it, the mistake was not a result of misinterpreting or not heeding the instruction. Rather, these respondents had not noticed the instruction while filling out the age of the baby in the household. One of those respondents, a Hispanic male who was born and raised in the U.S. and interviewed in English, explained, "I saw [the instruction] on the first one [Person 1 column], but it [filling out the form] got so systematic, so I just...[shrugged to indicate not having paid attention]."

While only six respondents had babies in their households, we asked all respondents to look at the instruction after they had filled out the form and to tell us how they interpreted it. Educational level clearly had an influence on respondents' interpretation of the instruction. As shown in **Table 3.2**, the propensity to misinterpret these instructions increased exponentially as the educational level dropped and none of the respondents who had not completed high school understood the instruction as intended.

Table 3.2: Interpretation of Baby Instruction and Educational Attainment of Respondents

Interpreted Instruction	All Respondents	College or advanced degree	Some college	High school or GED	Some formal education
Correctly	44 (66.7%)	7 (87.50%)	21 (80.77%)	16 (61.54%)	0 (NA)
Incorrectly	22 (33.3%)	1 (12.50%)	5 (19.23%)	10 (38.46%)	6 (100.00%)

Half of all respondents misinterpreted this instruction, which included six English speakers and 16 Spanish speakers. The difficulty with the instruction appeared to lie in how it is constructed, particularly in Spanish. As the instruction is currently written, two conditions about the baby, namely, “age 0” and “less than 1 year old” are included in one single phrase which sounds unnatural in Spanish. Respondents suggested several alternative sentence structures that may help to clarify those conditions, such as splitting the instruction into two parts or incorporating the use of clauses.

There were also some strong sentiments communicated by five respondents across language groups about the placement of this instruction at Person 1 or having this instruction at all on the form. The respondents pointed out that the placement at Person 1 was distracting because the earlier instructions about listing a household member as Person 1 clearly stated that Person 1 must be an adult. Two of those respondents also openly challenged this instruction; one indicated that it was philosophically wrong because a baby’s age could never be zero and the other felt that it was more natural to write in months than a zero and that the birthday could inform the actual age. Another respondent, who was pregnant at the time of her interview, stated that the instruction must be referring to unborn babies. However, she had not noticed the instruction while filling out the form and had not made the mistake of listing her unborn child on the form.

Recommendations:

- Restructure the sentence in Spanish so it is less complicated and more idiomatic. We recommend: **Escriba 0 para los bebés que tengan menos de 1 año de edad/write 0 for babies that are under 1 year old**

- No recommendations for changes to the English wording; the majority of the English-speaking respondents interpreted the instruction as intended.
- Conduct research into whether removing the instruction from the Person 1 column would eliminate confusion without creating new problems associated with respondents attending more carefully to the Person 1 instructions than to those included in subsequent columns (eg., the Person 1 column sets the standard for reporting all household members).

3.1.5 Overcount Question

J. **Vive o se queda/Live or stay**

The terms “live” and “stay” were examined in the context of the overcount question. On the whole, Spanish speaking respondents understood the stem of the overcount question (¿Vive o se queda a veces la Persona 1 en algún otro lugar?/Does Person 1 sometimes live or stay somewhere else?) as intended. The term “vive” was usually described as a verb used to refer to a place where one resides and sleeps and that is a permanent residence. The term “se queda,” on the other hand, implied a temporary living situation to most respondents, although some respondents saw “vive” and “se queda” as synonymous. English-speaking respondents also contrasted “live” and “stay” as intended, whereas some also interpreted them as synonymous.

Recommendations: In Round 1, the same problems were observed and we recommended adding “temporarily” to the phrase “se queda” (stay); We offer the same recommendation in English and Spanish after having completed Round 2.

K. **En vivienda universitaria/In college housing** (was: **Para asistir a la universidad/To attend college** in Round 1)

In the overcount question, several reasons for sometimes living or staying somewhere else are offered in the question. We did not test “para asistir a la universidad/to attend college” in Round 1, but in Round 2 we tested the revised version that included the specific mention of a vivienda/dwelling or housing. With the exception of one bilingual male Honduran respondent who reported not knowing to what the phrase referred, all respondents regardless of linguistic skills understood this to be housing near or at a university.

Recommendations: The revised term worked well; no further changes recommended.

L. Vivienda de temporada/seasonal residence (was Residencia estacional/ seasonal residence in Round 1)

The phrase “residencia estacional” (seasonal residence) was largely confusing to Round 1 respondents. In particular, “estacional” was unfamiliar to a subset of respondents. Some interpreted it to mean “stationary” (with connotations of being permanent) and others did not know the word at all. The word “residencia” also conjured the image of a luxurious mansion to some Mexican origin respondents.

In Round 2, “residencia estacional” was replaced by “vivienda de temporada” in Spanish. It seemed that “de temporada” worked better than “estacional” to indicate *seasonal* to Spanish speakers, and the phrase “seasonal” worked well among English speakers. As examples of this kind of residence, the respondents across all three language groups most frequently cited living at a dwelling temporarily, a vacation home or a place located in a warmer climate during the winter.

Recommendations: No changes recommended.

M. Por custodia de niños/ for child custody (was: For a child custody arrangement/Por un arreglo de custodia de niños in Round 1)

We did not test this phrase on the 2005 version of the form in Round 1, but the shortened version was tested in Round 2. In general, respondents interpreted child custody as intended: caring for children through a legal custody arrangement.

Recommendations:

- No changes recommended.

N. Hogar de convalecencia/nursing home

The majority of the respondents understood this term as intended, and gave appropriate examples of facilities for persons with diseases or disabilities, particularly for elderly people.

About eight respondents, however, assumed that this term referred to a mental or medical institution. The specific examples were hospital, asilo (mental asylum), clínica (clinic), hospice, rehabilitación/rehab, and Alcoholics Anonymous. Since this question aims to identify people who may have been staying elsewhere, we would not deem these interpretations to be problematic.

Recommendations: No changes recommended.

3.1.6 Relationship Question

To fully test the relationship terms, hypothetical vignette situations of household compositions were administered. After studying the description of a household in a vignette situation, respondents identified how one resident was related to a hypothetical Person 1 by choosing from the same list of categories in the relationship question on the swimlane form.

O. Suegro(a)/Parent-in-law

Spanish Vignette “suegro(a)”	English Vignette “parent-in-law”
<p>Pablo vive con su esposa María y su bebita llamada Elena. La madre de María que se llama Juanita, también vive con ellos. ¿Cómo está relacionada Juanita con Pablo?</p>	<p>Pablo lives with his wife, Maria, and their baby girl named Elena. Maria’s mother, Juanita, also lives with them. How is Juanita related to Pablo?</p>

The vignette situational testing showed that Spanish speakers had no trouble understanding the term “suegro(a).” In fact, it is a common relationship term and respondents had no trouble locating it on the form. On the contrary, a few English speakers reported that they had never heard of “parent-in-law” before and some struggled during the vignette exercise because they were scanning the form and looking for the term “mother-in-law” and could not find it. With the exception of one respondent in his 50’s, those respondents eventually did locate the “parent-in-law” response option from the list. However, there was undue burden in that they spent time looking for “mother-in-law” first.

Recommendations:

- Consider changing “parent-in-law” to “father-in-law or mother-in-law” on the English side of the form to reduce respondent burden.
- No changes recommended for the Spanish term “suegro(a).”

P. Inquilino o pupilo (Roomer or boarder)

Spanish Vignette “inquilino o pupilo”	English Vignette “roomer or boarder”
Samantha vive con su hermana. Ellas alquilan un cuarto de la casa a Jorge, quien les paga también por dos comidas diarias que ellas proveen. ¿Cómo está relacionado Jorge con Samantha?	Samantha lives with her sister. They rent a room to George, who also pays them for two meals a day, which they provide. How is George related to Samantha?

Consistent with the findings from Round 1, Spanish-speaking respondents in Round 2 had little trouble with the term “inquilino,” which was used to mean “roomer.” However, we would like to note that this term literally means “renter” which is not exactly equivalent with either the term roomer or boarder in English.

On the contrary, we found the term “pupilo,” the translation used for “boarder,” to be extremely problematic in both rounds of testing in Spanish. Respondents either did not recognize the term “pupilo” or most often interpreted this term to be referring to a pupil in the sense of a student. During the testing of the vignette situations for roomers or boarders, the majority of the Spanish-speaking respondents chose “inquilino” as their answer but tended to ignore the term “pupilo” as it did not make sense to them. In essence, this phrase “inquilino o pupilo” was being interpreted either only as “renter” or “renter or student.”

English-speaking respondents in Round 2 also demonstrated difficulty. We found that more than half of the English speakers were not familiar with the concept of a “boarder,” did not interpret the term as intended, or ignored it. Further, five out of 25 English-speaking respondents could not describe what “roomer” meant in their own words or were unsure about this term.

Recommendations:

- Further thought is needed on the part of the Census Bureau as to the measurement objectives for the phrase “roomer or boarder” in both English and Spanish. There is evidence that many English speakers are not familiar with this type of arrangement and are not interpreting this as a situation in which someone pays for room and board (meals and lodging).
- The Spanish translation currently in use does not parallel the English wording. Spanish speaking respondents are most often interpreting the category to mean a “renter or student.” If the Census Bureau would like to maintain the option of “roomer or boarder” in English, further research is needed to find a Spanish translation that more accurately expresses this concept in Spanish.
- At a minimum, we recommend removing the term “pupilo” (boarder) from the Spanish translation. This is a strong recommendation based on the evidence of low comprehension for the term across both rounds of testing (where respondents either did not understand the term or thought that it was referring to a student).

Q. Pareja no casada/unmarried partner (was in Round 1: **Compañero(a) no casado(a)/unmarried partner**)

Spanish Vignette “pareja no casada”	English Vignette “unmarried partner”
Marco y Jessica han estado viviendo juntos por 8 años pero no están casados legalmente. ¿Cómo está relacionada Jessica con Marco?	Marco and Jessica have lived together for 8 years but have never been legally married. How is Jessica related to Marco?

The majority of Round 1 Spanish-speaking respondents understood “compañero(a) no casado(a)” as intended, interpreting the term to refer to a couple in a marriage-like relationship but who are not legally married. However, several respondents understood the term literally, thinking that it referred to the marital status of a “compañero(a)” (a term that is often used alone to describe a friend or a colleague). This interpretation could lead a respondent to choose *compañero no casado* to refer to an unmarried roommate living in his/her home. An alternative term to “compañero(a)” that was broadly understood by Round 1 respondents was “pareja,” and it was adopted for testing in Round 2.

Using the vignette situations in Round 2, all respondents interviewed in Spanish were able to eventually choose “pareja no casada” as the best term to describe the relationship that people have when they are living together as though they were married but haven’t actually been legally married. For English-speaking respondents, the term unmarried partner posed no notable issues in the context of this vignette.

Recommendations: The revised Spanish term worked well; no further changes recommended.

R. Compañero(a) de casa o de cuarto/Housemate or roommate (In Round 1 was: compañero(a) de casa o compañero(a) de cuarto)

Spanish Vignette “compañero(a) de casa o de cuarto”	English Vignette “housemate or roommate”
Michelle vive con su mejor amiga Nancy en un apartamento. Ellas comparten todos los gastos de la vivienda por igual. ¿Cómo está relacionada Michelle con Nancy?	Michelle lives in an apartment with her best friend Nancy. They share all their housing expenses equally. How is Michelle related to Nancy?

For the most part, the Round 1 respondents had little or no difficulty understanding that “compañero(a) de casa o compañero(a) de cuarto” referred to people who shared a living space and responsibilities (e.g., expenses). When the interviewers probed further about the difference between these expressions, it became evident that some respondents interpreted the terms to refer to an amorous relationship where two people are living together. This is particularly true in the case of the term that is being used for roommate (compañero de cuarto) as some respondents interpreted a person sharing your bedroom as referring to an intimate relationship.

The term was shortened to say “compañero de casa o de cuarto” in Round 2 purely for space saving reasons and there was no difference in its meaning. The results from the vignette situations in round 2 showed that the comprehension of this term was clearly divided along linguistic lines. Spanish speakers usually interpreted the term as a friend or occasionally as a romantic relationship. English speakers, on the other hand, tended to interpret this relationship in less intimate terms (closer to the intended meaning of the concept of roommate or housemate). This might partially be explained by the word choice “compañero(a)”; this Spanish word is often used to denote a “companion,” a “classmate”, or a “colleague.” In contrast with the English terms roommate or housemate, the word “compañero” implies more of a personal relationship between the two parties.

Another reason that Spanish speakers are interpreting this term differently is that the situation of living with roommates or housemates is not common in many Latin American countries and there is therefore no commonly understood, direct translation for this concept. In the United States it is common to live with a “roommate,” sharing a bedroom in college dorms. It is also common to live with non-relative housemates or apartment-mates both during college and outside of a college setting.

A college-educated 36-year-old from Chile had never heard of “compañero(a) de casa o de cuarto” but understood the term “roommate” in English as illustrated in the conversation below:

R: [I don’t know this phrase compañero(a) de casa o de cuarto] in Spanish. Because that’s something new for me and I only learned about it in English.

IWR: So maybe it doesn’t exist in Spanish?

R: No, because you would say you live with a friend or you rent an apartment together but there’s not an exact term like “roommate,” so in the case [of this vignette] the answer should have been “compañero(a) de casa o de cuarto” because they are roommates in English.

IWR: Yes, but maybe that doesn’t mean the same thing to everyone.

R: [The word] “compañero” you use generally in school. If two people are studying in the same class, I would call that my compañera [classmate] from Philosophy class, or whatever class.

Recommendations:

- The terms “housemate/roommate” and “compañero de casa o de cuarto” are not being understood in exactly the same way in English and Spanish. We recommend researching and testing terms other than “compañero(a)” to refer to the person who lives with one or more people in order to share the rent and expenses. The current word choice could imply a romantic relationship when used with the word “de casa” (house) or “de cuarto” (room), and might mislead some respondents who are unfamiliar with the concept of a housemate or a roommate. A possibility to be tested is *coinquilino* (co-renter).
- No changes recommended for the English term “housemate or roommate.”

3.2 RESEARCH OBJECTIVE TWO: ITEM NONRESPONSE ISSUES

The response pattern of Round 2 respondents revealed item nonresponse issues in several areas of the bilingual form. This seemed to be a result of navigational issues as well as how respondents chose to respond; for example, some respondents assumed that they should skip questions which they felt were not applicable to their situation. In general respondents did not inappropriately skip questions on the form. Most questions were skipped by only a small number of respondents (if at all). The race question was the one big exception, with many Hispanic respondents, both English and Spanish speakers, leaving this question blank.

A. Skipping entire Start Here page

Three Spanish speaking respondents skipped the entire Start Here page unintentionally. One of them was filling out the Version 1 form with the separate cover letter and the other two were filling out the Version 2 form with the attached cover letter. The respondent who skipped the start here page on the Version 1 form was a bilingual Spanish-speaking high school graduate. He eventually noticed his mistake and went back to answer the questions on that page on his own. Two monolingual Spanish-speaking senior citizens skipped the entire Start Here page when filling out form Version 2 (attached cover letter). Both of these respondents had lower than a college education, and one of them only had some formal education. One of these respondents did not read the cover letter which may have made it easier to miss the questions on the start here page.

B. Age/Date of birth

A subset of respondents across both language groups had trouble filling out the age or date of birth questions for some of the household members they listed on the form. The 10 respondents who had trouble with the age question and 26 respondents who had trouble with the date of birth boxes were from larger households. Specifically, 70 percent of those who skipped the age question and 46 percent of those who skipped the date of birth question came from a household of 5 or more people. It is not surprising that a respondent would have difficulty with these questions when reporting on a large number of household residents. It would be

particularly difficult in cases where respondents live with non-family members. In some sense the cognitive interview setting is artificial in that respondents are not able to ask other household residents for this type of information while filling out the form. We do not view this as indicative of any type of navigational problem with the form.

C. Question 1, number of people in the household

Two Spanish-speaking respondents skipped this question unintentionally. As they explained it, they had skimmed over the contents of the Start Here box and had assumed that everything in the box was instructions. Question 1, however, was part of the box and therefore was not answered. Two additional Spanish speakers unintentionally left this question blank because they had skipped the Start Here page altogether.

D. Telephone number question

Two respondents, an English speaker and a monolingual Spanish speaker, chose to leave the telephone number question blank to avoid receiving future telephone calls from the Census Bureau. Two additional monolingual Spanish-speaking respondents unintentionally left this question blank because they had skipped the Start Here page altogether.

E. Inicial/Initial: Middle initial box

In many Spanish-speaking countries, identifying one's self with two last names or "apellidos" is a social and perhaps legal norm. One last name is inherited from the father, the other from the mother. Usually, the name of the father is put before the name of the mother; these names are then known as the "paternal" or "first apellido," and the "maternal" or "second apellido", respectively. A married woman may choose to drop her maternal surname and adopt her husband's paternal surname, with "*de*" ("of") inserted between. For example, Juan Sánchez Gómez is married to Ana García Fernández. Their child would be called María Sánchez García. If María marries Jorge Salinas Suarez, María's name would become María Sánchez (García) de Salinas. This issue is discussed in detail in Blumberg and Goerman (2000)³.

³ Summary of naming customs used in many Spanish-speaking countries: Primary surname = first, father's name, second surname = mother's name

Almost forty percent of all respondents left the middle initial box blank, but many did so because they did not have a middle name. Several Spanish speakers, however, left the middle initial box empty because they were uncertain as to what it was asking for. The Spanish word “inicial” used to mean middle initial could refer to the initial of any name and they were not sure what to put down. A Mexican woman who obtained a GED a few years ago wrote in the initial of her first name but later went back and erased it. She pointed out that the word “inicial” simply means “la primera letra” (the first letter). However, she knew that it probably referred to “middle name” in the United States so she erased the first name initial that she had written in the middle initial box.

Furthermore, with the absence of this knowledge about naming conventions in the U.S., a respondent might write down a letter other than their middle initial. A 40-year old Mexican man entered the initial of his first name since he understood “inicial” to mean the first letter of a person’s name. Another older Mexican man wrote the initial of his maternal last name for himself, but did not do the same for his wife. He wrote *Hernandez de Sanchez* [fictitious name] as his wife’s last name and did not write the initial of her maternal last name in the middle initial box.

Recommendations:

- Consider changing “inicial” (MI for middle initial) to “inicial del segundo nombre” (initial of second name).
- Consider additional research to determine whether changing the response format on the Spanish side of the form would reduce nonresponse or encourage more accurate response

When Juan Sánchez Gómez is married to Ana García Fernández, their child would be called María Sánchez García. If María marries Jorge Salinas Suarez, María’s name would become María Sánchez (García) de Salinas.

First names: Traditionally many people in Spain were given the first name of María or José and then a second name pertaining to the name of the saint’s day on which the person was born. María Ana might go by “Ana.” José Antonio might more commonly go by “Antonio.”

There is a lot of variation by country and individual, but the English language structure of “first name, middle initial, last name” often does not apply perfectly to Spanish-speaking respondents. There is variation in how respondents deal with this situation. Many are aware that most U.S. forms ask for one last name: some respondents use only their primary (father’s) surname, some hyphenate and provide both names, some women give their husband’s primary surname, etc.

Providing space (and the implication that 2 surnames are welcome) might help with re-interviews and coverage evaluations, especially if respondents are not consistent in how they record their names on forms.

to this item. Since the Hispanic naming convention differs from the convention used in the English language, a new format might include deleting the inicial (MI) box and revising the nombre (name) box to say “nombre(s)” (names) so that respondents are prompted to list all names. The apellido (last name) box could also be revised to say “apellido(s)” (last names) to allow respondents to list two apellidos if they choose. Such research would need to focus on whether such changes would actually decrease item non-response and whether Spanish speakers who have lived in the U.S. longer have already adapted to U.S. naming customs for the purpose of filling out forms. This is relevant for issues of matching and it would be important to find out whether respondents always list their names the same way on forms or if they write their names differently on different types of forms. In addition, this research would need to address how to find space for the reformatted question on a form where space is already at a premium.

F. The overcount question

Eight Spanish and English-speaking respondents made errors when filling out the overcount question. Five of them skipped the question in its entirety and explained that they did so because the question did not apply to them. In follow-up probing, the interviewer was able to determine that if these respondents had noticed the no/yes checkboxes, they all would have selected the “no” box. The other three respondents either checked “yes” but did not mark any reasons or marked one or more reasons but did not check “yes.” There are many reasons why those respondents may have chosen to fill out the form this way; most likely it was because they had not noticed the yes/no boxes or they had not understood that if they checked yes they were expected to check one of the corresponding reasons.

The formatting for this question was changed between Round 1 (2005 test form) and Round 2 (2007 test form). *Table 3.3* shows how the formatting differed between the two rounds. The no/yes checkboxes were placed farther from each other and were printed in different fonts between the two forms. The color around the boxes was changed, as well. The Round 1 boxes were outlined with black lines and therefore were more eye-catching than the Round 2 format where lighter outlining was used. Additionally, the response options line up right below the Sí

(yes) checkbox whereas they are indented in the Round 2 version of the English-only form (See *Table 3.4*).

Table 3.3: Formatting of the Overcount Question in Round 1 and Round 2

Round 1	Round 2
<p>11 ¿Vive o se queda a veces la Persona 1 en algún otro lugar?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Sí — Marque <input checked="" type="checkbox"/> todas las razones que apliquen.</p> <p><input type="checkbox"/> Para asistir a la universidad <input type="checkbox"/> Por un arreglo de custodia de niños</p> <p><input type="checkbox"/> Para estar más cerca del lugar de trabajo <input type="checkbox"/> Mientras está en la cárcel o prisión</p> <p><input type="checkbox"/> Mientras está en el servicio militar <input type="checkbox"/> Mientras está en un hogar de convalecencia</p> <p><input type="checkbox"/> Para quedarse en una residencia estacional o una segunda residencia <input type="checkbox"/> Por alguna otra razón</p>	<p>10. ¿Vive o se queda a veces la Persona 1 en algún otro lugar?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Sí — Marque <input checked="" type="checkbox"/> todas las que apliquen.</p> <p><input type="checkbox"/> en vivienda universitaria <input type="checkbox"/> por custodia de niños</p> <p><input type="checkbox"/> en el servicio militar <input type="checkbox"/> en la cárcel o prisión</p> <p><input type="checkbox"/> en vivienda de temporada o segunda residencia <input type="checkbox"/> en un hogar de convalecencia por alguna otra razón</p>

Table 3.4: Formatting of the Overcount Question 2007 English-Only Form

2007 English-Only Form
<p>10. Does Person 1 sometimes live or stay somewhere else?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes — Mark <input checked="" type="checkbox"/> all that apply.</p> <p><input type="checkbox"/> In college housing <input type="checkbox"/> For child custody</p> <p><input type="checkbox"/> In the military <input type="checkbox"/> In jail or prison</p> <p><input type="checkbox"/> At a seasonal or second residence <input type="checkbox"/> In a nursing home</p> <p><input type="checkbox"/> For another reason</p>

Recommendations:

- Investigate the reasons behind the layout and formatting changes from Round 1 to Round 2 and consider reinstating the placement and differing font size of the no/yes checkboxes and the answer choices, as well as the dark lines outlining the answer boxes used in Round 1 (Note that the dark outlining used for the answer boxes was present for all questions in the 05 version; we recommend returning to this format for all questions, not just this one question). This recommendation applies to both English and Spanish sides of the form.
- We would also recommend looking at the English only questionnaire to examine layout differences between the English only and the bilingual form. We have noted that the no and yes checkboxes line up differently with the response options across forms. If the layout cannot be the same because of space constraints, we recommend examining the results of the 07 field test to see if there is differential item non-response across forms.

G. Raza/Race and Para este censo, origin hispano no es una raza/For this census, Hispanic origins are not races

Regardless of their linguistic skills in Spanish or English, 13 of the 55 Hispanic respondents (24%) skipped or chose not to answer the race question for Person 1 on the form. The underlying reason in many cases seemed to be not knowing what to choose, rather than not wanting to answer this question (See more discussion in Section 3.3 about additional difficulties). We also identified a potential problem with the layout of this question which we discuss further below.

One example of the uncertainty caused by the race item occurred when a middle-aged Hispanic man interviewed in English thought that it was unnecessary to answer the race question because he had indicated his Puerto Rican descent earlier in response to the Hispanic origin question, as illustrated in this conversation:

R: [I left the race question blank because] I don't consider myself to be white, black or American Indian.

IWR: Could you find a category that fit you?

R: No, if there were a box that says Hispanic or Latino, then I would have marked that. But by saying that I am Puerto Rican [in the Hispanic origin question], I thought I was done.

