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Cognitive Pretesting of 2010 Alternative Questionnaire Experiment (AQE) Race and Hispanic Origin Questionnaires Translated Into Spanish

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Abstract:
During the 2010 Census, the U.S. Census Bureau conducted several experiments to explore alternate content and ways to enhance data quality for the 2020 Census. One of these experiments is the race and Hispanic origin Alternative Questionnaire Experiment (AQE), which tested alternate content regarding race and Hispanic origin for the 2010 Census mail questionnaire. In an interdivisional project with the Decennial Management Division, Decennial Statistical Studies Division, and Population Division, the Center for Survey Measurement conducted cognitive pretesting for eight of the AQE questionnaires with race and Hispanic origin questions that were translated into the Spanish language. Three alternative translations of the original eight questionnaires were also pretested, for a total of 11 questionnaires pretested.

Findings from a sample of 33 Spanish-speaking respondents include: (1) for the separate race and Hispanic origin question formats, almost all respondents were able to select a Hispanic origin, however, most respondents had difficulty selecting a race category; (2) for all formats, the majority of respondent feedback consisted of difficulty with figuring out how to properly respond to the questions as they were presented, with few opinions about the subtle grammatical details of the questions; (3) respondents with children born in America had difficulty reporting a Hispanic origin for their children; and (4) the most-preferred questionnaires were a combined race and Hispanic origin question that allowed write-in origin lines for most or all of the main race and Hispanic origin categories (i.e., questionnaires X2, X2a, X3, and X3a). These results will be used in conjunction with results from AQE Focus Groups with Spanish-speaking respondents to aid in analysis of the Spanish language AQE forms.

Key Words: Race; Hispanic Origin; Cognitive Interview; Spanish; Translation

COGNITIVE PRETESTING OF 2010 ALTERNATIVE QUESTIONNAIRE EXPERIMENT (AQE) RACE AND HISPANIC ORIGIN QUESTIONNAIRES TRANSLATED INTO SPANISH

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INTRODUCTION

During the 2010 Census, the U.S. Census Bureau conducted several experiments to explore alternate content and ways to enhance data quality for the 2020 Census. One of these experiments is the race and Hispanic origin Alternative Questionnaire Experiment (AQE), which tested alternate content regarding race and Hispanic origin for the 2010 Census mail questionnaire. The main research objectives of the AQE are to: (a) increase the accuracy and reliability of future race and Hispanic origin results, (b) reduce item non-response, (c) increase detailed reporting, and (d) identify strategies to improve future race and Hispanic origin reporting by testing different questionnaire designs (Humes, 2009).

The purpose of this report is to present the cognitive pretesting results of a subset of the 2010 AQE experimental race and Hispanic origin questionnaires[1] that were translated into the Spanish language. The English version of eight of the 11 questionnaires were pretested by Fernandez, Gerber, Clifton, Higbie, and Meyers (2009). This report aims to extend their research by focusing on how Spanish-speaking respondents reacted to the AQE questionnaires.

There are three important differences between the English- and Spanish-version studies. First, English-version pretesting was conducted in two rounds, while all questionnaires in Spanish were tested in one round.[2] Second, three of the 11 questionnaires tested in Spanish are alternative translations of three questionnaires tested in English, in which only one term differs between the original and alternative translation. Third, we conducted three interviews for each of the 11 Spanish questionnaires for a total of 33 interviews, while 76 interviews were conducted for the eight English questionnaires.

The 2010 AQE is a test of multiple question design strategies that are intended to improve race and Hispanic origin reporting. These general strategies include combining race and Hispanic origin questions, modifying category examples, including an instruction that allows the respondents to report multiple Hispanic origins, and limiting the use of the term "race." Thus in the present study, six questionnaires pretested respondent reactions to, and understandings of, the revised features of the experimental "combined" race and Hispanic origin questions. Two questionnaires tested responses to experimental formats in which experimental Hispanic origin and race questions were presented separately. Three additional questionnaires concentrated on respondent reactions to changes in the race question and the organization of the Asian and Native Hawaiian/Other Pacific Islander categories. See Humes (2009) for a more detailed discussion of the rationale for the various AQE questionnaires.

The experimental features of the AQE questionnaires are also aimed at addressing issues that are of particular relevance to Hispanic respondents. One feature in some of the questionnaires is to allow for the multiple reporting of Hispanic origins, which addresses previous research finding that some respondents report "mixed" or multiple Hispanic origins (Ramirez, 2005). The

The authors acknowledge George E. Higbie as a cognitive interviewer for this study.

[1] The terms "questionnaire" and "form" are used interchangeably in this report.

[2] The English questionnaires were divided and pretested in two separate rounds (i.e., five in round one, and three in round two). The Spanish questionnaires were pretested in one round because the results were intended to complement the English questionnaire field tests and to inform future research.

combined-question format, another experimental feature, is motivated by research finding that many respondents, and particularly respondents of Hispanic origin, may prefer a single race and Hispanic origin question because they think of race and ethnicity as the same concept (Gerber and Crowley, 2005). These findings are important because they counter current U.S. federal government standards issued by the Office of Management and Budget (OMB), which define race and ethnicity as separate concepts. In addition, among English- and Spanish-speaking Hispanic respondents, an abundance of cognitive testing research finds that respondents have difficulty finding an appropriate race category (for recent examples, see Childs et al., 2010; Goerman et al., 2007; Goerman et al., 2008). In the English-version testing of questionnaires tested in the present study, Fernandez et al. (2009) found that Hispanic respondents were comfortable with completing the combined formats. We add to these findings by reporting how Spanish-speaking monolingual respondents reacted to the combined formats.

QUESTIONNAIRES

1. Goals and Descriptions of AQE Race and Hispanic Origin Questionnaires

Five of the eight questionnaires tested in English by Fernandez et al. (2009) concentrated on experimental modifications to the separate Hispanic origin and race questions and on new options for presenting a "combined" race and Hispanic origin question to collect these data in a single item. The purpose of testing these forms was to qualitatively assess the usability of the forms, understanding of the wording, relevance of the examples, reaction to various terms, respondents' preferences regarding layout, and level of detail elicited in the form.[3] In addition to these five questionnaires that were translated and tested in Spanish, we tested three questionnaires examining alternative translations of three of the original five questionnaires.

Three of the eight questionnaires tested in English focused on testing form usability, respondent understanding of, and reactions to, feature changes only in the race question (and does not involve changes to the Hispanic origin question). The changes that were tested for these three questionnaires are independent and differ from those tested for the five questionnaires tested in English discussed above, which involved combined race and Hispanic origin formats. These last three questionnaires include removing the term "race" in the race question stem, adding spanners, or headers, over the Asian and Pacific Islander categories, and alphabetizing the presentation of examples in the Other Asian groups. However, there was one significant difference between the English- and Spanish-version testing of these three questionnaires. Although the English-version test included testing the removal of the term "Negro" from the Black or African American race category, we could not do the same for the Spanish-version test. This was impossible because the Spanish term for "Black" is translated as "Negra" on all questionnaires, which would also be the same translation for "Negro."

[3] Note that the primary goals of cognitive testing are to assess the usability and understanding of the questions. Quantitative information about reporting and level of detail elicited by these experimental questionnaires will be provided by the actual AQE field test.

The eleven questionnaires pretested in this study are labeled as X9, X9a, X2, X2a, X3, X3a, X4, X5, X14, X16, and X17. These questionnaires feature significant differences in their layout and design. The forms are shown in Appendix I and described in further detail below.[4]

The first of these questionnaires, X9, has separate race and Hispanic origin questions like the 2010 Census mail questionnaire (control form). The Hispanic origin question contains check boxes with single answers (Not Hispanic, Mexican, Puerto Rican, and Cuban) followed by a modified set of Hispanic/Latino examples and a single write-in box. One modification tested in this questionnaire is that multiple answers are permitted for the Hispanic origin question. Following the Hispanic origin question, the race question contains check boxes that feature examples next to White, Black, and American Indian or Alaska Native categories, and a modified set of examples under Other Asian and Other Pacific Islander. It also has write-in lines for the American Indian or Alaska Native, and "Some other race" categories. It also has a shared write-in line for the Other Asian and Other Pacific Islander categories. This Spanish-version format does not have the term "AMBAS" (BOTH) in the instruction to answer Question 8 and Question 9.

Questionnaire X9a is an alternative translation of X9, and is one of the three additional questionnaires tested in Spanish. It has the same general description as X9. However, in contrast to X9, this form does have the term "AMBAS" (BOTH) in the instruction to answer Question 8 and Question 9. This form was created and tested in order to have a direct comparison with the English versions of X9 and the 2010 Census questionnaire, which both include the term "BOTH" in the instruction to answer Questions 8 and 9.

The next of these forms is X2. Unlike the previous questionnaire, this questionnaire uses a single item to gather data on both race and origin, and includes both Hispanic origin and race response choices. It lists check boxes for specific national origins for Hispanic, Asian, and Native Hawaiian or Other Pacific Islander categories, and both a check box and a write-in box for White, Black, Other Hispanic, American Indian or Alaska Native, Other Asian, Other Pacific Islander, and "Some other race or origin." The write-in boxes are preceded by detailed examples of ethnic or national origins for each group. The term "origins" is written in Spanish as "origen(orígenes)" in the "mark one or more instruction" and is written as "los orígenes" in the write-in instructions for the White, Black, Other Hispanic, Other Asian, Other Pacific Islander, and Some Other Race categories.

[4] Descriptions of all questionnaires except X2a, X3a, and X9a are adopted from Fernandez et al. (2009) and Humes (2009).

Form X2a is an alternative translation of X2, and is the second of three additional questionnaires tested in Spanish. It has the same general description as X2. However, in contrast to X2, the term "origins" is written in Spanish as "orígen(es)" in the "mark one or more" instruction and the write-in instructions for the White, Black, Other Hispanic, Other Asian, Other Pacific Islander, and Some Other Race categories. This form was created and tested in order to compare two translations of the term "origins": "orígen(es)" and "origen(orígens)." Respondents may prefer the term "origen(orígens)" because it is grammatically correct and allows for the correct use of accents, or may prefer the term "orígen(es)" because it is less visually confusing than "origen(orígens)."

Form X3 is a more streamlined version of X2. As in the previous form, it uses a single question item that includes both Hispanic origin and race response choices. It contains both a check box and write-in boxes for each of the major group categories: White, Black, Hispanic, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander, and "Some other race or origin." Detailed examples of ethnicity, tribes, or national origins precede each write-in box. The term "origins" is written in Spanish as "orígen(es)" in the "mark one or more" instruction, as well as the write-in instructions for the White, Black, Other Hispanic, Other Asian, Other Pacific Islander, and Some Other Race categories.

Form X3a is an alternative translation of X3, and is the third of three additional questionnaires tested in Spanish. It has the same general description as X3. However, in contrast to X3, the term "origins" is written in Spanish as "origen(orígenes)" in the "mark one or more" instruction, and is written as "los orígenes" in the write-in instructions for the White, Black, Other Hispanic, Other Asian, Other Pacific Islander, and Some Other Race categories.

Form X4 represents the next of the questionnaires. It is radically different from the other forms in its layout. It uses a single item divided into two parts to collect Hispanic origin and race data. The first part includes check boxes for each major group with no examples. The second part uses a single set of three write-in boxes for all respondents to enter their specific race(s), origin(s) or enrolled or principal tribe(s) and includes a single set of examples just above the three write-in boxes. In the English-version testing, these questions were named "8A" and "8B." The English-version question names were then revised to "8" and "9" per a recommendation by Fernandez et al. (2009). This revision is reflected in the Spanish translation. An alphabetized list of examples from all categories is provided in Question 9.

Form X5 acts as an alternative control to the set of experimental forms that use a combined Hispanic origin and race question. It combines the Hispanic origin and race questions into one single item but keeps all categories in a similar format and level of detail as in the 2010 Census mail questionnaire (control form). This form includes checkboxes for White, Black, specific national origins among Hispanic, Asian, and Native Hawaiian or Other Pacific Islander groups; it also has both check boxes and write-in boxes for Other Hispanic, American Indian or Alaska Native, Other Asian, Other Pacific Islander, and "Some other race" or origin. Detailed examples of ethnic or national origin are included only for Other Hispanic, Other Asian, and Other Pacific Islander categories.

Questionnaire X14 introduces spanners, or headers, over the Asian and the Pacific Islander response categories. The purpose of the spanners is to convey to respondents that the national origin categories listed under the spanners are not distinct race groups, but instead are part of the broader OMB Asian and Pacific Islander race categories (Humes, 2009). In addition, the term "race" has been removed from the instructions to print "Other Asian" and "Other Pacific Islander" as the detail it asks for may be either a national origin or ethnic category, and not necessarily a race category (Humes, 2009). Finally, in this form the examples under Other Asian are alphabetized.

Questionnaire X16 removes the term "race" from the question stem (which now reads "Is this person…") and from the instruction to print "Other Asian" and "Other Pacific Islander." In this form, examples are not alphabetized. The purpose of this modification to the race question stem is to test respondents' reactions and elicit their opinions as to whether this would affect their interpretation or the likelihood of answering the question. One hypothesis is that the term "race" is a very political term that can cause strong emotional reactions for some respondents; some respondents may oppose the use of the term when asking questions of ethnic, cultural, or national origin, while others may have strong and varied opinions of the term's exact meaning. In any case, some respondents may be able to answer the question more easily if it is not termed as a question on "race" (Humes, 2009).

Questionnaire X17 combines changes introduced in the two previously described forms. It has the spanners over the Asian and the Pacific Islander response categories, and removes the term "race" from the question stem and from the instructions to print "Other Asian" and "Other Pacific Islander."

2. Methods

2.1 Protocols

The protocols used in this study were Spanish translations of the interview protocols used in the English-version tests by Fernandez et al. (2009). The protocols focused on respondents' understanding of experimental concepts, features, and navigation through the new question layouts. Two expert review panels informed the development of the original English-version protocols. In sum, across all forms, the expert review panel expressed concerns regarding significant changes to the layout, formatting, response requirements, question stem, and instructions. These concerns were largely addressed by incorporating key methods into the protocol, including retrospective think-aloud probing, form comparison, and note-taking by researchers as respondents completed the forms. See Fernandez et al. (2009) for a more in-depth discussion of the concerns expressed by the expert panels.

Using the committee approach, these protocols were first translated by three bilingual Spanish language experts[5] from the Center for Survey Measurement (CSM). *The Census Bureau Guidelines for Survey Translation* recommend the committee approach as a better alternative to traditional translation methods, such as back translation (Pan and de la Puente, 2005). Using this

[5] The authors acknowledge George E. Higbie, Matthew Clifton, and Amelia Tseng as the three Spanish language experts from CSM who initially translated these protocols.

approach, each translator individually translated roughly one-third of a whole protocol. Then all three experts met as a group to review and discuss each other's translation of the protocol, line-by-line. Each translator equally contributed to the discussion of how to improve the translations, and had to provide a rationale if he or she wanted to make changes. These discussions were generally held in English and chaired by Dr. Yuling Pan and/or Dr. Rodney Terry. This process was repeated for all 11 protocols. Finally, the experts from CSM revised the protocols after receiving feedback from bilingual Spanish language experts from the Decennial Management Division and Population Division.

2.2 The Cognitive Interview

A. Probing strategy

As was done in the English-version testing by Fernandez et al. (2009), the specific type of cognitive interview used was the retrospective think-aloud method, in which respondents first completed the questionnaire, and then were asked by cognitive interviewers to describe their experiences, feelings, and interpretations after completing items of interest (Willis, 2005). At the start of the interview, the interviewers told respondents that the purpose of the study was to test new survey questions, and that the information they provide would be confidential and their anonymity would be preserved. Interviewers instructed respondents to read and sign a consent form before the interview began. Respondents were also asked for permission to tape record the interview.

The cognitive interviewers asked respondents to make themselves Person 1 for the interview because an important objective was to explore race and Hispanic origin self-identification. Interviewers did not probe while the respondents were answering the Hispanic origin/race question(s). After the respondents completed their answers, interviewers asked respondents how they came up with their answer and their interpretation of the question. Interviewers also probed respondents about terms, examples used in the form, whether they noticed the "Some Other Race" category, whether they noticed the spanners (when applicable), and other issues that emerged during the interview. While respondents were answering the form, interviewers made notes about how the respondent went about answering the instrument and probed later about reactions to the form, whether the respondent read the full question or not, whether the respondent changed his or her answers, and any other notable behaviors.

The cognitive interviewers then asked respondents to complete the form for the next person in the household. After they answered for Person 2, interviewers probed respondents about instructions in the form. Answers about the rest of the household members (up to 6) were probed only when they allowed for exploration of how respondents reported for multiracial children and U.S.-born children of immigrant parents, since they would be ideal respondents to exercise the "mark one or more" instructions. Finally, interviewers asked respondents a set of debriefing questions at the end of interview that gave respondents the opportunity to express their overall impressions of the form or the interview itself, as well as make any other final comments. As an example, see Appendix II for the protocol for questionnaire X2.

