This document was prepared by and for Census Bureau staff to aid in future research and planning, but the Census Bureau is making the document publicly available in order to share the information with as wide an audience as possible. Questions about the document should be directed to Kevin Deardorff at (301) 763-6033 or kevin.e.deardorff@census.gov

November 4, 2011

2010 CENSUS PLANNING MEMORANDA SERIES

No. 156

MEMORANDUM FOR The Distribution List

From: Arnold Jackson [signed]

Acting Chief, Decennial Management Division

Subject: 2010 Census Bilingual Questionnaire Assessment Report

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

If you have questions about this study plan, please contact Cynthia Rothhaas at (301) 763-1896.

Attachment

2010 Census: Bilingual Questionnaire Assessment Report

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

Final Report

Cynthia A. Rothhaas Michael Bentley Joan Marie Hill Frederic Lestina

Decennial Statistical Studies Division





Table of Contents

EXEC	UTIVE SUMMARY	IV
1. IN	FRODUCTION	1
1.1	PURPOSE OF STUDY	1
1.2	BACKGROUND	2
2. ME	THODOLOGY	4
2.1	BILINGUAL UNIVERSE	4
2.2	BILINGUAL QUESTIONNAIRE DESIGN	
2.3	MAILING STRATEGY	
2.4	Definitions	
3. LIN	MITATIONS	8
4. RE	SULTS	9
4.1	PRELIMINARY ANALYSIS OF 2010 CENSUS BILINGUAL QUESTIONNAIRE PARTICIPATION	
1.1	RATES.	
4.2	SUPPLEMENTAL ANALYSIS OF BILINGUAL QUESTIONNAIRE PARTICIPATION RATES:	
	DIFFERENCE_BETWEEN THE 2010 CENSUS AND CENSUS 2000 (BENTLEY, 2010)	12
4.3	MAIL RESPONSE RATE, UNDELIVERABLE AS ADDRESSED RATE, AND MAIL RETURN	
4.4	RATERESPONSE PATTERNS	
4.4 4.5	ITEM NONRESPONSE RATES FOR INITIAL BILINGUAL QUESTIONNAIRES	
4.6	DEMOGRAPHIC CHARACTERISTICS	
4.7	COVERAGE FOLLOWUP RESULTS FOR BILINGUAL QUESTIONNAIRE RESPONDENTS	
4.8	PUBLIC REACTION	28
5. R	ECOMMENDATION	29
6. R	ELATED 2010 CENSUS ASSESSMENTS	29
7. R	EFERENCES	29
APPE	NDIX	32
ATTA	CHMENT A - 2010 CENSUS BILINGUAL QUESTIONNAIRE	35
ΔΤΤΔ	CHMENT B - 2010 CENSUS MAILOUT/MAILBACK ENGLISH	
	TIONNAIRE	36

List of Tables

Table 1.	Bilingual Blocks and Housing Units	Ç
Table 2.	Percentage of Returns in Each Language Column for Initial Bilingual Returns	1′
Table 3.	Item Nonresponse Rates – Initial Bilingual Returns by Type of Enumeration Area.	19
Table 4.	Item Nonresponse Rates for Bilingual Questionnaires	20
Table 5.	Item Nonresponse Rates for Initial Bilingual Returns by Language Column Used	2
Table 6.	Item Nonresponse Rates for Initial Bilingual Mail Returns by Hispanic Origin of	
	Each Person (Household items are based on Hispanic Origin of Person 1)	22
Table 7.	Demographic Characteristics of Person 1 for Initial Bilingual Questionnaires	23
Table 8.	Demographic Characteristics of Person 1 for Reported Bilingual Questionnaires in	
	the Final Census.	25
Table 9.	CFU Results	27
Table 10.	Standard Assessment Demographic Table	. 32
List of	Figures	
Figure 1.	Average Census 2010 Tract Participation Rates by "Spanish Assistance"	
		10
Figure 2.	Average 2010 Census Tract Participation Rates by 10-29% "Spanish	
		11
Figure 3.	Difference in Average Census Tract Participation Rates 2010 minus 2000 by	
	1	13
Figure 4.	Average 2000 and 2010 Census Tract Participation Rates by "Spanish	
		14
Figure 5.	Difference in Average Census Tract Participation Rate 2010 minus 2000 by	
	10-29% "Spanish Assistance"	15

EXECUTIVE SUMMARY

The 2010 Census was the first decennial census to include a bilingual English/Spanish questionnaire. The goal behind the 2010 bilingual stratification was to reach the maximum number of housing units that may require Spanish language assistance to complete their 2010 Census questionnaire. We used American Community Survey data from 2005 through 2007 to identify the specific areas that received a 2010 Census bilingual questionnaire ("dataidentified"). The criteria used for the stratification was that at least 20 percent of the occupied housing units in a tract were in need of "Spanish Assistance", i.e., households in which at least one adult (age 15 or older) in the household speaks Spanish and does not speak English "very well." In addition, eight of the twelve Census Regional Offices provided input ("local knowledge") and some additional tracts were identified to receive bilingual questionnaires. (Due to operational and processing requirements, and the need to accommodate field assignment area delineations, the selected tracts were then linked to the appropriate collection blocks.) All housing units in these blocks were selected to receive a bilingual English/Spanish initial questionnaire. This assessment focuses primarily on the results for the initial questionnaire returns in the bilingual delivery area, since the replacement questionnaire for these areas was English-only.

The 2010 Census bilingual questionnaire is a booklet containing questions and response options in both English and Spanish in a side-by-side, "swim-lane" format. To make use of the two additional pages that result from the design of the booklet, the bilingual questionnaire collected full information for Persons 1 through 6 as well as Persons 7 and 8, with an extended roster for Persons 9 through 12. This is a different format from the English-only questionnaire, which is a tri-fold sheet and collected full information for Persons 1 through 6 and used an extended roster for Persons 7 through 12.

The Census Bureau tested a bilingual questionnaire in the 2005 National Census Test. Results from the 2005 National Census Test showed that the bilingual questionnaire significantly increased the self-response rate nationally and, more specifically, in areas where there was a high concentration of non-White or Hispanic populations.

Research questions and key results for the 2010 Census related to the bilingual questionnaire are described below. For remaining results, please see Section 4 of the report.

1. How many blocks were selected to receive the bilingual questionnaire? By bilingual identification type (Data-Identified or Local Knowledge)? How many housing units were sent a bilingual questionnaire? By Mailout/Mailback areas and by Update/Leave areas?

A total of 317,866 Mailout/Mailback and update/leave blocks were identified to receive the bilingual questionnaire. Approximately 12,144,431 housing units were in those blocks.

2. What is the relative response rate differential between the areas identified to receive the bilingual questionnaire in the 2010 Census and the areas that received the English-only questionnaire in the 2010 Census?

Results from the 2005 National Census Test and the 2007 Study showed that the bilingual questionnaire significantly increased the self-response rate in areas with a high concentration of non-white or Hispanic populations.

Since the 2010 Census did not incorporate an experimental design into the bilingual stratification we can not definitively state what impact the bilingual questionnaire had on response rates. Any comparison between response in the bilingual delivery areas and the English-only areas must consider the demographic population differences and other confounding factors. However, in an attempt to address this question for the 2010 Census, a preliminary analysis of the census tract-level participation rates compared to estimated "Spanish Assistance" percentages was examined. This analysis focused on returns by April 1, 2010 in order to control for the potential impact of the English-only replacement questionnaires. Highlights from this examination showed:

- The highest participation rates were from tracts with the lowest "Spanish Assistance" percentages.
- The participation rates dropped sharply as the "Spanish Assistance" percentage increased and then began to level off for tracts having 10 percent or greater "Spanish Assistance".
- Further results suggest that the bilingual questionnaire provided substantial benefit to the areas that were targeted, though further analysis to control for a range of factors is highly recommended.

Additional analysis looked at the difference between the 2010 Census and Census 2000 participation rates. Results showed:

- The average census tract participation rate gap narrowed between Census 2000 and the 2010 Census for those census tracts in the bilingual mailing areas (i.e., those tracts with 20 percent or higher "Spanish Assistance"), compared to those in the 10 to 20 percent "Spanish Assistance" areas.
- The model confirms the conclusion in the previous analysis, that the bilingual mailing areas performed significantly better than if they had received English-only questionnaires.
- 3. What is the participation rate and Undeliverable As Addressed rate for the addresses to which the bilingual questionnaire was distributed? By Mailout/Mailback areas and by Update/Leave areas? By bilingual identification type?

In areas identified to receive the bilingual questionnaire, 58.6 percent of households who were mailed a bilingual questionnaire responded by mailing back their initial bilingual questionnaire. The rate of bilingual returns increases to 66.7 percent when excluding non-occupied housing units.

An additional 8.9 percent of households in bilingual blocks had their initial bilingual questionnaire returned as Undeliverable As Addressed. Of the 8.9 percent identified as Undeliverable As Addressed, 28.8 percent were determined to be occupied housing units in later Census operations.

4. What percentage of the bilingual returns used only the Spanish column to respond? What percentage filled out the English column only? What percentage of the bilingual returns used both the English and Spanish columns to respond? By Hispanic origin of Person 1? By bilingual identification type?

About 75.0 percent of bilingual returns have all information entered on the English-only columns. Only 3.4 percent of respondents used both lanes (i.e., entered responses on both English and Spanish lanes).

For respondents listed as Person 1 on the bilingual questionnaires, almost all (over 99 percent) who did not identify themselves as Hispanic responded using the English-only column. Of those who identified as Hispanic, slightly over half used the English-only lane, 39.8 percent used the Spanish-only lane, and six percent used a combination of English and Spanish lanes. Thus, the "swim-lane" design seemed to benefit Spanish speaking people who might have needed language assistance.

5. What percentage of the bilingual questionnaires with reported household sizes greater than six captured full information for Persons 7 and/or 8 (if applicable)? What increase to the number of complete person-level returns does the design of the bilingual questionnaire provide by allotting full data columns for Persons 7 and 8? "Complete person-level data items" refer to relationship, sex, age/date of birth, Hispanic origin, and race.

This question addresses the additional full information collected for Persons 7 and 8 due to the design of the bilingual questionnaire. Of the occupied housing units that returned an initial bilingual questionnaire, 6.5 percent had more than six persons reported in their households. Looking at all Persons 1 through 6 in the universe, 81.3 percent had all their person-level data items reported. Of Persons 7 and 8, approximately 68.0 percent had all their person-level data items reported. The design of the bilingual questionnaire yielded 2.8 percent more full person-level column data compared to what we would have received for a six-person data column questionnaire.

6. What are the item nonresponse rates for each item on the bilingual questionnaire? By Mailout/Mailback areas and by Update/Leave areas? By Hispanic origin?

Similar to results from previous tests and the 2008 Census Dress Rehearsal, all household-level items have higher nonresponse than person-level items with the exception of the race item. It appeared from previous tests that the high item nonresponse for household items could be the result of the design of the questionnaire, specifically a crowded first page. By the time the 2007 study results were in, the content design was finalized and the crowded first page concern could not be remedied. Test results showed that whole household-level item nonresponse would not substantially affect coverage followup workloads. For the 2010 Census analysis, we also removed cases with all household-level data missing (presumably those affected by questionnaire design issues). The item nonresponse rates of household items for the remaining households are

lower. This suggests that those respondents who skipped the entire first page of the bilingual questionnaire were the primary drivers of the relatively high household-level item nonresponse rates.

7. What are the demographic characteristics of the respondents to the bilingual questionnaire? By Mailout/Mailback area and by Update/Leave area? By bilingual identification type?

About 55 percent of respondents who utilized the bilingual questionnaire were of Hispanic origin. In Mailout/Mailback areas, 55.1 percent of respondents using the bilingual questionnaire were Hispanic; 59.9 percent in Update/Leave areas.

Of all bilingual questionnaire respondents (Person 1), 55.2 percent were Hispanic, 59.3 percent were male, 66.6 percent marked the White checkbox only, 46.7 percent were renters, their average age was 50.6, and the average household size was 3.2 people.

8. What percentage of the bilingual returns and English-only returns were sent to Coverage Followup, overall and by reason, and what were the resolution rates?

Results from the 2005 National Census Test and the 2007 Study showed item nonresponse rates for the bilingual questionnaire were higher for all household-level items (household size, undercount, tenure, and telephone number). The 2007 Study also showed a slightly lower proportion of bilingual questionnaires sent to Coverage Followup compared to English-only questionnaires (Govern and Reiser, 2008).

The concern for the 2010 Census, based on 2007 results, that there would be higher levels of within household coverage loss for bilingual returns does not appear to be realized since bilingual proportions of cases sent to Coverage Followup were higher, even accounting for population differences. This does not necessarily mean there was no coverage loss, but the loss was not appreciable enough to bring the proportion lower than the English proportion.

9. What was the public reaction, if any, to the bilingual questionnaire (for example, media attention and other anecdotal information)?

Announcement of the bilingual questionnaire began circulating with regularity among media outlets around mid-March 2010. Overall, the media coverage was objective and primarily instructional, i.e., informing the public about the bilingual and other language questionnaires. Many pointed out that this is the first time the Census Bureau has produced a bilingual questionnaire in an effort to increase response from Hispanic respondents. Little negative reaction was discovered in our media search. Note that this information is anecdotal and is not a comprehensive evaluation of public reaction.

1. Introduction

The most prominent data collection effort mounted by the Census Bureau is the constitutionally mandated decennial census of the nation's population and housing. For the 2010 Census, the U.S. Census Bureau delivered a bilingual English/Spanish census questionnaire to housing units (HUs) in selected collection blocks that were estimated to most likely need Spanish language assistance (see section 2.1 for more information about block selection). The 2010 Census bilingual questionnaire is a booklet containing questions and response options in both English and Spanish in a side-by-side, "swim-lane" format.

1.1 Purpose of Study

The purpose of this assessment is to provide outcome measures, such as response patterns and item nonresponse (INR) rates, related to the use of a bilingual questionnaire. Additionally, this assessment presents anecdotal feedback pertaining to the use of the bilingual questionnaire. Specifically, this assessment addresses the following research questions:

- 1. How many blocks were selected to receive the bilingual questionnaire? By bilingual identification type? How many HUs were sent a bilingual questionnaire? By Mailout/Mailback (MO/MB) areas and by Update/Leave (U/L) areas?
- 2. What is the relative response rate differential between the areas identified to receive the bilingual questionnaire in the 2010 Census and the areas that received the English-only questionnaire in the 2010 Census?
- 3. What is the participation rate and Undeliverable as Addressed (UAA) rate for the addresses to which the bilingual questionnaire was distributed? By MO/MB areas and by U/L areas? By bilingual identification type?
- 4. What percentage of the bilingual returns used only the Spanish column to respond? What percentage filled out the English column only? What percentage of the bilingual returns used both the English and Spanish columns to respond? By Hispanic origin of Person 1? By bilingual identification type?
- 5. What percentage of the bilingual questionnaires with reported household sizes greater than six captured full information for Persons 7 and 8 (if applicable)? What increase to the number of complete person-level returns does the design of the bilingual questionnaire provide by allotting full data columns for Persons 7 and 8? "Complete

_

Areas (census tracts and all blocks within those census tracts) were identified to receive the bilingual questionnaire from American Community Survey data (data-identified) or from the Regional Directors (local knowledge). The analysis reports the results of both types of identification.

person-level data items" refers to relationship, sex, age/date of birth, Hispanic origin, and race.

- 6. What are the INR rates for each item on the bilingual questionnaire? By MO/MB areas and by U/L areas? By Hispanic origin?
- 7. What are the demographic characteristics of the respondents to the bilingual questionnaire? By MO/MB area and by U/L area? By bilingual identification type?
- 8. What percentage of the bilingual returns and English-only returns were sent to Coverage Followup (CFU), overall and by reason, and what were the resolution rates?
- 9. What was the public reaction, if any, to the bilingual questionnaire (for example, media attention and other anecdotal information)?

1.2 Background

The MO/MB questionnaire in Census 2000 was an English-only form with language guides if needed. Single language questionnaires (Spanish, etc.) were available upon request. The Census Bureau tested a bilingual English/Spanish census questionnaire in the 2005 National Census Test (NCT). Results from the 2005 NCT showed that the bilingual questionnaire significantly increased the self-response rate nationally and, more specifically, in areas where there was a high concentration of non-White or Hispanic populations (Bouffard and Tancreto, 2006). However, INR rates for the bilingual questionnaire were higher for all household-level items (household count, undercount, tenure, and telephone number) and the Hispanic origin item compared to the English-only questionnaire (Bouffard and Tancreto, 2006).

Two rounds of cognitive testing of the bilingual questionnaire were performed in preparation for the 2010 Census. The objective of the first round was to test part of the 2005 NCT version of the bilingual questionnaire, specifically the Spanish translation contained in the questionnaire. This questionnaire was tested using only Spanish speaking respondents. Several recommendations from this first round of testing were incorporated into the second round of testing (Goerman, Caspar, Sha, McAvinchey, & Quiroz, 2007a).

In 2007, the Census Bureau conducted a follow-up study of the bilingual questionnaire to determine if the INR issues could be resolved by improved questionnaire design and revised content (question wording). The objective of the second round of cognitive testing was to test this 2007 study version of the bilingual questionnaire. This second round of testing involved more traditional cognitive testing that focused on comprehension in addition to navigation and issues of INR. This questionnaire was tested using some Spanish-only speaking respondents,

² Note that the response categories for the 2005 NCT Hispanic origin item were 'yes' and 'no' which was different from the Hispanic origin item in subsequent tests and the 2010 Census.

some English-only speaking respondents, and some bilingual English/Spanish speaking respondents. For the most part, testing showed that the changes made from the 2005 NCT questionnaire to the 2007 study questionnaire worked well. Some additional changes were recommended and some future research was advised (Goerman et al., 2007b).

The 2007 study provided insight into the impact of the bilingual questionnaire in areas that contained a heavy concentration of Spanish-speaking people with a potential need for language assistance. Results from the 2007 study again showed an increase in self-response for the bilingual questionnaire compared to the English-only questionnaire for the selected areas. Earlier tests of the bilingual questionnaire had a cover letter attached to it whereas the English-only questionnaire did not. To address the high INR rates for the household-level items, it was hypothesized and tested that detaching the cover letter from the questionnaire would allow the household-level items to become more apparent to respondents, thus reducing nonresponse to these items. However, INR rates for all of the household-level items were significantly higher on this bilingual questionnaire panel than the English-only questionnaire panel. Even with the removal of the cover letter, the first page of the bilingual questionnaire still looked different and was wordier than the first page of the English-only questionnaire. Note that several content changes between the bilingual questionnaire tested in the 2005 NCT and the bilingual questionnaire tested in the 2007 study increased the amount of text on the first page of the questionnaire and thus gave it a more crowded appearance. This crowded appearance may have contributed to the high INR of the household-level items (Govern and Reiser, 2008).

In addition to the higher INR for the household-level items, the race INR rate was significantly higher on the bilingual questionnaire compared to the English-only questionnaire. This difference was not surprising, as there were a higher percentage of Hispanic persons reported on the bilingual questionnaire compared to the English-only questionnaire and, as past research has shown, Hispanic respondents are less inclined to answer the race question than non-Hispanics (Humes, 2009).

A significantly lower INR rate was reported for the Hispanic origin question on the bilingual questionnaire tested in the 2007 study compared to the English-only questionnaire used in the 2007 study. Prior research has shown that the INR rate for the Hispanic origin question on the bilingual questionnaire is higher among non-Hispanics than Hispanics. Recall that in the 2005 NCT, INR for the Hispanic origin question was higher on the bilingual questionnaire. Content changes made between 2005 NCT and 2007 study affected the Hispanic origin question wording. The 2005 NCT version had a "yes" or "no" response option, whereas the 2007 questionnaire version had detailed response options, which was believed to be an improvement (Govern and Reiser, 2008).

A bilingual questionnaire was assessed in the 2008 Census Dress Rehearsal. This 2008 Census Dress Rehearsal was held in two sites: San Joaquin county California, and Fayetteville and Eastern North Carolina. The bilingual questionnaire was distributed to specific collection

blocks³ in MO/MB areas in the 2008 Census Dress Rehearsal sites where at least 20 percent of the households had at least one person (age 15 or over) that spoke Spanish and spoke English "well," "not well," or "not at all" (Bentley and Allmang, 2006). The bilingual self-response rates in the 2008 Census Dress Rehearsal were in line with the results of the 2007 study.

The bilingual questionnaire INR rates for the household items for both 2008 Census Dress Rehearsal sites were also generally in line with what was found in the 2007 study. Specifically, INR rates for all of the household-level items remained relatively higher on the bilingual questionnaire compared to the English-only questionnaire. When removing cases with all household-level data missing (presumably those affected by a questionnaire design issue), the INR rates for the bilingual returns were generally in line with the rates for English-only returns. This suggests that those respondents who skipped the entire first page of the bilingual questionnaire were the primary drivers of the relatively high bilingual household-level INR rates (Hill, Rothhaas, Lestina, 2009).

2. Methodology

2.1 Bilingual Universe

The universe for this analysis consists of bilingual returns in bilingual tracts irrespective of subsequent processing. For example when a HU returned a bilingual questionnaire but was also in a later operation, such as CFU or Nonresponse Followup (NRFU), our analysis only looks at the bilingual return for that HU. Note that some of these returns were not selected through the Primary Selection Algorithm and thus are not included in the final Census.

A list of the state, county, and block codes identified for the bilingual universe, as well as maps identifying the areas can currently be found at:

www.2010.census.gov/partners/materials/inlanguagemaps.php

2.1.1 Identification of Bilingual Areas Prior to the 2010 Census

The bilingual questionnaire for the 2010 Census was distributed to specific collection blocks in MO/MB and U/L areas where we determined there may be a need for Spanish assistance. Data from the 2005, 2006, and 2007 American Community Survey (ACS) were used to identify the tracts that were to receive the bilingual questionnaire (data-identified). In order to provide local knowledge that may have been more current than the 2005 through 2007 ACS data, 8 of the 12 Regional Directors (RDs) (Boston, New York, Philadelphia, Kansas City, Seattle, Dallas,

_

³ Collection blocks are the smallest area that the U.S. Census Bureau uses to collect information for the decennial census. A collection block may be split by the boundary of any legal or statistical entity later recognized by the Census Bureau for census data presentation.