A bilingual Guatemalan female respondent who had skipped the race question remarked that she did not know what the term “raza” (race) meant here, but she did know that none of the listed categories applied to her. Nevertheless, this respondent suspected that the question could be asking about the color of one's skin and that the Hispanic origin question was asking about country of origin. To justify why she had skipped the race question, this respondent pointed to the instruction “para este censo, origin hispano no es una raza” (for this census, Hispanic origins are not races) as the basis of her decision. She had interpreted this as a skip instruction.

That instruction was placed right below the age and date of birth question, followed by the Hispanic origin and race questions. In Round 1, it was placed as a supplemental instruction to the race question. In Round 1 at least three respondents left the race question blank because they

thought that the supplemental instruction acted as a skip instruction and that they should not provide an answer there. Although this instruction was moved away from the race question to appear before the Hispanic origin question in Round 2, the previous example indicates that at least in some cases the instruction was still viewed as a skip instruction.

Interviewers reported that the majority of respondents did not appear to have noticed the instruction while filling out the form, and only read it for the first time when specifically asked about it during the cognitive interview.

In addition, one Mexican male respondent interpreted the instruction “para este censo, origen hispano no es una raza” (for this census, Hispanic origins are not races) in the literal sense, he said, “the truth is that the Spanish people are a mix of many races and we Mexicans come from Spanish [descent] that was mixed with the Indians here in [Latin America]). This respondent thought the instruction “origen hispano no es una raza” was intended to educate respondents that Hispanic origins do not come from *una* (one) raza (race) but many. A bilingual Spanish speaker from the Dominican Republic was offended by the instruction because he interpreted it to mean that the Latin race has disappeared from the U.S (that is, he interpreted the inclusion of the instruction that Hispanic is not to be considered a race on the Census form to mean the government no longer views the Latin race as part of the U.S. population).

The “Hispanic origins are not races” instruction clearly created confusion for some respondents rather than helping them. However, there was an indication that respondents who were familiar with race questions often used in the United States found the instruction meaningful. A bilingual female respondent from Colombia mentioned that she had always known that Hispanic origins are not races, and she felt that this instruction would help other respondents understand that they should not skip the race question.

To non-Hispanic English speaking respondents, the instruction “Hispanic origins are not races” as well as the race question were burdensome. A college-educated 50-year-old man claimed to welcome a bilingual census form but became visibly upset talking about his experience with the race and Hispanic origin questions. He complained that they were all very confusing to him. Only one response option related to him (“No, not of Hispanic, Latino, or

Spanish origin”), yet he had to navigate through many lines of text that did not. Finally, he chuckled and verbalized, “*regular* people who are not Hispanic really don’t care.” He also said that the Hispanic origin and race questions were “too complicated and frustrating to an average person.”

Recommendations:

- Consider a complete overhaul of the race and ethnicity question series in order to maximize comprehension and consistency of understanding across all respondents. A thorough plan for research using both English and Spanish-speaking respondents as well as respondents of both Hispanic and non-Hispanic ethnicities is recommended.

3.3 RESEARCH OBJECTIVE THREE: ADDITIONAL NAVIGATION AND COMPREHENSION ISSUES

Interviewers observed participants as they completed the census form, focusing on their inquiries, perceived difficulties and errors as they interacted with the mailing package, the cover letter, and the Start Here and person level pages of the bilingual form. This section discusses additional navigation and comprehension issues in the order in which they were uncovered during the cognitive interviews.

3.3.1 The Mailing Package

The mailing package consisted of an outgoing envelope that contained a bilingual form, a return envelope, and for Version 1, a separate cover letter. The outgoing envelope contained a message stating “your response is required by law,” but the message was only printed in English. Two of the 25 respondents interviewed in English noticed it and acknowledged that this would have increased the likelihood that they would open the envelope and respond to the form. Since the message was only in English, it may be reasonable to assume that the monolingual Spanish-speaking respondents would not have understood its meaning and that bilingual respondents with Spanish language dominance might or might not have noticed or understood it. However, we did

not specifically probe on whether respondents noticed the statement, so this assumption cannot be verified.

Similarly, the return envelope only contained instructions in English about how to place the completed form in the return envelope. During the interviews, two monolingual Spanish-speaking participants expressed confusion over what to do with the return envelope. While we did not probe on this issue, their confusion may have been due to the absence of a Spanish instruction regarding what to do with the completed form.

While examining the contents of the mailing package, a few respondents showed initial hesitation about what to do but were able to continue with encouragement or acknowledgement from the interviewer, or when they eventually located the form. For instance, a monolingual English-speaking man in his early 60's looked at the interviewer briefly with a confused look because everything he took out of the envelope was upside down. Once he saw the attached cover letter on the form, he was able to continue.

It seemed that the confusion was likely due to the participant's unfamiliarity with completing any type of standardized form and a lack of higher education than anything else ("form-taking literacy skills"). One monolingual Spanish-speaking woman who had resided in the U.S. for 20 years was unable to continue without assistance from the interviewer. Upon looking at the contents of the mailing package, she did not know what to do and said that if she were at home she would ask her daughter for help. When she did locate the form, she glanced at it without reading it and the interviewer had to explain that she should complete the form in the language with which she felt most comfortable. This participant had only completed grade school; similar confusion was not present among respondents with higher levels of formal education.

Recommendations:

- Consider adding the mandatory message to the outgoing envelope and the return instructions to the return envelope in Spanish. A field study would be an ideal way to gauge whether a mandatory message on the outgoing envelope in Spanish would have the same positive impact on response rates as does the message in English.

- We do not recommend further research into adding the return instructions in Spanish to the return envelope as we do not view this as an addition that would have a high risk for negative impact.

3.3.2 Cover Letter

One of the two form versions was randomly assigned to each respondent at each interviewing site. Of the 32 respondents who were assigned to complete form Version 1 (separate letter), 44 percent or 14 respondents skipped the letter by not reading it or not taking the letter out of the outgoing envelope at all. In contrast, only 24 percent (n=8) of the 34 respondents who were assigned Version 2 (attached letter) skipped the entire letter. When asked why they had skipped the letter, these respondents explained that they had chosen not to read the letter or that they had not realized the purpose of the letter.

Among the 44 respondents that were observed reading the cover letter, four admitted that they had skipped part of it. No one displayed signs of confusion while reading the letter and only one elderly English-speaking respondent needed explanation from the interviewer about what to do next. Eleven respondents, including some monolingual speakers, reported looking at both languages in the cover letter. However, most of these respondents attributed their actions to plain curiosity and said that they had not read the other language in any careful fashion. Two bilingual respondents reported reading both languages to assure themselves that they carried the same message; however, they admitted that it was a quick read and not a word-for-word comparison.

Recommendations:

- Consider folding the cover letter over the questionnaire so that both the letter and questionnaire are pulled out of the envelope rather than the cover letter being left in the envelope and thus unread.

3.3.3 Form

Even though respondents were instructed to fill out the form as if they were at home, about 40 percent of the respondents asked questions or stated opinions while filling out the form. Most of the time, the respondents wanted encouragement or confirmation from interviewers in

order to continue, wanted information about where to start and stop, or expressed the concerns about particular questions (most often the race question). In addition, some Spanish speakers wanted to discuss their uncertainty about what to answer for the Hispanic origin question related to US-born household members such as their children. This issue is discussed in greater detail later in the report.

A. Start Here Page

We asked all respondents to tell us the first thing they noticed on the Start Here page. Over sixty percent of the respondents reported first seeing the “Start Here” instruction, the arrow, or the box. As a result, a sizable group of respondents mentioned that they never read the instruction right above the Start Here instruction because they proceeded from the arrow on to the rest of the form. Other things that respondents reported seeing first included the different language columns, the colors, or the question numbers. A short one-line instruction about using blue or black pen appeared right below the arrow, but 10 of the 66 respondents said that they had never seen it. Nevertheless, most of them used a blue or black pen anyway out of habit. (We had placed various colored pens and a pencil on the table for respondents to choose from during the interviews).

B. Lane Jumping and other incorrect paths

Approximately 19 respondents across all three language groups followed the wrong path at some point while filling out the form, including filling out later persons before earlier ones, skipping questions and going back to them later, or lane jumping (filling out information in both Spanish and English columns). In general, this caused very little item nonresponse since they ultimately filled out information in the appropriate places. The lane jumping behavior was mainly due to the tendency to start reading from left to right. For example, a Spanish-speaking, Mexican-origin woman who recently graduated from college followed instructions correctly except that she wrote the names of persons 2, 3, and 4 on the English side of the form. She explained that when she flipped the form to work on the next person, it was natural for her to go on to the next question starting on the left side of the page. It was only at the point of reading question 2 where there were complete sentences in English that she realized that she had jumped to the wrong lane.

C. Signs of Difficulty or Confusion

Interviewers observed a number of signs of difficulty and confusion while respondents were filling out the questionnaire. These included flipping through the form and hesitation.

About one-third of the respondents flipped through the form, and there were several reasons for this behavior. Often, respondents indicated that they were looking for instructions to stop after listing all the people in their household, they wanted to see whether there were additional questions to answer or how much was left in the form, or to view previous responses as a point of reference. For example, a monolingual English-speaking college graduate in his 50's flipped back to the Start Here page after studying the Person 1 instructions. He suspected that there might be a correlation between the Person 1 instructions that asked about the home owner and Question 3 where he had indicated his home ownership.

Race, Hispanic origin for US-born household members, and choice of who to record as Person 1 were the questions that caused the greatest hesitancy for respondents.

a. Person 1

Some Round 2 respondents exhibited difficulties in choosing whom to list as Person 1 but most employed similar response strategies to those used by Round 1 respondents in order to interpret the Person 1 instruction and determine who that person should be. Not surprisingly, respondents who lived alone had the least amount of difficulty with choice of Person 1. Respondents in multi-person households considered the status or the role of a person in the household or the family, often choosing the person they considered to be the “head of household” or breadwinner (the person who makes the most money or pays the rent, mortgage, or bills), the oldest person, or the “man of the house.” Some respondents also made their decisions based on the person who owns the house or had his/her name on the mortgage or lease. Finally, some respondents reported having chosen Person 1 by process of elimination (ie., determining who should **not** be listed as Person 1 and then seeing who was left).

b. Race

The race question caused a great deal of difficulty for respondents of Hispanic origin, regardless of whether they spoke English or Spanish. The majority of Hispanic respondents in our sample deliberated before answering the race question and more than half reported having had difficulty in deciding which race category to choose. Among those respondents that did eventually indicate a race (43 of 55 Hispanic respondents) for Person 1, 36 respondents marked “white,” three chose “some other race,” and three mistakenly wrote in their answer for the other race in the boxes for the principal American Indian or Alaska Native tribe or the Other Asian categories⁴. These write-in responses were Hispanic/latino, Mexican American, moreno, mestizo, Maya and Aztec (tribal name), and latino Americano. Further, at least two respondents wrote in different races for their Hispanic household members, indicating the difficulty in choosing an answer.

In order to reach a final answer, many people eliminated the least objectionable choices to them first. A monolingual, Spanish- speaking, Mexican senior citizen marked “blanco” (White) and elaborated on his decision:

“...hay distinciones de blanca, negra, India americana...en este caso, aunque soy mestizo, una mezcla de español y indígenas, no soy una persona blanca, pero aquí hay tres distinciones, y no soy negro ni indio o de Alaska, entonces marco raza blanca”

(...there are distinctions between white, black, American Indian ...In this case, although I am “mestizo,” which is a mix of Spanish and indigenous, I am not a white person, but here there are only three distinctions, and since I am not black or Indian nor am I from Alaska, I mark white as my race).

A Chicano young adult who was interviewed in English wrote in “Hispanic” in response to the race question. He and the interviewer had the following dialogue:

⁴ One respondent listed a non-Hispanic member as Person 1 in the household.

R: ...Everything I've applied for, everything I do, that's the category I'd fit into. As soon as I see Mexican, Latino, or Hispanic, that's the first one that [I choose]. It's usually one or the other....

IWR: Did you find this [race] question difficult to answer?

R: Yes. Usually when someone asks about race, you'd say he is white, black, Asian. I wouldn't exactly know what to say for someone who is born in Mexico or South America.

IWR: You wrote down "Hispanic" for Person 1? [Person 1 was born in Mexico]

R: I didn't know what to put, and that's the first thing that came to my head.

IWR: ...What did you mark for yourself? [R was born and raised in the U.S.]

R: I wrote in Hispanic [in the Other race box]

Like this respondent, about half of the Hispanic respondents said that they would describe their "race/raza" using a term different from the race categories listed on the form. The suggested terms were Hispanic/Latino, *mestizo* (mixed European and Amerindian in Latin America), or a name that is indicative of their country or region of origin (e.g., Colombian, Central American), but they did not necessarily write in their race this way. Further, because the race categories indicate skin colors such as white and black, some respondents were inspired to describe their race with a term that pertains to skin color, as exemplified by this monolingual Spanish-speaking Mexican man from Los Angeles:

R: ...I consider myself a little whiter than my siblings [laughs]. We're two "güeritos" (little fair-skinned guys; the word "güero" is often used by Mexicans to describe Whites) and the rest of them are "morenitos" (little dark-skinned guys). It's a different kind of color.

IWR: If you had to fill out the questionnaire for your siblings, would you like to put something else to describe them or would you put "blanco" (white) too?

R: Well, for us, "blanco" or "moreno" (dark-skinned). That's the word we use more than anything.

Nevertheless, as mentioned previously, 43 of the 55 Hispanic respondents who eventually reached an answer for the race of Person 1 most frequently chose “white” as their race (36 respondents) or wrote in an answer.

In contrast, Round 1 respondents, who completed a three-part race/ethnicity question series, chose “some other race” or “White” in approximately equal numbers. In reviewing this difference between Round 1 and Round 2, the project team identified one aspect of questionnaire formatting that might have caused navigational challenges for the Round 2 respondents. First, the “some other race” boxes were located at the very end of the question and could be harder to locate than they had been in the version of the race question that we tested in Round 1. As seen in **Figure 3.5**, the Round 1 race question was much shorter because it was followed by a separate ancestry question. Second, the boxes were not indented in the Round 2 version. Thus, they may have appeared to respondents to belong to a separate question. The 2007 test version of the English only questionnaire, on the other hand, has all the write-in boxes indented past the response boxes (See **Figure 3.6**). These formatting differences might have caused some respondents not to notice the “some other race” boxes at all on the 2007 version of the form. The fact that a number of Hispanic respondents mistakenly wrote in their “other” responses in the first available boxes provides some support for this hypothesis.

Figure 3.5. Formatting of the Race Question in Round 1 and Round 2 Forms

Round 1, 2005 version	Round 2, 2007 version
<p>9 ¿Cuál es la raza de la Persona 1? Marque <input checked="" type="checkbox"/> una o más razas. Para este censo, origen hispano no es una raza.</p> <p><input type="checkbox"/> Blanca o caucásica</p> <p><input type="checkbox"/> Negra o africana americana</p> <p><input type="checkbox"/> India americana o nativa de Alaska</p> <p><input type="checkbox"/> Asiática</p> <p><input type="checkbox"/> Nativa de Hawaii u otra de las islas del Pacifico</p> <p><input type="checkbox"/> Alguna otra raza</p> <p>10 Las personas en los Estados Unidos provienen de muchos países, tribus y grupos culturales. ¿Cuál es la ascendencia o tribu de la Persona 1? Por ejemplo, italiana, africana americana, dominicana, aleuta, jamaicana, china, paquistaní, salvadoreña, Rosebud Sioux, nigeriana, samoana, rusa, etc. ↴</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> No sabe</p>	<p>9. ¿Cuál es la raza de la Persona 1? Marque <input checked="" type="checkbox"/> una o más casillas.</p> <p><input type="checkbox"/> Blanca</p> <p><input type="checkbox"/> Negra o africana americana</p> <p><input type="checkbox"/> India americana o nativa de Alaska — <i>Escriba el nombre de la tribu en la que está inscrito(a) o la tribu principal.</i> ↴</p> <p>_____</p> <p><input type="checkbox"/> India asiática <input type="checkbox"/> Japonesa <input type="checkbox"/> Nativa de Hawaii</p> <p><input type="checkbox"/> China <input type="checkbox"/> Coreana <input type="checkbox"/> Guameña o Chamorro</p> <p><input type="checkbox"/> Filipina <input type="checkbox"/> Vietnamita <input type="checkbox"/> Samoana</p> <p><input type="checkbox"/> Otra asiática — <i>Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc.</i> ↴</p> <p><input type="checkbox"/> Otra de las islas del Pacifico — <i>Escriba la raza, por ejemplo, fiyiana tongana, etc.</i> ↴</p> <p>_____</p> <p><input type="checkbox"/> Alguna otra raza — <i>Escriba la raza.</i> ↴</p> <p>_____</p>

Figure 3.6. Formatting of the Race Question in 2007 English-Only Form

2007 English-Only Form	
<p>9. What is Person 1's race? Mark <input checked="" type="checkbox"/> one or more boxes.</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black, African Am., or Negro</p> <p><input type="checkbox"/> American Indian or Alaska Native — <i>Print name of enrolled or principal tribe.</i> ↴</p> <p><input type="checkbox"/> Asian Indian <input type="checkbox"/> Japanese <input type="checkbox"/> Native Hawaiian</p> <p><input type="checkbox"/> Chinese <input type="checkbox"/> Korean <input type="checkbox"/> Guamanian or Chamorro</p> <p><input type="checkbox"/> Filipino <input type="checkbox"/> Vietnamese <input type="checkbox"/> Samoan</p> <p><input type="checkbox"/> Other Asian — <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i> ↴</p> <p><input type="checkbox"/> Other Pacific Islander — <i>Print race, for example, Fijian, Tongan, and so on.</i> ↴</p> <p><input type="checkbox"/> Some other race — <i>Print race.</i> ↴</p>	<p>9. ¿Cuál es la raza de la Persona 1? Marque <input checked="" type="checkbox"/> una o más casillas.</p> <p><input type="checkbox"/> Blanca</p> <p><input type="checkbox"/> Negra o africana americana</p> <p><input type="checkbox"/> India americana o nativa de Alaska — <i>Escriba el nombre de la tribu en la que está inscrito(a) o la tribu principal.</i> ↴</p> <p><input type="checkbox"/> India asiática <input type="checkbox"/> Japonesa <input type="checkbox"/> Nativa de Hawaii</p> <p><input type="checkbox"/> China <input type="checkbox"/> Coreana <input type="checkbox"/> Guameña o Chamorro</p> <p><input type="checkbox"/> Filipina <input type="checkbox"/> Vietnamita <input type="checkbox"/> Samoana</p> <p><input type="checkbox"/> Otra asiática — <i>Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc.</i> ↴</p> <p><input type="checkbox"/> Otra de las islas del Pacífico — <i>Escriba la raza, por ejemplo, fiyiana tongana, etc.</i> ↴</p> <p><input type="checkbox"/> Alguna otra raza — <i>Escriba la raza.</i> ↴</p>

Recommendations:

- Consider indenting the write in boxes for principal tribe of American Indian or Alaska Native, other Asian, as well as some other race. This way, the “some other race” response option would be more noticeable and it might also prevent the visual illusion that there are three separate questions within the race question. This would also match the layout of the 2007 English-only questionnaire version of the race question. One way to match the layout between the 07 bilingual form and the 07 English-only form would be to remove one or more of the write-in line boxes on the bilingual form.
- Consider additional research into how Hispanic respondents self-identify and whether it is feasible to add response options to the race question that will be more meaningful given that race is meant to be based on self identification.

c. Hispanic Origin for US-Born Household Members

Some Hispanic respondents found it difficult to answer the Hispanic origin question for household members who were born in the United States. Although “origin” can be viewed as the “heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States” as defined by the Census Bureau

(http://www.fedstats.gov/qf/meta/long_68187.htm), many Hispanic respondents interpreted this question to be referring only to country of birth. Consequently, determining the Hispanic origin for a US-born household member was sometimes a difficult task. Several examples that illustrate this difficulty are included below. There was also some evidence that using a Spanish word other than “origen” might help to clarify the meaning of “origin” as intended.

A single mother from Colombia would have liked to see a response option “americano” (American) for her son who was born in the U.S. She marked “another Hispanic, Latino, or Spanish origin” and wrote in “Colombian” for her son because she, his mother, is Hispanic and from Colombia. But she reiterated that “americano” would be the better answer for her son’s “origen” (origin).

Another mother from Colombia wondered if she should even answer the Hispanic origin question for her US-born daughter and then proceeded to write “americana” in the other origin boxes. The dialogue below suggests that rewording the translation to include the words *descendiente* (descendant) or *descendencia* (descent) to mean “origin” would have helped her to answer this question correctly:

R: Habla español pero nació aquí, no en otro país
(She [the daughter] speaks Spanish but she was born here, she is not from another country)

IWR: Y puso “americana”...
(and you put down “American”...)

R: Aquí dice argentino, colombiano, dominicano. ¡Pero es americana! ¿O “Miamiense” porque nació en Miami?
(Here [the other specify boxes] says Argentinean, Colombian, and Dominican. But she is American! Or, “Miamian” because she was born in Miami?)

...

IWR: Ella podría ser de origen colombiano?
(Could she be of Colombian origin?)

R: [hesitation] descendiente
([she is a] descendant)

IWR: Hay una diferencia entre “origen” y “descendiente”?

(Is there a difference between “origin” and “descendant”?)

R: Descendiente es cuando los padres son colombianos...[Origen] que vino de allí (Descendant is when parents are Colombians...[Origen means] that she is from there [Colombia])

IWR: Y si dijera “descendencia hispana” en esta pregunta...
And if it said Hispanic descent in this question?

R: [Pondría] Descendiente colombiano [para mi hija nacida en los EEUU]
([I'd write down] Colombian descent [for my US-born daughter])

A Nicaraguan woman initially was not sure whether she should complete the Hispanic origin question for her son because he is a US citizen by birth. She later decided to mark the response option “mexicano, mexicano americano, chicano” (Mexican, Mexican Am., Chicano) because it had the word “americano” (American) in it, although it said “mexicano americano” (Mexican Am.) (Note that a similar problem was identified during the Round 1 interviews when several Hispanic marked the category for African American because it included the word “American”).

Seeing the word “americano” was also what helped a Honduran father who was married to a Mexican woman, and he did not seem to realize that it was part of the phrase “mexicano americano.” He explained his answer in this way: “origin es ¿de qué origin es esta persona?, ¿de qué país viene? Pero mis hijos nacieron aquí...y marqué “americano chicano.” (Origin is of what origin is a person, from what country one comes. But my children were born here...and I marked the “americano chicano” option).

Recommendations:

- Consider developing a new series of questions to measure race and ethnicity that will include response categories that have meaning for both English and Spanish speaking Hispanic respondents.

D. Continuation Roster Page

The bilingual form rosters up to 12 household members, but only basic demographic information is asked for Persons 9 through 12 on form Version 1 and for Persons 7 through 12 on

form Version 2. They are: name, sex, age, and whether the particular household member is related to Person 1 (“Related to Person 1?”). Four respondents in Round 2, all of Hispanic origin, had households large enough to require them to fill out this continuation roster page. Three of the four respondents were interviewed in English and the other was interviewed in Spanish; all filled out the continuation roster page correctly. These respondents noted the formatting difference from rest of the form and reported that they interpreted “related to” as a familial and blood relationship. A Nicaraguan father of five noted, “[“Relacionado(a) con” pregunta] si es un familiar, mi padre, o mi abuelo, o mi hijo o mi nieto” ([“Related to” is asking] whether [this person] is part of the family, my parent or grandparent, or my child or my grandchild).

3.3.4 Retrospective Debriefing

About half the respondents reported that they regularly fill out forms. Forms related to medical conditions, school, and applications were among the most frequently cited examples. Few respondents who reported completing bilingual forms in the past reported having seen a questionnaire with the swimlane format. Although they mentioned other formats in which English and Spanish forms were printed, no *one* format was reported more frequently than any other. They reported having seen forms that were back-to-back with one language on each side of a sheet of paper, separate language versions of forms enclosed together, or Spanish text appearing below the English text on the same page.

For monolingual speakers, the decision to choose which language to use on forms was simple – choosing the language that they understand. Spanish speakers who knew some English also attributed their decision to using their native language or the language that they knew best, although two respondents suggested that they might choose to answer in English as a means to practice their English language skills.