B. Comparison of forms

At the end of the interview, cognitive interviewers showed each respondent two to three other pre-selected questionnaires and asked them to compare these with the form they just completed. The respondents were not required to complete these alternative questionnaires. However, interviewers did probe respondents about their reactions to the comparison and their preferences, as well as whether they would have answered any of the forms differently. Lastly, interviewers asked respondents to rank the forms and explain their ranking. One limitation with this method is the potential for presentation order effects. A respondent may prefer the form they completed because they saw it first, or may prefer one of the comparison forms by default if they have difficulty with the form they completed.

The forms most preferred by respondents were X2 and X14. Among those who saw these forms, 58 percent (7 out of 12 respondents) chose X2 as their favorite, and 55 percent (5 out of 9 respondents) ranked X14 as their favorite. It is important to note that in order to keep the comparison of forms as similar as possible to how they were compared in the English-version testing (i.e., by Fernandez et al., 2009), forms X2 and X14 were not directly compared with one another. Thus we could not determine what form respondents would have preferred between X2 and X14. Furthermore, these rankings are conditional on the forms that were shown since no respondent saw the full set. Specific respondent rankings, as well as the factors that influenced their rankings, are shown in Appendix III.

2.3 Respondent Selection

Researchers recruited respondents by contacting Virginia community centers for referrals, an English as a Second Language (ESL) school in Baltimore, and by placing advertisements in two Spanish-Language newspapers that are distributed in the Washington, D.C. metropolitan area. The newspaper advertisement was the most effective recruitment method, especially for respondents with a high school education and above. Respondents were interviewed in the Washington, D.C. and Baltimore metropolitan areas. All respondents were born outside of the United States, but most had lived in the U.S. for at least a few years. Each respondent received $40 in cash as compensation for his or her time and travel in order to complete an interview. This cash incentive was also used to motivate participation.

The respondent recruiting method resulted in 33 cognitive interviews, with three interviews conducted in each of the 11 tested race and Hispanic origin questionnaires. Respondents' Hispanic origin self-identification represented Spanish-speaking countries across North, Central, and South America. Salvadorans, Guatemalans, Peruvians, Mexicans, and Hondurans were the most represented. Of these respondents, three Salvadoran and two Guatemalan respondents did not indicate a specific Hispanic origin on the test form while conducting the interview, but informally told the interviewer his or her Hispanic origin before or during the interview.

One recruitment goal was to have a group of respondents with a wide range of education levels. Half of the respondents had at least a high school diploma. Ten of these respondents also had some college education or more. The majority of respondents (63%) were age 35 or older. Table 1 shows the characteristics of respondents organized by the form they were asked to complete.

Table 1: Respondent Characteristics by Form

FORM	COMPARED FORMS	REPORTED ORIGIN	SEX	AGE GROUP	EDUCATION	FORM COMPLETION HISPANIC ORIGIN	FORM COMPLETION REPORTED RACE
X2	X2a, X9, X9a	Salvadoran	F	60-65	< High School	Wrote in Latina Salvadorena Ciududana in SOR[6] Line (No Box Checked)	
X2	X2a, X9, X9a	Mexican	F	40-45	< High School	Checked Mexican	
X2	X2a, X9, X9a	Peruvian	F	35-40	College	Checked Other Hispanic (Wrote Peruana)	
X2a	X2, X4	Salvadoran	F	45-50	< High School	Wrote Latino in Hispanic, Latino, & Spanish Origin Line (No Box Checked)	
X2a	X2, X4	Guatemalan	F	18-23	< High School	Checked Other Hispanic (Wrote Salvadoreño)	
X2a	X2, X4	Salvadoran	M	20-25	High School	Checked Other Hispanic (Wrote Guatemalteca)	
X3	X3a, X5	Argentinean	F	35-40	College	Checked Hispanic (Wrote Argentinean)	
X3	X3a, X5	Salvadoran	M	50-55	Some College	Checked Hispanic (Wrote Salvadoreño El Salvador)	
X3	X3a, X5	Mexican	F	50-55	Some College	Checked Hispanic (Wrote Mexico)	
X3a	X3, X2	Salvadoran	F	40-45	High School	Wrote Hispanic in White Write-in; Checked Hispanic Origin (Wrote Salvadorena)	
X3a	X3, X2	Mexican	F	40-45	< High School	Checked Hispanic (Wrote Mexicana)	
X3a	X3, X2	Honduran	M	25-30	High School	Checked Hispanic (Wrote Hondurena)	
X4	X5, X9, X9a	Guatemalan	F	40-45	Some College	Checked White and Hispanic for Q8; Wrote Guatemalteca and Latina-Blanca for Q9	
X4	X5, X9, X9a	Salvadoran	M	20-25	< High School	Checked White for Q8; Wrote Salvadoreño for Q9	
X4	X5, X9, X9a	Salvadoran	M	50-55	< High School	Checked Hispanic for Q8; Wrote Salvadoreño for Q9	
X5	X2, X3	Mexican	M	35-40	High School	Checked Mexican	
X5	X2, X3	Salvadoran	M	20-25	< High School	Checked Other Hispanic (Wrote Salvadoreño)	
X5	X2, X3	Honduran	M	20-25	< High School	No Other Hispanic Box Checked (Wrote Hondurano), No SOR Box Checked (Wrote Latino)	
X9	X9a, X3, X3a	Salvadoran	M	30-35	High School	Checked Other Hispanic (Wrote Salvadoreño)	Checked White (Wrote Ispano in India Americana Write-in line)
X9	X9a, X3, X3a	Salvadoran	M	40-45	< High School	Checked Hispanic Origin (No Write-In)	Checked Black
X9	X9a, X3, X3a	Guatemalan	M	30-35	< High School	Checked "No"	Non-Response
X9a	X9, X4	Guatemalan	M	30-35	< High School	No Box Checked (Wrote in Guatemateco)	Non-Response
X9a	X9, X4	Guatemalan	M	30-35	< High School	Checked Other Hispanic (No Write-In)	Checked White
X9a	X9, X4	Peruvian	F	50-55	Law Degree	Checked Other Hispanic (Wrote Peruana)	(Wrote Mestiza in SOR line)
X14	X16, X17	Peruvian	F	50-55	Some College	No Other Hispanic Box Checked (Wrote Peruano)	Checked White
X14	X16, X17	Dominican	M	40-45	College	Checked Other Hispanic (Wrote Dominicano)	Checked Black (Wrote Dominicana in American Indian Write-In)
X14	X16, X17	Venezualan	F	40-45	Some College	Checked Other Hispanic (Wrote Venezolano)	Checked White
X16	X14, X17	Nicaraguan	F	60-65	College	No Other Hispanic Check Box Checked (Wrote Nicaraguese on that line)	Checked White
X16	X14, X17	Peruvian	M	50-55	< High School	Other Hispanic (Wrote Peru)	No American Indian Box Checked (Wrote Mestizo - Sur America)
X16	X14, X17	Salvadoran	F	50-55	< High School	Checked Hispanic	Checked White
X17	X14, X16	Dominican	F	25-30	High School	No Box Checked (Wrote Dominicana)	Checked Black (Wrote Mescal Mestiza in SOR Line)
X17	X14, X16	Bolivian	M	45-50	Some College	Checked Other Hispanic (Wrote Bolivia)	Checked White
X17	X14, X16	Honduran	F	55-60	< High School	No Box Checked (Wrote Hondurena C.A. Central America)	Checked White, wrote in Hispana Latina in the American Indian box, wrote "niguna" (none of the above) in the "Other Asian" line, and wrote Latina Hispana on the SOR line.

[6] SOR = Some Other Race.

3. Findings

3.1 Combination of Race and Hispanic Origin

A. Separate versus combined race and Hispanic origin questions

In questionnaires that separately presented the Hispanic origin and race questions (i.e., in X9, X9a, X14, X16, and X17), the race question was far more problematic than the Hispanic origin question. These formats were confusing for several respondents because they defined their race as "Hispanic." Eight respondents, not as confident when selecting a race category as they were selecting a Hispanic origin category, selected "White" as a category even though it did not fit their self-identification. Below are two respondents who defined their "race" as Hispanic and wanted it as a race category:

> "We have to choose White because of the color of our skin. We understand this as color of skin. I would mark White, but I'm Hispanic. I have a little doubt here. The question is not very clear. You're only considering one group. Where are we? We're not any of these." (Respondent wrote "Peruana" (Peruvian) for Other Hispanic Origin, and wrote "Mestiza" on Some Other Race write-in line)

> "All Hispanics I have asked about this have no idea what to put. They don't want to mark any of the options that are there. Hispanics don't consider themselves to be any of these. Hispanics don't want to put that they are White or Black. If you tell a Hispanic that he is Black, he will be offended. If you tell him he is White, he will tell you that he is not White. He will tell you that he is Hispanic. That's what he'll say. Hispanics consider themselves to be their own race." (Respondent wrote "Dominicano" (Dominican) for Other Hispanic Origin, marked the "Black" checkbox, and wrote "Dominicana" (Dominican) for American Indian)

Overall, the Spanish-speaking respondents in this study were comfortable with responding to the combined question formats (i.e., X2, X2a, X3, X3a, X4, and X5). When giving feedback, the majority of respondents did not object to the logic of the combined Hispanic origin and race question format or recommend that questions about race and Hispanic origin be presented separately. One respondent commented while completing X3 that she recently heard a news report in which Hispanics expressed confusion about the race question, but for her there was no confusion because in X3, Hispanic origin was listed together with the race categories. This also eliminated the task of having to pick one of the race categories, which she reported being helpful because she also defined her race as Hispanic.

The majority of respondents (i.e., 16 of 18) who completed a combined format during testing reported only a Hispanic origin. Once they found a Hispanic category, they marked the Hispanic category and appeared satisfied in answering the question:

> "I looked at all the options, White, Black, American Indian, Mexican, but I found Other Hispanic Origin, and this fit." (Respondent checked the Other Hispanic Origin box and wrote "Salvadoreño" in the Other Hispanic Origin write-in line)

> "I knew that I had to choose my race. I am clear that I am Hispanic and Latina. In some questionnaires I've seen this arranged in a different manner, but I like the way the Census does it[7]. It includes all the people from all the Latin countries." (Respondent checks the Hispanic origin box and writes in "Mexicana" in the Hispanic origin write-in line)

Although not a common comment, a couple of respondents thought that the combined format was asking for both race and Hispanic origin. One respondent suggested changes in instruction wording to better elicit both a race and Hispanic origin response:

> "The question is not clear for me because they are asking for two things. They are asking me for my race or origin, and because of this, I went right to the race and did not think I was obligated to answer for my origin. It was the "or" in there that messed me up. The Census should ask for race and origin." (Respondent wrote "Salvadorena" (Salvadoran) on Other Hispanic write-in line, and wrote "Hispanic" on White write-in line)

Furthermore, one respondent thought that the race and Hispanic origin questions should be kept separate if the Census Bureau wants both race and Hispanic origin information:

> "You should separate the race and the origin question. You're going to get duplication[8] asking this question." (Respondent wrote "Mexicana" (Mexican) in Hispanic origin line)

Two of 18 respondents who completed a combined format questionnaire reported both a Hispanic origin and the "White" race category. One Salvadoran respondent completed form X4 by checking White and Hispanic for question 8 and wrote "Salvadoreño" for question 9. Finally, a Guatemalan respondent completed X4 by checking White and Hispanic for Question 8, and writing "Guatemalteca" (Guatemalan) and "Latina-Blanca" (White Latina) for Question 9.

Three of 18 respondents who completed a combined form used a race category write-in line, and used it to write a Hispanic origin. One Salvadoran did not check a box, but wrote "Latina Salvadorena Ciudadana" (Salvadoran-American Citizen) on the "Some Other Race" line. A second Salvadoran wrote "Hispanic" on the White write-in line, and wrote "Salvadorena" on the Other Hispanic write-in line. A Honduran respondent wrote "Hondurano" (Honduran) in the Other Hispanic write-in line (but did not check the box), and also wrote "Latino" in the Some Other Race line (but did not check the box).

In sum, respondents overall had positive reactions to the combined question format and primarily reported only a Hispanic origin. Two of 18 respondents (11%) reported a race when completing a "combined" question format, while 13 of 15 respondents (87%) reported a race when completing a separate race and Hispanic origin question format.[9] The combined format was helpful for respondents who considered their "race" as Hispanic, but not as helpful for a few respondents who thought of race and Hispanic origin as different concepts.

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[7] The respondent is referring to the experimental form he completed during the cognitive interview, and not the 2010 U.S. Census form, which has separate race and Hispanic origin questions.

[8] The respondent thought race and origin had different meanings, and thus thought a combined format would force a respondent to report two answers for one question.

[9] The remaining two respondents refused to report a race.

B. Understanding of the phrase "race or origin"

For the combined questions, the basic stem of the question has been changed to include the concept of "origin" along with race. As also noted by Fernandez et al. (2009), this innovation potentially changes the meaning of the question. For example, a respondent could interpret that in this question, the terms "race" and "origin" have the same meaning, or that the terms do not have the same meaning, but the question will accept either, or a combination of, "race" and "origin" responses. A few respondents interpreted the question as asking for both race *and* origin:

> "For me, I think that they are asking me two questions at the same time. They are asking for my race: Hispanic or Latina or Spanish, and they are asking for where my parents came." (Respondent wrote "Mexican" on Hispanic origin line)

The effectiveness of a particular format is also impacted by the respondent's definition of "race" and "origin." For example, one respondent interpreted the combined question in X2 as asking for "what one's race or one's native country is." The combined form she completed worked well for her and several other respondents because they thought race and origin had the same meaning, and thus felt comfortable providing only one response.

The respondents in this study generally agreed on the definition of origin, while they disagreed on definitions of race. The vast majority of respondents defined "origin" as the immediate country of birth or nationality, but it did not include going back to ancestors from the distant past:

> "'Origin,' I associate that with the country from where a person comes." (Respondent wrote "Argentinean" on Hispanic origin line)

> "'Origin' means from what country you are. That's origin." (Respondent wrote "Salvadoreño El Salvador" (El Salvador) on Hispanic origin line)

Due to their definition of "origin" as country of birth or nationality, all respondents with children born in America expressed difficulty when reporting their children's origin. They wanted to accurately report their children as being born in the U.S., and at the same time thought they should report the same origin as they did for themselves because of the parent-child relationship between them.

Respondents addressed this issue in no consistent pattern. One respondent simply wrote "American" on the Other Hispanic origin line, one respondent left the question blank not sure of what to do, one wrote "Latino American" on the Hispanic write-in line, and another just copied herself (Mexican for Question 8 and White for Question 9). When completing form X4, another respondent checked Hispanic for Question 8, and wrote "Hispanic" for X4's Question 9, to indicate that the child's family was from a Hispanic country. Conversely, one respondent who checked Hispanic and wrote in "Salvadoreño" (Salvadoran) for himself in X4, checked Hispanic and wrote in "Hispanic" for his two children, because they were born in America, and not El Salvador. After much deliberation, another respondent who marked the Mexican box for herself

on X3 decided to mark the Other Hispanic box and write in "Mexican American" for her son. She was initially confused because she compared his situation to herself and realized that her and her son's report would not match. She wanted to have their responses match because of their mother-son relationship but decided against it, citing her desire to represent her son's time in American culture. Future research should develop and test terminology that describes the Hispanic origin of a person born in America, but whose parents were born outside the U.S.

Overall, definitions of the term "race" were mixed. The most frequent definitions were: (a) the culture and physical features of a common people and their descendants (e.g., Spanish colonists who had children with indigenous people = Mestiza), and (b) country of birth combined with skin color.

> "Race is like the culture. Like the Black race. For us, we are the Hispanic race. 'Race' has many meanings. It can be the color of your skin or where you are from. I'm of the Salvadorian race, for example. Different people with different colors." (Respondent wrote "Salvadoreño El Salvador" (El Salvador) on Hispanic origin line)
>
> "Race, for me, is your type of skin and your language." (Respondent checked White and Hispanic for question 8 and wrote "Guatelmateca" (Guatemalan) and "Latina-Blanca" (Latino-White) for question 9)
>
> "'La Raza' is what you are. It's your descent. 'El origin' is your origin, your customs, and your culture. It's everything. It's where you were born and where your roots are from." (Respondent wrote "Peruana" (Peruvian) on Other Hispanic Origin Line)

In sum, while respondents agreed that origin is defined as country of birth, respondents offered mixed definitions of race. Some respondents thought the phrase "race or origin" in the question stem meant the question wanted two answers for one question. Respondents were unsure of how to report Hispanic origin for their children born in the U.S., and thus reported their children's origin in no consistent way.