Denver, Los Angeles) identified census tracts to be added to the mailout of the bilingual questionnaire (local knowledge). The other four RDs (Detroit, Chicago, Charlotte, and Atlanta) confirmed that they reviewed the preliminary sample of bilingual areas and had no additional tracts to add.

Households were identified as needing "Spanish Assistance" if at least one adult (age 15 or over) in the household spoke Spanish and spoke English "well," "not well," or "not at all." Those who spoke English "very well" were not identified as needing "Spanish Assistance". Tracts were selected to receive the bilingual questionnaire if at least 20 percent of the occupied HUs in the tract were identified as needing "Spanish Assistance". For operational purposes, these tabulation tracts were linked to the appropriate collection blocks. All HUs in these blocks (with the exception of those selected for one of the 2010 Census experiments) received a bilingual English/Spanish initial questionnaire (Bentley, 2008).

2.1.2. Analysis of the Bilingual Mailing Following the 2010 Census

The bilingual analysis universe is based on initial bilingual returns. Results from these returns are based on the 2010 Decennial Response File (DRF). The DRF contains:

- geography for all collection blocks,
- HU information (including address and operational information) for all HUs (including vacant HUs),
- return data for all HU returns, and
- person data for all persons on HU returns.

The following enumeration records are not included in the bilingual assessment:

- persons residing in group quarters,
- vacant HUs,
- duplicate HUs, and
- HU's already selected for one of the 2010 Census experiments.

The purpose of this assessment is to document information about the use of the stratified implementation of the bilingual questionnaire in the 2010 Census. Since the replacement questionnaire is an English-only questionnaire, this assessment concentrates on the initial questionnaire in bilingual blocks.

2.2 Bilingual Questionnaire Design

The 2010 Census bilingual questionnaire was a booklet containing questions and response options in both English and Spanish in a side-by-side, "swim-lane" format (see Attachment A). To make use of the two additional pages that result from the design of the booklet, the bilingual

questionnaire collected full information for Persons 7 and 8 in addition to Persons 1 through 6, with an extended roster (similar to the MO/MB questionnaire) for Persons 9 through 12. In comparison, the English-only questionnaire collected full information for Persons 1 through 6 with an extended roster for Persons 7 through 12 (see Attachment B).

2.3 Mailing Strategy

Every HU in the selected areas was sent a bilingual advance letter as a first contact. The advance letter informed households that they would soon receive a request to complete a questionnaire for the 2010 Census. The bilingual advance letter had the same "swim-lane" design as the bilingual questionnaire.

The second mailing was the initial questionnaire package. HUs in the selected areas received a bilingual questionnaire and a first-class, postage-paid return envelope. Also included in the package was a separate, bilingual "swim-lane" cover letter from the Director of the Census Bureau that encouraged households to respond.

The third mailing was a reminder letter. The reminder letter asked households to respond if they had not already done so. The bilingual areas received a bilingual, "swim-lane" reminder letter instead of the traditional English-only postcard since the addition of the Spanish translation requires more space than is available on the postcard.

The fourth and final mailing was an English-only replacement questionnaire. The distribution of this replacement questionnaire was different, depending on tract assignments (Letourneau and Zajac, 2008):

- A blanket replacement mailing was delivered to all HUs in predetermined census tracts with expected low mail response rates.
- A targeted replacement mailing was delivered to nonresponding HUs in predetermined census tracts with expected moderate mail response rates.
- No replacement mailing was delivered to HUs in predetermined census tracts with expected high mail response rates.

The replacement questionnaire was English-only, even in the bilingual areas. While, ideally, the replacement questionnaire would be bilingual, the replacement questionnaire operational design and timing for the 2010 Census could not accommodate variations in the replacement mailing.

2.4 Definitions

In this section, definitions and formulas are provided for relevant response measures of interest.

2.4.1 Mail Participation, Mail Response, and Mail Return Rates

The results section of this report includes the number of bilingual questionnaires, along with the bilingual questionnaire mail participation, mail response, and mail return rates.

The mail participation rate formula is:

Mail Participation Rate = <u>Unduplicated non-blank</u>⁴ <u>bilingual mail returns (initial)</u> * 100 percent HUs in Bilingual Areas - UAAs

The mail return rate is an indicator of respondent cooperation.

The formula is:

Mail Return Rate = $\underline{Unduplicated\ good}^5$ bilingual mail returns (initial) * 100 percent Occupied HUs in Bilingual Areas⁶

The mail response rate formula is:

Mail Response Rate = <u>Unduplicated good bilingual mail returns (initial)</u> * 100 percent HUs in Bilingual Areas

2.4.2 Undeliverable as Addressed Rates

The UAA rate is computed for all HUs in the bilingual MO/MB universe. A HU is considered a UAA if the initial questionnaire mailing package was returned by the United States Postal Service (USPS) as UAA. This provides an indication of how many bilingual mailings were undeliverable by the USPS for reasons that include vacant units. The UAA rate is defined as follows:

_

⁴ See Cardella, 2010.

⁵ A return is considered good if the value of the variable PP_GR (Good Return Flag) on the Decennial Response File is equal to 1. The value of 1 represents a valid return that is eligible for the primary selection algorithm (Pennington et al., 2011). This variable takes into account data-defined persons but considers other factors as well.

⁶ Occupied HU status, used in the denominator of the return rate formula, was based on the final occupancy status on the CUF (variable FINAL_STATUS). Note that the mail return rate formula used in the forthcoming report, 2010 CPEX Mail Response and Return Rates Assessment, differed from the formula used for this assessment since the former had an additional comparability requirement with previous decennial census rates.

2.4.3 Persons 7 and 8

Due to the design of the bilingual questionnaire, we were able to collect full demographic information for Persons 7 and 8, as opposed to the English-only questionnaire, which only allows for full information for Persons 1 though 6. The percent increase to the number of person returns that the design of the bilingual questionnaire provides is calculated using this formula:

Note that "Full person-level data items" refers to all of the following data items being requested: relationship, sex, age/date of birth, Hispanic origin, and race.

2.4.4 Item Nonresponse Rates

INR rates on the bilingual questionnaires are provided for person-level data items (relationship, sex, age/date of birth, Hispanic origin, and race) and overcount, as well as household-level items (household count, undercount, tenure, and phone number). The INR rates are also computed by language column. The formula for the INR rate is:

3. Limitations

The following assumptions and limitations should be taken into account when reading the results from this report:

No direct comparison can be made regarding the bilingual returns between the 2010 Census and Census 2000 since Census 2000 did not have a bilingual questionnaire. An effort was made for the 2008 Census Dress Rehearsal to compare relative response differences between the 2008 Census Dress Rehearsal response rates and Census 2000 short-form questionnaire response rates in the equivalent 2008 Census Dress Rehearsal MO/MB blocks. However, numerous limitations, including geographic differences, made results incomparable.

The bilingual questionnaire is distributed to specific demographic areas in lieu of the English-only initial questionnaires. Due to population differences between those who receive the bilingual questionnaire and those who receive the English-only questionnaire during the initial mailing, we cannot draw any causal conclusions based on direct comparisons between the two questionnaires.

4. Results

A total of 7,032 tabulation tracts were identified to receive the bilingual questionnaire. Of these, 465 were identified by the RDs.

Table 1 below shows the number of blocks and HUs within those blocks that were mailed the bilingual questionnaire. The numbers are disaggregated by whether the bilingual blocks were identified by ACS data (Data-Identified) or whether they were identified by the RDs based on local knowledge (Local Knowledge).

Table 1. Bilingual Blocks and Housing Units

	MO/M	B (%)	U/L		
	Data Local		Data	Local	Total
	Identified	Knowledge	Identified	Knowledge	
Blocks	271,492 (85.4)	17,007 (5.4)	27,661 (8.7)	1,706 (0.5)	317,866
HUs	10,897,641 (89.7)	821,610 (6.8)	393,660 (3.2)	31,520 (0.3)	12,144,431

Source: 2010 Census Unedited File

The occupied housing unit analysis file of bilingual returns consists of 7,110,421 housing units. The number of valid persons in these occupied housing units is 22,874,796 persons.⁷

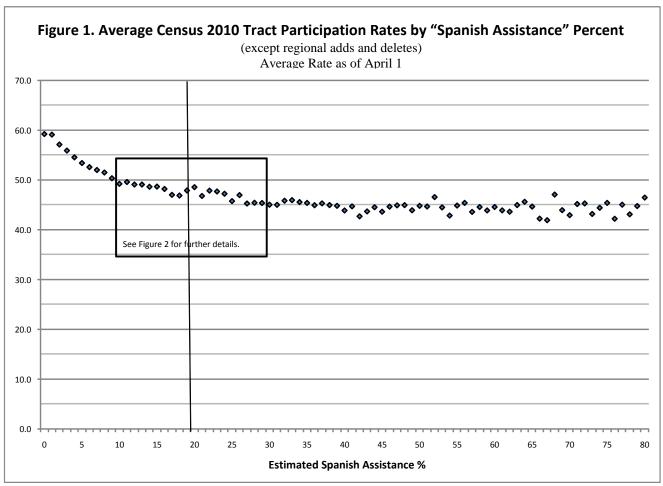
4.1 Preliminary Analysis of 2010 Census Bilingual Questionnaire Participation Rates (Bentley, 2010)

As part of a preliminary analysis of the impact of the bilingual questionnaire on 2010 Census mail participation, we examined the census tract-level participation rates compared to estimated "Spanish Assistance" percentages.

Figure 1 shows a plot of the average 2010 Census participation rates for all tracts as of April 1, 2010 by estimated "Spanish Assistance" percentage in each tract. This analysis focused on returns by April 1 in order to control for the potential impact of the English-only replacement questionnaires. The vertical line demarcates the 20 percent threshold for receiving bilingual questionnaires.

⁻

⁷ The code "FINAL_STATUS=1" from the Census Unedited File (Operation file) was used to identify occupied HUs for both the HU analysis file and the person-level analysis file. In addition, the variable "PP_GP=1" on the DRF person files was used to identify valid persons.



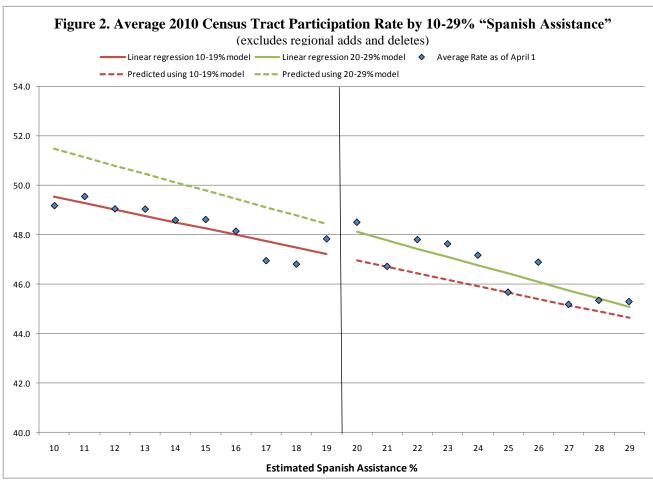
Note that the vertical line denotes the demarcation at 20 percent "Spanish Assistance" for each census tract, indicating areas that did not receive the bilingual form (less than 20 percent) and the areas that did receive the bilingual form (20 percent or higher).

Note for ease of interpretation, the analysis only includes tracts identified using the ACS data and excludes the tract changes provided by the RDs.

- The highest participation rates were from census tracts with the lowest "Spanish Assistance" percentages.
- The participation rates drop sharply as the "Spanish Assistance" percentage increase, and then begin to level off after about 10 percent.

Next, Figure 2 provides a closer look at the participation rates for tracts near the 20 percent threshold for determining areas to receive bilingual questionnaires by highlighting those with at least 10 but less than 30 percent "Spanish Assistance". The theory here is that there would be a discontinuity in the data at 20 percent; areas that received the bilingual questionnaire (20-29 percent) would benefit (since 2007 research found that the bilingual questionnaire improved

response by two percentage points), while areas just under the threshold might suffer. The dotted-green line predicts what the 10-19 percent tracts might have achieved if they had received a bilingual questionnaire, and the dotted-red line extrapolates how the 20-29 percent tracts might have done if they had not received a bilingual questionnaire. Note that this analysis is only a simulation, and not the results of true experimental design to evaluate the impact of the bilingual questionnaire on response.



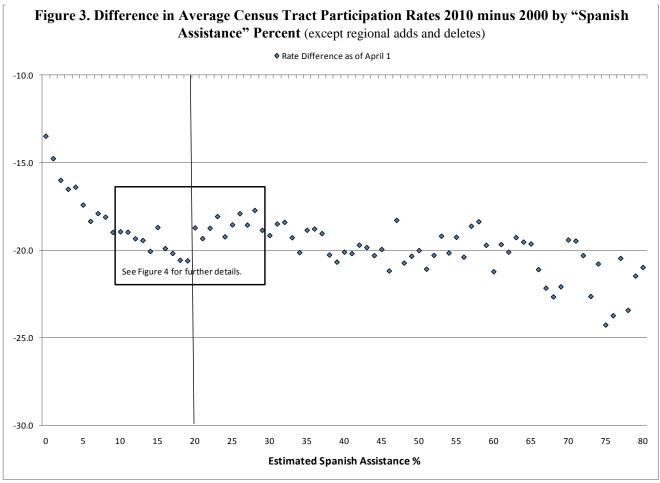
Note that the vertical line denotes the demarcation at 20 percent "Spanish Assistance" for each census tract, indicating areas that did not receive the bilingual form (less than 20 percent) and the areas that did receive the bilingual form (20 percent or higher).

- There is a slight downward slope in the participation rates for both the left (not bilingual) and right (bilingual) sides of the plot.
- Using linear regression the dotted-green line shows that the 10-19 percent "Spanish Assistance" areas may not have performed as well as they could have had they received bilingual questionnaires since the predicted values are higher than the actual values. (A non-linear quadratic regression was also tested, but was not significantly different).

- Conversely, the dotted-red line indicates that the 20-29 percent areas likely did better than if they had not received bilingual questionnaires. A Chow test confirms that there is a significant break in the data at 20 percent "Spanish Assistance", indicating that the regression lines are different (p-value ≈ 0.025) (Chow, 1960).
- This analysis may dull the full impact of the bilingual questionnaires since we did not include returns after April 1, 2010 in order to control for the replacement questionnaires. Further, in order to focus on the areas nearest to the 20 percent threshold, we did not measure the impact for the more-dense "Spanish Assistance" areas (30 percent or more), which may have benefited even further from bilingual questionnaires. More than 7 million HUs are in the denser "Spanish Assistance" tracts.
- While these results suggest that the bilingual questionnaire provided substantial benefit to the areas that were targeted, further analysis to control for a range of factors is highly recommended.
- Note that the data cannot be compared directly to Census 2000 because the ACS was not implemented nationally yet, so there is no equivalent contemporary "Spanish Assistance" information for each tract.

4.2 Supplemental Analysis of Bilingual Questionnaire Participation Rates: Difference Between the 2010 Census and Census 2000 (Bentley, 2010)

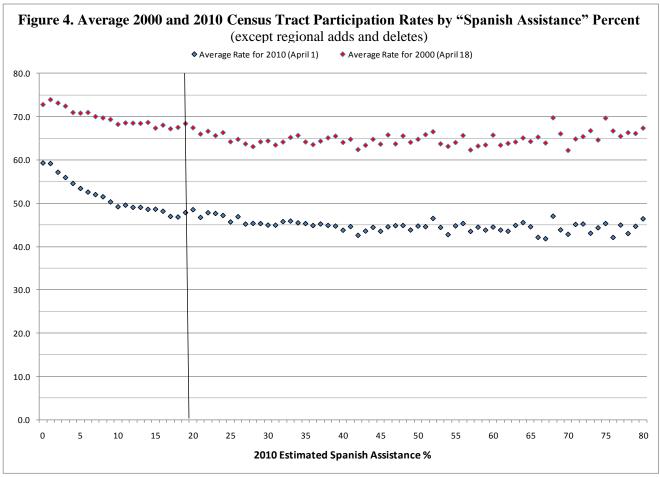
At the request of the Director of the Census Bureau we also performed a supplemental analysis which used the difference in participation rate between the 2010 Census and Census 2000 as the response measure. We plotted the average census tract participation rate differences (2010 minus 2000) by "Spanish Assistance" percentage, as shown in Figure 3. Note that the 2010 Census participation rate is based on data for returns received by April 1, 2010 to exclude the replacement questionnaire effect, which was not present in Census 2000. The short form "participation rate" for Census 2000 is based on the NRFU cut at April 18, 2000 (we do not have April 1, 2000 participation data) and was a slightly different calculation.



Note that the vertical line denotes the demarcation at 20 percent "Spanish Assistance" for each census tract, indicating areas that did not receive the bilingual form (less than 20 percent) and the areas that did receive the bilingual form (20 percent or higher).

• Obviously there is a break in the data at 20 percent "Spanish Assistance". The average census tract participation rate gap between Census 2000 and the 2010 Census has narrowed for those census tracts in the bilingual mailing areas (i.e., those tracts with 20 percent or higher "Spanish Assistance"), compared to those in the 10 to 20 percent area.

Figure 4 overlays the average Census 2000 participation rates (as of April 18, 2000) on the average 2010 Census participation rates (as of April 1, 2010) by estimated "Spanish Assistance" percentage in each tract.

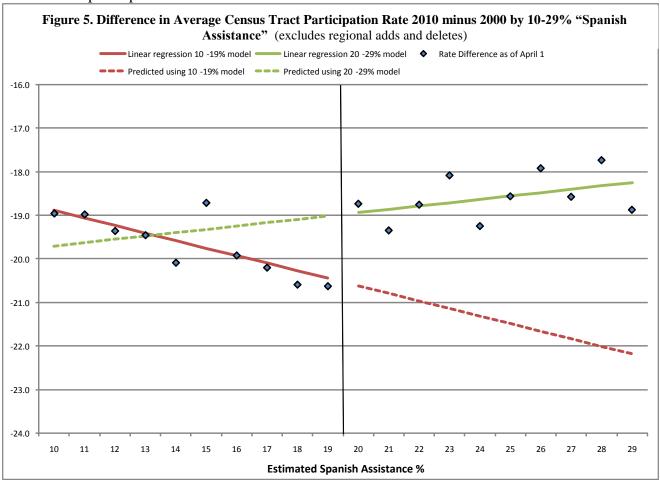


Note that the vertical line denotes the demarcation at 20 percent "Spanish Assistance" for each census tract, indicating areas that did not receive the bilingual form (less than 20 percent) and the areas that did receive the bilingual form (20 percent or higher).

- Notice the Census 2000 curve is relatively flat between 10 and 20 percent "Spanish Assistance" density but drops off in the 20 to 30 density range. We do not have a solid explanation for this behavior.
- Some noise may be present in the curve from tract characteristic differences between Census 2000 and the 2010 Census. The percent "Spanish Assistance" in comparable Census 2000 tracts is somewhat different from that in the 2010 Census. For example, Hispanic households in the 2008 Census Dress Rehearsal in San Joaquin County, California bilingual mailing areas increased by roughly 40 percent between 2000 and 2008, whereas the proportion of Hispanic households remained relatively constant in the English-only mailing areas during the same time period.

For completeness of analysis, we ran comparable regression plots from the previous section 4.1, "Preliminary Analysis of 2010 Census Bilingual Questionnaire Participation Rates," as shown in Figure 5 below. The positive slope between 20 and 29 percent may be due to confounds

previously noted above. Overall, the trend for the impact of the bilingual mailing in the 2010 Census compared with the Census 2000 participation rate graph looks more obvious than in the original 2010 Census participation rate graph. In looking at the regression lines in the 2010 Census compared with the Census 2000 regression plot, the effect of bilingual questionnaires is exaggerated by taking the difference rather than the straight 2010 Census participation rate as the dependent variable. The difference subtracts the Census 2000 participation rate curve from the 2010 Census participation rate curve.



- The results in Figure 5 suggest that the difference between the 2010 Census and Census 2000 is smaller for the 20-29 percent "Spanish Assistance" areas than the predicted values using the 10-19 percent "Spanish Assistance" data.
- This model confirms the conclusion in the previous analysis, that the bilingual mailing areas performed significantly better than if they had received English-only questionnaires. However, limitations of the analysis should be taken into account, such as minor changes in tract-level boundaries and population changes over time from Census 2000 to the 2010 Census.

4.3 Mail Response Rate, UAA Rate, and Mail Return Rate

In bilingual blocks, of the approximately 12.1 million HUs that were mailed (MO/MB) or left (U/L) a bilingual questionnaire, 58.6 percent responded by mailing back their initial bilingual questionnaire. The breakdown of this 58.6 percent mail response rate by bilingual identification type is 54.5 percent data-identified and 4.1 percent local knowledge (see section 2.1.1). The rate of bilingual returns (mail return rate) increases to 66.7 percent when excluding non-occupied HUs.⁸

Additionally, 8.9 percent of households in bilingual blocks had their initial bilingual questionnaire returned as UAA. Of the 8.9 percent identified as UAA, 28.8 percent were determined to be occupied HUs in later operations.

4.4 Response Patterns

Response patterns on the bilingual returns were analyzed to get a better understanding of how respondents completed the questionnaire. Note that the response pattern analyses in this section are based on bilingual return data from the initial questionnaire mailing. This includes those bilingual returns that were eventually replaced by respondent data from other operations (for example, CFU and NRFU) on the Census Unedited File (CUF).

4.4.1 Language Column Selection

The set of HU-level responses on the questionnaire were identified as responding in English or Spanish based on the majority of item responses. Similarly, only one language column was selected (or "kept") for each person's data on the bilingual return. The language column selected was based on an algorithm that determined which column was most appropriate based on the responses received. Approximately 1 percent of respondents used dual columns to report data for the same person; the selected column is retained for analysis. (Note that the way in which respondents used the dual columns was not analyzed).