When asked whether they would be more likely to complete and return a bilingual form or a form only in English, monolingual English speakers overwhelmingly expressed a preference for a form only in English. Some English speakers indicated that it actually makes little difference to them as long as the questions are also available in English. Spanish speakers did not express the same clear preference for having a form only in Spanish. The vast majority of monolingual and bilingual Spanish speakers said that they would prefer receiving a bilingual

form and credited its versatility as the main reason. Some gave the example of being able to seek help from English-speaking friends or family, or said that seeing the content in English also adds to the form's credibility as they know that they have not been singled out and that the same questions apply to all households.

All Spanish speakers welcomed the idea of receiving a bilingual form in the mail. Although only 60 percent of the respondents interviewed in English were enthusiastic about the idea, nobody said that a bilingual form would offend them. Respondents of Hispanic origin who filled out the form in English did not differ from non-Hispanic Whites or Blacks in the sample regarding the use of a bilingual form. Overall, respondents expressed a positive opinion about the current bilingual form and some even expressed general appreciation for the conduct of the census.

4. CONCLUSIONS

Round 2 testing was successful in the testing of new translations for some of the terms that had been identified as problematic in Round 1. In addition, we identified potential issues that may lead to item nonresponse. The results of the testing of particular items are highlighted in Chapter 3. Respondents were often helpful in suggesting possible revisions that could increase comprehension and consistency of understanding for census respondents. This information has helped to shape some of the recommendations noted in Chapter 3. These recommendations must be reviewed by Census Bureau staff who are knowledgeable about the underlying goals of the specific census questions and are able to consider the possible consequences of implementing the recommended changes. As noted earlier, these results are qualitative in nature and provide empirical information on how certain types of respondents interpret, understand, and respond to selected items on the bilingual swimlane questionnaire.

In addition to the recommendations provided in Chapter 3, the results from Round 2 testing suggest that some of the problems encountered by our respondents may not be purely attributable to problems with the layout of the census form itself or the specific choices made in developing the Spanish translation. Rather, degree of acculturation and the respondent's own self-identity also influenced how easily a respondent was able to complete the census form. For example, both rounds of cognitive testing indicated that the difficulty Spanish-speaking respondents had with the Hispanic origin and race series is not due to the specific translation used but rather to the fact that the concepts and response categories do not reflect the way Hispanics think of themselves. It is unlikely that any amount of "tweaking" done to the translation of these items will resolve this fundamental problem.

Recommendations for changes that would not require further testing:

We are aware that a number of changes have already been made to the bilingual questionnaire as a result of the preliminary results of this research. There are a few additional items that we view as low risk and that we recommend changing without any additional research needed.

- Add instructions on how to put the questionnaire in the return envelope in Spanish to the return envelope.

- Change the “Dear Resident” instruction to “Dear Sir or Madam” on the introductory letter in both languages or just in Spanish.
- Change the translation for “Enclosure/s” from “Anejo/s” to “Anexo/s” on the introductory letter (See Caspar, et al., 2006 for more discussion of this issue).
- In the relationship question, change “parent-in-law” in English to “father-in-law or mother-in-law” to reduce respondent burden.
- Remove the term “pupilo” (translation for boarder) from the relationship question in Spanish. This is consistently being interpreted as “student.”

Recommendations for future research

Informed by the results of the present study, there are a number of areas in which we recommend conducting future research. These include:

- Examine the addition of the mandatory message in Spanish to the outgoing envelope.
- Examine how to fold and insert the separate introductory letter into the outgoing mailing package so that respondents will notice it.
- Examine respondent understanding of banking and home loan terminology in the tenure question in both languages. Look into whether simplified terminology is possible.
- Look into respondent choice of Person 1 and whether the wording of the instruction could be made clearer in both languages.
- Conduct research into the formatting of the name boxes in Spanish to see whether a different system would work better for Spanish speakers.
- Research whether moving the baby instruction to start at the Person 2 column would work or whether respondents would be more likely to miss it.
- Conduct research with English and Spanish-speaking Hispanic respondents to improve the Hispanic origin/race question series.
- Conduct research in Spanish on the concept of roommate/housemate in an attempt to find a more parallel translation.
- Conduct research into the concepts of roomer and boarder in both languages. The current terms are not working as intended and the translation is not parallel to the English.

- Conduct research in both languages into the concepts of “live” and “stay.” Look into whether adding “temporarily” to the term “stay” would avoid the interpretation of the two terms as synonyms in both languages.

In addition, data from the 07 field test should be reviewed in the following ways:

- Compare item non-response in relation to whether the letter was attached or separate in the 07 test.
- Examine responses to the age question for respondents who appear to have a child under 1 (evident from the DOB question) to see if the baby instruction is being understood.
- Compare item non-response on the race question between the control and bilingual forms to see if layout difference in boxes may be increasing the item non-response rate for this item.
- Compare item non-response and mistakes on the Overcount question between the control and bilingual forms to see if layout difference in the boxes may be causing problems.

APPENDIX A

Respondent Screening Form for Eligible Respondents (SPANISH)

Preguntas de selección para personas elegibles

Muchas gracias por llamar. Permítame darle una breve explicación sobre el estudio que estamos realizando y si usted está interesado(a) en participar le haré algunas preguntas para determinar si usted tiene las características necesarias para participar en este estudio. La Oficina del Censo ha contratado a RTI para recopilar información acerca de las reacciones de las personas acerca de un cuestionario que posiblemente se use en el Censo del 2010. Como parte de este estudio llevaremos a cabo entrevistas individuales. Actualmente estamos buscando a personas en el área de (Miami/Chicago/RTP/Los Ángeles) para participar en el estudio. ¿Le gustaría participar?

- 1 SÍ → CONTINÚE
- 2 NO → TERMINE LA LLAMADA

1. ¿Cuántos años tiene usted?

EDAD: _____ [SI LA PERSONA TIENE MENOS DE 18 AÑOS, TERMINE LA LLAMADA Y DIGA: Lo siento mucho, para este estudio no podemos incluir a personas menores de 18 años. Muchas gracias por su interés.]

2a. ¿Qué tan bien habla usted inglés? ¿Diría usted que...?

- 1 Muy bien,
- 2 Bien,
- 3 No muy bien, o
- 4 No habla inglés → 2b. ¿Qué tan bien lee usted en inglés? ¿Diría usted que ...?

- 1 Muy bien,
- 2 Bien,
- 3 No muy bien, o
- 4 No lee en inglés

3a. ¿Qué tan bien habla usted español? ¿Diría usted que...

- 1 Muy bien,
- 2 Bien,
- 3 No muy bien o
- 4 No habla español → 3b. ¿Qué tan bien lee usted en español? ¿Diría usted que ...

- 1 Muy bien,
- 2 Bien,
- 3 No muy bien, o
- 4 No lee en español

[SI LAS RESPUESTAS A LAS PREGUNTAS 2a Y 2b SON “NO HABLA INGLÉS”/ “NO LEE EN INGLÉS”, CLASIFIQUE A LA PERSONA COMO ALGUIEN QUE DOMINA EL IDIOMA ESPAÑOL SOLAMENTE (MONOLINGUAL SPANISH). PASE A LA PREGUNTA 6.

SI LAS RESPUESTAS A LAS PREGUNTAS 3a Y 3b SON “NO HABLA ESPAÑOL” / “NO LEE EN ESPAÑOL”, CLASIFIQUE A LA PERSONA COMO ALGUIEN QUE DOMINA EL IDIOMA INGLÉS SOLAMENTE (MONOLINGUAL ENGLISH). PASE A LA PREGUNTA 6.

SI LA PERSONA DICE QUE TIENE LA HABILIDAD DE HABLAR Y LEER MEJOR EN INGLÉS QUE EN ESPAÑOL, CLASIFIQUELA COMO UNA PERSONA BILINGÜE QUE DOMINA EL IDIOMA INGLÉS. POR FAVOR HAGA LAS PREGUNTAS 4 Y 5.

SI LA PERSONA DICE QUE TIENE LA HABILIDAD DE HABLAR Y LEER MEJOR EN ESPAÑOL QUE EN INGLÉS, CLASIFIQUELA COMO UNA PERSONA BILINGÜE QUE DOMINA EL IDIOMA ESPAÑOL.] POR FAVOR HAGA LAS PREGUNTAS 4 Y 5.

4. ¿Se siente usted más a gusto si habla inglés o español?

- 1 INGLÉS
- 2 ESPAÑOL

5. ¿Se siente usted más a gusto si lee en inglés o español?

- 1 INGLÉS
- 2 ESPAÑOL

USE LAS RESPUESTAS DE LAS PREGUTAS 4 Y 5 PARA DETERMINAR SI EL CANDIDATO REÚNE LAS CARACTERÍSTICAS DE UNA PERSONA BILINGÜE QUE TIENE DOMINIO DEL IDIOMA ESPAÑOL.

- Si la persona se siente más a gusto al hablar y leer en español, clasifíquela como una persona bilingüe que domina el idioma español y continúe con la pregunta 6.
- Si la persona se siente más gusto al hablar en inglés y más a gusto al leer en español, entonces es una persona bilingüe que domina el idioma inglés y **no** reúne las características para participar en el estudio.
- Si la persona se siente más a gusto al hablar en español y más a gusto al leer en inglés, entonces es una persona bilingüe que domina el idioma inglés y **no** reúne las características para participar en el estudio.
- Si la persona se siente más a gusto al hablar y leer en inglés, clasifíquela como una persona que domina el idioma inglés y **no** reúne las características para participar en el estudio.

SI LA PERSONA HA SIDO CLASIFICADA COMO ALGUIEN QUE DOMINA EL IDIOMA INGLÉS SOLAMENTE (MONOLINGUAL ENGLISH), O QUE DOMINA EL IDIOMA ESPAÑOL SOLAMENTE (MONOLINGUAL SPANISH), O COMO UNA PERSONA BILINGÜE QUE DOMINA EL IDIOMA ESPAÑOL, POR FAVOR HAGA LA SIGUIENTE PREGUNTA PARA ESTABLECER EL NIVEL DE EDUCACIÓN DEL CANDIDATO:

NOTA: POR FAVOR TENER EN CUENTA LA EQUIVALENCIA DE LOS ESTUDIOS REALIZADOS EN OTROS PAÍSES LATINOAMERICANOS, POR EJEMPLO, EL HABER TERMINADO LA “SECUNDARIA” EN MÉXICO SIGNIFICA EL HABER TERMINADO “MIDDLE SCHOOL” EN LOS ESTADOS UNIDOS Y NO “HIGH SCHOOL”. POR FAVOR OBTENGA MAYOR INFORMACIÓN.

6. ¿Cuál es el último grado o año escolar que usted ha **completado**?

- 0 NUNCA ASISTIÓ A LA ESCUELA
- 1 COMPLETÓ EL 1er GRADO
- 2 COMPLETÓ EL 2° GRADO
- 3 COMPLETÓ EL 3er GRADO
- 4 COMPLETÓ EL 4° GRADO
- 5 COMPLETÓ EL 5° GRADO
- 6 COMPLETÓ EL 6° GRADO
- 7 COMPLETÓ EL 7° GRADO
- 8 COMPLETÓ EL 8° GRADO
- 9 COMPLETÓ EL 9° GRADO
- 10 COMPLETÓ EL 10° GRADO
- 11 COMPLETÓ EL 11° GRADO
- 12 COMPLETÓ EL 12° GRADO
- 13 ESCUELA POST-SECUNDARIA O UNIVERSIDAD/ COMPLETÓ EL 1er AÑO
- 14 ESCUELA POST-SECUNDARIA O UNIVERSIDAD/ COMPLETÓ EL 2° AÑO
- 15 ESCUELA POST-SECUNDARIA O UNIVERSIDAD/ COMPLETÓ EL 3° AÑO
- 16 ESCUELA POST-SECUNDARIA O UNIVERSIDAD/ COMPLETÓ EL 4° AÑO
- 17 ESCUELA POST-SECUNDARIA O UNIVERSIDAD/ COMPLETÓ EL 5° AÑO O MÁS

PERSONA QUE RECLUTA: POR FAVOR COMPLETE LA SIGUIENTE INFORMACIÓN QUE SE OBTENGA DE LAS PERSONAS ELEGIBLES PARA PARTICIPAR EN EL ESTUDIO.

NOMBRE DE LA PERSONA	
NÚMERO DE TELÉFONO DONDE SE PUEDE UBICAR A LA PERSONA	<p style="text-align: right;">MARQUE</p> <p style="text-align: center;">UNO:</p> <p>() - DÍA</p> <p style="text-align: right;">NOCHE</p>
LENGUAJE ASIGNADO	<p>1 BILINGUE – DOMINIO DEL IDIOMA ESPAÑOL</p> <p>2 DOMINO DEL ESPAÑOL SOLAMENTE</p> <p>3 DOMINIO DEL INGLÉS SOLAMENTE</p>
NIVEL DE EDUCACIÓN ASIGNADO	<p>1 ALGO DE EDUCACIÓN PERO SIN DIPLOMA DE SECUNDARIA (“HIGH SCHOOL”) O “GED”</p> <p>2 DIPLOMA DE SECUNDARIA (“HIGH SCHOOL”) O “GED” DIPLOMA OR GED</p> <p>3 ALGO DE ESTUDIOS DE UNIVERSITARIOS</p> <p>4 TÍTULO UNIVERSITARIO O MÁS</p>
GRUPO ÉTNICO	<p>1 MEXICANO</p> <p>2 CENTROAMERICANO</p> <p>3 SUDAMERICANO</p> <p>4 CUBANO/ PUERTORIQUEÑO/OTRO</p>
EDAD	

GÉNERO	
NÚMERO DE PERSONAS EN EL HOGAR	
PAÍS DE NACIMIENTO	
NÚMERO DE AÑOS EN LOS ESTADOS UNIDOS (si nació fuera de los Estados Unidos)	
DÍA DE LA CITA	FECHA: CORRESPONDE HORA: NO
¿LISTA DE ESPERA?	1 SÍ 2 NO

POR FAVOR INFORME A LAS PERSONAS EN LISTA DE ESPERA QUE USTED LOS LLAMARÁ SI ALGUIEN CANCELA SU CITA.

POR FAVOR INFORME A LAS PERSONAS QUE TIENEN CITA SOBRE EL LUGAR DONDE SE REALIZARÁ LAS ENTREVISTAS Y PÍDALES QUE SE PRESENTEN 15 MINUTOS ANTES DE LA HORA DE SU CITA.

APPENDIX B

Respondent Screening Form for Eligible Respondents (ENGLISH)

Screening for Eligible Participants

Thank you for calling. Let me explain a little bit about the study we are conducting and then if you are interested in participating I will also ask you a few screening questions to determine whether you are eligible for the study. RTI has been hired by the Census Bureau to collect information about people's reactions to a questionnaire form that may be used during the 2010 Census. As part of this research we will be conducting individual one-on-one interviews. We are currently recruiting people from the (Miami/Chicago/RTP/Los Angeles) area to take part in this study. Would you be interested in participating?

- 1 YES → CONTINUE
- 2 NO → END CALL

1. How old are you?

AGE: _____ [IF LESS THAN 18, END CALL BY SAYING: I'm sorry, we are not including anyone under 18 in this research. Thank you for your interest.]

2a. How well do you speak English? Would you say...?

- 1 Very well,
- 2 Well,
- 3 Not well, or
- 4 Not at all → 2b. How well do you read English? Would you say...?

- 1 Very well,
- 2 Well,
- 3 Not well, or
- 4 Not at all

3a. How well do you speak Spanish? Would you say...?

- 1 Very well,
- 2 Well,
- 3 Not well, or
- 4 Not at all → 3b. How well do you read Spanish? Would you say...?

- 1 Very well,
- 2 Well,
- 3 Not well, or
- 4 Not at all

[IF Q.2a **and** Q2b = NOT AT ALL, CLASSIFY CALLER AS MONOLINGUAL SPANISH. SKIP TO QUESTION 6.

IF Q.3a **and** Q.3b = NOT AT ALL, CLASSIFY CALLER AS MONOLINGUAL ENGLISH. SKIP TO QUESTION 6.

IF CALLER REPORTS BETTER SPEAKING **AND** READING SKILLS IN ENGLISH THAN IN SPANISH, CLASSIFY CALLER AS BILINGUAL – ENGLISH DOMINANT. ASK QUESTIONS 4 AND 5.

IF CALLER REPORTS BETTER SPEAKING **AND** READING SKILLS IN SPANISH THAN IN ENGLISH, CLASSIFY CALLER AS BILINGUAL – SPANISH DOMINANT.] ASK QUESTIONS 4 AND 5.

4. Are you more comfortable speaking English or Spanish?

- 1 ENGLISH
- 2 SPANISH

5. Are you more comfortable reading English or Spanish?

- 1 ENGLISH
- 2 SPANISH

RECRUITER: USE RESPONSES TO QUESTIONS 4 – 5 TO DETERMINE WHETHER A CALLER QUALIFIES AS BILINGUAL – SPANISH DOMINANT.

- If the caller is more comfortable speaking **and** reading Spanish, classify him/her as bilingual-Spanish dominant and continue with Question 6.
- If the caller is more comfortable speaking English and more comfortable reading Spanish, the caller is bilingual - English dominant and is not eligible for the study.
- If the caller is more comfortable speaking Spanish and more comfortable reading English, the caller is bilingual - English dominant and is not eligible for the study.
- If the caller is more comfortable speaking English **and** reading English, classify him//her as monolingual English and continue with Question 6.

IF RESPONDENT IS CLASSIFIED AS ENGLISH DOMINANT, END THE CALL BY SAYING: I'm sorry based on your level of familiarity with English you are not eligible for this research. Thank you for your interest.

IF RESPONDENT HAS BEEN CLASSIFIED AS MONOLINGUAL ENGLISH, MONOLINGUAL SPANISH, OR SPANISH DOMINANT ASK THE FOLLOWING QUESTION TO CATEGORIZE THE CALLER'S EDUCATIONAL ATTAINMENT:

6. How many years of school have you **completed**?

- 0 NEVER ATTENDED SCHOOL
- 1 1ST GRADE COMPLETED
- 2 2ND GRADE COMPLETED
- 3 3RD GRADE COMPLETED
- 4 4TH GRADE COMPLETED
- 5 5TH GRADE COMPLETED
- 6 6TH GRADE COMPLETED
- 7 7TH GRADE COMPLETED
- 8 8TH GRADE COMPLETED
- 9 9TH GRADE COMPLETED
- 10 10TH GRADE COMPLETED
- 11 11TH GRADE COMPLETED
- 12 12TH GRADE COMPLETED
- 13 COLLEGE OR UNIVERSITY / 1ST YEAR COMPLETED
- 14 COLLEGE OR UNIVERSITY / 2ND YEAR COMPLETED
- 15 COLLEGE OR UNIVERSITY / 3RD YEAR COMPLETED
- 16 COLLEGE OR UNIVERSITY / 4TH YEAR COMPLETED
- 17 COLLEGE OR UNIVERSITY / 5TH OR HIGHER YEAR COMPLETED

RECRUITER: COMPLETE THE FOLLOWING TABLE FOR CALLERS WHO ARE ELIGIBLE TO PARTICIPATE.

CALLER'S NAME	
PHONE NUMBER WHERE CALLER CAN BE REACHED	() - CIRCLE ONE: DAY EVENING
ASSIGNED LANGUAGE GROUP	4 BILINGUAL – SPANISH DOMINANT 5 MONOLINGUAL SPANISH 6 MONOLINGUAL ENGLISH
ASSIGNED EDUCATION CATEGORY	5 SOME EDUCATION BUT NO HS DIPLOMA OR GED 6 HS DIPLOMA OR GED 7 SOME COLLEGE 8 COLLEGE DEGREE OR HIGHER
ASSIGNED ETHNICITY GROUP	1 MEXICAN 2 CENTRAL AMERICAN 3 SOUTH AMERICAN 4 CUBAN / PUERTO RICAN
AGE	
GENDER	
# OF PEOPLE IN THE CALLER'S	

HOUSEHOLD	
COUNTRY OF BIRTH	
# OF YEARS IN THE UNITED STATES (if born outside the US)	
APPOINTMENT TIME	DATE: TIME: NA
WAIT LISTED?	3 YES 4 NO

INFORM WAIT-LISTED CALLERS THAT YOU WILL GET BACK IN TOUCH WITH THEM IF THERE IS A CANCELLATION.

INFORM SCHEDULED PARTICIPANTS OF THE LOCATION OF THE HOTEL WHERE INTERVIEWING WILL TAKE PLACE AND ASK THEM TO ARRIVE 15 MINUTES PRIOR TO THEIR SCHEDULED APPOINTMENT TIME.

APPENDIX C

PARTICIPANT INFORMED CONSENT (SPANISH)

Programa lingüístico del Censo de 2010: Estudio del cuestionario bilingüe

**Consentimiento informado del participante
Entrevista individual**

Se le pide a usted que sea uno de aproximadamente 100 participantes voluntarios en este estudio que está llevando a cabo RTI y la Oficina del Censo de los Estados Unidos. El propósito de este estudio es evaluar unos cuestionarios bilingües del Censo, los cuales podrían ser utilizados en el próximo Censo de 2010.

La entrevista y el diálogo durarán aproximadamente 90 minutos. No existen respuestas correctas o incorrectas, sólo deseamos conocer su opinión sobre las formas del Censo. Primero le pediremos que complete la forma del Censo por su cuenta. Al terminar le preguntaremos qué piensa y qué opina sobre la forma. Usted nos puede ayudar al describir cualquier cosa en la forma que usted considere confusa o difícil. Como muestra de nuestro agradecimiento por su participación en este proyecto, usted recibirá \$40 dólares.

Su participación en este estudio es voluntaria y usted puede detener la entrevista en cualquier momento. Si decide no participar, no perderá ningún beneficio o servicio que esté recibiendo actualmente. Además, usted puede optar por no contestar cualquier pregunta que no desee contestar. Se le pagará \$40 dólares por concedernos su tiempo, aunque usted decida detener la entrevista. No le vamos a preguntar acerca de su situación legal. La Oficina del Censo y RTI mantendrán su participación en forma confidencial (por ley bajo el título 13 del Código de los Estados Unidos). No compartiremos ningún dato que usted nos proporcione durante la entrevista con ninguna persona que no forme parte del personal de este proyecto. No se espera que exista ningún riesgo por su participación en este estudio.

Este estudio se realiza bajo la autorización del título 13 del Código de los Estados Unidos. El número de control OMB (Oficina de Administración y Presupuesto) válido para este cuestionario es 0607-0725. Este número válido de aprobación legal certifica la colección de esta información. Si tiene alguna pregunta sobre el estudio puede llamar a Rosanna Quiroz al 1-800-334-8571 ext. 7172. Si tiene alguna pregunta sobre sus derechos como participante en este estudio, puede comunicarse con la Oficina para la Protección de Participantes en Estudios de Investigación, gratis al 1-866-214-2043.

Se me ha explicado este documento, que describe los beneficios, riesgos y procedimientos de este estudio. Estoy de acuerdo en participar en forma voluntaria.

Firma del/ de la voluntario(a) _____ Fecha _____

Certifico que se le explicó a la persona arriba mencionada, el contenido y el propósito del estudio, así como los posibles beneficios y riesgos asociados con la participación en este estudio.

Firma de la persona que obtiene el consentimiento _____ Fecha _____

Grabación de la entrevista:

Para elaborar reportes más precisos, le pedimos que nos permita grabar la entrevista en una cinta con una pequeña grabadora que estará sobre la mesa. La cinta de audio sólo será escuchada por las personas que trabajan en este proyecto. El único propósito de la grabación de la cinta es permitirnos revisar la entrevista. Las cintas serán destruidas al concluir el proyecto. Si usted prefiere que no se grabe su entrevista o si en algún momento durante la entrevista usted decide detener la grabación, por favor avísele a la entrevistadora para que pare la grabación.

Estoy de acuerdo y permito que se grabe la entrevista en una cinta de audio y que sea escuchada por otras personas que trabajan en este proyecto:

Firma del/de la voluntario(a) _____ Fecha _____

APPENDIX D

PARTICIPANT INFORMED CONSENT (ENGLISH)

2010 Census Language Program: Bilingual Questionnaire Research

**Participant Informed Consent
Cognitive Interview**

You are asked to be one of approximately 120 volunteers to participate in this research study. The study is being conducted by RTI for the U.S. Bureau of the Census. The purpose of this research study is to evaluate bilingual Census forms that may be used for the next Census in 2010.

The interview and discussion will take no longer than two hours. There are no right or wrong answers; we just want to ask your opinion about the Census form. We will first ask you to complete the Census form on your own. After you are finished we will ask about your thoughts and feelings toward the form. You can help us by describing anything you find confusing or hard about the form. In appreciation for your participation in this project, you will receive \$40.00.

