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**Census Bilingual Questionnaire Research
Final Round 1 Report**

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Census Bilingual Questionnaire Research Final Round 1 Report

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EXECUTIVE SUMMARY

1. Introduction.

In preparation for the 2010 Census, the Census Bureau is in the process of conducting cognitive testing on the 2005 self-administered test version of the bilingual “swimlane” questionnaire. The primary objective of the first round of testing was to cognitively test the Spanish translation contained in the questionnaire.

This interim report presents the results of the first round of testing and focuses on how Spanish-speaking respondents interpret and understand select terms and questions on the questionnaire. Some findings related to form navigation are also presented, but this was not the primary focus of the research during Round 1. Recommendations for form revisions are provided. Any changes made will be tested in a second round of interviews with approximately the same number of respondents as were interviewed for Round 1. We also propose to take a closer look at navigational issues during the second round of testing.

2. Methodology of the study and profile of respondents.

We conducted 44 interviews in four sites across the country: Chicago, Miami, Los Angeles and Raleigh/Durham. While this research is based on a non-statistical sample, the four sites were selected to represent the diversity of the Hispanic population residing in the United States.

We conducted interviews with only monolingual Spanish speakers (20) and respondents who knew minimal amounts of English (24).

Four levels of educational attainment were used to categorize respondents. They ranged from low attainment (less than 5th grade or no formal education) to some formal education but no high school diploma, to high school diploma or some college, and to college or advanced degree.

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

The sample was comprised of 19 men and 25 women. The group had a median age of 42 and the median household size was four people. The largest group of respondents (38.6%) was between 31 and 45 years of age, followed by respondents in the 46 to 55 age grouping (29.5%). About 20 percent of respondents were 30 years old or younger, and a little over 10 percent was made up of respondents over the age of 55.

Interviewing took place during February and March of 2006. Each interview lasted no longer than two hours. All interviews were conducted by RTI and Census Bureau staff at professional RTI facilities or a contracted location that assured sufficient privacy. All interviews were

conducted in Spanish and audio-taped with the respondents' consent. Interviewers observed the respondents while they completed the self-administered census test form.

3. Recommendations—Question by question.

I. Cover letter

1. OPCIÓN 1: Vaya a www.census.gov/census2005 para completar su cuestionario en línea.
(OPTION 1: Go to www.census.gov/census2005 to complete your questionnaire on-line.)

Recommendations for Round 2:

- Change en línea to “por Internet” or “en la/el Internet.”
- Consider rewording the “English only” notification to say “Se encuentra en inglés solamente” (Found only in English)
- As we discussed during the interim report briefing, the term “OR” is included between options 1 and 2 in the cover letter. In Spanish the letter “O” by itself does not really look like the word “OR” and we suspect that respondents might not be interpreting it that way. Since some respondents did not seem to realize that the internet option referred to filling out the same questionnaire online, and since one respondent actually filled in the little circle, not realizing that it was the word “or,” we recommend looking into making the “or” concept clearer. Some ways to do this would be: to add a colon after the “O” and have “O:”
- It has also been noted that since the word immediately following the “o” is “opción” which begins with an o, the spelling of the word “or” should technically be “u.” We are concerned that this might confuse respondents since this section is not clearly a complete sentence. A second option would be to change “O” to “U:”
- A third option would be to change the sentence directly above options 1 and 2 to say: “Por favor, escoja O la opción 1 O la opción 2” (Please choose EITHER option 1 OR option 2).

2. *Los resultados del Censo 2010 se utilizarán para ayudar a cada comunidad obtener su parte justa de los fondos federales.*

(Results from the 2010 Census will be used to help each community get its fair share of federal funding.)

Recommendations for Round 2:

- Consider simplifying the sentence structure as respondent confusion may be caused by the complexity of the sentence and by the use of the passive voice. One possibility: El gobierno usará los resultados del Censo 2010 para distribuir los fondos federales a todas las comunidades de una manera justa (The government will use the results of the 2010 Census to distribute federal money to all of the communities in a fair way).
- Consider using a different term for “fair” such as “equitativa.” Note that this would change the meaning to sound more like equal/equivalent.
- Alternatively, consider using the verb corresponder (to be entitled to) in the sentence.

3. *La ley (secciones 9, 141, 193, 214 y 221 del título 13 del Código de los Estados Unidos) requiere y protege la confidencialidad de sus respuestas. Esta ley protege su privacidad y requiere que usted provea la información que se solicita.*

(Your answers are required and confidential by law (Title 13, United States Code, Sections 9, 141, 193, 214 and 221). This law protects your privacy and requires that you provide the information requested.)

Recommendations for Round 2:

- Consider omitting the list of law numbers as these were unfamiliar to most respondents. If the law numbers must be included, perhaps they could be included as a footnote.
- Consider rewording the sentence to include the adjective “confidential” (confidencial) instead of the noun, “confidentiality” (confidencialidad). The adjective form may be more recognizable and easier to understand in both Spanish and English.
- Also, consider investigating whether respondents understand the mandatory nature of the census. One interviewer asked a few respondents whether they thought that the Census was mandatory after reading this sentence, and none of them had interpreted the sentence to mean that filling out the form was mandatory. This issue was not specifically tested in Round 1 but might be useful to look at in Round 2. One way to convey this meaning more strongly would be to add the term “obligatorio” (obligatory/mandatory) to the Spanish wording.

4. *Sólo las personas que han juramentado proteger los datos de la Oficina del Censo – y nadie más – tendrán acceso a la información que usted provee.*

(Only persons sworn to protect Census Bureau data will have access to the information you provide—and no one else.)

Recommendation for Round 2:

- Replace “juramentado” with “jurado.”

5. *Anejos (Enclosures)*

Recommendations for Round 2:

- Consider dropping the term entirely because in its current form the questionnaire isn’t really an “enclosure” since the letter and questionnaire are bound together to create the booklet.
- If there is a desire to keep the term, consider using “anexos,” (attachments) “cuestionario adjunto,” (questionnaire attached) “vea adjuntos,” (see attachments) or “vea información adjunta” (see attached information).
- If the term “enclosures” is referring only to the envelope included in the mailing packet, consider specifying that more clearly by saying something like “Postage-paid envelope enclosed.” In Spanish: “Se adjunta sobre prepagado,” which translates literally as: “prepaid envelope enclosed” (The terms “postage-paid” and “prepagado” are already included earlier in the letter under Option 2). Be sure to probe respondents on their interpretation of this message in Round 2 of the cognitive testing.

II. Page 3 of questionnaire containing household level questions:

1. *Instruction: Por favor, complete su cuestionario en el idioma que se sienta más cómodo y devuélvalo por correo hoy.*

(Please complete your form in the language most comfortable for you and return it today.)

Recommendation for Round 2:

- Consider testing the term fácil (easy) in place of cómodo (comfortable).

2. *Question 3, Options 1 and 2: Hipoteca (mortgage), Préstamo (loan), Libre y sin deuda (free and clear)*

Recommendation for Round 2:

- Consider whether there could be a clearer way to express the concept of libre y sin deuda (free and clear) to prevent respondents from thinking that we are asking about their entire financial status as opposed to home ownership status.

3. *Question 3, Option 3: Alquilada por pago en efectivo (rented for cash rent)*

Recommendations for Round 2:

- Change the option to read, “Alquilada”(rented) or “Alquilada por pago.” (rented for payment).
- Consider testing the term “rentada” with respondents of various nationalities to see whether this term is universally used and/or understood.

4. *Question 3, Option 4: Ocupada sin pago de alquiler en efectivo (occupied without payment of cash rent)*

Recommendation for Round 2:

- Reword the option to simple say, “Ocupada sin pago” (occupied without payment) or “ocupada sin pago de alquiler” (occupied without payment of rent)

5. *Question 4: Telephone Number*

Recommendation for Round 2:

- No changes.

III. Page 4 of questionnaire containing person level questions:

1. *Question 5: choice of Person 1*

Recommendations for Round 2:

- Consider providing clarification in the cover letter to explain what a “censo” (census) is. This could be useful for both the English and Spanish versions in providing more context to help people understand the purpose of the form and the task they are being asked to complete. This would be particularly useful for lower educational level respondents.
- There was confusion (leading to mistakes in filling out the form) among some of these respondents as to whether a non-resident owner or landlord should be listed as person 1. The way to resolve this confusion is less clear but this issue needs to be considered. Perhaps new wording in both English and Spanish could clarify the fact that non-residents should not be included on the form.

2. *Apellido (last name), Nombre (first name), inicial (MI)*

Recommendations for Round 2:

- Add an “/s” to the term “apellido” so that respondents understand they have the option to record both last names if they wish (if they have two last names).
- This could also be done for the term “nombre” to allow respondents to record both names (if they have two names).
- The box for the “inicial” could be eliminated.
- Consider using smaller boxes, simple lines with no boxes, or including more space for those who would like to record 2 names and 2 surnames.
- Consider reversing the order of the name and last name boxes to match respondent expectations for ordering.

3. *Question 6: Gender*

Recommendation for Round 2:

- Consider using “hombre”(man) and “mujer” (woman) in place of sexo masculino o femenino (masculine or feminine sex) as these words might be more easily recognized by respondents with less formal education. (This was not a common problem among these respondents, and we are not making this a strong recommendation).

4. *Question 7: Age*

Recommendations for Round 2:

- Consider adding an instruction about how to record the ages of children under the age of one.
- Consider testing whether the order of “month, day, year” in the DOB question causes any confusion for respondents.

- Consider changing the order and having “day, month, year” on the Spanish side of the questionnaire.
- If this is not possible, consider putting the “month, day, year” guidance in bold to be sure that respondents notice it.

5. *Questions 9 and 10: Race and Ancestry (raza y ascendencia), tribu/tribe*

Recommendations for Round 2:

- The small instruction that states, “...origen hispano no es una raza” (for this census, Hispanic origins are not races) in the race question may be introducing some unnecessary confusion by having respondents believe they should not answer the question if they answered yes to the Hispanic origin question.
- Consider removing this instruction or rewording it to clarify that a response should still be selected for the race question if a respondent said “yes” to the Hispanic origin question.
- Consider testing the ancestry question using the term “origen étnico” (ethnic origin as it says on the ACS) or “origen de los antepasados” (origin of one’s ancestors) instead of “ascendencia.”
- Add “Mexican” to the list of examples in the ancestry question as Mexicans constitute the largest Spanish-speaking immigrant group in the U.S., and a number of respondents interpret the list of examples to be more like response categories.
- Add the word “indígena” (indigenous) when referring to a tribe, so the term would be “tribus indígenas” (indigenous tribes).

6. *Question 11: Vive (live) vs. se queda (stay), “Residencia estacional” (Seasonal residence)*

Recommendations for Round 2:

- Since the term “quedarse” (to stay) can have permanent connotations, consider adding the word “temporarily” to quedarse (to stay) to distinguish unambiguously between “vivir” (to live) and “quedarse” (to stay). This could also be done in the English version.
- Test the term “residencia temporal” (temporary residence) in place of “residencia estacional” (seasonal residence)
- Also consider whether the term “residencia” should be replaced with a word that does not have the connotation of being a grand home. We recommend terms such as “vivienda” (dwelling) or “domicilio” (address). The term “hogar” (home/household) might also be used but it has been shown to cause respondents to think of only nuclear family members.

IV. Persons 2-6, The relationship question:

1. *Inquilinos o pupilos (renters or boarders)*

Recommendation for Round 2:

- Drop "pupilo" from the response option and just use "inquilino" which appears to be understood as intended.

- Consider testing the term *rentero* to see whether respondents from different countries are familiar with the term and interpret it as a synonym for *inquilino*.

2. *Compañero no casado (Unmarried Partner)*

Recommendation for Round 2:

- Replace the current response option with "pareja en unión libre" (partner in free union), concubino/a (unmarried partner) or "pareja no casada" (unmarried partner).
- Also consider placing the term closer to the husband/wife category to ensure that respondents notice it on the form.
- It would be ideal to test the question with Spanish-speaking, cohabiting respondents to see whether they choose this option as opposed to husband/wife and how they interpret the term.

3. *Compañero de casa y compañero de cuarto (housemates and roommates)*

Recommendations for Round 2:

- It is unclear how to best revise this response option since the concept of roommate or housemate is not common in many Latin American countries.
- One possibility for Round 2 would be to specifically target recruitment toward individuals living with housemates or roommates to see how they would mark their answers to this question and discuss their decision-making and preferred terminology.
- Respondents from various countries should also be asked whether they know of a term to describe the situation of having a roommate or housemate who is not someone that they are romantically involved with. Perhaps vignettes could be useful in eliciting this type of information.
- Some possibilities for a new response option to test are: "compañero(a) para compartir los gastos de la vivienda" (companion to share household expenses) or "compañero para compartir los gastos" (companion to share expenses).
- (Be sure to change this term consistently where it occurs both in the residency rules on p. 3 and in the relationship question).

4. *Hijo biológico vs. Hijo adoptivo (Biological child vs. Adopted child)*

Recommendations for Round 2:

- While respondents understood the distinction between a biological and an adopted child, the term "biológico" (biological) was not always easily understood, particularly by less educated respondents.
- Follow up with respondents in Round 2 to determine what alternative words could be used to more easily convey the concept of a biological child, such as *hijo de sangre* (literally: blood child).

5. *Hijo de crianza and adulto bajo custodia (foster child and foster adult)*

Recommendations for Round 2:

- Consider alternatives such as –menor o adulto bajo custodia (programa foster del gobierno) (minor or adult under custody (government foster program)).
- It will be especially important to verify through testing that less educated respondents are able to understand this phrase.
- (Be sure to change this term where it occurs in both the residency rules on p. 3 and in the relationship question).

4. Recommendations—General.

- Change the September 15th date on the questionnaire to a date as close as possible to when the cognitive interviews will take place.
- Have respondents fill out the form with no initial assistance to observe eye movement, related to whether and when they spent time looking at the English side of the form.
- Pay specific attention to item non-response, and whether respondents skip directions, the cover letter, etc.
- Pay particular attention to the number and types of respondents who miss the page containing the household level items (p. 3) and look into why this is occurring.
- Consider testing the form with some bilingual and monolingual English speaking respondents in round 2.
- Examine the undercount question (p. 3, question 2) and ways in which respondents are filling out the question incorrectly.
- Examine the overcount question (p. 4, question 11) to see whether respondents are filling out this question correctly. Consider changing the layout of the yes/no boxes so that it is more obvious that only people who answer yes should look at and check off reasons in the second half of the question.
- Interviewers found that they had to give more assistance than was ideal for respondents who had been recruited for the “no formal education” group. These participants simply could not complete the form without significant assistance from the interviewer. When the interviewer asked how they would answer the questions if they received the form at home, these participants most often said they would ask a friend or family member to help them or just have this other person complete the form based on his/her knowledge of the participant. Based on these findings, we reduced the number of interviews we completed with this group, and we recommend that individuals with no formal education be excluded from the Round 2 interviews.

5. Conclusions

Round 1 testing was successful in identifying some problematic aspects of the Spanish questions as they are currently translated. These problems are highlighted in Chapter 3. Respondents were also helpful in suggesting possible revisions that could increase comprehension and consistency of understanding for Spanish-speaking census respondents. These have been noted in Chapter 3 as well. These recommendations must be reviewed by Census Bureau staff who are both

knowledgeable about the underlying goals of the specific census questions and able to consider the possible consequences of implementing the recommended changes. As noted earlier, these results are purely qualitative and provide empirical information on how Spanish-speaking respondents interpret, understand, and respond to selected items on the 2005 test version of the bilingual swimlane questionnaire.

1. INTRODUCTION

In preparation for the 2010 Census, the Census Bureau has developed plans to test an English/Spanish bilingual questionnaire. The primary objective of this testing is to cognitively test the Spanish translation contained in the questionnaire. To date the Census Bureau has conducted the following non-English language data collection efforts which can assist in making this decision:

- 1990 Decennial Census–Spanish language Census forms were made available to households that specifically requested the form.
- 1993 Spanish Forms Availability Test (SFAT)–Census Bureau test that included a non-English Census form in its initial mailing to households.
- Census 2000 Dress Rehearsal–A dual-language mailing package was sent to respondent addresses in specific sites.
- Census 2000–One of the five official non-English language questionnaires was mailed to households upon request.
- In 2003, RTI International (RTI) conducted cognitive interviews and focus groups with Spanish-speaking, English-speaking, and bilingual respondents to evaluate four different design options under consideration for the bilingual Decennial questionnaire.
- In 2003, the Census Bureau Statistical Research Division released a report based on the results of exploratory cognitive interviews conducted using the Spanish-language version of the American Community Survey.
- In 2005, the Census Bureau conducted a test of the bilingual swimlane questionnaire as a part of the 2005 National Census Test. The goal was to examine the impact of the bilingual questionnaire on response with a national sample of housing units. Preliminary results from this test indicate that the bilingual form significantly increased response among both Spanish and English speakers. The final report on this project is forthcoming.

In 2003, the primary focus of RTI’s research for the 2010 Census Language Program: Bilingual Questionnaire Research Study was to compare different design options (the “swimlane” form was found to be the preferred option) rather than to focus on language or translation issues.

In contrast, the current work documented in this report focuses on how Spanish-speaking respondents interpret and understand the questions on the 2005 test version of the bilingual swimlane questionnaire. The form was tested with only monolingual Spanish speakers and respondents who knew minimal amounts of English. A more complete cognitive test of the form would ideally include fully bilingual respondents and monolingual English-speaking respondents. Using a structured in-depth cognitive interviewing protocol, the current project team has interviewed 44 respondents who are either monolingual Spanish speakers or bilingual, Spanish-dominant speakers. The results of these interviews are summarized in this report. While the primary goal of this research was not to identify problems with the layout of the form, there were occasions where respondents expressed difficulty or confusion with how to record a response, left a required item blank, or followed a skip instruction incorrectly. As these behaviors may be at least partially driven by problems comprehending the translation, we have noted these problems when they occurred. For the most part, however, our interview protocol focused on issues of interpretation and comprehension of key words and phrases included in the census form. Recommendations for form revisions are provided. Any changes made will be tested in a second round of interviews with approximately the same number of respondents as were interviewed for Round 1.

2. METHODOLOGY

Round 1 of this study consisted of conducting between 40 and 50 cognitive interviews in four sites across the country. While this research is based on a non-statistical sample, the four sites were selected to represent the diversity of the Hispanic population residing in the United States. In this section, the protocol developed for the Round 1 interviewing is described as well as the methodology for identifying, recruiting, and interviewing participants.

2.1 RECRUITING RESPONDENTS

We recruited adult Spanish speakers who spoke little or no English in four metropolitan cities: Chicago, Miami, Los Angeles, and Raleigh/Durham. For each of the interviewing sites, a minimum of 10 respondents was to be recruited using the following inclusion criteria:

1. **Linguistic skills:** Qualified respondents were Spanish speakers who were monolingual (spoke only Spanish) or bilingual with Spanish language dominance (spoke some English but mostly Spanish). When a person reported that he or she did not speak English at all, he or she was classified as a monolingual Spanish speaker. Conversely, a person was categorized as a bilingual Spanish dominant speaker when he or she spoke only some English and felt more comfortable speaking Spanish.
2. **Region of origin:** Respondents were recruited based on four geographic regions of origin: Mexico, Central America, South America, and an aggregate region of Cuba, Puerto Rico, the Dominican Republic and Spain.
3. **Educational attainment:** Four levels of educational attainment were used to categorize respondents. They ranged from low attainment (less than 5th grade or no formal education) to some formal education but no high school diploma, to high school diploma or some college, and to college or advanced degree.

Additionally, the recruiters strived to maintain the demographic diversity of the sample with regard to gender, age, and specific country of origin. In total, 44 respondents participated across the four interviewing locales.

We implemented the following techniques to recruit participants for the Round 1 interviews:

- Posting flyers in public places frequented by Spanish speakers with limited English proficiency

- Sending letters to organizations to solicit help in recruiting
- Gathering nominations for referrals through word of mouth
- Utilizing the contacts established by experienced bilingual field interviewers who are knowledgeable about the local Hispanic community

When potential participants responded to the advertisement by contacting RTI, they were screened with a short questionnaire to determine whether they had the desired characteristics for the study. The same screening process made the nomination procedures equally effective for recruiting respondents with the specific characteristics sought in this study. The English and Spanish screening questionnaires can be found in *Exhibit A* (Spanish) and *Exhibit B* (English). Individuals who were determined to be eligible were provided with additional information about the study, including:

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

Once all interviewing appointments were filled, additional callers who were determined to be eligible were added to a waitlist to cover cancellations and “no-shows.” In addition, we anticipate contacting some of these waitlist individuals when we begin scheduling Round 2 interviews to see whether they are still interested in participating.

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

Table 2.1: Number of Respondents by Inclusion Criteria across Sites

Characteristics\Metropolitan City		Chicago	Miami	Los Angeles	Raleigh/Durham	Total
Educational Attainment	No Formal Education/Less Than 5 th Grade	1	1	1	2	5
	Some Formal Education/No High School Diploma	3	5	4	5	17
	High School Diploma/Some College	3	5	4	2	14
	College or Advanced Degree	3	1	2	2	8
Linguistic Skills	Monolingual	5	4	5	6	20
	Bilingual, Spanish Dominant	5	8	6	5	24
Region of Origin	Mexico	2	0	6	4	12
	Central America	3	5	3	3	14
	South America	3	3	2	2	10
	Cuba, PR, DR, Spain	2	4	0	2	8
Total		10	12	11	11	44

The minimum quota sought for each inclusion criteria was met or exceeded with two exceptions. Interviewers completed five interviews with respondents who had not received any formal education (defined for recruiting purposes as having no more than a 5th grade education). This was lower than the minimum quota of ten. The recruiters reported that it was easier to recruit individuals with higher educational attainment than those with lower educational levels (we had a similar experience when we conducted the first Bilingual Census Task). In general, the interviewers observed that these five respondents encountered more difficulties in completing the form as compared to respondents with higher educational attainment on the study. In fact, respondents with no formal education experienced such significant difficulties with the census form that the interviewers had to provide more assistance with the task than would be considered ideal based on the goals of this research. The extra efforts the interviewers took during the interview included explaining at greater length the concepts behind the form, including the instructions, the cover letter, and the design of “Person 1, 2, 3...” in the household enumeration section. Additionally, it was interesting to note that the majority of these respondents pointed out that they usually did not complete forms by themselves and that someone else always assisted or completed forms on their behalf. This anecdotal information seemed to suggest that the

information that this cognitive test aims to collect may be more effectively gathered from respondents who have at least some high school education. This is because it is more likely that these respondents would try to complete forms by themselves, whereas respondents with low educational attainment generally would not. We recommend that the quota for this sub-category be reduced or eliminated for the Round 2 interviews and the resulting cases be allocated to the quota for “less than high school graduation.”

