

STUDY SERIES
(*Survey Methodology #2014-06*)

**Census American Community Survey
Spanish CAPI/CATI Instrument Testing
Phase 1, Round 2—Final Report**

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Report Issued: August 21, 2014

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Acknowledgements

The authors would like to acknowledge staff members from the U.S. Census Bureau for their research assistance, including Matthew Clifton, Leticia Fernandez and Mikelyn Meyers. We would also like to thank Herman Alvarado, Todd Hughes and other members of the American Community Survey language team for reviewing and commenting on various documents through the course of the project.

EXECUTIVE SUMMARY

The American Community Survey (ACS) is a household survey conducted by the United States Census Bureau that collects data from American households used by numerous federal agencies. As part of the ongoing review of the questions included in the survey, the Census Bureau called for the conduct of 180 cognitive interviews using the American Community Survey (ACS) Spanish and English Computer Assisted Telephone Interview (CATI) and Spanish and English Computer Assisted Personal Interview (CAPI) data collection instruments. This pretesting research was divided into three separate and independent sections: Section I (Demographic questions also included in the Decennial census), Section II (Housing questions), and Section III (Additional person level questions). Each section was pretested as part of a separate phase of the research, referred to as Phases I, II, and III respectively. For each of the three phases, there were two rounds of cognitive interviews administered. This report documents the work completed as part of Phase I.

For Phase I, a total of 60 cognitive interviews were completed with half of the interviews conducted in each round. The primary objectives for the first round of Phase I were as follows: 1) to identify areas in the demographic question section of the instrument where the Spanish language questions and/or terms could be improved; and 2) to develop recommendations for alternative wording to improve those questions. Twelve cognitive interviews were conducted in English in order to provide an anchor point to determine whether issues identified in cognitive interviews on the translations are translation problems or whether they are problems stemming from the English original.

This report presents the results of both rounds of testing of the demographic questions and focuses on how monolingual Spanish-speaking and monolingual English-speaking respondents interpret and understand select terms and questions on the questionnaire. This report includes recommendations for term and question revisions following Round 1 interviews as well as the revised questions that were tested in Round 2 and the final recommendations. However, the revisions tested in Round may have not necessarily been the ones being recommended. The sponsor may have decided to either make different revisions or to retest questions as they were originally worded.

Methodology of the Study and Recruitment of Respondents

Scripted protocols were developed in English and Spanish to guide the interviewers through the cognitive interviews. A total of 60 cognitive interviews were completed in Phase I, with six English interviews and 24 Spanish interviews per round. In Round 1, interviews were conducted across three sites: Los Angeles, CA; Orlando, FL; and Raleigh/Durham, NC. Round 2 interviews were conducted in two sites: Los Angeles, CA and Raleigh/Durham, NC. While the results of this research are not representative of a larger population, the specific geographic sites were selected to represent the diversity of the Hispanic population residing in the United States. All 48 Spanish language interviews were conducted with Spanish-speakers with little or no knowledge of English, and all 12 English-language interviews were conducted with native English-speakers who had little or no knowledge of Spanish.

Four levels of educational attainment were used to categorize respondents: low attainment (less than 6th grade or no formal education); some formal education but no high school diploma; high school diploma or some college; and college degree. The respondents were selected to include both men and women across the two rounds of interviews. Household composition was another recruitment criterion with categories that included the following: single-person household, 2-3 people, 4 people, and 5 or more people in the home. Similarly, the age of the respondents was a selection criterion. The age groups targeted were 18 and 30, 31 to 45, 46 to 55 and 55 years of age or older.

Spanish-speaking respondents were recruited based on three geographic regions of origin: Mexico, Central America, South America, and an aggregate region of Puerto Rico and Cuba. English-speaking respondents were divided equally in three groups based on race and ethnicity: White; Black or African American; and of Hispanic origin (whether White or Black).

Interviewing for Round 1 took place during February and March of 2008 while interviewing for Round 2 took place June 2008. The interview time was approximately 60 to 90 minutes each. All interviews were conducted by RTI and Census Bureau staff at professional RTI facilities or a contracted location that assured sufficient privacy. All respondents were asked for their consent to audio tape the cognitive interviews. Any interviews for which the respondents declined to have the interview audio taped were documented with thorough notes from the interview.

Recommendations for the Demographic Question

The question wording that was chosen to be tested in Round 2 as well as the final recommendations, based on the findings from both rounds of cognitive interviews for Phase I, are documented in a question-by-question format in this section. Specific details about the versions tested and the individual question findings are documented in **Section 3, Question by Question Findings/Recommendations**, of this report. A total of 25 questions or instructional statements from the demographic section of the ACS were asked as part of Phase I cognitive interviewing. The Phase I, Round 1 Report shows detailed recommendations for Round 2 cognitive interviewing.

INTRO_CP

Round 1 Original Wording Tested:

<p><i>Buenos días (Buenas tardes). Soy...de [(IF STATESIDE: la Oficina del Censo de los Estados Unidos) (IF PUERTO RICO: del Negociado del Censo de los Estados Unidos)]. [(IF CAPI: Ésta es mi tarjeta de identificación (muestre tarjeta de identificación))]. Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense para recopilar información actual sobre la población y vivienda. Tengo algunas preguntas que hacerle. ¿Recibió usted nuestra correspondencia?</i></p>	<p><i>Hello. I'm... from the United States Census Bureau. [(IF CAPI: Here is my identification card (show ID card))]. We are conducting the American Community Survey to collect current population and housing information. I have some questions to ask you. Did you receive our mailings</i></p>
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INTROLET_CP

Round 1 Original Wording Tested:

<p><i>[La Oficina del Censo / El Negociado del Censo] está llevando a cabo esta encuesta para recopilar información actual sobre la población y vivienda. La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos.</i></p> <p><i>Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá en completa confidencialidad.</i></p>	<p><i>The Census Bureau is conducting this survey to collect current population and housing information. I am required by law to tell you that this survey is authorized by Title 13, Sections 141, 193, and 221 of the United States Code.</i></p> <p><i>The average interview takes about 30 minutes. This survey is mandatory and your cooperation is very important. All the information you provide will remain completely confidential.</i></p>
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INTRO_CP

Round 2 Version Tested and Final Recommendations (changes from original in bold):

*Buenos días (Buenas tardes). Soy...de [(IF STATESIDE: la Oficina del Censo de los Estados Unidos) (IF PUERTO RICO: del Negociado del Censo de los Estados Unidos)]. [IF CAPI: Ésta es mi tarjeta de identificación (muestre tarjeta de identificación)]. Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense/de Puerto Rico para **obtener** información actual sobre la población y vivienda.*

*Tengo algunas preguntas que hacerle. ¿**Recibió usted la información que le enviamos por correo?***

Hello. I'm... from the United States Census Bureau. [IF CAPI: Here is my identification card (show ID card)]. We are conducting the American Community Survey to collect current population and housing information.

I have some questions to ask you. Did you receive our mailings?

INTROLET_CP

Round 2 Version Tested and Final Recommendations (changes from original in bold):

[La Oficina del Censo / El Negociado del Censo] está llevando a cabo esta encuesta para recopilar información actual sobre la población y vivienda. La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos.

*Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá **completamente confidencial**.*

The Census Bureau is conducting this survey to collect current population and housing information. I am required by law to tell you that this survey is authorized by Title 13, Sections 141, 193, and 221 of the United States Code.

*The average interview takes about 30 minutes. This survey is mandatory and your cooperation is very important. All the information you provide will remain **completely confidential**.*

Overall, the respondents did seem to understand the specific messages within the introductory statements INTRO_CP and INTROLET_CP. For Round 2, there were two modifications tested to INTRO_CP. The change from the Round 1 term “recopilar” to the term “obtener” (for collect) in Spanish helped with respondents’ understanding. We recommend going forward with that change in the instrument. No changes were recommended for English. The second change tested in Round 2 was made to the question: “¿Recibió usted la información que le enviamos por correo?” / Did you receive our mailings?” Based on the Round 2 interviews, the new Spanish wording also seemed to lead to greater understanding than the original. We recommend going forward with the change. Again, no revisions were recommended for English. INTROLET_CP was also modified for Round 2. The phrase “completamente confidencial / completely confidential” was tested in Round 2. Changing the grammatical structure in Spanish seems to have been a success. We recommend going forward with this change in Spanish. No changes recommended for English.

TYPUNT_CP

Round 1 Original Wording Tested:

<i>¿Qué tipo de unidad es ésta?</i> 1. <i>Residencia privada</i> 2. <i>Negocio solamente</i> 3. <i>Alojamiento de Grupo</i>	<i>What type of unit is this?</i> 1. <i>Private Residence</i> 2. <i>Business Only</i> 3. <i>Group Quarters</i>
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TYPUNT_CP (REVISION TO BE TESTED)

The original TYPUNT_CP question was problematic as a whole, mainly because respondents misinterpreted options 1 and 2. For Round 2 testing, this variable was replaced with the following series of new variables for testing: RESNUM and TYPPLC. Individuals were directed to TYPPLC if answer to RESNUM was No.