Table 2 shows the percentage of responses in each language column selected at a household level. The "English" column reflects the percentage of HUs that used only the English column for the HU-level and person-level responses for all persons in that HU. Likewise, the "Spanish" column reflects the percentage of HUs that used only the Spanish column for the HU-level and person-level responses for all persons in that HU. The "Both" column reflects the percentage of HUs that used both the English and Spanish columns. Possible combinations for the "Both" column includes:

_

⁸ Occupied HU status, used in the denominator of the return rate formula, was based on the final occupancy status on the CUF (variable FINAL_STATUS). Note that the mail return rate formula used in the forthcoming report, 2010 CPEX Mail Response and Return Rates Assessment, differed from the formula used for this assessment since the former had an additional comparability requirement with previous decennial census rates.

- the English column is filled out for the HU responses and the Spanish language columns for the person responses,
- the English column is filled out for the HU responses and some of the persons on the questionnaire while the Spanish language column is used for other persons on the questionnaire,
- the English column is filled out for the person responses and the Spanish language columns for the HU responses,
- the English column is filled out for some of the persons on the questionnaire while the Spanish language column is used for the HU responses and for some of the persons on the questionnaire.

Table 2. Percentage of Returns in Each Language Column for Initial Bilingual Returns

	English		Spanish			Both			
	Total	MO/MB	U/L	Total	MO/MB	U/L	Total	MO/MB	U/L
All Initial Bilingual									
Returns	75.0	72.6	2.4	21.6	21.1	0.5	3.4	3.3	0.1
By Hispanic Origin of									
Person 1*:									
- Hispanic	54.2	52.0	2.2	39.8	38.8	1.0	6.0	5.8	0.1
- Not Hispanic	99.6	96.8	2.7	0.3	0.3	< 0.1	0.2	0.2	< 0.1
By Bilingual									
Identification Type:									
- Data-Identified	73.8	71.5	2.4	22.7	22.1	0.6	3.5	3.5	0.1
- Local Knowledge	91.1	87.9	3.2	7.5	7.3	0.2	1.4	1.4	< 0.1

Source: 2010 Decennial Response File

The majority of respondents used the English columns (75.0 percent in the 2010 Census). A total of 3.4 percent of respondents switched lanes; 6.0 percent of self-identified persons of Hispanic origin switched lanes.

As shown in Table 2, almost all respondents (over 99 percent) who did not identify themselves as Hispanic responded using only the English column. Of those who identified as Hispanic, over half used only the English lane, 39.8 percent used only the Spanish lane, and 6 percent used a combination of English and Spanish lanes. Thus the "swim-lane" design seemed to benefit Spanish speaking people who might have needed language assistance.

4.4.2 Persons 7 and 8

This section of the report looks at the bilingual questionnaires with reported household sizes greater than six that captured full information for Persons 7 and 8. Recall that the bilingual questionnaire collects full information for Persons 1 through 8, whereas the English-only

^{*} Includes only respondents (PNUM=1) who answered the Hispanic origin question.

questionnaire only collects full information for Persons 1 through 6. Full information for persons refers to relationship, sex, age/date of birth, Hispanic origin, and race.

Of the 7,110,421 occupied HUs that returned an initial bilingual questionnaire, 6.5 percent (461,339 HUs) had more than 6 persons reported in their households. The design of the bilingual questionnaire yielded 2.8 percent more full person-level column data compared to what we would have received for a six-person data column questionnaire. Of the 731,540 records corresponding to Persons 7 and 8, approximately 68.0 percent had all person-level data items reported. Looking at all Persons 1 through 6 in the universe (21,816,541 people), 81.3 percent had all their person-level data items reported.

4.4.3 Effect on Coverage Followup Large-Households

Another effect of collecting complete information for Persons 7 and 8 was the impact on the large-household CFU workload. Specifically, the number of questionnaires sent to CFU was reduced for the bilingual questionnaire large household criteria. A bilingual questionnaire met the large household criteria if either the reported population count or the number of persons with sufficient information provided was greater than eight, or the population count was blank and there were exactly eight persons with sufficient information.

The percentage of HUs sent to CFU due to large household criteria in bilingual areas was 2.3 percent. The proportion of bilingual questionnaires that would have gone to CFU under the English-only large household criteria (valid persons greater than six) was approximately 6.2 percent. So approximately 4 percent less bilingual cases were sent to CFU based on the large household criteria. See section 4.7 below for more details regarding CFU.

4.5 Item Nonresponse Rates for Initial Bilingual Questionnaires

The INR rates in Table 3 are for bilingual questionnaire mail returns. Note that this includes those bilingual returns that were eventually replaced by CFU, NRFU, and other types of records on the CUF and subsequent files (i.e., we used the data from the bilingual return that were included on the DRF, as opposed to just the returns of record from other/later operations).

Table 3. Item Nonresponse Rates - Initial Bilingual Returns by Type of Enumeration Area

<u> Item</u>	Overall	MO/MB	U/L
Household Items			
Household count	4.2	4.2	3.3
Undercount	11.7	11.7	10.1
Tenure	4.7	4.8	4.2
Telephone Number	7.8	7.8	7.2
Person Items			
Relationship*	1.8	1.8	1.3
Sex	3.0	3.0	2.7
Age/Date of Birth	1.0	1.0	0.9
Hispanic Origin**	3.9	4.0	2.6
Race**	12.8	12.8	11.5
Overcount**	2.8	2.8	2.3

Source: 2010 Decennial Response File

Note that in addition to the checkboxes, Hispanic origin and race are considered a response if a write-in field is not blank.

The INR rates for the bilingual questionnaires are provided primarily for informational purposes. The INR rates for the English-only initial returns are included in the 2010 Census Item Nonresponse and Imputation Assessment Report (Rothhaas and Lestina, 2011). Bilingual questionnaire INR rates for the household items in the 2010 Census are generally lower than what was found in the 2007 study. For person-level items, they are on the same order of magnitude. The 2007 study used the same questionnaire wording as the 2010 Census. However, INR calculations for person-level items were limited to Persons 1 through 6 in 2007 (Govern and Reiser, 2008). The 2010 Census calculations limit Hispanic origin, race, and overcount to Persons 1 through 8; include all persons for sex and age/date of birth; and exclude only Person 1 from relationship.

Similar to what we have seen in previous tests and the 2008 Census Dress Rehearsal, all household items in the 2010 Census have higher nonresponse than person-level items, with the exception of race.

Table 4 shows the INR rates for initial bilingual returns in all bilingual areas with and without the exclusion of cases that were missing all household-level data. There were 160,542 bilingual returns with all the household-level items missing on the DRF (2.3 percent of the 7,110,421 bilingual returns). When looking at the CUF, we see similar results, 2.4 percent of bilingual

^{*} Excludes reference person.

^{**} Rates exclude persons greater than 8 because these items are not asked of them.

_

⁹ It is hypothesized that bilingual questionnaire respondents were more likely to skip all household-level items on the first page because the swim lane design looked like two columns of side-by-side instructions, which presented a more crowded appearance compared to the English questionnaire first page (See Attachments A and B).

returns had all their household-level items missing. This compares to 0.3 percent of initial English mail returns (MO/MB and U/L) that had all their household-level items missing.

Table 4. Item Nonresponse Rates for Bilingual Questionnaires

	Biling	Bilingual INR Rates				
		Excluding HUs where All				
Household Items	All Bilingual Returns	Household Data are Missing				
Household Count	4.2	2.0				
Undercount	11.7	9.6				
Tenure	4.7	2.5				
Phone Number	7.8	5.7				

Source: 2010 Decennial Response File

The purpose of this analysis is to determine if the missing household-level data could be attributed to a questionnaire design issue, similar to what was learned from the 2007 NCT. As shown in Table 4, when removing cases with all household-level data missing (presumably those affected by the questionnaires design issue), the INR rates for the bilingual returns are lower. This suggests that those respondents who skipped the entire first page of the bilingual questionnaire were the primary drivers of the relatively high bilingual household-level INR rates.

Table 5 shows the INR rates for initial bilingual mail returns by language column used. Data within only one language column were selected for each person on the bilingual return (see section 4.4.1 for more details). The language column data selection was determined by an algorithm based on the responses received. For those respondents who answered some questions using the English column and other questions using the Spanish column for the same person, missing data for the selected column only are included in the INR rates. For example, assume a person-level response has all items filled out on the English side except age and date-of-birth, which are filled out on the Spanish side. If the algorithm selects the English side as the return of record, then age and date-of-birth are considered missing for this person in the Census. Similarly, if the algorithm selects the Spanish side as the return of record, then all person-level items for this particular person are considered missing except age and date-of-birth. This data capture methodology has the potential for improvement in the future (see section 5).

Table 5. Item Nonresponse Rates for Initial Bilingual Returns by Language Column Used

Item	Spanish-Only	English-Only
Household Items		
Household count	3.0	4.6
Undercount	20.5	9.0
Tenure	5.1	4.6
Telephone Number	2.6	9.4
Person Items		
Relationship*	2.2	1.6
Sex	4.8	2.2
Age/Date of Birth	1.1	0.9
Hispanic origin**	1.7	4.9
Race**	19.4	9.9
Overcount**	5.1	1.7

Source: 2010 Decennial Response File

Note that in addition to the checkboxes, Hispanic origin and race are considered a response if a write-in field is not blank.

INR for undercount, overcount, sex and race are considerably higher on the Spanish-only column. In an attempt to explain the high undercount INR, we looked at the design of the question in the Spanish column on the front page of the questionnaire (see Attachment A). Since the last response category, "No hay personas adicionales" (No additional people) is more visually separated from the question stem by the extra line in the middle response (due to translation), respondents may not have noticed this option and left the question blank. Ultimately, this would not have affected the CFU workload since a response in the last category only verifies that there are no additional people.

It is important to note that the Hispanic origin INR is considerably lower on the Spanish side than the English side. Race is almost twice as high on the Spanish side as the English side, which supports the assertion that Hispanic respondents tend to think of origin and race as the same construct and consequently many do not respond to the race item (Humes, 2009).

Table 6 shows the person-level INR rates for initial bilingual mail returns by Hispanic origin of each person (for household-level data, Hispanic origin of Person 1 was selected). Persons without a Hispanic origin response and persons indicating both Hispanic and not Hispanic are excluded from this analysis.

^{*} Excludes reference person (Person 1).

^{**} Rates exclude Persons greater than 8 because these items are not asked of them.

Table 6. Item Nonresponse Rates for Initial Bilingual Mail Returns by Hispanic Origin of Each Person (Household items are based on Hispanic Origin of Person 1)

Item	Hispanic	Not Hispanic
Household Items		
Household count	4.6	3.1
Undercount	14.5	6.5
Tenure	5.4	2.9
Telephone Number	6.5	8.4
Person Items		
Relationship*	1.3	1.1
Sex	3.3	1.7
Age/Date of Birth	0.8	0.7
Race**	19.0	0.8
Overcount**	3.1	0.8

Source: 2010 Decennial Response File

Note that in addition to the checkboxes, Hispanic origin and race are considered a response if a write-in field is not blank.

Table 6 illustrates a similar pattern as Table 5. Persons of Hispanic origin, as well as those represented in the Spanish language column, have higher INR for undercount, overcount, and sex, but lower INR for telephone number.

4.6 Demographic Characteristics

Table 7 shows the demographic characteristics of 'data-defined' persons¹⁰ who responded to the bilingual questionnaire from the initial mailing. This analysis assumes that Person 1 is the respondent, which research indicates is true for approximately 81 percent of respondents (Lestina et al., 2008). Demographic results for persons associated with missing items are excluded (i.e., if a respondent did not mark one of the race categories, they are excluded from the race demographic characteristic below).

^{*} Excludes reference person (Person 1).

^{**} Rates exclude Persons greater than 8 because these items are not asked of them.

¹⁰ A person is considered data-defined, or valid, if they have at least two of the person-level data items filled. The person-level data items include name, relationship, sex, age/birth date, Hispanic origin, and race (Alberti, 2008).

Table 7. Demographic Characteristics of Person 1 for Initial Bilingual Questionnaires

Demographic Characteristic	Overall Percent	MO/MB Percent	U/L Percent
Average Household Size	3.2	3.2	3.1
Renters (%)*	46.7	47.4	24.8
Average Age	50.6	50.6	52.2
Male (%)*	59.3	59.1	68.2
Hispanic (%)**	55.2	55.1	59.9
Race (%):			
White Checkbox Only	66.6	65.9	85.9
Black Checkbox Only	12.7	13.0	2.0
American Indian or Alaska Native Checkbox and/or Write-in not Blank	4.9	4.9	4.0
Asian Checkboxes and/or Write-in not Blank	6.6	6.8	1.3
Native Hawaiian and Other Pacific Islander Checkboxes and/or Write-in not Blank	0.1	0.1	<0.1
Some Other Race and/or Write-in not Blank	8.4	8.4	6.5
Multiple Races	0.8	0.9	0.4

Source: 2010 Decennial Response File

Due to the stratified distribution of the bilingual questionnaire, as well as evidence from the 2005 NCT, the 2007 study, and the 2008 Census Dress Rehearsal, we expected a high proportion of the respondents to be of Hispanic origin. For those respondents (i.e., Person 1) who provided a Hispanic origin response (i.e., excluding those who marked Hispanic and non-Hispanic), the percent of Hispanic respondents on the initial bilingual questionnaire is 55.2 percent overall.

In addition, of respondents who provided answers on bilingual questionnaires (some of which

^{*}Percents exclude multiple responses as well as missing responses.

^{**} Percents exclude those who indicated Hispanic and non-Hispanic origin as well as missing responses.

were not complete enough to make it into the final Census count), 59.3 percent were male, 66.6 percent marked the White checkbox only, 46.7 percent were renters, the average age was 50.6, and the average household size was 3.2 people.

Approximately 92 percent of initial bilingual returns were selected as the 'return of record' on the Census Edited File¹¹ (CEF). While the DRF provides an early look at response data, such as race checkboxes and write-in counts, the CEF provides the results from the Census responses chosen as the return of record. Thus, race data from the CEF has been through edit and imputation procedures which affect the distributions shown in Table 7. For example, some write-ins from the Table 7 race distributions were coded and tabulated in different race categories such as Some Other Race.

Table 8 shows the demographic characteristics of HUs and data-defined persons in this final universe. This analysis assumes that person 1 is the respondent; research indicates this is true for approximately 81 percent of respondents (Lestina et al., 2008).

¹¹ The Census Edited File carries only one return per housing unit, which represents the selected 'return of record'.

Table 8. Demographic Characteristics of Person 1 for Reported Bilingual Questionnaires in the Final Census

Demographic Characteristic	Person 1 "As Reported" Data* (Percent)	Person 1 Data After Full Editing* (Percent)
Final Average Household Size**	3.1	3.1
Renters (%)	46.9	47.2
Average Age	50.7	50.7
Male (%)	59.2	59.1
Hispanic (%)	53.1	51.7
Race (%)***:		
White Alone	65.3	63.4
Black Alone	12.5	11.7
American Indian or Alaska Native Alone	0.9	1.0
Asian Alone	6.1	5.6
Native Hawaiian and Other Pacific Islander Alone	0.1	0.1
Some Other Race Alone	11.3	14.5
Multiple Races	3.8	3.8

Source: 2010 Census Edited File

The column containing Person 1 data before editing excludes missing data and represents the demographic characteristics as reported by the respondent. The column containing Person 1 data

^{*} The first column in the table contains the "As Reported" results only. These results reflect data to which pre-edits have been applied. The second column includes results from the full edit application, including imputation and substitution.

^{**}This category is the final population count in both columns.

^{***} Note that race categories for this table are not directly comparable to that in Table 7 since the latter is based on unedited checkbox data.

after editing includes all persons in the final census count. Data in this column include data as reported by the respondent, as well as imputed data for missing or inconsistent responses.

See the appendix for the table which provides demographic data for all persons on bilingual questionnaires using the Decennial Response File. Note that Tables 8 and 9 provide demographic data just for the respondent (Person 1), while the appendix shows demographic data for all persons.

4.7 Coverage Followup Results for Bilingual Questionnaire Respondents

In both the 2005 NCT and the 2007 study, the bilingual questionnaire yielded significantly higher household-level INR rates compared to the English-only questionnaire. Household-level items include household count, undercount, tenure, and telephone number. In the 2005 NCT, there were a disproportionate number of bilingual returns that were missing all of the household-level items compared to English returns. It is believed that the disproportionately high INR rates for household-level items were a function of the design of the questionnaire. Despite attempts to correct this problem in the 2007 study (for example, removing the cover letter), the first page still appeared crowded. We hypothesized that respondents skipped the first page since they viewed it as instructions, and they started answering the questions on the second page (Govern and Reiser, 2008).

In addition to the questionnaire design likely affecting the household-level INR rates, there were concerns based on 2007 results that these returns could also lead to higher levels of within-household coverage loss for the bilingual returns. The primary concern was high INR for household count and undercount if respondents missed the first questionnaire page. Consequently, a substantial number of returns needing followup in the 2010 Census would not meet the count discrepancy or undercount criteria for CFU selection because those items were blank. CFU is a Census operation that re-contacts households that satisfy criteria indicating possible coverage issues (See Govern, Coombs, and Glorioso, 2011).

Although the 2007 study did not include a CFU operation, we attempted to produce simulated rough estimates of within-household coverage loss due to CFU exclusion. The estimates showed that the use of the bilingual questionnaire was not expected to cause substantial within-household coverage loss in the 2010 Census. The 2008 Census Dress Rehearsal CFU workload components, along with resolution rates (i.e., any roster change to the number of people

¹²A bilingual questionnaire met the count discrepancy criteria if the number of valid people on the roster differed from the within-household population count. The undercount criteria was met if the respondent answers 'yes' to any of the undercount questions. The questionnaire met the large household criteria if either the reported population count or the number of persons with sufficient information provided was greater than eight, or the population count was blank and there were exactly eight persons with sufficient information. In addition, cases were flagged for CFU based on the overcount response, administrative records information, and unduplication results. For more details concerning the CFU eligible universe, see Kostanich and Linse, 2009.

enumerated) for the 2008 Census Dress Rehearsal initial questionnaires generally showed that the use of the bilingual questionnaire did not result in substantial within-household coverage loss, which may have been due to population differences in the Dress Rehearsal sites.

Below are some of the CFU results for the 2010 Census. For detailed CFU analysis, see (Govern, Coombs, and Glorioso, 2011).

Table 9. CFU Results

Source of Coverage	Percent of Households Sent to CFU*		Percent of Households Completed in CFU**		Percent of Households Completed in CFU with Roster Changes***	
Improvement	Bilingual	English	Bilingual	English	Bilingual	English
Count Discrepancies	3.8	1.5	59.2	61.9	30.6	37.0
Undercount	3.6	1.9	58.9	63.1	14.9	19.2
Large Households	2.3	1.4	60.4	65.5	14.6	11.4
Overcount	2.0	2.2	58.9	68.3	42.8	52.1
Administrative Records	1.9	0.6	58.0	64.7	8.7	7.3

Source: CFU Analysis File derived from the 2010 Decennial Response File; Computation provided by Enumeration Methods and Requirements Branch in DSSD.

Sources of coverage improvement are not mutually exclusive.

The data in Table 9 show that a higher percentage of bilingual questionnaires were sent to CFU because of count discrepancies and undercount (items related to Page 1 of the questionnaire) than English questionnaires, which is consistent with the 2008 Census Dress Rehearsal results (Hill et al., 2009). The 2007 study also showed a slightly lower proportion of bilingual questionnaires that were eligible to be sent to Coverage Followup compared to English (Govern and Reiser, 2008). The concern for the 2010 Census, based on the 2007 study results, that there would be higher levels of within household coverage loss for bilingual returns does not appear to be realized since bilingual proportions of cases sent to Coverage Followup were higher, even accounting for population differences. This does not necessarily mean there was no coverage loss, but any CFU workload loss due to population count and undercount item nonresponse was not appreciable enough to lower the proportion of cases sent to CFU compared to that of English forms.

Finally, English questionnaires had a higher percent of roster changes than bilingual for those items related to Page 1 of the questionnaire, which is different from the dress rehearsal trend. We have no hypothesis-driven explanation for this.

^{*} The percentages in these columns are based on initial mailing non-blank bilingual questionnaire returns and initial mailing non-blank English questionnaire returns.

^{**} The percentage in these columns are based on the number of Households sent to CFU (i.e., the first columns).

^{***} The percentage in these columns are based on the number of Households Completed in CFU.

This indicates that the higher percentage of bilingual questionnaires missing all household-level items (compared to English only) did not result in a substantially lower proportion of bilingual questionnaires sent to CFU. English questionnaires had a higher percent of roster changes than bilingual for those items related to page 1 of the questionnaire, which is different from the 2008 Census Dress Rehearsal trend. We have no hypothesis-driven explanation for this.

4.8 Public Reaction

To gauge public reaction to the bilingual questionnaire, the Decennial Management Division Content and Outreach area utilized four different search tools to search for and summarize references to the bilingual questionnaire. The four search tools are:

- Vocus
- Google News Alert
- LexisNexis
- Radian6

This approach to gather public reaction is not a systematic measure nor a comprehensive approach but rather an anecdotal one. The summaries presented here are qualitative and cannot be generalized.

Announcement of the bilingual questionnaire began circulating with regularity among media outlets around mid-March 2010. Overall, the media coverage was objective and primarily instructional (i.e., informing the public about the bilingual and other language questionnaires). Many articles pointed out that this was the first time the Census Bureau had produced a bilingual questionnaire in an effort to increase response from Hispanic respondents.

The media coverage for the bilingual questionnaire was broad, covering TV news, online articles, newspaper articles, magazines, and Spanish soap operas. Some of this coverage was directed specifically to the Hispanic and immigrant populations. *Latina Style Magazine*, for example, ran an article on March 30th about the efforts by the Census Bureau to reach Hispanic communities and it specifically mentioned the bilingual questionnaire.