Your participation in this study is voluntary, and you may stop at any time. If you choose not to participate, you will not lose any benefits or services that you now receive. Also, you may choose not to answer any question. You will be paid \$40 in appreciation for your time, even if you decide to stop the interview. We will not be asking about your legal status. Your participation will be kept confidential by the Census Bureau and RTI (by law under Title 13 of the United States Code). We will not share any information you give us during the interview with any person outside the project staff. There are no expected risks to participating in this study.

This study is being conducted under the authority of Title 13 of the United States Code. The OMB control number for this study is 0607-0725. This valid approval number legally certifies this information collection. If you have any questions about the study you may telephone Rosanna Quiroz at 1-800-334-8571 ext. 7172. If you have any questions about your rights as a research participant in this study, you may contact the Office of Research Protection at 1-866-214-2043, a toll-free number.

The above document describing the benefits, risks and procedures for this research study has been explained to me. I agree to participate as a volunteer.

Signature of volunteer _____ Date _____

I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this research have been explained to the above individual.

Signature of Person Who Obtained Consent _____ Date _____

Audio-taping the interview:

In order to make best use of our findings, we also request that you allow the interview to be audio-taped, through the use of a small tape recorder that will be on the table. The audio-tape will only be listened to by people who are working on this project. The only purpose of audio-taping is to allow us to review the interview in more detail. If you would rather that your interview not be audio-taped, or if any time during the interview you decide that you would like the audio taping to be stopped, please tell the interviewer and we will stop taping.

I agree to allow the interview to be audio-taped and to be listened to by others who are working on this project:

Signature of volunteer _____ Date _____

APPENDIX E

INCENTIVE RECEIPT FORM (SPANISH)

RECIBO DE PAGO
(Entrevista individual)

Con mi firma a continuación confirmo que le pagué \$40 dólares a la persona que participó en un estudio para identificar posibles problemas con una nueva forma del cuestionario. RTI International realiza el estudio para la Oficina del Censo de los Estados Unidos (Número de proyecto de RTI 0209182.005). Este pago se entrega como muestra de nuestro agradecimiento por el tiempo que esta persona dedicó para revisar los materiales de la encuesta.

Firma de la entrevistadora: _____ Fecha: _____

Escriba el nombre en letra tipo imprenta: _____

Número de identificación del participante: _____

APPENDIX F

INCENTIVE RECEIPT FORM (ENGLISH)

RECEIPT PARTICIPATION FORM
(Cognitive Interview)

By my signature below I confirm that I have paid \$40 to a subject taking part in a study to identify possible problems with a new questionnaire form. This study is being conducted by RTI International for the U.S. Census Bureau (RTI Project No: 0209182.005). This payment is given in appreciation of the time this subject provided to review the survey materials.

Interviewer's Signature: _____

Date: _____

Printed Name: _____

Participant ID#: _____

APPENDIX G

CENSUS BILINGUAL FORMS APPRAISAL PROTOCOL GUIDE (SPANISH)

Census Bilingual Forms Appraisal Protocol Guide

Spring, 2007

Participant ID #: |_|_|_|_|_|_|_|_|

Date: |_|_|_|/|_|_|_|/|_2_|_0_|_0_|_7_| (mm/dd/yyyy)

Interviewer (Check One): 1 GM 2 MS 3 PLG 4 RSQ

Location (Check One): 1 Raleigh/Durham 2 Chicago 3 Miami 4 LA

Participant (Check One): 1 Monolingual - Spanish 2 Monolingual - English
 3 Bilingual – Spanish Dominant

Form type (Check One): 1 Separate letter 2 Letter attached as cover

Start Time: _____ AM / PM

Interviewer: Read this Introduction

La Oficina del Censo está considerando la posibilidad de enviar por correo un cuestionario bilingüe a los hogares de todos los Estados Unidos en el futuro. A ellos les interesa saber cómo personas como usted llenarían tal cuestionario.

Ellos nos han contratado a nosotros (RTI International) para realizar este estudio. Su participación es muy importante porque ello ayudará a la Oficina del Censo a determinar si la distribución por correo de cuestionarios bilingües en el futuro es una buena idea o no.

Yo voy a darle un cuestionario y voy a pedirle que lo llene como si lo hubiera recibido por correo, y como si yo no estuviera aquí. Mientras usted está llenando el cuestionario, yo voy a escribir algunas notas para saber qué preguntas hacerle una vez que usted termine de llenarlo. Después hablaremos sobre diferentes aspectos del cuestionario.

Section I. Informed Consent

Antes de comenzar, quisiera que por favor lea el documento que está enfrente de usted. Este documento describe este estudio y proporciona información sobre sus derechos como voluntario(a) en un estudio. Además, en la segunda página se le pide permiso para grabar esta entrevista en una cinta de audio. Después de que haya leído estos documentos, por favor firme las dos páginas. Si tiene alguna pregunta sobre estos documentos, por favor hágamelos saber.

INTERVIEWER:

1. DID THE PARTICIPANT HAVE ANY QUESTIONS OR CONCERNS?

- ₁ Yes
₂ No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

3. HAS THE PARTICIPANT READ AND SIGNED THE INFORMED CONSENT?

- ₁ Yes
₂ No → (END INTERVIEW)

4. SAY: Aquí hay una copia del documento para usted.

5. HAS THE PARTICIPANT PROVIDED CONSENT TO HAVE THE SESSION AUDIO-TAPED?

₁ Yes
₂ No → **(SKIP TO SECTION II ON PAGE 2)**



6. SAY: Por favor, permítame un momento mientras enciendo la grabadora.

Section II. Interview Observations

Este es el tipo de cuestionario para una encuesta que le llegaría a usted por correo, así que me gustaría que lo conteste como si lo hubiera recibido por correo en su hogar. Esto significa que aunque usted tenga preguntas y piense que necesita mi ayuda, usted debe tratar de completar el cuestionario como si yo no estuviera aquí.

Esto también es importante para mí porque yo quiero saber cuánto tiempo le puede tomar a usted llenar el cuestionario en su hogar. Esto NO es ningún tipo de examen y no hay maneras correctas ni incorrectas al llenarlo. Estamos practicando con muchas personas diferentes en diferentes partes del país, para ver si todos llenan el cuestionario de la misma manera y para ver si a las personas les resulta fácil o difícil llenarlo.

Instructions to the Interviewer

A. Lay various colored pens in front of the participant. Let them pick the colored pen of their choice and have them use it during the cognitive interview section. If during the follow up probes, the respondent wants to make any corrections or fill in an answer they had skipped (which they don't have to), have them use a pencil to do that, in order to identify which changes were made during the follow up discussion. Make a note of which color the respondent used first.

B. Have the participant complete the form without any assistance or intervention from you.

If the participant becomes upset or unable to complete the form on his or her own, say:

Yo puedo ayudarlo(a) a llenar el cuestionario, pero antes de hacerlo, ¿estaría dispuesto(a) a decirme que haría si estuviera en su hogar y necesitara ayuda para llenar este cuestionario? Por ejemplo, ¿a quién le pediría ayuda? ¿Dónde iría usted para conseguir ayuda?

C. While the participant completes the form, you will observe and take notes on the following:

1. The mailing package as a whole
2. The separate cover letter from the director if Form 1 is used and the Director's letter as the cover of the booklet if Form 2 is used
3. The start here page containing residence rules and household level questions
4. The rest of the pages containing person level questions

D. Position yourself so that you can make those observations.

INTERVIEWER: HOW MUCH ASSISTANCE DID YOU PROVIDE TO THIS PARTICIPANT?
(Check One)

1 No assistance

2 Minimal (encouragement or acknowledgement to continue)

— 3 General (explanation of major forms completion task)

— 4 High-level (assistance similar to that provided by an actual Census enumerator)

Please explain:

INTERVIEWER: Note perceived difficulty and errors experienced by the respondent
Section A: Difficulties with the mailing package and/or cover letter

Perceived Difficulty or Error	Describe the Problem and Location in the Form
Did not review all parts of the mailing package before beginning the questionnaire	
Showed confusion about what to do with the contents of the mailing package	
Document specific questions raised about the mailing package	
Focused only on certain parts of the mailing package	<i>Which parts did the respondent focus on?</i>
Skipped part or all of the cover letter	<i>How much does the participant appear to have read?</i>
Appeared confused while reading cover letter	
Hesitated after reading cover letter as though unsure of what to do next	
Raised questions after reading the cover letter	<i>Document the questions raised:</i>
Appeared to read portions of the cover letter in both languages	

Section B: Difficulties with the Start Here and Person Level pages

Skipped the Start Here page	<i>If this occurred, check here:</i> <input type="checkbox"/>
Did not use a blue/black pen	<i>If this occurred, check here:</i> <input type="checkbox"/>
Eye movement (reading but not answering)	
Flipping through form	
Sign of hesitancy or confusion (including questions that the participant asked)	

Section III. Cognitive Interview

Didn't follow instructions (checking wrong boxes, following wrong path, etc.)	<i>Document Nature of Mistakes Made:</i>
Skipped questions that should have been answered NOTE: This item is very important to the research. Please document specific items skipped and probe to determine why the respondent left them blank once he/she completes the questionnaire.	<i>Document Specific Items Skipped:</i>
Chose not to answer certain questions	<i>Document Questions Participant Chose Not to Answer:</i>
Answered questions in both languages	
Read questions in both columns or spent time looking at text in both columns even if respondent only marked answers in one column	
Other (<i>Specify</i>):	

General Probes:

- ¿Le parece que algo era confuso? IF NEC ¿Me podría decir más sobre eso?
- ¿Qué pensó al respecto? ¿Qué significó eso para usted?
- Noté que usted dudó cuando _____. ¿Puede decirme lo que estaba pensando o por qué dudó en ese momento?
- Noté que usted pasó por alto _____. ¿Por qué lo hizo?
- Usted empezó a hojear el cuestionario ¿Qué estaba buscando?

Ahora tengo algunas preguntas específicas sobre la manera cómo usted entendió algunas de las palabras y frases que se usaron en el cuestionario. Primero se las señalaré y dejaré que usted las lea en silencio, antes de que yo le pregunte sus opiniones.

A. Cover Letter

A1. ¿Notó usted de la carta de introducción? IF YES: ¿Leyó la carta? IF YES: ¿Con cuánta atención leyó la carta? ¿Le resultó útil para completar el cuestionario? ¿Qué idioma miró usted primero? ¿Miró usted ambos idiomas?

A2. La carta de introducción comienza con “Estimado Residente”. ¿Puede decirme a quién está dirigida esta carta? ¿Puede darme ejemplos del tipo de persona a quien está dirigida esta carta? ¿Hay alguna otra manera en la que usted podría decir lo mismo?

A3. La carta de introducción usa el término “enumerador”. ¿Conoce esta palabra? IF YES: ¿Qué significa la palabra aquí? ¿Piensa usted que sería mejor usar alguna otra palabra?

A4. La oración continúa: “...cada enumerador –ha tomado un juramento y está sujeto a una penalidad de cárcel, una multa, o ambas, si divulga CUALQUIER información que lo pueda identificar a usted o a los miembros de su hogar...” ¿Qué significa la palabra “juramento” para usted en esta oración? ¿Puede pensar en alguna otra palabra que podría usar para describir eso?

A5. INTERVIEWER: PROBE ABOUT PERCEIVED DIFFICULTY OR ERRORS THAT YOU RECORDED ON PAGE 3.

B. Start Here page

B1. TURN TO START HERE PAGE. ¿Qué es lo que vio primero cuando miró esta página? ¿Qué partes del recuadro leyó usted? ¿Qué piensa que estas instrucciones le están pidiendo que haga usted?

Bien, veamos la pregunta 1. ASK UNLESS R SKIPPED THIS QUESTION WHEN HE/SHE COMPLETED THE QUESTIONNAIRE: Usted escribió # al contestar la pregunta 1. ¿Cómo escogió esta respuesta? ¿Hubo alguien que usted no estaba seguro(a) si debía incluir o no? IF YES: ¿Cómo decidió si debía incluirlos o no? ¿Se incluyó a sí mismo(a) en este número de personas? ¿Qué significan para usted los términos “vivían o se quedaban” en esta pregunta?

IF R SKIPPED QUESTION 1 WHEN HE/SHE COMPLETED THE QUESTIONNAIRE: Noté que pasó por alto la pregunta 1. ¿Me puede decir por qué se saltó esta pregunta? ¿Habría alguna manera de hacer que esta pregunta sea más clara o más fácil de entender para que las personas no la pasen por alto?

FOR ALL RESPONDENTS:

¿Notó la instrucción que le pedía usar un bolígrafo de tinta azul o negra? IF NO: ¿Habría un mejor lugar dónde poner esta instrucción para que las personas tengan más probabilidad de tomarla en cuenta?

B2. Ahora veamos la pregunta 2. ¿Qué cree que le está pidiendo esta pregunta?

A su parecer, ¿hay alguna diferencia entre la pregunta 1 y la pregunta 2, o le están preguntado lo mismo? Si son diferentes, ¿cuál es la diferencia?

IF APPROPRIATE: Noté que marcó unos casilleros en la pregunta 2. ¿Estaba pensando en las personas que incluyó en la pregunta 1, o eran diferentes estas personas?

B3. A su parecer, ¿qué son “hijos de crianza” en la pregunta 2?

IF NECESSARY: En los Estados Unidos, “hijos de crianza” son niños que han sido dispuestos legalmente al cuidado del Programa de Hogares de Crianza de los Estados Unidos. ¿Piensa usted que habría una mejor manera de describir este concepto?

B4. Bien, ahora veamos la pregunta 3. ¿Qué piensa que está pidiendo esta pregunta?
¿Cómo eligió su respuesta?

¿Qué significa para usted la primera opción?

¿Qué significa para usted la frase “préstamos sobre el valor líquido de la casa”?

¿Piensa que habría una mejor manera de decir esta frase?

¿Qué significa para usted la segunda opción?

¿Qué significa para usted la frase “libre y sin deuda”?

¿Piensa que habría una mejor manera de decir esta frase?

¿Tuvo alguna dificultad de entender las diferencias entre las opciones 1 y 2? ¿Cuáles son las diferencias?

¿Qué significa para usted la tercera opción?

¿Piensa usted que la tercera y la cuarta opción son iguales o diferentes? Si son diferentes, ¿cuál es la diferencia?

B5. INTERVIEWER: PROBE ABOUT PERCEIVED DIFFICULTY OR ERRORS THAT YOU RECORDED EARLIER ON PAGE 3. PAY SPECIAL ATTENTION TO DISCUSSING ANY QUESTIONS THAT WERE SKIPPED AND WHY THE RESPONDENT CHOSE TO SKIP THOSE QUESTIONS.

C. Person 1

C1. Ahora, veamos la nota que se encuentra justo arriba de la pregunta 5. ¿Qué cree que le está pidiendo esta instrucción que haga? ¿Cómo decidió quién es la persona 1? ¿Tuvo alguna dificultad al decidir a quién poner aquí? ¿Escribió su propio nombre como la persona 1 en el casillero? IF NO: ¿Se incluyó a sí mismo(a) en algún otro lugar del cuestionario?

C2. Por favor, mire la pregunta 5. ¿Tuvo suficiente espacio para escribir el apellido de la persona 1?

¿Supo qué escribir en el espacio marcado “Inicial”? Si fue así, ¿qué le ayudó a saber que significaba? IF THE RESPONDENT WROTE SOMETHING STRANGE (LIKE MULTIPLE LETTERS) OR LEFT IT BLANK: ¿Qué pensó que le estaba pidiendo el espacio marcado “Inicial”?

¿Usa usted más de un apellido en los Estados Unidos? IF YES, SAY: ¿Escribe siempre el mismo/los mismos apellido(s) cuando llena cuestionarios de los Estados Unidos? ¿Cuándo usaría 2 apellidos? ¿Preferiría usted escribir ambos apellidos si le dieran esta opción o prefiere escribir un apellido solamente?

C3. La instrucción en la pregunta 7 dice: “Reporte a los bebés como de edad 0 cuando tengan menos de 1 año”. ¿Qué significa esto para usted aquí? ¿Incluyó algún bebé de menos de 1 año de edad en el cuestionario? IF YES: ¿Tuvo alguna dificultad al escribir la edad del bebé?

A su parecer, ¿hay una mejor manera de decir esta instrucción?

C4. Ahora quisiera preguntarle acerca de la instrucción justo antes de la pregunta 8. ¿Qué es lo que le pide que haga? ¿Qué significa para usted la frase “Para este censo, origen hispano no es una raza”?

Y con respecto a la pregunta 8 (origen hispano), ¿Qué cree que le están preguntando aquí?

¿Tuvo alguna dificultad al contestar esta pregunta? ¿Pudo encontrar una categoría que lo(a) identifique? (IF NO: ¿Qué hizo?) IF THE RESPONDENT LEFT THIS QUESTION BLANK, BE SURE TO DETERMINE WHY.

C5. Bien, ahora veamos la pregunta 9 (raza). ¿Qué cree que le está pidiendo esta pregunta? ¿Qué significa para usted el término “raza” en esta pregunta?

¿Se le hizo difícil contestar esta pregunta? ¿Pudo encontrar una categoría que lo(a) identifique?
 IF NO: ¿Qué hizo? ¿Hay algún otro término que le gustaría ver en el cuestionario? IF THE
 RESPONDENT LEFT THIS QUESTION BLANK, BE SURE TO DETERMINE WHY.

A su parecer, ¿le pide la pregunta 9 (raza) la misma información o diferente información que la
 pregunta 8 (origen hispano)? IF NEC: ¿Me puede decir más sobre eso?

C6. Ahora por favor mire la pregunta 10. ¿Qué piensa que le pide esta pregunta? IF R
 CHECKED MULTIPLE BOXES OR CHECKED NO AND THEN CHECKED SOME OF THE
 EXAMPLES, ASK ABOUT THE SITUATION HE/SHE WAS REFERRING TO WITH THAT
 PARTICULAR RESIDENT. ¿Dónde estaba viviendo esa persona? ¿Cómo decidió qué casillero
 debía marcar?

¿Qué significa para usted el término “vive” en esta pregunta? ¿Y qué significa para usted “se
 queda”? ¿Significan esos términos algo diferente o son lo mismo para usted en esta pregunta?

¿Y qué opina de los siguientes términos?:

- ¿Qué significan estas frases para usted en esta pregunta?
- ¿Puede dar algunos ejemplos de estos tipos de residencias?
- ¿Piensa que hay otra palabra mejor para describir este tipo de residencia? IF YES: ¿Cuál sería?

Response Options	Meaning	Types of Residences	Other Ways
a. En vivienda universitaria?			
b. En vivienda de temporada o segunda residencia?			
c. Por custodia de niños?			
d. En un hogar de convalecencia?			

C7. INTERVIEWER: PROBE ABOUT PERCEIVED DIFFICULTY OR ERRORS THAT YOU
 RECORDED ON PAGE 3.

D. Person 2 and More

D1. INTERVIEWER: PROBE ABOUT PERCEIVED DIFFICULTY OR ERRORS THAT YOU
 RECORDED ON PAGE 3.

D2. FOR RESPONDENTS WHO COMPLETED THE QUESTIONS FOR PERSON 9 OR HIGHER ON FORM 1 OR 7 AND HIGHER ON FORM 2: El formato para registrar la información sobre la Persona 9 (10, 11, 12) fue diferente que para registrar la información de la Persona 1 hasta la 8. ¿Tuvo alguna dificultad con este formato? ¿Qué significa para usted la frase “¿Está relacionado(a) con la Persona 1?”? ¿Cree que hay otra manera de decir esto para que las personas lo puedan entender mejor?

D3. INTERVIEWER, SEE IF NUMBER LISTED IN Q1 CORRESPONDS TO NUMBER OF PEOPLE LISTED ON THE FORM. IF NOT: ¿Anotó la información acerca de todas las personas que incluyó en la pregunta 1 en el resto de el cuestionario? IF NO: ¿Por qué no?

Section IV. Vignettes

Ahora quisiera pedirle que haga algo un poquito diferente. Acá tengo unas breves descripciones de diferentes hogares. Después de leer cada descripción, quisiera que conteste unas cuantas preguntas. Si no está seguro(a) de cómo marcar sus respuestas, sólo hágamelo saber y trataré de ayudarlo(a).

INTERVIEWER INSTRUCTION: START BY WALKING THROUGH THE EXAMPLE VIGNETTE WITH THE RESPONDENT TO SHOW HIM/HER HOW TO TASK WORKS.

HAND EACH VIGNETTE (DESCRIPTION) TO THE RESPONDENT ONE AT A TIME. ALLOW THE RESPONDENT TO COMPLETE ONE VIGNETTE BEFORE HANDING HIM/HER THE NEXT ONE. AFTER THE RESPONDENT COMPLETES EACH VIGNETTE, PROBE TO DETERMINE HOW THE RESPONDENT DECIDED ON HIS/HER ANSWERS. IN CASES WHERE THE RESPONDENT DID NOT ANSWER CORRECTLY, BE SURE TO PROBE UNTIL YOU ARE CONFIDENT YOU UNDERSTAND WHAT CAUSED HIM/HER TO ANSWER INCORRECTLY.

USE THE FOLLOWING GENERAL PROBES AS NEEDED:

- Dígame por favor cómo escogió esa respuesta.
- ¿Qué instrucciones tomó como referencia, si es que hubo alguna, al contestar las preguntas?
- ¿Le pareció que algo era confuso? IF NEC ¿Me podría decir más sobre eso?
- Noté que usted dudó al contestar la pregunta. ¿Me puede decir qué estaba pensando o por qué dudó en ese momento?
- ¿Qué información adicional le hubiera ayudado a usted al responder a las preguntas?

Example

INTERVIEWER INSTRUCTION: USE THIS FIRST VIGNETTE TO SHOW THE RESPONDENT HOW TO COMPLETE THE TASK. GIVE THEM THE PAGE TO LOOK AT AND THEN READ THE VIGNETTE ALOUD. AFTER THAT, READ THE QUESTION ALOUD AND TALK THROUGH HOW YOU COME UP WITH YOUR ANSWER. SO, YOU COULD SAY: “**Veamos, Emma es la madre biológica de Nicolás, entonces él es el hijo biológico de ella**”. THEN REVIEW THE CATEGORIES UNTIL YOU FIND THE CATEGORIES THAT INCLUDE SON OR DAUGHTER AND TALK ALOUD AS YOU DECIDE WHICH CATEGORY TO SELECT. ULTIMATELY YOU SHOULD SELECT BIOLOGICAL SON OR DAUGHTER. IF THE RESPONDENT DISPLAYS CONFUSION, WALK THROUGH THE EXAMPLE AGAIN.

Nicolás y su esposa están casados y viven en una casa con los padres biológicos de Nicolás, quienes se llaman Emma y Jorge.

¿Cómo está relacionado Nicolás con Emma?

- | | |
|---|---|
| <input type="checkbox"/> Esposo o esposa | <input type="checkbox"/> Suegro(a) |
| <input type="checkbox"/> Hijo o hija biológico(a) | <input type="checkbox"/> Yerno o nuera |
| <input type="checkbox"/> Hijo o hija adoptivo(a) | <input type="checkbox"/> Otro pariente |
| <input type="checkbox"/> Hijastro o hijastra | <input type="checkbox"/> Inquilino(a) o pupilo(a) |
| <input type="checkbox"/> Hermano o hermana | <input type="checkbox"/> Compañero(a) de casa o de cuarto |
| <input type="checkbox"/> Padre o madre | <input type="checkbox"/> Pareja no casada |
| <input type="checkbox"/> Nieto(a) | <input type="checkbox"/> Otro no pariente |

Vignette #1

Michelle vive con su mejor amiga Nancy en un apartamento. Ellas comparten todos los gastos de la vivienda por igual.

¿Cómo está relacionada Michelle con Nancy?

- | | |
|---|---|
| <input type="checkbox"/> Esposo o esposa | <input type="checkbox"/> Suegro(a) |
| <input type="checkbox"/> Hijo o hija biológico(a) | <input type="checkbox"/> Yerno o nuera |
| <input type="checkbox"/> Hijo o hija adoptivo(a) | <input type="checkbox"/> Otro pariente |
| <input type="checkbox"/> Hijastro o hijastra | <input type="checkbox"/> Inquilino(a) o pupilo(a) |
| <input type="checkbox"/> Hermano o hermana | <input type="checkbox"/> Compañero(a) de casa o de cuarto |
| <input type="checkbox"/> Padre o madre | <input type="checkbox"/> Pareja no casada |
| <input type="checkbox"/> Nieto(a) | <input type="checkbox"/> Otro no pariente |

Usted escogió _____. ¿Cómo escogió esa respuesta?