RESNUM

Round 2 Version Tested:

<i>¿Es [ADDRESS] una vivienda particular?</i>	<i>Is [ADDRESS] a private residence?</i>
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RESNUM

Round 2 Final Recommendations:

<i>¿Es [ADDRESS, STREET NUMBER AND STREET NAME ONLY] una casa, un apartamento, o una casa móvil?</i> 1. <i>Sí</i> 2. <i>No</i>	<i>Is [ADDRESS, STREET NUMBER AND STREET NAME ONLY] a house, an apartment or a mobile home?</i> 1. <i>Yes</i> 2. <i>No</i>
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Many respondents, both Spanish and English speakers, had difficulty with the term “private/particular.” The recommendation for improving comprehension in both languages is to replace the term and substitute the types of dwelling units.

TYPPLC

Round 2 Version Tested:

<i>¿Qué tipo de lugar es éste?</i> 1. <i>Negocio solamente</i> 2. <i>Vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos y convalecientes</i>	<i>What type of place is this?</i> 1. <i>Business Only</i> 2. <i>Group Quarters, such as a college dormitory or nursing home</i>
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TYPPLC

Round 2 Final Recommendations (changes from Round 2 version tested in bold):

<i>¿Qué tipo de lugar es éste?</i> (<i>READ RESPONSE OPTIONS ALOUD TO ALL R's</i>) 1. <i>Un negocio (y no una vivienda)</i> 2. <i>Vivienda colectiva institucional, tal como un dormitorio universitario o un hogar de ancianos y de convalecientes</i>	<i>What type of place is this? (READ RESPONSE OPTIONS ALOUD TO ALL R's.)</i> 1. <i>A Business (and not a home)</i> 2. <i>Institutional Group Quarters, such as a college dormitory or nursing home</i>
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After both rounds of testing, the question TYPPLC was still not clear to all respondents. Some Spanish-speakers thought this question was asking whether they shared a room with another family, whether it was a “shelter” or whether it was a place “shared with others.” Regarding the response options, a number of Spanish-speakers interpreted “negocio solamente” (Business only) to be referring to a business in the home. Although the addition of examples seems to have helped, the Group Quarters option was still misunderstood by many respondents. We recommend adding a term such as “institutional” to the phrase in both languages to avoid respondents thinking of groups of roommates living together in an informal situation. Because “convalecientes” (convalescents) is a higher literacy level term in Spanish than “nursing” in English, additional recommendations for consideration for this term (“hogar de ancianos y convalecientes”) are documented in Section 3. The final recommendation is to reword the question stem and/or making the response options required reading.

ACCESS_CP

Round 1 Original Wording Tested:

<p><i>¿Tiene acceso a su hogar directamente de la calle o por medio de un pasillo usado por otras personas, o tiene que pasar por alguna otra (unidad/casa) para llegar a la suya?</i></p> <p>1. <i>Directamente</i> 2. <i>Por otra unidad</i></p>	<p><i>Do you have direct access to your living quarters from the outside or through a common hall, or must you go through another unit to enter your living quarters?</i></p> <p>1. <i>Direct</i> 2. <i>Through another unit</i></p>
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ACCESS_CP

Round 2 Version Tested (changes from original in bold):

<p><i>¿Tiene usted acceso directo al [ADDRESS] desde el exterior o desde un pasillo compartido?</i> <i>DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED</i></p> <p>1. <i>Sí, acceso directo desde el exterior o desde un pasillo compartido</i> 2. <i>No, ninguna de las dos</i></p>	<p><i>Do you have direct access to [ADDRESS] either from the outside or through a common hall?</i> <i>DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED</i></p> <p>1. <i>Yes, direct access from outside or through a common hall</i> 2. <i>No, neither</i></p>
--	--

ACCESS_CP

Round 2 Final Recommendations:

<p><i>¿Tiene usted acceso directo al [ADDRESS] desde el exterior?</i></p> <p>1. <i>Sí</i> 2. <i>No- Go to ACCESS_HALL</i></p> <p>If fill indicates apartment dweller, go to ACCESS_HALL</p>	<p><i>Do you have direct access [ADDRESS] from the outside?</i></p> <p>1. <i>Yes</i> 2. <i>No</i></p>
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ACCESS_HALL**Round 2 Final Recommendation for new variable:**

<i>¿Tiene usted acceso al [ADDRESS] o a su apartamento] desde un pasillo compartido?</i>	<i>Do you have direct access [ADDRESS] or to your apartment] through a common hall?</i>
1. <i>Sí</i>	1. <i>Yes</i>
2. <i>No</i>	2. <i>No</i>

After both rounds of testing, the respondents' overall understanding of "acceso directo desde el exterior o desde un pasillo compartido / direct access from the outside or through a common hall" demonstrated that there were still problems with comprehension. For Round 2, after respondents had answered the whole 'other living quarters' series of questions, this question was read to them again and they were asked to provide their interpretation based on a scenario in a vignette. The main confusion seemed to be interpreting this question as asking for a choice between the two descriptions in the first response category: "access from outside" or "through a common hall." The concept of the common hall was confusing to people. Despite the fact that respondents understood the question better in the context of the vignette, they still exhibited considerable difficulty with it. The final recommendation is not to ask both options of every respondent but rather to ask a different question based on the house/apartment/mobile home fill from earlier in the instrument. (See recommendation for RESNUM above.) This way, it is possible to ask only apartment dwellers whether they have direct access through a common hall and this could be asked as a separate question.

NOACCESS**Round 1 Original Wording Tested:**

<i>¿Cómo se logra entrar en la unidad?</i>	<i>How is access to the sample unit achieved?</i>
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NOACCESS**Round 2 Version Tested and Final Recommendations (changes from original in bold):**

<i>¿Tiene que pasar usted por dentro de la vivienda de otra persona para llegar a la suya?</i>	<i>Do you have to go through someone else's living quarters to get to yours?</i>
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The question, NOACCESS, was only asked if the respondents chose the option "Through another unit / Por otra unidad" in question ACCESS_CP. Therefore, a vignette was used to test the modified wording. The revised question wording from Round 2 was understood very well across language groups in the context of the vignette. In fact, it was understood much better than ACCESS_CP. It should also be noted that very few respondents will hear this question if they

follow correct skip patterns. The recommendation is to use the new wording tested for NOACCESS in Round 2 as it worked extremely well with respondents of both language groups.

OTHQTR_CP

Round 1 Original Wording Tested:

<i>¿Hay algunos otros alojamientos -- ya sean ocupados o desocupados -- en esta dirección?</i>	<i>Are there any other living quarters - either occupied or vacant - at this address?</i>
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OTHQTR_CP

Round 2 Version Tested:

<i>¿Hay otra sub-vivienda -- ya sea ocupada o desocupada – dentro de [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]?</i>	<i>Are there any other living quarters either occupied or vacant at [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]?</i>
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OTHQTR_CP

Round 2 Possible Recommendation:

<i>¿Hay otra sub-vivienda -- ya sea ocupada o desocupada – dentro de [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]? Incluye un espacio separado dentro de esta dirección donde viven otras personas.</i>	<i>Are there any other living quarters either occupied or vacant at [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]? Include A separate space inside this address where other people live.</i>
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OTHQTR_CP– Round 2 Possible Recommendation

This question was better understood using the vignette in comparison with the real situations of the respondents. Even though the terms “otra sub-vivienda / other living quarters” were understood better compared with “otros alojamientos,” which we tested in Round 1, respondents still experienced problems. We recommend working to further revise this term or adding a brief explanation of the term to make it easier for respondents to understand the intent of the question. A suggested explanation is “Un espacio separado dentro de esta dirección donde viven otras personas” or “A separate space inside this address where other people live.” Another possible modification would be to use the Coverage Measurement listing instrument to choose examples that could be used in the question wording. That question lists examples of “other living quarters” such as a “basement apartment, garage apartment or trailer.”

OTHQTR_CPI

Round 2 Wording Tested and Final Recommendations (NEW P1, R2 wording tested with possibility of adding new variable to instrument):

New skip pattern

1 Fill 1 for LIVEAT1_CP below

2 Fill 2 for LIVEAT1_CP below

<i>¿Está ocupada o desocupada la otra vivienda?</i>	<i>Are the other living quarters occupied or vacant?</i>
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Based on Round 1 findings, a very large number of respondents misunderstood the intent of this question and answered incorrectly. Due to an oversight, this question was not tested as part of the vignette for Round 2, so the recommendation is only based on an effort to clarify the Round 1 misinterpretation. To prevent routing errors to this question, the recommendation above should be considered.