In terms of public reaction there were anecdotal reports from the DMD's External Liaison Branch, as well as Customer Liaison and Marketing Services Office's Customer Services Center, that some public reaction was negative. We received some reports of backlash in that they felt that the bilingual form was a waste of money for a predominately English speaking country. However advisory groups and others had a very positive reaction to the bilingual form.

5. Recommendation

A formal evaluation of the effectiveness of the bilingual stratification is recommended for future research. The evaluation should address the following research questions:

- What is the optimal bilingual stratification?
- Which other areas in the 2010 Census might have benefitted from receiving the bilingual form? Research could include: regression on the percent Hispanic using more up-to-date ACS data, and looking at areas with high Spanish questionnaire requests.
- What effect would the public availability of an Internet bilingual questionnaire have on response rates and INR?
- How can the crowded appearance of the first page be minimized, and thus reduce nonresponse of all household level-items?
- What effect would bilingual replacement questionnaires in bilingual identified tracts have on response rate?
- Should other bilingual languages be considered?
- The 2010 bilingual data capture methodology for the swim-lane form involved selecting one language column for the person record when both English and Spanish columns were filled. To reduce any data loss in the future, could this methodology be improved?

6. Related 2010 Census Assessments

Mail Response/Return Rate Assessment Coverage Followup Assessment Item Nonresponse and Imputation Assessment

7. References

Alberti, Nick (2008), "Specifications for the 2010 Census Data Capture Audit and Resolution," DSSD Decennial Census 2010 Memorandum Series #C-01, U.S. Census Bureau, December, 2008.

Bentley, Michael and Kellye Allmang (2006), "Specifications for Bilingual Form Stratification in the 2008 Census Dress Rehearsal (Revision)," U.S. Census Bureau Internal Memorandum from Whitford to Vitrano and Longini, DSSD 2008 Census Dress Rehearsal Memorandum Series #A-T-01-R1, U.S. Census Bureau, February 1, 2006.

Bentley, Michael (2008), "Specifications for Bilingual Form Distribution in the 2010 Census (Phase 1)," DSSD 2010 Decennial Census Memorandum Series #B-4, U.S. Census Bureau, December 8, 2008.

- Bentley, Michael (2010), "Exploratory Data Analysis of 2010 Bilingual Form Participation Rates", DSSD 2010 Decennial Census Memorandum Series # B-5, U.S. Census Bureau, August 11, 2010.
- Bouffard, Julie and Jennifer Tancreto (2006), "2005 National Census Test: Bilingual Form Analysis," 2010 Census Test Memoranda Series, No. 22, U.S. Census Bureau, September 15, 2006.
- Cardella, Michael (2010), "Blank Forms Specification for Reverse Check-in for the 2010 Census v2.0", U.S. Census Bureau Internal Memorandum from Lamas to Stoudt and Thieme, February 2, 2010.
- Chow, Gregory C. (1960), "Tests of Equality Between Sets of Coefficients in Two Linear Regressions", *Econometrica*, Vol. 28, No. 3, July, 1960, pp. 591-605.
- Goerman, Patricia, et al., (2007a), "Census Bilingual Questionnaire Research Final Round 1 Report." U.S. Census Bureau. Statistical Research Division Report Series (Survey Methodology # 2008-1). Retrieved from: http://www.census.gov/srd/papers/pdf/ssm2008-01.pdf
- Goerman, Patricia, et al., (2007b), "Census Bilingual Questionnaire Research Final Round 2 Report." U.S. Census Bureau. Statistical Research Division Report Series (Survey Methodology # 2007-27). Retrieved from: http://www.census.gov/srd/papers/pdf/ssm2007-27.pdf
- Govern, Kelly and Courtney Reiser (2008), "Census Bilingual Form Study in 2007," 2010 Census Test Memoranda Series, No. 30, U.S. Census Bureau, June 26, 2008.
- Govern, Kelly, Julia Coombs, and Robert Glorioso (2011), "2010 Census Coverage Followup Assessment Report", 2010 Decennial Census Memorandum Series, pending, U.S. Census Bureau, Month Day, 2011 (Forthcoming Report)
- Hill, Joan, Cynthia Rothhaas, and Frederic Lestina (2009) "2008 Census Dress Rehearsal Bilingual Questionnaire Assessment", DSSD 2008 Census Dress Rehearsal Memorandum Series #O-20, U.S. Census Bureau, September 23, 2009.
- Humes, Karen (2009) '2010 Census Alternative Questionnaire Experiment: Race and Hispanic Origin Treatments', Information for Census Advisory Committees on Purpose and Rationale of 2010 AQE Treatments,' June 15, 2009.

- Kostanich, Martine and Kyra Linse (2009), "Identification of the 2008 Coverage Followup Eligible Universe and Selection", DSSD 2008 Census Dress Rehearsal Memorandum Series #G-05, January 9, 2009.
- Lestina, Frederic, et al.,(2008), "Study of Respondents Who List Themselves as Person 1", DSSD 2008 Memorandum Series #G-09, U.S. Census Bureau, October 1, 2008.
- Letourneau, Earl and Kevin Zajac (2008), "Specifications to Identify Replacement Mailing Housing Units in the 2010 Census," DSSD 2010 Decennial Census Memorandum Series #G-04, U.S. Census Bureau, December 2, 2008.
- Pennington, Robin, Cynthia Rothhaas, and Ryan King (2011), "Clarifications for Analysts using the Decennial Response File, Census Unedited File, and Census Edited File," DSSD 2010 Decennial Census Memorandum Series #G-34, U.S. Census Bureau, April 15, 2011.
- Rothhaas, Cynthia and Frederic Lestina (2011), "2010 Census Item Nonresponse and Imputation Assessment Report", 2010 Decennial Census Memorandum Series, pending, U.S. Census Bureau, Month Day, 2011 (Forthcoming Report).

Appendix

There were 22,874,796 valid persons in occupied HUs included on bilingual questionnaires in the 2010 Census. This section presents the demographic characteristics for these persons on the bilingual questionnaire. Table 11 gives bilingual person demographic characteristics: age, Hispanic origin, race, relationship, and sex. Age was calculated based on the date of birth provided; if no date of birth was provided, then the write-in age was used. Age was calculated only if the date of birth fell within valid date ranges. Similarly, the calculated age or write-in age was used only if it fell within valid age ranges; otherwise it was considered missing. Table 11 also gives the distribution of tenure responses for HUs included in the bilingual operation.

Because the demographic data used in this assessment are unedited, direct comparisons with published 2010 Census results are not possible. These tables include a row for people with missing values for the specific characteristic. The data in published Census reports have undergone editing and imputation, and therefore will have no missing values.

Table 10. Standard Assessment Demographic Table

Table 10. Standard Assessment Demographic	Table	
Demographic Item	Number	Percent
Age	22,874,796	100.0
Under 5 years	1,753,899	7.7
5 to 9 years	1,695,422	7.4
10 to 14 years	1,724,623	7.5
15 to 19 years	1,798,113	7.9
20 to 24 years	1,675,222	7.3
25 to 29 years	1,673,934	7.3
30 to 34 years	1,591,737	7.0
35 to 39 years	1,568,028	6.9
40 to 44 years	1,541,783	6.7
45 to 49 years	1,550,269	6.8
50 to 54 years	1,443,525	6.3
55 to 59 years	1,242,793	5.4
60 to 64 years	1,018,575	4.5
65+ years	2,375,078	10.4
Missing	221,795	1.0
Hispanic Origin*	22,548,079	100.0
Not Hispanic or Latino checkbox only	7,341,386	32.6
Mexican checkbox only	8,566,655	38.0
Puerto Rican checkbox only	799,525	3.6
Cuban checkbox only	719,285	3.2
Another Hispanic checkbox only	272,129	1.2
Multiple checkboxes	82,594	0.4

D 4 Ct 11 1W'.		
Both Checkbox and Write-in	2,950,461	13.1
Write-in Only	935,055	4.2
Missing	880,989	3.9
Race*	22,548,079	100.0
White checkbox alone	11,670,153	51.8
Black or African American checkbox alone	2,118,361	9.4
American Indian and Alaska Native checkbox		
alone	77,239	0.3
Asian Indian checkbox alone	102,223	0.5
Chinese checkbox alone	233,266	1.0
Filipino checkbox alone	300,554	1.3
Japanese checkbox alone	39,474	0.2
Korean checkbox alone	94,096	0.4
Vietnamese checkbox alone	204,092	0.9
Other Asian checkbox alone	8,744	< 0.1
Native Hawaiian checkbox alone	3,509	< 0.1
Guamanian or Chamorro checkbox alone	5,135	< 0.1
Samoan checkbox alone	8,853	< 0.1
Other Pacific Islander checkbox alone	3,097	< 0.1
Some Other Race checkbox alone	23,907	0.1
Multiple Checkboxes	550,463	2.4
Both Checkbox and Write-in	2,491,542	11.1
Write-in Only	1,731,504	7.7
Missing	2,881,867	12.8
Relationship	22,874,796	100.0
Householder	7,096,913	31.0
Husband or Wife of Householder	3,394,214	14.8
Biological Son or Daughter of Householder	7,004,557	30.6
Adopted Son or Daughter of Householder	146,254	0.6
Stepson or Stepdaughter of Householder	317,856	1.4
Brother or Sister of Householder	457,145	2.0
Father or Mother of Householder	419,533	1.8
Grandchild of Householder	902,810	4.0
Parent-in-law of Householder	145,962	0.6
Son-in-law or Daughter-in-law of Householder	222,957	1.0
Other Relative	644,771	2.8
Roomer or Boarder	257,652	1.1
Housemate or Roommate	344,011	1.5
	576,855	2.5
Unmarried Partner	370,033	2.5
Unmarried Partner Other Nonrelative	292,019	1.3

	Not Related (persons 9+)	57,919	0.3
	Two or more relationships	94,994	0.4
	Missing	285,724	1.3
Sex		22,874,796	100.0
	Male	10,874,533	47.5
	Female	11,305,405	49.4
	Both	11,824	0.1
	Missing	683,034	3.0
Tenu	ire	7,110,421	100.0
	Owned with a mortgage or a loan	2,553,286	35.9
	Owned without a mortgage or a loan	1,039,686	14.6
	Rented	3,041,078	42.8
	Occupied without payment of rent	112,663	1.6
	Multiple	26,984	0.4
	Missing	336,724	4.7

Source: 2010 Decennial Response File

^{*}Hispanic Origin and Race exclude persons 9+ because these questions were not asked of them.

Attachment A - 2010 Census Bilingual Questionnaire

See attached pdf file.

Attachment B - 2010 Census Mailout/Mailback English Questionnaire

See attached pdf file.

Form D-1(E/S) (5-22-2009)

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

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

Telephone display device for the 8:00 a.m. and 9:00 pm. 7 days s

Respondents are not required to la displays a valid approval number

sobre con sello que se incluye para la devolución o por favor, envíe por correo su cuestionario completado Si no tiene el s cuestionario, p

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

npletar este cuestionario 7 días a la semana. La A? Si usted necesita ayuda para comp 2010 entre las 8:00 a.m. y 9:00 p.m., 7 s gratis. **SNECESITA AYUDA?** Si u: llame al 1-866-928-2010 en llamada telefónica es gratis

TDD — Aparato telefónico para personas c 1-866-783-2010 entre las 8:00 a.m. y 9:00 llamada telefónica es gratis.

La Oficina del Censo estima que al hogar típico le tomará aproximadamente 10 minutos completar este cuestionario, incluyendo el tiempo que toma para revisar las instrucciones y respuestas. Los comentarios sobre el estimado del tiempo o cualquier otro aspecto relacionado deben dirigirse a: Paperwork Project 0607-0919-C, U.S. Census Bureau, AMSD-3K138, 4600 Silver Hill Road, Washington, DC 20233. Puede enviar comentarios por correo electrónico a
<Papperwork@census.gov>; utilice "Paperwork Project 0607-0919-C" como tema. No se requiere que las personas respondan a ninguna recopilación de información a menos que ésta tenga un número de aprobación válido Oficina de Administración y Presupuesto.

impaired. Call 1-866-783-2010 The telephone call is free. The U.S. 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 0607-0919-C. U.S. Census Bureau, AMSD-3K138, 4600 Silver Hill Road, Washington, DC 20233. You may e-mail comments to <Paperwork@census.gov>; use "Paperwork Project 0607-0919-C" as the subject. call 1-866-872-6868 between The telephone call is free. e hearing i a week. 7 you need help completing this form, 00 a.m. and 9:00 p.m., 7 days a week.

12



OMB No. 0607-0919-C: Approval Expires 12/31/2011

Census 2010

U.S. DEPARTMENT OF COMMERCE and Statistics Administration U.S. CENSUS BUREAU

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 April 1, 2010.

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 April 1, 2010.
- · 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 April 1, 2010, 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 April 1, 2010?

Number of people =

2. Were there any additional people staying here April 1, 2010 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)?

- Occupied without payment of rent?
- **4.** What is your telephone number? We may call if we don't understand an answer.

Area Code + Number

USCENSUSBUREAU



DEPARTAMENTO DE COMERCIO DE LOS EE.UU. Administración de Economía y Estadística: OFICINA DEL CENSO DE LOS EE.UU

Éste es su cuestionario oficial del Censo de los EE.UU. Es fácil, rápido de contestar y sus respuestas están protegidas por ley. Por favor, complete su cuestionario en el idioma que le sea 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 abril de 2010.

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 abril de 2010.
- 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 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 abril de 2010, cuente a esa persona. De lo contrario, puede que no sea contada en el censo.
- ¿Cuántas personas vivían o se quedaban en esta casa, apartamento o casa móvil el 1 de abril de 2010?

Número	ae	persoi	nas =

2. ¿Había personas adicionales quedándose aquí el 1 de abri	l de
2010 que usted <u>no incluyó</u> en la Pregunta 1?	

Marque X todas las que apliquen.

		Niños, tales como bebés recién nacidos o hijos de crianza (foste
		Parientes, tales como hijos adultos, primos o parientes políticos
- 1	П	Dereches que no con parientes tales como compañares de

- Personas que no son parientes, tales como compañeros de cuarto o niñeras que viven en el hogar
- Personas que se quedan aquí temporalmente
- 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)?
- Alquilado(a)?
- Ocupado(a) sin pago de alquiler?
- 4. ¿Cuál es su número de teléfono? Puede que lo llamemos si no entendemos una respuesta.

Código de Área + Número

Form **D-1(E/S)**



D-1(E/S), Page 1 and 12 Base copy - Prints Black ink

Draft 1 (5-22-2009)

Fold line

_			/·	
-orm	D-1	(E/S)	(5-22-2009)	

OIIII D-	1(E/S) (5-22	!-2009)							_							
					Pe	ers	SO	n	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.																
L	ast Name	е														
														_		_
F	irst Name	e													MI	Ш
6.	What is				? M	ark	X (ONE	box	ζ.						
7		Davas				ا ا	!	a Da		47	مام م		af la!	م ما است		
	What is Please re			_												
	A = = = = A	ا السما	0010					bers		oxe			السنما	_		
	Age on A	Aprii 1,	2010)	IVIO	onth	7	Day	y	-	rea	r or	birth	1	1	
	NOTE D			_			╝.	L		١.						
	NOTE: P Questior															
8.	ls Perso	n 1 of	Hisp	anic	, La	tino	, or	Spa	nis	h or	rigin	?				
	Yes, Yes, Yes,	Mexic Puerto Cuba anoth tinean,	o Rica n er His	an span	ic, L	.atino	0, 0	r Spa	anis							
Г																
9.	Ame	e k, Afric	can A ndian	m., c	or Ne	egro	_						enrol	led (or	
Г																
	Chine Filipi Othe		[] n — P nong, L	Print ra aotiar	Kore /ietr ace, i n, Tha	name for ai,	ese		G S O P	lative luam amo other rint ra ijian,	ania an Pac ace, f	an o cific	r Ch Islaı kampl	nder le,	_	
	Som	e othe	r race	e —	Prin	t rac	ce.	7								
10	Does Pe	reon	1 eor	netin	100	live	Or	etev	601	mou	hor	ام ما	se?			
10.	□ No	_	Yes –					-			IIEI	e ei	3 C :			
			In coll In the At a s or sec	lege milit seaso	hou ary onal	sing			Fo In In	or ch jail d a nu or an	or pr ursin	isor g ho	n ome	١		
→	If more p	people	e live	here	e, co	ontir	nue	with	Pe	rsor	ո 2.					

	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. Éste será la Persona 1. ¿Cuál es el nombre de la Persona 1? Escriba el nombre a continuación.
	Coual es el nombre de la Persona 1? Escriba el nombre a continuación.
	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?
	Escriba 0 para los bebés que tengan menos de 1 año de edad. Escriba los números en las casillas.
	Edad el 1 de abril de 2010 Mes Día Año de nacimiento
_	NOTA: Day favor contests in Descripts 0 calves arises his page V in
7	NOTA: Por favor, conteste la Pregunta 8 sobre origen hispano Y la 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.
Ιг	
9.	¿Cuál es la raza de la Persona 1? Marque X 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 inscrita o la tribu principal.
	 India asiática China Coreana Filipina Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc. India asiática Guameña o Chamorro Samoana Otra de las islas del Pacífico — Escriba la raza, por ejemplo, fiyiana, tongana, etc. Filipina India asiática Guameña o Chamorro Samoana 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. ☐ Par sustada universitaria ☐ Per sustadia de piños
	☐ En vivienda universitaria ☐ Por custodia de niños ☐ En el servicio militar ☐ En vivienda de temporada o segunda residencia ☐ Por alguna otra razón
->	Si más personas viven aquí, continúe con la Persona 2.

Thank you for completing your official 2010 Census form.

FOR OFFICIAL USE ONLY

JIC2

Gracias por completar su cuestionario oficial del Censo del 2010.

Form D-1(E/S) (5-22-2009)

PARA USO OFICIAL SOLAMENTE JIC4



11

people you coun call for additional i	τeα in Q informati	uestion on about	them.		
Person 9					
ast Name					
First Name					MI
inst italic					1411
Davi Nala		-			
Sex	Fen	Date of	Birth		
.go o,p, _o	,,,,	Month	Day	Year	r
Related to Person	1?	Yes	☐ No		
Person 10	0				
Last Name					
First Name					MI
Related to Person	1? [Yes	□ No		
		Yes	□ No		
Related to Person Person 1 Last Name		Yes	□ No		
Person 1		Yes	□ No		
Person 1		Yes	□ No		MI
Person 1		Yes	□ No		MI
Person 1	1 Fen			Yeal	
Person 1 Last Name First Name Sex Male	1 Fen	nale Date of	Birth		
Person 1 Last Name First Name Sex Male	Fen	nale Date of Month	Birth		
Person 1 Last Name First Name Sex Male Age on April 1, 20	Fen 010	nale Date of Month	Birth Day		
Person 1 Last Name First Name Sex Male Age on April 1, 20	Fen 010	nale Date of Month	Birth Day		
Person 1 Last Name First Name Sex	Fen 010	nale Date of Month	Birth Day		
Person 1 Last Name First Name Sex	Fen 010	nale Date of Month	Birth Day	Yea	
Person 1 Last Name First Name Sex Male Age on April 1, 20 Related to Person Person 1 Last Name	Fen 010	nale Date of Month	Birth Day	Yea	
Person 1 Last Name First Name Sex	Fen 010	nale Date of Month Yes	Birth Day	Yea	
Person 1 Last Name First Name Sex	Fen 010	nale Date of Month Yes The property of the	Birth Day No	Year	r MI
Person 1 Last Name First Name Sex Male Age on April 1, 20 Related to Person Person 1 Last Name First Name	Fen 010	nale Date of Month Yes	Birth Day	Yea	r MI
Person 1 Last Name First Name Sex	Fen 010	nale Date of Month Yes The property of the	Birth Day No	Year	r MI

Persona 9	
Apellido	
Nombre	Inicial
Sexo Masculino Fer	menino
Edad el 1 de abril de 2010	Fecha de nacimiento Mes Día Año
. Faté valacionado (a) a un la Dav	
¿Está relacionado(a) con la Per	sona 1? 🔲 Sí 🔛 No
Persona 10	
Apellido	
Nombre	Inicial
Nombre	IIIIciai
Sexo	nenino Fecha de nacimiento
	Mes Día Año
	sona 1? Sí No
Persona 11 Apellido Nombre Sexo Masculino Fer Edad el 1 de abril de 2010	Inicial menino Fecha de nacimiento Mes Día Año
Nombre Sexo Masculino Fer Edad el 1 de abril de 2010 ¿Está relacionado(a) con la Per	Inicial menino Fecha de nacimiento Mes Día Año
Persona 11 Apellido Nombre Sexo Masculino Fer Edad el 1 de abril de 2010 ¿Está relacionado(a) con la Per Persona 12	Inicial menino Fecha de nacimiento Mes Día Año
Persona 11 Apellido Nombre Sexo Masculino Fer Edad el 1 de abril de 2010 ¿Está relacionado(a) con la Per	Inicial menino Fecha de nacimiento Mes Día Año
Persona 11 Apellido Nombre Sexo Masculino Fer Edad el 1 de abril de 2010 ¿Está relacionado(a) con la Per Persona 12 Apellido	Inicial menino Fecha de nacimiento Mes Día Año rsona 1? Sí No
Persona 11 Apellido Nombre Sexo Masculino Fer Edad el 1 de abril de 2010 ¿Está relacionado(a) con la Per Persona 12	Inicial menino Fecha de nacimiento Mes Día Año
Persona 11 Apellido Nombre Sexo Masculino Fer Edad el 1 de abril de 2010 ¿Está relacionado(a) con la Per Persona 12 Apellido Nombre	Inicial Mes Día Año Sona 1? Sí No Inicial
Persona 11 Apellido Nombre Sexo Masculino Fer Edad el 1 de abril de 2010 ¿Está relacionado(a) con la Per Persona 12 Apellido	Inicial Mes Día Año Sona 1? Sí No Inicial