Second, the interviewers completed eight interviews with respondents from the aggregate region of Cuba, Puerto Rico, the Dominican Republic, and Spain. The target for this sub-group was ten interviews. We had anticipated a higher turnout among Puerto Rican speakers, which would have contributed to the quota. However, only three interviews were completed with Puerto Rican respondents. According to the recruiters, the difficulty in recruiting Puerto Ricans was due to the large number of Puerto Ricans who are equally capable of communicating in English or Spanish and thus were not eligible to participate in this study (because their knowledge of English was too advanced). We will focus additional efforts on recruiting Puerto Ricans for Round 2.

2.2 CONDUCTING COGNITIVE INTERVIEWS

Each cognitive interview was conducted at a time of the respondent’s choice and lasted no longer than two hours. Interviewing took place during February and March, 2006. The two hours included a pre-interview informed consent procedure and request for consent to audio-tape the interview. All interviews were conducted at professional RTI facilities or a contracted location that assured sufficient privacy. Each participant was asked to sign and retain a copy of the Informed Consent Form. Copies of the English and Spanish informed consents and audio-taping consents can be found in *Exhibits C* (Spanish informed consent) and *D* (English informed consent).

Next, the interviewer observed the respondent while he or she completed the self-administered census test form. All interviews were conducted in Spanish and audio-taped with the respondents’ consent. Upon completion of the interview, respondents were paid a \$40 cash honorarium and the interviewer acknowledged the payment by signing a Payment Receipt (see

Exhibits E and F). The Spanish and English cognitive interviewing protocols can be found in *Appendices A* (Spanish protocol) and *B* (English protocol).¹

The Round 1 interviews were conducted by a team that included three staff members from RTI and the Census Bureau Project Officer. All four interviewers are fully bilingual; two of the RTI staff members are native Spanish speakers. With the exception of the Chicago site where only one interviewer conducted interviews, two interviewers were responsible for completing the interviewing at each site.

2.3 PROFILE OF RESPONDENTS

Information about the respondents is based on the data collected during the eligibility screening process. Due to the small sample size (N = 44), the respondents are described as a group in this section.

We recruited a diverse pool of Spanish-speaking respondents, consisting of 20 monolingual and 24 Spanish-dominant bilingual speakers. The sample of 44 respondents is comprised of 19 men and 25 women. The group had a median age of 42 and the median household size was four people. As seen in *Table 2.2*, the largest group of respondents (38.6%) was between 31 and 45 years of age, followed by respondents in the 46 to 55 age grouping (29.5%). About 20 percent of respondents were 30 years old or younger, and a little over 10 percent was made up of respondents over the age of 55. In terms of household size, more than half the respondents reside in a household of four or more people.²

Table 2.2 also shows that the majority of the respondents reported having lived in the United States for 10 years or less. The most recent arrival was reported to be within the past year.

¹ It should be noted that the English protocol was never used during Round 1 interviewing and is only provided here as a reference document for readers who are not fluent in Spanish. This is true for *Exhibits A – F* as well.

² For comparison purposes, the Decennial Census found the average U.S. household size to be 2.59 people in 2000.

Table 2.2: Demographic Profile of Round 1 Participants

Age¹	N	Percent
18–30	9	20.5%
31–45	17	38.6%
46–55	13	29.5%
56 or older	5	11.4%
Household Size (Number of People)		
1 (Respondent lives alone)	6	13.6%
2–3	14	31.8%
4	16	36.4%
5 or more	7	15.9%
Information Not Available	1	2.3%
Years Residing in the U.S.		
10 Years or Less	24	54.5%
11-20 Years	10	22.7%
> 20 Years	10	22.7%

¹In order to be eligible for this study participants had to be at least 18 years old.

Table 2.3 provides descriptive data on respondents' linguistic skills, regions of origin and educational attainment. The specific countries/territories represented in this round include: Mexico, Colombia, Cuba, El Salvador, Guatemala, Honduras, Nicaragua, Peru, Puerto Rico, Venezuela and Argentina.

Table 2.3: Round 1 Results for Recruiting Quotas

Linguistic Skills	N	Percent
Monolingual	20	45.5%
Bilingual, Spanish Dominant	24	54.5%
Region of Origin		
Mexico	12	27.3%
Central America	14	31.8%
South America	10	22.7%
Puerto Rico, Cuba, DR, Spain	8	18.2%
Educational Attainment		
Less than 5 th grade/No formal education	5	11.4%
No high school diploma/Some formal education	17	38.6%
High school diploma/Some college	14	31.8%
College or advanced degree	8	18.2%

3. FINDINGS

This chapter summarizes the findings from the 44 cognitive interviews conducted in Round 1. Results are presented in the same order the topics were covered in the cognitive interviewing protocol (The Spanish protocol can be found in *Appendix A* and the English protocol can be found in *Appendix B*).

The research team chose particular Spanish terms and phrases to undergo testing based upon both an expert review of the questionnaire and on findings of previous Census Bureau research on these and similar survey questions.

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

3.1 INTRODUCTION TO THE INTERVIEW

As noted earlier, the introduction was comprised of a verbal explanation of the procedures and a written informed consent process for both the cognitive interview and audio-taping. While the information seemed sufficient for the vast majority of the respondents, a small number of participants voiced comments or concerns. In large part, this is probably related to the demographic characteristics of respondents in the sample. Many of the respondents had low levels of education and a lack of experience filling out forms. Some of these people were not particularly acculturated to U.S. norms related to survey interviews and questionnaires. In

addition, some respondents were undocumented immigrants who were understandably nervous about the reasons they were being interviewed by a government agency representative.

Respondents' comments ranged from personal preferences about being a study participant (requesting frequent bathroom breaks, feeling nervous, saying that they would like to read the questions aloud) to opinions about the decennial Census (wanting to discuss having filled a census form before, their understanding of the importance of the Census, etc.). One participant expressed confusion about the incentive offered for the study. This person had understood the recruiting flyer to mean that he would receive \$40 *per hour* for actually working as an interviewer himself.

The more significant concerns were raised only by monolingual Spanish-speaking respondents who had lower educational attainment. Specifically, three respondents were concerned for confidentiality and privacy reasons. A male respondent of Cuban descent in his mid-60s did not want to discuss "politics." He threatened to walk out of the interview if issues relating to politics ever arose during the interview. Second, a female respondent from Guatemala felt uncomfortable enumerating her household members. When asked what she would do if she received a census form by mail, she believed that she would fill out the part of the form that was relevant to her, and then pass the form on to each household member so they could complete their portions alone. The third participant, a man in his early 50s, revealed that he was an undocumented immigrant. Thus, he expressed deep discomfort in regards to providing his signature. After the interviewer verbalized the confidentiality assurance in the informed consent form, including the promise of confidentiality, destruction of tapes, and information access by authorized staff only, the participant indicated his willingness to provide written consent. He attributed his change of heart to his trust in the interviewer.

Interviewers observed participants as they completed the census form. Many participants flipped through the form prior to answering any questions. In most cases this seemed to be based on simple curiosity to see what was included. However, in some cases the participants appeared to be flipping through the form out of confusion. For example, several participants seemed unsure of where to begin answering questions and several others expressed confusion over why the same questions were repeated throughout the form (e.g., for Person 1, Person 2, etc.).

At least minor errors in completing the form were made by nearly all participants. It is unlikely that all these errors are due to problems with the wording of the Spanish translation, however. In many situations it seemed that the confusion was caused by a lack of “forms literacy” on the part of the participant and was likely due more to the participant’s lack of formal education and familiarity with completing any type of standardized form than anything else. Examples of these types of mistakes include participants who simply skipped a whole page of questions (perhaps turned too many pages at one time or did not pick up on the natural flow of the form), participants who were unsure how to record an age that did not require three digits (e.g., should it be left- or right-justified in the set of boxes), participants who completed their own data (as Person 1) for each person number (e.g., Person 2, Person 3, etc.), and participants who marked all the options included for a question because they appeared to be trying to follow an instruction that mentioned marking all the reasons that applied. Errors made that appear to be a direct result of misunderstanding a specific question or phrase are noted below in the question-specific results.

Interviewers found that they had to give more assistance than was ideal for respondents who had been recruited for the “no formal education” group. These participants simply could not complete the form without significant assistance from the interviewer. When the interviewer asked how they would answer the questions if they received the form at home, these participants most often said they would ask a friend or family member to help them or just have this other person complete the form based on his/her knowledge of the participant. As noted earlier, based on these findings, we reduced the number of interviews we completed with this group and have recommended that individuals with no formal education be excluded from the Round 2 interviews.

Finally, interviewers responded to a number of questions from participants who, while capable of completing the form themselves, did have questions about the task of completing the form. The most often asked questions included:

- Why are you asking about September 15th/Is September 15th an important date?

- How should I choose who Person 1 will be?
- What race am I?
- Why are the same questions repeated?
- What do I do if the person who owns the home doesn't live here (I rent the property)?
- How do I decide whether a person should be included or not?

Some questions were specific to an individual question and those are discussed in the sections below.

3.2 COGNITIVE INTERVIEW

Cover Letter

In a number of cases the cover letter was not read by the respondent, or was only read after the interviewer directed the respondent to it by asking specific questions about words or phrases used in the letter. These respondents simply opened the form and began with Question 1. When it was read, the cover letter appeared to have achieved what it intended: to inform about the Census form, to encourage participation, and to assure confidentiality. Most respondents seemed to be able to grasp the message either by context or by recognizing familiar key vocabulary. However, one respondent did express confusion with the word “censo.” She did not understand what it meant to require a census of the United States every ten years and noted that the term isn't really defined anywhere in the letter.

Specific words that were problematic with a majority of respondents included “en línea” (on-line) and “anejos” (enclosures). While no clear pattern by country of origin emerged, education level sometimes created commonalities in the answers provided.

OPCIÓN 1: Vaya a www.census.gov/census2005 para completar su cuestionario en línea.
(OPTION 1: Go to www.census.gov/census2005 to complete your questionnaire on-line.)

Except for a monolingual female respondent who had not completed high school, the majority of the respondents used the words “internet” or “computadora” (computer) to describe

the action that is required at this step. The far-reaching influence of technology was accentuated by two respondents from Puerto Rico and Cuba who had no formal education:

“Everyone knows the internet, even little kids do!”

“I do not have a computer but I know it refers to the internet... You need to have internet access in the computer... We see this everyday on TV.”

Some specific examples were given when the respondents mentioned the “internet” or the “computer,” such as:

- web page (página de internet)
- web page address (dirección de la página de internet)
- go to the internet, put in address
- do it at this address
- enter the web address
- by computer, enter this site (sitio)

These knowledgeable respondents included five respondents who did not recognize the utility of the URL in Option 1 but proved that they could differentiate between paper and computerized questionnaires. For instance, two of those five respondents, both from Colombia, mistook the URL for an e-mail address. Ultimately, they were able to recognize Option 1 as one related to access to the “internet” or “computer”:

“I imagine you can fill it out on the internet.”

“It’s the e-mail address where I can go in and fill out the questionnaire in the computer.”

The other three respondents admitted that they did not know what the URL was for and did not guess. After the interviewer described inputting the URL for the questionnaire, these three respondents were able to suggest or relate to key words “internet” or “computer,” thus demonstrating that they were aware of these technologies regardless of whether they have the access or specific knowledge of how to use such technologies.

While some respondents were familiar with the phrase “en línea” (on-line), they appeared to be the more highly educated respondents. One bilingual college-educated Cuban respondent in

his mid-30s claimed that he was familiar with this term due to his computer skills. Another college-educated respondent also indicated that he recognized the term and equated it to the English term “online.” More than half the respondents did not know what “en línea” meant. Some thought that it was designed to direct respondents to answer the questionnaire in an orderly way. Others speculated that the word “línea” (line) meant physical linear entities:

- in order, forming a line, to go or enter somewhere
- línea recta (straight line)
- the actual line that you are supposed to write on
- the order in which questions should be answered, one after the other, [like] 1, 2, 3, 4...
- the questionnaire there, the present questionnaire, the questionnaire that follows
- A continuación (as follows), the order in which the questions should be answered
- organized, controlled
- telephone line
- cable

Further, although a sizable group of respondents indicated that it referred to “over the internet” or “using the computer,” some confessed that they reached that conclusion because of the context:

- “[En línea] means cable [to me], but here by context it’s clear that it means on the computer.”
- “I’m not sure, internet?”

When asked for another term to describe “en línea,” the respondents overwhelmingly offered “internet” and “computer,” either alone or jointly, to describe the idea of accessing the questionnaire on-line. Another suggestion was to use “por internet.”

Option 1 also mentioned that the questionnaire was only available in English, and a few respondents were convinced that English language proficiency was a requirement to complete the questionnaire. One respondent suggested clarifying the language available by saying “se encuentra en inglés solamente” instead of just “en inglés solamente.”

Recommendations for Round 2:

- **Change en línea to “por Internet” or “en la/el Internet.”**
- **Consider rewording the “English only” notification to say “Se encuentra en inglés solamente” (Found only in English)**
- **As we discussed during the interim report briefing, the term “OR” is included between options 1 and 2 in the cover setter. In Spanish the letter “O” by itself does not really look like the word “OR” and we suspect that respondents might not be interpreting it that way. Since some respondents did not seem to realize that the internet option referred to filling out the same questionnaire online, and since one respondent actually filled in the little circle, not realizing that it was the word “or,” we recommend looking into making the “or” concept clearer. Some ways to do this would be: to add a colon after the “O” and have “O:”**
- **It has also been noted that since the word immediately following the “o” is “opción” which begins with an o, the spelling of the word “or” should technically be “u.” We are concerned that this might confuse respondents since this section is not clearly a complete sentence. A second option would be to change “O” to “U:”**
- **A third option would be to change the sentence directly above options 1 and 2 to say: “Por favor, escoja O la opción 1 O la opción 2” (Please choose EITHER option 1 OR option 2).**

Los resultados del Censo 2010 se utilizarán para ayudar a cada comunidad obtener su parte justa de los fondos federales.

(Results from the 2010 Census will be used to help each community get its fair share of federal funding.)

After reading the above paragraph, the respondents offered different interpretations of what federal funding could help. These included: money for retired people, food stamps, reimbursement, unemployment checks, and hospitals or streets. However, the majority of the respondents understood that the paragraph discussed the distribution of *money and benefits* (beneficios) according to community characteristics found in the results of the Census. When

there was confusion it seemed to be a result of low education. For example, one respondent stated, “That would be to the fondos federales (federal funds), isn’t that when they do the taxes and give people their money back?”

Two respondents reacted negatively to the phrase “obtener su parte justa” (get fair share); they were both Colombians who have been in the United States for less than 7 years. They pointed out that the word “justa” indicated fairness, but many things were simply not fair. One referred to immigration status for some Hispanics, and the other just scoffed at the idea of championing fairness when “no es cierto” (it is not true). Another respondent said, “Parte justa...I mean for undocumented people, can they be part of that, the parte justa? It’s related to racism. To me racism is injusto (unjust).”

To some other respondents, being fair seemed to be associated with being “equal” or “equitable.” They used words such as “equal parts” (partes iguales), “distribute equally,” and “distribute equitably” (repartir equitativamente). Another Colombian respondent had a more positive interpretation—“parte justa” meant more representation for the community (mayor representatividad).

Nevertheless, the majority of the respondents described “parte justa” (fair share) as the process that afforded someone the resources that they deserved and should have. Instead of “parte justa,” the verbal (grammatical) form of “share” (corresponde) was repeatedly offered:

- obtener lo que le corresponde (to get what one is entitled to)
- lo que realmente corresponde (what you’re really entitled to)
- para obtener mejores beneficios de los fondos federales, lo que le corresponde a la comunidad (to get better benefits from the federal funds, what the community is entitled to)
- la parte que le corresponda (the part that one is entitled to)

Other suggestions included: “lo exacto” (the exact amount) and “tener su recompensa (o beneficios) de los fondos federales.” (to have one’s reward or benefits from the federal funds)

Recommendations for Round 2:

- **Consider simplifying the sentence structure as respondent confusion may be caused by the complexity of the sentence and by the use of the passive voice. One possibility: El gobierno usará los resultados del Censo 2010 para distribuir los fondos federales a todas las comunidades de una manera justa (The government will use the results of the 2010 Census to distribute federal money to all of the communities in a fair way).**
- **Consider using a different term for “fair” such as “equitativa.” Note that this would change the meaning to sound more like equal/equivalent.**
- **Alternatively, consider using the verb corresponder (to be entitled to) in the sentence.**

La ley (secciones 9, 141, 193, 214 y 221 del título 13 del Código de los Estados Unidos) requiere y protege la confidencialidad de sus respuestas. Esta ley protege su privacidad y requiere que usted provea la información que se solicita.

(Your answers are required and confidential by law (Title 13, United States Code, Sections 9, 141, 193, 214 and 221). This law protects your privacy and requires that you provide the information requested.)

This part of the letter was designed to convey the protection conferred to participants by the laws of United States and how participant confidentiality and privacy are promised and protected. In addition, it is intended to contain a reference to the mandatory nature of the survey. All respondents were able to relate to the solemnity and legitimacy of the law in this paragraph.

A bilingual woman who completed high school in Argentina understood it this way:

“The information that I am providing...it is required for my responses to be protected, and that the information will not be used for any other purpose.”

Her understanding was echoed by a Peruvian woman with some college training:

“Data will be used only for a specific purpose and nothing else, no one will come back to bother you, and no one will be affected.”

This was put in a more colloquial way by a monolingual Cuban man who had no formal education:

“If you [the interviewer] comment or mention anything about this [the interview], I could get you in trouble. That’s very good, very, very good.”

Immigration was clearly a salient topic to many respondents. When the law was concerned, several respondents of lower educational attainment (who had not completed high school) tied it in with not becoming worried that one’s legal status would be divulged. A monolingual respondent from Nicaragua in his early 40s also felt that the laws highlighted in the letter pertained to a person’s legal status, “...this law protects people’s legal situation, so everyone can provide information without fear.” Another monolingual respondent in the same age range but from Guatemala shared:

“...the law meant that the census needs information about the householders, but they do not want to find out their immigration or legal status.”

A bilingual Peruvian woman further explained:

“[They] will not divulge what’s being filled out on the form, the information that’s being collected...No one will tell anybody and nothing will be told to the INS [now USCIS] regarding people who have no papers [undocumented immigrants] (que no van a divulgar lo que están llenando en esta forma, la información que están obteniendo ...algo que no van a decir a nadie y que no se va a decir nada al INS de la persona que no tiene papeles).”

When confidentiality and privacy were contrasted, some respondents made a distinction but almost half of the respondents felt they meant the same or were very similar. The differences seemed to lie in the perspective that a person took about how information might be used or shared.

A Venezuelan man who has lived in the U.S. for over 15 years and referred to himself as a U.S. citizen observed this difference:

“Confidentiality means that, in some ways, I am sharing the secrets with others. Privacy is my right to maintain my life private without making it public. They are

somewhat the same but different in terms of [the fact] that confidentiality is sharing with others and privacy can't be broken or made in public.”

A young adult from Guatemala who had recently arrived in the U.S. put it this way, “privacy is what a person has, and confidentiality is what you do to another person or what an organization does to a person with his information.”

His explanations were communicated in greater detail by an older Colombian woman who had also moved to the U.S. recently:

“The information provided is confidential, only for you, for the Census, and it will not be shared with other people. Privacy...is the data provided about each individual and their families, like phone number, address, and account numbers.”

The degree of seriousness between confidentiality and privacy was another point of contrast observed by some respondents. A 25-year old woman from El Salvador could not articulate the difference but knew that “...privacy has a deeper meaning, it is something very private.” To a fellow Salvadoran woman, she pointed out that privacy is stronger—Privacy is when “no one else has the right to come and ask about this questionnaire” (*nadie más tiene derecho de venir a preguntar acerca de este cuestionario*) and confidentiality meant “to keep something secret, safe, to give it security” (*mantener algo en secreto, seguro, dar seguridad*).

Additionally, the word “respect” was used by some respondents as they described the word “privacy” and its relation to confidentiality. A monolingual Salvadoran woman discussed respecting privacy, “confidentiality is data kept secret; privacy is to respect people’s opinions.” A monolingual Cuban man said, “privacy referred to respecting the way a person lives...if I watch TV, or do something incorrect. No one can say anything to me. Privacy has to be respected.”

To a mother of two from Mexico, “confidencialidad” (confidentiality) was a word she could not pronounce although she could say “confidential” with ease. In fact, a number of respondents had difficulty pronouncing the word “confidencialidad.” Confidentiality and privacy

were the same to the Mexican respondent because they both pertained to information. “No me va a meter, como una confianza” (they are not going to get into my affairs, it’s like in confidence). Her sentiments were matched by a Colombian female college-educated respondent; she asserted that confidentiality and privacy are familiar concepts to people because they are discussed with people at the bank.

Recommendations for Round 2:

- **Consider omitting the list of law numbers as these were unfamiliar to most respondents. If the law numbers must be included, perhaps they could be included as a footnote.**
- **Consider rewording the sentence to include the adjective “confidential” (confidencial) instead of the noun, “confidentiality” (confidencialidad). The adjective form may be more recognizable and easier to understand in both Spanish and English.**
- **Also, consider investigating whether respondents understand the mandatory nature of the census. One interviewer asked a few respondents whether they thought that the Census was mandatory after reading this sentence, and none of them had interpreted the sentence to mean that filling out the form was mandatory. This issue was not specifically tested in Round 1 but might be useful to look at in Round 2. One way to convey this meaning more strongly would be to add the term “obligatorio” (obligatory/mandatory) to the Spanish wording.**

Sólo las personas que han juramentado proteger los datos de la Oficina del Censo—y nadie más—tendrán acceso a la información que usted provee.

(Only persons sworn to protect Census Bureau data will have access to the information you provide—and no one else.)