LIVEAT1_CP

Original Round 1 Wordint Tested:

<i>¿Viven los ocupantes o vivirán los ocupantes futuros de estos alojamientos separados de todas las otras personas en esta dirección?</i>	<i>Do the occupants or intended occupants of the other living quarters live separately from all other persons at this address?</i>
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LIVEAT1_CP

Round 2 Version Tested (changes from original in bold):

<i>[FILL 1: ¿Viven los ocupantes / ... FILL 2: ¿Vivirían los futuros ocupantes] separados de todas las otras personas en esta dirección?</i>	<i>[FILL 1: Do the occupants /... Fill 2: Would any future occupants] ... of the other living quarters live separately from all the other people at this address?</i>
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LIVEAT1_CP

Round 2 Final Recommendations:

<i>[FILL 1: ¿Viven los ocupantes / ... FILL 2: ¿Vivirían los futuros ocupantes] de [RESPONDENT'S ADDRESS] separados de todas las otras personas en esta dirección?</i>	<i>[FILL 1: Do the occupants /... Fill 2: Would any future occupants] ... of the other living quarters [RESPONDENT'S ADDRESS] live separately from all the other people at this address?</i>
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Based on the continued confusion of some respondents after two rounds of testing, our recommendation is to be more specific when asking this question. We recommend that the question read: “¿Viven los ocupantes de [RESPONDENT’S ADDRESS] separados de todas las otras personas en esta dirección?” or “Do the occupants of [RESPONDENT’S ADDRESS] live

separately from all the other people at this address?” Round 2 wording was more precise than round one, but the new recommendation would further clarify the question.

ACCESS1_CP

Original Round 1 Wording Tested:

<i>¿Tienen los ocupantes o tendrán los ocupantes futuros acceso directo desde el exterior o a través de un pasillo común?</i>	<i>Do the occupants or intended occupants of the other living quarters have direct access from the outside or through a common hall?</i>
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ACCESS1_CP

Round 2 Version Tested:

<i>¿Tienen los ocupantes de la otra vivienda acceso directo desde el exterior o desde un pasillo compartido?</i>	<i>Do the occupants of the other living quarters have direct access from the outside or through a common hall?</i>
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ACCESS1_CP

Round 2 Final Recommendations:

<i>¿Tienen los ocupantes de la otra vivienda acceso directo desde el exterior?</i>	<i>Do the occupants of the other living quarters have direct access from the outside?</i>
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This question was better understood using the vignette in comparison with the real situations of the respondents. The recommendation for clarification is to delete “desde un pasillo compartido” or “through a common hall” to avoid confusion in how to answer this question.

FN_PG1

Round 1 Original Wording Tested:

<i>Voy a hacer algunas preguntas sobre todas las personas que viven o se quedan en esta dirección. Primero, vamos a hacer una lista de estas personas comenzando con usted. ¿Cuál es su nombre?</i>	<i>I am going to be asking some questions about everyone who is living or staying at this address. First let's create a list of the people starting with you. What is your name?</i>
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FN_PG1

Round 2 Wording Tested:

(First part of question not probed)

<i>Voy a hacer algunas preguntas sobre todas las personas que viven o se quedan en esta dirección. Primero, vamos a hacer una lista de estas personas comenzando con usted. ¿Cuál es su nombre?</i>	<i>I am going to be asking some questions about everyone who is living or staying at this address. First let's create a list of the people starting with you. What is your name?</i>
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FN_PG1

Round 2 Version Tested and Final Recommendations:

<i>¿Cuál es el nombre de la siguiente persona que vive o se queda aquí?</i>	<i>What is the name of the next person living or staying here?</i>
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The original version tested in Round 1 in Spanish used the term “la próxima” for “the next” person. In Round 2, the term was changed to “la siguiente” and the respondents in that round did not have the same misinterpretation as in Round 1. In Round 1, the term “próxima” had a future connotation which might encourage respondents to include people who would be coming in the future. Although some respondents suggested the term “otra persona” (another person), the term “siguiente” is more parallel with the English “next” than it would be if we asked “What’s the name of another person who lives or stays here?” No recommendations for changing the English version, it tested well.

FN_PG2

Original Round 1 Wording Tested:

<p><i>Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible...” ¿Vive o se queda alguien más aquí, tal como compañeros de cuarto, hijos de crianza, pupilos, o empleados que viven en el hogar?</i></p>	<p><i>The following questions are to make sure this list is as complete as possible... “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees?”</i></p>
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FN_PG2

Round 2 Version Tested and Final Recommendations:

<p><i>Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible...” ¿Vive o se queda alguien más aquí, tal como compañeros de casa, hijos de crianza del programa ‘foster’ del gobierno, inquilinos o empleados que trabajan y viven en el hogar, tal como una niñera o empleada doméstica?</i></p>	<p><i>The following questions are to make sure this list is as complete as possible... “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees, such as a nanny or housekeeper?”</i></p>
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In Round 1, the original Spanish term for “boarder” in this question was “pupilo.” This was an extremely problematic translation. Many respondents interpret this term to mean “student” or they don’t understand it at all. In Round 2, the term “inquilino” (the current translation for “roomer” in the relationship question) was tested to see if it was more parallel with the meaning of the English “boarder” in this context. The new term in Spanish was understood by respondents to be “someone responsible for the space they are renting.”

While we recommend making the changes to each individual term tested above, it should be noted that the clarifications for Spanish have made the Spanish version quite lengthy. Other alternatives for consideration are documented in Section 3 of this report. The other modifications

could reduce the need for the additional explanations required for the Spanish terminology by turning each type of household member into a separate yes/no question.

FN_PG3

Round 1 Original Wording Tested:

<i>¿Está viviendo alguien más aquí aunque sea por corto plazo, tal como un amigo o pariente?</i>	<i>Is there anyone else staying here even for a short time, such as a friend or relative?</i>
--	---

FN_PG3

Round 2 Version Tested and Final Recommendations:

<i>¿Está quedándose alguien más aquí aunque sea por poco tiempo, tal como un amigo o pariente?</i>	<i>Is there anyone else staying here even for a short time, such as a friend or relative?</i>
--	---

Based on Round 2 testing, the recommendation is that the English version remain unchanged and that the Spanish version include the Round 2 modifications. The Spanish version seemed to work better and to be understood more similarly to the English version when using “quedándose” and “poco tiempo” instead of “viviendo” and “corto plazo,” the Round 1 wording.

AWAYNOW

Round 1 Original Wording Tested:

<p><i>Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ...</i></p> <p><i>¿Alguna de estas personas se ha ausentado AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?</i></p>	<p><i>The next questions are to help refine this list. I have listed <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ...</i></p> <p><i>Are any of these people away NOW for more than two months, like a college student or someone in the military?</i></p>
---	--

AWAYNOW

Round 2 Version Tested and Final Recommendations:

<p><i>Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a [read all the names listed from FN_PG1, FN_PG2, and FN_PG3]</i></p> <p><i>¿Alguna de estas personas está ausente AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?</i></p>	<p><i>The next questions are to help refine this list. I have listed a [read all the names listed from FN_PG1, FN_PG2, and FN_PG3]</i></p> <p><i>Are any of these people away NOW for more than two months, like a college student or someone in the military?</i></p>
--	--

The recommendation for this question is to go forward with the change from “se ha ausentado” to “está ausente” for the Spanish version. This new wording in Round 2 seemed to work better than the Round 1 wording.

ANOTHER HOME

Round 1 Original Wording Tested:

<i>¿Tiene usted otra casa o residencia fija?</i>	<i>Do you have some other place where you usually stay?</i>
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ANOTHER HOME

Round 2 Version Tested and Final Recommendations:

<i>[¿Se queda usted o se queda NAME(S)] habitualmente en otro lugar?</i>	<i>[Do you or does NAME(S)] have some other place where you/he/she/they usually stay(s)?</i>
--	--

The Round 2 wording change tested well overall. There are no recommendations for further wording changes based on the cognitive interview results. However, some respondents did ask the interviewer for clarification as to what would constitute staying “regularly” (or usually) in another home. If many respondents ask this type of question, it could place undue burden on interviewers to explain the question intent. Interviewer debriefing or behavior coding research would be an ideal way to look at whether this happens frequently in the field. A possible additional modification would be to create an interviewer instruction or add more definition to the question.

HHOLDER

Round 1 Original Wording Tested:

<i>De las personas que ha nombrado, ¿quién es dueño(a) o alquila este lugar? {optional text} (¿A nombre de quién(es) está la escritura o el contrato? ¿Hay alguien que sea mayor de 15 años?)</i>	<i>Of the people you named, who owns or rents this place? {optional text} IF R SAID DON'T KNOW (What name(s) are on the deed or lease? IF R STILL DIDN'T KNOW: Is there anyone 15 years or older?)</i>
---	--

HHOLDER

Round 2 Version Tested and Final Recommendations:

<i>De las personas que ha nombrado, ¿quién es dueño o quién alquila esta vivienda? (¿A nombre de quiénes está la escritura o el contrato de alquiler?)</i>	<i>Of the people you named, who owns or rents this place? What names are on the deed or lease?</i>
--	--

The addition of “de alquiler” (rental) to clarify “contrato” (contract) to the Spanish version tested in Round 2 worked well and did not pose any problems. Most Spanish-speaking respondents seemed to be distinguishing between ‘deed’ and ‘lease’ appropriately. We recommend adopting this change from the Round 2 wording.