¿Qué significa para usted la frase “compañero(a) de casa o de cuarto”? ¿Significa compañero de casa lo mismo que compañero de cuarto o son cosas diferentes para usted? ¿Habría algún otro término que usaría usted para describir este tipo de relación?

Vignette #2

Marco y Jessica han estado viviendo juntos por 8 años pero no están casados legalmente.

¿Cómo está relacionada Jessica con Marco?

- | | |
|---|---|
| <input type="checkbox"/> Esposo o esposa | <input type="checkbox"/> Suegro(a) |
| <input type="checkbox"/> Hijo o hija biológico(a) | <input type="checkbox"/> Yerno o nuera |
| <input type="checkbox"/> Hijo o hija adoptivo(a) | <input type="checkbox"/> Otro pariente |
| <input type="checkbox"/> Hijastro o hijastra | <input type="checkbox"/> Inquilino(a) o pupilo(a) |
| <input type="checkbox"/> Hermano o hermana | <input type="checkbox"/> Compañero(a) de casa o de cuarto |
| <input type="checkbox"/> Padre o madre | <input type="checkbox"/> Pareja no casada |
| <input type="checkbox"/> Nieto(a) | <input type="checkbox"/> Otro no pariente |

Usted escogió _____. ¿Cómo escogió esa respuesta?

¿Qué significa para usted el término “pareja no casada”? Estamos tratando de describir el parentesco que tienen las personas cuando están viviendo juntas como si estuvieran casadas pero que no se han casado legalmente. ¿Qué palabras usaría usted para describir este tipo de relación o parentesco?

Vignette #3

Samantha vive con su hermana. Ellas le alquilan a Jorge un cuarto de la casa, y él les paga también por dos comidas diarias que ellas proveen.

¿Cómo está relacionado Jorge con Samantha?

- | | |
|---|---|
| <input type="checkbox"/> Esposo o esposa | <input type="checkbox"/> Suegro(a) |
| <input type="checkbox"/> Hijo o hija biológico(a) | <input type="checkbox"/> Yerno o nuera |
| <input type="checkbox"/> Hijo o hija adoptivo(a) | <input type="checkbox"/> Otro pariente |
| <input type="checkbox"/> Hijastro o hijastra | <input type="checkbox"/> Inquilino(a) o pupilo(a) |
| <input type="checkbox"/> Hermano o hermana | <input type="checkbox"/> Compañero(a) de casa o de cuarto |
| <input type="checkbox"/> Padre o madre | <input type="checkbox"/> Pareja no casada |
| <input type="checkbox"/> Nieto(a) | <input type="checkbox"/> Otro no pariente |

Usted escogió _____. ¿Cómo escogió esa respuesta?

¿Qué significa para usted la respuesta: “Inquilino(a) o pupilo(a)”? ¿Significan esos dos términos lo mismo o significan algo diferente para usted? ¿Habría algún otro término que usaría usted para describir el tipo de relación entre Samantha y Jorge que no se encuentra en la lista? ¿Cuál sería?

Vignette #4

Pablo vive con su esposa María y su bebita llamada Elena. La madre de María que se llama Juanita, también vive con ellos.

¿Cómo está relacionada Juanita con Pablo?

- | | |
|---|---|
| <input type="checkbox"/> Esposo o esposa | <input type="checkbox"/> Suegro(a) |
| <input type="checkbox"/> Hijo o hija biológico(a) | <input type="checkbox"/> Yerno o nuera |
| <input type="checkbox"/> Hijo o hija adoptivo(a) | <input type="checkbox"/> Otro pariente |
| <input type="checkbox"/> Hijastro o hijastra | <input type="checkbox"/> Inquilino(a) o pupilo(a) |
| <input type="checkbox"/> Hermano o hermana | <input type="checkbox"/> Compañero(a) de casa o de cuarto |
| <input type="checkbox"/> Padre o madre | <input type="checkbox"/> Pareja no casada |
| <input type="checkbox"/> Nieto(a) | <input type="checkbox"/> Otro no pariente |

Usted escogió _____. ¿Cómo escogió esa respuesta?

¿Qué significa para usted el término “suegro(a)”? ¿Habría algún otro término que usaría usted para describir esta relación o parentesco?

Vignette #5

Miguel y su esposa Rosa no tienen hijos propios, pero el sobrino de Miguel que se llama Ramón ha estado viviendo con ellos durante los últimos tres meses.

¿Cómo está relacionado Ramón con Miguel?

- | | |
|---|---|
| <input type="checkbox"/> Esposo o esposa | <input type="checkbox"/> Suegro(a) |
| <input type="checkbox"/> Hijo o hija biológico(a) | <input type="checkbox"/> Yerno o nuera |
| <input type="checkbox"/> Hijo o hija adoptivo(a) | <input type="checkbox"/> Otro pariente |
| <input type="checkbox"/> Hijastro o hijastra | <input type="checkbox"/> Inquilino(a) o pupilo(a) |
| <input type="checkbox"/> Hermano o hermana | <input type="checkbox"/> Compañero(a) de casa o de cuarto |
| <input type="checkbox"/> Padre o madre | <input type="checkbox"/> Pareja no casada |
| <input type="checkbox"/> Nieto(a) | <input type="checkbox"/> Otro no pariente |

Usted escogió _____. ¿Cómo escogió esa respuesta?

¿Qué significa para usted el término “otro pariente”? ¿Habría algún otro término que podríamos usar aquí que le fuera más fácil de entender?

Section V. Retrospective Debriefing and Conclusion

Para finalizar, sólo tengo unas cuantas preguntas más. (To be asked of all respondents)

- E1.** ¿Cómo decide qué idioma usar al llenar un cuestionario como este?
- E2.** ¿Tuvo suficiente espacio para incluir en el cuestionario a todos los miembros del hogar que usted quiso? IF NO: ¿Qué hizo?
- E3.** Usted respondió en [CHOOSE ONE: español / inglés]. ¿Hay algo en este cuestionario que le ayudó a decidir dónde empezar a contestar las preguntas, tal como el formato, color, contraste, texto, etc? IF YES ¿qué es lo que le ayudó?
- E4.** ¿Consultó usted [CHOOSE ONE: el texto en español / el texto en inglés] mientras llenaba el cuestionario? IF YES: ¿Le ayudó el hacer esto o le confundió al contestar las preguntas en el cuestionario? ¿Cómo le ayudó o le confundió esto?
- E5.** ¿Normalmente tiene usted que llenar cuestionarios similares a estos – ya sea como parte de su trabajo o en otros aspectos de su vida (escuela, seguro, tarjetas de crédito, solicitudes, etc.)? Si es así, ¿qué tipos de cuestionarios? ¿Estos cuestionarios están en español o en inglés? ¿Alguna vez ha llenado un cuestionario bilingüe como esta?

F. Conclusion

- F1.** Si usted recibiera por correo un cuestionario del Censo en inglés y español, ¿piensa que esto sería una buena idea o le molestaría de alguna manera?
- F2.** ¿Cuál de los siguientes cuestionarios sería más probable que usted completara y devolviera? Un cuestionario con texto en inglés y en español, con inglés solamente o solamente con texto en español?
- F4.** ¿Cuál es su opinión general acerca de este cuestionario? ¿Tiene usted algún comentario final o alguna pregunta?

Le agradezco mucho su participación. Ahora le daré \$40 dólares y firmaré un recibo para verificar que usted recibió el dinero.

INTERVIEWER: TURN OFF THE TAPE RECORDER. HAND THE CASH INCENTIVE TO THE PARTICIPANT.

End Time: _____ AM / PM

APPENDIX H

CENSUS BILINGUAL FORMS APPRAISAL PROTOCOL GUIDE (ENGLISH)

Census Bilingual Forms Appraisal Protocol Guide

Spring, 2007

Participant ID #:

Date: / / (mm/dd/yyyy)

Interviewer (Check One): 1 GM 2 MS 3 PLG 4 RSQ

Location (Check One): 1 Raleigh/Durham 2 Chicago 3 Miami 4 LA

Participant (Check One): 1 Monolingual - Spanish 2 Monolingual - English
 3 Bilingual – Spanish Dominant

Form type (Check One): 1 Separate letter 2 Letter attached as cover

Start Time: _____ AM / PM

Interviewer: Read this Introduction

The Census Bureau is considering the possibility of mailing a bilingual survey form to homes across the United States in the future. They are interested in knowing how people like you would fill it out.

They have hired us, RTI International, to conduct this research. Your participation is very important because it will help the Census Bureau determine if it is a good idea to mail bilingual forms in the future.

I am going to give you a form, and I am going to ask you to fill it out as you would if you had received it in the mail and as if I weren't here. While you fill it out, I am going to jot down some notes so I know what questions to ask you once you finish completing the form. After that, we will talk about different aspects of the form.

Section I. Informed Consent

Before we start, I would like you to read over the document in front of you. This document explains what this research study is, as well as your rights as a study volunteer. In addition, the second page asks for your permission to have this session audio recorded. Once you are done reading, please sign both pages. If you have any questions about this document, please do not hesitate to ask.

INTERVIEWER:

1. DID THE PARTICIPANT HAVE ANY QUESTIONS OR CONCERNS?

- ₁ Yes
₂ No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

3. HAS THE PARTICIPANT READ AND SIGNED THE INFORMED CONSENT?

- ₁ Yes
₂ No → (END INTERVIEW)

4. SAY: Here is a copy of this form for you to keep.

5. HAS THE PARTICIPANT PROVIDED CONSENT TO HAVE THE SESSION AUDIO-TAPED?

₁ Yes
₂ No → **(SKIP TO SECTION II ON PAGE 2)**



6. SAY: Please excuse me a moment while I turn on the tape recorder.

Section II. Interview Observations

This is the kind of survey form that would come to you in the mail, so I'd like you to answer it as if you had received it in the mail at your home. This means that even when you have questions and feel that you need my help, you should still try to complete the form on your own; as if I wasn't here.

This is also important to me because I'd like to know how much time it might take for you to complete the form at home. This is NOT any kind of test and there are no right or wrong ways to fill it out. We are practicing with as many different kinds of people as possible in different parts of the country to see if everyone fills out the form the same way and to see if it's easy or difficult for people to fill out.

Instructions to the Interviewer

E. Lay various colored pens in front of the participant. Let them pick the colored pen of their choice and have them use it during the cognitive interview section. If during the follow up probes, the respondent wants to make any corrections or fill in an answer they had skipped (which they don't have to), have them use a pencil to do that, in order to identify which changes were made during the follow up discussion. Make a note of which color the respondent used first.

F. Have the participant complete the form without any assistance or intervention from you.

If the participant becomes upset or unable to complete the form on his or her own, say:

I can help you fill out the form, but before I do that, would you be willing to tell me what you would do if you were at home and needed help filling out this form? For example, whom would you ask for help? Where would you go to get help?

G. While the participant completes the form, you will observe and take notes on the following:

1. The mailing package as a whole
2. The separate cover letter from the director if Form 1 is used and the Director's letter as the cover of the booklet if Form 2 is used
3. The start here page containing residence rules and household level questions
4. The rest of the pages containing person level questions

H. Position yourself so that you can make those observations.

INTERVIEWER: HOW MUCH ASSISTANCE DID YOU PROVIDE TO THIS PARTICIPANT?
(Check One)

- 1 No assistance
- 2 Minimal (encouragement or acknowledgement to continue)
- 3 General (explanation of major forms completion task)
- 4 High-level (assistance similar to that provided by an actual Census enumerator)

Please explain:

INTERVIEWER: Note perceived difficulty and errors experienced by the respondent	
Section A: Difficulties with the mailing package and/or cover letter	
Perceived Difficulty or Error	Describe the Problem and Location in the Form
Did not review all parts of the mailing package before beginning the questionnaire	
Showed confusion about what to do with the contents of the mailing package	
Document specific questions raised about the mailing package	
Focused only on certain parts of the mailing package	<i>Which parts did the respondent focus on?</i>
Skipped part or all of the cover letter	<i>How much does the participant appear to have read?</i>
Appeared confused while reading cover letter	
Hesitated after reading cover letter as though unsure of what to do next	
Raised questions after reading the cover letter	<i>Document the questions raised:</i>
Appeared to read portions of the cover letter in both languages	
Section B: Difficulties with the Start Here and Person Level pages	
Skipped the Start Here page	<i>If this occurred, check here:</i> <input type="checkbox"/>
Did not use a blue/black pen	<i>If this occurred, check here:</i> <input type="checkbox"/>
Eye movement (reading but not answering)	

Section III. Cognitive Interview

Flipping through form	
Sign of hesitancy or confusion (including questions that the participant asked)	
Didn't follow instructions (checking wrong boxes, following wrong path, etc.)	<i>Document Nature of Mistakes Made:</i>
Skipped questions that should have been answered NOTE: This item is very important to the research. Please document specific items skipped and probe to determine why the respondent left them blank once he/she completes the questionnaire.	<i>Document Specific Items Skipped:</i>
Chose not to answer certain questions	<i>Document Questions Participant Chose Not to Answer:</i>
Answered questions in both languages	
Read questions in both columns or spent time looking at text in both columns even if respondent only marked answers in one column	
Other (<i>Specify</i>):	

General Probes:

- Did you think something was confusing? IF NEC: Could you tell me more about that?
- What did you think about that? What did it mean to you?
- I noticed that you hesitated when _____. Can you tell me what you were thinking or why you hesitated at that time?
- I noticed you skipped _____. Why did you do that?
- You began flipping through the form. What were you looking for?

Now I have some specific questions about how you understood some of the words and phrases that were used in the questionnaire. I will first point them out to you and let you read them over silently before I ask about your thoughts.

A. Cover Letter

A1. Did you notice the cover letter? IF YES: Did you read the letter? IF YES: How carefully did you read the letter? Was it useful to you for completing the questionnaire? Which language did you look at first? Did you look at both languages?

A2. The cover letter starts with “Dear Resident.” Can you tell me whom this letter is addressing? Can you give examples of the type of person this letter is addressed to? Is there another way that you might say this?

A3. The cover letter uses the term “enumerator”. Do you know this word? IF YES: What does the word mean here? Are there any other words that you think would be better to use?

A4. That sentence continues: “...every enumerator – has taken an oath and is subject to a jail term, a fine or both if he or she discloses ANY information that could identify you or your household...” What does the word oath mean to you in this sentence? Can you think of any other word you might use to describe that?

A5. INTERVIEWER: PROBE ABOUT PERCEIVED DIFFICULTY OR ERRORS THAT YOU RECORDED ON PAGE 3.

B. Start Here page

B1. TURN TO START HERE PAGE. What did you first see when you looked at this page? What parts of the box did you read? What do you think these instructions are telling you to do?

Okay, let’s look at Question 1. ASK UNLESS R SKIPPED THIS QUESTION WHEN HE/SHE COMPLETED THE QUESTIONNAIRE: You wrote in # for question 1. How did you choose that answer? Was there anyone you weren’t sure whether you should include? IF YES: How did you decide whether to include them? Did you include yourself in this number? What do the terms living or staying mean to you in this question?

IF R SKIPPED QUESTION 1 WHEN HE/SHE COMPLETED THE QUESTIONNAIRE: I notice that you skipped Question 1. Can you tell me why you skipped this question? Is there a way we could make the question clearer or easier to understand so that people wouldn’t skip it?

FOR ALL RESPONDENTS:

Did you notice the instruction to use a blue or black pen? IF NO: *Is there a better place we could put this instruction so people would be more likely to notice it?*

B2. Next, please look at Question 2. In your own words what do you think this question asking?

In your opinion is there a difference between Question 1 and Question 2 or are they asking the same thing? If different, what is the difference?

IF APPROPRIATE: I notice that you checked some boxes in question 2. Were you thinking of people that you included in Question 1 or were these different people?

B3. In your opinion, what are “foster children” in Question 2?

IF NECESSARY: In the United States, “foster children” are children who have been legally placed in the care of the U.S. Foster Care Program. Can you think of a better term to describe this concept?

B4. Okay, now let's look at Question 3. What do you think this question is asking? How did you choose your answer?

What does the first option mean to you?

What does the phrase “include home equity loans” mean to you?

IF RESPONDENT KNOWS WHAT THE PHRASE MEANS: Can you think of a better way to say this phrase?

What does the second option mean to you?

What does the phrase free and clear mean to you?

IF RESPONDENT KNOWS WHAT THE PHRASE MEANS: Can you think of a better way to say this phrase?

Did you have any trouble understanding the differences between options 1 and 2? What are the differences?

What does the third option mean to you?

Are the third and fourth options the same or different to you? If different, what is the difference?

B5. INTERVIEWER: PROBE ABOUT PERCEIVED DIFFICULTY OR ERRORS THAT YOU RECORDED EARLIER ON PAGE 3. PAY SPECIAL ATTENTION TO DISCUSSING ANY QUESTIONS THAT WERE SKIPPED AND WHY THE RESPONDENT CHOSE TO SKIP THOSE QUESTIONS.

C. Person 1

C1. Next, let's look at the note that comes right before Question 5. What do you think this instruction is asking you to do? How did you decide who is Person 1? Did you have any difficulty deciding who to list? Did you write your own name as Person 1 in the box? IF NO: Did you include yourself somewhere else on the form?

C2. Please look at Question 5. Did you have enough space to write the last name of Person 1?

Did you know what to write in the space marked "MI"? If so, what helped you? IF THE RESPONDENT WROTE SOMETHING STRANGE (LIKE MULTIPLE LETTERS) OR LEFT IT BLANK: What did you think the MI space was asking for?

Do you use more than one last name in the US? IF YES, SAY: Do you always write the same last name(s) on U.S. forms? When might you use 2 last name(s)? Would you prefer to write both last names if the option were given or do you prefer to list only 1 last name?

C3. The instruction in Question 7 says: "Please report babies as age 0 when the child is less than 1 year old." What does this mean to you here? Did you list any babies under 1 year old on your form? IF YES: Did you have any trouble with how to record their age?

Is there a better way to say this instruction in your opinion?

C4. Now I'd like to ask you about the instruction right before Question 8. What is it telling you to do? What does the phrase "For this census, Hispanic origins are not races" mean to you here?

And for Question 8 (Hispanic origin), what is this question asking in your own words?

Did you have any difficulty answering this question? Were you able to find a category that fit you? (IF NO: What did you do?) IF THE RESPONDENT LEFT THIS QUESTION BLANK, BE SURE TO DETERMINE WHY.

C5. Okay, now let's look at Question 9 (race). What do you think this question is asking? What does the term "race" mean to you in this question?

Did you find this question difficult to answer? Were you able to find a category that fit you? IF NO: What did you do? Is there another term that you would like to see on the questionnaire? IF THE RESPONDENT LEFT THIS QUESTION BLANK, BE SURE TO DETERMINE WHY.

In your opinion, is question 9 (race) asking for the same or different information from Question 8 (Hispanic origins)? IF NEC: Can you tell me more about that?

C6. Now please look at Question 10. What do you think this question is asking for? IF R CHECKED MULTIPLE BOXES OR CHECKED NO AND THEN CHECKED SOME OF THE EXAMPLES, ASK ABOUT THE SITUATION HE/SHE WAS REFERRING TO WITH THAT PARTICULAR RESIDENT. Where was that person living? How did you decide which box to check?

What does the term “live” mean to you in this question? What about “stay”? Do those terms mean different things to you here or are they the same to you?

And what about these terms:

- What do they mean to you in this question?
- Can you think of some examples of these types of residences?
- Do you think there’s another way to describe this type of residence? IF YES: What are they?

Response Options	Meaning	Types of Residences	Other Ways
e. In college housing?			
f. At a seasonal or second residence?			
g. For child custody?			
h. In a nursing home?			

C7. INTERVIEWER: PROBE ABOUT PERCEIVED DIFFICULTY OR ERRORS THAT YOU RECORDED ON PAGE 3.

D. Person 2 and More

D1. INTERVIEWER: PROBE ABOUT PERCEIVED DIFFICULTY OR ERRORS THAT YOU RECORDED ON PAGE 3.

D2. FOR RESPONDENTS WHO COMPLETED THE QUESTIONS FOR PERSON 9 OR HIGHER ON FORM 1 OR 7 AND HIGHER ON FORM 2: The format for recording the information for Person 9 (10, 11, 12) was different than for the Persons 1 – 8. Did you have any difficulty with this format? What does the phrase, “related to person 1?” mean to you in this question? Do you think there’s another way that we could say this that would be easier for people to understand?

D3. INTERVIEWER, SEE IF NUMBER LISTED IN Q1 CORRESPONDS TO NUMBER OF PEOPLE LISTED ON THE FORM. If not: Did you write about all of the people that you counted for Question 1 on the rest of the form? IF NO: Why not?

Section IV. Vignettes

Now I'd like you to do something a little different. I have some brief descriptions of different households. After you read each description I'd like you to answer a few questions. If you're uncertain how to mark your answers just let me know and I'll try to help you.

INTERVIEWER INSTRUCTION: START BY WALKING THROUGH THE EXAMPLE VIGNETTE WITH THE RESPONDENT TO SHOW HIM/HER HOW TO TASK WORKS.

HAND EACH VIGNETTE (DESCRIPTION) TO THE RESPONDENT ONE AT A TIME. ALLOW THE RESPONDENT TO COMPLETE ONE VIGNETTE BEFORE HANDING HIM/HER THE NEXT ONE. AFTER THE RESPONDENT COMPLETES EACH VIGNETTE, PROBE TO DETERMINE HOW THE RESPONDENT DECIDED ON HIS/HER ANSWERS. IN CASES WHERE THE RESPONDENT DID NOT ANSWER CORRECTLY, BE SURE TO PROBE UNTIL YOU ARE CONFIDENT YOU UNDERSTAND WHAT CAUSED HIM/HER TO ANSWER INCORRECTLY.

USE THE FOLLOWING GENERAL PROBES AS NEEDED:

- Tell me how you chose that answer.
- What instructions, if any, did you refer to in order to answer the questions?
- Did you find something confusing? IF NEC: Can you tell me more about it?
- I noticed you hesitated as you were answering the question. Can you tell me what you were thinking or why you hesitated at that time?
- What additional information would have been helpful to you as you answered the questions?

Example

INTERVIEWER INSTRUCTION: USE THIS FIRST VIGNETTE TO SHOW THE RESPONDENT HOW TO COMPLETE THE TASK. GIVE THEM THE PAGE TO LOOK AT AND THEN READ THE VIGNETTE ALOUD. AFTER THAT, READ THE QUESTION ALOUD AND TALK THROUGH HOW YOU COME UP WITH YOUR ANSWER. SO, YOU COULD SAY: “Let’s see, Emma is Nicholas’ mother so that would make him her son.” THEN REVIEW THE CATEGORIES UNTIL YOU FIND THE CATEGORIES THAT INCLUDE SON OR DAUGHTER AND TALK ALOUD AS YOU DECIDE WHICH CATEGORY TO SELECT. ULTIMATELY YOU SHOULD SELECT BIOLOGICAL SON OR DAUGHTER. IF THE RESPONDENT DISPLAYS CONFUSION, WALK THROUGH THE EXAMPLE AGAIN.

Nicholas and his wife are married and live in a house with Nicholas’ parents, Emma and George.

How is Nicholas related to Emma?

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

Vignette #1

Michelle lives in an apartment with her best friend Nancy. They share all their housing expenses equally.

How is Michelle related to Nancy?

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

You chose _____. How did you choose that answer?

What does the phrase “housemate or roommate” mean to you? Does housemate mean the same thing as roommate or are they different things to you? Is there another term you would use to describe this type of relationship?

Vignette #2

Marco and Jessica have lived together for 8 years but have never been legally married.

How is Jessica related to Marco?

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

You chose _____. How did you choose that answer?

What does the term “unmarried partner” mean to you? We are trying to describe the relationship that people have when they are living together as though they are married but haven't been legally married. What words would you use to describe this type of relationship?

Vignette #3

Samantha lives with her sister. They rent a room to George, who also pays them for two meals a day, which they provide.

How is George related to Samantha?

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

You chose _____. How did you arrive at that answer?

What does the answer choice: "Roomer or boarder" mean to you in this question? Are those two terms the same or different to you? Is there another term you would use to describe the kind of relationship between Samantha and George that's not on this list? What is it?

Vignette #4

Pablo lives with his wife, Maria, and their baby girl named Elena. Maria's mother, Juanita, also lives with them.

How is Juanita related to Pablo?

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

You chose _____. How did you choose that answer?

What does the term "parent-in-law" mean to you? Is there another term you would use to describe this relationship?

Vignette #5

Miguel and his wife Rosa have no children of their own but Miguel's nephew, Ramon, has been living with them for the past three months.

How is Ramon related to Miguel?

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

You chose _____. How did you choose that answer?