1.	Print name	of		Pei	rsc	on	2										
	Last Name																
		\equiv															
	First Name	L												N	ΛI		
2.	How is this	per	son	relate	d to	Per	son	1?	Mark	X	01	VE b	OX.				
	Husban			dough	+~*		R		rent-			dou	ahtor	in I	014/		Ш
	☐ Biologic ☐ Adopted			_			H		her r			daug	Jiller	-1[1]-1	aw		
	Stepson			aughte	er				• • • • • • • • • • • • • • • • • • • •		~ ~	arde	•				Ш
	☐ Brother ☐ Father of						Н					r roo rtner		ite			
	Grandch		01.101						her r		•						
3.	What is this	s pe	rson'	's sex	? Ma	ark	X O	NE	box.								
1	☐ Male	_	Fem:			ll	:	h:		400	m¹0	المام	- of	h:ut	L2		
4.	What is this Please repo			as ag	e 0 ı	vhe	n the	chi	ld is	les							
	Age on Apri	11,2	2010		<i>Print</i> Mon			s in ay	boxe		ear	of b	irth				
		1					Т		٦	Т				٦			Ш
→	NOTE: Plea	ISE 2	nsw	er BO	TH (JUE	stion	า 5 ส	abou	t H	isn	anic	orio	in a	and		
	Question 6 Is this pers	abo	ut ra	ce. Fo	or th	is c	ensı	ıs, I	Hispa	anio	c o	rigin	s are	no	t ra	aces.	
5.	No, not			•	-			•			ıyıí	11					
	Yes, Me	exica	n, Me	exican					· · · · · ·								
	Yes, Pu		Rica	n													
	Yes, an	othe	r Hisp	panic,	Latir	10, (or Sp	oanis	sh or	rigin	ı —	Print	origin	, for	exai	nple,	Ш
	Argentine	an, C	olomb	ian, Do	minic	an, N	licara	guan	, Salv	ador	ran,	Spani	iard, a	and s	io 01	n. 📝	Ш
6.	What is this	s pe	rson'	's rac	e? <i>N</i>	1ark	X	one	or m	ore	bo.	xes.					(
	White				M												
	☐ Black, A☐ America				_		ve –	- Pr	int na	ame	e of	enro	olled	or			
	principa				ona i	1011				<i>a</i> ,,,,,		0,,,,	,,,,,	0.			
	☐ Asian Ir	ndian		Jar	ane	se	[Vativ	e H	law	aiian					
	Chinese)		Ko	rean		[_				or C	ham	orro)		
	Filipino Other A		— Pr		tnan	nese) L		Samo Othe			ic Isla	ande	r —			Ш
	example,	Hmo	ng, La	otian, 1	hai,	7		I	Print r	ace,	for	exam	ple,	-			
١,	Pakistani,	Call	ibuuiai	i, aiiu s	50 011.	K		- 1	ijiai i,	1011	iyaii	, and	50 UI	. K		_	Ш
	☐ Some o	ther	race	— Pr	int ra	ace.	K										
7.	Does this p	erso	on so	metin	nes	live	or s	tay	som	ewl	her	e els	se?				
	□ No □	Ye	es —	Mark	X	all th	nat a	pply	'.								
		_		ge ho		g	Ē	_				tody					
				militar easona			L	_	i jail i a ni			on home	9				
				ond re		nce		_			_	reaso					
→	If more peo	ple	live l	nere,	cont	inue	wit	h P	erso	n 3.							ŀ

1.	Escriba el nombre de la Persona 2
	Apellido
	Nombre Inicial
2.	¿Cómo está esta persona relacionada con la Persona 1? Marque 🗷 UNA
	☐ Esposo(a) ☐ Suegro(a) ☐ Hijo(a) biológico(a) ☐ Yerno o nuera
	☐ Hijo(a) adoptivo(a) ☐ Otro pariente
	☐ Hijastro(a)☐ Inquilino(a) o pupilo(a)☐ Hermano(a)☐ 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.
4.	☐ Masculino ☐ Femenino ¿Cuál es la edad de esta persona y cuál es su fecha de nacimiento?
	Escriba 0 para los bebés que tengan menos de 1 año de edad. Escriba los números en las casillas.
	Edad el 1 de abril de 2010 Mes Día Año de nacimiento
→	NOTA: Por favor, conteste la Pregunta 5 sobre origen hispano Y la
5.	Pregunta 6 sobre raza. Para este censo, origen hispano no es una raza ¿Es esta persona de origen hispano, latino o español?
	No, no es de origen hispano, latino o español
	Sí, mexicano, mexicano americano, chicanoSí, puertorriqueño
	Sí, cubano
	Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc. ▼
ı	argentino, colonibiano, dominincano, nicaraguense, sarvadoreno, espanoi, etc.
6.	¿Cuál es la raza de esta persona? Marque X una o más casillas.
	 □ Blanca □ Negra o africana americana
	☐ India americana o nativa de Alaska — Escriba el nombre de la
Г	tribu en la que está inscrita 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, Escriba la raza, por ejemplo,
	paquistaní, camboyana, etc. 🗸 fiyiana, tongana, etc. 📈
	☐ Alguna otra raza — <i>Escriba la raza.</i>
Г	
7	¿Vive o se queda a veces esta persona en algún otro lugar?
7.	□ 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 ☐ En un hogar de convalecencia ☐ Por alguna otra razón
→	Si más personas viven aquí, continúe con la Persona 3.

111310

Form D-1(E/S) (5-22-2009)	
1. Print name of Person 3	1. Escriba el nombre de la Persona 3
Last Name	Apellido
First Name MI	Nombre Inicial
2. How is this person related to Person 1? Mark X ONE box.	2. ¿Cómo está esta persona relacionada con la Persona 1? Marque 🗷 UN
☐ Husband or wife ☐ Parent-in-law	☐ Esposo(a) ☐ Suegro(a)
☐ Biological son or daughter ☐ Son-in-law or daughter-in-law	☐ Hijo(a) biológico(a) ☐ Yerno o nuera
Adopted son or daughter Other relative	Hijo(a) adoptivo(a) Otro pariente
 ☐ Stepson or stepdaughter ☐ Brother or sister ☐ Housemate or roommate 	Hijastro(a) Inquilino(a) o pupilo(a) Hermano(a) Compañero(a) de casa o de cuarto
☐ Father or mother ☐ Unmarried partner	☐ Padre o madre ☐ Pareja no casada
☐ Grandchild ☐ Other nonrelative	☐ Nieto(a) ☐ Otro no pariente
3. What is this person's sex? Mark N ONE box.	3. ¿Cuál es el sexo de esta persona? Marque X UNA casilla.
☐ Male ☐ Female	☐ Masculino ☐ Femenino
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.	4. ¿Cuál es la edad de esta persona y cuál es su fecha de nacimiento? Escriba 0 para los bebés que tengan menos de 1 año de edad. Escriba los números en las casillas.
Age on April 1, 2010 Month Day Year of birth	Edad el 1 de abril de 2010 Mes Día Año de nacimien
NOTE Plant Port of the Control of th	NOTA De ferrer contests la Promitta 5 activa estrera bisanza V.l.
 NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races. Is this person of Hispanic, Latino, or Spanish origin? 	NOTA: Por favor, conteste la Pregunta 5 sobre origen hispano Y la Pregunta 6 sobre raza. Para este censo, origen hispano no es una ra 5. ¿Es esta persona de origen hispano, latino o español?
No, not of Hispanic, Latino, or Spanish origin	No, no es de origen hispano, latino o español
Yes, Mexican, Mexican Am., Chicano	Sí, mexicano, mexicano americano, chicano
☐ Yes, Puerto Rican☐ Yes, Cuban	☐ Sí, puertorriqueño ☐ Sí, cubano
Yes, another Hispanic, Latino, or Spanish origin — <i>Print origin, for example,</i>	Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo,
Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.	argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.
6. What is this person's race? Mark X one or more boxes.	6. ¿Cuál es la raza de esta persona? Marque X una o más casillas.
White	Blanca
 ☐ Black, African Am., or Negro ☐ American Indian or Alaska Native — Print name of enrolled or 	 □ Negra o africana americana □ India americana o nativa de Alaska — Escriba el nombre de la
principal tribe.	tribu en la que está inscrita o la tribu principal.
☐ Asian Indian ☐ Japanese ☐ Native Hawaiian	☐ India asiática ☐ Japonesa ☐ Nativa de Hawaii
Chinese Guamanian or Chamorro	China Coreana Guameña o Chamorro
☐ Filipino ☐ Vietnamese ☐ Samoan ☐ Other Asian — <i>Print race, for</i> ☐ Other Pacific Islander —	☐ Filipina ☐ Vietnamita ☐ Samoana ☐ Otra asiática — Escriba la raza, por ☐ Otra de las islas del Pacífico -
example, Hmong, Laotian, Thai, Print race, for example,	ejemplo, hmong, laosiana, tailandesa, Escriba la raza, por ejemplo,
Pakistani, Cambodian, and so on. 7 Fijian, Tongan, and so on. 7	paquistaní, camboyana, etc. 📈 fiyiana, tongana, etc. 📈
☐ Some other race — Print race. ☐	☐ Alguna otra raza — <i>Escriba la raza.</i>
7. Does this person sometimes live or stay somewhere else?	7. ¿Vive o se queda a veces esta persona en algún otro lugar?
☐ No ☐ Yes — Mark 🗷 all that apply.	☐ No ☐ Sí — Marque 🔀 todas las que apliquen.
☐ In college housing ☐ For child custody	☐ En vivienda universitaria ☐ Por custodia de niños
☐ In the military ☐ In jail or prison	☐ En el servicio militar ☐ En la cárcel o prisión
☐ At a seasonal ☐ In a nursing home	 En vivienda de temporada En un hogar de convalecence
or second residence For another reason	o segunda residencia Por alguna otra razón
→ If more people live here, continue with Person 4.	→ Si más personas viven aquí, continúe con la Persona 4.
111304	

		of		er	50 1	n 8	5								
	Last Name						Т	Т	Τ	Т	T	T	T		٦
	Last Name														_
	First Name												٦	МІ	
2.	How is this	ners	on re	lated t	n Pe	rson	12	Mai	rk X	(()	NF I	hox		IVII	
	☐ Husban	•						aren							
	Biologic			aughte	r						dau	ighte	er-in	-law	
	Adopted			-						ative					
	Stepson			ughter						or bo					
	Brother									te o			ate		
	☐ Father of Grandch		ıner			H				d pa rela					
3.	What is this		son's	sex?	Mark	XC	_			11010					
	Male														
4.	What is this	s per	son's	age a	nd w	hat i	s th	is p	ers	on's	da	te o	f bi	rth?	
	Please repo	rt bal	oies a	s age () whe	en the	e ch	ild is	s le	ss th	han	1 ye	ear o	old.	
	Age on Apri	1, 20	010	M	onth		Day			Yea					
						7 [1	
_	NOTE: Plea	 CO 31	newar	. B∪TF	I Ou	etio	n 5	aho	unt I	Hien	ani	o or	iain	and	
	Question 6	abou	it race	e. For	this (cens	us,	His	pan	ic o	rigii	ns a	re r	not ra	ace
5.	Is this pers	on of	Hisp	anic, L	_atin	o, or	Sp	anis	h o	rigii	n?				
	No, not		•					orig	gin						
	Yes, Me			ican A	m., C	hicai	10								
	Yes, Cu		nicari												
	Yes, and	other	Hispa	nic, La	atino,	or S	pan	ish (origi	n —	Prin	t orig	in, fo	or exai	mpl
	Argentine	an, Co	Iombiai	n, Domin	nican,	Nicara	guai	ı, Sa	lvado	oran,	Spai	niard,	ano	l so oi	n. j
Г															
6.	What is this	s ner	son's	race?	Mark	k X	one	or r	nore	e ho	xes				
6.	What is this	s pers	son's	race?	Mark	k X	one	or n	nore	e bo	xes.				
6.	What is this White Black, A					k X	one	or n	more	e bo	xes.				
6.	☐ White ☐ Black, A ☐ America	fricar In Ind	n Am., ian or	or Ne	gro								d oı		
6.	White Black, A	fricar In Ind	n Am., ian or	or Ne	gro								d oı		
6.	☐ White ☐ Black, A ☐ America	fricar In Ind	n Am., ian or	or Ne	gro								d oı		
6.	☐ White☐ Black, A☐ America principa	Africar In Ind I tribe	n Am., ian or	or Ne	gro a Nat		- P	rint ı	nam	ne oi	f eni	rolle	d oı	-	
6.	☐ White ☐ Black, A ☐ America	fricar In Ind I tribe	n Am., ian or	or Ne	gro a Nat		- P	rint i Nati	nam	ne on Haw	f eni	rolle			
6.	White Black, A America principa Asian In	africar In Ind I tribe	n Am., ian or	or Ne Alaska	gro a Nat nese in	ive –	- P	rint i Nati	nam	ne oi Haw nian	f eni	rolle			
6.	White Black, A America principa Asian In Chinese Filipino Other A	africar In Ind I tribe	n Am., ian or e.	Japan Korea Vietna	gro a Nat nese in ames	ive –	– P	Nati Gua Sam	nam	Haw nian	aiiar	n Chai	mor	ro	
6.	White Black, A America principa Asian In Chinese Filipino Other A example,	Africar In Ind I tribe	n Am., ian or e. Print	Japan Korea Vietna race, fo	gro a Nat nese in ames	ive –	- P	Nati Gua Sam Othe Print	nam	Haw nian Pacifi	aiiar or (n Chai	mor ler -	ro -	
6.	White Black, A America principa Asian In Chinese Filipino Other A	Africar In Ind I tribe	n Am., ian or e. Print	Japan Korea Vietna race, fo	gro a Nat nese in ames	ive –	- P	Nati Gua Sam Othe Print	nam	Haw nian	aiiai or (n Chai	mor ler -	ro -	
6.	White Black, A America principa Asian In Chinese Filipino Other A example,	Africar In Ind I tribe	n Am., ian or e. Print	Japan Korea Vietna race, fo	gro a Nat nese in ames	ive –	- P	Nati Gua Sam Othe Print	nam	Haw nian Pacifi	aiiai or (n Chai	mor ler -	ro -	
6.	White Black, A America principa Asian In Chinese Filipino Other A example,	n Ind I tribe	n Am., ian or ian or in ian or in	Japan Korea Vietna race, for	gro a Nat	e [- P	Nati Gua Sam Othe Print	nam	Haw nian Pacifi	aiiai or (n Chai	mor ler -	ro -	
6.	White Black, A America principa Asian In Chinese Filipino Other A example, Pakistani,	n Ind I tribe	n Am., ian or ian or in ian or in	Japan Korea Vietna race, for	gro a Nat	e [- P	Nati Gua Sam Othe Print	nam	Haw nian Pacifi	aiiai or (n Chai	mor ler -	ro -	
	White Black, A America principa Asian In Chinese Filipino Other A example, Pakistani,	Indian sian - Hmong Camb	n Am., ian or - Print - Print - Race - Acce	Japan Korea Vietna race, fo ian, Thai and so o	gro a Nat	[[[]]	- P	Nati Gua Sam Othe Print Fijiar	nam ive I iman noar P race	Hawwinian	aiiar or (ic Is exan	n Chai Iland Iland	mornder –	ro -	
	White Black, A America principa Asian In Chinese Filipino Other A example, Pakistani, Some of	Indian dian - Sian - Camb	n Am., ian or ian or Print Print ace —	Japan Korea Vietna race, for iand so o	gro a Nat nese an race.	e e	- Pr	Nati Gua Sam Othe Print Fijiar	nam ive I iman noar P race	Hawwinian	aiiar or (ic Is exan	n Chai Iland Iland	mornder –	ro -	
	White Black, A America principa Asian In Chinese Filipino Other A example, Pakistani,	Indian dian - Sian - Camb	n Am., ian or ian or Print Print ace —	Japan Korea Vietna race, fo ian, Thai and so o	gro a Nat nese an race.	e e	- Pr	Nati Gua Sam Othe Print Fijiar	nam ive I iman noar P race	Hawwinian	aiiar or (ic Is exan	n Chai Iland Iland	mornder –	ro -	
	White Black, A America principa Asian In Chinese Filipino Other A example, Pakistani, Some of	Africar In Ind I tribe	n Am., ian or ian or Printing ace — n som college	Japan Korea Vietna Frace, for ian, Thai and so of	gro a Nat nese an nese an race. s live all	e or s	- P	Natii Gua Sam Othe Print Fijiar soi	naminaminaminaminaminaminaminaminaminami	Hawwhen	aiiar or (iic Iss exam n, and	n Chai	mornder –	ro -	
	White Black, A America principa Asian In Chinese Filipino Other A example, Pakistani, Some of	dian - Honor r. Herson Ind	n Am., ian or ian or Print Print ace — colleg the m	Japan Korea Vietna race, for iand so of	gro a Nat nese an race. all all sing	e or s	staypi	Nati Gua Sam Othe Print Fijiar soi	naminoan er P race mev	Haw nian n Pacifi rongan	aiiar or (ic Is exam, and	n Charland	mornder –	ro -	
	White Black, A America principa Asian In Chinese Filipino Other A example, Pakistani, Some of	dian sian - Hmony Camb	n Am., ian or ian or	Japan Korea Vietna Frace, for ian, Thai and so of	gro a Nat nese an ames r i, race. s live	e or s	- P	Nati Gua Sam Othe Print Fijiar soi ly.	namental nam	Hawwhen	aiiar or (ic Is exam, and	n Chair land apple, if so o	mornder –	ro -	