C. <u>Understanding of the phrase "Hispanic origins are not races</u>."

The traditional two-question format in X9, X9a, and X14 maintain the "Note" prior to the question sequence:

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

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

The first sentence is intended to discourage item nonresponse, and the second is intended to give respondents the sense that race and Hispanic origin are considered to be different concepts. Form X9a differs from X9 in that X9a includes the term "AMBAS" in the Spanish translation (i.e., …Por favor conteste AMBAS, le Pregunta 8…). See Appendix III for respondents' preferred version of the note.

Six out of nine respondents understood the instruction's intended meaning. Overall, opinions of this instruction were mixed. One respondent did not agree with the note because he thought that race and Hispanic origin have the same meaning. Another respondent misunderstood the instruction to say that a person could not have both an origin and a race, stating that "a Hispanic person can be White." Two other respondents, who reported both a race and Hispanic origin, agreed with the instruction because they considered race and origin to mean two different concepts. The remaining four respondents had no opinion. Despite these mixed opinions, a few respondents commented that overall the note was useful because it helped to clarify Questions 8 and 9, including one who also said that notes like these would lessen problems that Hispanic respondents have when answering race and Hispanic origin questions.

3.2 Examples and Terminology

A. General comments about examples and terminology

When probed, respondents overall thought that the examples included with the major categories were helpful and made the questions more clear. A few respondents wanted their own country listed, but had no problem writing in their country if they did not see their category. However, many respondents did not notice the examples right away as they were navigating the form, including a few respondents from El Salvador who wrote in their country of origin despite it being listed as an example. Though not a common comment, one respondent thought that although the categories were generally adequate, they may be confusing to respondents with little education:

> "The Mexican American option is interesting because there could be people who grew up in the U.S. with Mexican parents or people who have one parent who is Mexican and one who is American. It could cause some confusion for people with little education. They will need some more information from the Census." (Respondent wrote "Mexicana" (Mexican) in Hispanic origin line)

B. Specific comments about example sets

Examples in the American Indian or Alaska Native (AIAN) category

Most respondents who commented on the Mayan example thought that Mayan should not be listed as an example under the American Indian or Alaska Native main race category. Most respondents thought this main category represented indigenous people within U.S. borders.[10]

[10] Under current OMB standards, the "American Indian or Alaska Native" race category is defined as describing a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

> "It (Mayan) does not fit here. I associate 'American Indian' as groups in the United States, but here you are referring to all of the groups in the American continent, all of the Americas, not only in the United States." (Respondent wrote "Argentinean" on Other Hispanic line)
>
> "No, never. The Maya were born in the border of Mexico. They are not from the United States." (This Respondent later recommended the term "Central American Indian" to refer to Mayans; wrote "El Savadoreno" (Salvadoran) on Other Hispanic Origin line)
>
> "In my country (Guatemala) we would say 'Indio Maya.' A Mayan person would not mark this box." (Respondent checked White and Hispanic for Question 8 and writing "Guatemalteca" and "Latina-Blanca" for Question 9)

However, none of the respondents self-identified as Mayan, so we were not able to include any comments from Mayan respondents on this issue. In addition, most respondents understood the meaning of the term "tribe."

Examples in the Other Hispanic, Latino, or Spanish Origin category

Almost all respondents were satisfied with the examples in the Other Hispanic category. Although some respondents wanted to have their own country represented in the example listing, it did not prevent them from selecting the Other Hispanic category.

Examples in the remaining race categories

When probed, almost all respondents were either not familiar with, nor had any particular comments about the examples listed under the White, Black and African American, Asian, and Native Hawaiian/Other Pacific Islander categories. Although White and Black were the most frequently reported race categories, almost all of this reporting occurred for the separate race and Hispanic origin question formats. The findings suggest that reporting a Black or White race category was due to the separate presentation of race and Hispanic origin questions, rather than the presence or absence of examples.

C. Other Terminology

Offensive Terms

Several respondents described the term "Indio" in "Indio Americana" (the Spanish translation of "American Indian") as a highly derogatory word, akin to the "N" word in English:

> "You can't use the word 'Indio' (Indian) with them. People will get mad when they hear it. It refers to someone as being ignorant. You say 'indigena' (indigenous). This is not offensive. I know because I live with them."
>
> "In Argentina, it (Indio, or Indian) is an insult. We use 'indigena' more."

As an alternative, one respondent recommend using "Indigena americana" or a similar term instead to describe an indigenous person. Goerman et al., (2008) recommend using "tribus indigenas."

A few respondents thought the term "Negra" was derogatory as well, but not as severely as comments from respondents who opposed the term "Indio." One respondent recommended replacing "Negra" with a less offensive term "Moreno," or a similar term to specifically describe people who are indigenous to Africa:

> "'Negro' does not seems good to me…It's racist. 'Negro' just sounds bad. 'Moreno' would be better for a "person of color."

Future research should test the replacement of terms found to be culturally offensive when translated from English into Spanish.

Hispanic, Latino, or Spanish Origin

Regarding the use of the terms "Hispanic", "Latino", and "Spanish" in one category in the combined question and together in the separate Hispanic origin question, respondents overall accepted the use of these terms in one category. However, only about half of the respondents thought that all three terms had the same meaning. Of respondents who thought the terms had different meanings, most thought that "Spanish" was specifically for people from Spain, and not for people from the Americas:

> "'Spanish' is different from 'Hispanic.' 'Spanish' comes from Spain. Hispanic and Latino are basically the same."
>
> "Hispanics are Latinos. You can interchange the words. It's the same thing. Spanish means that it is from Spain. It's not the same."

Overall, respondents did not have a preference between the terms "Hispanic" and "Latino," nor found either of these terms offensive.

American Indian or Alaska Native

Most respondents understood the meaning of the "American Indian or Alaskan Native" category as referring to indigenous people within U.S. borders.

> "Alaska Natives are people who were born in Alaska. American Indian, I interpret it as Indians who were born in the United States. Not like people from India, the country, but indigenous people born here."
>
> "Before, these were the people who had always lived here."

However, a couple of respondents did misunderstand the category as being for people from the country of India.

Mexican, Mexican American, Chicano

When probed, respondents either accepted the terms "Mexican," "Mexican American," and "Chicano" as being part of one category, or otherwise had no comment.

"Some other race"

Overall, most respondents did not notice this category when navigating the form, as most stopped after the Other Hispanic and American Indian/Alaska Native categories. When probed, several respondents did not know what type of races would fit under this category.
Five respondents used the write-in line of the Some Other Race category to report either a Mestiza or Latino term. Three respondents respectively wrote "Latina Salvadoreño Cuidudana," "Latino," and "Latina Hispana." Two respondents respectively wrote "Mestiza" and "Mescal Mestiza."

3.3 Readability of "Mark one or more" instruction for race or origin questions

Half of the respondents reported seeing these instructions; however, the instruction did not apply to their reporting situations. When asked if a person could have more than one race or more than one origin, a few respondents could imagine someone with multiple races. However, most respondents thought a person can only have one origin because they strictly defined origin as country of birth:

> "No, I didn't see it. I can't mark more than one box because a person is only from one place. A person can't be from different places."
>
> "I don't know why it says "one or more origins." You can only have one origin."

No respondents reported multiple origins, even after being probed on the instruction. Respondents either thought it was impossible to have two origins or thought the instruction did not apply to them. Although of interest for this topic, there were no instances in this study in which respondents reported children with parents of different races or from different countries.

Although no respondents reported multiple origins, three respondents reported a race and also wrote a Hispanic origin on the American Indian write-in line. All three respondents were not comfortable with selecting a race, and admitted to picking a race only to satisfy the requirement of the race question. Two respondents wrote the term "Mestiza" (twice for Some Other Race and once for American Indian or Alaska Native). "Mestiza" is used to describe a mixture of race or ethnicity. One respondent described Mestiza in the following way:

> "We understand in the Spanish language that Mestiza is the mix of Spanish and Peruvian Indian- South American Indian. I'm not Indian nor am I Spanish, I'm the mixture."

3.4 Findings Specific to Questionnaires X14, X16, and X17

In this section we present findings associated with the specific goals of questionnaires X14, X16, and X17. These include testing modifications to the race question items, including changing the question stem to "Is Person 1…," adding spanners over the Asian and Pacific Islander groups, and alphabetizing examples in Other Asian. Since some of these features are shared in two or all of the forms, we report findings together.

A. Modifications to the question stem in forms X16 and X17

Although the term "race" was removed from the question stem for forms X16 and X17, respondents still inferred the question as one that asks for a type of race response by using the response categories as context clues. For example, one respondent navigated form X16 by reading aloud the first three race categories and then realizing that the question wanted a race-like response. After a process of elimination, he chose to report "Mestizo – Sur America" (race and ethnicity mix from South America). All six respondents reported a race category for forms X16 and X17. However, other forms that presented the race and Hispanic origin questions separately- and included the term "race" in the question stem- were also able to elicit race responses. Therefore, excluding the term "race" in the question stem did not impact whether respondents reported a race category.

B. Spanners over Asian and Pacific Islander race categories and Ordering of examples under Other Asian in forms X14 and X17

Respondents had few opinions about the spanners over the Asian and Pacific Islander race categories because these categories were not of particular interest to respondents. Respondents did not notice the spanners at first because they focused on the race categories that came before the spanners. Furthermore, respondents did not report confusion about having spanners for these race categories and not others. When probed, respondents had no objections to the terms used for the Asian examples. The respondents also expressed little personal interest in whether the examples were presented in alphabetical order or in order of the most populous country. For example, one respondent had no preference for the spanners or their respective race categories when probed, but instead used his response here to suggest that Hispanic categories be listed for the race question so that Hispanics can better respond to the question.

4. General Issues and Recommendations

4.1 Issues Spanning the Set of Questionnaires

During probing or debriefing, most respondents thought the race and Hispanic origin questions were wordy, but understandable once they read through the question(s) and categories. Most respondents took much time to read the entire question(s), but eventually were able to select a category and give write-in responses when applicable. However, some respondents did find the race and Hispanic questions confusing, and responded in the way he or she thought was best. For example, one respondent claimed that there is confusion among Hispanics when completing the census form because Spanish, meaning "from Spain," does not belong with the terms Hispanic and Latino in one category, and yet Hispanics are forced to select this category if they wish to self-identify as Hispanic.

In terms of navigation, many respondents reported stopping at the American Indian or Alaska Native category (for separate race and Hispanic origin question formats), or the Other Hispanic category (for the combined question formats). Stopping at these categories may have had an impact on how rarely respondents used the "Some Other Race" category.

Many respondents thought that completing the race question, as well as the overall questionnaire, would be highly sensitive for undocumented people out of fear of deportation. One respondent thought that asking about race and Hispanic questions were "a little racist," because he thought that a census should not need to collect race information. However, this particular view was very rare among respondents.

Compared to the English-version tests, respondents overall were less opinionated about the more subtle details of the questions, and rarely if at all gave opinions on details such as the "[x]" in the "mark one or more" instruction, the type of punctuation used, or the bolding of some parts of the question and not others. Instead, respondents spent most of the time reading through the questions, instructions, categories, and examples, often trying to figure out how to understand the question and respond with what best represents their self-identification. Furthermore, lower-education respondents had a more difficult time understanding the intention of some of the probing, such as probes about the meaning and appropriateness of examples, instructions, and other concepts. This generally was not the case with respondents with a high school education or more. These findings are consistent with other cognitive testing research on translated questionnaires (e.g., Pan et al., 2009; Goerman, et al., 2007, 2008).

4.2 Navigation Issues and Recommendations by Specific Questionnaires

A. Forms X9 and X9a

Form X9 separately presents race and Hispanic origin questions. The Hispanic origin question allows respondents to mark more than one category if desired. Detailed examples are presented in the Other Hispanic category. The race question presents only the traditional write-in boxes for American Indian and Alaska Native, Other Asian and Other Pacific Islander categories. The White and Black categories are followed by examples. The question series is preceded by a

Note: "Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races." Form X9a has the same general description as X9. However, in contrast to X9, this form includes the term "BOTH" or "AMBAS" in the instruction to answer questions 8 and 9.

Most respondents read all of the questions and categories, although most also had trouble picking a race, with no consistent outcomes. One respondent with less than a high-school education refused Questions 8 and 9 because his country of origin (i.e., Guatemala) was not listed; this respondent also didn't understand the purpose of the Other Hispanic origin category when probed. Another Guatemalan wrote "Guatemateco" (Guatemalan) for Question 8 and did nothing for Question 9 because the respondent was looking for a country origin again. A Salvadoran respondent checked the Other Hispanic Origin box and checked the White box because it was "most correct," although the respondent admitted it was more of a guess.

B. Forms X14, X16, and X17

Form X14 uses the wording "What is Person 1's race?" and features spanners over the Asian and Pacific Islander categories. Form X16 features the removal of the term "race" from the stem question (changing it to "Is this person…", and does not have spanners over the Asian and Pacific Islander categories. Form X16 also does not alphabetize the examples for Other Asian. Form X17 combines the alternative question stem and the spanners from the other two forms.

Most respondents read the questions completely, but had problems with answering the race question. Problems included a mix of looking for the country of origin again, checking "White" because of the respondent's own skin color, thinking the term "Hispanic" was a race itself, and wanting to find the category for "Mestiza." Regarding the inclusion vs. exclusion of the term "race" in the question stem, most respondents thought that including the term "race" gave needed guidance for understanding the question. However, respondents did not express difficulty in understanding the question overall because they immediately read the response categories and decided that the question required a type of "race" response. Most respondents also thought the Asian and NHOPI spanners improved the forms' visual organization, although the Asian and NHOPI categories did not apply to them.

C. Forms X2, X2a, X3, X3a

Form X2 is a combination format which uses horizontally arranged checkboxes for Hispanic origins, Asians and Pacific Islanders, along with "Other" write-in boxes with examples. Examples and write-in boxes are provided for White, Black, and American Indian or Alaska Native. Form X3 is also a combination format that presents broad racial/ethnic groups and provides both a checkbox and indented write-in boxes for each group. For X3, all responses have a list of examples.

Regarding navigation for these forms, half of the respondents read the question completely before responding, while four stopped at either the American Indian or Hispanic category, including this respondent who stopped after finding a Hispanic, Latino, or Spanish category in X3:

> "I read everything until I got to my option. I read "American Indian" afterwards, but when I answered it, I stopped reading. I read the first word of each option." (Wrote Argentinean" on Other Hispanic write-in line)

Two respondents admitted to only reading the bolded part of instruction because the bolded text appeared more important than the non-bolded text. Although they reported not seeing the non-bolded portion of the instruction (which instructs respondents to mark a checkbox and write a specific race or origin), each of these respondents still marked a checkbox and wrote an origin. Thus, missing this portion of the instruction did not impact reporting for these respondents.

Two respondents thought the question was confusing because it was asking for race or origin, and thought the terms did not have the same meaning. This confusion affected the reporting for one of these two respondents. A Salvadoran respondent wrote "Hispanic" on the White write-in line (to represent her race), and then checked the Hispanic box and wrote "Salvadorena" (Salvadoran) on the Hispanic line (to represent her origin). The respondent would have reported only one of these if the race and Hispanic origin questions were presented separately. However, most respondents for the combined formats reported only a Hispanic origin, and appeared satisfied in responding to the question in this way.

Overall, respondents appreciated how all (i.e., in X3 and X3a) or most (i.e., in X2 and X2a) of the categories were given write-in lines, which made the forms clear and implied equity among categories.

On forms X2 and X3a, the term "origins" is written in Spanish as "origen(orígenes)" in the mark one or more instruction, and is written as "los orígenes" in the write-in instructions for the White, Black, Other Hispanic, Other Asian, Other Pacific Islander, and Some Other Race categories. In contrast, on forms X2 and X3 the term "origins" is written in Spanish as "orígen(es)" in the mark one or more instruction and the write-in instructions for the White, Black, Other Hispanic, Other Asian, Other Pacific Islander, and Some Other Race categories. See Appendix III for respondents' reactions to and preferences between these alternative translations.

D. Form X4

This is a "combination" Hispanic origin and race question presented as two questions: Question 8, asking for a general race or origin with no examples, and Question 9, asking for detailed race(s), origin(s), and/or tribe(s). In the English-version testing, these questions were named "8A" and "8B." The English-version question names were then revised to "8" and "9" per a recommendation by Fernandez et al. (2009). An alphabetized list of examples from all categories is provided in Question 9.

Among the three respondents in this condition, there was no consistent response style for X4. One respondent, who responded to both questions, appreciated the simplicity of Form X4 overall, and in particular a person's ability to be specific in Question 9. In contrast, another respondent thought three lines meant the question wanted three responses for Question 9. One respondent expressed confusion because: (a) Question 8 listed Hispanic, which to her meant only

"Spanish speaking" with the race categories; and (b) it was difficult to name a specific race or origin because there are so many different "mixtures" in her home country of Guatemala. Ultimately relying on the Hispanic country examples in question 9, she wrote in "Guatemalteca" in addition to "Latina-Blanca."