What does the term "other relative" mean to you? Is there another term we could use here that would be easier for you to understand?

Section V. Retrospective Debriefing and Conclusion

Finally, I have just a few more questions. (TO BE ASKED OF ALL RESPONDENTS)

E1. How do you decide which language you will use to fill out a form like this?

E2. Did you have enough room to include all household members that you wanted to on the form? IF NO: what did you do?

E3. You answered in [CHOOSE ONE: Spanish / English]. Is there anything on this form such, as layout, color, contrast, text, etc., that helped you decide where to begin answering the questions? IF YES: what helped you?

E4. Did you look at the [CHOOSE ONE: Spanish text / English text] while you went through the form? IF YES: did that help or make it confusing to answer the questions in the form? How was it helpful or confusing?

E5. Do you regularly have to fill out forms similar to these – either as part of your work or in some other area of your life (school, insurance, credit cards, applications, etc.)? IF YES: what kinds of forms? Are these forms in Spanish or English? Have you ever filled out a bilingual form like this?

F. Conclusion

F1. If you received a Census form in English and Spanish in the mail, do you think that would be a good idea or would that upset you in any way?

F2. Which of the following forms are you most likely to complete and return? A form with both English and Spanish, with only English, or only Spanish?

F3. What is your overall opinion about this form? Do you have any final comments or questions?

I want to thank you very much for your participation. I will now give you \$40 and I will sign a receipt form verifying that you received the money.

INTERVIEWER: TURN OFF THE TAPE RECORDER. HAND THE CASH INCENTIVE TO THE PARTICIPANT.

End Time: _____ AM / PM

APPENDIX I

BILINGUAL FORMS USED IN ROUND 2

Note: Although the electronic forms include a reference date of July 1, 2007, the forms used for cognitive testing were altered to reflect a reference date of January 1, 2007. This change was made so that the difficulty of the recall task for the cognitive interview respondents would be similar to what respondents to the actual 2010 Census will experience. In addition, two mistakes identified on the forms were corrected in order to eliminate respondent confusion: 1) the phrase “en efectivo” was deleted from the last response category of Question 3 and 2) the skip instruction in the note following question 4 in the Spanish column (for Persons 2 through 8) was revised to correctly reference “Pregunta 5” and “Pregunta 6” respectively.

Si no tiene el sobre con sello que se incluye para la devolución del cuestionario, por favor, envíe por correo su cuestionario completado a:

U.S. Census Bureau
National Processing Center
1201 East 10th Street
Jeffersonville, IN 47132

Si usted necesita ayuda para completar este cuestionario, llame al 1-800-845-8243 entre las 8:00 a.m. y 9:00 p.m., Hora Central. 7 días a la semana (excepto los días feriados). La llamada telefónica es gratis.

TDD—Aparato telefónico para las personas con impedimentos auditivos. Llame al 1-800-XXX-XXXX entre las 8:00 a.m. y las 9:00 p.m., Hora Central, 7 días a la semana (excepto días feriados). La llamada telefónica es gratis.

If your enclosed postage-paid envelope is missing, please mail your completed form to:

U.S. Census Bureau
National Processing Center
1201 East 10th Street
Jeffersonville, IN 47132

If you need help completing this form, call 1-877-221-9436 between 8:00 a.m. and 9:00 p.m. Central Time, 7 days a week (except federal holidays). The telephone call is free.

TDD—Telephone display device for the hearing impaired. Call 1-800-786-9448 between 8:00 a.m. and 9:00 p.m. Central Time, 7 days a week (except federal holidays). The telephone call is free.



201112

United States
Census 2010
2007 Census Bilingual Form Study

This is your official U.S. Census form. It is quick, easy, and your answers are protected by law. Please complete your form in the language most comfortable for you and return it today.

Start here

Use a blue or black pen.

The Census must count every person living in the United States on July 1, 2007.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on July 1, 2007.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on July 1, 2007, count that person. Otherwise, he or she may be missed in the census.

1. How many people were living or staying in this house, apartment, or mobile home on July 1, 2007?

Number of people =

2. Were there any additional people staying here July 1, 2007 that you did not include in Question 1?

Mark all that apply.

- Children, such as newborn babies or foster children
- Relatives, such as adult children, cousins, or in-laws
- Nonrelatives, such as roommates or live-in baby sitters
- People staying here temporarily
- No additional people

3. Is this house, apartment, or mobile home —

Mark ONE box.

- Owned by you or someone in this household with a mortgage or loan? Include home equity loans.
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented?
- Occupied without payment of rent?

4. What is your telephone number? We may call if we don't understand an answer.

Area Code + Number

- -

OMB No. 0607-XXX: Approval Expires XX/31/20XX

U S C E N S U S B U R E A U

Form **DE-1(E/S)**
(11-30-2006)

United States
Census 2010
Estudio del Cuestionario Bilingüe del Censo del 2007

Este es su cuestionario oficial del Censo de los EE.UU. Es fácil y rápido de contestar y sus respuestas están protegidas por ley. Por favor, complete su cuestionario en el idioma que se sienta más cómodo y devuélvalo por correo hoy.

Comience Aquí

Use un bolígrafo de tinta azul o negra.

El Censo tiene que contar a cada persona que vive en los Estados Unidos el 1 de julio de 2007.

Antes de contestar la Pregunta 1, cuente a las personas que viven en esta casa, apartamento o casa móvil usando nuestras instrucciones.

- Cuente a todas las personas, incluyendo a bebés, que viven y duermen aquí la mayor parte del tiempo.

La Oficina del Censo también lleva a cabo recuentos en instituciones y otros lugares, por lo tanto:

- No cuente a alguien que no vive aquí por estar en la universidad o en las Fuerzas Armadas.
- No cuente a alguien que está en un hogar de convalecencia, cárcel, prisión, centro de detención, etc., el 1 de julio de 2007.
- No incluya a estas personas en su cuestionario, aunque vuelvan a vivir aquí después de salir de la universidad, hogar de convalecencia, ejército, cárcel, etc. De otra manera, serán contadas dos veces.

La Oficina del Censo también tiene que incluir a las personas sin un lugar permanente donde quedarse, por lo tanto:

- Si alguien sin un lugar permanente donde quedarse se está quedando aquí el 1 de julio de 2007, cuenta a esa persona. De lo contrario, puede que no sea contada en el censo.

1. ¿Cuántas personas vivían o se quedaban en esta casa, apartamento o casa móvil el 1 de julio de 2007?

Número de personas =

2. ¿Había personas adicionales quedándose aquí el 1 de julio de 2007 que usted no incluyó en la Pregunta 1?

Marque todas las que apliquen.

- Niños, tales como bebés recién nacidos o hijos de crianza
- Parientes, tales como hijos adultos, primos o parientes políticos
- Personas que no son parientes, tales como compañeros de cuarto o niñera que vive en el hogar
- Personas que se quedan aquí temporalmente
- No hay personas adicionales

3. ¿Es esta casa, apartamento o casa móvil —

Marque UNA casilla.

- Propiedad suya o de alguien en este hogar con una hipoteca o préstamo? Incluya los préstamos sobre el valor líquido de la casa.
- Propiedad suya o de alguien en este hogar libre y sin deuda (sin una hipoteca o préstamo)?
- Alquilada?
- Ocupada sin pago de alquiler en efectivo?

4. ¿Cuál es su número de teléfono? Puede que lo llamemos si no entendemos una respuesta.

Código de Área + Número

- -

U S C E N S U S B U R E A U



201101

Person 1

5. Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.

What is Person 1's name? Print name below.

Last Name

First Name MI

6. What is Person 1's sex? Mark ONE box.

Male Female

7. What is Person 1's age and what is Person 1's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on July 1, 2007 Day Month Year of birth

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. ↴

9. What is Person 1's race? Mark one or more boxes.

- White
- Black, African Am., or Negro
- American Indian or Alaska Native — Print name of enrolled or principal tribe. ↴

- Asian Indian Japanese Native Hawaiian
- Chinese Korean Guamanian or Chamorro
- Filipino Vietnamese Samoan
- Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. ↴
- Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on. ↴

- Some other race — Print race. ↴

10. Does Person 1 sometimes live or stay somewhere else?

- No Yes — Mark all that apply.
- In college housing For child custody
- In the military In jail or prison
- At a seasonal or second residence In a nursing home
- For another reason

→ If more people live here, continue with Person 2.



201102

Persona 1

5. Por favor, provea información para cada persona que vive aquí. Comience con la persona que es dueña o alquila esta casa, apartamento o casa móvil. Si el dueño o inquilino vive en otro lugar, comience con cualquier adulto que viva aquí. Este será la Persona 1.

Cuál es el nombre de la Persona 1? Escriba a continuación el nombre.

Apellido

Nombre Inicial

6. ¿Cuál es el sexo de la Persona 1? Marque UNA casilla.

Masculino Femenino

7. ¿Cuál es la edad de la Persona 1 y cuál es su fecha de nacimiento?

Reporte a los bebés como de edad 0 cuando tengan menos de 1 año.

Escriba los números en las casillas.

Edad el 1 de julio de 2007 Mes Día Año de nacimiento

→ NOTA: Por favor, conteste la Pregunta 8 sobre origen hispano Y Pregunta 9 sobre raza. Para este censo, origen hispano no es una raza.

8. ¿Es la Persona 1 de origen hispano, latino o español?

- No, no es de origen hispano, latino o español
- Sí, mexicano, mexicano americano, chicano
- Sí, puertorriqueño
- Sí, cubano
- Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc. ↴

9. ¿Cuál es la raza de la Persona 1? Marque una o más casillas.

- Blanca
- Negra o africana americana
- India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrito(a) o la tribu principal. ↴

- India asiática Japonesa Nativa de Hawaii
- China Coreana Guameña o Chamorro
- Filipina Vietnamita Samoana
- Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc. ↴
- Otra de las islas del Pacífico — Escriba la raza, por ejemplo, fiyiana tongana, etc. ↴

- Alguna otra raza — Escriba la raza. ↴

10. ¿Vive o se queda a veces la Persona 1 en algún otro lugar?

- No Sí — Marque todas las que apliquen.
- en vivienda universitaria por custodia de niños
- en el servicio militar en la cárcel o prisión
- en vivienda de temporada o segunda residencia en un hogar de convalecencia
- alguna otra razón

→ Si más personas viven aquí, continúe con la Persona 2.

The Census Bureau estimates that, for the average household, this form will take about 10 minutes to complete, including the time for reviewing the instructions and answers. Send comments regarding this burden estimate or any other aspect of this burden to: Paperwork Reduction Project 0607-XXXX, U.S. Census Bureau, 4700 Silver Hill Road, Stop 1500, Washington, DC 20233-1500. You may e-mail comments to Paperwork@census.gov; use "Paperwork Project 0607-XXXX" as the subject.

Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget.

Thank you for completing your official 2007 Census Bilingual Form Study questionnaire.

FOR OFFICIAL USE ONLY

JIC1 JIC2

La Oficina del Censo estima que al hogar típico le tomará aproximadamente 10 minutos completar este cuestionario, incluyendo el tiempo para repasar las instrucciones y respuestas. Los comentarios sobre el estimado o cualquier otro aspecto relacionado deben dirigirse a: Paperwork Project 0607-xxxx, U.S. Census Bureau, 4700 Silver Hill Road, Stop 1500, Washington, DC 20233-1500. Pueden enviar comentarios por correo electrónico a Paperwork@census.gov; use "Paperwork Project 0607-xxxx" como tema.

No se requiere que las personas respondan a ninguna recopilación de información a menos que ésta tenga un número de aprobación válido de la Oficina de Administración y Presupuesto (OMB).

Gracias por completar su cuestionario oficial del Estudio del Cuestionario Bilingüe del Censo del 2007.



201111

If you didn't have room to list everyone who lives in this house or apartment, please list the others below. You may be contacted by the Census Bureau for the same information about these people.

Person 9

Person 9 form fields: Last Name, First Name, MI, Sex, Date of Birth, Age on July 1, 2007, Related to Person 1?

Person 10

Person 10 form fields: Last Name, First Name, MI, Sex, Date of Birth, Age on July 1, 2007, Related to Person 1?

Person 11

Person 11 form fields: Last Name, First Name, MI, Sex, Date of Birth, Age on July 1, 2007, Related to Person 1?

Person 12

Person 12 form fields: Last Name, First Name, MI, Sex, Date of Birth, Age on July 1, 2007, Related to Person 1?



201110

Si no tuvo espacio para anotar a todas las personas que viven en esta casa o apartamento, por favor, anote las otras a continuación. Puede que la Oficina del Censo se comunique con usted para obtener la misma información sobre estas personas.

Persona 9

Persona 9 form fields: Apellido, Nombre, Inicial, Sexo, Fecha de nacimiento, Edad el 1 de julio de 2007, ¿Está relacionado(a) con la Persona 1?

Persona 10

Persona 10 form fields: Apellido, Nombre, Inicial, Sexo, Fecha de nacimiento, Edad el 1 de julio de 2007, ¿Está relacionado(a) con la Persona 1?

Persona 11

Persona 11 form fields: Apellido, Nombre, Inicial, Sexo, Fecha de nacimiento, Edad el 1 de julio de 2007, ¿Está relacionado(a) con la Persona 1?

Persona 12

Persona 12 form fields: Apellido, Nombre, Inicial, Sexo, Fecha de nacimiento, Edad el 1 de julio de 2007, ¿Está relacionado(a) con la Persona 1?



1. Print name of Person 2

Person 2 name fields: Last Name, First Name, MI

2. How is this person related to Person 1? Mark ONE box.

- Relationship options: Husband or wife, Biological son or daughter, Adopted son or daughter, Stepson or stepdaughter, Brother or sister, Father or mother, Grandchild, Parent-in-law, Son-in-law or daughter-in-law, Other relative, Roomer or boarder, Housemate or roommate, Unmarried partner, Other nonrelative.

3. What is this person's sex? Mark ONE box.

- Sex options: Male, Female

4. What is this person's age and what is this person's date of birth? Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Person 2 age and date of birth fields: Age on July 1, 2007, Month, Day, Year of birth

NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

- Hispanic origin options: No, not of Hispanic, Latino, or Spanish origin; Yes, Mexican, Mexican Am., Chicano; Yes, Puerto Rican; Yes, Cuban; Yes, another Hispanic, Latino, or Spanish origin.

6. What is this person's race? Mark one or more boxes.

- Race options: White, Black, African Am., or Negro, American Indian or Alaska Native, Asian Indian, Chinese, Filipino, Other Asian, Japanese, Korean, Vietnamese, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander.

7. Does this person sometimes live or stay somewhere else?

- Living elsewhere options: No, Yes (college housing, military, seasonal residence, child custody, jail/prison, nursing home, other reason).

If more people live here, continue with Person 3.

1. Escriba el nombre de la Persona 2

Persona 2 name fields: Apellido, Nombre, Inicial

2. ¿Cómo está esta persona relacionada con la Persona 1? Marque UNA.

- Relationship options: Esposo o esposa, Hijo o hija biológico(a), Hijo o hija adoptivo(a), Hijastro o hijastra, Hermano o hermana, Nieto(a), Suegro(a), Yerno o nuera, Otro pariente, Inquilino(a) o pupilo(a), Compañero(a) de casa o de cuarto, Pareja no casada, Otro no pariente.

3. ¿Cuál es el sexo de esta persona? Marque UNA casilla.

- Sex options: Masculino, Femenino

4. ¿Cuál es la edad de esta persona y cuál es su fecha de nacimiento? Reporte a los bebés como de edad 0 cuando tengan menos de 1 año.

Escriba los números en las casillas.

Persona 2 age and date of birth fields: Edad el 1 de julio de 2007, Mes, Día, Año de nacimiento

NOTA: Por favor, conteste la Pregunta 8 sobre origen hispano Y Pregunta 9 sobre raza. Para este censo, origen hispano no es una raza.

5. ¿Es esta persona de origen hispano, latino o español?

- Hispanic origin options: No, no es de origen hispano, latino o español; Sí, mexicano, mexicano americano, chicano; Sí, puertorriqueño; Sí, cubano; Sí, otro origen hispano, latino o español.

6. ¿Cuál es la raza de esta persona? Marque una o más casillas.

- Race options: Blanca, Negra o africana americana, India americana o nativa de Alaska, India asiática, China, Filipina, Otra asiática, Japonesa, Coreana, Vietnamita, Nativa de Hawaii, Guameña o Chamorro, Samoana, Otra de las islas del Pacífico.

7. ¿Vive o se queda a veces esta persona en algún otro lugar?

- Living elsewhere options: No, Sí (vivienda universitaria, en el servicio militar, en vivienda de temporada, por custodia de niños, en la cárcel o prisión, en un hogar de convalecencia, alguna otra razón).

Si más personas viven aquí, continúe con la Persona 3.



201103

1. Print name of Person 3

Last Name

First Name MI

2. How is this person related to Person 1? Mark ONE box.

<input type="checkbox"/> Husband or wife	<input type="checkbox"/> Parent-in-law
<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Son-in-law or daughter-in-law
<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Other relative
<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Roomer or boarder
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Housemate or roommate
<input type="checkbox"/> Father or mother	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Grandchild	<input type="checkbox"/> Other nonrelative

3. What is this person's sex? Mark ONE box.

Male Female

4. What is this person's age and what is this person's date of birth?
Please report babies as age 0 when the child is less than 1 year old.
Print numbers in boxes.

Age on July 1, 2007 Month Day Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

No, not of Hispanic, Latino, or Spanish origin

Yes, Mexican, Mexican Am., Chicano

Yes, Puerto Rican

Yes, Cuban

Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? Mark one or more boxes.

White

Black, African Am., or Negro

American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Chinese	<input type="checkbox"/> Korean	<input type="checkbox"/> Guamanian or Chamorro
<input type="checkbox"/> Filipino	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Samoan
<input type="checkbox"/> Other Asian — <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i>		
<input type="checkbox"/> Other Pacific Islander — <i>Print race, for example, Fijian, Tongan, and so on.</i>		

Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

No Yes — *Mark all that apply.*

<input type="checkbox"/> In college housing	<input type="checkbox"/> For child custody
<input type="checkbox"/> In the military	<input type="checkbox"/> In jail or prison
<input type="checkbox"/> At a seasonal or second residence	<input type="checkbox"/> In a nursing home
	<input type="checkbox"/> For another reason

→ If more people live here, continue with Person 4.



1. Escriba el nombre de la Persona 3

Apellido

Nombre Inicial

2. ¿Cómo está esta persona relacionada con la Persona 1? Marque UNA.

<input type="checkbox"/> Esposo o esposa	<input type="checkbox"/> Suegro(a)
<input type="checkbox"/> Hijo o hija biológico(a)	<input type="checkbox"/> Yerno o nuera
<input type="checkbox"/> Hijo o hija adoptivo(a)	<input type="checkbox"/> Otro pariente
<input type="checkbox"/> Hijastro o hijastra	<input type="checkbox"/> Inquilino(a) o pupilo(a)
<input type="checkbox"/> Hermano o hermana	<input type="checkbox"/> Compañero(a) de casa o de cuarto
<input type="checkbox"/> Padre o madre	<input type="checkbox"/> Pareja no casada
<input type="checkbox"/> Nieto(a)	<input type="checkbox"/> Otro no pariente

3. ¿Cuál es el sexo de esta persona? Marque UNA casilla.

Masculino Femenino

4. ¿Cuál es la edad de esta persona y cuál es su fecha de nacimiento?
Reporte a los bebés como de edad 0 cuando tengan menos de 1 año.
Escriba los números en las casillas.

Edad el 1 de julio de 2007 Mes Día Año de nacimiento

→ NOTA: Por favor, conteste la Pregunta 8 sobre origen hispano Y Pregunta 9 sobre raza. Para este censo, origen hispano no es una raza.

5. ¿Es esta persona de origen hispano, latino o español?

No, no es de origen hispano, latino o español

Sí, mexicano, mexicano americano, chicano

Sí, puertorriqueño

Sí, cubano

Sí, otro origen hispano, latino o español — *Escriba el origen, por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.*

6. ¿Cuál es la raza de esta persona? Marque una o más casillas.

Blanca

Negra o africana americana

India americana o nativa de Alaska — *Escriba el nombre de la tribu en la que está inscrito(a) o la tribu principal.*

<input type="checkbox"/> India asiática	<input type="checkbox"/> Japonesa	<input type="checkbox"/> Nativa de Hawaii
<input type="checkbox"/> China	<input type="checkbox"/> Coreana	<input type="checkbox"/> Guameña o Chamorro
<input type="checkbox"/> Filipina	<input type="checkbox"/> Vietnamita	<input type="checkbox"/> Samoana
<input type="checkbox"/> Otra asiática — <i>Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc.</i>		
<input type="checkbox"/> Otra de las islas del Pacífico — <i>Escriba la raza, por ejemplo, fijiana, tongana, etc.</i>		

Alguna otra raza — *Escriba la raza.*

7. ¿Vive o se queda a veces esta persona en algún otro lugar?

No Sí — *Marque todas las que apliquen.*

<input type="checkbox"/> en vivienda universitaria	<input type="checkbox"/> por custodia de niños
<input type="checkbox"/> en el servicio militar	<input type="checkbox"/> en la cárcel o prisión
<input type="checkbox"/> en vivienda de temporada o segunda residencia	<input type="checkbox"/> en un hogar de convalecencia
	<input type="checkbox"/> alguna otra razón

→ Si más personas viven aquí, continúe con la Persona 4.



1. Print name of Person 8

Last Name

First Name MI

2. How is this person related to Person 1? Mark ONE box.

<input type="checkbox"/> Husband or wife	<input type="checkbox"/> Parent-in-law
<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Son-in-law or daughter-in-law
<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Other relative
<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Roomer or boarder
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Housemate or roommate
<input type="checkbox"/> Father or mother	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Grandchild	<input type="checkbox"/> Other nonrelative

3. What is this person's sex? Mark ONE box.

Male Female

4. What is this person's age and what is this person's date of birth?
Please report babies as age 0 when the child is less than 1 year old.
Print numbers in boxes.

Age on July 1, 2007 Month Day Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

No, not of Hispanic, Latino, or Spanish origin

Yes, Mexican, Mexican Am., Chicano

Yes, Puerto Rican

Yes, Cuban

Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? Mark one or more boxes.

White

Black, African Am., or Negro

American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Chinese	<input type="checkbox"/> Korean	<input type="checkbox"/> Guamanian or Chamorro
<input type="checkbox"/> Filipino	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Samoan
<input type="checkbox"/> Other Asian — <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i>		
<input type="checkbox"/> Other Pacific Islander — <i>Print race, for example, Fijian, Tongan, and so on.</i>		

Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

No Yes — *Mark all that apply.*

<input type="checkbox"/> In college housing	<input type="checkbox"/> For child custody
<input type="checkbox"/> In the military	<input type="checkbox"/> In jail or prison
<input type="checkbox"/> At a seasonal or second residence	<input type="checkbox"/> In a nursing home
	<input type="checkbox"/> For another reason

→ If more people live here, continue with Person 9.



8

1. Print name of **Person 7**Last Name First Name MI 2. How is this person related to Person 1? Mark ONE box.

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

3. What is this person's sex? Mark ONE box.

- Male Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on July 1, 2007	Month	Day	Year of birth
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? Mark one or more boxes.

- White
- Black, African Am., or Negro
- American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

- | | | |
|---|--|--|
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean | <input type="checkbox"/> Guamanian or Chamorro |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Other Asian — <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i> | <input type="checkbox"/> Other Pacific Islander — <i>Print race, for example, Fijian, Tongan, and so on.</i> | |

- Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

- No Yes — *Mark all that apply.*
- | | |
|--|---|
| <input type="checkbox"/> In college housing | <input type="checkbox"/> For child custody |
| <input type="checkbox"/> In the military | <input type="checkbox"/> In jail or prison |
| <input type="checkbox"/> At a seasonal or second residence | <input type="checkbox"/> In a nursing home |
| | <input type="checkbox"/> For another reason |

→ If more people live here, continue with Person 8.

1. Escriba el nombre de la **Persona 7**Apellido Nombre Inicial 2. ¿Cómo está esta persona relacionada con la Persona 1? Marque UNA.

- | | |
|---|---|
| <input type="checkbox"/> Esposo o esposa | <input type="checkbox"/> Suegro(a) |
| <input type="checkbox"/> Hijo o hija biológico(a) | <input type="checkbox"/> Yerno o nuera |
| <input type="checkbox"/> Hijo o hija adoptivo(a) | <input type="checkbox"/> Otro pariente |
| <input type="checkbox"/> Hijastro o hijastra | <input type="checkbox"/> Inquilino(a) o pupilo(a) |
| <input type="checkbox"/> Hermano o hermana | <input type="checkbox"/> Compañero(a) de casa o de cuarto |
| <input type="checkbox"/> Padre o madre | <input type="checkbox"/> Pareja no casada |
| <input type="checkbox"/> Nieto(a) | <input type="checkbox"/> Otro no pariente |

3. ¿Cuál es el sexo de esta persona? Marque UNA casilla.