The meaningful action of “sworn” was clearly conveyed. Some respondents used the Holy Bible to describe how swearing was done for marriage or other situations involving serious commitments. In particular, the word “juramentado” used in the letter was viewed as an obligation and a commitment. However, the majority of the respondents chose to say “jurado” (“jurar”, sworn) instead. People either used the term jurado when discussing the concept or specifically recommended that that term jurado be used in the questionnaire. They also mentioned “bajo juramento” (under oath) and “compromiso” (promise). Several wording variations were observed as well, including: comprometerse (verb form/to promise), prometerse

or prometer (to promise) and asegurar (to assure). Three respondents, from Colombia, Venezuela, and Nicaragua, interpreted this sentence to mean that the information would not be shared with another government entity.

Recommendation for Round 2:

- **Replace “juramentado” with “jurado.”**

Anejos (Enclosures)

Only two respondents understood this term as intended. One was a middle-aged male respondent from Puerto Rico, who explained, “que se ha añadido otras cláusulas” (that other clauses have been added). There were two other Puerto Rican respondents in the Round 1 sample, but neither of them knew this word. These two respondents suggested “incluído” (included) for the concept of enclosures. This is where education might have made a difference, too—the first respondent, who understood the term as intended, had completed high school whereas the latter respondents had not.

The second respondent who understood the term as intended was from Mexico and had less than a high school level education. She spent a long time in silence when asked about this word and then said “No, I’ve never... I don’t know if I’m confused but it sounds like siguientes cosas (the next things).”

The remaining respondents did not know the term at all. Some respondents (including a college educated one) interpreted the term as añejos—a word used to describe aged liquor.

After the interviewers gave an example of what the term “enclosures” meant, respondents most often suggested the term “anexos” (attachments, enclosures), followed by “adjuntos” (attachments, enclosures). The recommended wordings varied, from “adjuntados” (adjective form) to “anexar” and “adjuntar” (verb forms).

Five respondents could not propose an alternative word or they offered an alternative that was distinctly different from “enclosures” and from each other [resumen (summary), envíos (things sent), juntar (to attach)]. These word choices demonstrated that respondents were not familiar with the concept of “enclosures.” These respondents were all monolinguals with either some high school or no formal education and from various countries.

Recommendations for Round 2:

- **Consider dropping the term entirely because in its current form the questionnaire isn’t really an “enclosure” since the letter and questionnaire are bound together to create the booklet.**
- **If there is a desire to keep the term, consider using “anexos,” (attachments) “cuestionario adjunto,” (questionnaire attached) “vea adjuntos,” (see attachments) or “vea información adjunta” (see attached information).**
- **If the term “enclosures” is referring only to the envelope included in the mailing packet, consider specifying that more clearly by saying something like “Postage-paid envelope enclosed.” In Spanish: “Se adjunta sobre prepagado,” which translates literally as: “prepaid envelope enclosed” (The terms “postage-paid” and “prepagado” are already included earlier in the letter under Option 2). Be sure to probe respondents on their interpretation of this message in Round 2 of the cognitive testing.**

Questionnaire

Page 3 of questionnaire containing household level questions:

Por favor, complete su cuestionario en el idioma que se sienta más cómodo y devuélvalo por correo hoy.

(Please complete your form in the language most comfortable for you and return it today.)

The majority of the respondents understood the instructions as intended, which was that respondents could choose to complete the questionnaire in the language of their preference, or in a language that is easy, convenient, and one with which a respondent feels comfortable, such as his or her first language.

To five respondents representing various countries, the current Spanish word “cómodo” implied physical comfort rather than mental comfort:

- feeling well, stable, that one does not need anything
- relaxed and calm
- sit down and respond to it when you are physically at ease

The majority of respondents chose to describe the concept of “comfortable” as fácil (easy) or “lo que se sienta a gusto” (what makes you feel comfortable).

Recommendation for Round 2:

- **Consider testing the term fácil (easy) in place of cómodo (comfortable).**

Question 3, Options 1 and 2: Hipoteca (mortgage), Préstamo (loan), Libre y sin deuda (free and clear)

Regardless of their background, the majority of the respondents seemed to be able to associate hipoteca (mortgage) with a property (e.g. a house) and the bank. Although hipoteca was oftentimes explained as a “préstamo” (loan), the respondents almost always associated it with a property and from a bank. A préstamo was described as money owed in a more general way; one can owe a préstamo to many sources.

The borrow-and-return nature of a “préstamo” was clear to nearly all respondents—one lends, the other receives. And, the latter must follow through on the obligation.

“...Hipoteca meant préstamo para una propiedad” (loan for a property). Préstamo meant “Si necesita dinero para su propiedad, se pide un préstamo.” (If you need money for your property, you ask for a loan.) (Monolingual Cuban, some high school)

“...Hipoteca is when I have a house with préstamos from the bank. Préstamo is not necessarily from a bank, it can be from anyone who lends it to me.” (Bilingual Colombian, college graduate)

Respondent: When you have property you have the problem of an hipoteca

Interviewer: So, it has something to do with the property?

Respondent: Yes, hipoteca is for a property... To have an hipoteca, you must have a property.

Interviewer: How so?

Respondent: If I have a house, I need to hipotecar (mortgage) my house. I go to the bank and ask for a préstamo (loan), they ask me “What property do you have?” I say, “I have my house.” They say, “Okay, you can hipotecar (mortgage) your house.”

Interviewer: Now, what is a préstamo to you?

Respondent: [chuckle] Préstamo is when a person gets money from the bank, or when a person doesn't have a job. (Bilingual Mexican, some high school)

Respondents expressed “libre y sin deuda” (free and clear) in several ways:

- not owing any more money
- not having to pay a mortgage
- something you purchase that you do not owe on anymore. It's yours, and you can decide what to do with it, without asking anybody what to do with it.
- finished paying on a house, and would no longer have debt
- the house is yours
- I own the place without any type of responsibilities. Free (libre) of préstamos (loans)
- Completely free (libre) of any type of payments.
- The person that owns the property has no debt, without hipoteca or préstamo

A total of six respondents did not understand the word “libre” (free) as intended. One respondent thought that libre described the home owner's marital status, which meant that he was not married (no casado) and was “libre.” Three other respondents interpreted the word to apply to freedom from debts other than a mortgage. One respondent thought it meant that you don't have to pay taxes. Another seemed to understand the term more broadly to apply to any debts one might have.

Recommendation for Round 2:

- **Consider whether there could be a clearer way to express the concept of libre y sin deuda (free and clear) to prevent respondents from thinking that we are asking about their entire financial status as opposed to home ownership status.**

Question 3, Option 3: Alquilada por pago en efectivo (rented for cash rent)

The majority of the respondents rented rather than owned their current residence. The option “alquilada por pago en efectivo” was therefore marked most often.

The respondents all recognized “en efectivo” as “in cash” (several bilingual and monolingual respondents also knew to say the word “cash” in English). The interviewers observed that Mexican respondents tended to use the word “rentada” to mean “alquilada” (rented); however, the word “alquilada” was understood. This term “rentada” was also used by some respondents from Central America, such as Honduras and Guatemala. It was not clear whether this speech pattern was representative of all Central Americans because another respondent from El Salvador indicated that he was more familiar with “alquilada” than “rentada.” The term “rentada” also appears on Mexican census forms. (See http://www.inegi.gob.mx/prod_serv/contenidos/espanol/bvinegi/productos/censos/poblacion/2000/cuestionario/imagenes/basico.pdf)

The mention of cash in the phrase “rent for cash rent” was seen as restrictive to some respondents, such as this Mexican woman:

“... por pago (by payment) means I can pay whatever way. When you say en efectivo (in cash) that means I can only pay in cash.”

A monolingual Colombian woman was similarly distracted by the cash reference:

“[it meant]...when you pay cash for your rent because you do not use or have a checkbook.”

The same “cash only” interpretation was echoed by other respondents from different countries from varying educational backgrounds; and they thought that more forms of payment needed to be included.

Nevertheless, most respondents were still able to choose the option by context, as stated by a bilingual Colombian woman:

“When I saw this option, I thought to myself ‘I don’t pay in cash, I pay by check.’
Regardless, I pay money, so I marked that category anyway.”

This was reinforced by a Puerto Rican man who had no formal education:

“[With the mention of cash or not] it is still talking about payment. Whatever [type of] payment it is.”

A few respondents marked this option because it was the least objectionable choice and the rent part applied to them. A Colombian man in his late 20s justified his selection:

The mention of “cash” doesn’t make sense. I can pay for my rent by check or money order. The phrasing “alquilada por pago” [deleted “en efectivo”] is perfect! It’s a lot clearer because you can give payment in all sorts of ways. I marked it although I don’t pay cash. Because I am not an owner, I don’t have an hipoteca (mortgage), I don’t live there for free. I pay rent...it is the only one that applies to me so I marked it, although the cash part doesn’t apply.

Although relying on context and applying the law of elimination worked well as clues, some respondents suggested that it was understood that when you rent, you need to make payments. As a result, the mention of cash in the response option was superfluous. A monolingual Mexican woman said the following:

“Why put 'por pago en efectivo?' Most of us pay in cash anyway. Sometimes we pay by check, but it’s just like cash. Most owners want cash or a check. Why is it [en efectivo] mentioned here? When you say rentada (rented), it’s understood that you have to pay something.”

It should also be noted that the idea of paying rent specifically in cash (with money as opposed to checks or money orders) might be interpreted slightly differently by Spanish-speaking immigrants in the U.S. than it would be by monolingual English speakers. There are many (particularly undocumented) immigrants who do not have access to bank accounts and who actually have little choice but to pay their rent in cash. This could potentially cause some respondents to wonder whether the government is interested in finding out whether they are undocumented and unable to have a bank account in the U.S. More testing of this particular issue would be in order if the term “cash rent” is to remain on the questionnaire.

Recommendations for Round 2:

- **Change the option to read, “Alquilada”(rented) or “Alquilada por pago.” (rented for payment).**
- **Consider testing the term “rentada” with respondents of various nationalities to see whether this term is universally used and/or understood.**

Question 3, Option 4: Ocupada sin pago de alquiler en efectivo (occupied without payment of cash rent)

Similar to “alquilada por pago en efectivo,” relying on context helped respondents understand the response option “ocupada sin pago de alquiler en efectivo” (occupied without payment of cash rent).

A monolingual Puerto Rican woman explained what this phrase meant to her:

“You occupy the place but don’t pay rent. It is like Section 8 housing... [whether cash is mentioned in a phrase] it means the same thing. People can pay in many ways, cash or check, but one doesn’t pay.”

A Guatemalan woman who lived with her sister (a home owner) and thus did not have to pay rent chose this option. Whether the word “cash” was part of the response option or not made no difference to her, because she knew that it was the “occupied without payment” part that applied. It should be noted that this was not the response category that she should have chosen to describe her household since she was filling out the form for the entire household which includes her sister, who is the owner of the home.

A bilingual Mexican respondent agreed; he commented, “don’t pay means don’t pay.”

A more serious response error that occurred due to the cash reference was that some respondents interpreted “occupied without payment of cash rent” to mean that they made payment by some other means, such as by check or money order, in installments or in exchange for doing work around the house.

To a bilingual Salvadoran respondent and a Mexican respondent, the mention of *sin pago de alquiler en efectivo* (without payment of cash rent) caused them to interpret the option to mean paying by check or money order as opposed to paying in cash. When discussing this option, the Mexican respondent said, “(Long pause). I think maybe I should have chosen this answer. Because [the way I pay] is not *en efectivo*/in cash. This [option] is when you might send a check or a money order to the bank.”

Other respondents interpreted the addition of “*en efectivo*” in a range of different ways. A monolingual Guatemalan young adult thought the mention of “occupied without payment of cash rent” meant one can pay rent by other types of payment, such as paying “*en cuota*” (installments). His view could be compared to that of another Guatemalan who was several decades his senior. This respondent thought that “*ocupada sin pago de alquiler en efectivo*” implied not paying anything but in return the person maintains and takes care of the property. However, “*ocupada sin pago de alquiler*” (the word “*en efectivo*” was deleted here) meant living there completely free to him. In contrast, a bilingual Colombian respondent thought that “*ocupada sin pago de alquiler*” did not mean completely free. Instead, one lived there without paying anything, but needed to do some work in exchange.

The variety of interpretations may shed light on how unfamiliar respondents were with the phrasing. It seemed that “*ocupada sin pago*” (occupied without payment) would be sufficient because the basic idea of living without payment connotes of the idea of living without financial obligations. A Puerto Rican respondent even suggested a more idiomatic version: “*ocupada sin hacer pagos*” (occupied without making payments).

“When you ‘alquila’ (rent), it is ‘por pago’ (for payment)...when you alquila (rent), you renta (rent), it is implied that you have to pay. You alquila (rent) for pay, it is sobreentendido (assumed). In terms of payment, you can pay cash or rent. I don’t know why you put down cash here.”

A monolingual Mexican male respondent who had no formal education understood paying rent, but when “por pago” (for payment) was mentioned, he thought that it meant “paying rent in two installments.” He also shared that he normally paid rent by cash; it was more difficult for him to use checks because he didn’t know how. Another Guatemalan bilingual woman thought that “alquilada por pago” meant “pagar por pocos” (to pay little by little). Keeping “en efectivo” (in cash) at the end of the phrase “alquilada por pago” (rented for payment) actually made sense to her because she paid with cash only, not with a check. These examples showed that the qualifier, “for cash rent”, in actuality, created a great deal of confusion for some respondents. A Peruvian monolingual respondent complained, “This question makes my brain work harder!” He commented that it would be sufficient to just say “alquilada.”

An anecdote recounted by a Cuban bilingual respondent showed how living in a mobile home complicated matters for him in this question:

“...Mi casa, yo no sabría dónde ponerla. Yo vivo en una casa móvil, la casa móvil es mía, en ese caso está libre y sin deuda, pero por otra parte yo alquilo porque pago el terreno, entonces es mía y no es mía. Es mío la de arriba pero no es mía la tierra. (...I wouldn’t know where to put my house [which option to choose]. I live in a mobile home, which is mine, in this case, it’s free and clear. However, on the other hand, I rent because I’m paying for the land. So it’s mine but it’s not, the upper part is mine but the land isn’t mine.” [The respondent chose to leave the question blank]

Recommendation for Round 2:

- **Reword the option to simple say, “Ocupada sin pago” (occupied without payment) or “ocupada sin pago de alquiler” (occupied without payment of rent)**

Question 4: Telephone Number

Several respondents chose to leave the telephone number question blank. In most cases they did this because they were concerned that others in their household would not want to receive calls from the Census Bureau.

Recommendation for Round 2: No changes.

Page 4 of questionnaire containing person level questions:

Question 5: Person 1

Respondents employed several strategies to choose a Person 1 in Question 5, as well as to enumerate the rest of the household. To varying degrees, many respondents struggled to determine who to list as Person 1 for their household. During the decision-making process, they consistently sought validation from the interviewers about their strategies in the following ways:

- By status, such as head of household or age. For example, a bilingual Mexican respondent with some high school education said the following:
Respondent: Is Person 1 meant to be the head of household? ... I think it is, so it is my husband.
Interviewer: What part of the instruction helped you to decide that it is your husband?
Respondent: It says if the person is inquilino (renter) or dueño (owner)...I feel that it is my husband...I'd just put [his name] down because he is the head of household, el pilar del hogar (the pillar of the household).

Bilingual Honduran female respondent, who had completed college:

...I write down [enumerate] based on the status of the person in the family. First start with head of household, so first I put down my dad. [On the form, Person 1 was the respondent's father, Person 2 was her uncle, followed by the respondent herself as Person 3].

Bilingual Colombian female respondent, who had completed college:

[Unsure whether to enter her own name or her husband's name because they are co-owners. Proceeded to enter husband's name as Person 1] ... Our Hispanic culture is a

male dominant culture, and the man is supposed to be the head of household, then the wife and then the children.

Monolingual Mexican respondent, who had completed some college:

Respondent: Inquilino is us, we rent. Are you trying to ask for the owner or the person responsible? ...[Reading instructions for second time] Who is Person 1? ...Are you trying to ask about the person that maintains the home, or the head of household? It says “inquilino,” (renter), then it’s everyone. Do you want to know the owner, or the head of household?

Interviewer: What does it mean to you?

Respondent: If the owner lives in this house. Write the name. But who is Person 1? There is not just one person, we are partners (una pareja).

[The interviewer observed that the respondent saw Person 1 as a count of 1 person, rather than the first person to be enumerated in the household].

Interviewer: In your case, does the owner live here?

Respondent: No. Print the name of the person who lives here if he is an owner or inquilino... Is it asking about the oldest person?

Interviewer: Does the inquilino or dueño of this house live here?

Respondent: Inquilino, yes, because all of us are inquilinos...[noticing the instruction about adults] But which adult should I put down—the one responsible for the home, or the eldest?

Interviewer: You can put down whichever inquilinos there are. [Interviewer observed that the respondent didn’t seem to be reading the part about “any adult”].

Respondent: Well, I’d put down whoever is the oldest. The first person that Hispanic people put down is usually the eldest person. Or head of household, who is the person that is responsible for supporting the household (mantener la casa). Or the oldest person. But better head of household.

[The interviewer later reported that at Person 2, the respondent wondered which person should be enumerated. The respondent would like to have been instructed, “the next oldest person in the household.”]

- By role, such as the person who manages the household. For example, a monolingual Puerto Rican with some high school had the following interaction with her interviewer:
Respondent: [Person 1] starts with me, right?
Interviewer: What do you think the instructions say? It could start with you.
Respondent: Owner of the apartment, right?
Interviewer: The instructions say, “owner or renter....
Respondent: [Read instructions, then proceeded to write down her own name as Person 1]
Interviewer: What would you do if I weren’t here?
Respondent: I would just put my name down. Even though my novio (boyfriend) lives with me, I am the one who maneja la casa (manages the household).
- By process of elimination. As a monolingual Colombian respondent noted, “Person 1 in my case is just me because I live alone...”

When these strategies were not employed, respondents required high-level assistance from the interviewer. Their difficulties were concentrated in two areas. The first situation occurred when respondents did not realize that Person 1 could be another person in the household (a sort of form-taker centrism). The second situation occurred when respondents had difficulty with the conditional instructions provided (*If* the owner lives here... Or *if* the owner does *not* live here...). Several examples are provided below which clarify the confusion respondents had with the instructions. The first is from the interaction a bilingual Puerto Rican with no formal education had with his interviewer:

Respondent: I can’t put down anyone [as Person1] because the owner doesn’t live here.

Interviewer: Does the instruction ask for anyone else?

Respondent: [Reading the instructions again] There is no one. No owner lives here. Only we live here. I am not the owner, but I am the person filling out the form. No owner, no neighbor lives here.

Interviewer: How many people are asked about here?

Respondent: Just one.

Interviewer: Are you the inquilino (renter)?

Respondent: Yes. So, I am Person 1? I am the inquilino (renter), but it sounds like the instruction is asking for someone else.

In this situation the interviewer observed that the respondent seemed fixated on the idea that Person 1 should be the person filling out the form. He could not comprehend that he could be the respondent but still put someone else down as Person 1, making it a third-person referent. As a result, he suggested rephrasing the instructions to say “if you are the owner of this apartment...include all that live with you, beginning with adults.”

A monolingual Cuban with no formal education found the introduction to be extremely confusing.

... “The first sentence, if an owner or renter of this house or apartment lives here, print the person’s name, which makes sense. But the second sentence is incorrect. If an owner or renter does not live here, print the name of any adult living here...I live by myself, so there is no one else... I do not understand that I’m Person 1. Person 1 does not exist. I think it’s incorrect to refer to Person 1.”

Another respondent, who had completed high school, initially recorded the homeowner’s name as Person 1 but later revealed that the owner did not live in his household. After re-reading the instructions, he still chose to put down the owner’s name in Person 1. It was only after the interviewer followed up with several directed probes that the respondent was able to move beyond the assumption that the owner, regardless of where he/she lived, should be listed as Person 1. It seems likely that without an interviewer present, this respondent would have gone ahead and listed the owner incorrectly as a member of the household.

Several respondents who required minimal assistance attributed their initial difficulty to the verbose and complex instructions for Person 1. Examples of these comments, the first from a high school graduate and the second from a college graduate, are illustrated below.

Respondent: Put down my name or the name of the person that lives here... And I am the renter. It’s a bit confusing.

Interviewer: Is there a way to say this more clearly?

Respondent: [Reading] I understand it now after reading it twice. The first time reading it I didn’t understand it. There is too much information.

“...las instrucciones tienen mucha palabrería, debería ser más simple, las indicaciones son muy confusas, debería ser... simplificado. (...the instructions have a lot of wordiness, it should be simpler, the instructions are very confusing, they should be simplified).

Interviewers also observed that the end results of the census (i.e. fair distribution of resources) were clearer to respondents than what a census actually is. As noted earlier, providing a clear definition of a “census” in the cover letter might help some respondents who did not realize that they needed to enumerate their complete household. A monolingual Mexican woman pointed this need out:

... [They] need to define “census,” it is not known. I don’t really know what it is for. Say that it is a “conteo de personas” (counting of persons)...Immigrants may not know how to read and write. People probably would know what “counting” (contar) means, but not census (censo). People with a higher level [of education] know what a census is. I know what a census is, but it is not very clear.

Similarly, there were some respondents who did not seem to understand the basic context and reasons for filling out the census questionnaire. One such respondent from Mexico had a high school level education. He lived with a family of five to whom he was not related. He wrote in that there were a total of 5 residents in the household for question 1, but then proceeded to fill in information about 12 people on the rest of the questionnaire. After some discussion it became apparent that including himself, there were actually six residents in the household and an additional two people living in a separate garage. The respondent did not include himself or the two people living in the garage in the person columns of the form. In addition to the family of five, he wrote in information about friends and acquaintances who did not live in his household, including a minister and a favorite musician. After a great deal of discussion, it became apparent that this respondent did not understand that the goal of the questionnaire was to count people where they were living on a particular date. This basic goal is not explicitly spelled out anywhere in the questionnaire or in the letter and the confusion most likely relates to a lack of familiarity with surveys and interviews on the part of the respondent.

Additionally, the concept of a household may be at odds with the concept of “familia” (family) celebrated in the Hispanic culture. A Mexican mother reacted strongly to the exclusion criteria of not counting certain people away from home. The respondent was dismayed that her child in college, an important member of the familia, would not be counted under the census definition. In other words, her familia was her household regardless of the member’s current residence. She recounted an experience where someone found out her son was over 18 years old, and said she shouldn’t count him [on a form]. “But that is your culture. In my culture, we count children as part of the familia. For Hispanics, even though our children do not live at home, they are part of the familia.” She asserted that she just needed to have an explanation of why it is important for the accuracy of the Census to exclude some members of her familia. In many cases the Spanish language term hogar (home/household) has been found to be associated with nuclear family members whether or not these people are living together at a given point in time. (See Goerman, forthcoming, for more discussion of the definition of hogar/ home or household and family/familia for Spanish-speaking immigrants).