REL P (CAPI – FLASHCARD A) /RELT (CATI)

Round 1 Original Wording Tested:

<p>IF CAPI: <i>Usando la Tarjeta A en este paquete, ¿cómo está {<Name>/ usted} relacionado(a) con {<HHOLDER>/usted}?</i></p> <p><1> <i>Esposo(a)</i> <2> <i>Hijo(a) biológico(a)</i> <3> <i>Hijo(a) adoptivo(a)</i> <4> <i>Hijastro(a)</i> <5> <i>Hermano(a)</i> <6> <i>Padre o madre</i> <7> <i>Nieto(a)</i> <8> <i>Suegro(a)</i> <9> <i>Yerno o nuera</i> <10> <i>Otro pariente</i> <11> <i>Inquilino(a) o pupilo(a)</i> <12> <i>Compañero(a) de casa o de cuarto</i> <13> <i>Pareja no casada</i> <14> <i>Hijo(a) de crianza (foster)</i> <15> <i>Otro no pariente</i></p> <p>IF CATI: <i>¿Cómo está {<Name>/ usted} relacionado(a) con {<HHOLDER>/usted}?</i></p> <p><1> <i>Esposo(a)</i> <2> <i>Hijo(a)</i> <3> <i>Hermano(a)</i> <4> <i>Padre o madre</i> <5> <i>Nieto(a)</i> <6> <i>Suegro(a)</i> <7> <i>Yerno o nuera</i> <8> <i>Otro pariente</i> <9> <i>Inquilino(a) o pupilo(a)</i> <10> <i>Compañero(a) de casa o de cuarto</i> <11> <i>Pareja no casada</i> <12> <i>Hijo(a) de crianza (foster)</i> <13> <i>Otro no pariente</i></p>	<p>IF CAPI: <i>Using Card A in this packet, how {is <Name>/ are you} related to {<HHOLDER>/you}?</i></p> <p><1> <i>Husband or wife</i> <2> <i>Biological son or daughter</i> <3> <i>Adopted son or daughter</i> <4> <i>Stepson or stepdaughter</i> <5> <i>Brother or sister</i> <6> <i>Father or mother</i> <7> <i>Grandchild</i> <8> <i>Parent-in-law</i> <9> <i>Son-in-law or daughter-in-law</i> <10> <i>Other relative</i> <11> <i>Roomer or boarder</i> <12> <i>Housemate or roommate</i> <13> <i>Unmarried partner</i> <14> <i>Foster child</i> <15> <i>Other nonrelative</i></p> <p>IF CATI: <i>How {is <Name>/ are you} related to {<HHOLDER>/you}?</i></p> <p><1> <i>Husband or wife</i> <2> <i>Son or daughter</i> <3> <i>Brother or sister</i> <4> <i>Father or mother</i> <5> <i>Grandchild</i> <6> <i>Parent-in-law</i> <7> <i>Son-in-law or daughter-in-law</i> <8> <i>Other relative</i> <9> <i>Roomer or boarder</i> <10> <i>Housemate or roommate</i> <11> <i>Unmarried partner</i> <12> <i>Foster child</i> <13> <i>Other nonrelative</i></p>
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REL (CAPI-FLASHCARD A) /RELT (CATI) Round 2 Version Tested

<p>IF CAPI: <i>Usando la Tarjeta A en este paquete, ¿cómo está {<Name>/ usted} relacionado(a) con {<HHOLDER>/usted}?</i></p> <p><1> <i>Esposo(a)</i> <2> <i>Hijo(a) biológico(a)</i> <3> <i>Hijo(a) adoptivo(a)</i> <4> <i>Hijastro(a)</i> <5> <i>Hermano(a)</i> <6> <i>Padre o madre</i> <7> <i>Nieto(a)</i> <8> <i>Suegro(a)</i> <9> <i>Yerno o nuera</i> <10> <i>Otro pariente</i> <11> <i>Inquilino(a)</i> <12> <i>Compañero(a) de casa o de cuarto (roommate)</i> <13> <i>Pareja no casada</i> <14> <i>Hijo(a) de crianza del programa 'foster' del gobierno</i> <15> <i>Otro no pariente</i></p>	<p>IF CAPI: <i>Using Card A in this packet, how {is <Name>/ are you} related to {<HHOLDER>/you}?</i></p> <p><1> <i>Husband or wife</i> <2> <i>Biological son or daughter</i> <3> <i>Adopted son or daughter</i> <4> <i>Stepson or stepdaughter</i> <5> <i>Brother or sister</i> <6> <i>Father or mother</i> <7> <i>Grandchild</i> <8> <i>Parent-in-law</i> <9> <i>Son-in-law or daughter-in-law</i> <10> <i>Other relative</i> <11> <i>Tenant</i> <12> <i>Housemate or roommate</i> <13> <i>Unmarried partner</i> <14> <i>Foster child</i> <15> <i>Other nonrelative</i></p>
<p>IF CATI: <i>¿Cómo está {<Name>/ usted} relacionado(a) con {<HHOLDER>/usted}?</i></p> <p><1> <i>Esposo(a)</i> <2> <i>Hijo(a)</i> <3> <i>Hermano(a)</i> <4> <i>Padre o madre</i> <5> <i>Nieto(a)</i> <6> <i>Suegro(a)</i> <7> <i>Yerno o nuera</i> <8> <i>Otro pariente</i> <9> <i>Inquilino(a)</i> <10> <i>Compañero(a) de casa o de cuarto (roommate)</i> <11> <i>Pareja no casada</i> <12> <i>Hijo(a) de crianza del programa 'foster' del gobierno</i> <13> <i>Otro no pariente</i></p>	<p>IF CATI: <i>How {is <Name>/ are you} related to {<HHOLDER>/you}?</i></p> <p><1> <i>Husband or wife</i> <2> <i>Son or daughter</i> <3> <i>Brother or sister</i> <4> <i>Father or mother</i> <5> <i>Grandchild</i> <6> <i>Parent-in-law</i> <7> <i>Son-in-law or daughter-in-law</i> <8> <i>Other relative</i> <9> <i>Tenant</i> <10> <i>Housemate or roommate</i> <11> <i>Unmarried partner</i> <12> <i>Foster child</i> <13> <i>Other nonrelative</i></p>

There were no significant differences in interpretation of the response options between CATI and CAPI instruments. The CATI instrument is different from the CAPI instrument for this variable in that no flashcard is used and there is an extra variable: SONDAU, which reads: “{Is <Name>/ are you} {your/ <HHOLDER>}’s} biological son or daughter, adopted son or daughter, stepson or stepdaughter, OR foster son or daughter?” There were no problems with these response options for respondents in choosing terms which describe more traditional household relationships, such as husband/wife or biological son. This question was more difficult for respondents who live with non-relatives to find appropriate terms.

No changes are recommended to the question; however, specific recommendations for changes to the response options for Spanish were tested in Round 2 and recommended for revision. The term ‘inquilino’ tested well without the word ‘pupilo.’ The recommendation is to change to the Round 2 terminology, removing the term ‘pupilo’ from the relationship question since round 1 results indicated that most respondents interpreted this to mean “student” or the did not understand it at all.

However we do not recommend changing the term “roomer or boarder” to tenant in the English version at this time. We recommend further testing of the term “renter” instead of tenant. We also recommend further research as to the overall term “roomer or boarder” and what that is capturing since there is evidence that many English speakers are not familiar with these terms.

Based on both rounds of testing, we recommend that the English term (“roommate”) be added in parenthesis to the Spanish choice “compañero de casa o de cuarto (roommate).” We believe that the term “compañero” (companion) may still be causing some respondents to think of an intimate relationship. We recommend keeping the terms the same but adding (roommate) in parenthesis.

We recommend adopting this new addition to the term: “del programa Foster del gobierno” (from the government foster program).

SEX

Round 1 Original Wording Tested:

<i>¿[Es <Name>/ Es usted)] de sexo masculino o femenino?</i>	<i>{Is <Name>/ Are you} male or female?</i>
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SEX

Round 2 Version Tested and Final Recommendations:

<i>¿[Es <Name>/ Es usted)] hombre o mujer?</i>	<i>{Is <Name>/ Are you} male or female?</i>
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Because previous research indicated that some Spanish-speaking respondents were unfamiliar with the terms “de sexo masculino” (masculine) and “de sexo femenino” (feminine) used in the Spanish version, Round 2 included alternate wording for this question. The Spanish wording, “hombre o mujer” (man or woman), was tested and found to be well understood by all Spanish-speaking respondents. The recommendation is to use the wording tested in Round 2.