Masculino □ Femenino Light Cuál es la edad de esta persona y cuál es su fecha de nacimiento Escriba 0 para los bebés que tengan menos de 1 año de edad. Escriba los números en las casillas. Edad el 1 de abril de 2010 Mes Día Año de nacimiento Escriba los números en las casillas. Edad el 1 de abril de 2010 Mes Día Año de nacimiento Escriba los números en las casillas. NOTA: Por favor, conteste la Pregunta 5 sobre origen hispano Y la Pregunta 6 sobre raza. Para este censo, origen hispano no es una la Escriba los números en las casillas. Light Escriba los números en las casillas. NOTA: Por favor, conteste la Pregunta 5 sobre origen hispano y la Pregunta 6 sobre raza. Para este censo, origen hispano no es una la Escriba los números en las casillas.	Nombre	Ар					e de	Iu					na						
2. ¿Cómo está esta persona relacionada con la Persona 1? Marque ✗ U □ Esposo(a) □ Suegro(a) □ Hijo(a) biológico(a) □ Yerno o nuera □ Hijo(a) adoptivo(a) □ Otro pariente □ Hijastro(a) □ Inquilino(a) o pupilo(a) □ Padre o madre □ Pareja no casada □ Nieto(a) □ Otro no pariente 3. ¿Cuál es el sexo de esta persona? Marque ✗ UNA casilla. □ Masculino □ Femenino 1. ¿Cuál es la edad de esta persona y cuál es su fecha de nacimiento Escriba 0 para los bebés que tengan menos de 1 año de edad. □ Escriba los números en las casillas. □ Edad el 1 de abril de 2010 Mes Día Año de nacimiento Pregunta 6 sobre raza. Para este censo, origen hispano no es una la Pregunta 6 sobre raza. Para este censo, origen hispano no es una la Pregunta 6 sobre raza. Para este censo, latino o español? □ No, no es de origen hispano, latino o español	2. ¿Cómo está esta persona relacionada con la Persona 1? Marque ✗ □ Esposo(a)		ellido																
2. ¿Cómo está esta persona relacionada con la Persona 1? Marque ✗ U □ Esposo(a) □ Suegro(a) □ Hijo(a) biológico(a) □ Yerno o nuera □ Hijo(a) adoptivo(a) □ Otro pariente □ Hijastro(a) □ Inquilino(a) o pupilo(a) □ Padre o madre □ Pareja no casada □ Nieto(a) □ Otro no pariente 3. ¿Cuál es el sexo de esta persona? Marque ✗ UNA casilla. □ Masculino □ Femenino 1. ¿Cuál es la edad de esta persona y cuál es su fecha de nacimiento Escriba 0 para los bebés que tengan menos de 1 año de edad. □ Escriba los números en las casillas. □ Edad el 1 de abril de 2010 Mes Día Año de nacimiento Pregunta 6 sobre raza. Para este censo, origen hispano no es una la Pregunta 6 sobre raza. Para este censo, origen hispano no es una la Pregunta 6 sobre raza. Para este censo, latino o español? □ No, no es de origen hispano, latino o español	2. ¿Cómo está esta persona relacionada con la Persona 1? Marque ✗ □ Esposo(a)	NI.		г													П	1.2.2	.1
□ Esposo(a) □ Suegro(a) □ Yerno o nuera □ Hijo(a) biológico(a) □ Yerno o nuera □ Hijo(a) adoptivo(a) □ Otro pariente □ Inquilino(a) o pupilo(a) □ Hermano(a) □ Compañero(a) de casa o de cuarto □ Padre o madre □ Pareja no casada □ Nieto(a) □ Otro no pariente □ Pareja no casada □ Nieto(a) □ Otro no pariente □ Pareja no casada □ Nieto(a) □ Otro no pariente □ VINA casilla. □ Masculino □ Femenino □	Esposo(a) Suegro(a) Hijo(a) biológico(a) Yerno o nuera Hijo(a) doptivo(a) Otro pariente Hijo(a) adoptivo(a) Inquilino(a) o pupilo(a) Hermano(a) Compañero(a) de casa o de cuarte Pareja no casada Nieto(a) Otro no pariente Pareja no casada Nieto(a) Otro no pariente Pareja no casada Otro no pariente Pareja no casada Otro no pariente Pareja no casadia Otro no pareja no casadia Otro no pareja no casadia Pareja no casadia Otro no pareja no no esta no no no no casadia no segunda residencia Por custodia de niños Por alguna otra razón Por alguna otra			aet	á A	eta	nore	ons	rol	acio	nac	la c	on la	Do	ren	na 1	12 //		
	Sí, cubano Sí, otro origen hispano, latino o español — Escriba el origen, por ejempl argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc. L'Cuál es la raza de esta persona? Marque Blanca Negra o africana americana India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita o la tribu principal. India asiática	33. ¿((Es Ec	Esp Hijo Hija Hija Herr Pad Niet Cuál e Scriba dad el OTA: regunt s est	oso (a) I (a) a stro mann (b) co (a) es e culii es la 6 a po no mex	(a) biologado (a) mo (a	ógic ptivo ()) adre () () () () () () () () () () () () ()	de e beb de 2 con raza de con rige	esta esta és q 2010 ttest a. Pa orig	per per que la ara en l	sson sson eson eson eteng i i i i i i i i i i i i i i i i i i i	Silver Si	uego erno tro p quill omp areja tro o Marco cuá men niba	ro(a) o o no oarie ino(a oañer a no no pa que l sos de los n c sos de los n c c sos de l	uera nte nte nto nte no pro(a) casa arien x U su f au úme b ía core o gen o es	oupi de ada te NA ech eros	casi casi a de de en A	illa.	de cimid.	ent as.
	 □ Blanca □ Negra o africana americana □ India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita 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. □ Alguna otra raza — Escriba la raza. □ Alguna otra raza — Escriba la raza. □ En vivienda universitaria □ Por custodia de niños □ En el servicio militar □ En la cárcel o prisión □ En vivienda de temporada o segunda residencia □ Por alguna otra razón 		argei	ntino	, col	ombi	ano,	domi	inicai	no, ni	cara	guen	se, sa	ilvado	reno	, esp	oanoi	, etc.	K
argentino, colombiano, dominicano, nicaraguense, salvadoreno, espanol, etc.	 □ Blanca □ Negra o africana americana □ India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita 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. □ Alguna otra raza — Escriba la raza. □ Alguna otra raza — Escriba la raza. □ En vivienda universitaria □ Por custodia de niños □ En el servicio militar □ En la cárcel o prisión □ En vivienda de temporada o segunda residencia □ Por alguna otra razón 	L																	
5. ¿Cuál es la raza de esta persona? Marque 🗷 una o más casillas.	paquistaní, camboyana, etc.			ra c		ricar	na ai	meri	can	2									
Blanca Negra o africana americana India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita o la tribu principal. India asiática Japonesa Sumana Guameña o Chamorro Filipina Vietnamita Samoana Otra asiática — Escriba la raza, por Otra de las islas del Pacífico	7. ¿Vive o se queda a veces esta persona en algún otro lugar? No Sí — Marque X todas las que apliquen. En vivienda universitaria Por custodia de niños En el servicio militar En la cárcel o prisión En vivienda de temporada En un hogar de convaleca o segunda residencia Por alguna otra razón		India Chir Filip Otra	a as na pina a asi	iátic	que ca ca –	a o i esta	Ja Vie	pon prea etna	e Ala a o I esa na mita za, p	a trii		Nat Gua Sar Otra	iva damei	de H ña d na las	ława Ch	aii amo	orro el Pa	
Blanca Negra o africana americana India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita o la tribu principal. India asiática Japonesa Guameña o Chamorro Filipina Vietnamita Samoana Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, Escriba la raza, por efemplo,	7. ¿Vive o se queda a veces esta persona en algún otro lugar? No Sí — Marque X todas las que apliquen. En vivienda universitaria Por custodia de niños En el servicio militar En la cárcel o prisión En vivienda de temporada En un hogar de convaleca o segunda residencia Por alguna otra razón		tribu India Chir Filip Otra	a as na pina a asi	iátic	que ca ca — ng, la	a o lesta	Ja Vic Criba na, ta	pon porea etna la ra	e Ala a o I esa na mita za, p	a trii		Nat Gua Sar Otra	iva damei moar a de	de H ña d na las	ława Ch isla a, po	aii amo	orro el Paemplo,	
Blanca Negra o africana americana India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita o la tribu principal. India asiática Japonesa Guameña o Chamorro Filipina Vietnamita Samoana Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, Escriba la raza, por efemplo,	 No Sí — Marque ✗ todas las que apliquen. En vivienda universitaria En el servicio militar En la cárcel o prisión En vivienda de temporada o segunda residencia Por custodia de niños En la cárcel o prisión En un hogar de convalector Por alguna otra razón 		tribu India Chir Filip Otra	a as na pina a asi	iátic	que ca ca — ng, la	a o lesta	Ja Vic Criba na, ta	pon porea etna la ra	e Ala a o I esa na mita za, p	a trii		Nat Gua Sar Otra	iva damei moar a de	de H ña d na las	ława Ch isla a, po	aii amo	orro el Paemplo,	
Blanca Negra o africana americana India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita o la tribu principal. India asiática Japonesa Guameña o Chamorro Filipina Vietnamita Samoana Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc.	 No Sí — Marque ✗ todas las que apliquen. En vivienda universitaria En el servicio militar En la cárcel o prisión En vivienda de temporada o segunda residencia Por custodia de niños En la cárcel o prisión En un hogar de convalector Por alguna otra razón 		India Chir Filip Otra ejem paqu	a as na nina a asi plo, iistan	i la i iátic hmo ní, ca	que ca — ng, la ambo	a o esta	Ja Ja Vid Vid Vid Vid Vid Vid Vid Vid Vid Vid	pon prea etna la ra	e Ala esa na mita za, p	a tri	bu p	Nat Gua Sar Otra Esci fiyia	iva damei moar a de	de H ña d na las	ława Ch isla a, po	aii amo	orro el Paemplo,	
Blanca Negra o africana americana India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita o la tribu principal. India asiática Japonesa Guameña o Chamorro Filipina Vietnamita Samoana Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc.	o segunda residencia Por alguna otra razón		India Chir Filip Otra ejem paqu	a as na nina a asi plo, iistan	i la i iátic hmo ní, ca	que ca — ng, la ambo	a o esta	Ja Ja Vid Vid Vid Vid Vid Vid Vid Vid Vid Vid	pon prea etna la ra	e Ala esa na mita za, p	a tri	bu p	Nat Gua Sar Otra Esci fiyia	iva damei moar a de	de H ña d na las	ława Ch isla a, po	aii amo	orro el Paemplo,	
S. ¿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 inscrita 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. ✓ □ Alguna otra raza — Escriba la raza. ✓ □ Alguna otra raza — Escriba la raza. ✓ □ No □ Sí — Marque ✗ todas las que apliquen. □ En vivienda universitaria □ Por custodia de niños □ En el servicio militar □ En la cárcel o prisión		7. ¿\	tribu	a as na nina na asi plo, niistan	otra	que ca ca ng, la a raz eda Sí — En vi	a o lesta Escaosia yana a ve - Ma ivien I ser	Ja J	pon prea etna la ra ailano	e Ala o II esa na mita za, p desa, ta p tod ersit	a trii	ona as q	Nati Gua Sar Otra Escrifiyia	iva (camei moar a de riba la na, to por En I	de H na cona lasa razangan n ot cus a cas	lawa o Ch isla a, po na, e	s de se de la constant de la constan	prro el Pa mplo, r? e niño	os n
S. ¿Cuál es la raza de esta persona? Marque □ Blanca □ Negra o africana americana □ India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita 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. □ Alguna otra raza — Escriba la raza. □ Alguna otra raza — Escriba la raza. □ 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 □ Por alguna otra razón			India Chir Filip Otra ejem paqu	a as as as as a sina a as a sina a as a sina a as a sina a sin plo, niistan	otra	ca —	a o esta Escacosia yana a ve - Ma ivien I ser ivien guno	Jac Co Viole Criba na, ta co conda c	pon prea etna la ra ailand ceribo	esa na mita za, padesa, a la ta p tod ersit litar empencia	erso as la aria	Dona as q	Nati Gua Sar Otra Escrifiyia	iva (amei moar a de riba la na, to Por En I En u	de H	lawa o Ch isla a, po na, e ro li todia	aii s de or eje tc. j	prro el Pa mplo, r? e niño convisió	os n alec

Form D-1(E/S) (5-22-2009)

Last Name	١.	Print name	of	Per	rso	n 7								1. E	Scriba	a el no	mbre d	le la		Pe	ers	or	าล	7				
2. ¿Cómo está esta persona relacionada con la Persona 1? Marque \$\textit{Z}\$ UNE box: Globigolasi on or daughter Parent-In-law Bolopidolasi on or daughter Other relative Son-In-law or daughter Other relative Bother or sister Housemate or roommate Bother or mother Housemate or roommate Bother or mother Housemate or roommate Bother or mother Housemate or womente Higher of mother or long and control Higher of mother or mother Housemate or womente Higher of mother or womente Higher of womente Higher of mother or womente Higher of wom		Last Name						\perp						Д	pellido													
2. Adw is this person related to Person 1? Mark ONE box Basch or Wile Parent-hi-law Boliogipal son of daughter Other relative Son-hi-law or daughter Other relative Son-hi-law or daughter Other relative Son-hi-law or daughter Other relative Other relative Bother or or daughter Other relative Bother or or order Housemate or roommate Father or mother Unmarried partner Garachild Other normolative Hornard State Hornard											_		\neg													7		
Husband or wife									01/5			MI	_						ш.		٠.		Щ.					
Biological son or daughter Son-in-law or daughter-in-law Alophed son or daughter Cherr Park Office Praisher Cherr Park Cher Park Cherr Park Cherr Park Cherr Park Cherr Park Cher Park Cherr Park Cherr Park Cherr Park Cherr Park Cher Park Cherr Park Cherr Park Cherr Park Cherr Park Cher Park Cherr	<u>.</u>	_			I to Pe	erson				box.				2. 8				rson	ia re	lacio				erso	ona 1	? Ma	rque /	K UN.
Slepson or slopdaighter Cher relative Roomer or boarder Hologa adoptivo(a) Companiente Companiente Parther or mother Housemate or roommate Harber or mother Harber or mother or mother Harber or mother Harber or mother or moth				-		出						la		L				-\		H		-	. ,					
Signon or slepdaughter Boomer or boarder Borther or sister Housemate or roommate Grandchild Hijsstro(a) Compalaro(c) de casa o de cuarlo Padre or mother Unmarried parther Padre or mother Dito no pariente Padre o madre Padre o madre				U		ᅢ				ught	er-ın-	-law				. ,		,		H								
Bother or sister				-		H				dor				1		٠,		1)		H					ilo(a)			
Padre or mother Other nonrelative Other New Year of birth Ot				-		$\overline{}$					nate			1		٠,	•						. ,		. ,		e cua	rto
Mate Female		_														,							,	. ,				
Male Female Female		☐ Grandch	nild												☐ Nie	eto(a)					Otr	o no	pario	ente				
1. What is this person's age and what is this person's date of birth?	3.	What is this	s perso	n's sex'	? Marl	k 🗶 O	NE b	OX.						3. 8	Cuál (es el s	exo de	esta	a per	sona	? M	arqu	e X	UNA	casi	lla.		
Please report bables as age 0 when the child is less than 1 year old. Print numbers in boxes. Age on April 1, 2010 Print numbers in boxes. Month Day Year of birth No, not of Hispanic, Latino, or Spanish origin and Question 6 about race. For this census, Hispanic origins are not races. So this person of Hispanic, Latino, or Spanish origin? No, not of Hispanic, Latino, or Spanish origin? Yes, Cuban Yes, Puerto Rican Yes, Cuban Yes, Cuban Yes, Cuban No, not of Hispanic, Latino, or Spanish origin — Print origin, for example, Agrantinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. Mitte Black, African Arm., or Negro American Indian or Alaska Native — Print name of enrolled or principal tribe. Nother Asian — Print race for example, Print race for example, Print race for example, Print race for example, Print race, for example, Print race, for example, Print race, for example, Print race for example, Print ra		Male	Fer	nale										[☐ Ma	sculino		Fem	enin	0								
Age on April 1, 2010 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. It is this person of Hispanic, Latino, or Spanish origin? No, not of Hispanic, Latino, or Spanish origin Yes, Mexican, Mexican Am, Chicano Yes, Duter Rican Yes, Cuban Yes, Cuban Yes, Cuban John Colombian, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. 7 White Black, African Am, or Negro American Indian or Alaska Native — Print name of enrolled or principal tribe. 7 Asian Indian Japanese Native Hawaiian Chinese Gorean Guamanian or Chamorro Filipino Vietnamese Samoan Other Asian — Print race, for example, Pakistan, Cambodian, and so on. 7 Some other race — Print race. 7 No Yes — Mark Il that apply. In college housing For child custody In the military In jail or prison At a seasonal In a nursing home or second residence For another reason	ŀ.	What is this	s perso	n's age	and y	what is	this	perso	n's d	ate o	of bir	rth?		4. ¿	Cuál (es la e	dad de	esta	per	sona	ус	uál e	es su	fect	na de	nac	imier	nto?
Age on April 1, 2010 Month Day Year of birth NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origin are not races. 1. Is this person of Hispanic, Latino, or Spanish origin? No, not of Hispanic, Latino, or Spanish origin Yes, Mexican Am., Chicano Yes, Cuban Yes, Cuban Yes, Cuban Yes, Cuban Ageninean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Oninican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Oninican, Nicaraguan, Salvadoran, Spaniard, and so on yardinean, Colombian, Oninican, Nicaraguan, Salvadoran, Salvadoran, S		•		Ū	? U wn Print i	ien the numbe	cniic rs in	i is ies. boxes.	s tnan	1 1 y	ear o	via.		L	=scrida	a u para	a ios de	epes (que i	tenga E	an me Scrib	enos a lo:	ae 1 s núr	ano neros	ae e en l	eaaa. as ca	sillas	; <u>.</u>
Ouestion 6 about race. For this census, Hispanic origins are not races. 5i. bits his 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, Cuban Si, cubano Si, cub		Age on April	l 1, 201	0	Month	n	Day	,	Year c	of bir	rth			E	Edad e	l 1 de	abril de	2010	0									
Ouestion 6 about race. For this census, Hispanic origins are not races. 5i. strib serson 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						7 [7 [Т												7				Т		
Ouestion 6 about race. For this census, Hispanic origins are not races. 5i. strib serson 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	•	NOTE: Plea	se anci	wer BOI	TH Qu	lestion	ı 5 al	out H	isnan	ic o	riain	and		→ N	ΙΟΤΔ·	Por fa	vor co	ntes	te la	Pre	aunt	a 5 c	sohre	orio	nen h	iena	no V	la
No, not of Hispanic, Latino, or Spanish origin Yes, Mexican, Mexican Am., Chicano Yes, Puerto Rican Yes, Cuban Yes, Cuban Yes, Cuban Yes, Cuban Yes, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. 7 In college housing For child custody In the military In tall an ursing home or second residence For another reason No, not of Hispanic, Latino, or Spanish origin No, not example, Si, mexicano, mexicano americano, chicano Si, mexicano, mexicano americano, chicano Si, cubano		Question 6	about i	race. Fo	r this	censu	ıs, H	ispanio	c origi				es.	F	regun	nta 6 s	obre ra	za. P	Para	este	cens	so, c	origer	n his	pano			
Yes, Mexican, Mexican Am., Chicano Yes, Puerto Rican Yes, Cuban Yes, Cuban Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argenfirean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.).			•			•		igin?					5. 8					•	•				•	nol?			
Yes, Puerto Rican Yes, Cuban Si, cubano Si, cuba		_						rigin									-											
Yes, Cuban Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. ▼		_			Am., (Chican	10												no ar	neric	ano,	chic	ano					
Yes, another Hispanic, Latino, or Spanish origin — Print rigin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. White Black, African Am., or Negro Mark one or more boxes. Blanca Black, African Am., or Negro Mareiran Indian or Alaska Native — Print name of enrolled or principal tribe. Blanca India americana on attiva de Alaska — Escriba el nombre de la tribu en la que está inscrita o la tribu principal. India asiática Japonesa Nativa de Hawaii India asiática Japonesa Other Asian — Print race, for example, Himong, Ladian, Thai, Pakistani, Cambodian, and so on. Filipino Other Pacific Islander — Print race, for example, Himong, Ladian, Thai, Pakistani, Cambodian, and so on. Filipino Print race. Filipin, Tongan, and so on. Filipina Vietnamita Adams Print race, for example, Filipin, Tongan, and so on. Filipina Vietnamita Adams Print race, for example, Filipin, Tongan, and so on. Filipina Vietnamita Print race, for example, Filipin, Tongan, and so on. Print race. Print race				an)										
Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniari, and so on. 7 White Black, African Am., or Negro Mark One or more boxes. Blanca Blan				spanic I	l atino	or Sr	anisl	n origir	ı — Pri	int ori	ain fo	r exampl	nle	1	_ ′			spano	o lat	ino o	esna	añol	— F:	scriba	el orio	ien no	or eiem	nlo
White Black, African Am., or Negro American Indian or Alaska Native — Print name of enrolled or principal tribe.		Argentine	an, Colon	nbian, Don	ninican,	, Nicara	guan,	Salvadoi	ran, Spa	aniard	d, and	so on.	7	_														
White Black, African Am., or Negro American Indian or Alaska Native — Print name of enrolled or principal tribe.	Ī												\neg															
Black, African Am., or Negro American Indian or Alaska Native — Print name of enrolled or principal tribe.) .	What is this	s perso	n's race	? Mai	rk 🗶 c	ne o	r more	boxes	s.				6. 8	,Cuál (es la ra	aza de	esta	pers	sona	? Ma	rque) X (una c	más	cas	illas.	
American Indian or Alaska Native — Print name of enrolled or principal tribe.		White													Bla	ınca												
tribu en la que está inscrita o la tribu principal. Asian Indian Japanese Native Hawaiian Chinese Korean Guamanian or Chamorro Filipino Vietnamese Samoan Other Asian — Print race, for Other Pacific Islander — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. Some other race — Print race. No Yes — Mark All that apply: In college housing For child custody In the military In jail or prison At a seasonal In a nursing home or second residence For another reason Irribu en la que está inscrita 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, finyiana, tongana, etc. Filipina Vietnamita Samoana Otra asiática — Escriba la raza, por ejemplo, finyiana, tongana, etc. Filipina Vietnamita Samoana Otra asiática — Escriba la raza, por ejemplo, finyiana, tongana, etc. Filipina Vietnamita Samoana Otra asiática — Escriba la raza, por ejemplo, finyiana, tongana, etc. Filipina Vietnamita Samoana Otra asiática — Escriba la raza, por ejemplo, finyiana, tongana, etc. Filipina Vietnamita Samoana Otra asiática — Escriba la raza, por ejemplo, finyiana, tongana, etc. Filipina Vietnamita Samoana Nativa de Hawaii Otra asiática — Sariba la raza, por ejemplo, finyiana, tongana, etc. Filipina Vietnamita Samoana Samoana Nativa de Hawaii Samoana Otra ela las islas del Pacifico — ejemplo, hmong, laosian, tallandesa, paquistani, camboyana, etc. Filipina Vietnamita Samoana Samoana Samoana Samoana Samoana Totra ela sescriba la raza, por ejemplo, finyiana, tongana, etc. Filipina Vietnamita Samoana Samoa															☐ Ne	gra o a	ıfricana	amer	rican	a								
Asian Indian Japanese Native Hawaiian Chinese Korean Guamanian or Chamorro Filipino Vietnamese Samoan Other Asian — Print race, for example, Print race, for example, Print race, for example, Prijan, Tongan, and so on. Filipino Other Pacific Islander — Print race, for example, Prijan, Tongan, and so on. Filipino Otra asiática Japonesa Guameña o Chamorro China Coreana Guameña o Chamorro Filipina Vietnamita Samoana Otra asiática Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistani, camboyana, etc. Filipina Vietnamita Samoana Otra asiática Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistani, camboyana, etc. Filipina Vietnamita Samoana Otra asiática Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistani, camboyana, etc. Filipina Vietnamita Samoana Otra asiática Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistani, camboyana, etc. Vivieo o se queda a veces esta persona en algún otro lugar? No Yes — Mark all that apply. No Si — 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 Por alguna otra razón Por					ka Na	ative —	- Prir	t name	of er	nrolle	ed or														nomb	re de	la	
Chinese Korean Guamanian or Chamorro Filipino Vietnamese Samoan Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. Some other race — Print race. 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 For another reason China Coreana Guameña o Chamorro Filipina Vietnamita Samoana Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, taliandesa, paquistaní, camboyana, etc. Alguna otra raza — Escriba la raza. Alguna otra raza — Escriba la raza. Alguna otra raza — Escriba la raza. No Sí — Marque todas las que apliquen. En vivienda universitaria Por custodia de niños En vivienda de temporada o segunda residencia Por alguna otra razón		рппыра	i ilibe.	K									_		liib	iu en ia	i que es	ola III	iscilla	a 0 10	a li ili	μμι	Ιυίμα	ı. K				
Chinese Korean Guamanian or Chamorro Filipino Vietnamese Samoan Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. Some other race — Print race. No Yes — Mark all that apply. In college housing In the military In jail or prison At a seasonal or second residence For another reason China Coreana Guameña o Chamorro Filipina Vietnamita Samoana Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, tallandesa, paquistaní, camboyana, etc. wietnamita Samoana Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, tallandesa, paquistaní, camboyana, etc. wietnamita Samoana Otra de las islas del Pacífico — Escriba la raza. wietnamita Samoana Otra de las islas del Pacífico — Escriba la raza. wietnamita Samoana Otra asiática — Escriba la raza por ejemplo, hmong, laosiana, tallandesa, paquistaní, camboyana, etc. wietnamita Samoana Otra asiática — Escriba la raza por ejemplo, fiviana, tongana, etc. wietnamita Samoana Otra de las islas del Pacífico — Escriba la raza. wietnamita Samoana Otra asiática — Escriba la raza por ejemplo, fiviana, tongana, etc. wietnamita Samoana Otra de las islas del Pacífico — Escriba la raza por ejemplo, fiviana, tongana, etc. wietnamita Samoana Otra de las islas del Pacífico — Escriba la raza por ejemplo, fiviana tora raza. wietnamita Samoana Otra asiática — Escriba la raza por ejemplo, fiviana tora raza — Escriba la raza por ejemplo, fiviana tora raza — Escriba la raza versa por ejemplo, fiviana tora raza — Escriba la raza versa por ejemplo, fiviana tora raza — Escriba la raza versa por ejemplo, fiviana tora raza — Escriba la raza versa por ejemplo, fiviana tora raza — Escriba la raza versa por ejemplo, fiviana tora raza — Escriba la raza versa por ejemplo, fiviana tora raza — Escriba la raza versa por ejemplo, fiviana tora raza — Escriba la raza versa por ejemplo, fiviana tora raza — Escriba la raza versa por ejemplo, fiviana tora raza — Escriba la raza versa por ejemplo, fiviana tora raza — Escriba la raza vers	L												4	L														
Filipino Vietnamese Samoan Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.		Asian In	idian	_		. [_								_		tica	_	•			_						
Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. Some other race — Print race. No Yes — Mark In college housing In the military In a nursing home or second residence In an anursing home or second residence In a nother reason Other Asian — Print race, for example, Print race, for example, Fijian, Tongan, and so on. Alguna otra raza — Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistani, camboyana, etc. Alguna otra raza — Escriba la raza. Alguna otra raza — Escriba la raza. Alguna otra raza — Escriba la raza. No Sí — Marque En vivienda universitaria In the military In pail or prison In a nursing home or second residence In un hogar de convalecence or segunda residencia In no hogar de conv		_	;	_		L				r Cha	amorr	ro		Ļ	_		Ļ				Ļ	_			o Cha	amor	ro	
example, Hmong, Laotian, Thai, Print race, for example, Fijian, Tongan, and so on. Some other race — Print race. No Yes — Mark X all that apply. In college housing In the military In the military In the military In the military In a nursing home or second residence In a nursing home or second re			cion			se L	_			lelan	dor						ioo E				L or [_			iclac	اماء	Dooif	ioo
Pakistani, Cambodian, and so on. Fijian, Tongan, and so on. Paquistani, camboyana, etc. Fijian, tongana, etc.												_		'	ejen	nplo, hm	nong, laos	siana, i	a ia ia tailani	za, po desa,)							100 —
7. Does this person sometimes live or stay somewhere else? No Yes — Mark X all that apply. In college housing For child custody In the military In jail or prison At a seasonal In a nursing home or second residence For another reason 7. ¿Vive o se queda a veces esta persona en algún otro lugar? No Sí — Marque X todas las que apliquen. En vivienda universitaria Por custodia de niños En el servicio militar En la cárcel o prisión En vivienda de temporada En un hogar de convalecence o segunda residencia Por alguna otra razón						7						7																
7. Does this person sometimes live or stay somewhere else? No Yes — Mark X all that apply. In college housing For child custody In the military In jail or prison At a seasonal In a nursing home or second residence For another reason 7. ¿Vive o se queda a veces esta persona en algún otro lugar? No Sí — Marque X todas las que apliquen. En vivienda universitaria Por custodia de niños En el servicio militar En la cárcel o prisión En vivienda de temporada En un hogar de convalecence o segunda residencia Por alguna otra razón																												
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 or second residence 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 convalecence o segunda residencia Por alguna otra razón		Some of	ther rac	e — Prii	nt race	e. 📈								[Alg	juna oti	ra raza	— E	scrib	a la	raza.							
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 or second residence 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 convalecence o segunda residencia Por alguna otra razón																												
☐ In college housing ☐ For child custody ☐ En vivienda universitaria ☐ Por custodia de niños ☐ In the military ☐ In jail or prison ☐ En el servicio militar ☐ En la cárcel o prisión ☐ En vivienda de temporada ☐ En un hogar de convalecence or second residence ☐ For another reason ☐ Segunda residencia ☐ Por alguna otra razón ☐ Por alguna otra razón ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	7.	Does this p	erson s	sometim	es liv	e or s	tay s	omew	here e	else'	?			7. 8	,Vive o	o se qu	ueda a	vece	s es	ta pe	ersor	na er	n alg	ún o	tro lu	ıgar?	•	
☐ In college housing ☐ For child custody ☐ En vivienda universitaria ☐ Por custodia de niños ☐ In the military ☐ In jail or prison ☐ En el servicio militar ☐ En la cárcel o prisión ☐ En vivienda de temporada ☐ En un hogar de convalecence or second residence ☐ For another reason ☐ Segunda residencia ☐ Por alguna otra razón ☐ Por alguna otra razón ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		□ No □	Yes -	– Mark	x all	that a	oply.								□ No		Sí — N	/larqu	ue X	toda	as las	s que	e apl	iquer	١.			
☐ In the military ☐ In jail or prison ☐ En el servicio militar ☐ En la cárcel o prisión ☐ En vivienda de temporada ☐ En un hogar de convalecence or second residence ☐ For another reason ☐ En un hogar de convalecence o segunda residencia ☐ Por alguna otra razón								child	custoc	yb						_		-				ſ	_ `	-		a de	niños	
☐ At a seasonal ☐ In a nursing home ☐ En vivienda de temporada ☐ En un hogar de convalecence or second residence ☐ For another reason ☐ En vivienda de temporada ☐ En un hogar de convalecence o segunda residencia ☐ Por alguna otra razón			_	•	-					,												[_					
To distribution to describ			At a s	seasonal	l		In a	a nursii	ng hor													ı [_					ecenc
→ If more people live here, continue with Person 8. If more people live here, continue with Person 8. If more people live here, continue with Person 8. If more people live here, continue with Person 8.										ison							•							•	-		razón	
	→	If more peo	ple live	here, c	ontinu	ue witl	h Per	son 8.						→ S	i más	persor	nas viv	en ad	quí,	conti	inúe	con	la P	erso	na 8.			
			11130																									