Recommendations for Round 2:

- **Consider providing clarification in the cover letter to explain what a “censo” (census) is. This could be useful for both the English and Spanish versions in providing more context to help people understand the purpose of the form and the task they are being given. This would be particularly useful for lower educational level respondents.**
- **There was confusion (leading to mistakes in filling out the form) among some of these respondents as to whether a non-resident owner or landlord should be listed as person 1. The way to resolve this confusion is less clear but this issue needs to be considered. Perhaps new wording in both English and Spanish could clarify the fact that non-residents should not be included on the form.**

Apellido (last name), Nombre (first name), Inicial (MI)

Few respondents wrote down two last names, despite the fact that almost all of them reported having them. The majority also reported that there would not have been enough space if they had also written down the second last name.

Identifying one's self with two last names is a social and perhaps legal norm within many Hispanic countries (see appendix D for a summary of Hispanic naming customs). This issue is discussed in detail in Blumberg and Goerman (2000). According to Blumberg and Goerman, "In traditional Hispanic culture every individual has two surnames or apellidos. The first one is the primary surname and this is the name of one's father. The second is the mother's surname." (p. 18). For example, Juan Sánchez Gómez is married to Ana García Fernández. Their child would be called María Sánchez García. If María marries Jorge Salinas Suarez, María's name would become María Sánchez (García) de Salinas. Confusion can arise in the U.S. because when Hispanic people provide their two names, Americans will often assume that the second one is the principal name.

Many Spanish-speaking respondents are aware of the difference between Hispanic and U.S. naming customs, but they have been found to respond to this situation differently. Blumberg and Goerman found that women in particular chose to record their surnames in different ways when filling out a census form, often listing only one surname when the form asks for apellido in singular. Some women were observed to use their own primary or paternal surname, while others listed the primary surname of their husband (whether or not that was legally their own name on official documents).

In the present study, an older monolingual Cuban man mentioned that he noticed that paternal last name is always used in the U.S. He added an emotional response about using his second or maternal surname, "[I] would prefer to [also] use the maternal last name because mothers sacrifice themselves more than fathers."

A monolingual Mexican woman who had just turned 40 explained:

Usually in the U.S., I use one name because people here get confused...I always think about whether to put down one or two last names. But usually one. I consider whether my second last name is going to confuse things before I put it down...I only use 2 names to register for something, or travel. I go by Lucina

Vargas³ [fictitious name], but my complete name is Lucina Vargas Torres [first name, paternal last name maternal last name]. [It would be] better to ask for “nombre completo” (complete name).

For married Hispanic women, their married last name added an additional cultural layer to the decision-making process of using the second last name:

...In Guatemala, I always used two last names. Now [in the U.S.], I usually use one last name. If you are married, you add your husband’s last name but keep yours. For example, I would become: Lucina Vargas de Ruiz [first name, respondent’s paternal name de husband’s paternal name]. In the US, I only use one last name. When it becomes necessary to identify myself [in a legal sense], or when I am told specifically to add my husband’s name I include both names.

The respondent continues,

...Once you arrive in the U.S., you no longer use your complete name. Women lose their maiden names. In Hispanic countries [this respondent is from Colombia], people use the paternal and maternal last names, and when a person gets married they continue using their maiden name, and they add their husband’s last name to it. Also, every time two last names are used, it gets confusing, so it’s better to use the least number of names possible to avoid confusion.

A Puerto Rican male respondent remarked that he used two last names when he went to Puerto Rico but used one last name in the United States. Another Mexican respondent said he did the same and used two names only when he visited Mexico.

The decision to go by one or two last names appeared to be based on personal and practical reasons, as described by a bilingual Colombian woman who wrote only one last name on the Census test form, “I need to feel comfortable putting down two last names. I’ve only done it for serious forms, like SSN or my Green Card.”

³ All names used in reference to respondents in this report are pseudonyms.

A bilingual Honduran woman who had completed college said that she chose to use one last name in the U.S. This meant that at work, she only used one last name, but when she introduced herself to someone for the first time she used her full name.

Such decisions extended to filling out the form for other household members as well. A Nicaraguan respondent told the interviewer that he believed that if a person had two last names, he or she should use them both. However, he had only entered one last name for his household members because he simply did not know their second last names.

Nevertheless, the decision to use two last names can certainly be influenced, as elucidated by a bilingual Peruvian woman. “It has to do with the system, [the U.S. system] does not allow a maternal last name.” This observation was supported by a monolingual Mexican respondent in his 50s. He commented that the census test form only asked for “[first] name” (nombre) and “last name” (apellido), and did not ask for maternal last name. He said that he was used to writing both his paternal and maternal last names, plus his first name, but was never sure when to use his other last name. As suggested by some respondents, specifying that complete names can or should be written down, and possibly adding more space for the additional letters may ensure that Hispanic respondents who have two last names write them on the census forms.

In addition to comments about whether to include both last names, at least ten respondents were found to have written their names on the form in the wrong order (initially putting their last name on the line designated for the first name). This appeared to be more an issue of moving too quickly through the form than of misunderstanding the words used for first and last name (nombre and apellido).

Finally, respondents made mistakes in entering information in the box labeled “Inicial.” In some cases respondents put more than one initial in the box. When questioned by the interviewers as to what the initials stood for, respondents reported that they represented their first and last names (for example, a respondent named “Rosa Martínez” would have entered “RM”). Other respondents simply left the box blank. Given the fact that the practice of requesting only the initial of the middle name is uncommon in Spanish-speaking countries, the misuse of this box

is probably not surprising. While many Hispanic people are given two names (nombres), there is variation in which name people go by, with some people going by two names, some going by only the first name, some going by only the second name and some not having a second name at all (see appendix D for more discussion of naming customs).

Some of our respondents wrote in more than one name in the box for “nombre/name.” They often did this rather than putting anything in the middle initial box. When an interviewer asked one respondent about why he had done this, he said, “That’s so you know who it is. If you just said one name, like José, you’d think ‘José who?’ I had to put the second name or whatever other name.”

According to Schwede (2003), the inconsistency in the ways in which Latino respondents may record their names on census forms “... may lead to difficulties and errors in matching Latinos in reinterviews and coverage evaluations. If matching rates for Latinos and non-Latinos differ, this might be a contributing factor.”

Recommendations for Round 2:

- **Add an “/s” to the term “apellido” so that respondents understand they have the option to record both last names if they wish (if they have two last names).**
- **This could also be done for the term “nombre” to allow respondents to record both names (if they have two names).**
- **The box for the “inicial” could be eliminated.**
- **Consider using smaller boxes, simple lines with no boxes, or including more space for those who would like to record 2 names and 2 surnames.**
- **Consider reversing the order of the name and last name boxes to match respondent expectations for ordering.**

Question 6: Gender

One respondent with little formal education did not recognize the terms used for male and female. She asked the interviewer whether a woman was “masculino” or “femenino.”

Recommendation for Round 2:

- **Consider using “hombre”(man) and “mujer” (woman) in place of sexo masculino o femenino (masculine or feminine sex) as these words might be more easily recognized by respondents with less formal education. (This was not a common problem among these respondents, and we are not making this a strong recommendation).**

Question 7: Age

Several respondents expressed confusion about how to enter the age of a child under the age of one. Recording the date of birth was straightforward but they were unsure what to enter for the age. In one case a college educated respondent entered the number of months in the age boxes and assumed that somebody would understand what was intended from looking at the date of birth. In the other cases the respondents entered number of months and chose to leave the date of birth blank.

Having three boxes for the age was confusing to some respondents. They were confused by why there would be three boxes (it did not seem to occur to these respondents that the third digit would be needed for someone 100 or older). One respondent from Mexico wrote in the day, month and year of her birth date in the age boxes. Even when respondents recognized the reason for the third box they were confused by how to enter a two-digit age. Namely, should it be right- or left-justified? Perhaps it does not matter but it seemed to create confusion from respondents who wanted to be sure to complete the form correctly. Respondents were not consistent in right or left justifying their ages on the form (people did it differently both within and between questionnaires).

In most Spanish-speaking countries, dates are normally recorded in the order: day, month, year. Respondents in this study did not seem to have trouble recording the dates correctly, but we did not have a specific probe about this issue in our protocol to find out whether there was any confusion.

Recommendations for Round 2:

- **Consider adding an instruction about how to record the ages of children under the age of one.**

- **Consider testing whether the order of “month, day, year” in the DOB question causes any confusion for respondents.**
- **Consider changing the order and having “day, month, year” on the Spanish side of the questionnaire.**
- **If this is not possible, consider putting the “month, day, year” guidance in bold to be sure that respondents notice it.**

Questions 9 and 10: Race and Ancestry (raza y ascendencia)

All respondents deliberated before answering the race question. Most of them reached their final answer by eliminating the more unacceptable choices. In terms of race, “white” and “some other race” were chosen with equal frequency. A number of respondents also left this question blank.

For example, a Guatemalan respondent said, “I am neither white nor black, I am of brown color. I put down white because I am whiter than black.” A similar thought process was described by a Colombian respondent, “I am not Indian, Asian, Black, or Hawaiian, so I am white.” Yet another South American from Peru justified his choice:

“...the closest thing to Hispano in this case is white, despite the fact [people are] Caucasian, there are a lot of black people in South America, so then it would be a mixture. My family, for example, isn’t black or American Indian, especially not Asian, although a lot of people say that I look Asian because of my eyes. Hawaiian, not at all. Some other race no, so white is the one I chose.”

A Mexican respondent who marked “some other race” and wrote “Mexicana” in the space next to the option explained her actions:

“I didn’t find one [race category] that fits me, and here it says “for this census, Hispanic origins are not races.” I chose “some other race.” And because there are many categories within Hispanic, I [specified] Mexican.”

A Peruvian respondent decided that she was a white Latina, but chose “some other race” instead. She said, “I am not white American. White refers to only white

Americans or Anglo-Saxons, and does not include white Latinos.” At the same time, the synonym for white skin, “Caucasian,” was not understood by several respondents who had less than a high school diploma.

Two Cuban respondents seemed to have understood the race question as intended. The reasoning behind choosing “white” for their race lay in skin color (“la tez”—the complexion) and knowing that one may be classified as “hispano blanco” (Hispanic white) or “hispano negro” (Hispanic black).

Several respondents chose to leave the race question blank for the following reasons. First, they could not make sense of the question and consequently were not able to find a category that fit. Second, at least three respondents left it blank because they thought the subscript “Hispanic origins are not races” served as a skip instruction for Hispanic form takers. In other words, they believed that the race question was not designed for Hispanics and therefore should not be answered. A respondent from Mexico said, “Here it says, mark the race with an X, in this case it’s me, (person 1). For this census Hispanic origin is not a race. It’s saying that hispanos are not a raza étnica (an ethnic race) like black people (negritos), Asians, American Indians, so I don’t have to mark anything because I’m included in the Hispanic category (she points to the previous Hispanic origin question where she had checked yes). So, I don’t have to mark anything else.”

Another noteworthy, but perhaps uncommon mistake was made by a Puerto Rican respondent. He identified his race as “Other Pacific Islander” because he believed that Puerto Rico was an island in the Pacific Ocean. This same respondent subsequently pointed out that “raza” was a term from the street:

“...Raza is your raíz (roots), your pertenencia (belongingness). With friends, you probably say raza, because it’s vulgar Spanish. The correct word is ascendencia (ancestry).”

Additionally, respondents from Central and South America particularly questioned the lack of raza categories that describe mixed races. They used personal examples to show a

familial history of inter-marriage between races. The terms “mulato” and “mestizo” were suggested most often as additions to the existing race categories.

A difference between the concepts of raza and ascendencia was described by many respondents. Because of the example entries listed below the ascendencia/cultural groups question, the majority of the respondents interpreted the ancestry question to be asking for a nationality (e.g., a country). However, when asked separately about the meaning of ascendencia, respondents’ answers did not necessarily link to nationality. Ancestry was described as a person’s origin, “antepasados” (ancestors), “generations before [the person]...where my father, my grandfather comes from.” When a Hispanic person is born in the United States or has citizenship through naturalization, his or her ascendencia changes in the view of some respondents.

“My baby comes from [me], Mexican, but he was born here...I tell my child, “you are chicano.” He was born here, although we are Latinos. He has our ascendencia ... our cultura, but he was born on this side. [For his ascendencia], I’d put down “chicano.”

A respondent debated whether to put down nationality as her father’s ascendencia:

“For ascendencia I put down [for her father] Hondureña. But for nationality, he is an American citizen...so it’s norteamericana (American).”

It seemed that “ascendencia” equated to nationality only when the person was a recent immigrant. A Guatemalan respondent determined her white husband’s ascendencia through this dialogue:

Respondent: [Person 3] My husband is of norteamericano (North American) origin. Here it says people come from many countries... ascendencia or tribu...so I wasn’t sure if I should put down norteamericano.

Interviewer: The question also says “grupos culturales.” Does he belong to a cultural group?

Respondent: No, he is someone who was born here. His “grupo” and “raza” (race group) is white...I imagine his antepasados (ancestors) would be [Italian, Greek,... etc.], people here are all immigrants after all from Ireland, etc.

Interviewer: Sounds like you don’t know or you mean this question doesn't apply?

Respondent: It doesn't apply. My husband did not come from another country. His family has lived here.

Interviewer: There is a “no sabe” (don’t know) choice. In your case, would you mark this option or leave it blank altogether?

Respondent: No, it’s not that I don’t know. I know he is of norteamericano (N American) origin. His grandparents have been here 7 generations....I’d leave [the ancestry question] blank, skip this question. The examples here are for people who come from another country, like Italian, African American...

In addition to the above issues, one of the interviewers notes that Spanish-speaking cognitive interview respondents often substitute the word *descendencia*/descent when talking about the ancestry question on census forms (Goerman, forthcoming). A number of respondents did so when discussing the ancestry question in the present study as well.

Tribu/tribe

Some respondents did not interpret the term *tribu/tribe* as intended. These tended to be lower educational level respondents. One respondent interpreted the term to be referring to Japanese families. She said, “that means like groups of people. That makes me think of Japanese people that always go around in little groups, families like when they go around. That’s like a *tribu*. But with us, we don’t get together like that. For me it’s that, that they’re little groups of people who get together.”

Another respondent interpreted the term to be referring to tribes in Africa. She said, “I think in Africa it’s like that, *tribus* are like a group.” This respondent

actually belonged to an indigenous group in Mexico, called Purepechas, but she did not interpret the term as something that would refer to her group.

On the whole respondents seemed to understand the ancestry question and were able to answer it correctly, although they spent a great deal of time reading it and it seemed to cause initial confusion. Many people struggled with it or thought about it for long periods of time for each subsequent person on the form.

Some respondents took the list of examples in the question extremely literally. Some respondents from Mexico said that they wanted to write in Mexicano but since that wasn't one of the "choices," they wrote in hispano instead/or left the question blank. One respondent actually wrote in "etc." since his group did not appear on the list of examples.

Recommendations for Round 2:

- **The small instruction that states, "...origen hispano no es una raza" (for this census, Hispanic origins are not races) in the race question may be introducing some unnecessary confusion by having respondents believe they should not answer the question if they answered yes to the Hispanic origin question.**
- **Consider removing this instruction or rewording it to clarify that a response should still be selected for the race question if a respondent said "yes" to the Hispanic origin question.**
- **Consider testing the ancestry question using the term "origen étnico" (ethnic origin as it says on the ACS) or "origen de los antepasados" (origin of one's ancestors) instead of "ascendencia."**
- **Add "Mexican" to the list of examples in the ancestry question as Mexicans constitute the largest Spanish-speaking immigrant group in the U.S., and a number of respondents interpret the list of examples to be more like response categories.**
- **Add the word "indígena" (indigenous) when referring to a tribe, so the term would be "tribus indígenas" (indigenous tribes).**

Question 11: Vive (live) vs. se queda (stay)

Interviewers observed that the vast majority of the respondents discriminated between “vive” and “se queda,” and centered the contrast on length of stay and permanency.

The word “vive,” as described by a bilingual Peruvian in her late 40s, meant “estar en un lugar un determinado período de tiempo, permanente” (to be at one place for a specific period of time, permanently). Using a similar description, a Puerto Rican respondent said, “vive means to stay at a place for most of the time.” Another Puerto Rican respondent added, “vive means living in your home, it is where you live (vive), your address. You sleep there.” A monolingual Mexican woman reinforced the example of living at an address to showcase “vive”: “this is the residence where the mail comes and where you manage things [in your life]...”

“Se queda” is generally described as “la persona que permanece en el sitio temporalmente (a person who temporarily stays in a place), as discussed by a bilingual Salvadoran respondent. And the length of stay was described by respondents as a few days to a few months on a temporary rather than permanent basis.

A Guatemalan respondent gave an everyday example:

“Se queda” is when a person is outside of his casa (house)...I can stay with a girlfriend one night but I don’t live with her, right? It is different from “vive.”

Another monolingual Peruvian respondent contrasted “se queda” with “vive” and concluded:

“Vive” meant “donde la persona se queda, un lugar estable” (where the person stays, a stable place.)” Se queda referred to a “lugar variable” (variable place).

Additionally, “se queda” was at times utilized to describe a “vive” situation, but qualifiers were continually used to indicate permanency and length. For instance, this Colombian respondent intersected “vive” and “se queda” in the following way:

...Vive is a stable home. I live (vivo) here...Se queda means...There’s no stable place to live (vivir). But I can stay (quedarme) in my house where I live (vivo), [but] I can’t stay (quedarme) in a friend’s house for a long time.

The comments of respondents who did not see a difference between “vive” and “se queda” suggested that “vive” pretty consistently involved the concept of a physical address where a person resided in people’s minds. These people similarly interpreted “se queda” as remaining or staying somewhere permanently.

A monolingual Cuban respondent argued:

“Vive” and “se queda” meant the same because “vive” is “donde radica” (where a person is settled) and “se queda” is “donde vives (where you live).”

His notion was supported by a bilingual Argentinean woman and a Honduran woman, although the former stated that “se queda” could also mean staying somewhere temporarily.

“Vive” meant “donde resido, donde estoy la mayoría del tiempo” (where I reside, where I am most of the time), “se queda” meant “que está ahí” (that one is there).

“Vive” is “donde resido” (where I reside) and “se queda” meant “donde estoy viviendo” (where I’m living).

Question 11: “Residencia estacional” (Seasonal residence)

The term *residencia estacional* (seasonal residence) was understood as intended by some respondents as a place to stay during spring, summer, or any season. Although they understood the meaning of the term, some recommended replacing “*residencia estacional*” with terms like “vacation home,” or “summer house.”

Many respondents used different language when describing what this concept meant to them. They used alternative words like “temporada,” (seasonal, periodic) “época,” (period of time) or “tiempo” (time)

Alternative terms that respondents used to describe the concept of a “*residencia estacional*” carried a temporary or even transient sense, such as:

- “posada” for lodging for a few days

- shelter where people with problems at home can stay for a short term (e.g. in the winter)
- transitional housing
- university
- hospital
- second place to stay (e.g. staying with a relative while your own house is being remodeled)
- estancia provisional (provisional place to stay)
- casa provisional (provisional house)
- un lugar movable (movable place)
- una residencia no estable (not stable residence)
- vehículos para vacacionar (RV, vehicles for vacation)

Although many respondents had a set of ideas about what a “residencia estacional” might entail, there were eight respondents who said that they did not recognize the term at all. One might expect the lack of knowledge to be attributable to level of education. However, in this case, the eight respondents had a variety of educational levels ranging from no formal education to college graduates. They also represented several different countries.

It might not be surprising that this term is unknown to some Hispanic respondents. As noted by a bilingual respondent from Venezuela, living at different places based on seasonality is likely to be a novel concept to them and the reason is simple - there is no variation in seasons in some South American countries! In addition, many respondents live in low income households and a “seasonal residence” is not a concept that they have ever considered or heard of. The ability to have multiple homes in different places is probably not common among the majority of the population in many people’s countries of origin either, and there may not be a common term to describe this situation. One respondent from Peru remarked that it is hard enough to get to the point where you can purchase one home, and most people wouldn’t even consider the idea of having a second one in another location.

Some regional differences may be observed in specific respondents' reactions to the term. A monolingual Mexican man who had no formal education understood the term because living in different locations for work was a common housing situation in Mexico for working adults. He detailed:

“This type of housing is called “campamentos” (camps) and is provided by the owner of the company. In this case [residencia estacional], they are apartments or houses for which the companies pay rent. Once the work is finished, they go to another state. Technically, however, [the workers] are based somewhere else, where their families are....It is an apartment, “un apartamento estacionario” (seasonal apartment) or a “casa estacionaria” (seasonal house) because they are seasonal. It could also be a trailer, which is moved from one place to another, but it's also difficult to move it back and forth, you have to pay a lot of money to do that. It could also be for employment requirements.”

A bilingual Salvadoran male respondent also interpreted “seasonal housing” as employment-based housing. His comments were:

“Tiene que ver con las estaciones del año, algo temporal, por motivos de trabajo (Something to do with the seasons of the year, something temporary, for employment reasons).”

Additionally, the descriptor “estacional” was understood as “stationary” rather than “seasonal” by seven monolingual respondents. All of them were from Central America, except for one person who came from Colombia. “Stationary,” as they explained, was not variable and could mean “current” or “permanent” residence. This showed that the term “residencial estacional” was not a familiar term to this subset of respondents. Additionally, a Puerto Rican respondent felt that the word “estacional” referred to “estacionados” (stations, where people are stationed), which was a term often used by the military.

A few Mexican respondents, in addition to a Salvadoran, expressed surprise by the term “residencia.” According to these respondents, “residencia” in their vocabulary evoked an image of luxury. A “residencia” is a big house or a mansion, as illustrated by this respondent:

“For Mexicans, a residencia is ‘una casa de lujo’ (a luxurious house), like where the President lives. You’d say, ‘Oh, my God! ¡Una residencia!’”

As she further elaborated, it would be better to use the word “domicilio” or “lugar” so it could mean just a building.