DOBM (Same wording used on Round 1 and Round 2 / NOT PROBED):

<i>¿Cuál es la fecha de nacimiento de <Name>?/ ¿Cuál es su fecha de nacimiento?</i>	<i>What is {<Name>’s/ your} date of birth?</i>
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While this question was not probed, we recommend that the ACS data be reviewed to see if there are obvious mistakes in DOBM collected with Spanish speakers due to the format of the date entries (with the month and day switched from the typical entry in Spanish.) A type of problem that you might find would be months listed as a number higher than 12. A possible modification to consider would be changing the order to (day, month, year) in the Spanish instrument, but this should be tested first.

AGEASK

Round 1 Original Wording Tested:

<i>¿Cuál es su mejor estimado de (la edad de <Name>/ su edad)?</i>	<i>What is your best estimate of {<Name>'s/ your} age?</i>
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AGEASK

Round 2 Version Tested and Final Recommendations:

<i>¿Más o menos qué edad tiene (usted / <Name>/ su edad)?</i>	<i>What is your best estimate of {<Name>'s/ your} age?</i>
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The new Spanish wording tested well and based on these cases we would recommend making the change to the Round 2 wording. The term “más o menos” (more or less) was interpreted as an approximate age, or one’s closest guess, without having to be exact. The recommendation is to change to the Round 2 wording in Spanish and to make no changes to the English wording.

HISA (CAPI – FLASHCARD B) – HISA (CATI)

Round 1 Original wording tested:

<i>IF CAPI: {Por favor, vea la Tarjeta B.} ¿Es {<Name>/ usted} de origen hispano, latino o español?</i>	<i>IF CAPI: {Please look at Card B.} Are you of Hispanic, Latino, or Spanish origin?</i>
<i>IF CATI: ¿Es {<Name>/ usted} de origen hispano, latino o español?</i>	<i>IF CATI: Are you of Hispanic, Latino, or Spanish origin?</i>
<i>Sí</i>	<i>Yes</i>
<i>No</i>	<i>No</i>

HISA CAPI VERSIONS TESTED (FLASHCARD B)

Round 2 Version Tested

<i>VERSION 1: {Por favor, vea la Tarjeta B. ¿Es {<Name>/ usted} de origen hispano, latino o español? ¿Diría que sí o no?</i>	<i>VERSION 1: {Please look at Card B. {Is <Name>/ Are you} of Hispanic, Latino, or Spanish origin? Would you say yes or no?</i>
<i>VERSION 2: {Por favor, vea la Tarjeta B. ¿Es {<Name>/ usted} de origen español, hispano o latino?</i>	<i>VERSION 2: {Please look at Card B. {Is <Name>/ Are you} of Hispanic, Latino or Spanish origin?</i>
<i>VERSION 3: {Por favor, vea la Tarjeta B. ¿Es {<Name>/ usted} hispano o latino; o de origen español?</i>	<i>VERSION 3: {Please look at Card B. {Is <Name>/ Are you} Hispanic or Latino; or of Spanish origin?</i>

HISA CATI VERSIONS TESTED (NO FLASHCARD) – Round 2 Version Tested

<i>VERSION 1: ¿Es {<Name>/ usted} de origen hispano, latino o español? ¿Diría que sí o no?</i>	<i>VERSION 1: {Is <Name>/ Are you} of Hispanic, Latino, or Spanish origin? Would you say yes or no?</i>
<i>VERSION 2: ¿Es {<Name>/ usted} de origen español, hispano o latino?</i>	<i>VERSION 2: {Is <Name>/ Are you} of Hispanic, Latino or Spanish origin?</i>
<i>VERSION 3: ¿Es {<Name>/ usted} hispano o latino; o de origen español?</i>	<i>VERSION 3: {Is <Name>/ Are you} Hispanic or Latino; or of Spanish origin?</i>

For Phase 1, Round 2 interviews three different versions of the HISA question were tested. This was based on the results from round 1 of interviews, where we believed the original question tested “¿Es usted de origen hispano, latino, o español?” or “Are you of Hispanic, Latino, or Spanish origin?” was placing some undue respondent burden on Hispanic respondents. The revised versions also tested a modification of the question that attempted to make the yes or no nature of the question clearer. The issues presented during the Round 2 interviews were the same, regardless of CATI or CAPI administration (whether we showed flashcard B or read the question without using the flashcard.)

Regardless of its location in the question, the term “Spanish” seemed to cause some confusion for the majority of Hispanic respondents, making them think that the question was about whether or not they, themselves, were born in Spain. One option would be to further test the question without including the term “Spanish” and to simply ask if the person is Hispanic or Latino. Another consideration would be to describe what is meant by the term “Hispanic or Latino.”

In general, when respondents were shown the alternative wording versions, Version 1 was the most preferred amongst Spanish-speaking respondents (the “¿Diría que sí o no?” or “Would you say yes or no?” version). For English-speaking respondents, the preferred choice

was between versions 2 and 3. Our final recommendation is to change the question to, “Are you Hispanic or Latino?” dropping the term Spanish, and adding “Would you say yes or no?”

HISB (CAPI – FLASHCARD B) – HISB (CATI)

Round 1 Original Wording Tested:

<p><i>¿Es usted mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc.?</i></p>	<p><i>Are you Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?</i></p>
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HISB - CAPI/CATI

Versions tested in Round 2:

<p>VERSION 1 (Original version): <i>¿Es {<Name>/ usted} mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?</i></p> <p>VERSION 2: <i>¿Es {<Name>/ usted} de origen mexicano(a) o mexicano(a) americano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?</i></p> <p>VERSION 3: <i>¿Es {<Name>/ usted} de origen mexicano(a), puertorriqueño(a), cubano(a); o de otro origen hispano, latino o español?</i></p>	<p>VERSION 1 (Original version): <i>{Is <Name>/ Are you} Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?</i></p> <p>VERSION 2: <i>{Is <Name>/ Are you} of Mexican or Mexican American origin; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?</i></p> <p>VERSION 3: <i>{Is <Name>/ Are you} of Mexican, Puerto Rican or Cuban origin; or of another Hispanic, Latino, or Spanish origin?</i></p>
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In Round 1, this question caused confusion both because of its length, and because of the fact that many people saw the list of examples and as an exhaustive list rather than a list of examples. Some respondents were confused if their countries were not listed in the question. The three versions of the HISB question listed above were tested in Round 2.

The one issue presented when comparing CAPI vs. CATI issues, is that CAPI respondents (who were looking at the list from flashcard B as the question was being read to them) were able to pick the option “Of another Hispanic origin” more accurately than the CATI respondents (who were only capturing the list by what was being read to them.) In other words, most of the CAPI respondents who were from countries not listed on the question were able to answer “Of another Hispanic origin” almost immediately. The CATI respondents seemed to get

overwhelmed by the number of examples being read to them, especially when none of the options pertained to them.

The majority of Spanish-speaking respondents (14 out of 24) preferred Version 3 because it was shorter and more concise. However, Version 3 does not include the term “Mexican American” which seemed to be important for Spanish-speaking respondents whose children or other household members fell into this category.

Based on the results from Round 2, our final recommendation is that further testing be conducted in order to develop a more direct question.

HISW

Round 1 Original Wording Tested:

<i>¿Qué origen es ese? (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)</i>	<i>What is that origin? (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)</i>
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HISW

Same wording tested in Round 2:

In general, there were no major problems evident with this question, however the whole series was a bit redundant and at least two persons had offered this information prior to getting to this question. We recommend using a direct question, combining HISA and HISB into one, asking the person “¿De qué país es usted o cuál es su país de origen?” or “What country are you from or what is the country of your origin?” Since not every respondent is a first generation immigrant and we want to include third or fourth generation people as Hispanic or from a country of origin/heritage, we are also recommending adding the second part of the question “What is the country of your origin?”

RAC (CAPI – FLASHCARD C) – RACT (CATI)

Round 1 Original Wording Tested:

<p>IF CAPI: <i>Por favor, vea la Tarjeta C y escoja una o más razas. {Para esta encuesta, origen hispano no es una raza.} ¿Es usted de raza blanca, negra, africana americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?</i></p>	<p>IF CAPI: <i>Please look at Card C and choose one or more races. {only read this next sentence when HISA = 1 (yes - Hispanic)} {For this survey, Hispanic origins are not races.} Are you White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?</i></p>
<p>IF CATI: <i>Voy a leer una lista de categorías de raza. Usted puede escoger una o más razas. {Para esta encuesta, origen hispano no es una raza.} ¿Es usted de raza blanca, negra, africana americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?</i></p>	<p>IF CATI: <i>I’m going to read a list of race categories. You may choose one or more races. {only read this next sentence when HISA = 1 (yes - Hispanic)} {For this survey, Hispanic origins are not races.} Are you White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?</i></p>

RAC (CAPI–FLASHCARD C) / RACT (CATI)

Same wording tested as in Round 1:

During the Round 1 cognitive interviews, the question, RAC, was difficult for both English- and Spanish-speakers of Hispanic origin. Judging from the patterns in response, Hispanic respondents typically think of themselves in terms of their nationality or Hispanic origin, rather than one of the race categories listed in the instrument. We were unable to resolve this issue through testing of small wording differences in this project. Our final recommendation is that future testing of combined versions of the Hispanic origin and race questions be conducted. Another issue that we recommend testing is the addition and testing of a category labeled “multiracial” for those who describe themselves as such.