E. Form X5

This is a combination question format, which presents detailed Hispanic origin check boxes vertically in the main list, and triple banks Asian and Pacific Islander check boxes. Write-in boxes and examples are only presented for Other Hispanic, American Indian or Alaska Native, Other Asian and Other Pacific Islander.

In terms of navigation among three respondents, two read through the entire question and categories, while one stopped at the American Indian or Alaskan Native category. Two of three respondents thought the combined format was asking for two answers in one question. The first respondent thought the question was unclear because she thought race and origin were not the same, and chose to respond with only an origin. The second respondent, while responding for Person 2, stated that the question seemed like two questions because it was asking for two different concepts: where a person is from (i.e., origin), and the "class" of a person (i.e., race). The third respondent thought X5 was only asking for country of origin.

4.3 General Recommendations

The goal of the present study was to test the usability and understanding of a subset of AQE race and Hispanic origin questionnaires that were translated into the Spanish language. In terms of questionnaire characteristics, Spanish-speaking respondents overall preferred questionnaires that appeared explicit and uniform. Therefore, we recommend including the term "race" in the question stem and bolding the "mark one or more" instruction. Furthermore, we recommend forms X2, X2a, X3, and X3a because they received the most positive impressions overall. Respondents thought that their uniform presentation, with write-in lines under most or all of the race and Hispanic origin categories, was the easiest to understand.

We recommend removing the term "India" in the American Indian/Alaska Native category because it was found to be offensive. "India" should be replaced with another term to describe an indigenous person, such as "tribus indigenas" (indigenous tribe; Goerman et al., 2008). We recommend using the "origen(orígines)" translation of "origins" because some respondents thought that this translation would be better understood by low-education respondents. We also recommend including the term "AMBAS" (BOTH) in notes to answer both the race and Hispanic origin questions because respondents thought that using this term would add emphasis to answering both questions. See Appendix III for further details regarding respondents' preferences between forms.

The vast majority of Spanish-speaking respondents understood the Hispanic origin question and reported a Hispanic origin. However, a separate race question was problematic for many respondents because they thought that no race category quite fit their self-identification. Although many respondents did reported a race, they were not as confident as they were when

reporting a Hispanic origin: some respondents reported a race to satisfy the requirement of the question, or reported "White" as a category that fit their self-identification the best from a list in which no category fit well. Thus, between the combined questionnaires and questionnaires in which the race and Hispanic origin questions were presented separately, the combined questionnaires (i.e., X2, X2a, X3, X3a, X4, and X5) best met the goal of measuring group self-identification for Spanish-speakers. Future research should continue to focus on the effectiveness of combined formats for Hispanic respondents.

5. Summary of Findings and Conclusion

During the 2010 Census, the Census Bureau conducted several experiments to explore alternate content and ways to enhance data quality for the 2020 Census. One of these experiments is the Alternative Questionnaire Experiment (AQE), which tested alternate content regarding race and Hispanic origin for the 2010 Census mail questionnaire. This report presents findings from the cognitive pretesting of eight alternative Hispanic origin and race questions that were translated into the Spanish language. With the AQE only field-tested in English, the results from the present study will complement results from the overall AQE and help refine questions for future testing.

Eight experimental versions were pretested, in addition to three alternative translations of the original eight experimental versions, for a total of 11 questionnaires tested. Respondents included 33 Spanish-speaking respondents from a variety of North, Central, and South American countries. All respondents were recruited from the Washington, D.C. and Baltimore metropolitan areas. Six forms featured a "combined" question to collect both race and Hispanic origin in one single item. Two forms tested separate Hispanic origin and race questions with modified example listings for Hispanic origin and race categories. For three forms, Hispanic origin and race data were collected in two separate questions, with variations including: (a) the removal of "race" from the race stem question, (b) the addition of headers over the Asian and Native Hawaiian and Other Pacific Islander categories, and (c) the alphabetization of examples under the Other Asian category.

The main findings were: (1) for the separate race and Hispanic origin question formats, all respondents were able to select a Hispanic origin; however, most respondents had difficulty selecting a race category; (2) the majority of respondent feedback consisted of difficulty with figuring out how to properly respond to the questions as they were presented, with few opinions about the subtle grammatical details of the questions; (3) respondents with children born in America had difficulty reporting a Hispanic origin for their children; and (4) the most-preferred questionnaires were the combined race and Hispanic origin questions that allowed write-in origin lines for most or all of the main race and Hispanic origin categories (i.e., questionnaires X2, X2a, X3, and X3a).

This report highlights the need for further research on how Spanish-speaking respondents interpret and respond to race and Hispanic origin questions. Potential future research directions include: (a) the continued design and testing of combined race and Hispanic origin question formats; (b) testing the replacement of categories and other terminology that may be linguistically or culturally inappropriate for the Spanish language; (c) developing terms that

describes the Hispanic origin of a person born in America, but whose parents were born outside the United States; and (d) testing race and Hispanic origin question formats with Spanish-speaking respondents not represented in this study, such as indigenous respondents and respondents who originate from Spain.

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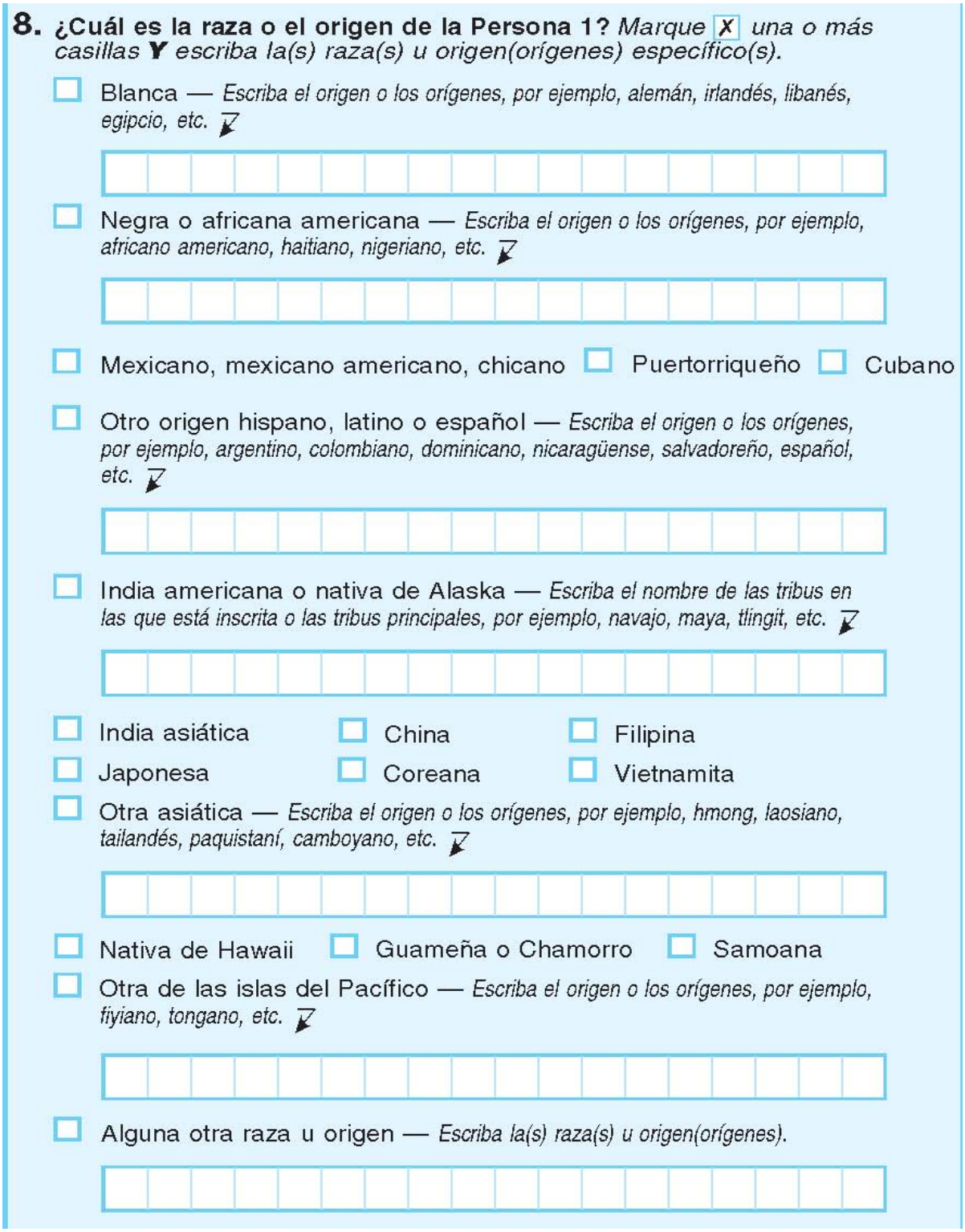
APPENDIX I: Questionnaires Pretested

Figure 1. FORM X2



8. **¿Cuál es la raza o el origen de la Persona 1?** *Marque* ☒ *una o más casillas* **Y** *escriba la(s) raza(s) u origen(orígenes) específico(s).*

☐ Blanca — *Escriba el origen o los orígenes, por ejemplo, alemán, irlandés, libanés, egipcio, etc.*

☐ Negra o africana americana — *Escriba el origen o los orígenes, por ejemplo, africano americano, haitiano, nigeriano, etc.*

☐ Mexicano, mexicano americano, chicano ☐ Puertorriqueño ☐ Cubano

☐ Otro origen hispano, latino o español — *Escriba el origen o los orígenes, por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.*

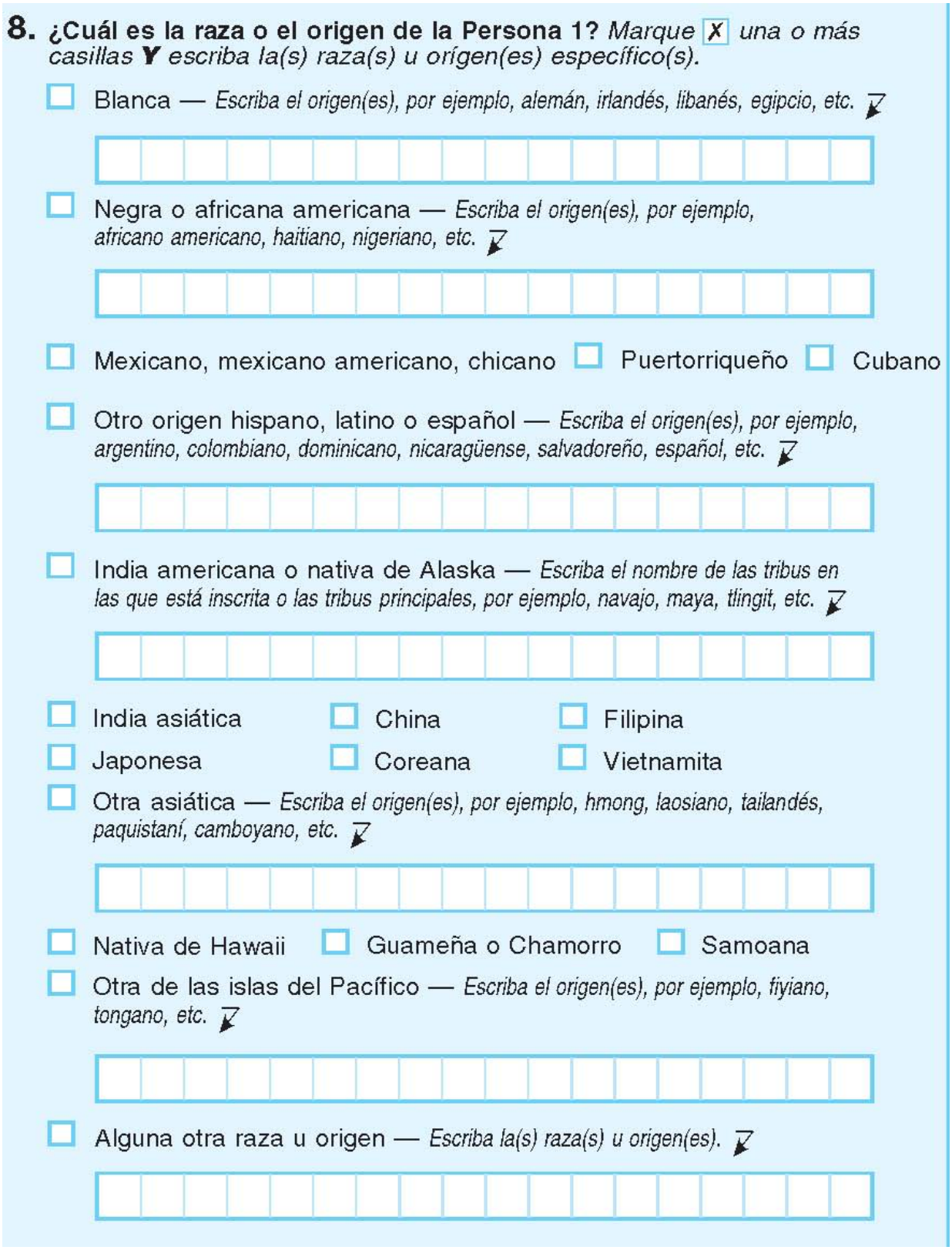
☐ India americana o nativa de Alaska — *Escriba el nombre de las tribus en las que está inscrita o las tribus principales, por ejemplo, navajo, maya, tlingit, etc.*

☐ India asiática ☐ China ☐ Filipina
☐ Japonesa ☐ Coreana ☐ Vietnamita
☐ Otra asiática — *Escriba el origen o los orígenes, por ejemplo, hmong, laosiano, tailandés, paquistaní, camboyano, etc.*

☐ Nativa de Hawaii ☐ Guameña o Chamorro ☐ Samoana
☐ Otra de las islas del Pacífico — *Escriba el origen o los orígenes, por ejemplo, fiyiano, tongano, etc.*

☐ Alguna otra raza u origen — *Escriba la(s) raza(s) u origen(orígenes).*

Figure 2. FORM X2a



8. ¿Cuál es la raza o el origen de la Persona 1? *Marque* ☒ *una o más casillas* **Y** *escriba la(s) raza(s) u orígen(es) específico(s).*

☐ Blanca — *Escriba el origen(es), por ejemplo, alemán, irlandés, libanés, egipcio, etc.*

☐ Negra o africana americana — *Escriba el origen(es), por ejemplo, africano americano, haitiano, nigeriano, etc.*

☐ Mexicano, mexicano americano, chicano ☐ Puertorriqueño ☐ Cubano

☐ Otro origen hispano, latino o español — *Escriba el origen(es), por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.*