Recommendations for Round 2:

- **Since the term “quedarse” (to stay) can have permanent connotations, consider adding the word “temporarily” to quedarse (to stay) to distinguish unambiguously between “vivir” (to live) and “quedarse” (to stay). This could also be done in the English version.**
- **Test the term “residencia temporal” (temporary residence) in place of “residencia estacional” (seasonal residence)**
- **Also consider whether the term “residencia” should be replaced with a word that does not have the connotation of being a grand home. We recommend terms such as “vivienda” (dwelling) or “domicilio” (address). The term “hogar” (home/household) might also be used but it has been shown to cause respondents to think of only nuclear family members.**

Persons 2-6, The relationship question:

Person 2, Question 2: Inquilinos o pupilos (renters or boarders)

Nearly all respondents described “inquilino” as someone who rents. Three Mexican respondents, however, indicated that inquilino meant a neighbor. A similar explanation was given by a Guatemalan respondent who said that inquilino meant company, and depending on context, could also be a friend.

The meaning of “pupilo,” however, garnered no clear consensus among respondents. Approximately a quarter of the respondents defined the word as a pupil or student. Another quarter of respondents thought the word referred to a ward or someone under protective guardianship, and an additional quarter of respondents simply had not heard the term before.

The only two respondents who equated pupilo to inquilino were from Puerto Rico and Peru. The Peruvian respondent said that a pupilo functions as an inquilino who rents a place. The

Puerto Rican respondent described pupilo in a similar fashion, as “someone who comes to stay at a room for a period of time, just as a renter.” In a somewhat similar vein, some Cuban respondents defined pupilo as “un niño que viene a vivir en mi casa por un tiempo” (a child that comes to my house to live for a period of time). As one Cuban respondent noted, in Cuba the term referred to foreign students that came to study [in this country] with a scholarship, and that they lived in someone’s house in exchange for doing household chores.

The remaining respondents defined “pupilo” with a variety of examples that differed markedly from each other as well as from the intended definition:

- child that is “consentido, engreído o mimado” (spoiled), perhaps someone that does not pay rent or work
- a person that will be there permanently “like my own shadow”
- pupila has to do with eyes (monolingual Mexican, El Salvadoran)
- little boy
- two people who live together but are not married. “It is what happens when boyfriends and girlfriends say to each other “vamos a juntarnos” (let’s get/ live together) and they become pupilos... it means a person romantically lives with another.” [It is likely that this respondent had the word “concubino” (concubine) in mind.]
- The term refers to a person’s gender, whether it is a man or woman.

After the interviewer explained to respondents what “pupilo” (boarder) is in relation to the household, the two most popular suggestions from respondents were “huésped” (guest, like in a hotel or home) or eliminating the term altogether and leaving just “inquilino.” Some respondents also recommended the term rentero (renter), which is an Anglicism. These respondents were from Mexico.

Recommendation for Round 2:

- **Drop "pupilo" from the response option and just use "inquilino" which appears to be understood as intended.**

- **Consider testing the term *rentero* to see whether respondents from different countries are familiar with the term and interpret it as a synonym for *inquilino*.**

Person 2, Question 2: *Compañero no casado* (Unmarried Partner)

The majority of the respondents understood the term “*compañero no casado*”—unmarried partner—as intended, to mean a marriage-like relationship but not officially married.

However, nine respondents from El Salvador, Peru, Colombia, Mexico, or Honduras understood the term in very different ways. They took the “no casado” (unmarried) descriptor literally, thinking that it referred to the marital status of the “*compañero*” (which is a term that is often used alone to describe a friend or colleague). They interpreted the term to be referring to an unmarried “*compañero*” or friend living in the household. They did not interpret his single status as describing a live-in relationship with a boyfriend or girlfriend in the absence of a legal marriage. Further, the word “*compañero*” did not invoke the gist of romantic relationship to some respondents. As one monolingual female Colombian respondent put it, “*compañero no casado*: a person who lives with me who is single, or separated. It does not imply a relationship.”

This particular interpretation complicated matters for a Mexican respondent who was abandoned by her husband but was still legally married to the estranged husband. She was now living with her unmarried partner, who was also legally married to a wife. Seeing the term “*compañero no casado*,” she was troubled, “well... he [my partner] is married to his wife and I am married to my husband, but we [and the respective spouses] are separated. The two of us are a '*pareja*' (couple).” Because she thought the term described a person’s marital status rather than the relationship, this respondent needed assistance from the interviewer.

Regarding being romantically involved with a “*compañero*,” a bilingual female respondent from Peru added the following comment:

It is much clearer to say that a person is “*conviviente*,” it means they “*conviven*” (cohabit) and it is clear that there is a romantic relationship. But “*compañero*” does not mean “*convivir*,” it just means that they are *compañero de casa* (housemates).

To describe the concept of unmarried partners, the respondents preferred several options. One suggestion that was more broadly supported by the respondents incorporated the word “pareja,” followed by more alternatives:

- Pareja, sin estar casados (couple without being married)
- Unión libre (literally free union, suggested mainly by Mexican respondents)
- Concubino (literally concubine, suggested mainly by South American respondents and used as a legal term for common law marriage in many countries)
- Conviviente (someone who lives together)
- Compañero de vida (life partner, as one respondent said, “a more elegant term than compañero no casado”)
- Novios/amantes (boyfriend/girlfriend, lovers)

Recommendation for Round 2:

- **Replace the current response option with "pareja en unión libre" (partner in free union), concubino/a (unmarried partner) or “pareja no casada” (unmarried partner).**
- **Also consider placing the term closer to the husband/wife category to ensure that respondents notice it on the form.**
- **It would be ideal to test the question with Spanish-speaking, cohabiting respondents to see whether they choose this option as opposed to husband/wife and how they interpret the term.**

Person 2, Question 2: Compañero de casa y compañero de cuarto (housemates and roommates)

For the most part respondents had little or no difficulty understanding that “compañero de casa” and “compañero de cuarto” referred to people who shared a living space and responsibilities (e.g. expenses). When the interviewers probed further about the difference between these expressions, most respondents pinpointed that “compañero de casa” means that people share a house, while “compañero de cuarto” means sharing a room. A Puerto Rican respondent provided the most succinct summary: “...these two terms are the same. Whether it is 'casa' or 'cuarto' is a matter of magnitude.”

However, a number of respondents interpreted these terms to refer to an amorous relationship between household residents. A common response to “What does the term ‘compañero de casa o cuarto’ mean to you?” was, “That’s my husband.”

A monolingual Cuban respondent felt the two terms meant the same thing and that they might imply an amorous relationship, “They are sharing a house and that they are married...[but] It could [also] be an unmarried couple.”

A Mexican woman respondent made the following distinction:

“Compañero de casa is someone who lives with us but we have no relationship. Compañero de cuarto means they are juntitos (together), pareja (partners) [implying a romantic relationship].”

However, a bilingual respondent from Venezuela had a different perspective:

“Compañero de casa is a relationship that is more intimate...just like compañero no casado. Compañero de cuarto is a 'roommate,' who is just a friend.”

A female respondent in her late 20s from Honduras conveyed a similar feeling:

“Compañero de casa is used a lot to mean a pareja (partner), like boyfriends and girlfriends. Compañero de cuarto means friends.”

One possibility for response error that becomes apparent from these respondents' understanding of these terms is that some respondents may select "compañero de casa o compañero de cuarto" to indicate an unmarried partner because it appears first in the response list. It is possible that these respondents would select the "compañero no casado" response but only if they continued reading the response options which cannot be assumed to happen. A monolingual Colombian male respondent provided some insights about how one would come to the decision in the aforementioned situation, as illustrated in this conversation:

Respondent: Compañero de cuarto is your boyfriend or girlfriend who lives with you. You share a room with this person. Compañero de casa is someone who shares the house but lives in another room.

Interviewer: Does this have to be a boyfriend or a girlfriend who [can be] your compañero de cuarto?

Respondent: [Pause] Yes... Compañero de cuarto means compañero no casado (unmarried partner) to me.

Interviewer: ...If you had a live-in girlfriend, would you mark her relationship to you as compañera de cuarto or compañera no casada?

Respondent: She is both compañera de cuarto and compañera no casada. I'd mark compañera no casada.

Interviewer: Can you tell me more?

Respondent: Because compañera no casada carries a [higher] value of relationship.

In this example it appears that the respondent would correctly classify the live-in girlfriend as a "compañera no casada" assuming that he read through the full set of response options before marking an answer.

Recommendations for Round 2:

- **It is unclear how to best revise this response option since the concept of roommate or housemate is not common in many Latin American countries.**
- **One possibility for Round 2 would be to specifically target recruitment toward individuals living with housemates or roommates to see how they would mark their answers to this question and discuss their decision-making and preferred terminology.**
- **Respondents from various countries should also be asked whether they know of a term to describe the situation of having a roommate or housemate who is not someone that they are romantically involved with. Perhaps vignettes could be useful in eliciting this type of information.**
- **Some possibilities for a new response option to test are: “compañero(a) para compartir los gastos de la vivienda” (companion to share household expenses) or “compañero para compartir los gastos” (companion to share expenses).**

- (Be sure to change this term consistently where it occurs both in the residency rules on p. 3 and in the relationship question).

Person 2, Question 2: Hijo biológico vs. Hijo adoptivo (Biological child vs. Adopted child)

The majority of respondents were in agreement that there was a difference between the meaning of the terms for biological and adopted children. However, two respondents with lower educational attainment were unfamiliar with the term “biológico.” Interviewers had to assist these two respondents by providing examples of a biological child relationship. Once these examples were given, these respondents also understood the difference between biological and adoptive children. Thus, it was not a problem of not understanding the two concepts but one of not being familiar with the term “biológico.” Terms that were used consistently to describe a biological child included “blood relation,” “born,” “mother and father,” or “mine.” For adoptive children, antonyms were utilized, including “not mine” and “not born [from my body].” In addition, the legal process was understood to be significant in adopting a child:

[Didn't know what “biológico” meant]...[after examples] it is a child that comes from a father and a mother. Adoptivo meant a child that someone gets from another person. Hijastro (step child) is like an adoptive child. (Monolingual Mexican)

[Didn't know what “biológico” meant]...[after examples] it is hijo de sangre (blood-related child). Adopted child was...a child that is raised by someone other than his/her parents and who became part of the family by legally signing documents. (Monolingual Salvadoran)

...Hijo biológico is “que nace de los dos” (a child born from the two of you). Hijo adoptivo is “alguien que usted adopta legalmente” (someone you adopt legally). (Monolingual Cuban)

...Hijo biológico is a child of my blood (mi sangre), is mine. Hijo adoptivo is not from a person [not born to the parent]. You got the child from another place, just

like an hijastro (stepchild) who is from your wife but not you. (Bilingual Puerto Rican)

Recommendations for Round 2:

- **While respondents understood the distinction between a biological and an adopted child, the term "biológico" (biological) was not always easily understood, particularly by less educated respondents.**
- **Follow up with respondents in Round 2 to determine what alternative words could be used to more easily convey the concept of a biological child, such as hijo de sangre (literally: blood child).**

Person 2, Question 2: Hijo de crianza and adulto bajo custodia (foster child and foster adult)

Because both phrases contained contrasting words “adulto” (adult) and “hijo” (child), the vast majority of the respondents viewed these phrases as distinct and different from each other.

"Adulto bajo custodia" was seen mainly as an adult that had certain problems (behavior, physical, or mental) and needed care:

... “Adulto bajo custodia: custodia es que a lo mejor yo tengo a ese adulto que no tiene capacidad y me estoy encargando de él, mi abuelo, mi abuela, lo estoy cuidando, un familiar enfermo. (Bilingual Puerto Rican) (Foster adult: custody means that, maybe I have this adult that is incapacitated and I’m taking care of him, my grandfather, my grandmother, I’m taking care of him, an ill family member).

... que el juez me dé la custodia de que yo maneje su dinero, porque está retardado mental o borracho, o que sea drogadicto. (Bilingual Guatemalan) (...that a judge gives me custody and I manage his money, because he’s mentally retarded or a drunk, or a drug addict).

However, some respondents viewed “adulto bajo custodia” as a senior citizen and still others thought of it as a young adult. A few respondents even ventured to say that it might be an

older child. The word “custodia,” in particular, raised some concerns. A few respondents from El Salvador, Mexico, and Venezuela pointed out that “bajo custodia” (under custody) gave the impression of being under supervision by authorities or as if someone was watching or monitoring the person (vigilando), such as in a prison or a dangerous situation.

Except for the Puerto Rican respondents, none of the respondents reported that a program similar to the U.S. foster program existed in their country of origin. Some guesses were attempted about parallel agencies, but the local examples the respondents suggested mostly referred to orphanages or services for abandoned children.

When “hijo de crianza” and “hijo adoptivo” were compared, respondents reported both differences and similarities. No difference between “hijo de crianza” and “hijo adoptivo” was reported by a bilingual female respondent from Colombia, but she pointed out the informality of “crianza”:

...perhaps the difference resides in the formality of the arrangement, hijo de crianza being an informal process, and adopted being a legal procedure.

A respondent from Venezuela explained further:

Adoptivo... implies a sense of legality. Crianza is more informal, for example, you can go to the country and just get a baby without having to go through the government...in South America, “hijo de crianza” is not necessarily assigned by the government, it can be by anyone.

A bilingual Puerto Rican respondent contrasted them this way:

...hijo de crianza is “alguien del que uno se encarga, como cuando los abuelos se encargan de un nieto...Estoy haciendo algo por amor a mi hermano o a mi hermana.” (someone you take charge of, like when grandparents take charge of a grandchild... I’m doing something out of love for my brother or sister). Hijo adoptivo is “que es adoptado, que no vino de mí ni de mi esposa, sino vino de otra persona.” (that he’s adopted, that he doesn’t come from me or my wife, rather he came from another person).

Only one respondent was able to provide an alternative for foster child/foster adult and this was a college-educated respondent. He suggested "hijo de crianza bajo custodia" (child being brought up under custody) or "hijo o adulto bajo custodia." (child or adult under custody) This respondent also suggested simply keeping the term "foster" in English.

The term "hijo" in addition to the connotation of a child, also connotes the concept of son or daughter. We recommend using a term such as minor as opposed to child/son or daughter.

Recommendations for Round 2:

- **Consider alternatives such as –menor o adulto bajo custodia (programa foster del gobierno) (minor or adult under custody (government foster program)).**
- **It will be especially important to verify through testing that less educated respondents are able to understand this phrase.**
- **(Be sure to change this term where it occurs in both the residency rules on p. 3 and in the relationship question).**

4. CONCLUSIONS

Round 1 testing was successful in identifying some problematic aspects of the Spanish questions as they are currently translated. These problems were highlighted in Chapter 3. Respondents were also helpful in suggesting possible revisions that could increase comprehension and consistency of understanding for Spanish-speaking census participants. These have been noted in Chapter 3 as well. These recommendations must be reviewed by Census Bureau staff who are both knowledgeable about the underlying goals of the specific census questions and able to consider the possible consequences of implementing the recommended changes. As noted earlier, these results are purely qualitative and provide empirical information on how Spanish-speaking respondents interpret, understand, and respond to selected items on the 2005 test version of the bilingual swimlane questionnaire.

In addition to the recommendations provided in Chapter 3, Round 1 testing also raised some issues with regard to the types of respondents we might want to consider recruiting for Round 2. For example, some of the problems noted by Round 1 respondents may not be restricted to the Spanish version of the question but could be problematic for English speakers as well. In order to determine whether this is the case, it could be helpful to include some English speakers in the Round 2 testing. The downside of this approach is that it would reduce the total number of Spanish speakers we could recruit for Round 2 (assuming we work within the existing budget) and that would reduce our ability to thoroughly test the revisions made based on the Round 1 results. However, the benefit of including English speakers would be that questions/phrases/words that are problematic in English could be identified so that a better understanding of the source or cause of problematic items can be gained. Moreover, the process of gaining an understanding of any potential problems with the English items would further clarify how best to revise the Spanish translation.

Some problems noted in Round 1 were also caused by confusion with how to work with the form itself. While this was not specifically the purview of this testing, it would be useful to consider whether making changes to the basic structure of the form would improve the overall quality of the data collected above and beyond the particular translation used. For example, as

noted in Chapter 3, some respondents skipped the race question because the clarifying instruction that indicated that Hispanic is not a race led them to believe the question did not apply to them. Similarly, there may have been confusion created by switching the order of the Yes and No response options between Questions 5 and 8 (for Persons 2–6). It may be too late for such changes to be considered, but if it is not, we would be happy to provide additional suggestions that could facilitate navigation through the form.⁴

Another source of confusion with the census form tested in Round 1 relates to the use of September 15, 2005 as the "reference date" (for purposes of enumerating members of the household). Given the Round 1 interviews were conducted in February and March of 2006, the use of this reference date created a significant recall challenge for many respondents. Since respondents typically complete their census form within a few weeks of the decennial census reference date, we recommend revising this date for Round 2 testing so that the date used is closer to when Round 2 interviews will actually be conducted. This will allow the Round 2 testing to more closely replicate the recall task as it would be experienced by respondents during the decennial census.

Finally, in order to more fully test some of the specific questions where revisions have been suggested, we may wish to target our Round 2 recruitment strategies toward individuals with specific demographic characteristics. *Table 4.1* includes some specific criteria that would be useful to screen for in Round 2. A different approach that might be equally useful and less costly would be to address some of the issues specific to the groups shown below by contacting organizations that service these types of people and find out how they translate the concepts in their everyday transactions. For example, contacting foster care agencies in areas with significant concentrations of Spanish speakers might enable us to learn how they describe the concept of a foster child when talking with a Spanish speaker.

⁴ Appendix E includes a summary of some of these issues. The summary was prepared by Patricia Goerman based on six interviews she conducted in Los Angeles.

Table 4.1: Round 2 Recruiting/Procedural Recommendations

Criteria	Justification
Households with two or more people	Avoid one-person households to test Person 1 instruction and decision to enumerate household members. Issues relating to one-person households were sufficiently revealed in Round 1.
Dominicans	Test the race question (Black, African Am., or Negro).
Home owners	Test mortgage question in real-life situations.
Landlord with roomers	Test the roomer/boarder option and relationship question.
Foster parents	Address the issue of how best to distinguish the foster child relationship from that of an adoptive child.

Final decisions on how best to operationalize Round 2 within the existing time and resources available can be discussed once decisions have been made about what changes to make to the census form for Round 2 testing.

Summary of general recommendations for testing of navigational and cognitive issues in Round 2

- Change the September 15th date on the questionnaire to a date as close as possible to when the cognitive interviews will take place.
- Have respondents fill out form with no initial assistance to observe eye movement, related to whether and when they spent time looking at the English side of the form.
- Pay specific attention to item non-response, and whether respondents skip directions, the cover letter, etc.
- Pay particular attention to the number and types of respondents who miss the page containing the household level items (p. 3) and look into why this is occurring.

- Consider testing the form with some bilingual and monolingual English-speaking respondents in round 2.
- Examine the undercount question (p. 3, question 2) and ways in which respondents are filling out the question incorrectly.
- Examine the overcount question (p. 4, question 11) to see whether respondents are filling out this question correctly. Consider changing the layout of the yes/no boxes so that it is more obvious that only people who answer yes should look at and check off reasons in the second half of the question.

Exhibit A

Screening for Eligible Participants (Spanish)

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

- 1 YES → CONTINUE
- 2 NO → END CALL

1. ¿Cuántos años tiene usted?

EDAD: [IF LESS THAN 18, END CALL BY SAYING: Lo siento mucho, para este estudio no podemos incluir a personas menores de 18 años. Muchas gracias por su interés.]

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

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

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

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

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

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

[IF Q.2a **and** Q2b = “NO HABLA INGLÉS”/ “NO LEE EN INGLÉS”, CLASSIFY CALLER AS MONOLINGUAL SPANISH.]

IF Q.3a **and** Q.3b = “NO HABLA ESPAÑOL” / “NO LEE EN ESPAÑOL”, CLASSIFY CALLER AS MONOLINGUAL ENGLISH.

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

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

[IF THE CALLER IS CLASSIFIED AS MONO-LINGUAL ENGLISH OR ENGLISH DOMINANT, END THE CALL BY SAYING: “Lo siento, pero no podemos incluirlo(a) en el estudio debido a su familiaridad con el inglés. Muchas gracias por su interés.”]

ALL OTHER CALLERS, CONTINUE WITH Q.4

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

1 ENGLISH

2 SPANISH

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

1 ENGLISH

2 SPANISH

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

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

IF RESPONDENT IS CLASSIFIED AS ENGLISH DOMINANT, END THE CALL BY SAYING: “Lo siento, pero no podemos incluirlo(a) en el estudio debido a su familiaridad con el inglés. Muchas gracias por su interés.”

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

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

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

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

CALLER'S NAME	
PHONE NUMBER WHERE CALLER CAN BE REACHED	() - CIRCLE ONE: DAY EVENING
ASSIGNED LANGUAGE GROUP	1 BILINGUAL-SPANISH DOMINANT 2 MONOLINGUAL SPANISH
ASSIGNED EDUCATION CATEGORY	1 LESS THAN 5 TH GRADE 2 5 TH GRADE OR HIGHER BUT NO HS DIPLOMA OR GED 3 HS DIPLOMA, GED, OR SOME COLLEGE 4 COLLEGE DEGREE OR HIGHER
ASSIGNED ETHNICITY GROUP	1 MEXICAN 2 CENTRAL AMERICAN 3 SOUTH AMERICAN 4 CUBAN / PUERTO RICAN
AGE	
GENDER	

# OF PEOPLE IN THE CALLER'S HOUSEHOLD	
COUNTRY OF BIRTH	
# OF YEARS IN THE UNITED STATES (if born outside the US)	
APPOINTMENT TIME	DATE: NA TIME:
WAIT LISTED?	1 YES 2 NO

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

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

Exhibit B
Screening for Eligible Participants (English)

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

1 YES → CONTINUE

2 NO → END CALL

1. How old are you?

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

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

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

→ 2b. How well do you read English? Would you say?

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

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

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

→ 3b. How well do you read Spanish? Would you say...

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

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

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

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

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

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

ALL OTHER CALLERS, CONTINUE WITH Q.4

4. Are you more comfortable speaking English or Spanish?

1 ENGLISH

2 SPANISH

5. Are you more comfortable reading English or Spanish?

1 ENGLISH

2 SPANISH

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

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

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

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

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

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

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

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

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

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

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

Exhibit C

Programa lingüístico del Censo de 2010: Estudio del cuestionario bilingüe

Consentimiento informado del participante Entrevista individual

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

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

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

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

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

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

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

Grabación de la entrevista:

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

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

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

Exhibit D

2010 Census Language Program: Bilingual Questionnaire Research

**Participant Informed Consent
Cognitive Interview**

You are asked to be one of approximately 100 volunteers to participate in this research study. The study is being conducted by RTI for the U.S. Bureau of the Census. The purpose of this research study is to evaluate bilingual Census forms that may be used for the next Census in 2010.