THANK YOU

Round 1 Original Wording Tested:

<p><i>Muchas gracias por su participación en esta encuesta importante. Su cooperación ha hecho posible que nosotros probemos una manera nueva de actualizar los datos detallados del censo. Usted ha sido de gran ayuda.</i></p>	<p><i>Thank you very much for your participation in this important survey. Your cooperation has made it possible for us to examine a new way to update the detailed census data. You've been very helpful.</i></p>
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THANK YOU

Round 2 Wording Tested:

<i>Muchas gracias por su participación en esta encuesta importante. Usted ha sido de gran ayuda.</i>	<i>Thank you very much for your participation in this important survey. You've been very helpful.</i>
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We recommend that you move forward with the revised, Round 2 version of this question, which is shorter and more concise than the Round 1 version.

Conclusions

Rounds 1 and 2 testing were successful in identifying problematic aspects of the Spanish questions and/or terms as they are currently translated. In addition, the research has uncovered some issues with the current English wording. These problems are highlighted in Section 3. In some cases, respondents were helpful in suggesting possible revisions that could increase comprehension and consistency of understanding for Spanish- and English-speaking census respondents. We have made additional recommendations that we believe will help to clarify some of these issues. These have been noted in Section 3 as well.

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1. INTRODUCTION

This report represents the second in a series of four reports that document the results of the pretesting of a segment of the Spanish-language, CATI/CAPI version of the American Community Survey (ACS). The project calls for the conduct of a total of 150-180 cognitive interviews over six different rounds. Most of the interviews are being conducted in Spanish but a small number of interviews are being conducted in English in order to provide an anchor point to determine whether issues identified are translation problems or whether they are problems residing in the English original. For the purpose of this research, the CATI and CAPI instruments are being treated as one instrument, since, with very few exceptions, both instruments contain the same questions. The goal of the pretest is to identify areas where the Spanish-language translation can be improved and to develop and test alternative Spanish-language wording to improve the equivalency of data that will be gathered from Spanish and English speakers in the ACS.

Since the early 1990s, the Census Bureau has conducted or sponsored qualitative and quantitative research aimed at gaining a better understanding of how Spanish-speaking respondents interpret and answer Spanish-language questions on Census Bureau surveys and on the decennial census form. These studies can be classified under three broad categories: (1) qualitative research specific to the Spanish-language data collection ACS instruments; (2) qualitative research on Census Bureau data collection efforts other than the ACS; and (3) quantitative research specific to the Spanish-language ACS data collection instruments. Census Bureau staff has used this previous research to identify and target questions or items on the Spanish language CATI/CAPI ACS to be pretested in the current project. The ACS instrument has been divided into three segments or phases, which have been the focus of the larger project. Each of the segments was cognitively tested in a first round of testing. Revisions to the question wording were made as deemed appropriate by the Census Bureau and this was followed by a second round of testing on each of the three segments of questions. This report presents the results of the first and second rounds of testing on Phase 1 of the project.

This project includes an examination of two Spanish-language versions of the ACS instrument, the “stateside” Spanish version and the Puerto Rico Community Survey (PRCS) version of the instrument. The two different Spanish versions contain minimal differences on the whole, but the project is designed to test the stateside Spanish version with Spanish speakers

residing on the mainland and the PRCS version with Puerto Rican respondents who are recent arrivals to the mainland and who speak minimal English.¹

Using a structured, in-depth cognitive interviewing protocol, the project team interviewed 48 Spanish-speaking respondents with little or no knowledge of the English language, and 12 native English speakers in Phase 1. The results of these interviews are summarized in this report. For the most part, the interview protocol focused on issues of interpretation and comprehension of key words and phrases included in the survey instrument. Recommendations for revisions from Round 1 are provided in this report. Any changes made were tested in a second round of interviews with approximately the same number of respondents as were interviewed for Round 1. This report also provides findings from Round 2 and final recommendations for each tested question.

2. METHODOLOGY

Round 1 of this study consisted of conducting 30 cognitive interviews in three sites across the country; Round 2 of this study consisted of conducting 30 cognitive interviews in two sites. While this research is not representative of a larger population, the sites were selected to represent the diversity of the Hispanic population residing in the United States. In this section, the protocol developed for interviewing is described, as is the methodology for identifying, recruiting, and interviewing participants.

2.1 RECRUITING RESPONDENTS

We recruited respondents in three metropolitan cities: Los Angeles, California; Orlando, Florida; and Raleigh/Durham, North Carolina. For each of the interviewing sites, a minimum of ten respondents (a minimum of eight Spanish speakers and two English speakers) was recruited using the following inclusion criteria:

1. **Linguistic skills:** Qualified respondents were either Spanish speakers who spoke little or no English or monolingual English speakers.
2. **Region of origin:** Respondents were recruited based on three geographic regions of origin: Mexico (16 individuals), a combined group of Central and South America

¹ For phases one and two of the project we interviewed Puerto Rican Spanish speakers living on the mainland but due to some problems identified with this method, we interviewed Puerto Rican Spanish speakers residing in Puerto Rico for the third phase of the project.

(approximately eight from each group), and Puerto Rico (16 respondents). For testing of the Puerto Rico Community Survey (PRCS) version of the instrument, we targeted only respondents born in Puerto Rico and who were recent arrivals to the mainland. For testing the English version of the instrument, we recruited native English-speaking individuals born in the United States. These respondents were divided equally into three groups for both rounds 1 and 2, according to their race and ethnicity: White (two respondents); African American (two respondents); and Hispanic (two respondents).

3. **Educational attainment:** To match the characteristics of respondents who are most likely to complete the American Community Survey in the CATI/CAPI mode, we tried to recruit equal numbers of respondents who had completed high school and who had less than a high school education. However, more of the lower educational level respondents fell in the Mexican and Central American group, since this is the group more likely to have lower educational levels in the United States. Because it was difficult to identify individuals with both the desired national origin and educational level, nationality was prioritized over educational level when potential respondents did not meet both criteria. Finally, we interviewed a small number of people with a college degree: One Spanish speaker and one English speaker in Round 1, and 2 Spanish speakers in Round 2.

Additionally, the recruiters strove to maintain the demographic diversity of the sample with regards to gender and age. In total, 60 respondents participated across the three interviewing locales.

We implemented the following techniques to recruit participants for the Round 1 and Round 2 interviews:

- Posting flyers in public places frequented by Spanish speakers with limited English proficiency
- Gathering nominations for referrals through word of mouth
- Utilizing the contacts established by experienced bilingual field interviewers who are knowledgeable about the local Hispanic community
- In-person (on the spot) recruiting

When potential participants responded to an advertisement by contacting RTI, they were screened with a short questionnaire to determine whether they had the desired characteristics for the study. The screening process was effective in recruiting respondents with the specific characteristics sought in this study. The English and Spanish screening questionnaires can be

found in *Exhibit A* (Spanish) and *Exhibit B* (English) for Phase I, Round 1, and in *Exhibit C* (Spanish) and *Exhibit D* (English) for Phase I, Round 2. The only difference between the screener used in Round 2 is an additional question about the number of people in the household. This was helpful during the screening process to select respondents with more than one household member, in order to test various relevant questions (i.e., relationship). Individuals who were deemed eligible were provided with additional information about the study, including:

- the purpose of the study
- the amount of time required to participate
- the location of the interviewing
- the amount of the incentive
- available appointment times

Once all interviewing appointments were filled, additional callers who were deemed eligible were added to a waitlist to cover cancellations and “no-shows.” In addition, waitlisted names were retained so that we could contact some of these potential respondents when we began scheduling later rounds of interviews for this project. *Table 1.1* summarizes the number of respondents by city as well as by the linguistic, regional, and educational categories.