- Masculino Femenino

4. ¿Cuál es la edad de esta persona y cuál es su fecha de nacimiento?

Reporte a los bebés como de edad 0 cuando tengan menos de 1 año.

Escriba los números en las casillas.

Edad el 1 de julio de 2007	Mes	Día	Año de nacimiento
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

→ NOTA: Por favor, conteste la Pregunta 8 sobre origen hispano y Pregunta 9 sobre raza. Para este censo, origen hispano no es una raza.

5. ¿Es esta persona de origen hispano, latino o español?

- No, no es de origen hispano, latino o español
- Sí, mexicano, mexicano americano, chicano
- Sí, puertorriqueño
- Sí, cubano
- Sí, otro origen hispano, latino o español — *Escriba el origen, por ejemplo, argentino, colombiano, dominicano, nicaraguense, salvadoreño, español, etc.*

6. ¿Cuál es la raza de esta persona? Marque una o más casillas.

- Blanca
- Negra o africana americana
- India americana o nativa de Alaska — *Escriba el nombre de la tribu en la que está inscrito(a) o la tribu principal.*

- | | | |
|--|---|---|
| <input type="checkbox"/> India asiática | <input type="checkbox"/> Japonesa | <input type="checkbox"/> Nativa de Hawaii |
| <input type="checkbox"/> China | <input type="checkbox"/> Coreana | <input type="checkbox"/> Guameña o Chamorro |
| <input type="checkbox"/> Filipina | <input type="checkbox"/> Vietnamita | <input type="checkbox"/> Samoana |
| <input type="checkbox"/> Otra asiática — <i>Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc.</i> | <input type="checkbox"/> Otra de las islas del Pacífico — <i>Escriba la raza, por ejemplo, fijiana, tongana, etc.</i> | |

- Alguna otra raza — *Escriba la raza.*

7. ¿Vive o se queda a veces esta persona en algún otro lugar?

- No Sí — *Marque todas las que apliquen.*
- | | |
|--|---|
| <input type="checkbox"/> en vivienda universitaria | <input type="checkbox"/> por custodia de niños |
| <input type="checkbox"/> en el servicio militar | <input type="checkbox"/> en la cárcel o prisión |
| <input type="checkbox"/> en vivienda de temporada o segunda residencia | <input type="checkbox"/> en un hogar de convalecencia |
| | <input type="checkbox"/> alguna otra razón |

→ Si más personas viven aquí, continúe con la Persona 8.

5

1. Escriba el nombre de la **Persona 4**Apellido Nombre Inicial 2. ¿Cómo está esta persona relacionada con la Persona 1? Marque UNA.

- | | |
|---|---|
| <input type="checkbox"/> Esposo o esposa | <input type="checkbox"/> Suegro(a) |
| <input type="checkbox"/> Hijo o hija biológico(a) | <input type="checkbox"/> Yerno o nuera |
| <input type="checkbox"/> Hijo o hija adoptivo(a) | <input type="checkbox"/> Otro pariente |
| <input type="checkbox"/> Hijastro o hijastra | <input type="checkbox"/> Inquilino(a) o pupilo(a) |
| <input type="checkbox"/> Hermano o hermana | <input type="checkbox"/> Compañero(a) de casa o de cuarto |
| <input type="checkbox"/> Padre o madre | <input type="checkbox"/> Pareja no casada |
| <input type="checkbox"/> Nieto(a) | <input type="checkbox"/> Otro no pariente |

3. ¿Cuál es el sexo de esta persona? Marque UNA casilla.

- Masculino Femenino

4. ¿Cuál es la edad de esta persona y cuál es su fecha de nacimiento?

Reporte a los bebés como de edad 0 cuando tengan menos de 1 año.

Escriba los números en las casillas.

Edad el 1 de julio de 2007	Mes	Día	Año de nacimiento
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

→ NOTA: Por favor, conteste la Pregunta 8 sobre origen hispano y Pregunta 9 sobre raza. Para este censo, origen hispano no es una raza.

5. ¿Es esta persona de origen hispano, latino o español?

- No, no es de origen hispano, latino o español
- Sí, mexicano, mexicano americano, chicano
- Sí, puertorriqueño
- Sí, cubano
- Sí, otro origen hispano, latino o español — *Escriba el origen, por ejemplo, argentino, colombiano, dominicano, nicaraguense, salvadoreño, español, etc.*

6. ¿Cuál es la raza de esta persona? Marque una o más casillas.

- Blanca
- Negra o africana americana
- India americana o nativa de Alaska — *Escriba el nombre de la tribu en la que está inscrito(a) o la tribu principal.*

- | | | |
|--|---|---|
| <input type="checkbox"/> India asiática | <input type="checkbox"/> Japonesa | <input type="checkbox"/> Nativa de Hawaii |
| <input type="checkbox"/> China | <input type="checkbox"/> Coreana | <input type="checkbox"/> Guameña o Chamorro |
| <input type="checkbox"/> Filipina | <input type="checkbox"/> Vietnamita | <input type="checkbox"/> Samoana |
| <input type="checkbox"/> Otra asiática — <i>Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc.</i> | <input type="checkbox"/> Otra de las islas del Pacífico — <i>Escriba la raza, por ejemplo, fijiana, tongana, etc.</i> | |

- Alguna otra raza — *Escriba la raza.*

7. ¿Vive o se queda a veces esta persona en algún otro lugar?

- No Sí — *Marque todas las que apliquen.*
- | | |
|--|---|
| <input type="checkbox"/> en vivienda universitaria | <input type="checkbox"/> por custodia de niños |
| <input type="checkbox"/> en el servicio militar | <input type="checkbox"/> en la cárcel o prisión |
| <input type="checkbox"/> en vivienda de temporada o segunda residencia | <input type="checkbox"/> en un hogar de convalecencia |
| | <input type="checkbox"/> alguna otra razón |

→ Si más personas viven aquí, continúe con la Persona 5.

1. Print name of **Person 4**Last Name First Name MI 2. How is this person related to Person 1? Mark ONE box.

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

3. What is this person's sex? Mark ONE box.

- Male Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on July 1, 2007	Month	Day	Year of birth
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? Mark one or more boxes.

- White
- Black, African Am., or Negro
- American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

- | | | |
|---|--|--|
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean | <input type="checkbox"/> Guamanian or Chamorro |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Other Asian — <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i> | <input type="checkbox"/> Other Pacific Islander — <i>Print race, for example, Fijian, Tongan, and so on.</i> | |

- Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

- No Yes — *Mark all that apply.*
- | | |
|--|---|
| <input type="checkbox"/> In college housing | <input type="checkbox"/> For child custody |
| <input type="checkbox"/> In the military | <input type="checkbox"/> In jail or prison |
| <input type="checkbox"/> At a seasonal or second residence | <input type="checkbox"/> In a nursing home |
| | <input type="checkbox"/> For another reason |

→ If more people live here, continue with Person 5.



201108



201105

1. Print name of Person 5

Last Name

First Name MI

2. How is this person related to Person 1? Mark ONE box.

Husband or wife Parent-in-law
 Biological son or daughter Son-in-law or daughter-in-law
 Adopted son or daughter Other relative
 Stepson or stepdaughter Roomer or boarder
 Brother or sister Housemate or roommate
 Father or mother Unmarried partner
 Grandchild Other nonrelative

3. What is this person's sex? Mark ONE box.

Male Female

4. What is this person's age and what is this person's date of birth? Please report babies as age 0 when the child is less than 1 year old. Print numbers in boxes.

Age on July 1, 2007 Month Day Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

No, not of Hispanic, Latino, or Spanish origin
 Yes, Mexican, Mexican Am., Chicano
 Yes, Puerto Rican
 Yes, Cuban
 Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? Mark one or more boxes.

White
 Black, African Am., or Negro
 American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

Asian Indian Japanese Native Hawaiian
 Chinese Korean Guamanian or Chamorro
 Filipino Vietnamese Samoan
 Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
 Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*

Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

No Yes — *Mark all that apply.*

In college housing For child custody
 In the military In jail or prison
 At a seasonal or second residence In a nursing home
 For another reason

→ If more people live here, continue with Person 6.



201106

1. Escriba el nombre de la Persona 5

Apellido

Nombre Inicial

2. ¿Cómo está esta persona relacionada con la Persona 1? Marque UNA.

Esposo o esposa Suegro(a)
 Hijo o hija biológico(a) Yerno o nuera
 Hijo o hija adoptivo(a) Otro pariente
 Hijastro o hijastra Inquilino(a) o pupilo(a)
 Hermano o hermana Compañero(a) de casa o de cuarto
 Padre o madre Pareja no casada
 Nieto(a) Otro no pariente

3. ¿Cuál es el sexo de esta persona? Marque UNA casilla.

Masculino Femenino

4. ¿Cuál es la edad de esta persona y cuál es su fecha de nacimiento? Reporte a los bebés como de edad 0 cuando tengan menos de 1 año. Escriba los números en las casillas.

Edad el 1 de julio de 2007 Mes Día Año de nacimiento

→ NOTA: Por favor, conteste la Pregunta 8 sobre origen hispano Y Pregunta 9 sobre raza. Para este censo, origen hispano no es una raza.

5. ¿Es esta persona de origen hispano, latino o español?

No, no es de origen hispano, latino o español
 Sí, mexicano, mexicano americano, chicano
 Sí, puertorriqueño
 Sí, cubano
 Sí, otro origen hispano, latino o español — *Escriba el origen, por ejemplo, argentino, colombiano, dominicano, nicaraguense, salvadoreño, español, etc.*

6. ¿Cuál es la raza de esta persona? Marque una o más casillas.

Blanca
 Negra o africana americana
 India americana o nativa de Alaska — *Escriba el nombre de la tribu en la que está inscrito(a) o la tribu principal.*

India asiática Japonesa Nativa de Hawaii
 China Coreana Guameña o Chamorro
 Filipina Vietnamita Samoana
 Otra asiática — *Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc.*
 Otra de las islas del Pacífico — *Escriba la raza, por ejemplo, fijiana, tongana, etc.*

Alguna otra raza — *Escriba la raza.*

7. ¿Vive o se queda a veces esta persona en algún otro lugar?

No Sí — *Marque todas las que apliquen.*

en vivienda universitaria por custodia de niños
 en el servicio militar en la cárcel o prisión
 en vivienda de temporada o segunda residencia en un hogar de convalecencia
 alguna otra razón

→ Si más personas viven aquí, continúe con la Persona 6.

1. Print name of Person 6

Last Name

First Name MI

2. How is this person related to Person 1? Mark ONE box.

Husband or wife Parent-in-law
 Biological son or daughter Son-in-law or daughter-in-law
 Adopted son or daughter Other relative
 Stepson or stepdaughter Roomer or boarder
 Brother or sister Housemate or roommate
 Father or mother Unmarried partner
 Grandchild Other nonrelative

3. What is this person's sex? Mark ONE box.

Male Female

4. What is this person's age and what is this person's date of birth? Please report babies as age 0 when the child is less than 1 year old. Print numbers in boxes.

Age on July 1, 2007 Month Day Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

No, not of Hispanic, Latino, or Spanish origin
 Yes, Mexican, Mexican Am., Chicano
 Yes, Puerto Rican
 Yes, Cuban
 Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? Mark one or more boxes.

White
 Black, African Am., or Negro
 American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

Asian Indian Japanese Native Hawaiian
 Chinese Korean Guamanian or Chamorro
 Filipino Vietnamese Samoan
 Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
 Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*

Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

No Yes — *Mark all that apply.*

In college housing For child custody
 In the military In jail or prison
 At a seasonal or second residence In a nursing home
 For another reason

→ If more people live here, continue with Person 7.



201107

2007 Census Bilingual Form Study Estudio del Cuestionario Bilingüe del Censo del 2007

If your enclosed postage-paid envelope is missing, please mail your completed form to:

**U.S. Census Bureau
National Processing Center
1201 East 10th Street
Jeffersonville, IN 47132**

If you need help completing this form, call 1-877-221-9436 between 8: a.m. and 9:00 p.m. Central Time, 7 days a week (except federal holidays). The telephone call is free.

The Census Bureau estimates that, for the average household, this form will take about 10 minutes to complete, including the time for reviewing the instructions and answers. Comments about the estimate should be directed to: Paperwork Project 0607-0000, U.S. Census Bureau, 4700 Silver Hill Road, Stop 1500, Washington, DC 20233-1500. You may e-mail comments to Paperwork@census.gov; use "Paperwork Project 0607-0000" as the subject.

Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB).

Si no tiene el sobre con sello que se incluye para la devolución del cuestionario, por favor, envíe por correo su cuestionario completado a:

**U.S. Census Bureau
National Processing Center
1201 East 10th Street
Jeffersonville, IN 47132**

¿NECESITA AYUDA? Si usted necesita ayuda para completar este cuestionario, llame al 1-877-221-9436 entre las 8:00 a.m. y 9:00 p.m. Hora Central, 7 días a la semana (excepto los días feriados). La llamada telefónica es gratis.

La Oficina del Censo estima que al hogar típico le tomará aproximadamente 10 minutos completar este cuestionario, incluyendo el tiempo para repasar las instrucciones y respuestas. Los comentarios sobre el estimado deben dirigirse a: Paperwork Project 0607-0000, U.S. Census Bureau, 4700 Silver Hill Road, Stop 1500, Washington, DC 20233-1500. Pueden enviar comentarios por correo electrónico a Paperwork@census.gov. Utilice "Paperwork Project 0607-0000" como tema.

No se requiere que las personas respondan a ninguna recopilación de información a menos que ésta tenga un número de aprobación válido de la Oficina de Administración y Presupuesto (OMB).

Form DD-1(E/S) (11-16-2006)



201112

United States
Census
2010

2007 Census
Bilingual Form Study



UNITED STATES DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. Census Bureau
Washington, DC 20233-0001
OFFICE OF THE DIRECTOR

June 15, 2007

Dear Resident:

The United States Constitution requires a census of the United States every 10 years. To prepare for the 2010 Census, the U.S. Census Bureau is conducting the 2007 Census Bilingual Form Study. The results will be used to develop better methods that will make the 2010 Census easier, more convenient, and less costly for taxpayers.

Please complete and mail back the enclosed census form. We need your help to improve the 2010 Census. Results from the 2010 Census will be used to help each community get its fair share of federal funding.

Your answers are confidential by law. Every Census Bureau employee — including the Director as well as every enumerator — has taken an oath and is subject to a jail term, a fine, or both if he or she discloses ANY information that could identify you or your household (Title 13, United States Code, Sections 9, 141, 193, and 214).

Sincerely,

Charles Louis Kincannon
Director, U.S. Census Bureau

USCENSUSBUREAU

Helping You Make Informed Decisions

Form **DE-2(E/S)**
(11-16-2006)

United States
Census
2010

Estudio del Cuestionario Bilingüe
del Censo del 2007



DEPARTAMENTO DE COMERCIO DE LOS ESTADOS UNIDOS
Administración de Economía y Estadísticas
Oficina del Censo de los EE.UU.
Washington, DC 20233-0001
OFICINA DEL DIRECTOR

15 de junio de 2007

Estimado Residente:

La Constitución de los Estados Unidos decreta que se realice un censo en los Estados Unidos cada 10 años. En preparación para el Censo del 2010, la Oficina del Censo de los Estados Unidos está llevando a cabo el Estudio del Cuestionario Bilingüe del Censo del 2007. Los resultados se utilizarán para desarrollar mejores métodos que harán el Censo del 2010 más fácil, más conveniente y menos costoso para los contribuyentes.

Por favor, complete el cuestionario del censo que se incluye y devuélvalo por correo hoy. Necesitamos su ayuda para mejorar el Censo del 2010. Los resultados del Censo del 2010 se utilizarán para ayudar a cada comunidad a obtener su parte justa de fondos federales.

Por ley, sus respuestas son confidenciales. Cada empleado de la Oficina del Censo — incluso el Director y cada enumerador — ha tomado un juramento y está sujeto a una penalidad de cárcel, una multa, o ambas, si divulga CUALQUIER información que lo pueda identificar a usted o a los miembros de su hogar (secciones 9, 141, 193 y 214 del título 13 del Código de los Estados Unidos).

Atentamente,

Charles Louis Kincannon
Director, Oficina del Censo de los Estados Unidos

USCENSUSBUREAU

Helping You Make Informed Decisions



201101

If you didn't have room to list everyone who lives in this house or apartment, please list the others below. You may be contacted by the Census Bureau for the same information about these people.

Person 11

Last Name

First Name MI

Sex Male Female

Date of Birth
 Age on July 1, 2007 Month Day Year

Related to Person 1? Yes No

Person 12

Last Name

First Name MI

Sex Male Female

Date of Birth
 Age on July 1, 2007 Month Day Year

Related to Person 1? Yes No

Thank you for completing your official 2007 Census Bilingual Form Study Questionnaire.

FOR OFFICIAL USE ONLY

JIC1 JIC2

Si no tuvo espacio para anotar a todas las personas que viven en esta casa o apartamento, por favor, anote las otras a continuación. Puede que la Oficina del Censo se comunice con usted para obtener la misma información sobre estas personas.

Persona 11

Apellido

Nombre Inicial

Sexo Masculino Femenino

Fecha de nacimiento
 Edad el 1 de julio de 2007 Mes Día Año

¿Está relacionado(a) con la Persona 1? Si No

Persona 12

Apellido

Nombre Inicial

Sexo Masculino Femenino

Fecha de nacimiento
 Edad el 1 de julio de 2007 Mes Día Año

¿Está relacionado(a) con la Persona 1? Si No

Gracias por completar su cuestionario oficial del Estudio del Cuestionario Bilingüe del Censo del 2007.



If you didn't have room to list everyone who lives in this house or apartment, please list the others below. You may be contacted by the Census Bureau for the same information about these people.

Person 7

Last Name, First Name, MI, Sex, Date of Birth, Age on July 1, 2007, Related to Person 1?

Person 8

Last Name, First Name, MI, Sex, Date of Birth, Age on July 1, 2007, Related to Person 1?

Person 9

Last Name, First Name, MI, Sex, Date of Birth, Age on July 1, 2007, Related to Person 1?

Person 10

Last Name, First Name, MI, Sex, Date of Birth, Age on July 1, 2007, Related to Person 1?



201110

Si no tuvo espacio para anotar a todas las personas que viven en esta casa o apartamento, por favor, anote las otras a continuación. Puede que la Oficina del Censo se comunique con usted para obtener la misma información sobre estas personas.

Persona 7

Apellido, Nombre, Inicial, Sexo, Fecha de nacimiento, Edad el 1 de, ¿Está relacionado(a) con la Persona 1?

Persona 8

Apellido, Nombre, Inicial, Sexo, Fecha de nacimiento, Edad el 1 de, ¿Está relacionado(a) con la Persona 1?

Persona 9

Apellido, Nombre, Inicial, Sexo, Fecha de nacimiento, Edad el 1 de, ¿Está relacionado(a) con la Persona 1?

Persona 10

Apellido, Nombre, Inicial, Sexo, Fecha de nacimiento, Edad el 1 de, ¿Está relacionado(a) con la Persona 1?



This is your official U.S. Census form. It is quick, easy, and your answers are protected by law. Please complete your form in the language most comfortable for you and return it today.

Start here

Use a blue or black pen.

The Census must count every person living in the United States on July 1, 2007.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away either at college or in the Armed Forces.
Do not count anyone in a nursing home, jail, prison, detention facility, etc., on July 1, 2007.
Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on July 1, 2007, count that person. Otherwise, he or she may be missed in the census.

1. How many people were living or staying in this house, apartment, or mobile home on July 1, 2007?

Number of people =

2. Were there any additional people staying here July 1, 2007 that you did not include in Question 1?

Mark X all that apply.

- Children, such as newborn babies or foster children
Relatives, such as adult children, cousins, or in-laws
Nonrelatives, such as roommates or live-in baby sitters
People staying here temporarily
No additional people

3. Is this house, apartment, or mobile home —

Mark X ONE box.

- Owned by you or someone in this household with a mortgage or loan? Include home equity loans.
Owned by you or someone in this household free and clear (without a mortgage or loan)?
Rented?
Occupied without payment of rent?

4. What is your telephone number?

We may call if we don't understand an answer.

Area Code + Number

Area code and number input fields

OMB No. 0607-XXX: Approval Expires XX/31/20XX

US CENSUS BUREAU

Este es su cuestionario oficial del Censo de los EE.UU. Es fácil y rápido de contestar y sus respuestas están protegidas por ley. Por favor, complete su cuestionario en el idioma que se sienta más cómodo y devuélvalo por correo hoy.

Comience Aquí

Use un bolígrafo de tinta azul o negra.

El Censo tiene que contar a cada persona que vive en los Estados Unidos el 1 de julio de 2007.

Antes de contestar la Pregunta 1, cuente a las personas que viven en esta casa, apartamento o casa móvil usando nuestras instrucciones.

- Cuente a todas las personas, incluyendo a bebés, que viven y duermen aquí la mayor parte del tiempo.

El Negociado del Censo también lleva a cabo recuentos en instituciones y otros lugares, por lo tanto:

- No cuente a alguien que no vive aquí por estar en la universidad o en las Fuerzas Armadas.
No cuente a alguien que está en un hogar de convalecencia, cárcel, prisión, centro de detención, etc., el 1 de julio de 2007.
No incluya a estas personas en su cuestionario, aunque vuelvan a vivir aquí después de salir de la universidad, hogar de convalecencia, ejército, cárcel, etc. De otra manera, serán contadas dos veces.

El Negociado del Censo también tiene que incluir a las personas sin un lugar permanente donde quedarse, por lo tanto:

- Si alguien sin un lugar permanente donde quedarse se está quedando aquí el 1 de julio de 2007, cuenta a esa persona. De lo contrario, puede que no sea contada en el censo.

1. ¿Cuántas personas vivían o se quedaban en esta casa, apartamento o casa móvil el 1 de julio de 2007?

Número de personas =

2. ¿Había personas adicionales quedándose aquí el 1 de julio de 2007 que usted no incluyó en la Pregunta 1?

Marque X todas las que apliquen.

- Niños, tales como bebés recién nacidos o hijos de crianza
Parientes, tales como hijos adultos, primos o parientes políticos
Personas que no son parientes, tales como compañeros de cuarto o niñera que vive en el hogar
Personas que se quedan aquí temporalment
No hay personas adicionales

3. ¿Es esta casa, apartamento o casa móvil —

Marque X UNA casilla.

- Propiedad suya o de alguien en este hogar con una hipoteca o préstamo? Incluya los préstamos sobre el valor líquido de la casa.
Propiedad suya o de alguien en este hogar libre y sin deuda (sin una hipoteca o préstamo)?
Alquilada?
Ocupada sin pago de alquiler en efectivo?

4. ¿Cuál es su número de teléfono?

Puede que lo llamemos si no entendemos una respuesta.

Código de Área + Número

Area code and number input fields

US CENSUS BUREAU



201103

Person 1

5. Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.

What is Person 1's name? Print name below.

Last Name

First Name MI

6. What is Person 1's sex? Mark ONE box.

- Male Female

7. What is Person 1's age and what is Person 1's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on July 1, 2007 Month Day Year of birth

NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
 Yes, Mexican, Mexican Am., Chicano
 Yes, Puerto Rican
 Yes, Cuban
 Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.

9. What is Person 1's race? Mark one or more boxes.

- White
 Black, African Am., or Negro
 American Indian or Alaska Native — Print name of enrolled or principal tribe.

- Asian Indian Japanese Native Hawaiian
 Chinese Korean Guamanian or Chamorro
 Filipino Vietnamese Samoan
 Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.
 Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on.

Some other race — Print race.

10. Does Person 1 sometimes live or stay somewhere else?

- No Yes — Mark all that apply.
 In college housing For child custody
 In the military In jail or prison
 At a seasonal or second residence In a nursing home For another reason

If more people live here, continue with Person 2.



201104

Persona 1

5. Por favor, provea información para cada persona que vive aquí. Comience con la persona que es dueña o alquila esta casa, apartamento o casa móvil. Si el dueño o inquilino vive en otro lugar, comience con cualquier adulto que viva aquí. Este será la Persona 1.

Cuál es el nombre de la Persona 1? Escriba a continuación el nombre.

Apellido

Nombre Inicial

6. ¿Cuál es el sexo de la Persona 1? Marque UNA casilla.