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

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

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

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

Signature of volunteer _____ Date _____

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

Signature of Person Who Obtained Consent _____ Date _____

Audio-taping the interview:

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

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

Signature of volunteer _____ Date _____

Exhibit E
RECIBO DE PAGO
(Entrevista individual)

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

Firma de la entrevistadora: _____ Fecha: _____

Escriba el nombre en letra tipo imprenta: _____

Número de identificación del participante: _____

Exhibit F
RECEIPT PARTICIPATION FORM
(Cognitive Interview)

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

Interviewer's Signature: _____

Date: _____

Printed Name: _____

Participant ID#: _____

APPENDIX A

Spanish Language Cognitive Interviewing Protocol

Protocol Guide
Census Bilingual Appraisal

Participant ID # _____

Date: _____

Interviewer: _____

Location (circle one): RTP-NC Chicago Miami Los Angeles

Type of Participant (circle one): Mono Spanish Bilingual Spanish (limited English speaking)

Round (circle one): Round 1 Round 2

SECTION I: INTRODUCTION

A. BRIEFLY EXPLAIN THE STUDY AND PROCEDURES USING THE FOLLOWING SCRIPT: La Oficina del Censo está considerando la posibilidad de enviar por correo una forma bilingüe a los hogares de todos los Estados Unidos en el futuro. A ellos les interesa saber cómo personas como usted llenarían tal forma. El personal de la Oficina del Censo nos ha contratado a nosotros (RTI) para realizar este estudio. Su participación es muy importante porque usted puede ayudar a determinar si la distribución por correo de formas bilingües en el futuro es una buena idea. Voy a darle una forma y voy a pedirle que la llene como si la hubiera recibido por correo. Mientras usted está llenando la forma, voy a escribir algunas notas para saber qué preguntas hacerle después de que la llene. En ese momento, vamos a hablar sobre varios aspectos de la forma. Al terminar, le daré la suma de \$40 dólares como muestra de nuestro agradecimiento y voy a firmar un recibo para documentar que usted recibió esa cantidad.

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

PARTICIPANT READS AND SIGNS FORM. PROVIDE A COPY OF THE FORM TO THE PARTICIPANT: Usted puede guardar esta copia del documento.

C. IF PARTICIPANT PROVIDES CONSENT TO HAVE THE SESSION AUDIO-TAPED: Por favor permítame un momento para que pueda prender la grabadora. **START RECORDING**

SECTION II: INTERVIEWER OBSERVATIONS

IN THIS SECTION, THE PARTICIPANT WILL COMPLETE THE FORM WITHOUT ANY (OR MINIMAL) ASSISTANCE OR INTERVENTION FROM YOURSELF. DURING THIS PROCESS, YOU WILL OBSERVE AND TAKE NOTES AND ENCOURAGE RESPONDENTS TO THINK ALOUD, PARTICULARLY WHEN THEY EXHIBIT REACTIONS TO THE FORM.

THINK ALOUD INSTRUCTION

Estoy interesada en sus respuestas, pero estoy mucho más interesada en lo que usted está pensando mientras contesta las preguntas y llena la forma. En tanto como sea posible, quisiera que hable conmigo y me de sus comentarios mientras llena la encuesta. De vez en cuando, es posible que le pregunte lo que está pensando o leyendo para recordarle que lo haga. No necesita leer las preguntas en voz alta, pero estoy interesada en escuchar lo que está pensando mientras llena la forma. Como se lo mencioné anteriormente, este es el tipo de forma que le llegaría por correo, así que me gustaría pedirle que la responda como si la hubiera recibido por correo en su domicilio.

YOU WILL BE ASKED TO DOCUMENT THE LEVEL OF ASSISTANCE AT THE END OF YOUR OBSERVATIONS. PLEASE BE AWARE OF THE TYPE OF ASSISTANCE YOU PROVIDE, IF ANY, THROUGHOUT THE INTERVIEW:

NO ASSISTANCE

MINIMAL (encouragement to continue, or “ok” to go onto next question)

LESS COMMON BUT POSSIBLE:

GENERAL (explanation of major forms completion task, such as which household member a question refers to)

HIGH-LEVEL (assistance similar to that provided by an actual Census enumerator)

IN RARE INSTANCE YOU MAY HAVE A RESPONDENT WHO IS UNABLE TO COMPLETE THE FORM ON HIS/HER OWN. IF YOU DETERMINE THE RESPONDENT CANNOT COMPLETE THE FORM, COLLECT POSSIBLE ASSISTANCE SOURCES BEFORE YOU CONTINUE DOCUMENTING YOUR OBSERVATIONS.

EXAMPLE: Puedo ayudarle a llenar la forma. Sin embargo, antes de que comencemos, me gustaría pedirle que me diga, ¿qué haría si usted recibiera esta forma en su hogar y necesitara ayuda para llenarla? PROBES: ¿A quién le pediría ayuda? ¿Adónde iría para obtener ayuda?

A. HAND THE FORM TO RESPONDENT AND BEGIN DOCUMENTING YOUR OBSERVATIONS BELOW: Aquí está la forma para que la llene. Por favor empiece cuando esté listo(a).

B. WHILE THE PARTICIPANT FILLS OUT THE FORM, NOTE ANY PERCEIVED DIFFICULTIES IN THE TABLE BELOW. REMEMBER TO ASK RESPONDENTS TO THINK ALOUD AND TELL YOU WHAT’S GOING ON AS THESE THINGS OCCUR

General Probes to Use:

- ¿Qué está leyendo?/¿Qué acaba de leer?
- ¿Qué está viendo ahora?
- ¿Qué pensó al respecto?/ ¿Qué significó para usted?
- ¿Qué está escribiendo ahora?
- ¿Acaba de encontrar algo confuso? ¿Qué fue eso?
- Noté que usted dudó cuando _____. ¿Puede decirme lo que estaba pensando o por qué dudó en ese momento?
- Noté que usted pasó por alto _____. ¿Por qué hizo eso?
- Empezó a hojear la forma. ¿Qué buscaba?

Table 1: Did the participant have difficulty completing the form?

Perceived Difficulty	Mark “X” if this occurred	Note a description of the problem and the location in the questionnaire
Eye movement		
Flipping through form		
Sign of hesitancy		
Sign of confusion		
Reading both languages, but not answering		
Other:		
Other:		

C. NOTE ANY AREAS WHERE YOU THINK THE PARTICIPANT HAS MADE AN ERROR BY FILLING OUT THE TABLE BELOW.

Table 2: Did the respondent make errors while completing the form?

Error	Mark "X" if this occurred	Additional notes if necessary
Didn't follow directions		
Followed an incorrect path		
Answered questions in both languages		
Missed questions that should have been answered		
Answered questions on the English side of the form		
Chose not to answer certain questions		
Other:		
Other:		

D. RECORD ANY QUESTIONS THE PARTICIPANT ASKS DURING THE COMPLETION OF THE FORM. TRY NOT PROVIDE AN ANSWER AT THIS POINT, RATHER ASK THE PARTICIPANT TO PROCEED AS IF HE/SHE RECEIVED THIS IN THE MAIL AND YOU WERE NOT PRESENT (SEE BEGINNING OF THIS SECTION FOR FURTHER INSTRUCTIONS). HOWEVER, USE GENERALIZED THINK ALOUD TECHNIQUES TO ENSURE YOU UNDERSTAND THE REASON FOR THE QUESTION. PROBE AS NECESSARY FOR CLARIFICATION.

E. DID YOU PROVIDE ASSISTANCE TO THIS RESPONDENT? CIRCLE ONE BELOW.

- 1 NO ASSISTANCE
- 2 MINIMAL (encouragement to continue, or "ok" to go onto next question)
- 3 GENERAL (explanation of major forms completion task, such as which household member a question refers to)
- 4 HIGH-LEVEL (assistance similar to that provided by an actual Census enumerator)

SECTION III: COGNITIVE INTERVIEW

A. INTERVIEWER ADMINISTER THE SPECIFIC COGNITIVE INTERVIEWING PROBES FROM THE COGNITIVE INTERVIEWING PROTOCOL AT THIS TIME. AS YOU MOVE THROUGH THE PROBES BELOW, BE SURE TO HELP RESPONDENT FIND EACH

PHRASE OR QUESTION IN THE QUESTIONNAIRE AND ALLOW TIME FOR THE RESPONDENT TO REVIEW THE ITEM.

Ahora tengo algunas preguntas específicas acerca de cómo entendió algunas de las palabras y frases que se utilizaron en el cuestionario.

INTERVIEWER: POINT QUESTIONS/TERMS OUT TO RESPONDENTS AND ASK THEM TO READ THEM OVER SILENTLY TO THEMSELVES BEFORE ASKING THE PROBES.

La carta de presentación dice: “OPCIÓN 1: Vaya a www.census.gov/census2005 para completar su cuestionario en línea.” ¿Me podría decir en sus propias palabras qué dicen esas instrucciones? ¿Qué significa el término “en línea” para usted en esa oración? ¿Hay algún otro término que usaría para describir esa idea?

La carta de presentación dice: “Los resultados del Censo 2010 se utilizarán para ayudar a cada comunidad obtener su parte justa de los fondos federales.” ¿Me podría decir en sus propias palabras qué dice esa oración? ¿Qué significa el término “obtener su parte justa” para usted en esa oración? ¿Hay alguna otra frase que usaría para describir esa idea?

La carta de presentación dice: “La ley... requiere y protege la confidencialidad de sus respuestas...” ¿Me podría decir en sus propias palabras qué dice esa oración? ¿Qué significa el término “confidencialidad” para usted en esta oración?

La carta continúa diciendo: “Esta ley protege su privacidad y...” ¿Me podría decir en sus propias palabras qué dice esa oración? ¿Qué significa el término “privacidad” para usted en esta oración? En su opinión, ¿los términos “confidencialidad” y “privacidad” son iguales o diferentes en este contexto?

La carta de presentación dice: “Sólo las personas que han juramentado proteger los datos de la Oficina del Censo...” ¿Me podría decir en sus propias palabras qué dice esa oración? ¿Qué significa el término “juramentado” para usted en esta frase? ¿Hay alguna otra frase que usaría para describir ese concepto?

POINT TO THE TERM “ANEJOS” AT THE BOTTOM OF THE LETTER:

¿Qué significa el término “anejos” para usted aquí? ¿Hay algún otro término que usaría para describir ese concepto?

Ahora veamos las instrucciones que van antes de la primera pregunta en la página 1. ¿Me podría decir en sus propias palabras que dicen esas instrucciones? ¿Qué significa el término “cómodo” para usted en estas instrucciones? ¿Hay alguna otra palabra que usaría para describirlo?

Bien, ahora veamos la pregunta 3 en esta forma. HAVE RESPONENT READ OVER THE QUESTION IN SILENCE. Por favor dígame en sus propias palabras, lo que significa para usted la segunda opción, "Propiedad suya o de alguien en este hogar libre y sin deuda (sin una hipoteca o préstamo)." ¿Qué significa la frase "libre y sin deuda" para usted aquí? ¿Qué significa el término "hipoteca" para usted? Y, ¿qué me dice de la palabra "préstamo"?

Y, ¿qué me dice de la tercera opción, "Alquilada por pago en efectivo?" ¿Qué significa esto para usted? ¿Qué le parece la frase, "alquilada por pago"? ¿Eso significa algo diferente para usted o significa lo mismo? INTERVIEWER: PROBE TO UNDERSTAND ANY DIFFERENCES THE R SEES BETWEEN THE TWO PHRASES.)

POINT OUT OPTION FOUR of Question 3 to the respondent. ("Ocupada sin pago de alquiler en efectivo"). En sus propias palabras, ¿qué significa esta frase para usted? (Probe: ¿Qué le parece la frase, "ocupada sin pago de alquiler"? ¿Eso significa algo diferente para usted o significa lo mismo? INTERVIEWER: PROBE TO UNDERSTAND ANY DIFFERENCES THE R SEES BETWEEN THE TWO PHRASES.)

¿A qué piensa usted que se refiere la pregunta 5? ¿Tuvo alguna dificultad para decidir qué es lo que debía escribir en el espacio marcado "apellido"? ¿Usa más de un apellido? ¿Siempre escribe el mismo apellido o los mismos apellidos en las formas de los Estados Unidos? ¿Cuándo usaría 2 apellidos y cuándo usaría solamente uno? ¿Hubo suficiente espacio para escribir su respuesta? ¿Le parece que pudiera haber alguna manera más clara para expresar esta pregunta?

Ahora me gustaría que revisemos la pregunta 9. En sus propias palabras, ¿a qué se refiere esta pregunta? ¿Tuvo alguna dificultad para responder esta pregunta? ¿Qué significa el término (insert R's answer here) para usted en esta pregunta? ¿Pudo encontrar alguna categoría con la que se pudiera identificar? (IF NO: ¿Qué hizo usted?)

Ahora por favor vea la pregunta 10. ¿Me podría decir en sus propias palabras a qué se refiere esta pregunta? ¿Le pareció difícil responder a esta pregunta? ¿Qué significa el término "ascendencia" para usted en esta pregunta? ¿Qué significa el término "tribu" para usted en esta pregunta? En su opinión, ¿piensa usted que la pregunta 10 pide algo diferente que la pregunta 9? (IF YES: ¿Cuál piensa usted que es la diferencia? IF NO: ¿Me podría explicar por qué estas preguntas le parecen iguales?)

HAVE RESPONDENT READ QUESTION 11 SILENTLY. Por favor dígame en sus propias palabras a qué se refiere la pregunta 11. ¿Qué significa el término "vive" para usted en esta pregunta? Y, ¿qué me dice del término "se queda"? ¿Significan estos términos algo diferente para usted o son iguales para usted?

Probe: ¿Qué significa el término “residencia estacional” para usted en esta pregunta? ¿Puede pensar en algunos ejemplos de estos tipos de residencias? ¿Hay alguna otra manera que pudiéramos describir estos tipos de residencias para facilitar la comprensión de esta pregunta? (IF YES: ¿Cómo se podría describir?)

Finalmente, me gustaría preguntarle acerca de cómo entiende la descripción de unos parentescos que se mencionan en la lista de la pregunta 2 (INTERVIEWER POINT TO WHERE THE LIST STARTS—PERSON 2, QUESTION 2—AND GIVE RESPONDENT TIME TO RE-READ THE QUESTION).

Primero, por favor dígame ¿qué significa para usted la frase, "inquilino(a) o pupilo(a)"? (Probe: ¿Significan algo diferente estas dos palabras para usted? IF DIFFERENT: ¿Cuál es la diferencia?) En su opinión, ¿qué es un “pupilo”? ¿Hay algún otro término que usaría para describir esta palabra?

¿Qué significa la opción: “compañero de casa o compañero de cuarto” para usted en esta pregunta? ¿Tienen “compañero de casa” y “compañero de cuarto” un significado diferente o tienen el mismo significado?

Y, ¿qué me dice de "compañero(a) no casado(a)"? ¿Qué significa eso para usted en esta pregunta? (IF RESPONDENT DOES NOT DEFINE THIS AS AN UNMARRIED PARTNER, PROBE: Estamos tratando de describir la relación que tienen las personas cuando viven juntas como si estuvieran casadas, pero que no están legalmente casadas. ¿Qué palabras utilizaría usted para describir este tipo de relación?)

¿Qué significa el término “hijo biológico” para usted en esta pregunta? Y, ¿qué me dice de “hijo adoptivo”? ¿Tienen un significado diferente o tienen el mismo significado para usted aquí?

¿Qué significa para usted la opción, "hijo(a) de crianza o adulto bajo custodia" en esta pregunta? En su opinión, ¿qué es un “hijo de crianza”? ¿Significa “hijo adoptivo” lo mismo que “hijo de crianza”, o tiene diferente significado?

Y, ¿qué me dice de “adulto bajo custodia”? ¿Significa lo mismo o es diferente que un “hijo de crianza”?

PROBE: ¿Está familiarizado(a) con la frase "hijo(a) de crianza" que se utiliza en los Estados Unidos para nombrar a un niño(a) que está legalmente asignado al Programa de cuidado de crianza o “Foster” de los Estados Unidos? IF YES: ¿Cómo describiría usted este tipo de cuidado de crianza en español? ¿Existe ese tipo de programa en su país de origen?

IF THE RESPONDENT CHOSE “otro pariente” u “otro no pariente” PROBE: ¿Qué significa ese término para usted en esta pregunta? ¿Me podría decir más sobre el parentesco entre esas dos personas?

Ahora por favor regrese a las instrucciones que se encuentran justo antes de la primera pregunta en la forma. WAIT FOR RESPONDENT TO GET BACK TO PAGE 1. Ahora que hemos hablado acerca del término “hijos de crianza,” ¿piensa que hay un mejor término que deberíamos utilizar en estas instrucciones? ¿Qué deberíamos utilizar?

Y ¿qué me dice del término, “compañeros de cuarto o inquilinos”? ¿Hay un mejor término que deberíamos utilizar para describir esta relación? ¿Qué deberíamos usar?

SECTION IV: RETROSPECTIVE DEBRIEFING

A. IF THERE IS SUFFICIENT TIME, REFER BACK TO THE OBSERVATIONS AND PROBE ON ALL OF THE ISSUES IDENTIFIED AS APPROPRIATE. THE FOLLOWING PROBES ARE GIVEN AS EXAMPLES:

Tell respondent: Ahora voy a hacerle unas cuantas preguntas sobre cómo llenó la forma.

Quando llenó la forma, noté que empezó a leer en un idioma pero respondió en otro idioma. ¿Por qué decidió responder en _____?

Noté que se saltó la pregunta ____ y luego regresó para contestarla. ¿Por qué hizo eso?

Noté que usted respondió a algunas preguntas en ambos idiomas. ¿Por qué respondió a algunas preguntas en inglés y a otras en español?

ONLY APPLICABLE TO BILINGUAL SPEAKERS. ¿Cómo decide usted qué idioma usar para llenar una forma como ésta? (This question is intended to explore the decision-making process behind the language selection.)

Usted respondió en (español/inglés). ¿Hay algo en la forma que le ayudó a decidir donde empezar a responder a las preguntas? Si fue así, ¿qué fue eso? (Respondent may talk about layout, color, contrast, text, etc.)

¿Hubo algo en la forma que le facilitó seguir el orden de las preguntas y las respuestas en (inglés/español)? (Look for navigation issues)

¿Consultó el texto en (español/inglés—WHICHEVER THEY DID NOT ANSWER IN) al llenar la forma? Si fue así, ¿el texto le ayudó a responder a las preguntas en la forma o le confundió? ¿Cómo le ayudó o le confundió esto?

¿Normalmente tiene usted que llenar formas similares a estas—ya sea como parte de su trabajo o en otros aspectos de su vida (escuela, seguro, tarjetas de crédito, solicitudes de empleo, etc.)? Si es así, por favor explíquemelo. ¿Qué tipo de formas? ¿Están en español o en inglés? ¿Alguna vez ha llenado una forma bilingüe como esta?

B. OBTAIN THE PARTICIPANT'S OVERALL REACTION TO THE FORM BY ASKING THE FOLLOWING:

En general, ¿cómo reaccionó usted a la forma?
(Probe: ¿Fue su reacción positiva, neutral o negativa? ¿Por qué?)

¿Qué opina sobre el recibir por correo una forma del Censo con texto tanto en inglés como en español? (Probe: ¿Piensa usted que un cuestionario bilingüe es una buena idea o le ofendería de alguna manera?)

¿Es más probable o menos probable que usted llene y devuelva una forma del Censo con texto en inglés y en español que una forma sólo en inglés o sólo en español? ¿Por qué?

Suponga usted que recibiera una forma del Censo por correo y que está solo en inglés. Si usted tuviera alguna pregunta sobre la forma, ¿qué haría?

SECTION IV: CONCLUSIONS

A. ¿Tiene usted algún comentario final o alguna pregunta?

B. CLOSING: Le agradezco mucho su participación el día de hoy. Ahora le daré su pago en efectivo y voy a firmar un recibo que verifica que usted recibió el dinero.

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

APPENDIX B

English Language Cognitive Interviewing Protocol

Protocol Guide
Census Bilingual Appraisal

Participant ID # _____

Date: _____

Interviewer: _____

Location (circle one): RTP-NC Chicago Miami Los Angeles

Type of Participant (circle one): Mono Span Bilingual Span (limited English speaking)

Round (circle one): Round 1 Round 2

SECTION I: INTRODUCTION

A. BRIEFLY EXPLAIN THE STUDY AND PROCEDURES USING THE FOLLOWING SCRIPT: The Census Bureau is considering the possibility of mailing a bilingual form to homes across the United States in the future. They are interested in knowing how people like yourself would fill it out. They have hired us (RTI) to conduct this research. Your participation is very important because it will help them determine if it is a good idea to mail bilingual forms in the future. I am going to give you a form, and I am going to ask you to fill it out as you would if you had received it in the mail. While you fill it out, I am going to jot down some notes so I know what questions to ask you once you finish completing the form. At that point, we will spend some time talking about different aspects of the form. When we are done, I will give you the amount of \$40 as a token of our appreciation, and I will sign a receipt to document that you have received it.

B. INFORMED CONSENT: Before we start, I would like you to read over the document in front of you. This document explains a little bit about this research study and it provides information about your rights as a study volunteer. In addition, the second page asks for your permission to have this session audio recorded. Once you are done reading the documents please sign them. If you have any questions about these documents, please do not hesitate to ask.

PARTICIPANT READS AND SIGNS FORM. PROVIDE A COPY OF THE FORM TO THE PARTICIPANT: Here is a copy of this form for you to keep.

C. IF PARTICIPANT PROVIDES CONSENT TO HAVE THE SESSION AUDIO-TAPED: Please excuse me a moment while I turn on the tape recorder. **START RECORDING**

SECTION II: INTERVIEWER OBSERVATIONS

IN THIS SECTION, THE PARTICIPANT WILL COMPLETE THE FORM WITHOUT ANY (OR MINIMAL) ASSISTANCE OR INTERVENTION FROM YOURSELF. DURING THIS PROCESS, YOU WILL OBSERVE AND TAKE NOTES AND ENCOURAGE RESPONDENTS TO THINK ALOUD, PARTICULARLY WHEN THEY EXHIBIT REACTIONS TO THE FORM.