Part I. Demographic characteristics of Respondents

Table 1.1: Number of Respondents by Inclusion Criteria across Sites

Characteristics \ Metropolitan City		Orlando	Los Angeles	Raleigh/Durham	Total Phase I
Educational Attainment	No Formal Education/ Less Than 6 th Grade	R1=0 R2=0	R1=3 R2=0	R1=2 R2=0	5
	Some Formal Education/ No High School Diploma	R1=1 R2=0	R1=3 R2=4	R1=1 R2=2	11
	High School Diploma	R1=5 R2=0	R1=3 R2=5	R1=4 R2=9	26
	High School Diploma/Some College/Technical Education	R1=4 R2=0	R1=0 R2=1	R1=2 R2=7	14
	College or Advanced Degree	R1=0 R2=0	R1=1 R2=0	R1=1 R2=2	4
Linguistic Skills	English speakers	R1=2 R2=0	R1=2 R2=2	R1=2 R2=4	12
	Spanish speakers	R1=8 R2=0	R1=8 R2=8	R1=8 R2=16	48
Region of Origin	Mexico	R1=0 R2=0	R1=3 R2=4	R1=5 R2=4	16
	Central America	R1=0 R2=0	R1=1 R2=2	R1=3 R2=2	8
	South America	R1=0 R2=0	R1=4 R2=2	R1=0 R2=2	8
	Puerto Rico	R1=8 R2=0	R1=0 R2=0	R1=0 R2=8	16
	US/Other	R1=2 R2=0	R1=2 R2=2	R1=2 R2=4	12
<u>Total per group</u>		10	20	30	60

Table 1.2: Demographic Profile of Phase 1 Participants

Age¹	N	Percent
18 – 30	R1=13 R2=11	R1=43.33% R2=36.67%
31 – 45	R1=11 R2=15	R1=36.67% R2=50.0%
46 – 55	R1=3 R2=3	R1=10.0% R2=10.0%
56 or older	R1=3 R2=1	R1=10.0% R2=3.33%
Household Size (Number of People)		
1 (Respondent lives alone)	R1=3 R2=0	R1=10.0% R2=0.0%
2 – 3	R1=14 R2=12	R1=46.67% R2=40.0%
4	R1=6 R2=6	R1=20.0% R2=20.0%
5 or more	R1=7 R2=12	R1=23.33% R2=40.0%
Information Not Available	N/A	N/A
Years Residing in the U.S.		
10 Years or Less	R1=20 R2=14	R1=66.67% R2=46.67%
11-20 Years	R1=3 R2=8	R1=10.0% R2=26.67%
> 20 Years	R1=1 R2=2	R1=3.33% R2=6.67%
Entire life (English speakers)	R1=6 R2=6	R1=20.0% R2=20.0%

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

Table 1.3: Phase 1 Results for Recruiting Quotas

Linguistic Skills	N	Percent
English speakers	R1=6 R2=6	R1=20.0% R2=20.0%
Spanish speakers	R1=24 R2=24	R1=80.0% R2=80.0%
Region of Origin		
Mexico	R1=8 R2=8	R1=26.67% R2=26.67%
Central America	R1=4 R2=4	R1=13.33% R2=13.33%
South America	R1=4 R2=4	R1=13.33% R2=13.33%
Puerto Rico, Cuba, DR, Spain	R1=8 R2=8	R1=26.67% R2=26.67%
US/Other	R1=6 R2=6	R1=20.0% R2=20.0%
Educational Attainment		
Less than 5 th grade/No formal education	R1=5 R2=0	R1=16.67% R2=0.0%
No high school diploma/Some formal Education	R1=5 R2=6	R1=16.67% R2=20.0%
High school diploma	R1=12 R2=14	R1=40.0% R2=46.67%
High school diploma with some college/Technical Education	R1=6 R2=8	R1=20.0% R2=26.67%
College or advanced degree	R1=2 R2=2	R1=6.67% R2=6.67%

Informed consent/respondent concerns

All participants signed an informed consent document prior to the cognitive interview. The English and Spanish informed consent forms can be found in *Exhibit E* (Spanish) and *Exhibit F* (English). The same informed consent form was used for Rounds 1 and 2.

Of the 60 respondents, nine people expressed concerns during the informed consent process; five of these were Spanish speakers and four were English speakers. The Spanish speakers expressed concern about providing personal information and about whether the questions would be difficult to answer. One Spanish speaker expressed concern about why the interview was being recorded. A few Spanish speakers appeared to be nervous with relation to

their immigration status and seemed afraid that their participation might have negative consequences for them in the future. The concerns expressed by the four English speakers were related to a desire for more information about the purpose and scope of the study or to wariness about providing personal information. One Spanish speaker from El Salvador expressed curiosity about what his data would be used for, but he did not express any hesitation about participating in the interview.

One English-speaking respondent did not give permission for his interview to be tape recorded, so the interviewer kept handwritten notes on his responses. All other respondents agreed to have their interviews recorded.

There were three respondents (two Spanish speakers and one English speaker) who declined to provide full demographic information on the residents of their households through the course of the cognitive interviews. For example, they gave only the first names of household residents and declined to provide last names or declined to provide their complete address. This was most likely due to concerns about immigration status or privacy.

All participants were paid an incentive payment of \$40 in cash for their participation. All individuals accepted the payment. The English and Spanish interview incentive receipt forms can be found in *Exhibit G* (Spanish) and *Exhibit F* (English). The same incentive receipt form was used for both Rounds 1 and 2 cognitive testing.

3. QUESTION BY QUESTION FINDINGS/RECOMMENDATIONS

Introductory Statements

The first part of the ACS instrument that we administered to respondents consisted of the two introductory statements, INTRO_CP and INTROLET_CP. For Round 1, both of these statements were read to respondents, and respondents were later probed on the wording of INTRO_CP. For Round 2, both statements were read to respondents, and they were then probed on the revised wording of INTRO_CP and INTROLET_CP.

(See **Appendices A, B, C, and D** for copies of the CAPI and CATI protocol guides for Round 1, and see **Appendices K, L, M, and N** for copies of the CAPI and CATI protocol guides for Round 2, as a reference.)

Original Round 1 wording tested

INTRO_CP

<p><i>Buenos días (Buenas tardes). Soy....de [(IF STATESIDE: la Oficina del Censo de los Estados Unidos) (IF PUERTO RICO: del Negociado del Censo de los Estados Unidos)]. [IF CAPI: Ésta es mi tarjeta de identificación (muestre tarjeta de identificación)]. Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense para recopilar información actual sobre la población y vivienda. Tengo algunas preguntas que hacerle. ¿Recibió usted nuestra correspondencia?</i></p>	<p><i>Hello. I'm... from the United States Census Bureau. [IF CAPI: Here is my identification card (show ID card)]. We are conducting the American Community Survey to collect current population and housing information. I have some questions to ask you. Did you receive our mailings?</i></p>
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INTROLET_CP

<p><i>[La Oficina del Censo/El Negociado del Censo] está llevando a cabo esta encuesta para recopilar información actual sobre la población y vivienda. La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos.</i></p> <p><i>Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá en completa confidencialidad.</i></p>	<p><i>The Census Bureau is conducting this survey to collect current population and housing information. I am required by law to tell you that this survey is authorized by Title 13, Sections 141, 193, and 221 of the United States Code.</i></p> <p><i>The average interview takes about 30 minutes. This survey is mandatory and your cooperation is very important. All the information you provide will remain completely confidential.</i></p>
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Round 1 findings:

Response to survey question contained in INTRO_CP:

In response to the question contained in INTRO_CP, 24 respondents answered “no” correctly (since none had received advance mailings) and six people incorrectly responded “yes.” Five of these people were Spanish speakers and one was an English speaker. It should be noted that there may have been some confusion due to the fact that some respondents may have seen written recruiting information about the cognitive interview.

Overall introduction:

When we asked respondents to tell us what this overall statement (including both paragraphs) meant to them, a total of 16 respondents gave good or adequate explanations of what the introduction meant to them. However, in most of those cases not all of the key messages were mentioned by the respondent.

1. Only one person gave a complete explanation that accurately reflected the intended meaning of the introduction along with the question about mailings. This was a Spanish-speaking respondent.
2. Six respondents gave good explanations (including all of the key messages) of the statement but did not mention the question (all Spanish speakers).
3. Nine respondents gave adequate explanations (including most of the key messages) of the statement but did not mention the question (eight Spanish speakers and one English speaker).

Three respondents only repeated the question part of the statement and did not seem to have picked up much else from the introduction (two English speakers, one Spanish speaker). Two respondents specifically said that they thought the introduction was too long and that it contained irrelevant information. They were referring to having heard both INTRO_CP and INTROLET_CP, one after the other (both Spanish speakers).

There were seven respondents, both Spanish and English speakers, who actually expressed an incorrect interpretation of the introduction. Their interpretations included that the interviewer was from a company contacting them to ask for opinions that would help improve a product, that we were interviewing people to open up an agency, that the individual had no obligation to participate but that his/her participation would be appreciated, that we were calling to ask about their vocabulary, or that this was some kind of information-gathering to provide help for immigrants. One respondent said that he could not recall anything that had been said in the introduction, and another said that she did not understand the point of the introduction.

Testing of the phrase: recopilar información/collect information

As a part of our testing, we asked respondents to tell us what the phrase “recopilar información” or “collect information” meant to them. This phrase was not problematic for any of the English-speaking respondents.

However, Spanish speakers exhibited more difficulty. Five of the 24 Spanish speakers said that they were unfamiliar with the word “recopilar.” These respondents were from Puerto

Rico, El Salvador, Mexico and Honduras. Three had completed high school and two had less than a high school education.

Testing of the question about whether respondent had received mailings:

Next we asked respondents to tell us how they had interpreted the question about whether they had received our “mailings” or “correspondencia.” 24 of the 30 respondents seemed to interpret this question as intended. Six people had some difficulty.