- Masculino Femenino

7. ¿Cuál es el edad de la Persona 1 y cuál es su fecha de nacimiento?

Reporte a los bebés como de edad 0 cuando tengan menos de 1 año.

Escriba los números en las casillas.

Edad el 1 de julio de 2007 Mes Día Año de nacimiento

NOTA: Por favor, conteste la Pregunta 8 sobre origen hispano Y Pregunta 9 sobre raza. Para este censo, origen hispano no es una raza.

8. ¿Es la Persona 1 de origen hispano, latino o español?

- No, no es de origen hispano, latino o español
 Sí, mexicano, mexicano americano, chicano
 Sí, puertorriqueño
 Sí, cubano
 Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo, argentino, colombiano, dominicano, nicaraguense, salvadoreño, español, etc.

9. ¿Cuál es la raza de la Persona 1? Marque una o más casillas.

- Blanca
 Negra o africana americana
 India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrito(a) o la tribu principal.

- India asiática Japonesa Nativa de Hawaii
 China Coreana Guameña o Chamorro
 Filipina Vietnamita Samoana
 Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc.
 Otra de las islas del Pacífico — Escriba la raza, por ejemplo, fiyiana tongana, etc.

Alguna otra raza — Escriba la raza.

10. ¿Vive o se queda a veces la Persona 1 en algún otro lugar?

- No Sí — Marque todas las que apliquen.
 en vivienda universitaria por custodia de niños
 en el servicio militar en la cárcel o prisión
 en vivienda de temporada o segunda residencia en un hogar de convalecencia alguna otra razón

Si más personas viven aquí, continúe con la Persona 2.



201109

Person 6

1. Print name of Person 6. Last Name

First Name MI

2. How is this person related to Person 1? Mark ONE box.

- Husband or wife Parent-in-law
 Biological son or daughter Son-in-law or daughter-in-law
 Adopted son or daughter Other relative
 Stepson or stepdaughter Roomer or boarder
 Brother or sister Housemate or roommate
 Father or mother Unmarried partner
 Grandchild Other nonrelative

3. What is this person's sex? Mark ONE box.

- Male Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on July 1, 2007 Month Day Year of birth

NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
 Yes, Mexican, Mexican Am., Chicano
 Yes, Puerto Rican
 Yes, Cuban
 Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.

6. What is this person's race? Mark one or more boxes.

- White
 Black, African Am., or Negro
 American Indian or Alaska Native — Print name of enrolled or principal tribe.

- Asian Indian Japanese Native Hawaiian
 Chinese Korean Guamanian or Chamorro
 Filipino Vietnamese Samoan
 Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.
 Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on.

Some other race — Print race.

7. Does this person sometimes live or stay somewhere else?

- No Yes — Mark all that apply.
 In college housing For child custody
 In the military In jail or prison
 At a seasonal or second residence In a nursing home For another reason

If more people live here, continue with Person 7.

Persona 6

1. Escriba el nombre de la Persona 6. Apellido

Nombre Inicial

2. ¿Cómo está esta persona relacionada con la Persona 1? Marque UNA.

- Esposo o esposa Suegro(a)
 Hijo o hija biológico(a) Yerno o nuera
 Hijo o hija adoptivo(a) Otro pariente
 Hijastro o hijastra Inquilino(a) o pupilo(a)
 Hermano o hermana Compañero(a) de casa o de cuarto
 Padre o madre Pareja no casada
 Nieto(a) Otro no pariente

3. ¿Cuál es el sexo de esta persona? Marque UNA casilla.

- Masculino Femenino

4. ¿Cuál es el edad de esta persona y cuál es su fecha de nacimiento?

Reporte a los bebés como de edad 0 cuando tengan menos de 1 año.

Escriba los números en las casillas.

Edad el 1 de julio de 2007 Mes Día Año de nacimiento

NOTA: Por favor, conteste la Pregunta 5 sobre origen hispano Y Pregunta 6 sobre raza. Para este censo, origen hispano no es una raza.

5. ¿Es esta persona de origen hispano, latino o español?

- No, no es de origen hispano, latino o español
 Sí, mexicano, mexicano americano, chicano
 Sí, puertorriqueño
 Sí, cubano
 Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo, argentino, colombiano, dominicano, nicaraguense, salvadoreño, español, etc.

6. ¿Cuál es la raza de esta persona? Marque una o más casillas.

- Blanca
 Negra o africana americana
 India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrito(a) o la tribu principal.

- India asiática Japonesa Nativa de Hawaii
 China Coreana Guameña o Chamorro
 Filipina Vietnamita Samoana
 Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc.
 Otra de las islas del Pacífico — Escriba la raza, por ejemplo, fiyiana, tongana, etc.

Alguna otra raza — Escriba la raza.

7. ¿Vive o se queda a veces esta persona en algún otro lugar?

- No Sí — Marque todas las que apliquen.
 en vivienda universitaria por custodia de niños
 en el servicio militar en la cárcel o prisión
 en vivienda de temporada o segunda residencia en un hogar de convalecencia o segunda residencia alguna otra razón

Si más personas viven aquí, continúe con la Persona 7.



201109

1. Print name of Person 5

Last Name

First Name MI

2. How is this person related to Person 1? Mark ONE box.

<input type="checkbox"/> Husband or wife	<input type="checkbox"/> Parent-in-law
<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Son-in-law or daughter-in-law
<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Other relative
<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Roomer or boarder
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Housemate or roommate
<input type="checkbox"/> Father or mother	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Grandchild	<input type="checkbox"/> Other nonrelative

3. What is this person's sex? Mark ONE box.

Male Female

4. What is this person's age and what is this person's date of birth? Please report babies as age 0 when the child is less than 1 year old. Print numbers in boxes.

Age on July 1, 2007 Month Day Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

No, not of Hispanic, Latino, or Spanish origin

Yes, Mexican, Mexican Am., Chicano

Yes, Puerto Rican

Yes, Cuban

Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.* ↘

6. What is this person's race? Mark one or more boxes.

White

Black, African Am., or Negro

American Indian or Alaska Native — *Print name of enrolled or principal tribe.* ↘

<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Chinese	<input type="checkbox"/> Korean	<input type="checkbox"/> Guamanian or Chamorro
<input type="checkbox"/> Filipino	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Samoan
<input type="checkbox"/> Other Asian — <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i> ↘	<input type="checkbox"/> Other Pacific Islander — <i>Print race, for example, Fijian, Tongan, and so on.</i> ↘	

Some other race — *Print race.* ↘

7. Does this person sometimes live or stay somewhere else?

No Yes — *Mark all that apply.*

<input type="checkbox"/> In college housing	<input type="checkbox"/> For child custody
<input type="checkbox"/> In the military	<input type="checkbox"/> In jail or prison
<input type="checkbox"/> At a seasonal or second residence	<input type="checkbox"/> In a nursing home
	<input type="checkbox"/> For another reason

→ If more people live here, continue with Person 6.



1. Escriba el nombre de la Persona 5

Apellido

Nombre Inicial

2. ¿Cómo está esta persona relacionada con la Persona 1? Marque UNA.

<input type="checkbox"/> Esposo o esposa	<input type="checkbox"/> Suegro(a)
<input type="checkbox"/> Hijo o hija biológico(a)	<input type="checkbox"/> Yerno o nuera
<input type="checkbox"/> Hijo o hija adoptivo(a)	<input type="checkbox"/> Otro pariente
<input type="checkbox"/> Hijastro o hijastra	<input type="checkbox"/> Inquilino(a) o pupilo(a)
<input type="checkbox"/> Hermano o hermana	<input type="checkbox"/> Compañero(a) de casa o de cuarto
<input type="checkbox"/> Padre o madre	<input type="checkbox"/> Pareja no casada
<input type="checkbox"/> Nieto(a)	<input type="checkbox"/> Otro no pariente

3. ¿Cuál es el sexo de esta persona? Marque UNA casilla.

Masculino Femenino

4. ¿Cuál es el edad de esta persona y cuál es su fecha de nacimiento? Reporte a los bebés como de edad 0 cuando tengan menos de 1 año. Escriba los números en las casillas.

Edad el 1 de julio de 2007 Mes Día Año de nacimiento

→ NOTA: Por favor, conteste la Pregunta 5 sobre origen hispano Y Pregunta 6 sobre raza. Para este censo, origen hispano no es una raza.

5. ¿Es esta persona de origen hispano, latino o español?

No, no es de origen hispano, latino o español

Sí, mexicano, mexicano americano, chicano

Sí, puertorriqueño

Sí, cubano

Sí, otro origen hispano, latino o español — *Escriba el origen, por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.* ↘

6. ¿Cuál es la raza de esta persona? Marque una o más casillas.

Blanca

Negra o africana americana

India americana o nativa de Alaska — *Escriba el nombre de la tribu en la que está inscrito(a) o la tribu principal.* ↘

<input type="checkbox"/> India asiática	<input type="checkbox"/> Japonesa	<input type="checkbox"/> Nativa de Hawaii
<input type="checkbox"/> China	<input type="checkbox"/> Coreana	<input type="checkbox"/> Guameña o Chamorro
<input type="checkbox"/> Filipina	<input type="checkbox"/> Vietnamita	<input type="checkbox"/> Samoana
<input type="checkbox"/> Otra asiática — <i>Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, caboyana, etc.</i> ↘	<input type="checkbox"/> Otra de las islas del Pacífico — <i>Escriba la raza, por ejemplo, fiyiana, tongana, etc.</i> ↘	

Alguna otra raza — *Escriba la raza.* ↘

7. ¿Vive o se queda a veces esta persona en algún otro lugar?

No Sí — *Marque todas las que apliquen.*

<input type="checkbox"/> en vivienda universitaria	<input type="checkbox"/> por custodia de niños
<input type="checkbox"/> en el servicio militar	<input type="checkbox"/> en la cárcel o prisión
<input type="checkbox"/> en vivienda de temporada o segunda residencia	<input type="checkbox"/> en un hogar de convalecencia
	<input type="checkbox"/> alguna otra razón

→ Si más personas viven aquí, continúe con la Persona 6.



1. Print name of Person 2

Last Name

First Name MI

2. How is this person related to Person 1? Mark ONE box.

<input type="checkbox"/> Husband or wife	<input type="checkbox"/> Parent-in-law
<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Son-in-law or daughter-in-law
<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Other relative
<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Roomer or boarder
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Housemate or roommate
<input type="checkbox"/> Father or mother	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Grandchild	<input type="checkbox"/> Other nonrelative

3. What is this person's sex? Mark ONE box.

Male Female

4. What is this person's age and what is this person's date of birth? Please report babies as age 0 when the child is less than 1 year old. Print numbers in boxes.

Age on July 1, 2007 Month Day Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

No, not of Hispanic, Latino, or Spanish origin

Yes, Mexican, Mexican Am., Chicano

Yes, Puerto Rican

Yes, Cuban

Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.* ↘

6. What is this person's race? Mark one or more boxes.

White

Black, African Am., or Negro

American Indian or Alaska Native — *Print name of enrolled or principal tribe.* ↘

<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Chinese	<input type="checkbox"/> Korean	<input type="checkbox"/> Guamanian or Chamorro
<input type="checkbox"/> Filipino	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Samoan
<input type="checkbox"/> Other Asian — <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i> ↘	<input type="checkbox"/> Other Pacific Islander — <i>Print race, for example, Fijian, Tongan, and so on.</i> ↘	

Some other race — *Print race.* ↘

7. Does this person sometimes live or stay somewhere else?

No Yes — *Mark all that apply.*

<input type="checkbox"/> In college housing	<input type="checkbox"/> For child custody
<input type="checkbox"/> In the military	<input type="checkbox"/> In jail or prison
<input type="checkbox"/> At a seasonal or second residence	<input type="checkbox"/> In a nursing home
	<input type="checkbox"/> For another reason

→ If more people live here, continue with Person 3.

1. Escriba el nombre de la Persona 2

Apellido

Nombre Inicial

2. ¿Cómo está esta persona relacionada con la Persona 1? Marque UNA.

<input type="checkbox"/> Esposo o esposa	<input type="checkbox"/> Suegro(a)
<input type="checkbox"/> Hijo o hija biológico(a)	<input type="checkbox"/> Yerno o nuera
<input type="checkbox"/> Hijo o hija adoptivo(a)	<input type="checkbox"/> Otro pariente
<input type="checkbox"/> Hijastro o hijastra	<input type="checkbox"/> Inquilino(a) o pupilo(a)
<input type="checkbox"/> Hermano o hermana	<input type="checkbox"/> Compañero(a) de casa o de cuarto
<input type="checkbox"/> Padre o madre	<input type="checkbox"/> Pareja no casada
<input type="checkbox"/> Nieto(a)	<input type="checkbox"/> Otro no pariente

3. ¿Cuál es el sexo de esta persona? Marque UNA casilla.

Masculino Femenino

4. ¿Cuál es el edad de esta persona y cuál es su fecha de nacimiento? Reporte a los bebés como de edad 0 cuando tengan menos de 1 año. Escriba los números en las casillas.

Edad el 1 de julio de 2007 Mes Día Año de nacimiento

→ NOTA: Por favor, conteste la Pregunta 5 sobre origen hispano Y Pregunta 6 sobre raza. Para este censo, origen hispano no es una raza.

5. ¿Es esta persona de origen hispano, latino o español?

No, no es de origen hispano, latino o español

Sí, mexicano, mexicano americano, chicano

Sí, puertorriqueño

Sí, cubano

Sí, otro origen hispano, latino o español — *Escriba el origen, por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.* ↘

6. ¿Cuál es la raza de esta persona? Marque una o más casillas.

Blanca

Negra o africana americana

India americana o nativa de Alaska — *Escriba el nombre de la tribu en la que está inscrito(a) o la tribu principal.* ↘

<input type="checkbox"/> India asiática	<input type="checkbox"/> Japonesa	<input type="checkbox"/> Nativa de Hawaii
<input type="checkbox"/> China	<input type="checkbox"/> Coreana	<input type="checkbox"/> Guameña o Chamorro
<input type="checkbox"/> Filipina	<input type="checkbox"/> Vietnamita	<input type="checkbox"/> Samoana
<input type="checkbox"/> Otra asiática — <i>Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, caboyana, etc.</i> ↘	<input type="checkbox"/> Otra de las islas del Pacífico — <i>Escriba la raza, por ejemplo, fiyiana, tongana, etc.</i> ↘	

Alguna otra raza — *Escriba la raza.* ↘

7. ¿Vive o se queda a veces esta persona en algún otro lugar?

No Sí — *Marque todas las que apliquen.*

<input type="checkbox"/> en vivienda universitaria	<input type="checkbox"/> por custodia de niños
<input type="checkbox"/> en el servicio militar	<input type="checkbox"/> en la cárcel o prisión
<input type="checkbox"/> en vivienda de temporada o segunda residencia	<input type="checkbox"/> en un hogar de convalecencia
	<input type="checkbox"/> alguna otra razón

→ Si más personas viven aquí, continúe con la Persona 3.

1. Print name of Person 3

Last Name

First Name MI

2. How is this person related to Person 1? Mark ONE box.

<input type="checkbox"/> Husband or wife	<input type="checkbox"/> Parent-in-law
<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Son-in-law or daughter-in-law
<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Other relative
<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Roomer or boarder
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Housemate or roommate
<input type="checkbox"/> Father or mother	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Grandchild	<input type="checkbox"/> Other nonrelative

3. What is this person's sex? Mark ONE box.

Male Female

4. What is this person's age and what is this person's date of birth? Please report babies as age 0 when the child is less than 1 year old. Print numbers in boxes.

Age on July 1, 2007 Month Day Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

No, not of Hispanic, Latino, or Spanish origin

Yes, Mexican, Mexican Am., Chicano

Yes, Puerto Rican

Yes, Cuban

Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.* ↘

6. What is this person's race? Mark one or more boxes.

White

Black, African Am., or Negro

American Indian or Alaska Native — *Print name of enrolled or principal tribe.* ↘

<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Chinese	<input type="checkbox"/> Korean	<input type="checkbox"/> Guamanian or Chamorro
<input type="checkbox"/> Filipino	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Samoan
<input type="checkbox"/> Other Asian — <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i> ↘	<input type="checkbox"/> Other Pacific Islander — <i>Print race, for example, Fijian, Tongan, and so on.</i> ↘	

Some other race — *Print race.* ↘

7. Does this person sometimes live or stay somewhere else?

No Yes — *Mark all that apply.*

<input type="checkbox"/> In college housing	<input type="checkbox"/> For child custody
<input type="checkbox"/> In the military	<input type="checkbox"/> In jail or prison
<input type="checkbox"/> At a seasonal or second residence	<input type="checkbox"/> For another reason

→ If more people live here, continue with Person 4.



201106

1. Escriba el nombre de la Persona 3

Apellido

Nombre Inicial

2. ¿Cómo está esta persona relacionada con la Persona 1? Marque UNA.

<input type="checkbox"/> Esposo o esposa	<input type="checkbox"/> Suegro(a)
<input type="checkbox"/> Hijo o hija biológico(a)	<input type="checkbox"/> Yerno o nuera
<input type="checkbox"/> Hijo o hija adoptivo(a)	<input type="checkbox"/> Otro pariente
<input type="checkbox"/> Hijastro o hijastra	<input type="checkbox"/> Inquilino(a) o pupilo(a)
<input type="checkbox"/> Hermano o hermana	<input type="checkbox"/> Compañero(a) de casa o de cuarto
<input type="checkbox"/> Padre o madre	<input type="checkbox"/> Pareja no casada
<input type="checkbox"/> Nieto(a)	<input type="checkbox"/> Otro no pariente

3. ¿Cuál es el sexo de esta persona? Marque UNA casilla.

Masculino Femenino

4. ¿Cuál es el edad de esta persona y cuál es su fecha de nacimiento? Reporte a los bebés como de edad 0 cuando tengan menos de 1 año. Escriba los números en las casillas.

Edad el 1 de julio de 2007 Mes Día Año de nacimiento

→ NOTA: Por favor, conteste la Pregunta 5 sobre origen hispano Y Pregunta 6 sobre raza. Para este censo, origen hispano no es una raza.

5. ¿Es esta persona de origen hispano, latino o español?

No, no es de origen hispano, latino o español

Sí, mexicano, mexicano americano, chicano

Sí, puertorriqueño

Sí, cubano

Sí, otro origen hispano, latino o español — *Escriba el origen, por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.* ↘

6. ¿Cuál es la raza de esta persona? Marque una o más casillas.

Blanca

Negra o africana americana

India americana o nativa de Alaska — *Escriba el nombre de la tribu en la que está inscrito(a) o la tribu principal.* ↘

<input type="checkbox"/> India asiática	<input type="checkbox"/> Japonesa	<input type="checkbox"/> Nativa de Hawaii
<input type="checkbox"/> China	<input type="checkbox"/> Coreana	<input type="checkbox"/> Guameña o Chamorro
<input type="checkbox"/> Filipina	<input type="checkbox"/> Vietnamita	<input type="checkbox"/> Samoana
<input type="checkbox"/> Otra asiática — <i>Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc.</i> ↘	<input type="checkbox"/> Otra de las islas del Pacífico — <i>Escriba la raza, por ejemplo, fijiana, tongana, etc.</i> ↘	

Alguna otra raza — *Escriba la raza.* ↘

7. ¿Vive o se queda a veces esta persona en algún otro lugar?

No Sí — *Marque todas las que apliquen.*

<input type="checkbox"/> en vivienda universitaria	<input type="checkbox"/> por custodia de niños
<input type="checkbox"/> en el servicio militar	<input type="checkbox"/> en la cárcel o prisión
<input type="checkbox"/> en vivienda de temporada o segunda residencia	<input type="checkbox"/> en un hogar de convalecencia
	<input type="checkbox"/> alguna otra razón

→ Si más personas viven aquí, continúe con la Persona 4.



201107

1. Print name of Person 4

Last Name

First Name MI

2. How is this person related to Person 1? Mark ONE box.

<input type="checkbox"/> Husband or wife	<input type="checkbox"/> Parent-in-law
<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Son-in-law or daughter-in-law
<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Other relative
<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Roomer or boarder
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Housemate or roommate
<input type="checkbox"/> Father or mother	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Grandchild	<input type="checkbox"/> Other nonrelative

3. What is this person's sex? Mark ONE box.

Male Female

4. What is this person's age and what is this person's date of birth? Please report babies as age 0 when the child is less than 1 year old. Print numbers in boxes.

Age on July 1, 2007 Month Day Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

No, not of Hispanic, Latino, or Spanish origin

Yes, Mexican, Mexican Am., Chicano

Yes, Puerto Rican

Yes, Cuban

Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.* ↘

6. What is this person's race? Mark one or more boxes.

White

Black, African Am., or Negro

American Indian or Alaska Native — *Print name of enrolled or principal tribe.* ↘

<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Chinese	<input type="checkbox"/> Korean	<input type="checkbox"/> Guamanian or Chamorro
<input type="checkbox"/> Filipino	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Samoan
<input type="checkbox"/> Other Asian — <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i> ↘	<input type="checkbox"/> Other Pacific Islander — <i>Print race, for example, Fijian, Tongan, and so on.</i> ↘	

Some other race — *Print race.* ↘

7. Does this person sometimes live or stay somewhere else?

No Yes — *Mark all that apply.*

<input type="checkbox"/> In college housing	<input type="checkbox"/> For child custody
<input type="checkbox"/> In the military	<input type="checkbox"/> In jail or prison
<input type="checkbox"/> At a seasonal or second residence	<input type="checkbox"/> For another reason

→ If more people live here, continue with Person 5.

1. Escriba el nombre de la Persona 4

Apellido

Nombre Inicial

2. ¿Cómo está esta persona relacionada con la Persona 1? Marque UNA.

<input type="checkbox"/> Esposo o esposa	<input type="checkbox"/> Suegro(a)
<input type="checkbox"/> Hijo o hija biológico(a)	<input type="checkbox"/> Yerno o nuera
<input type="checkbox"/> Hijo o hija adoptivo(a)	<input type="checkbox"/> Otro pariente
<input type="checkbox"/> Hijastro o hijastra	<input type="checkbox"/> Inquilino(a) o pupilo(a)
<input type="checkbox"/> Hermano o hermana	<input type="checkbox"/> Compañero(a) de casa o de cuarto
<input type="checkbox"/> Padre o madre	<input type="checkbox"/> Pareja no casada
<input type="checkbox"/> Nieto(a)	<input type="checkbox"/> Otro no pariente

3. ¿Cuál es el sexo de esta persona? Marque UNA casilla.

Masculino Femenino

4. ¿Cuál es el edad de esta persona y cuál es su fecha de nacimiento? Reporte a los bebés como de edad 0 cuando tengan menos de 1 año. Escriba los números en las casillas.

Edad el 1 de julio de 2007 Mes Día Año de nacimiento

→ NOTA: Por favor, conteste la Pregunta 5 sobre origen hispano Y Pregunta 6 sobre raza. Para este censo, origen hispano no es una raza.

5. ¿Es esta persona de origen hispano, latino o español?

No, no es de origen hispano, latino o español

Sí, mexicano, mexicano americano, chicano

Sí, puertorriqueño

Sí, cubano

Sí, otro origen hispano, latino o español — *Escriba el origen, por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.* ↘

6. ¿Cuál es la raza de esta persona? Marque una o más casillas.

Blanca

Negra o africana americana

India americana o nativa de Alaska — *Escriba el nombre de la tribu en la que está inscrito(a) o la tribu principal.* ↘

<input type="checkbox"/> India asiática	<input type="checkbox"/> Japonesa	<input type="checkbox"/> Nativa de Hawaii
<input type="checkbox"/> China	<input type="checkbox"/> Coreana	<input type="checkbox"/> Guameña o Chamorro
<input type="checkbox"/> Filipina	<input type="checkbox"/> Vietnamita	<input type="checkbox"/> Samoana
<input type="checkbox"/> Otra asiática — <i>Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc.</i> ↘	<input type="checkbox"/> Otra de las islas del Pacífico — <i>Escriba la raza, por ejemplo, fijiana, tongana, etc.</i> ↘	

Alguna otra raza — *Escriba la raza.* ↘

7. ¿Vive o se queda a veces esta persona en algún otro lugar?

No Sí — *Marque todas las que apliquen.*

<input type="checkbox"/> en vivienda universitaria	<input type="checkbox"/> por custodia de niños
<input type="checkbox"/> en el servicio militar	<input type="checkbox"/> en la cárcel o prisión
<input type="checkbox"/> en vivienda de temporada o segunda residencia	<input type="checkbox"/> en un hogar de convalecencia
	<input type="checkbox"/> alguna otra razón

→ Si más personas viven aquí, continúe con la Persona 5.

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