1. Print name of Person 4	1. Escriba el nombre de la Persona 4
Last Name	Apellido
First Name MI	Nombre Inicial
2. How is this person related to Person 1? Mark X ONE box.	2. ¿Cómo está esta persona relacionada con la Persona 1? Marque X UNA.
 ☐ Husband or wife ☐ Biological son or daughter ☐ Adopted son or daughter ☐ Other relative 	Esposo(a) Hijo(a) biológico(a) Hijo(a) adoptivo(a) Suegro(a) Yerno o nuera Otro pariente
□ Stepson or stepdaughter □ Roomer or boarder □ Brother or sister □ Housemate or roommate □ Father or mother □ Unmarried partner □ Grandchild □ Other nonrelative	☐ Hijastro(a) ☐ Inquilino(a) o pupilo(a) ☐ Hermano(a) ☐ Compañero(a) de casa o de cuarto ☐ Padre o madre ☐ Pareja no casada ☐ Nieto(a) ☐ Otro no pariente
3. What is this person's sex? Mark X ONE box.	3. ¿Cuál es el sexo de esta persona? Marque X UNA casilla.
Male Female Ment in this person's age and what in this person's data of high?	Masculino Femenino
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 April 1, 2010 Month Day Year of birth	4. ¿Cuál es la edad de esta persona y cuál es su fecha de nacimiento? Escriba 0 para los bebés que tengan menos de 1 año de edad. Escriba los números en las casillas. Edad el 1 de abril de 2010 Mes Día Año de nacimiento
→ 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?	 NOTA: Por favor, conteste la Pregunta 5 sobre origen hispano Y la Pregunta 6 sobre raza. Para este censo, origen hispano no es una raza ¿Es esta persona de origen hispano, latino o español?
 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. 	 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. What is this person's race? Mark X one or more boxes.	6. ¿Cuál es la raza de esta persona? Marque X una o más casillas.
☐ White	Blanca
 □ Black, African Am., or Negro □ American Indian or Alaska Native — Print name of enrolled or principal tribe. 	 □ Negra o africana americana □ India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita o la tribu principal.
Asian Indian Japanese Chinese Korean Filipino Vietnamese Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.	☐ India asiática ☐ Japonesa ☐ China ☐ Coreana ☐ Guameña o Chamorro ☐ Filipina ☐ Vietnamita ☐ Samoana ☐ Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc. ☑ ☐ Nativa de Hawaii ☐ Guameña o Chamorro ☐ Samoana ☐ Otra de las islas del Pacífico — Escriba la raza, por ejemplo, fiyiana, tongana, etc. ☑ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
☐ Some other race — <i>Print race.</i> ✓	☐ Alguna otra raza — Escriba la raza. 📝
7. Does this person sometimes live or stay somewhere else?	7. ¿Vive o se queda a veces esta persona en algún otro lugar?
□ No □ Yes — Mark 🗴 all that apply.	☐ No ☐ Sí — Marque 🗷 todas las que apliquen.
☐ In college housing ☐ For child custody ☐ In the military ☐ In jail or prison ☐ At a seasonal ☐ In a nursing home or second residence ☐ For another reason	 □ En vivienda universitaria □ En el servicio militar □ En la cárcel o prisión □ En un hogar de convalecencia o segunda residencia □ Por custodia de niños □ En la cárcel o prisión □ En un hogar de convalecencia □ Por alguna otra razón
→ If more people live here, continue with Person 5.	→ Si más personas viven aquí, continúe con la Persona 5.



	Print name of	Person	5	1	. Escriba el	nombre de la	Person	a 5			
					Г						
	Last Name				Apellido						
				🖂 📗	Г						г
2	First Name	alatad ta Dava		MI	Nombre L	tá anta mayaana s	rolooiomodo oor	la Davas	10 /	Inicial	111
۷.	_	elated to Pers	on 1? Mark 🗴 ONE box.		_	tá esta persona i			na I?N	narque 🗴	UI
	Husband or wifeBiological son or or	daughtor	Parent-in-lawSon-in-law or daughter-in-	-low	Esposo	o(a) biológico(a)	Suegro(Verno o	-			
	Adopted son or da	•	Other relative	-iaw		adoptivo(a)	Otro pa				
	Stepson or stepda	•	Roomer or boarder		Hijastro	,		(a) o pupil	o(a)		
	☐ Brother or sister		Housemate or roommate		Herma	, ,		iero(a) de	casa o	de cuart	0
	Father or mother		Unmarried partner			o madre		o casada			
3	GrandchildWhat is this person'	'e eev? Mark	Other nonrelative	3	☐ Nieto(a	i) el sexo de esta p		pariente	racilla		
Ο.	☐ Male ☐ Fema		ONE DOX.		☐ Mascul			F ONA	zasına.		
4.			at is this person's date of bir	rth? 4		a edad de esta p		s su fech	a de na	cimient	0?
		as age 0 when	the child is less than 1 year of			para los bebés que		de 1 año	de edad	d.	
	Age on April 1, 2010	Month	nbers in boxes. Day Year of birth		Edad el 1 d	de abril de 2010	Mes	Día		de nacin	nier
]		7					
-	NOTE: Please answe	r BOTH Ques	tion 5 about Hispanic origin	and	NOTA · Po	r favor, conteste	la Pregunta 5 s	obre orige	n hien	ano V I	a
	Question 6 about rac	e. For this ce	nsus, Hispanic origins are n	not races.	Pregunta 6	6 sobre raza. Par	a este censo, o	rigen hisp	ano no	es una	ra
5.	Is this person of His			5		persona de origer	•	•	ol?		
	No, not of Hispani Yes, Mexican, Me				_	es de origen hisp xicano, mexicano					
	Yes, Puerto Rican		Callo			ertorriqueño	amencano, cinc	1110			
	Yes, Cuban				Sí, cub	•					
			Spanish origin — Print origin, fo			o origen hispano, I					
	Argentinean, Colombia	an, Dominican, Nic	caraguan, Salvadoran, Spaniard, and	so on.	argentin	o, colombiano, domini	cano, nicaraguense,	salvadoreno	, espano	I, etc. 🖌	
6.	. What is this person's	s race? Mark	one or more boxes.	6	. ¿Cuál es l	a raza de esta pe	ersona? Marque	X una o	más ca	asillas.	
	White				Blanca						
	Black, African Am				_	o africana america					
	American Indian o principal tribe.		e — Print name of enrolled or			mericana o nativa n la que está insci			ombre (de la	
Г	ринерен ансег р										
	Asian Indian	Japanese	Native Hawaiian		India a			lativa de F			
	☐ Chinese ☐ ☐ Filipino ☐	Korean Vietnamese	☐ Guamanian or Chamorr☐ Samoan	ro	☐ China☐ Filipina	_	_	Guameña d Gamoana	Cham	orro	
	Other Asian — Prin		Other Pacific Islander –	_		siática — <i>Escriba la</i>		oamoana Otra de las	islas d	el Pacífio	co -
	example, Hmong, Lao	tian, Thai,	Print race, for example,		ejemplo,	hmong, laosiana, taila	andesa, E	scriba la raz	a, por eje	emplo,	
	Pakistani, Cambodian,	, and so on.	Fijian, Tongan, and so on.		paquisia	ní, camboyana, etc.	<u> </u>	yiana, tongai	ia, eic.	K	
	☐ Some other race -	- Print race.	₹		Alguna	otra raza — Escr	riba la raza. 🏹				
7	David'				' .V'			- کیاد		0	
1.			or stay somewhere else?	/		e queda a veces e	_ •	•	ro luga	ir?	
	_	Mark X all tha			□ No □	_	todas las que			, ~	
		ge housing	For child custody			☐ En vivienda uni	_	Por cus			
	In the m	•	In jail or prison		L	En el servicio n	_	En la cá			200
	At a sea or secon	asonai nd residence	In a nursing home For another reason			 En vivienda de o segunda residente 		_	•	convaled	en(
_	If more people live h			_	Si más no	rsonas viven aqu	_	Por algu		a idZ0II	
7	more people live ii	ore, continue	1 613011 0.		oi ilias pe	isonas viven aqu	ii, continue con	10 F C1301	.a U.		

	of	Pel	rsor	16						
_ast Name										
									1	
irst Name									MI	
ow is this	•		d to Pe	rson				OOX.		
Husband		. •	-tor	H	Paren			ahtar	in lou	,
Biologica Adopted		-		Н	Other		or dau ve	ynter-	III-lav	V
Stepson		•		=	Room			er		
Brother							or roo		te	
Father o		ier		H			partnei elative			
What is this		on's sex	? Mark	X O			Jiativo			
Male	☐ Fe	emale								
What is this										?
Please repoi			Print r	numbe	ers in b	oxes.		•	oid.	
Age on April	1, 20	10	Month	, ,	Day	Y	ear of	pirth		
OTE: Pleas Question 6	se ans	swer BO	TH Que	estion	15 abo	out Hi	spanio	orig	in an	d races
s this perso								is air	1100	iaccs
No, not						gin				
Yes, Me			n Am., C	Chican	10					
Yes, Pu		ican								
Yes, and	other H									
Argentine:	an Colo	ornnian I)c	iminican	MICarai		ما ده ما د	0			
7 ii goriii 160	un, 0010	inolan, De	iiiiiioaii,	rvioara	guan, Sa	alvadora	an, Spar	nara, a	na so	on. 🖌
7 ii geriui let	ari, 0010	inibian, Do	ininioun,	rvicaraç	guan, Sa	alvadora	an, Spar	niaro, a	na so	on. 👔
									na so	on. 👔
Vhat is this White	s perso	on's rac	e? Mari						na so	on. 📝
What is this White Black, A	s perse	on's rac	e? Mari	k 🗴 d	one or	more l	boxes.			on. 🔏
Vhat is this White	s perso	on's rac	e? Mari	k 🗴 d	one or	more l	boxes.			on. 🔏
What is this White Black, A America	s perso	on's rac	e? Mari	k 🗴 d	one or	more l	boxes.			on. 👔
What is this White Black, A America principal	s perso frican n India I tribe.	Am., or Ala	e? <i>Mari</i> Negro ska Nat	k 🗴 o	one or l	more i	boxes.	rolled		on. 👔
What is this White Black, A America	frican n India I tribe.	on's rac	e? Mari	k 🗴 o	Print	more iname	boxes.	rolled	or	on. 👔
What is this White Black, A America principal Asian I Chines Filipino	frican n India I tribe.	Am., or lan or Ala	e? Mari Negro ska Nat apanese orean ietname	k 🗴 a	- Print Na Gu	more in ame	of enr	rolled un Chan	or	on. y
What is this White Black, A America principal Asian I Chines Filipino Other	frican n India I tribe.	Am., or lan or Ala	e? Mari Negro ska Nat apanese orean ietname ce, for	k 🗴 a	- Print Na Gu	more in ame	of enri	rolled un Chan	or	on. g
What is this White Black, A America principal Asian I Chines Filipino Other A example	frican n India I tribe.	Am., or lan or Ala	e? Mari Negro ska Nat apanese orean ietname ce, for Thai,	k x c	- Print Na Gu Sa Ot	name ative Huaman	of enr	rolled an Char Slande	or norro	on. y
What is this White Black, A America principal Asian I Chines Filipino Other A example	frican n India I tribe.	Am., or lan or Ala	e? Mari Negro ska Nat apanese orean ietname ce, for Thai,	k x c	- Print Na Gu Sa Ot	name ative Huaman	of enri	rolled an Char Slande	or norro	on. y
What is this White Black, A America principal Chines Filipino Other I example Pakistan	frican n India I tribe. ndian e Asian -	Am., or lan or Ala	e? Mari Negro ska Nat apanese orean ietname ce, for Thai, d so on.	k X c	- Print Na Gu Sa Ot Prin	name ative Huaman	of enri	rolled an Char Slande	or norro	on. y
What is this White Black, A America principal Chines Filipino Other I example Pakistan	frican n India I tribe. ndian e Asian -	Am., or lan or Ala	e? Mari Negro ska Nat apanese orean ietname ce, for Thai, d so on.	k X c	- Print Na Gu Sa Ot Prin	name ative Huaman	of enri	rolled an Char Slande	or norro	on. y
What is this White Black, A America principal Asian I Chines Filipino Other A example Pakistan	frican n India I tribe. ndian e Asian -	Am., or lan or Ala	e? Mari Negro ska Nat apanese orean ietname ce, for Thai, d so on.	k X c	- Print Na Gu Sa Ot Prin	name ative Huaman	of enri	rolled an Char Slande	or norro	on. y
What is this White Black, A America principal Asian I Chines Filipino Other A example Pakistan	frican n India l tribe. ndian e Asian -	Am., or lan or Ala	e? Mari Negro ska Nat apanese orean ietname ce, for Thai, d so on.	k X c	Print Na Gu Sa Ot Pri Fiji	name name name namenamoan her Paint race, ian, Tor	of enral dawaiian or acific Is, for exangan, and	rolled Char Char Slande mple, d so o	or norro	on. K
What is this White Black, A America principal Asian I Chines Filipino Other A example Pakistan	frican n India I tribe. ndian e Asian - Hmoni i, Camb	Am., or lan or Ala	e? Mari Negro ska Nat apanese orean ietname ce, for Thai, d so on.	e or s	Print Na Gu Sa Otr Friji	name name name namenamoan her Paint race, ian, Tor	of enral dawaiian or acific Is, for exangan, and	rolled Char Char Slande mple, d so o	or norro	on. y
What is this White Black, A America principal Asian I Chines Filipino Other P example Pakistan Some of	frican n India tribe. ndian e Asian - Hmon i, Camb	on's rac Am., or lan or Ala Ja K V Print rac g, Laotian, and ace — F sometin Mark ollege ho	e? Mari Negro ska Nat apanese orean ietname ce, for Thai, d so on.	tive —	Print Na Gu Pri Fiji	more in mame attive Huaman amoan ther Parint race, fan, Tor	of enri	nn Charrislande mple, d so o	or norro	on. y
What is this White Black, A America principal Asian I Chines Filipino Other P example Pakistan Some of	frican n India	on's rac Am., or lan or Ala Am. Ja Ki Vi Print rac Race — F sometin Mark ollege hone militar	e? Mari	tive —	Print Na Gu Sa Ot Pri Fiji In ja	more in mame ative Huaman amoan ther Parisian, Torion mewhold could be coul	of enral dawaiian or acific Is, for exangan, and and acustody rison	rolled un Chan Chan sland mple, d so o	or norro	on. y
What is this White Black, A America principal Asian I Chines Filipino Other P example Pakistan Some of	frican n India n tribe. Asian - Hmony i, Camb other r erson In th At a	on's rac Am., or lan or Ala Ja K V Print rac g, Laotian, and ace — F sometin Mark ollege ho	e? Mari	k X c	Print Na Gu Sa Ot Prii Fiji In ja In a	name ative Huaman amoan ther Paint race, ian, Tor	of enri	rolled un Chan Slande mple, d so o se? /	or norro	on. y