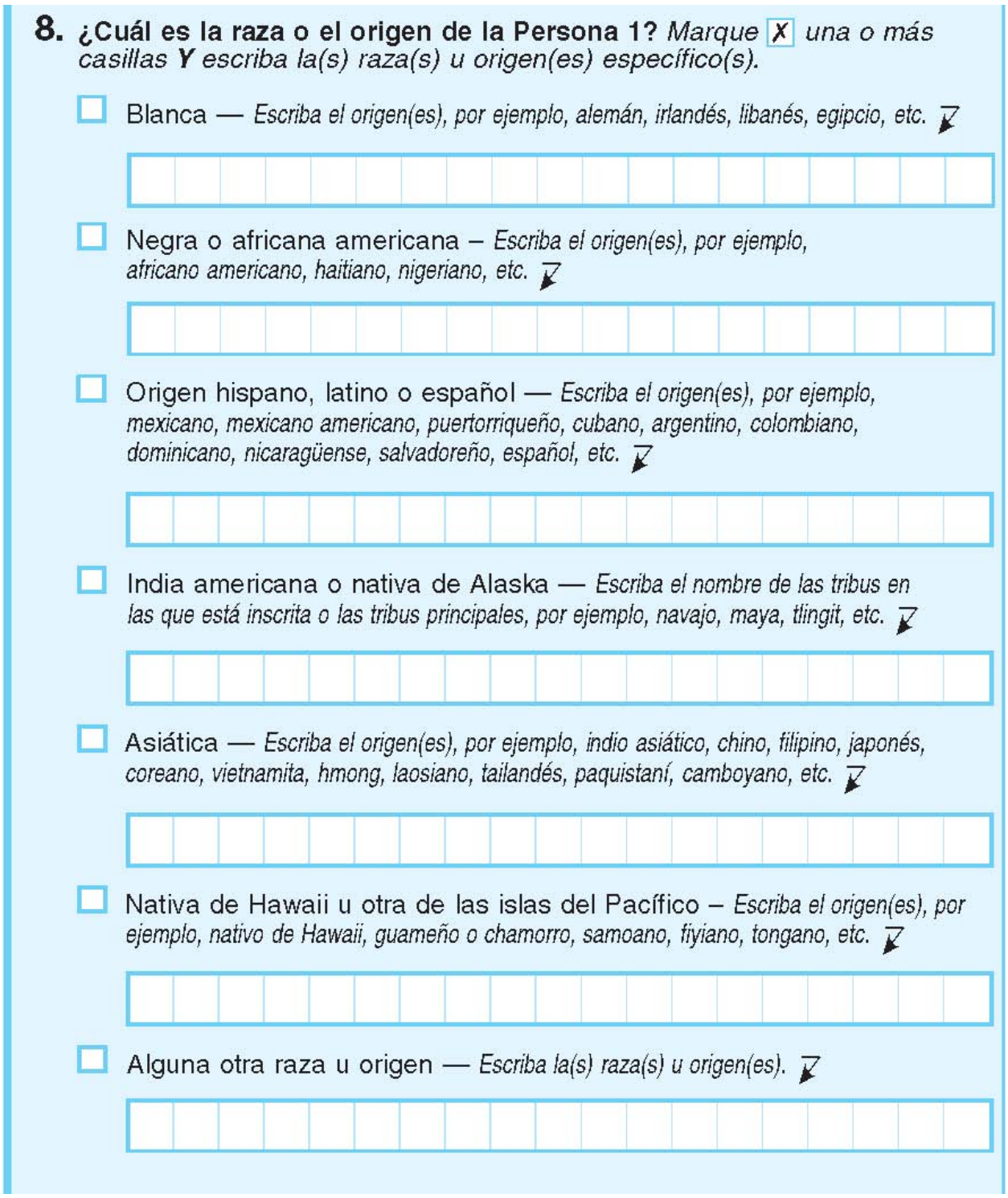
☐ India americana o nativa de Alaska — *Escriba el nombre de las tribus en las que está inscrita o las tribus principales, por ejemplo, navajo, maya, tlingit, etc.*

☐ India asiática ☐ China ☐ Filipina
☐ Japonesa ☐ Coreana ☐ Vietnamita
☐ Otra asiática — *Escriba el origen(es), por ejemplo, hmong, laosiano, tailandés, paquistaní, camboyano, etc.*

☐ Nativa de Hawaii ☐ Guameña o Chamorro ☐ Samoana
☐ Otra de las islas del Pacífico — *Escriba el origen(es), por ejemplo, fiyiano, tongano, etc.*

☐ Alguna otra raza u origen — *Escriba la(s) raza(s) u origen(es).*

Figure 3. FORM X3



8. **¿Cuál es la raza o el origen de la Persona 1?** *Marque* X *una o más casillas* **Y** *escriba la(s) raza(s) u origen(es) específico(s).*

☐ Blanca — *Escriba el origen(es), por ejemplo, alemán, irlandés, libanés, egipcio, etc.*

☐ Negra o africana americana – *Escriba el origen(es), por ejemplo, africano americano, haitiano, nigeriano, etc.*

☐ Origen hispano, latino o español — *Escriba el origen(es), por ejemplo, mexicano, mexicano americano, puertorriqueño, cubano, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.*

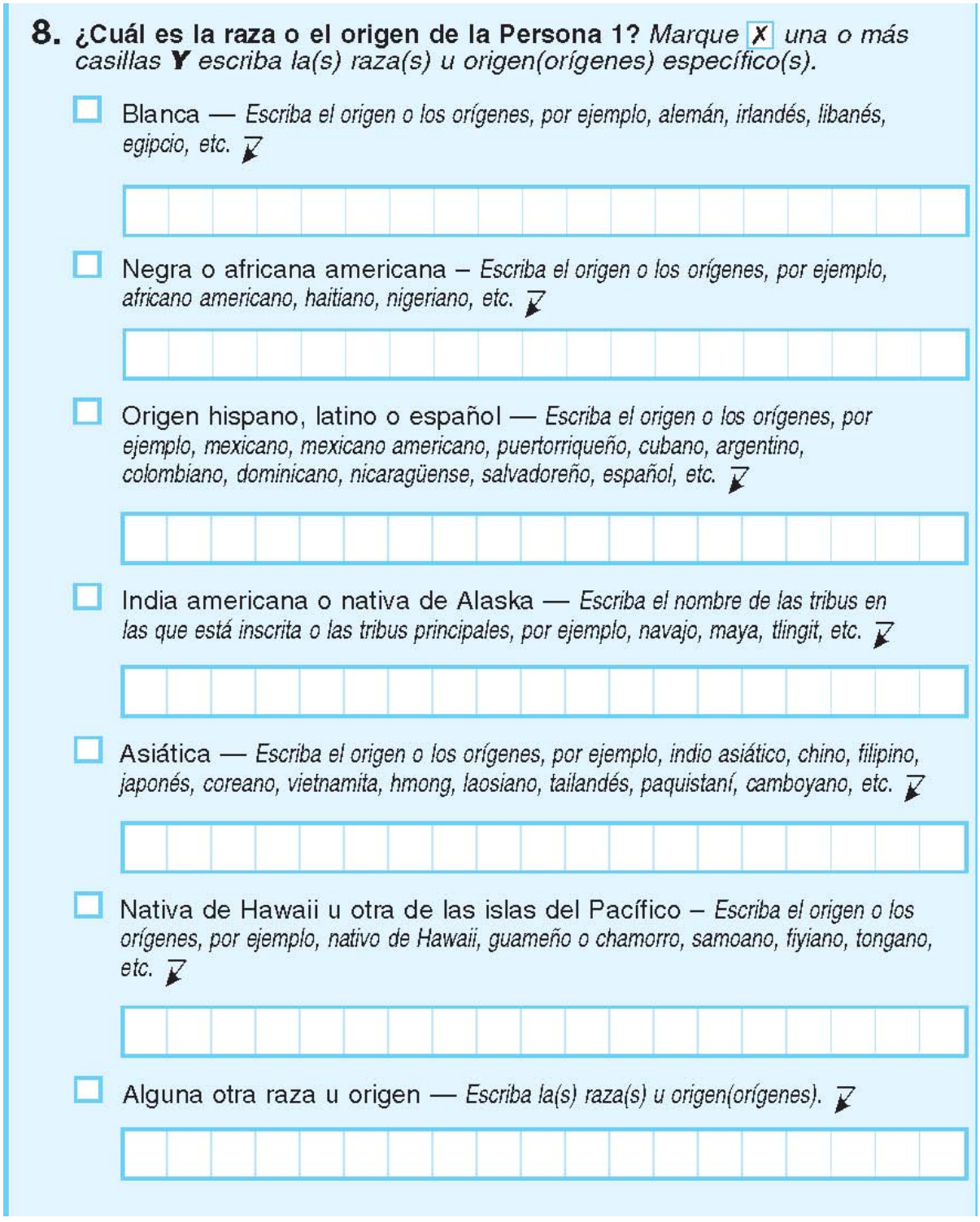
☐ India americana o nativa de Alaska — *Escriba el nombre de las tribus en las que está inscrita o las tribus principales, por ejemplo, navajo, maya, tlingit, etc.*

☐ Asiática — *Escriba el origen(es), por ejemplo, indio asiático, chino, filipino, japonés, coreano, vietnamita, hmong, laosiano, tailandés, paquistaní, camboyano, etc.*

☐ Nativa de Hawaii u otra de las islas del Pacífico – *Escriba el origen(es), por ejemplo, nativo de Hawaii, guameño o chamorro, samoano, fiyiano, tongano, etc.*

☐ Alguna otra raza u origen — *Escriba la(s) raza(s) u origen(es).*

Figure 4. FORM X3a



8. **¿Cuál es la raza o el origen de la Persona 1?** *Marque* X *una o más casillas* **Y** *escriba la(s) raza(s) u origen(orígenes) específico(s).*

☐ Blanca — *Escriba el origen o los orígenes, por ejemplo, alemán, irlandés, libanés, egipcio, etc.*

☐ Negra o africana americana – *Escriba el origen o los orígenes, por ejemplo, africano americano, haitiano, nigeriano, etc.*

☐ Origen hispano, latino o español — *Escriba el origen o los orígenes, por ejemplo, mexicano, mexicano americano, puertorriqueño, cubano, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.*

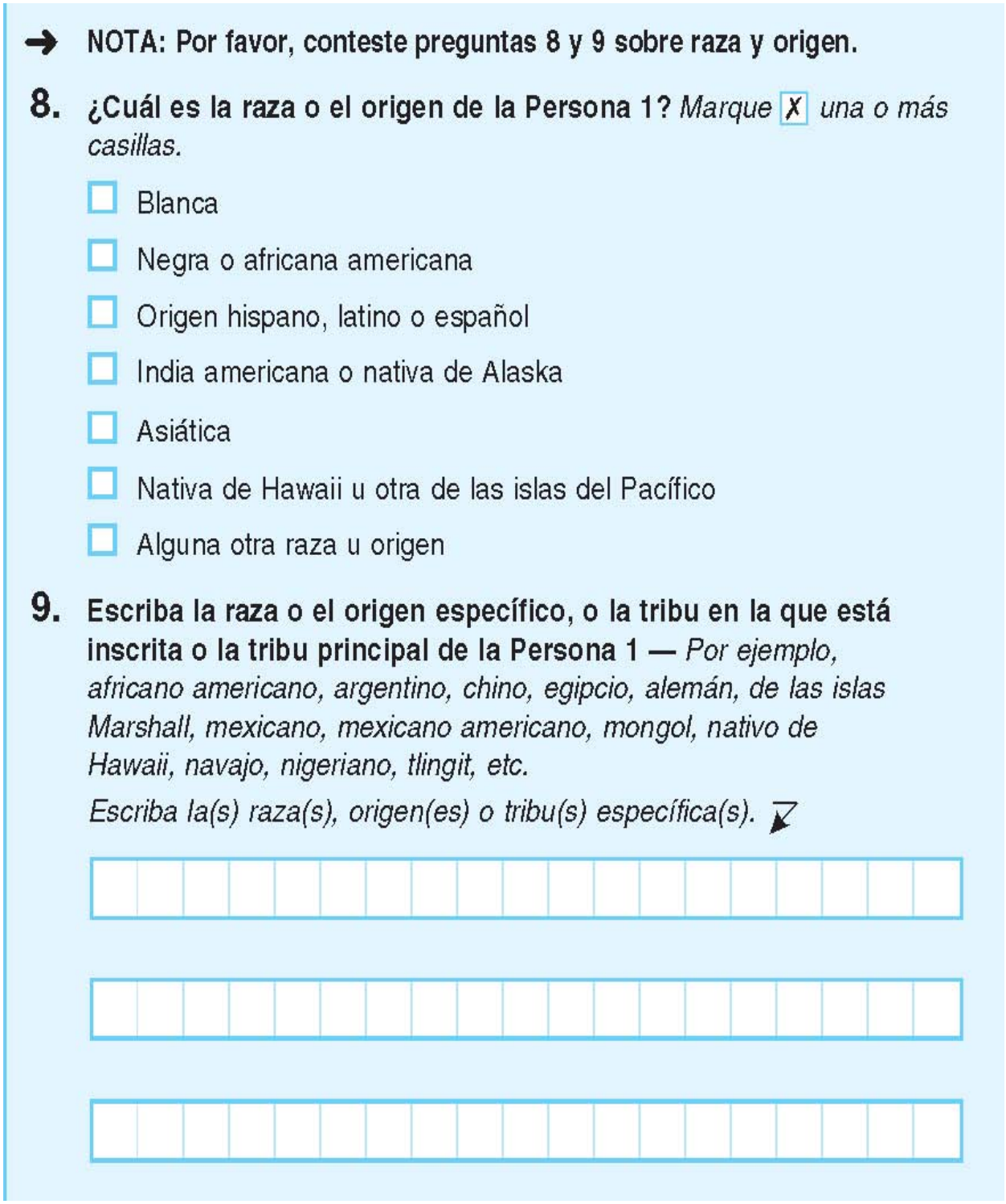
☐ India americana o nativa de Alaska — *Escriba el nombre de las tribus en las que está inscrita o las tribus principales, por ejemplo, navajo, maya, tlingit, etc.*

☐ Asiática — *Escriba el origen o los orígenes, por ejemplo, indio asiático, chino, filipino, japonés, coreano, vietnamita, hmong, laosiano, tailandés, paquistaní, camboyano, etc.*

☐ Nativa de Hawaii u otra de las islas del Pacífico – *Escriba el origen o los orígenes, por ejemplo, nativo de Hawaii, guameño o chamorro, samoano, fiyiano, tongano, etc.*

☐ Alguna otra raza u origen — *Escriba la(s) raza(s) u origen(orígenes).*

Figure 5. FORM X4



➜ **NOTA: Por favor, conteste preguntas 8 y 9 sobre raza y origen.**

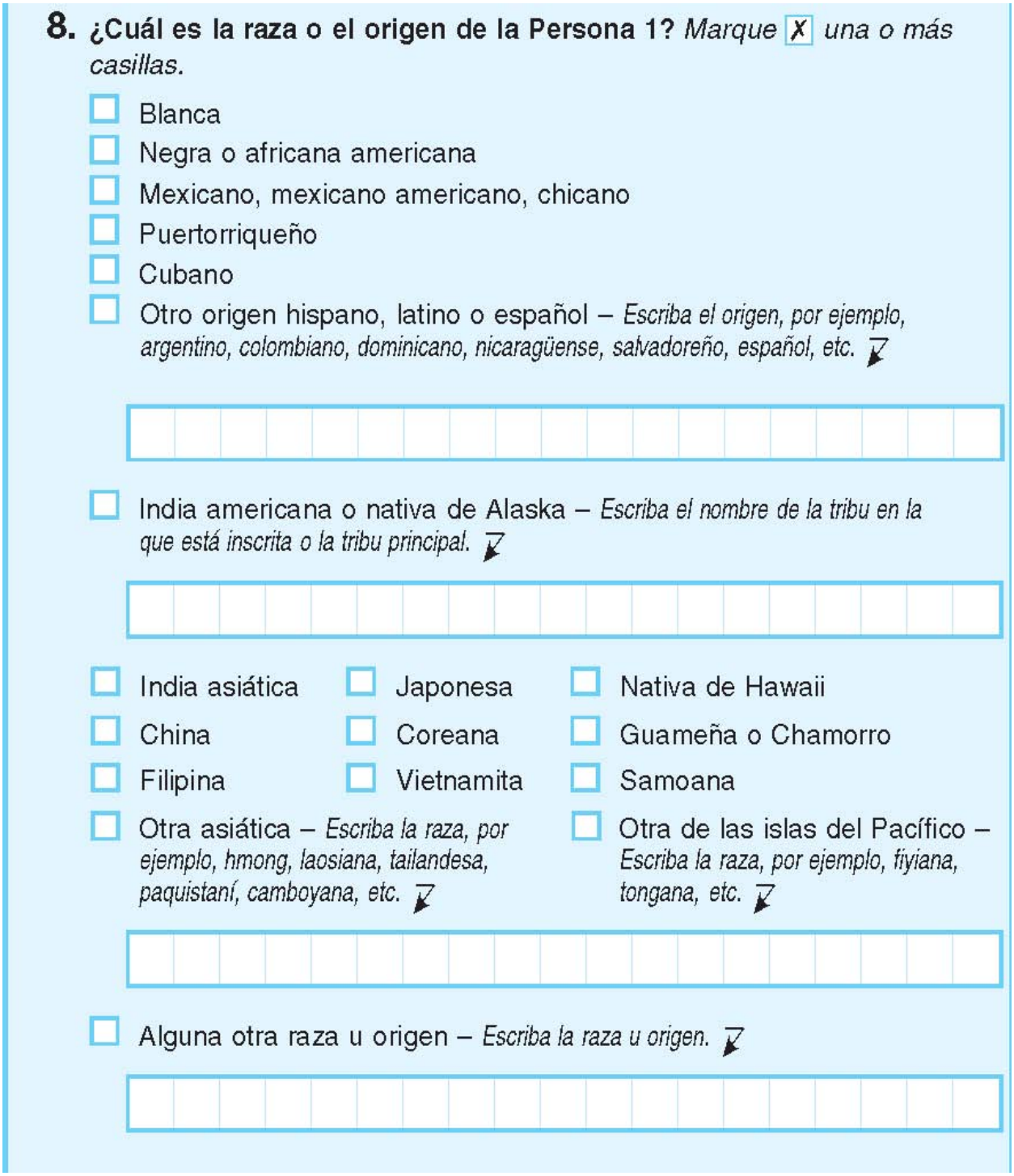
8. **¿Cuál es la raza o el origen de la Persona 1?** *Marque* ☒ *una o más casillas.*

- ☐ Blanca
- ☐ Negra o africana americana
- ☐ Origen hispano, latino o español
- ☐ India americana o nativa de Alaska
- ☐ Asiática
- ☐ Nativa de Hawaii u otra de las islas del Pacífico
- ☐ Alguna otra raza u origen

9. **Escriba la raza o el origen específico, o la tribu en la que está inscrita o la tribu principal de la Persona 1 —** *Por ejemplo, africano americano, argentino, chino, egipcio, alemán, de las islas Marshall, mexicano, mexicano americano, mongol, nativo de Hawaii, navajo, nigeriano, tlingit, etc.*

Escriba la(s) raza(s), origen(es) o tribu(s) específica(s).