THINK ALOUD INSTRUCTION

I'm interested in your answers, but I'm even more interested in what you're thinking about as you answer the questions and go through the form. As much as possible, I'd like you to talk to me as you fill out the survey. From time to time, I might ask you what you are thinking about or reading as a way to remind you to do this. You don't need to read the questions out loud, but I'm interested in hearing what you're thinking about as you fill out the form. As I said before, this is the kind of form that comes to you in the mail, so I'd like you to answer it as if you had received it in the mail at your house.

YOU WILL BE ASKED TO DOCUMENT THE LEVEL OF ASSISTANCE AT THE END OF YOUR OBSERVATIONS. PLEASE BE AWARE OF THE TYPE OF ASSISTANCE YOU PROVIDE, IF ANY, THROUGHOUT THE INTERVIEW:

NO ASSISTANCE

MINIMAL (encouragement to continue, or "ok" to go onto next question)

LESS COMMON BUT POSSIBLE:

GENERAL (explanation of major forms completion task, such as which household member a question refers to)

HIGH-LEVEL (assistance similar to that provided by an actual Census enumerator)

IN RARE INSTANCE YOU MAY HAVE A RESPONDENT WHO IS UNABLE TO COMPLETE THE FORM ON HIS/HER OWN. IF YOU DETERMINE THE RESPONDENT CANNOT COMPLETE THE FORM, COLLECT POSSIBLE ASSISTANCE SOURCES BEFORE YOU CONTINUE DOCUMENTING YOUR OBSERVATIONS.

EXAMPLE: I can help you fill out the form, but before I do that, I'd like for you tell me what you would do if you were at home and needed help filling out this form. PROBES: Whom would you ask for help? Where would you go to get help?

A. HAND THE FORM TO RESPONDENT AND BEGIN DOCUMENTING YOUR OBSERVATIONS BELOW: Here is the form for you to fill out. Please begin when you are ready.

B. WHILE THE PARTICIPANT FILLS OUT THE FORM, NOTE ANY PERCEIVED DIFFICULTIES IN THE TABLE BELOW. REMEMBER TO ASK RESPONDENTS TO THINK ALOUD AND TELL YOU WHAT’S GOING ON AS THESE THINGS OCCUR

General Probes to Use:

- What are you reading/What did you just read?
- What are you looking at now?
- What did you think about that/What did it mean to you?
- What are you writing now?
- Did you find something confusing just now? What was that?
- I noticed that you hesitated when _____. Can you tell me what you were thinking or why you hesitated at that time?
- I noticed you skipped _____. Why did you do that?
- You began flipping through the form. What were you looking for?

Table 1: Did the participant have difficulty completing the form?

Perceived Difficulty	Mark “X” if this occurred	Note a description of the problem and the location in the questionnaire
Eye movement		
Flipping through form		
Sign of hesitancy		
Sign of confusion		
Reading both languages, but not answering		
Other:		
Other:		

C. NOTE ANY AREAS WHERE YOU THINK THE PARTICIPANT HAS MADE AN ERROR BY FILLING OUT THE TABLE BELOW.

Table 2: Did the respondent make errors while completing the form?

Error	Mark "X" if this occurred	Additional notes if necessary
Didn't follow directions		
Followed an incorrect path		
Answered questions in both languages		
Missed questions that should have been answered		
Answered questions on the English side of the form		
Chose not to answer certain questions		
Other:		
Other:		

D. RECORD ANY QUESTIONS THE PARTICIPANT ASKS DURING THE COMPLETION OF THE FORM. TRY NOT PROVIDE AN ANSWER AT THIS POINT, RATHER ASK THE PARTICIPANT TO PROCEED AS IF HE/SHE RECEIVED THIS IN THE MAIL AND YOU WERE NOT PRESENT (SEE BEGINNING OF THIS SECTION FOR FURTHER INSTRUCTIONS). HOWEVER, USE GENERALIZED THINK ALOUD TECHNIQUES TO ENSURE YOU UNDERSTAND THE REASON FOR THE QUESTION. PROBE AS NECESSARY FOR CLARIFICATION.

E. DID YOU PROVIDE ASSISTANCE TO THIS RESPONDENT? CIRCLE ONE BELOW.

- 1 NO ASSISTANCE
- 2 MINIMAL (encouragement to continue, or "ok" to go onto next question)
- 3 *GENERAL (explanation of major forms completion task, such as which household member a question refers to)*
- 4 *HIGH-LEVEL (assistance similar to that provided by an actual Census enumerator)*

SECTION III: COGNITIVE INTERVIEW

A. INTERVIEWER ADMINSTER THE SPECIFIC COGNITIVE INTERVIEWING PROBES FROM THE COGNITIVE INTERVIEWING PROTOCOL AT THIS TIME. AS YOU MOVE THROUGH THE PROBES BELOW, BE SURE TO HELP RESPONDENT FIND EACH PHRASE OR QUESTION IN THE QUESTIONNAIRE AND ALLOW TIME FOR THE RESPONDENT TO REVIEW THE ITEM.

Now I have some specific questions about how you understood some of the words and phrases that were used in the questionnaire.

INTERVIEWER: POINT QUESTIONS/TERMS OUT TO RESPONDENTS AND ASK THEM TO READ THEM OVER SILENTLY TO THEMSELVES BEFORE ASKING THE PROBES.

The cover letter reads: “OPTION 1: Go to www.census.gov/census2005 to complete your questionnaire on-line.” Can you tell me in your own words what that instruction is saying? What does the term “en línea” mean to you in that sentence? Is there another term you might use to describe that idea?

The cover letter reads: “Results from the 2010 Census will be used to help each community get its fair share of federal funding.” Can you tell me in your own words what that sentence is saying? What does the phrase “obtener su parte justa” mean to you in this sentence? Is there another phrase you might use to describe that idea?

The cover letter reads: “Your answers are required and confidential by law... Can you tell me in your own words what that sentence is saying? What does the term “confidencialidad” mean to you in this sentence?

The letter continues: “This law protects your privacy and...” Can you tell me in your own words what that sentence is saying? What does the term privacidad mean to you in this sentence? Are “confidencialidad” and “privacidad” the same or different to you in this context?

The cover letter reads: “Only persons sworn to protect Census Bureau data...” Can you tell me in your own words what that sentence is saying? What does the term “juramentado” mean to you in this sentence? Is there another term you would use to describe that concept?

POINT TO THE TERM “ANEJOS” AT THE BOTTOM OF THE LETTER:

What does the term “anejos” mean to you here? Is there another term you would use to describe that concept?

Next, let's look at the instructions that come before the first question on page 1. Can you tell me in your own words what this instruction is asking? What does the term “cómodo” mean to you in this instruction? Is there another word that you might use to describe that?

Okay, now let's look at Question 3 on this form. HAVE RESPONDENT READ OVER THE QUESTION IN SILENCE. Please tell me in your own words what the first option:, "propiedad suya o de alguien en este hogar libre y sin deuda - sin una hipoteca o préstamo" means to you. What does the phrase “libre y sin deuda” mean to you here? What does the term “hipoteca” mean to you? What about “préstamo”?

And what about the third option: "Alquilada por pago en efectivo?" What does this mean to you? What about the phrase, "alquilada por pago"? Does that mean something different to you or does it mean the same thing? INTERVIEWER: PROBE TO UNDERSTAND ANY DIFFERENCES THE R SEES BETWEEN THE TWO PHRASES.)

POINT OUT OPTION FOUR of Question 3 to the respondent. ("ocupada sin pago de alquiler en efectivo"). In your own words, what does this phrase mean to you? (Probe: What about the phrase, "ocupada sin pago de alquiler"? Does that mean something different to you or does it mean the same thing? INTERVIEWER: PROBE TO UNDERSTAND ANY DIFFERENCES THE R SEES BETWEEN THE TWO PHRASES.)

What do you think that question 5 is asking? Did you have any difficulty deciding what to write in the space marked "apellido"? Do you use more than one apellido? Do you always write the same apellido/s on U.S. forms? When might you use 2 apellidos and when would you use only 1? Did you have enough space to write your answer? Is there a way that we could phrase this question to make it clearer?

Now I'd like to ask you about Question 9. In your own words, what is this question asking? Did you have any difficulty answering this question? What does the term (insert R's answer here) mean to you in this question? Were you able to find a category that fit you? (IF NO: What did you do?)

Now please look at Question 10. Can you tell me in your own words what this question is asking? Did you find this question difficult to answer? What does the term ascendencia mean to you in this question? What does the term tribu mean to you in this question? Is question 10 asking something different from Question 9 in your opinion? (IF YES: What do you think the difference is? IF NO: Can you explain to me why these questions seem the same to you?)

HAVE RESPONDENT READ QUESTION 11 SILENTLY. Please tell me in your own words what Question 11 is asking. What does the term "vive" mean to you in this question? What about "se queda"? Do those terms mean different things to you or are they the same to you?

Probe: What does the term "residencia estacional" mean to you in this question? Can you think of some examples of these types of residences? Are there other ways that we could describe these types of residences that would make this question easier to understand? (IF YES: What are they?)

Finally, I'd like to ask you about your understanding of a couple of the relationships listed in Question 2 (INTERVIEWER POINT TO WHERE THE LIST STARTS—PERSON 2, QUESTION 2—AND GIVE RESPONDENT TIME TO RE-READ THE QUESTION).

First, please tell me what the phrase, "inquilino(a) o pupilo(a)" means to you. (Probe: Do these two words mean the same thing or different things to you? IF DIFFERENT: How are they different?) What is a "pupilo" in your opinion? Is there another term that you might use to describe that?

What does the answer choice: "compañero de casa o compañero de cuarto" mean to you in this question? Are compañero de casa and compañero de cuarto the same or different to you?

What about "compañero(a) no casado(a)"? What does that mean to you in this question? (IF RESPONDENT DOES NOT DEFINE THIS AS AN UNMARRIED PARTNER, PROBE: We are trying to describe the relationship that people have when they are living together as though they are married but haven't been legally married. What words would you use to describe this type of relationship?)

What does the term hijo biológico mean to you in this question? What about hijo adoptivo? Are those terms the same or different to you here?

What does the answer choice: "hijo(a) de crianza o adulto bajo custodia" mean to you in this question? In your opinion what is an hijo de crianza? Is hijo adoptivo the same or different from hijo de crianza?

What about an adulto bajo custodia? Is this the same or different than an hijo de crianza?

PROBE: Are you familiar with the phrase "foster child" that is used in the United States to designate a child who has been legally placed in the care of the U.S. Foster Care Program? IF YES: How would you describe this type of child care arrangement in Spanish? Does that type of program exist in your home country?

IF THE RESPONDENT CHOSE "otro pariente" or "otro no pariente" PROBE: What does that term mean to you in this question? Could you tell me more about the relationship between those two people?

Now, please look back at the instructions that come before the first question on the form. WAIT FOR RESPONDENT TO GET BACK TO PAGE 1. Now that we've talked about the term, "hijos de crianza," do you think there's a better term that we should use in these instructions? What should be use?

What about the term, "compañeros de cuarto o inquilinos? Is there a better term that we should use to describe this relationship? What should we use?

SECTION IV: RETROSPECTIVE DEBRIEFING

B. IF THERE IS SUFFICIENT TIME, REFER BACK TO THE OBSERVATIONS AND PROBE ON ALL OF THE ISSUES IDENTIFIED AS APPROPRIATE. THE FOLLOWING PROBES ARE GIVEN AS EXAMPLES:

Tell respondent: Now I'm going to ask you a few questions about how you filled out the form.

When you filled out the form, I noticed you began reading one language and responded in the other. What made you decide to answer in _____?

I noticed you skipped Q____, and then went back and answered it later. Why did you do that?

I noticed you answered questions in both languages. Why did you answer some questions in English and some in Spanish?"

ONLY APPLICABLE TO BILINGUAL SPEAKERS. How do you decide which language you will use to fill out a form like this? (This question is intended to explore the decision-making process behind the language selection.)

You answered in (Spanish/English). Is there anything on this form that helped you decide where to begin answering the questions? If so, what? (Respondent may talk about layout, color, contrast, text, etc.)

Was there anything on this form that made it easy to stay on the path for the (Spanish/English) questions and answers? (Look for navigation issues)

Did you look at the (Spanish / English text–WHICHEVER THEY DID NOT ANSWER IN) while you went through the form? If yes, did that help or make it confusing to answer the questions in the form? How was it helpful or confusing?

Do you regularly have to fill out forms similar to these—either as part of your work or in some other area of your life (school, insurance, credit cards, applications, etc.)? If yes, explain.

What kinds of forms? Are in Spanish or English? Have you ever filled out a bilingual form like this?

B. OBTAIN THE PARTICIPANT'S OVERALL REACTION TO THE FORM BY ASKING THE FOLLOWING:

What is your overall reaction to this form?
(Probe: Positive, neutral, or negative? Why?)

What is your opinion of receiving a Census form with both English and Spanish in the mail?
(Probe: Do you think that would be a good idea or would that offend you in any way?)

Would you be more or less likely to return a Census form with both English and Spanish than a form with only English or only Spanish? Why?

Suppose you received a Census form in the mail that contained only English. If you had any questions about the form, what would you do?

SECTION IV: CONCLUSIONS

A. Do you have any final comments on the form or any questions?

B. CLOSING: I want to thank you very much for participating today. I will now give you the cash incentive, and I will sign a receipt form verifying that you received the money.

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

APPENDIX C

Census Form Completed by Round1 Participants



UNITED STATES DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. Census Bureau
Washington, DC 20233-0001
OFFICE OF THE DIRECTOR

August 29, 2005

Dear Resident:

The United States Constitution requires a census of the United States every 10 years. To prepare for the 2010 Census, the U.S. Census Bureau is conducting the 2005 National Census Test. The purpose of this test is to develop new methods that will make the 2010 Census easier, more convenient, and less costly for taxpayers.

There are two ways to provide census information for all people living at this address. Please choose **ONLY** one:

OPTION 1 ► Go to www.census.gov/census2005 to complete your questionnaire on-line. (English only)

OR

OPTION 2 ► Complete and mail back the enclosed questionnaire in the postage-paid envelope provided.

Your assistance in helping us improve the census is important. Results from the 2010 Census will be used to help each community get its fair share of federal funding.

Your answers are required and confidential by law (Title 13, United States Code, Sections 9, 141, 193, 214 and 221). This law protects your privacy and requires that you provide the information requested. Only persons sworn to protect Census Bureau data will have access to the information you provide—and no one else. Thank you.

Sincerely,

Charles Louis Kincannon
Director, U.S. Census Bureau

Enclosures

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

Helping You Make Informed Decisions



DEPARTAMENTO DE COMERCIO DE LOS ESTADOS UNIDOS
Administración de Economía y Estadísticas
Oficina del Censo de los EE.UU.
Washington, DC 20233-0001
OFICINA DEL DIRECTOR

29 de agosto de 2005

Estimado Residente:

La Constitución de los Estados Unidos decreta que se realice un censo en los Estados Unidos cada 10 años. En preparación para el Censo 2010, la Oficina del Censo de los Estados Unidos está llevando a cabo el Censo Nacional de Prueba de 2005. El propósito de esta prueba es desarrollar nuevos métodos que harán el Censo 2010 más fácil, más conveniente y menos costoso para los contribuyentes.

Hay dos maneras de proveer para el censo la información sobre todas las personas que viven en esta dirección. Por favor, **SÓLO** escoja una:

OPCIÓN 1 ► Vaya a www.census.gov/census2005 para completar su cuestionario en línea. (En inglés solamente)

○

OPCIÓN 2 ► Complete el cuestionario adjunto y devuélvalo por correo en el sobre prepago que se incluye.

Su asistencia en ayudarnos a mejorar el censo es importante. Los resultados del Censo 2010 se utilizarán para ayudar a cada comunidad obtener su parte justa de los fondos federales.

La ley (secciones 9, 141, 193, 214 y 221 del título 13 del Código de los Estados Unidos) requiere y protege la confidencialidad de sus respuestas. Esta ley protege su privacidad y requiere que usted provea la información que se solicita. Sólo las personas que han juramentado proteger los datos de la Oficina del Censo – y nadie más – tendrán acceso a la información que usted provee. Gracias.

Atentamente,

Charles Louis Kincannon
Director, Oficina del Censo de los Estados Unidos

Anejos

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

Helping You Make Informed Decisions



→ 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

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

Include these people:

- People who live here most of the time, even if they have somewhere else to live
- Roommates or boarders
- Children living here, including foster children
- People staying here on September 15, 2005 who have no other permanent place to stay

Do NOT include these people:

- College students who live away
- Armed Forces personnel who live away
- People who live or stay somewhere else most of the time
- People who, on September 15, 2005, are in:
 - a nursing home
 - a mental hospital
 - a correctional facility (example: jail)

1 How many people were living or staying in this house, apartment, or mobile home on September 15, 2005?

Number of people =

2 Were there any additional people staying here September 15, 2005 that you **did not include** in Question 1? Mark all that apply.

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

3 Is this house, apartment, or mobile home ... Mark ONE box.

- Owned by you or someone in this household with a mortgage or loan?
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented for cash rent?
- Occupied without payment of cash rent?

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

Area Code + Number
 | | - | | - | | |

→ Begin with Person 1 on the next page.

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

Comience Aquí

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

Incluya a estas personas:

- Personas que se quedan aquí la mayor parte del tiempo, aunque tengan otro lugar donde vivir
- Compañeros de cuarto o inquilinos
- Niños que viven aquí, incluyendo hijos de crianza
- Personas que se quedaban aquí el 15 de septiembre de 2005 y que no tienen otro lugar permanente donde quedarse

NO incluya a estas personas:

- Estudiantes universitarios que viven fuera del hogar
- Personal de las Fuerzas Armadas que vive en otro lugar
- Personas que viven o se quedan en otro lugar la mayor parte del tiempo
- Personas que el 15 de septiembre de 2005 estaban en:
 - un hogar de convalecencia
 - un hospital para enfermos mentales
 - un centro de corrección (por ejemplo: una cárcel)

1 ¿Cuántas personas vivían o se quedaban en esta casa, apartamento o casa móvil el 15 de septiembre de 2005?

Número de personas =

2 ¿Había personas adicionales quedándose aquí el 15 de septiembre de 2005 que usted **no incluyó** en la Pregunta 1? Marque todas las que apliquen.

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

3 ¿Es esta casa, apartamento o casa móvil ... Marque UNA casilla.

- Propiedad suya o de alguien en este hogar con una hipoteca o préstamo?
- Propiedad suya o de alguien en este hogar libre y sin deuda (sin una hipoteca o préstamo)?
- Alquilada por pago en efectivo?
- Ocupada sin pago de alquiler en efectivo?

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

Código de Área + Número
 | | - | | - | | |

→ Comience con la Persona 1 en la próxima página.

Person 1

→ Next, if an owner or renter of this house or apartment lives here, print the person's name below. If an owner or renter does not live here, print the name of any adult living here. This is Person 1. (On the next page, we will ask about the other people you counted in Question 1.)

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

Last Name

First Name

MI

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

Male Female

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

Age on September 15, 2005 *Print numbers in boxes.* Month Day Year of birth

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

Yes No

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

For this census, Hispanic origins are not races.

- White or Caucasian
 Black, African Am., or Negro
 American Indian or Alaska Native
 Asian
 Native Hawaiian or Other Pacific Islander
 Some other race

10 People in the United States are from many countries, tribes, and cultural groups. What is Person 1's ancestry or tribe?

For example, Italian, African American, Dominican, Aleut, Jamaican, Chinese, Pakistani, Salvadoran, Rosebud Sioux, Nigerian, Samoan, Russian, etc. ↗

Don't know

11 Does Person 1 sometimes live or stay somewhere else?

No Yes - Mark all reasons that apply.

- To attend college For a child custody arrangement
 To be closer to work While in jail or prison
 While in the military While in a nursing home
 To stay at a seasonal or second residence For another reason

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

Persona 1

→ Ahora, si el inquilino o dueño de esta casa o apartamento vive aquí, escriba en letra de molde a continuación el nombre de la persona. Si el dueño o inquilino no vive aquí, escriba en letra de molde el nombre de algún adulto que viva aquí. Éste será la Persona 1. (En la próxima página preguntaremos sobre las otras personas que usted contó en la Pregunta 1.)

5 ¿Cuál es el nombre de la Persona 1? Escriba a continuación el nombre en letra de molde.

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?

Edad el 15 de septiembre de 2005 *Escriba los números en las casillas.* Mes Día Año de nacimiento

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

Sí No

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

Para este censo, origen hispano no es una raza.

- Blanca o caucásica
 Negra o africana americana
 India americana o nativa de Alaska
 Asiática
 Nativa de Hawaii u otra de las islas del Pacífico
 Alguna otra raza

10 Las personas en los Estados Unidos provienen de muchos países, tribus y grupos culturales. ¿Cuál es la ascendencia o tribu de la Persona 1? Por ejemplo, italiana, africana americana, dominicana, aleuta, jamaicana, china, paquistaní, salvadoreña, Rosebud Sioux, nigeriana, samoana, rusa, etc. ↗

No sabe

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

No Sí - Marque todas las razones que apliquen.