Nombre Suegro(a) Suegro(a) Yerno o nuera Inicial Inicial Yerno o nuera Inicial Inicial Inicial Yerno o nuera Yerno o	Apellido		nbre d						na						
Esposo(a) Hijo(a) biológico(a) Hijo(a) adoptivo(a) Hermano(a) Padre o madre Nieto(a) Masculino Femenino Cuál es la edad de esta persona y cuál es su fecha de nacimiento Escriba 0 para los bebés que tengan menos de 1 año de edad. Escriba 1 de abril de 2010 NOTA: Por favor, conteste la Pregunta 5 sobre origen hispano Y la Pregunta 6 sobre raza. Para este censo, origen hispano no es una face in judicio a la compaña con la Persona 1? Marque Suegro(a) Suegro(a) Yerno o nuera Inquilino(a) o pupilo(a) Compañero(a) de casa o de cuart Pareja no casada Otro no pariente JUNA casilla. Escriba 1 so números en las casillas. Escriba 1 so números en las casillas. Mes Día Año de nacimiento Pregunta 6 sobre raza. Para este censo, origen hispano no es una face esta persona de origen hispano, latino o español?															
Esposo(a) Hijo(a) biológico(a) Hijo(a) adoptivo(a) Hermano(a) Padre o madre Nieto(a) Masculino Femenino Cuál es la edad de esta persona y cuál es su fecha de nacimiento Escriba 0 para los bebés que tengan menos de 1 año de edad. Escriba 1 de abril de 2010 NOTA: Por favor, conteste la Pregunta 5 sobre origen hispano Y la Pregunta 6 sobre raza. Para este censo, origen hispano no es una face in judicio a la compaña con la Persona 1? Marque Suegro(a) Suegro(a) Yerno o nuera Inquilino(a) o pupilo(a) Compañero(a) de casa o de cuart Pareja no casada Otro no pariente JUNA casilla. Escriba 1 so números en las casillas. Escriba 1 so números en las casillas. Mes Día Año de nacimiento Pregunta 6 sobre raza. Para este censo, origen hispano no es una face esta persona de origen hispano, latino o español?	Nombro													Inioi	al
Esposo(a) Hijo(a) biológico(a) Hijo(a) adoptivo(a) Hijastro(a) Hermano(a) Padre o madre Nieto(a) Masculino Femenino Cuál es la edad de esta persona y cuál es su fecha de nacimiento Escriba 0 para los bebés que tengan menos de 1 año de edad. Escriba los números en las casillas. Mota: Por favor, conteste la Pregunta 5 sobre origen hispano Y la Pregunta 6 sobre raza. Para este censo, origen hispano no es una la ¿Es esta persona de origen hispano, latino o español?		ostá o	eta no	reona	rol	acio	nad	a c	on I	a Pa	ren	na '	12 //		
Sí, mexicano, mexicano americano, chicano Sí, puertorriqueño	Esponder Es	oso(a) (a) biol (a) ado stro(a) mano(a ire o mato(a) s el se sculino s la ed 0 para 1 de at Por fav a 6 sol a perso no es co nexicar puertorr	lógico(pptivo(a a) adre exo de lad de los be bril de cor, co bre ra cona de de orig no, me	esta Fem esta sobés q 2010 ontest za. Pa e orig gen his	persenin persenin de la ara e la ara e la spar	ssona o ssona enga E N Pre este nispa no, la	a y (an an a	Otro Otro Otro Otro Otro Otro Otro Otro	gro(a o o o pariilino) paño ja no pano pano paño ja no pano pano pano pano pano pano pano	nuer ente (a) o ca ca carie (b) su f a ca ca carie (c) ca ca carie (c) ca ca carie (c) ca ca carie (c) ca ca carie (c) ca ca carie (c) ca ca ca ca carie (c) ca	ra pup pu) de sade ente NA ech año prig	casion de casion	a) sa co iilla. naedaco las co iño co nisp	cimio cimio l. assillade na	ent
	Sí, o	tro oriç	gen his	spano o, dom	, lati inicar	no c	esp caraç	oaño nüens	ol — se, sa	Esc alvado	riba e oreño	el ori ₍ o, es _l	gen, _l pañol	oor eje , etc.	emp
 Sí, cubano Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc. 															
Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.	o. ¿Cual es						l: IVI	arqı	ue /	(ur	a o	ma	s ca	sillas	
Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo	☐ Bland ☐ Negr ☐ India	ca ra o afr a ameri	cana d	ameri	icana	a e Ala	aska	. —	Esc	riba	el n				
 Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc. ✓ ¿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 	☐ Bland ☐ Negr	ca ra o afr a ameri	cana d	ameri	icana	a e Ala	aska	. —	Esc	riba	el n				
Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc. La Cuál es la raza de esta persona? Marque Blanca Negra o africana americana India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita 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, Escriba la raza, por ejemplo,	Bland Negr India tribu India China Filipii Otra	ca ra o afra a ameri en la c a asiática a asiátic a asiátic olo, hmo	cana c que es ca [[ca — E ng, laos	amerio nativistá ins	apone etna la raa	a e Ala esa na mita za, po	aska a tril	ou p	Esc rinc Nat Gua Sar Otra Esci	riba ipal. iva (iva (iva de iva de	el n de H ña c na las	lawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Sha Shawa Shawa Shawa Shawa Shawa Sha Shawa Shawa Shawa Shawa Sha Shawa Sha Sha Sha Sha Sha Sha Sha Sha Sha Sh	nre d aii amo	rro I Pac	
Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc. ¿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 inscrita o la tribu principal. India asiática □ Japonesa □ Nativa de Hawaii □ China □ Coreana □ Guameña o Chamorro □ Filipina □ Vietnamita □ Samoana □ Otra asiática — Escriba la raza, por □ Otra de las islas del Pacífico	Bland Negr India tribu India China Filipii Otra ejemp	ca ra o afra a ameri en la c a asiática a asiátic a asiátic olo, hmo	cana c que es ca [[ca — E ng, laos	amerio nativistá ins	apone etna la raa	a e Ala esa na mita za, po	aska a tril	ou p	Esc rinc Nat Gua Sar Otra Esci	riba ipal. iva (iva (iva de iva de	el n de H ña c na las	lawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Sha Shawa Shawa Shawa Shawa Shawa Sha Shawa Shawa Shawa Shawa Sha Shawa Sha Sha Sha Sha Sha Sha Sha Sha Sha Sh	nre d aii amo	rro I Pac	
Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc. La Cuál es la raza de esta persona? Marque Blanca Negra o africana americana India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita o la tribu principal. India asiática Japonesa China Coreana Guameña o Chamorro Filipina Vietnamita Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc. India asiática → Escriba la raza, por ejemplo, fiyiana, tongana, etc.	Bland Negr India tribu India China Filipi Otra ejemp paquis	ca ra o afr a ameri a asiátic a asiátic na asiátic olo, hmoi	cana c que es ca [[ca — E ng, laos amboyar	ameri o nativ Ja Co Vi Escriba tiana, tec.	ponnorean la razailance	a e Ala o la esa na mita za, po lesa,	aska a trill		Esc prince Nat Gua Sar Otra Escr fiyia	riba ipal. iva (iva (iva de iva de	el n de H ña c na las	lawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Sha Shawa Shawa Shawa Shawa Shawa Sha Shawa Shawa Shawa Shawa Sha Shawa Sha Sha Sha Sha Sha Sha Sha Sha Sha Sh	nre d aii amo	rro I Pac	
Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc. La Cuál es la raza de esta persona? Marque Blanca Negra o africana americana India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita 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, Escriba la raza, por ejemplo,	Bland Negr India tribu India China Filipi Otra ejemp paquis	ca ra o afr a ameri a asiátic a asiátic na asiátic olo, hmoi	cana c que es ca [[ca — E ng, laos amboyar	ameri o nativ Ja Co Vi Escriba tiana, tec.	ponnorean la razailance	a e Ala o la esa na mita za, po lesa,	aska a trill		Esc prince Nat Gua Sar Otra Escr fiyia	riba ipal. iva (iva (iva de iva de	el n de H ña c na las	lawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Shawa Sha Shawa Shawa Shawa Shawa Shawa Sha Shawa Shawa Shawa Shawa Sha Shawa Sha Sha Sha Sha Sha Sha Sha Sha Sha Sh	nre d aii amo	rro I Pac	
Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc. La 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 inscrita o la tribu principal. India asiática una paponesa una suma principal. India asiática una paponesa una principal. India asiática una principal.	Bland Negr India tribu India China Filipi Otra ejemp paquis Algur	ra o afra ameria en la asiática asiáticolo, hmodistaní, ca	cana c que es ca E ng, laos amboyar	ameri o nativ stá ins Ja Co Vi Vi Escriba siana, te	ponopreal la razilla r	a e Ala e o la esa mita mita za, po elesa,	aska a trill or		Esc prince Nat Gua Sar Otra Escr fiyia	riba ipal. iva (i amei noar a de riba la na, to	el n	lawa Ch isla a, po na, ei	amo	rro I Pac	
Sí, otro origen hispano, latino o español — Escriba el origen, por ejemplo argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc. La Cuál es la raza de esta persona? Marque Blanca Negra o africana americana India americana o nativa de Alaska — Escriba el nombre de la tribu en la que está inscrita o la tribu principal. India asiática Japonesa China Coreana Guameña o Chamorro Filipina Vietnamita Otra asiática — Escriba la raza, por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc. India asiática → Escriba la raza, por ejemplo, fiyiana, tongana, etc.	Bland Negr India India China Filipii Otra ejemp paquis Algui	ra o afra ameria en la casiática a asiático los hmodistaní, case que esta esta esta esta esta esta esta est	ca [ca = E ca = C ca = E ca = C ca =	ameri Ja Co Vii Escriba Escriba — Es Veces Marqu enda eervici eenda	uponopreau etna la raailano ecriba es esi e X univo o mi de to	esa esa ma mita esa, polesa, polesa, ta polesa ta polesa ersitar emp	aska a trill or raza erso las la aria	ou p	Nat Gua San Otra Escrifiyia	riba iva (iva (amei noar a de riba la na, to Por En En	el m de H ňa c na las a razz nngar cus la c uun h	lawa Ch isla a, po ro I	ugar	rro I Pacomplo, 7	os en alec

son 7	Last Name	First Name	MI
	Lugi Hullie	I ii St Haille	IVII
	Age on April 1, 2010	Date of Birth	Related to Person 1?
/lale	Age on April 1, 2010	Month Day Year	Yes
emale			No No
on 8	Last Name	First Name	МІ
	Age on April 1, 2010	Date of Birth	Related to Person 1?
lale		Month Day Year	Yes
emale			☐ No
on 9	Last Name	First Name	МІ
	Age on April 1, 2010	Date of Birth	Related to Person 1?
ale		Month Day Year	☐ Yes
emale			□ No
on 10	Last Name	First Name	MI
	Age on April 1, 2010	Date of Birth	Related to Person 1?
ale		Month Day Year	☐ Yes
male			☐ No
on 11	Last Name	First Name	МІ
	Age on April 1, 2010	Date of Birth	Related to Person 1?
ale		Month Day Year	Yes
male			☐ No
on 12	Last Name	First Name	МІ
	Age on April 1, 2010	Date of Birth	Related to Person 1?
ale	, , , ,	Month Day Year	☐ Yes
emale			□ No

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 1-866-872-6868 between 8:00 a.m. and 9:00 p.m., 7 days a week. The telephone call is free.

TDD — Telephone display device for the hearing impaired. Call 1-866-783-2010 between 8:00 a.m. and 9:00 p.m., 7 days a week. The telephone call is free.

¿NECESITA AYUDA? Si usted necesita ayuda para completar este cuestionario, llame al 1-866-928-2010 entre las 8:00 a.m. y 9:00 p.m., 7 días a la semana. La llamada telefónica es gratis.

The U.S. 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 0607-0919-C, U.S. Census Bureau, AMSD-3K138, 4600 Silver Hill Road, Washington, DC 20233. You may e-mail comments to <Paperwork@census.gov>; use "Paperwork Project 0607-0919-C" 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.



Fold line →



This is the official form for all the people at this address

U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration U.S. CENSUS BUREAU

2010 It is quick and easy, and you	ur answers are protected by law.
Use a blue or black pen.	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
Start here	living here. This will be Person 1.
	What is Person 1's name? Print name below.
The Census must count every person living in the United States on April 1, 2010.	Last Name
Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.	First Name MI
Count all people, including babies, who live and sleep here most of the time.	6. What is Person 1's sex? Mark X ONE box. Male Female
The Census Bureau also conducts counts in institutions and other places, so:	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.
Do not count anyone living away either at college or in the Armed Forces.	Print numbers in boxes. Age on April 1, 2010 Month Day Year of birth
 Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2010. 	
Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the	→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.
military, jail, etc. Otherwise, they may be counted twice.	8. Is Person 1 of Hispanic, Latino, or Spanish origin?
The Census must also include people without a permanent	No, not of Hispanic, Latino, or Spanish origin
place to stay, so:	Yes, Mexican, Mexican Am., ChicanoYes, Puerto Rican
 If someone who has no permanent place to stay is staying here on April 1, 2010, count that person. Otherwise, he or she may be missed in the census. 	Yes, Cuban Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.
1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?	Argentinean, Colombian, Bominican, Nicaraguan, Salvadoran, Spaniard, and So On.
Number of people =	9. What is Person 1's race? Mark X one or more boxes.
2. Were there any additional people staying here	White
April 1, 2010 that you did not include in Question 1? Mark X all that apply.	☐ Black, African Am., or Negro☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ▼
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	☐ Asian Indian ☐ Japanese ☐ Native Hawaiian ☐ Chinese ☐ Korean ☐ Guamanian or Chamorro
☐ No additional people	☐ Filipino ☐ Vietnamese ☐ Samoan
3. Is this house, apartment, or mobile home — Mark X ONE box.	Other Asian — Print race, for example, Hmong, Laotian, Thai, Other Pacific Islander — Print race, for example, Fijian, Tongan,
Owned by you or someone in this household with a mortgage or loan? <i>Include home equity loans</i> .	Pakistani, Cambodian, and so on. and so on.
Owned by you or someone in this household free and clear (without a mortgage or loan)?	☐ Some other race — Print race. ☐
Rented?	
Occupied without payment of rent?	
4. What is your telephone number? We may call if we don't understand an answer.	10. Does Person 1 sometimes live or stay somewhere else?
Area Code + Number	No ☐ Yes — Mark X all that apply.
	☐ In college housing ☐ For child custody
	☐ In the military ☐ In jail or prison☐ At a seasonal ☐ In a nursing home
OMB No. 0607-0919-C: Approval Expires 12/31/2011.	At a seasonal In a nursing home or second residence For another reason

→ If more people were counted in Question 1, continue with Person 2.

USCENSUSBUREAU

Fold Line → I

Fold Line → I

Fold Line → I

Print name of Person 2	1. Print name of Person 3	1. Print name of Person 4	1. Print name of Person 5	1. Print name of Person 6
Last Name	Last Name	Last Name	Last Name	Last Name
First Name MI	First Name MI	First Name MI	First Name MI	First Name MI
How is this person related to Person 1? Mark X ONE box.	2. How is this person related to Person 1? Mark X ONE box.	2. How is this person related to Person 1? Mark X ONE box.	2. How is this person related to Person 1? Mark X ONE box.	2. How is this person related to Person 1? Mark X ONE box.
Husband or wife Parent-in-law	Husband or wife Parent-in-law	Husband or wife Parent-in-law	Husband or wife Parent-in-law	Husband or wife Parent-in-law
☐ Biological son or daughter ☐ Son-in-law or daughter-in-law ☐ Adopted son or daughter ☐ Other relative	☐ Biological son or daughter ☐ Son-in-law or daughter-in-law ☐ Adopted son or daughter ☐ Other relative	☐ Biological son or daughter ☐ Son-in-law or daughter-in-law ☐ Adopted son or daughter ☐ Other relative	☐ Biological son or daughter ☐ Son-in-law or daughter-in-law ☐ Adopted son or daughter ☐ Other relative	□ Biological son or daughter□ Son-in-law or daughter-in-law□ Adopted son or daughter□ Other relative
Stepson or stepdaughter Roomer or boarder	Stepson or stepdaughter Roomer or boarder	Stepson or stepdaughter Roomer or boarder	Stepson or stepdaughter Roomer or boarder	Stepson or stepdaughter Roomer or boarder
☐ Brother or sister ☐ Housemate or roommate	☐ Brother or sister ☐ Housemate or roommate	☐ Brother or sister ☐ Housemate or roommate	☐ Brother or sister ☐ Housemate or roommate	☐ Brother or sister ☐ Housemate or roommate
Father or mother Unmarried partner	☐ Father or mother ☐ Unmarried partner	Father or mother Unmarried partner	Father or mother Unmarried partner	Father or mother Unmarried partner
Grandchild Other nonrelative	Grandchild Other nonrelative	Grandchild Other nonrelative	Grandchild Other nonrelative	Grandchild Other nonrelative
What is this person's sex? Mark X ONE box. Male Female	3. What is this person's sex? Mark X ONE box. Male Female	3. What is this person's sex? Mark ▼ ONE box. ☐ Male ☐ Female	3. What is this person's sex? Mark X ONE box. Male Female	3. What is this person's sex? Mark X ONE box. Male Female
What is this person's age and what is this person's date of birth?	4. What is this person's age and what is this person's date of birth?	4. What is this person's age and what is this person's date of birth?	4. What is this person's age and what is this person's date of birth?	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.	Please report babies as age 0 when the child is less than 1 year old.	Please report babies as age 0 when the child is less than 1 year old.	Please report babies as age 0 when the child is less than 1 year old.	Please report babies as age 0 when the child is less than 1 year old.
Print numbers in boxes. Age on April 1, 2010 Month Day Year of birth	Print numbers in boxes. Age on April 1, 2010 Month Day Year of birth	Print numbers in boxes. Age on April 1, 2010 Month Day Year of birth	Print numbers in boxes. Age on April 1, 2010 Month Day Year of birth	Print numbers in boxes. Age on April 1, 2010 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.	→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.	→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.	→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.	→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.
Is this person of Hispanic, Latino, or Spanish origin?	5. Is this person of Hispanic, Latino, or Spanish origin?	5. Is this person of Hispanic, Latino, or Spanish origin?	5. Is this person of Hispanic, Latino, or Spanish origin?	5. Is this person of Hispanic, Latino, or Spanish origin?
No, not of Hispanic, Latino, or Spanish origin	No, not of Hispanic, Latino, or Spanish origin	No, not of Hispanic, Latino, or Spanish origin	No, not of Hispanic, Latino, or Spanish origin	No, not of Hispanic, Latino, or Spanish origin
Yes, Mexican, Mexican Am., Chicano	Yes, Mexican, Mexican Am., Chicano	Yes, Mexican, Mexican Am., Chicano	Yes, Mexican, Mexican Am., Chicano	Yes, Mexican, Mexican Am., Chicano
Yes, Puerto Rican Yes, Cuban	☐ Yes, Puerto Rican ☐ Yes, Cuban	Yes, Puerto RicanYes, Cuban	Yes, Puerto Rican Yes, Cuban	Yes, Puerto Rican Yes, Cuban
Yes, another Hispanic, Latino, or Spanish origin — <i>Print origin, for example,</i>	Yes, another Hispanic, Latino, or Spanish origin — <i>Print origin, for example,</i>	Yes, another Hispanic, Latino, or Spanish origin — <i>Print origin, for example,</i>	Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example,	Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example,
Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.	Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.	Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.	Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. 😿	Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.
What is this person's race? Mark 🔀 one or more boxes.	6. What is this person's race? Mark 🗴 one or more boxes.	6. What is this person's race? Mark X one or more boxes.	6. What is this person's race? Mark X one or more boxes.	6. What is this person's race? Mark 🔻 one or more boxes.
White	White	White	White	White
 □ Black, African Am., or Negro □ American Indian or Alaska Native — Print name of enrolled or principal tribe. 	☐ Black, African Am., or Negro☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ⊋	☐ Black, African Am., or Negro☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ⊋	☐ Black, African Am., or Negro☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ☐ The principal tribe of	☐ Black, African Am., or Negro☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ☐ The principal tribe is a second or principal tribe.
7 Time floating that the state of the state	This haire of chioled of philospal also.	7 Will House I Madari of Madaria Native Thin haire of chrones of philospa aloc.	Time name of chrones of philospal albeit.	This hair of Atlaska Native This hair of Choles of philopal aloc.
☐ Asian Indian☐ Chinese☐ Guamanian or Chamorro	☐ Asian Indian ☐ Japanese ☐ Native Hawaiian ☐ Chinese ☐ Korean ☐ Guamanian or Chamorro	☐ Asian Indian ☐ Japanese ☐ Native Hawaiian ☐ Chinese ☐ Korean ☐ Guamanian or Chamorro	☐ Asian Indian ☐ Japanese ☐ Native Hawaiian ☐ Chinese ☐ Korean ☐ Guamanian or Chamorro	☐ Asian Indian ☐ Japanese ☐ Native Hawaiian ☐ Chinese ☐ Korean ☐ Guamanian or Chamorro
Filipino Vietnamese Samoan	☐ Filipino ☐ Vietnamese ☐ Samoan	☐ Filipino ☐ Vietnamese ☐ Samoan	☐ Filipino ☐ Vietnamese ☐ Samoan	☐ Filipino ☐ Vietnamese ☐ Samoan
☐ Other Asian — Print race, for ☐ Other Pacific Islander — Print			☐ Other Asian — Print race, for ☐ Other Pacific Islander — Print	Other Asian — Print race, for Other Pacific Islander — Print
example, Hmong, Laotian, Thai, race, for example, Fijian, Tongan, Pakistani, Cambodian, and so on.	example, Hmong, Laotian, Thai, race, for example, Fijian, Tongan, Pakistani, Cambodian, and so on. race, for example, Fijian, Tongan, and so on. and so on.	example, Hmong, Laotian, Thai, race, for example, Fijian, Tongan, Pakistani, Cambodian, and so on. ✓ and so on. ✓	example, Hmong, Laotian, Thai, race, for example, Fijian, Tongan, Pakistani, Cambodian, and so on. and so on.	example, Hmong, Laotian, Thai, race, for example, Fijian, Tongan, Pakistani, Cambodian, and so on. → and so on. →
☐ Some other race — <i>Print race.</i> ✓	☐ Some other race — Print race. ✓	☐ Some other race — <i>Print race.</i> ✓	☐ Some other race — Print race. ✓	☐ Some other race — Print race. ✓
Does this person sometimes live or stay somewhere else?	7. Does this person sometimes live or stay somewhere else?	7. Does this person sometimes live or stay somewhere else?	7. Does this person sometimes live or stay somewhere else?	7. Does this person sometimes live or stay somewhere else?
□ No □ Yes — Mark 🔀 all that apply.	☐ No ☐ Yes — Mark 🗷 all that apply.	☐ No ☐ Yes — Mark 🗷 all that apply.	☐ No ☐ Yes — Mark 🗷 all that apply.	□ No □ Yes — Mark 🗷 all that apply.
In college housing For child custody	In college housing	☐ In college housing ☐ For child custody	☐ In college housing ☐ For child custody	In college housing For child custody
In the military In jail or prison	☐ In the military ☐ In jail or prison	☐ In the military ☐ In jail or prison	☐ In the military ☐ In jail or prison	☐ In the military ☐ In jail or prison
At a seasonal or second residence For another reason	☐ At a seasonal ☐ In a nursing home or second residence ☐ For another reason	☐ At a seasonal ☐ In a nursing home or second residence ☐ For another reason	At a seasonal In a nursing home or second residence For another reason	At a seasonal In a nursing home or second residence For another reason
If more people were counted in Question 1 on the front page,	If more people were counted in Question 1 on the front page,	If more people were counted in Question 1 on the front page, continue with Person 5.	If more people were counted in Question 1 on the front page,	If more than six people were counted in Question 1 on the front page, turn the page and continue.
continue with Person 3.	continue with Person 4.	continue with Person 5.	continue with Person 6.	-
				Form D-1 (12-5-2



→ If more people live here, turn the page and continue.