Figure 6. FORM X5



8. **¿Cuál es la raza o el origen de la Persona 1?** *Marque* ☒ *una o más casillas.*

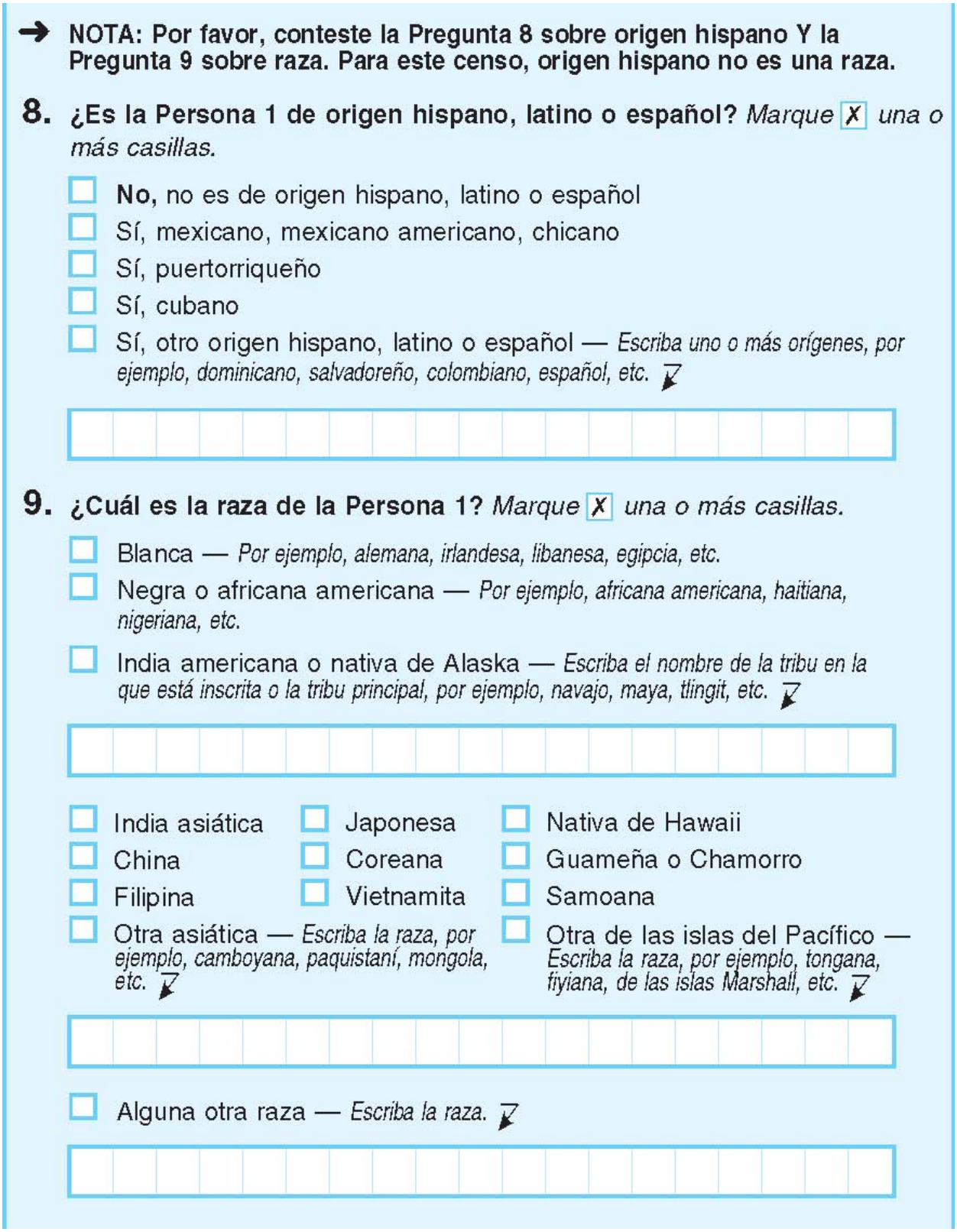
- ☐ Blanca
- ☐ Negra o africana americana
- ☐ Mexicano, mexicano americano, chicano
- ☐ Puertorriqueño
- ☐ Cubano
- ☐ Otro origen hispano, latino o español – *Escriba el origen, por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.*

- ☐ India americana o nativa de Alaska – *Escriba el nombre de la tribu en la que está inscrita o la tribu principal.*

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

- ☐ Alguna otra raza u origen – *Escriba la raza u origen.*

Figure 7. FORM X9



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

8. **¿Es la Persona 1 de origen hispano, latino o español?** *Marque* ☒ *una o más casillas.*

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

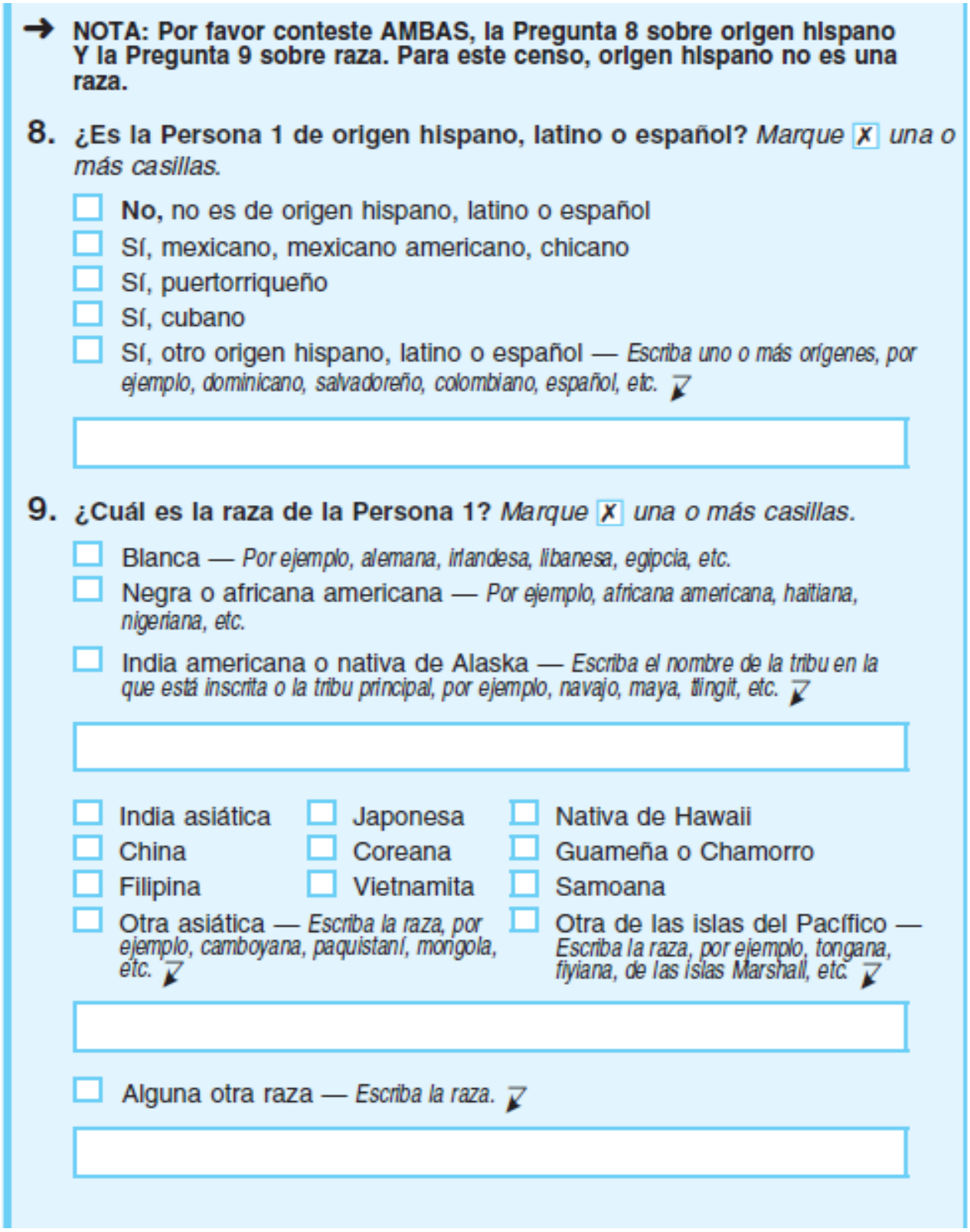
9. **¿Cuál es la raza de la Persona 1?** *Marque* ☒ *una o más casillas.*

- ☐ Blanca — *Por ejemplo, alemana, irlandesa, libanesa, egipcia, etc.*
- ☐ Negra o africana americana — *Por ejemplo, africana americana, haitiana, nigeriana, etc.*
- ☐ India americana o nativa de Alaska — *Escriba el nombre de la tribu en la que está inscrita o la tribu principal, por ejemplo, navajo, maya, tlingit, etc.*

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

- ☐ Alguna otra raza — *Escriba la raza.*

Figure 8. FORM X9a



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

8. **¿Es la Persona 1 de origen hispano, latino o español?** *Marque [X] una o más casillas.*

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

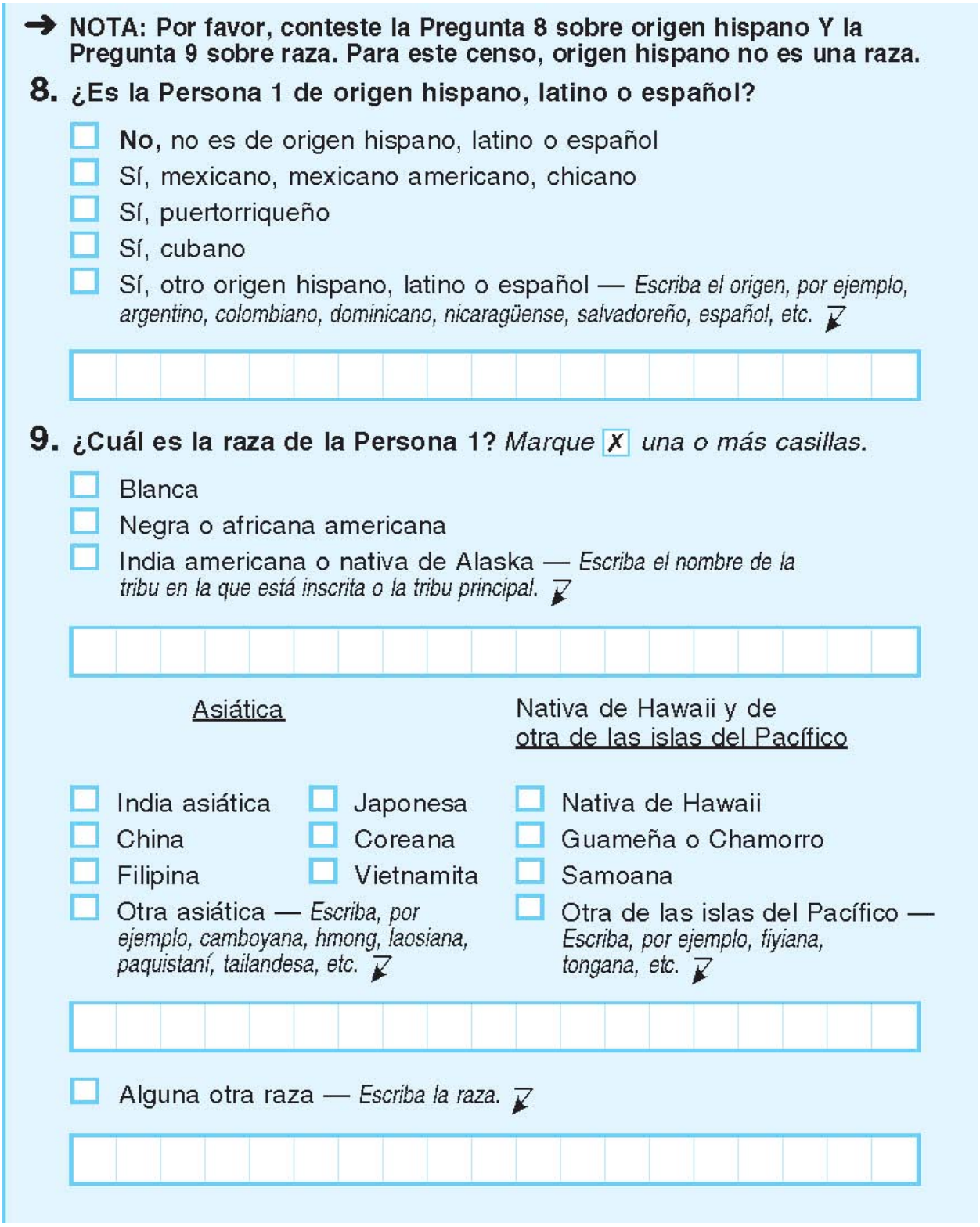
9. **¿Cuál es la raza de la Persona 1?** *Marque [X] una o más casillas.*

- ☐ Blanca — *Por ejemplo, alemana, irlandesa, libanesa, egipcia, etc.*
- ☐ Negra o africana americana — *Por ejemplo, africana americana, haitiana, nigeriana, etc.*
- ☐ India americana o nativa de Alaska — *Escriba el nombre de la tribu en la que está inscrita o la tribu principal, por ejemplo, navajo, maya, tlingit, etc.*

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

- ☐ Alguna otra raza — *Escriba la raza.*

Figure 9. FORM X14



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

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

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

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

- ☐ Blanca
- ☐ Negra o africana americana
- ☐ India americana o nativa de Alaska — *Escriba el nombre de la tribu en la que está inscrita o la tribu principal.*

Asiática

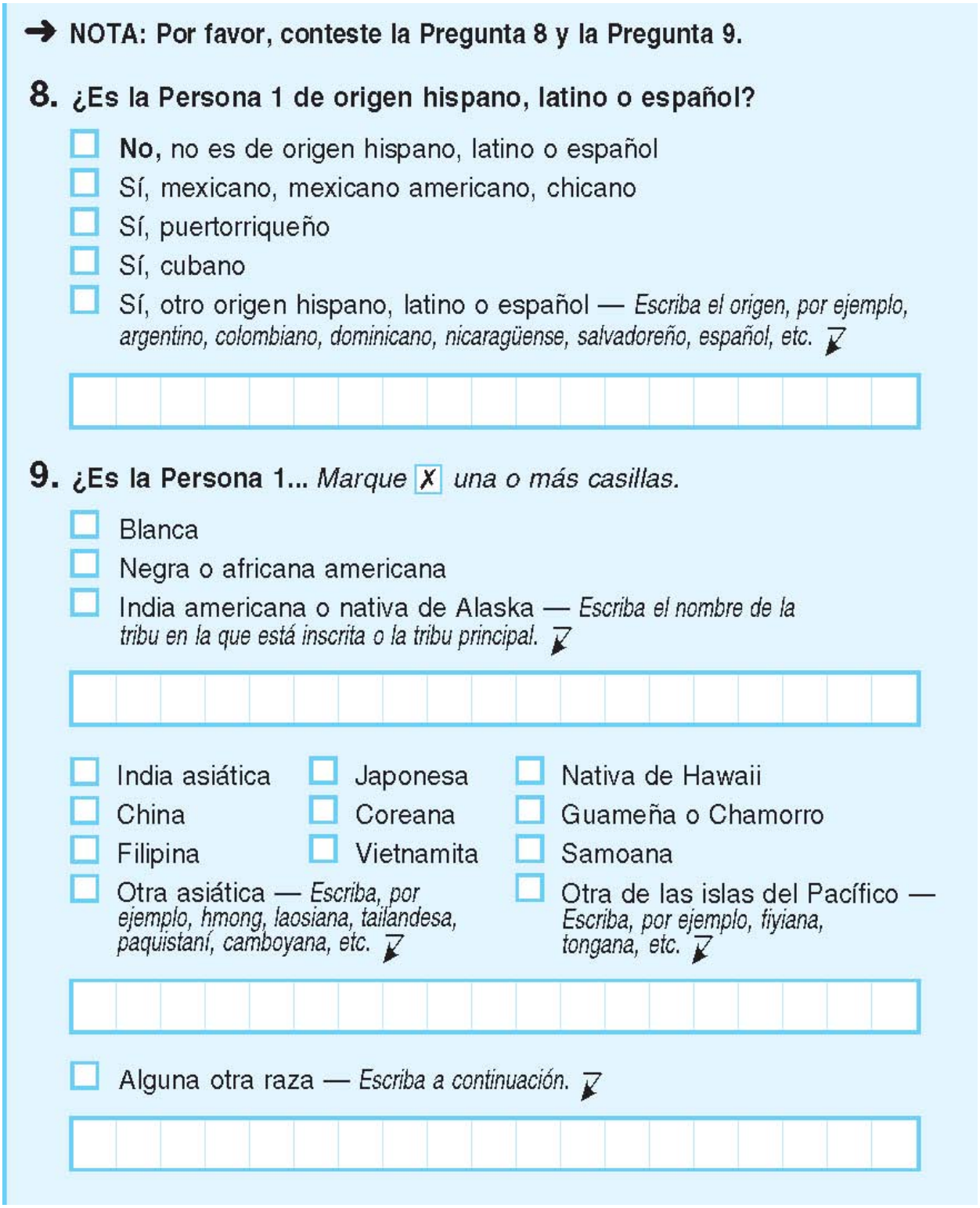
- ☐ India asiática
- ☐ China
- ☐ Filipina
- ☐ Japonesa
- ☐ Coreana
- ☐ Vietnamita
- ☐ Otra asiática — *Escriba, por ejemplo, camboyana, hmong, laosiana, paquistaní, tailandesa, etc.*