- Para asistir a la universidad Por un arreglo de custodia de niños
 Para estar más cerca del lugar de trabajo Mientras está en la cárcel o prisión
 Mientras está en el servicio militar Mientras está en un hogar de convalecencia
 Para quedarse en una residencia estacional o una segunda residencia Por alguna otra razón

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

Person 4

- 1 **What is Person 4's name?** *Print name below.*
 Last Name

 First Name _____ MI _____
- 2 **How is this person related to Person 1?** *Mark ONE box.*
 Husband or wife Son-in-law or daughter-in-law
 Biological son or daughter Other relative
 Adopted son or daughter Roomer or boarder
 Stepson or stepdaughter Housemate or roommate
 Brother or sister Unmarried partner
 Father or mother Foster child or foster adult
 Grandchild Other nonrelative
 Parent-in-law
- 3 **What is this person's sex?** *Mark ONE box.*
 Male Female
- 4 **What is this person's age and what is this person's date of birth?**
 Age on September 15, 2005 *Print numbers in boxes.*
 _____ Month Day Year of birth
 _____ _____ _____ _____
- 5 **Is this person of Hispanic, Latino, or Spanish origin?**
 Yes No
- 6 **What is this person's race?** *Mark one or more races.*
For this census, Hispanic origins are not races.
 White or Caucasian
 Black, African Am., or Negro
 American Indian or Alaska Native
 Asian
 Native Hawaiian or Other Pacific Islander
 Some other race
- 7 **People in the United States are from many countries, tribes, and cultural groups. What is this person's ancestry or tribe?**
For example, Italian, African American, Dominican, Aleut, Jamaican, Chinese, Pakistani, Salvadoran, Rosebud Sioux, Nigerian, Samoan, Russian, etc. ↴

 Don't know
- 8 **Does this person sometimes live or stay somewhere else?**
 No Yes – *Mark all reasons that apply.*
 To attend college For a child custody arrangement
 To be closer to work While in jail or prison
 While in the military While in a nursing home
 To stay at a seasonal or second residence For another reason

➔ **If more people live here, continue with Person 5.**

Persona 4

- 1 **¿Cuál es el nombre de la Persona 4?** *Escriba a continuación el nombre en letra de molde.*
 Apellido

 Nombre _____ Inicial _____
- 2 **¿Cómo está esta persona relacionada con la Persona 1?**
Marque UNA casilla.
 Esposo o esposa Yerno o nuera
 Hijo o hija biológico(a) Otro pariente
 Hijo o hija adoptivo(a) Inquilino(a) o pupilo(a)
 Hijastro o hijastra Compañero(a) de casa o compañero(a) de cuarto
 Hermano o hermana Compañero(a) no casado(a)
 Padre o madre Hijo(a) de crianza o adulto bajo custodia
 Nieto(a) Otro no pariente
 Suegro(a)
- 3 **¿Cuál es el sexo de esta persona?** *Marque UNA casilla.*
 Masculino Femenino
- 4 **¿Cuál es la edad de esta persona y cuál es su fecha de nacimiento?**
 Edad el 15 de septiembre de 2005 *Escriba los números en las casillas.*
 _____ Mes Día Año de nacimiento
 _____ _____ _____ _____
- 5 **¿Es esta persona de origen hispano, latino o español?**
 Sí No
- 6 **¿Cuál es la raza de esta persona?** *Marque una o más razas.*
Para este censo, origen hispano no es una raza.
 Blanca o caucásica
 Negra o africana americana
 India americana o nativa de Alaska
 Asiática
 Nativa de Hawaii u otra de las islas del Pacífico
 Alguna otra raza
- 7 **Las personas en los Estados Unidos provienen de muchos países, tribus y grupos culturales. ¿Cuál es la ascendencia o tribu de esta persona?** *Por ejemplo, italiana, africana americana, dominicana, aleuta, jamaicana, china, paquistaní, salvadoreña, Rosebud Sioux, nigeriana, samoana, rusa, etc. ↴*

 No sabe
- 8 **¿Vive o se queda a veces esta persona en algún otro lugar?**
 No Sí – *Marque todas las razones que apliquen.*
 Para asistir a la universidad Por un arreglo de custodia de niños
 Para estar más cerca del lugar de trabajo Mientras está en la cárcel o prisión
 Mientras está en el servicio militar Mientras está en un hogar de convalecencia
 Para quedarse en una residencia estacional o una segunda residencia Por alguna otra razón

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

Person 6

- 1 What is Person 6's name?** *Print name below.*

Last Name

 First Name MI
- 2 How is this person related to Person 1?** *Mark ONE box.*

<input type="checkbox"/> Husband or wife	<input type="checkbox"/> Son-in-law or daughter-in-law
<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Other relative
<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Roomer or boarder
<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Housemate or roommate
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Father or mother	<input type="checkbox"/> Foster child or foster adult
<input type="checkbox"/> Grandchild	<input type="checkbox"/> Other nonrelative
<input type="checkbox"/> Parent-in-law	
- 3 What is this person's sex?** *Mark ONE box.*

Male Female
- 4 What is this person's age and what is this person's date of birth?**

Age on September 15, 2005 *Print numbers in boxes.*
 Month Day Year of birth
- 5 Is this person of Hispanic, Latino, or Spanish origin?**

Yes No
- 6 What is this person's race?** *Mark one or more races.*
For this census, Hispanic origins are not races.

White or Caucasian
 Black, African Am., or Negro
 American Indian or Alaska Native
 Asian
 Native Hawaiian or Other Pacific Islander
 Some other race
- 7 People in the United States are from many countries, tribes, and cultural groups. What is this person's ancestry or tribe?**
For example, Italian, African American, Dominican, Aleut, Jamaican, Chinese, Pakistani, Salvadoran, Rosebud Sioux, Nigerian, Samoan, Russian, etc. ↴

Don't know
- 8 Does this person sometimes live or stay somewhere else?**

No Yes – *Mark all reasons that apply.*

<input type="checkbox"/> To attend college	<input type="checkbox"/> For a child custody arrangement
<input type="checkbox"/> To be closer to work	<input type="checkbox"/> While in jail or prison
<input type="checkbox"/> While in the military	<input type="checkbox"/> While in a nursing home
<input type="checkbox"/> To stay at a seasonal or second residence	<input type="checkbox"/> For another reason

➔ **If more people live here, continue with Person 7.**

Persona 6

- 1 ¿Cuál es el nombre de la Persona 6?** *Escriba a continuación el nombre en letra de molde.*

Apellido

 Nombre Inicial
- 2 ¿Cómo está esta persona relacionada con la Persona 1?**
Marque UNA casilla.

<input type="checkbox"/> Esposo o esposa	<input type="checkbox"/> Yerno o nuera
<input type="checkbox"/> Hijo o hija biológico(a)	<input type="checkbox"/> Otro pariente
<input type="checkbox"/> Hijo o hija adoptivo(a)	<input type="checkbox"/> Inquilino(a) o pupilo(a)
<input type="checkbox"/> Hijastro o hijastra	<input type="checkbox"/> Compañero(a) de casa o compañero(a) de cuarto
<input type="checkbox"/> Hermano o hermana	<input type="checkbox"/> Compañero(a) no casado(a)
<input type="checkbox"/> Padre o madre	<input type="checkbox"/> Hijo(a) de crianza o adulto bajo custodia
<input type="checkbox"/> Nieto(a)	<input type="checkbox"/> Otro no pariente
<input type="checkbox"/> Suegro(a)	
- 3 ¿Cuál es el sexo de esta persona?** *Marque UNA casilla.*

Masculino Femenino
- 4 ¿Cuál es la edad de esta persona y cuál es su fecha de nacimiento?**

Edad el 15 de septiembre de 2005 *Escriba los números en las casillas.*
 Mes Día Año de nacimiento
- 5 ¿Es esta persona de origen hispano, latino o español?**

Sí No
- 6 ¿Cuál es la raza de esta persona?** *Marque una o más razas.*
Para este censo, origen hispano no es una raza.

Blanca o caucásica
 Negra o africana americana
 India americana o nativa de Alaska
 Asiática
 Nativa de Hawaii u otra de las islas del Pacífico
 Alguna otra raza
- 7 Las personas en los Estados Unidos provienen de muchos países, tribus y grupos culturales. ¿Cuál es la ascendencia o tribu de esta persona?**
Por ejemplo, italiana, africana americana, dominicana, aleuta, jamaicana, china, paquistaní, salvadoreña, Rosebud Sioux, nigeriana, samoana, rusa, etc. ↴

No sabe
- 8 ¿Vive o se queda a veces esta persona en algún otro lugar?**

No Sí – *Marque todas las razones que apliquen.*

<input type="checkbox"/> Para asistir a la universidad	<input type="checkbox"/> Por un arreglo de custodia de niños
<input type="checkbox"/> Para estar más cerca del lugar de trabajo	<input type="checkbox"/> Mientras está en la cárcel o prisión
<input type="checkbox"/> Mientras está en el servicio militar	<input type="checkbox"/> Mientras está en un hogar de convalecencia
<input type="checkbox"/> Para quedarse en una residencia estacional o una segunda residencia	<input type="checkbox"/> Por alguna otra razón

➔ **Si más personas viven aquí, continúe con la Persona 7.**

→ Use this section to complete information for the rest of the people who live or stay at this place. We may call for additional information about them.

Person 7

Last Name

First Name

MI

Sex

Male

Female

Age on

September 15, 2005

Date of Birth

Month Day Year

Related to Person 1?

Yes

No

Person 8

Last Name

First Name

MI

Sex

Male

Female

Age on

September 15, 2005

Date of Birth

Month Day Year

Related to Person 1?

Yes

No

Person 9

Last Name

First Name

MI

Sex

Male

Female

Age on

September 15, 2005

Date of Birth

Month Day Year

Related to Person 1?

Yes

No

Person 10

Last Name

First Name

MI

Sex

Male

Female

Age on

September 15, 2005

Date of Birth

Month Day Year

Related to Person 1?

Yes

No

→ Utilice esta sección para completar información sobre el resto de las personas que viven o se quedan en este lugar. Puede que lo llamemos para obtener información adicional sobre ellas.

Persona 7

Apellido

Nombre

Inicial

Sexo

Masculino

Femenino

Edad el

15 de septiembre de 2005

Fecha de nacimiento

Mes Día Año

¿Está relacionada con la Persona 1?

Sí

No

Persona 8

Apellido

Nombre

Inicial

Sexo

Masculino

Femenino

Edad el

15 de septiembre de 2005

Fecha de nacimiento

Mes Día Año

¿Está relacionada con la Persona 1?

Sí

No

Persona 9

Apellido

Nombre

Inicial

Sexo

Masculino

Femenino

Edad el

15 de septiembre de 2005

Fecha de nacimiento

Mes Día Año

¿Está relacionada con la Persona 1?

Sí

No

Persona 10

Apellido

Nombre

Inicial

Sexo

Masculino

Femenino

Edad el

15 de septiembre de 2005

Fecha de nacimiento

Mes Día Año

¿Está relacionada con la Persona 1?

Sí

No

→ Use this section to complete information for the rest of the people who live or stay at this place. We may call for additional information about them.

Person 11

Last Name

First Name MI

Sex Male Female

Age on September 15, 2005 Date of Birth Month Day Year

Related to Person 1? Yes No

Person 12

Last Name

First Name MI

Sex Male Female

Age on September 15, 2005 Date of Birth Month Day Year

Related to Person 1? Yes No

Thank you for completing your official 2005 National Census Test form.

FOR OFFICE USE ONLY

JIC1

Form DC-1(E/S) (4-5-2005)

→ Utilice esta sección para completar información sobre el resto de las personas que viven o se quedan en este lugar. Puede que lo llamemos para obtener información adicional sobre ellas.

Persona 11

Apellido

Nombre Inicial

Sexo Masculino Femenino

Edad el 15 de septiembre de 2005 Fecha de nacimiento Mes Día Año

¿Está relacionada con la Persona 1? Sí No

Persona 12

Apellido

Nombre Inicial

Sexo Masculino Femenino

Edad el 15 de septiembre de 2005 Fecha de nacimiento Mes Día Año

¿Está relacionada con la Persona 1? Sí No

Gracias por completar su cuestionario oficial del Censo Nacional de Prueba de 2005.

040111



11

2005 National Census Test

Censo Nacional de Prueba de 2005

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

**U.S. Census Bureau
National Processing Center
PO Box 5000
Jeffersonville, IN 47199-5000**

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

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

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

**U.S. Census Bureau
National Processing Center
PO Box 5000
Jeffersonville, IN 47199-5000**

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

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

APPENDIX D

Naming Customs Used in Many Spanish-Speaking Countries

Naming Customs Used in Many Spanish-Speaking Countries

Primary surname = first, father's name, **second surname** = mother's name

Juan Sánchez Gómez is married to

Ana García Fernández.

Their child would be called

María Sánchez García.

If María marries Jorge Salinas Suarez,

María's name would become María Sánchez (García) de Salinas.

First names:

Traditionally many people in Spain were given the first name of María or José and then a second name pertaining to the name of the saint's day on which the person was born.

María Ana might go by "Ana."

José Antonio might more commonly go by "Antonio."

There is a lot of variation by country and individual, but the English language structure of "first name, middle initial, last name" often does not apply perfectly to Spanish-speaking respondents.

There is variation in how respondents deal with this situation. Many are aware that most U.S. forms ask for one last name: some respondents use only their primary (father's) surname, some hyphenate and provide both names, some women give their husband's primary surname, etc.

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

APPENDIX E

Navigational Issues Identified From a Subset of Cases

Navigational Issues Identified From a Subset of Cases

In Round 1, observations on form navigation and other cognitive issues were made on a small subset of cases. The main focus of round 1 was testing particular Spanish terms, so the study of navigational issues was not a main goal. We propose expanding the testing to include these issues in Round 2.

The following observations are based on six interviews conducted in Los Angeles. The characteristics of the six respondents that form the basis of this appendix are as follows:

1. Total number of interviews: 6
2. Interview location: Los Angeles
3. Demographic characteristics of respondents:
 - a. Nationality: 1 from Peru, 5 from Mexico
 - b. Ages: 33, 38, 35, 39, 25, 59 (mean for these 6 cases = 38)
 - c. Gender: 2 men, 4 women
 - d. Educational level:
 - 1 college/advanced degree, (from Peru)
 - 2 high school (HS) diploma or some college, (from Mexico)
 - 2 some education but no HS, (from Mexico)
 - 1 less than 5th grade/no formal education (from Mexico)
 - e. Language ability: 4 monolingual Spanish, 2 Bilingual (Spanish dominant)

Eye movement

Two of the respondents exhibited eye movement that indicated that they were having difficulty filling out the form. Both of them spent time looking at the English columns on the left hand side of the form before seeming to notice the Spanish columns. They did this on more than one page of the questionnaire, although they seemed to spend less time doing so each time they got to a new page. One of these people had a HS diploma or some college and the other had some education but no HS diploma.

Flipping through the form

Two respondents flipped through the form in a way that indicated that they were having difficulty. One had some education but hadn't finished HS and the other had less than 5th grade. The respondent with some education but no HS expressed confusion about the fact that the same questions were listed for different people and she could not understand why this was the case. This respondent had not skipped the cover letter or page 3 instructions but she clearly did not have an understanding of the purpose for filling out the form.

The respondent with less than 5th grade education flipped through the form to look back at how she had answered certain questions to help her in answering them for subsequent household residents. One example was the sex question. She had difficulty with the terms masculino and femenino.

Following an incorrect path on the form

Three of the six respondents followed an incorrect path on the form. Two of these respondents had at least a HS diploma and one had less than a 5th grade education. All three of these respondents skipped the cover letter entirely and one of them also filled out columns for later persons before earlier ones on the form (such as filling out the person 4 column before the person 3 column). One of those respondents skipped page 3 (which follows the cover letter) entirely and went back and filled it out only when it was pointed out to her during the cognitive interview.

Both languages

None of these respondents answered any questions on the English side of the form. One respondent (the high ed level person) said that he would have filled out the English side instead of the Spanish if he had not known that we were doing the study with Spanish speakers only.

Reading English side of the form

The interviewer observed that five of the six respondents spent time looking at the English column on the left when they first started filling out the form before they located the Spanish column. Many of them did this on each page, although they tended to spend less time looking at the English on each subsequent page of the form.

Missing/skipping questions

5 of the 6 respondents left something blank that should have been filled out. The high ed level person was the only respondent who did not leave any questions blank (that should have been filled out). Three respondents left the age question blank for at least some of the residents in their household. Two respondents each left the race question, the ancestry question and the date of birth question blank for some or all residents of their households. In most cases the respondents intentionally left the questions blank because they did not know how to answer them. As previously mentioned, one respondent skipped the first page after the cover letter entirely. Another respondent intentionally left phone number blank because she lived in a large household and felt that some of her housemates would be angry if they received a call from the Census Bureau.

Questions asked by respondents during the interviews

All of these respondents asked for clarification at some point during their interviews. The interviewer always tried not to answer them while they were filling out the form and told them that she wanted to see how they would fill it out if she were not present. She gave a “general” level of assistance to only one respondent (the one with lower than a 5th grade education). Three respondents received minimal assistance and the other two received no assistance while filling out the form. One of those two was the high ed level respondent and the other had at least a high school diploma.

Two respondents asked the interviewer whether they should only respond in Spanish. Two more asked her for advice on whom they should include on the form and two asked if it was alright to cross out mistakes. All other questions were asked by only one respondent each. They included questions such as, “Whom should I choose as person 1?,” “Who is the relationship question referencing/which relationship are they asking about?,” “Why are the same questions listed for each person?” “Why are you asking about September 15?” “Should I write in x’s or numbers on question 2 page 3?” “What should I do if a mother and daughter have the same name?” “What

race am I?” “What should I say for ancestry?” “Can I stop filling this out if there are no more people in the house?” (These are not direct quotes).

Question-by-question results:

1. Cover letter

As previously mentioned, three of the six respondents skipped the cover letter altogether. These were the respondent with less than a 5th grade level education and two respondents with at least a HS diploma. When the interviewer asked them what they had thought about it, one said that she hadn't noticed it and the other two indicated that they didn't feel as though they needed to read it. The interviewer did not direct them to read the letter until after they had filled out the entire form.

Question 1: Number of residents in the household

Two respondents listed the number of residents in their households incorrectly. These were both residents who had completed high school. One respondent wrote in that there were 5 residents in his household and then proceeded to fill out information about 12 people. Through probing, the interviewer discovered that the respondent had not included himself on the form, he wrote in information about people who did not live in the household and that the number he should have written in was either six or eight. He lived with a family of 5 in a house and two additional men lived in the garage of the house. When the interviewer asked him why he had written information about non-residents on the form, he said that they were nice people that he knew from his church and he did not seem to understand that he should not have included them on the form.

A second respondent originally wrote in that there were 9 people in her household. She then filled out information on 6 people. Through discussion it became apparent that the actual number should have been 7, since her father had been staying with them on September 15th.

Recommended new wording to test:

Be sure to change the reference date on the questionnaire to something closer to the date on which we will be conducting the round 2 interviews. The September 15 date (when interviews were done in January-February) may have caused some of the confusion for respondents). Add probes to the protocol to double check whether and why respondents might be recording the wrong number of residents in question 1. Include a comparison with English-speaking respondents living in large households.

Question 2, p. 3

While there were no specific probes on the round 1 protocol about this question, the interviewer noticed that 3 of the 6 respondents filled out this question incorrectly. These were two respondents who had completed high school and one who had more than 5th grade but hadn't completed high school. In all of these cases respondents checked boxes that corresponded to people that they had already included in their count for question 1. One of the respondents wrote in numbers to identify the number of people who fit in each category. The other two put x's in multiple boxes.

Two of the six respondents clearly seemed to fill out question 2 correctly. These two simply checked “no additional people” and the number recorded in question 1 seemed to be correct. One of these respondents had lower than a HS level education but higher than 5th grade. While she

correctly listed 6 household residents and proceeded to record information about them in the columns for persons 1-6, she also continued to record information about the same 6 people in the spaces provided for persons 7-12. The other respondent was the one with lower than a 5th grade education. She wrote in the number 3 for the household count and filled in data on residents in 3 person columns. It should be noted, however, that this was the respondent who completely skipped page 3 when she first filled out the form with no assistance. She had gone back and filled out questions 1 and 2 during the cognitive interview, although she does appear to have done it correctly at that point.

The college-educated respondent from Peru wrote in question 1 that there were 4 residents in his household. He then checked off in question 2 that there were “other non-relatives such as roommates or live-in babysitters.” He filled in information for 4 people and did not appear to have gone back and changed his response to question 1 after answering question 2. It was not clear whether the person he was referring to in question 2 was one of the people he wrote information about in the 4 person columns, however, he did record in the relationship question that persons 2-4 were related to person 1. It is possible that he was referring to a 5th person and that he did not record information about that person in a person column.

Three of the six respondents clearly answered question 2 incorrectly by checking off boxes that referred to people they had already counted in question 1. These were two respondents with a high school level education and one with between 5th grade and high school. Two of these respondents checked multiple boxes in question 2, and when the interviewer asked them whether they had been referring to the same people whom they had counted in question 1, they said yes. The third respondent wrote little numbers in the boxes on question 2 to show how many of the household residents belonged to each category. She also said that she was referring to the same people she had counted in question 1 and she further went back and changed her answer to question 1 after filling out question 2 to make sure that the totals matched. In a fourth case, it was a bit unclear whether the college-educated respondent had been referring to one of the people he had already included in question 1 when he answered question 2. The two remaining respondents seemed to have filled out question 2 correctly.

Overcount question/ question 11 for person 1

All but one respondent interpreted the overcount question as intended, asking whether household residents are always in the household or sometimes stay elsewhere, however, many people answered the question incorrectly.

The respondent who misinterpreted the meaning of the question had a high school level education. This respondent had left the question blank and when the interviewer asked him about it he said, “I didn’t answer this one. Is it here, here, or there or there? (Pointing to the yes and no boxes and then the reasons listed).” He seemed quite confused and embarrassed and felt bad about not having understood the question.

In addition to this man, three other respondents answered the overcount question incorrectly. The thing that seemed to confuse respondents the most was having the yes and no boxes in addition to the list of reasons that should only be checked if the yes box was checked. One respondent left the whole question blank, three people skipped the yes or no boxes but checked some of the reasons (for some household residents), one respondent checked no and then checked off reasons

and a final person thought that he needed to check off reasons for each person even though the people did always live in the household. The two respondents who answered this question correctly were the college educated respondent and one of the respondents who had between a 5th grade and high school level education.

Other issues: form navigation, etc.

These respondents discussed the color of the columns and the column headings as things that helped them to stay on the path with the Spanish side.

Consulting the English side of the form

None of these respondents reported consulting the English side of the form to help if they did not understand a term in Spanish. One respondent did look on the English side of the form to find the English term for roomer during the cognitive interview. She had been looking for an alternate term for pupilo and suggested “roomer” after seeing it on the English side of the form.

Bilingual forms experience

All six of these respondents reported having filled out bilingual forms in the past.

Respondents’ reaction to the form

Four of the respondents had a positive reaction to the form, although one said that he wanted to emphasize that there are questions that are not written well. Two respondents said that they had a neutral reaction to the form.

Opinion on receiving the form through the mail

All six respondents said that they would have a positive reaction if they received this form in the mail.

Likelihood of returning the form

All six of these respondents said that they would be more likely to fill out and return a bilingual form compared to an English-only form.

English only forms

When asked what they would do if they received an English-only form in the mail, two respondents said that they would not fill out the form, two said that they would have to go to someone for help, one said that she would fill out what she could and leave the rest blank, one said that he would use a dictionary to fill it out and a final respondent said that he would spend a lot of time filling it out.

Final comments on the form

Two respondents expressed having a favorable impression of the form, one commented again on being disappointed that the form was only available in English on the internet, and one said that she felt that many people would not fill out forms like this because of a lack of trust in their legitimacy or purpose.

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