Nativa de Hawaii y de otra de las islas del Pacífico

- ☐ Nativa de Hawaii
- ☐ Guameña o Chamorro
- ☐ Samoana
- ☐ Otra de las islas del Pacífico — *Escriba, por ejemplo, fiyiana, tongana, etc.*

- ☐ Alguna otra raza — *Escriba la raza.*

Figure 10. FORM X16



➜ **NOTA: Por favor, conteste la Pregunta 8 y la Pregunta 9.**

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

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

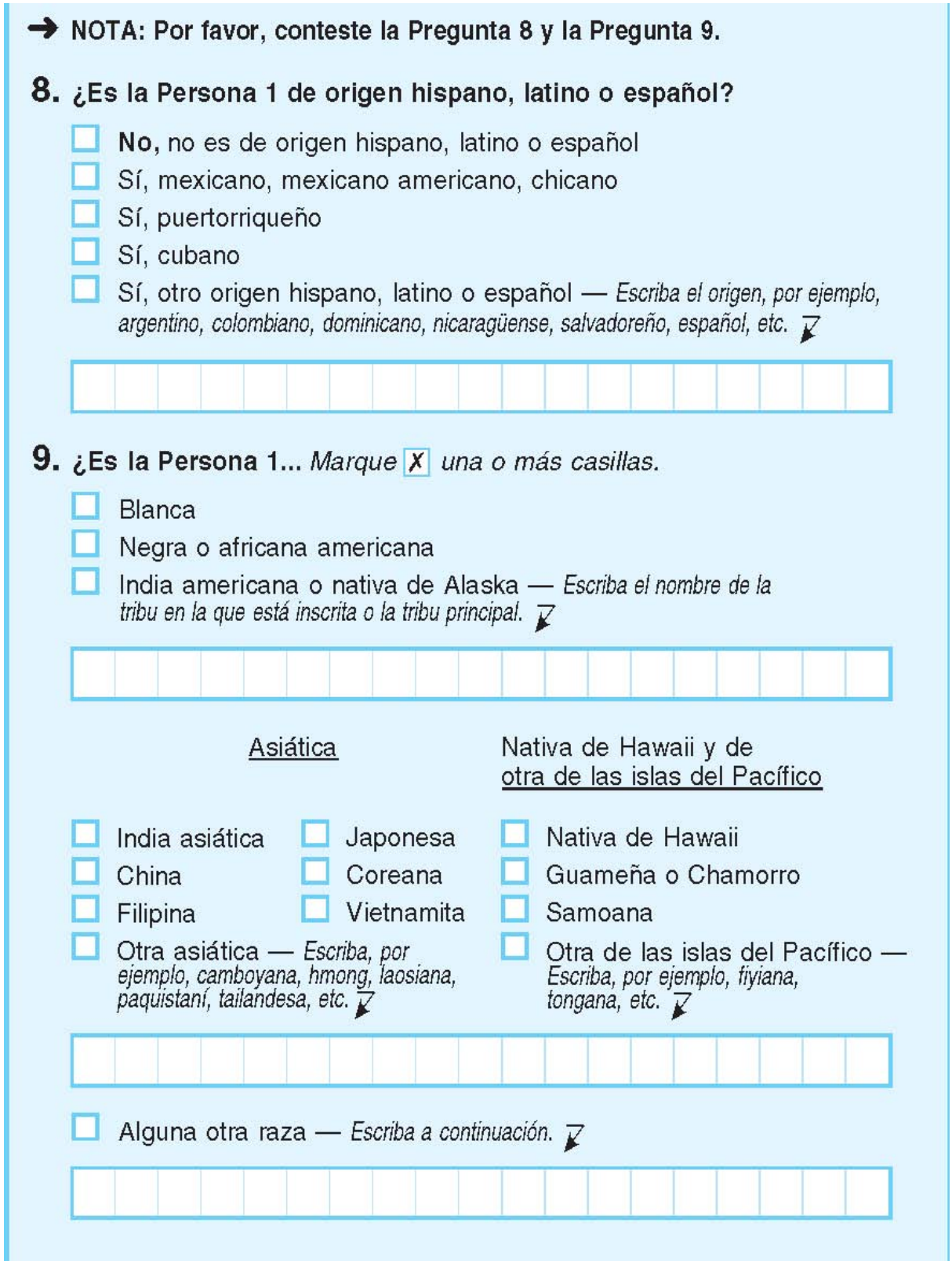
9. **¿Es la Persona 1...** *Marque* ☒ *una o más casillas.*

- ☐ Blanca
- ☐ Negra o africana americana
- ☐ India americana o nativa de Alaska — *Escriba el nombre de la tribu en la que está inscrita o la tribu principal.*

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

- ☐ Alguna otra raza — *Escriba a continuación.*

Figure 11. FORM X17



➜ **NOTA: Por favor, conteste la Pregunta 8 y la Pregunta 9.**

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

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

9. **¿Es la Persona 1...** *Marque* ☒ *una o más casillas.*

- ☐ Blanca
- ☐ Negra o africana americana
- ☐ India americana o nativa de Alaska — *Escriba el nombre de la tribu en la que está inscrita o la tribu principal.*

Asiática

- ☐ India asiática
- ☐ China
- ☐ Filipina
- ☐ Japonesa
- ☐ Coreana
- ☐ Vietnamita
- ☐ Otra asiática — *Escriba, por ejemplo, camboyana, hmong, laosiana, paquistaní, tailandesa, etc.*

Nativa de Hawaii y de otra de las islas del Pacífico

- ☐ Nativa de Hawaii
- ☐ Guameña o Chamorro
- ☐ Samoana
- ☐ Otra de las islas del Pacífico — *Escriba, por ejemplo, fiyiana, tongana, etc.*

- ☐ Alguna otra raza — *Escriba a continuación.*

APPENDIX II: Questionnaire X2 Protocol

Protocol for 2008 CPEX Hispanic Origin/Race Detailed Question (FORM X2) Cognitive Interviewing - Probes July 7, 2010

Participant ID #: |___|___|___|___|___|___|

Interview Date: |___|___| / |___|___| / |_2_|_0_|_1_|_0_| (mm/dd/yyyy)

Interviewer initials: |___|___|

Location: ☐ DC ☐ MD ☐ VA

Start Time: _____ AM / PM **End Time:** _____ AM / PM

Introduction

Buenos días/Buenas tardes/Buenas noches, me llamo [NAME OF COGNITIVE INTERVIEWER]. Trabajo para la Oficina del Censo de los Estados Unidos. Gracias por ayudarnos hoy. Le voy a explicar un poco sobre lo que vamos a hacer:

La Oficina del Censo recopila información acerca de toda la población cada 10 años. Para aprender más acerca del censo, vamos a probar algunas preguntas nuevas para saber cómo las entienden las personas en situaciones diferentes.

Hoy, vamos a simular que usted completa su formulario del censo como si hubiera llegado por correo postal, pero con una diferencia: me gustaría saber qué piensa de las preguntas y por eso voy a pedirle que hablemos sobre sus respuestas. Voy a hacerle algunas preguntas sobre las preguntas de la encuesta. También quiero decirle que debe tener en cuenta que no hay respuestas correctas ni incorrectas.

Su participación en esta encuesta es muy importante porque ayudará a la Oficina del Censo a mejorar la información que recopila.

Section I. Informed Consent

Antes de empezar, le voy a dar un formulario de consentimiento [HAND THE CONSENT FORM TO R], que leeremos juntos. Es su consentimiento de hacer una grabación de audio de nuestra conversación. También explica la confidencialidad de esta entrevista. Por favor, no vacile en hacer cualquier pregunta que tenga.

Este documento explica que la entrevista durará aproximadamente una hora y que nos gustaría grabar nuestra conversación para no perder los detalles de la entrevista.

Todas sus respuestas y todo lo que usted diga se mantendrá confidencial. Sólo las personas que trabajan en este proyecto verán sus respuestas o escucharán la grabación. Su participación es voluntaria y usted no tiene que responder a ninguna pregunta que prefiera no contestar.

INTERVIEWER: OBTAIN SIGNATURE AND GIVE R A COPY OF THE CONSENT FORM.

1. DID THE PARTICIPANT HAVE ANY QUESTIONS OR CONCERNS?

□1 Yes
□2 No → **(SKIP TO QUESTION 3)**

2. PLEASE SPECIFY:

Section II. Cognitive Interviewing

Ya estamos listos para empezar la entrevista. Yo le voy a entregar el formulario del Censo para que lo llene. Por favor, contéstelo como si lo hubiera recibido por correo postal, en su casa. Pero con una gran diferencia:

Por favor, mientras llena el formulario y decide qué contestar, dígame lo que está pensando y cuál es su impresión. En lugar de mantenerse en silencio, me gustaría que piense en voz alta, y le voy a recordar esto de vez en cuando. También le haré varias preguntas sobre sus respuestas y las preguntas de la encuesta. Me interesa saber cómo estas preguntas le resultan a usted, así que no hay respuesta correcta ni incorrecta.

Aquí tiene el formulario [HAND CENSUS FORM TO R]. Este formulario le hace preguntas sobre todas las personas que viven aquí. Hoy, para esta entrevista, usted debe ser la primera persona mencionada en la lista. [INTERVIEWER: POINT OUT THE PERSON 1 SPACE] Le voy a dar unos minutos para llenarlo, y por favor no olvide decirme lo que está pensando mientras responde a las preguntas.

*** START TAPE NOW***

INTERVIEWER: WE ARE PROBING ON QUESTIONS 1-6 TO TRAIN R TO THINK ALOUD AND RESPOND TO PROBES. THESE QUESTIONS ARE NOT A RESEARCH FOCUS. ALL PROBES SHOULD BE ASKED AFTER R PROVIDES A WRITTEN RESPONSE, EXCEPT FOR THINK ALOUD PROBES, WHICH ARE USED ANY TIME THAT R FALLS SILENT OR HAS A VISIBLE REACTION.

DO NOT PROBE OR INTERRUPT ONCE R STARTS TO ANSWER Q8/Q9 ABOUT HISPANIC ORIGIN/RACE. THIS WILL ALLOW US TO OBSERVE DIFFICULTIES IN SEGMENTING THE QUESTIONS AND IN DEALING WITH COMPLEX FORMATS.

TRAINING PROBES

RESIDENCE RULES AND QUESTION 1:

WHILE R IS READING, INTRODUCE THINK ALOUD PROBES

(AS NEEDED) ¿En qué está pensando usted?
(AFTER R ANSWERS Q. 1) ¿Cómo llegó usted a esta respuesta?
(ABOUT THE RULES AND Q.1) Por favor, dígame lo que exige esta parte.

QUESTION 2:

- (AS NEEDED) ¿En qué está pensando usted?

AFTER R ANSWERS Q2:

- ¿Cómo llegó usted a su respuesta?

- En esta pregunta, ¿qué significa para usted la frase “personas que se quedan aquí temporalmente?”

QUESTION 3:

- (AS NEEDED) ¿En qué está pensado? o Por favor, dígame en qué está pensando.
- Por favor, dígame que quiere decir para usted “ocupado(a) sin pago de alquiler” en esta pregunta.

QUESTION 4:

- NO PROBES

QUESTION 5:

Remind R to write his/her own name in this space.

- (AS NEEDED) ¿En que está pensado? o Por favor dígame en qué está pensando.
- ¿Cree usted que hubiera escrito su nombre y apellido si no le hubiera recordado? ¿Por qué sí o por qué no?

QUESTION 6:

- NO PROBES

QUESTION 7:

- (AS NEEDED) ¿En que está pensado? o Por favor dígame en qué está pensando.
- ¿Qué tipo de información pide esta pregunta?

QUESTION 8 AND 9:

- ALL PROBING WILL TAKE PLACE AFTER R HAS COMPLETED BOTH QUESTIONS. (UNLESS R STARTS TO COMPLAIN OR HAVE LOTS OF DIFFICULTY, IN WHICH CASE, ASK ABOUT THE PROBLEM.)

OBSERVATION NOTES: RECORD ANY **NOTABLE BEHAVIORS** BELOW AND BE SURE TO INCLUDE THEM IN YOUR SUMMARY. INCLUDE:
EVIDENCE THAT R READ THE QUESTION PARTIALLY
EVIDENCE THAT A QUESTION OR PART OF A QUESTION IS RE-READ?
EVIDENCE THAT R SKIPS THE QUESTION, PARTS OF A QUESTION OR READS ONLY ANSWER CATEGORIES?
DOES R BOTH MARK THE BOX AND PROVIDE A WRITE IN, IF APPROPRIATE?
DOES R FILL BOTH QUESTIONS IN ORDER?
DOES R GO BACK AND CHANGE ANY ANSWER AT ANY POINT?
DOES R APPEAR TO BE SEARCHING FOR ANYTHING OR HAVE DIFFICULTY IN LOCATING A RESPONSE?

_____

_____

_____

_____

INTERVIEWER: ASK R TO STOP AFTER COMPLETING Q8 FOR PERSON 1. SAY OR PARAPHRASE: "Veo que ya respondió a todas las preguntas sobre usted. Antes de continuar, me gustaría hacerle unas preguntas. Primero, vamos a hablar de la Pregunta 8".

PROBES FOR *PERSON 1* (RESPONDENT'S INFORMATION):

INTERVIEWER: If R had a notable problem with Q8, probe on that now. For example: *"Vi que pasó mucho tiempo buscando una respuesta (pensando qué escribir). Sé que puede ser un poco difícil recordarlo, pero, por favor, dígame en qué pensaba en ese momento."*

Standard probes:

- *¿Cómo eligió su respuesta para la Pregunta 8?*
- *[AS APPROPRIATE]:*
    - *Por qué decidió Ud. escribir _____?[If a person writes in Mestizo, Mixed Race, Multiracial, or Biracial] ¿Qué significa _____ para usted? ¿Dígame por qué decidió escribir _____en vez de escribir varias razas u orígenes?*
    - *Veo que no escribió nada aquí. ¿Me podría decir por qué no?*
- *¿Qué tipo de información cree que buscaba esta pregunta?*
- *¿Qué significa para usted 'la raza o el origen' en esta pregunta?*
- *Si se puede acordar, ¿ leyó usted la pregunta entera? ¿Por dónde dejó de leerla? ¿Qué partes vio Ud.?*
- *¿Significan lo mismo los términos 'hispano, latino o español', o tienen significados distintos? ¿Qué quieren decir?*
- *¿Qué quiere decir para usted la frase "india americana o nativa de Alaska ?"*
- *¿Qué quiere decir para usted la frase "las tribus en las qué está inscrita o las tribus principales"?*
- *¿Vio estos ejemplos? (If no, direct R to read them now. Make sure to point out all the examples under the 'Otro origen hispano' category and Mayan example under the 'India americana' category.)*
- *¿Hubo algo que esperaba ver que no estaba en la lista de ejemplos o algo que le hubiera ayudado?*
- *PROBE: ¿Hubo algo que esperaba ver en las categorías de respuesta que no estaba?*

NOTE to interviewer: We are saving probing on instructions for subsequent Persons. If this is a one person household, however, ask about the "mark one or more" instruction NOW.

PROBES FOR *PERSON 2:*

INTERVIEWER: ASK R TO COMPLETE THE FORM FOR PERSON 2: "Muchas gracias por sus respuestas. Por favor, siga llenando el formulario para cada persona que vive aquí, y no olvide decirme lo que está pensando mientras responde a las preguntas."

INTERVIEWER: DO NOT PROBE ANY OF THE OTHER DEMOGRAPHIC QUESTIONS PRIOR TO RACE AND HISPANIC ORIGIN. NOTE ANY OBSERVED DIFFICULTIES BELOW AND BE SURE TO INCLUDE THEM IN YOUR SUMMARY.

_____

_____

_____

_____

_____

_____

STOP R AFTER INFORMATION FOR PERSON 2 IS COMPLETE AND PROBE**:** "Antes de que continúe con la siguiente persona, tengo unas preguntas más sobre la Pregunta 5."

Q5. Race/Hispanic origin

- *Probe any difficulty noted, for example: "Vi que esta vez la pregunta 5 le tomó más tiempo. Por favor, dígame en qué estaba pensando usted."*
- *¿Cómo decidió su(s) respuesta(s) para la pregunta 5?*
- *(IF R MARKED MORE THAN ONE:) ¿Cómo decidió marcar más de una casilla?*
- *¿Se acuerda de ver la parte de las instrucciones sobre "marque X una o más casillas"? (Point it out if they didn't see it.)*
  - ***If yes**: ¿De qué se trataban esas instrucciones? ¿A quién piensa que se aplica?*
  - ***If no**: ¿Cuántas casillas pensaba usted que se podían marcar? De haber visto las instrucciones, ¿Usted hubiese cambiado su respuesta?*
- *¿Vio usted la parte que decía, "escriba origen(es)"? ¿Qué le piden estas instrucciones que haga? ¿Qué quiere decir "origen" en esta instrucción?*
- *(FOR PEOPLE WHO WROTE IN ONLY ONE ORIGIN AND DIDN'T SEE THE INSTRUCTION): Si la hubiera visto, ¿piensa usted que hubiera afectado su respuesta? ¿Cuántos orígenes se suponía que debía de escribir?*

INTERVIEWER: "Muchas gracias por sus respuestas. Por favor, siga llenando el formulario para cada persona que vive aquí, y no olvide decirme lo que está pensando mientras responde a las preguntas".

PROBES FOR *PERSONS 3 – 6:*

NOTE: We are primarily interested in how responses for children are handled in these persons. We are interested in how respondents answer for **multiracial children and U.S.-born children of immigrant parents**.

Q5. Race/Hispanic origin

- *AS NECESSARY: ¿Por qué escogió esta(s) respuesta(s) para la persona (fill in)?*
- *IF APPROPRIATE: Vi que usted respondió de una manera para sí mismo(a) y de otra para su hijo/a. Por favor, explíqueme por qué. ¿Nació su hijo/a aquí o en otro país? If another country ¿En qué país?*

Section III. Alternative Forms

INTERVIEWER, SAY/PARAPHRASE: "Gracias. Hemos terminado con esta parte de la entrevista. Ahora, le voy a mostrar dos formularios más para compararlos con el que usted acaba de llenar".

SHOW FORM X2a

Por favor mire este formulario. No tiene que llenarlo, pero léalo por favor [give a few moments for R to read the form].

¿Cuáles son algunas de las diferencias que más se notan entre este formulario y el que vio primero?

*[Point to the instructions in the Q8 stem "**Marque X una o más casillas "Marque X una o más casillas Y escriba la(s) raza(s) u origen(orígenes) específico(s)**" y **"Escriba la(s) raza(s) u origen(orígenes)"** para la categoría "Alguna otra raza u origen," **(X2)** y la raiz de la pregunta 8 "**Marque X una o más casillas "Marque X una o más casillas Y escriba la(s) raza(s) u origen(es) específico(s)**" y **"Escriba la(s) raza(s) u origen(es)"** para la categoría de **"Alguna otra raza u origen" (X2a)**].*

- *Qué opina usted del uso de la frase "origen(orígenes) en este formulario (X2) y la frase "origen(es)" en ese formulario (X2a). ¿Cuál prefiere?*

*[Point to the instructions for the Other Hispanic, Latino, or Spanish origin checkbox **"Escriba el origen o los orígenes, por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc." (X2),** and **"Escriba el origen(es), por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc." (X2a)].***

- *¿Qué opina del uso de la frase "el origen o los orígenes" en este formulario (X2) y de "origen(es)"en el otro formulario (X2a)? ¿Cuál prefiere?*

NOW SHOW FORM X9/B1 combination

Y ahora mire este formulario diferente [give a few moments for R to read the form].

¿Cuáles son algunas de las diferencias que más se notan entre este formulario y el que vio al principio? ¿Algo más?

(ASK OF EVERYONE BUT ASIAN, OTHER HISPANIC, SOR, OTHER ASIAN AND OTHER PACIFIC ISLANDER :) ¿Preferiría marcar una casilla sin escribir una respuesta?

¿Se dio cuenta de que son dos preguntas en lugar de una para origen hispano y raza? ¿Cómo reaccionó usted a esto?

Por favor, mire cada lista de ejemplos en las categorías que NO marcó. ¿Cree que estos ejemplos están bien? ¿Hay algo que cambiaría?

Now show X9a and X9

[Take X9a and X9. Point to the → ***NOTA: Por favor, conteste la Pregunta 8 sobre origen hispano Y la Pregunta 9 sobre raza*** *en X9 y la →* ***NOTA: Por favor, conteste AMBAS, la Pregunta 8 sobre origen hispano Y la Pregunta 9 sobre raza*** *en X9a]. ¿Qué opina usted sobre el uso de la palabra "AMBAS" en este formulario (X9a) y no en este otro formulario (X9)? ¿Cuál prefiere?*

¿Hay uno de los cuatro formularios que le guste más? ¿Por qué? Por favor, ponga estos formularios en orden de su preferencia. ¿Por qué los ordenó así?

Section IV. Debriefing

Sólo tengo algunas preguntas finales para terminar –

- *¿En general, diría usted que fue fácil o difícil contestar las preguntas del cuestionario? ¿Por qué sí (no)?*
- *¿Piensa usted que hay preguntas que algunas personas encontrarían difíciles? ¿Hay preguntas que algunas personas encontrarían delicadas?*
- *¿Nació usted aquí o en otro país? (If another country)¿En qué país?¿Cómo describió usted su raza u origen en su país natal?*
- *¿Qué idioma habla usted en casa? ¿Qué idioma hablaba de niño/a?*
- *¿Tiene algo más que le gustaría decirnos que todavía no ha tenido la oportunidad de mencionar?*

Esas son todas las preguntas que tengo. Gracias por su tiempo.

APPENDIX III: Respondents' Rankings

This appendix presents findings on the respondents' ranking of forms. Respondents were shown two or three additional forms after they completed their assigned form, thus these rankings are conditional on the subset of forms respondents saw during the interview. The plan for selecting the comparisons is presented below in Table 2. The rows show the forms that respondents filled out as their primary form, and the columns show the forms that were shown to respondents in the last part of the interview. For example, respondents who completed form X2 were shown forms X2a, X9, and X9a in the last part of the interview for their assessment and feedback. Likewise, respondents who answered form X3 were shown forms X3a and X5, and so on. The main criterion was to match forms that had contrasting features, such as checkboxes vs. write-in boxes, examples vs. no examples, etc., in order to elicit respondents' views about them. Furthermore, as much as possible, forms that also had an alternative translation (i.e., X2, X3, and X9) were compared with the alternative translation form (i.e., X2a, X3a, and X9a).

Table 2. Main and Secondary Forms Shown to Respondents

	Secondary Forms Shown for Comparison		
Main form filled out by Respondent	1	2	3
X2: Combined race and Hispanic origin question. Examples given for White, Black, Other Hispanic, AIAN, Other Asian, and Other Pacific Islander. Write-in box for every category except some specific Asian and Hispanic origins that feature checkboxes. The term "origins" is written in Spanish as "origen(orígenes)" in the mark one or more instruction, and is written as "los orígenes" in the write-in instructions for the White, Black, Other Hispanic, Other Asian, Other Pacific Islander, and Some Other Race categories.	X2a	X9	X9a
X2a: Same general description as X2. However, in contrast to X2, the term "origins" is written in Spanish as "orígen(es)" in the mark one or more instruction and the write-in instructions for the White, Black, Other Hispanic, Other Asian, Other Pacific Islander, and Some Other Race categories.	X2	X4	
X3: Combined race and Hispanic origin question. Asian races and Hispanic origins condensed into broad 'Asian' and 'Hispanic, Latino, or Spanish origin' categories. All checkboxes have an additional write-in preceded by detailed examples. The term "origins" is written in Spanish as "orígen(es)" in the mark one or more instruction, as well as the write-in instructions for the White, Black, Other Hispanic, Other Asian, Other Pacific Islander, and Some Other Race categories.	X3a	X5	
X3a: Same general description as X3. However, in contrast to X3, the term "origins" is written in Spanish as "origen(orígenes)" in the mark one or more instruction, and is written as "los orígenes" in the write-in instructions for the White, Black, Other Hispanic, Other Asian, Other Pacific Islander, and Some Other Race categories.	X3	X2	
X4: Combined race and Hispanic origin question. Very condensed; contains two parts. Labeled '8A' and '8B' in English-version testing, the parts are labeled "Question 8" and "Question 9" in Spanish-version testing. Question 8 lists only major racial/ethnic categories with no examples. Question 9 consists of three lines of write-in space to provide "specific race(s), origin(s), or enrolled or principal tribe(s)."	X9	X5	X9a
X5: Alternate control. Combined race and Hispanic origin questions. Write-in boxes and detailed examples for Other Hispanic, Other Asian, and Other Pacific Islander.	X2	X3	
X9: Hispanic origin and race are two separate questions. May choose more than one Hispanic box and shows modified examples in the Hispanic category. In the race item, examples provided for White, Black, AIAN, Other Asian, and Other Pacific Islander. Write-in box for AIAN, Other Asian, Other Pacific Islander and Some other race. White, Black, and specific Asian origins feature checkboxes. This form does not include the term "AMBAS" in the instruction note preceding Questions 8 and 9.	X9a	X3	X3a
X9a: Same general description as X9. However, in contrast to X9, this form includes the term "AMBAS" in the instruction to answer questions 8 and 9.	X9	X4	
X14: Hispanic origin and race are two separate questions. The term "race" is removed from Other Asian and other Pacific Islander. Other Asian Examples are alphabetized. "Banners" are included for Asian and Native Hawaiian and Other Pacific Islander categories.	X16	X17	
X16: Hispanic origin and race are two separate questions. Question stem is changed by excluding the term "race." The term "race" is removed from Other Asian and Other Pacific Islander instructions.	X14	X17	
X17: Hispanic origin and race are two separate questions. The term "race" is removed from the question stem. The term "race" is removed from Other Asian and Other Pacific Islander. The Other Asian examples are alphabetized. "Banners" are included for Asian and Native Hawaiian and Other Pacific Islander categories.	X14	X16	

Note: Forms X2a, X3a, and X9a were not tested during the English-version testing of all other forms.

Table 3 shows the patterns that emerged from the combined rankings. The first column shows the forms as they were shown to respondents for their evaluation and feedback. The second column shows the percentage and number of respondents who preferred the form they completed first. This second column shows that when used as the primary form, X2, X4, X9, and X9a fared the best out of all forms. The third column shows the percentage and number of all respondents that preferred a form when they saw it either as their primary or secondary form.

This third column in Table 3 shows that the most-preferred forms overall were X2 and X14. Form X14 was only compared with forms X16 and X17, so interpreting X14's high preference percentage should be qualified by the limited range of comparison forms for X14. The least-preferred forms were X16 and X3. However, the low-percentage score for X3 may be misleading because it often lost in comparison to its alternative translation (i.e., X3a) or the very similar form X2. Forms X2 and X14 were not directly compared with one another in any interview, so we could not determine which of these forms would be preferred in a head-to-head comparison.

Table 3. Ranking of Forms by Respondents

Form # filled out during interview (other forms shown)	% Rs who preferred the form they filled out	% of Rs who preferred this form (but did not fill out; saw it as secondary form)…		Cumulative % of Rs who preferred this form (saw it as principal or secondary form)
X2 (X2a/X9/X9a)	2/3 (66.7%)	N = 3 saw it with X2a, X4 N = 3 saw it with X3, X3a N = 3 saw it with X3, X5	1/3 (33.3%) 1/3 (33.3%) 3/3 (100%)	7/12 (58.3%)
X2a (X2/X4)	0/3 (0.0%)	N = 3 saw it with X2a, X9, X9a	1/3 (33.3%)	1/6 (16.7%)
X3 (X3a/X5)	1/3 (33.3%)	N = 3 saw it with X2, X3a N = 3 saw it with X2, X5 N = 3 saw it with X3a, X9, X9a	1/3 (33.3%) 0/3 (0%) 0/3 (0%)	1/12 (8.3%)
X3a (X3/X2)	1/3 (33.3%)	N = 3 saw it with X3, X5 N = 3 saw it with X3, X9, X9a	1/3 (33.3%) 1/3 (33.3%)	3/9 (33.3%)
X4 (X5/X9/X9a)	2/3 (66.7%)	N = 3 saw it with X2, X2a N = 3 saw it with X5, X9, X9a	2/3 (66.7%) 0/3 (0%)	4/9 (44.4%)
X5 (X2/X3)	0/0 (0.0%)	N = 3 saw it with X3, X3a N = 3 saw it with X4, X9, X9a	1/3 (33.3%) 0/3 (0%)	1/9 (11.1%)
X9 (X9a/X3/X3a)	2/3 (66.7%)	N = 3 saw it with X2, X2a, X9a N = 3 saw it with X4, X5, X9a N = 3 saw it with X4, X9a	0/3 (0%) 0/3 (0%) 1/3 (33.3%)	3/12 (25%)
X9a (X9, X4)	2/3 (66.7%)	N = 3 saw it with X2, X2a, X9 N = 3 saw it with X4, X5, X9 N = 3 saw it with X3, X3a, X9	0/3 (0%) 1/3 (33.3%) 0/3 (0%)	3/12 (25%)
X14 (X16/X17)	1/3 (33.3%)	N = 6 saw it with X16, X17	4/6 (66.7%)	5/9 (55.6%)
X16 (X14/X17)	0/0 (0.0%)	N = 6 saw it with X14, X17	0/6 (0%)	0/9 (0.0%)
X17 (X14/X16)	0/0 (0.0%)	N = 6 saw it with X14, X16	4/6 (66.7%)	4/9 (44.4%)

Form Preferences

X2, X2a, X3, X3a, X4, X5, X9, X9a

- Respondents thought forms X2 and X3 (in addition to their alternative translation forms X2a and X3a) were the most clear and understandable. Having write-in lines for most or all groups made the question uniform and made each category appear to be equal.

- Four respondents preferred form X4 because it was less cluttered and gave the most freedom for self-identification. Conversely, respondents who recommended against X4 said it did not provide enough guidance for Question 9.

- Form X5 was less-preferred in comparisons to forms X2 and X3 because of the perceived clarity of X2 and X3. Form X9 only compared favorably against X4.

X14 and X17

- Respondents recommended X14 because it explicitly uses "race" in the question. Including "race" made the question clearer and more direct for respondents as opposed to excluding it.

- Respondents preferred X17 because of the usage of spanners, which made the form look more organized. They also admitted that the headers did not personally apply to them.

"Origin(s)" vs. "Origin (origins) and origins"

Forms X2 and X3 have forms with an alternative translation of the word "origins", and are reflected in forms X2a and X3a. Researchers tested this alternative translation in the form comparison portion of the interview.

Overall, preferences between "origin(s)" vs. "origin(origins)" were mixed. Six respondents preferred "Origin(s)" because the term appeared simpler, and read more like a normal sentence. However, five preferred "Origin(Origins)" for lower-education readers. Finally, five respondents had no preference. Despite having no preference, one respondent thought that "origin(origins)" was clearer because it used the entire word in parentheses. Although preferences were mixed, the term "origin(origins)" may be the most helpful overall due to some respondents reporting it as a benefit to lower-education readers.

Including "AMBAS" vs. Excluding "AMBAS"

Form X9 has an alternative translation of the instruction to answer Question 8 and Question 9, and is reflected in form X9a. Specifically, X9a includes the term "AMBAS" in the instruction, while X9 does not included "AMBAS".

Overall, preferences between including and excluding the term “AMBAS” were mixed. Six respondents had no opinion. Four respondents preferred excluding the term because it forces or otherwise puts pressure on the respondent to answer both questions. One respondent preferred including the term because it put conceptual distance between the two questions. Overall, including the term may be the most effective way to instruct respondents to answer both Question 8 and Question 9.

Desirable features in a form

- Race categories listed in a uniform manner
- Write-in lines for all categories
- As little clutter as possible
- Use of the term “race” in the race question for added clarity
- Clear instructions