All six respondents who exhibited confusion were Spanish speakers. Most of the confusion appeared to stem from either use of the term “correspondencia” for mailings or from the fact that they had not received an advance mailing prior to doing the cognitive interview with us. A couple of people said specifically that they did not understand the term “correspondencia.” The term made one person think of brochures which she assumed would be about the “lifestyle of Hispanics in the US.” Two respondents thought that the term referred to some kind of financial assistance and that we were asking if they had received money. Finally, one person thought that the question was asking if he had received a flyer about doing the cognitive interview.

We asked respondents to provide alternative wording for “mailings/correspondencia” that they thought sounded more conversational or clearer. One English-speaking respondent suggested the term “information.” Spanish-speaking respondents suggested “carta/letter,” “aviso/notice,” “oficio/official government letter,” “mensaje/message,” “invitación/invitation,” or “literatura/literature.”

Testing of the phrase “population and housing/población y vivienda”

The next introductory phrase that we tested with respondents was “population and housing” or “población y vivienda.” In general these terms were not extremely problematic in either language. One English-speaking respondent interpreted the term “housing” as referring only to property that is owned (as opposed to property that is rented). One Spanish-speaking respondent from Mexico with a high-school-level education said that he did not understand the terms at all. Respondents gave no suggestions for rewording this phrase in either language.

Round 1 Recommendations (INTRO_CP and INTROLET_CP):

- **Length of introduction:** On the whole, most respondents do not seem to be absorbing the entire message contained in the introduction. This is probably due to the length of the statement when they hear INTRO_CP and INTROLET_CP one after the other and the

fact that the lengthy text is being read aloud to them. There is also some high level language used, particularly in Spanish. We recommended shortening the introduction if possible and making it more conversational.

- **Spanish terminology changes:** We recommended using a term other than “recopilar/compile” for “collect” in Spanish. Terms that would be more understandable to the average respondent include “obtener/obtain,” “reunir/gather,” “juntar/gather,” “conocer/find out,” “conseguir /obtain.”
- We recommended using a term other than “correspondencia/correspondence” as a translation for “mailings.” We believe that either “cartas/letters” or “avisos/notices” would work better for a larger cross-section of respondents. Another alternative would be to include a longer phrase: la información que le enviamos por correo/the information that we sent you by mail. This recommendation applies only to the Spanish version.
- Previous research has shown that respondents tend to understand the adjective “confidential” better than the noun “confidentiality” in both English and Spanish and some decennial census materials have been changed accordingly. Note that this introduction contains the adjective “confidential” in English and the noun “confidencialidad” in Spanish. We recommend changing the Spanish version to the adjective form (see below). (Caspar, et al, 2007; Landreth, et al., 2007).
- Previous research has shown that Spanish and English-speaking respondents do not react well to hearing the list of title numbers (Caspar, et.al, 2007; Goerman et.al, 2007; Landreth, et.al, 2008). We recommend that the section numbers not be read aloud to respondents in CAPI mode but rather handed to them in a letter as is done in some census materials.

New recommended wording to test:

INTRO_CP (Changes from the original in bold)

<p><i>Buenos días (Buenas tardes). Soy... [de la Oficina del Censo/del Negociado del Censo] de los Estados Unidos. [IF CAPI: Ésta es mi tarjeta de identificación (muestre tarjeta de identificación)].</i> <i>Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense para reunir información actual sobre la población y vivienda.</i> <i>Tengo algunas preguntas que hacerle. ¿Recibió usted la información que le enviamos por correo?</i></p>	<p><i>Hello. I'm... from the United States Census Bureau. [IF CAPI: Here is my identification card (show ID card)].</i> <i>We are conducting the American Community Survey to collect current population and housing information.</i> <i>I have some questions to ask you. Did you receive our mailings?</i></p>
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INTROLET_CP

<p><i>[La Oficina del Censo/El Negociado del Censo] está llevando a cabo esta encuesta para <u>reunir</u> información actual sobre la población y vivienda. [READ IN CATI ONLY: La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos.]</i></p> <p><i>Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá completamente confidencial.</i></p>	<p><i>The Census Bureau is conducting this survey to collect current population and housing information. [READ IN CATI ONLY: I am required by law to tell you that this survey is authorized by Title 13, Sections 141, 193, and 221 of the United States Code.]</i></p> <p><i>The average interview takes about 30 minutes. This survey is mandatory and your cooperation is very important. All the information you provide will remain completely confidential.</i></p>
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INTRO_CP

Round 2 Wording Tested (Changes from original in bold)

<p><i>Buenos días (Buenas tardes). Soy....de [(IF STATESIDE: la Oficina del Censo de los Estados Unidos) (IF PUERTO RICO: del Negociado del Censo de los Estados Unidos)]. [IF CAPI: Ésta es mi tarjeta de identificación (muestre tarjeta de identificación)]. Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense/de Puerto Rico para obtener información actual sobre la población y vivienda. Tengo algunas preguntas que hacerle. ¿Recibió usted la información que le enviamos por correo?</i></p>	<p><i>Hello. I'm... from the United States Census Bureau. [(IF CAPI: Here is my identification card (show ID card)]. We are conducting the American Community Survey to collect current population and housing information. I have some questions to ask you. Did you receive our mailings</i></p>
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INTROLET_CP

Round 2 Wording Tested (Changes from original in bold)

<p><i>[La Oficina del Censo / El Negociado del Censo] está llevando a cabo esta encuesta para obtener información actual sobre la población y vivienda. La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos.</i></p> <p><i>Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá completamente confidencial.</i></p>	<p><i>The Census Bureau is conducting this survey to collect current population and housing information. I am required by law to tell you that this survey is authorized by Title 13, Sections 141, 193, and 221 of the United States Code.</i></p> <p><i>The average interview takes about 30 minutes. This survey is mandatory and your cooperation is very important. All the information you provide will remain completely confidential.</i></p>
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Round 2 Findings:

Response to survey question contained in INTRO_CP:

The introductory statement asks the question: “*Did you receive our mailings?*”/ *¿Recibió usted la información que le enviamos por correo?* None of our respondents had been sent any mailings prior to participating in the cognitive interview, so they all should have responded “no” to this question. On the whole English speakers tended to answer the question correctly, saying “no.” Many Spanish speakers said “yes” even though they had not received any mailings. This was true in 13 cases. In nine cases, Spanish speakers said “no” correctly.

In other cases, respondents said something other than yes or no or did not answer the question. It seems that some respondents will say yes, even when they have not received the mailings. We think that this is not a large problem as long as that question is largely conversational and does not affect the information that the respondent will be given by the interviewer.

Respondents’ overall understanding of the introduction:

On the whole, respondents did seem to understand the specific messages within the introductory statement (including both INTRO_CP and INTROLET_CP), especially when probed about them individually. However, because the message is quite long, respondents did not seem to retain every aspect of it and when asked about the longer message in its entirety, different respondents picked up on different components.

On the whole, when asked about the meaning of the overall introduction, including both INTRO_CP and INTROLET_CP, respondents mentioned different aspects of it, such as the question about the mailings, the showing of the interviewer’s ID card, the idea of collecting data, the idea that the survey is mandatory or that it takes 30 minutes. Nobody brought up the Title numbers, so it seemed as though they may not have focused on that as much as the rest of the message.

A potentially serious issue that came up in two stateside Spanish interviews was that some respondents interpreted the name of the American Community Survey (Encuesta sobre la Comunidad Estadounidense) in an unintended manner, as referring only to American citizens. One person said that he wasn’t sure if he was included because he is not “americano”. Another respondent brought up a more serious potential problem, saying that she interpreted the survey to be something that would ask about her legal status in the country. She said: “La primera pregunta menciona la palabra ciudadanos estadounidenses. A uno le hace pensar, Oh, yo no soy Estadounidense, entonces me preguntan sobre mis papeles, si soy legal o no soy legal.” (The first question mentions the words citizens from the United States and it makes us think, Oh, I’m not from the United States, so they’re asking me about my legal status.) Note that the survey name is not something that we probed on but two respondents brought the

issue up on their own. It may be that more respondents would express a similar interpretation if we specifically probed on the survey name.

Testing of the phrase: “obtener información”/”collect information”

On the whole, both Spanish- and English-speaking respondents interpreted the terms “collect” and “obtener” as intended. They seemed to interpret the terms in a parallel fashion and we did not find any problems with either term.

Testing of the question: “¿Recibió usted la información que le enviamos por correo?” / “Did you receive our mailings?”

On the whole, respondents seemed to understand this question as intended. English speakers did not report any unintended understandings; however, one English speaker said that he did take this question as a sort or rebuke for not having responded or filled out the form earlier.

There seemed to be a bit of confusion on the part of a few Spanish-speaking respondents but this was probably because they had not received any mailings and did not know what we were asking about. For example, one respondent said that she interpreted the question to be referring to “papers from the state.” This does not seem to be a problem that would warrant any additional editing of the question.

One issue we would like to note is that many Spanish speakers answered this question affirmatively even though we had not sent them any mailings prior to the cognitive interview. When asked why they had said “yes,” respondents said things like “I was thinking of important papers from the state” and they sometimes described thinking about other papers they had received. If this question is purely conversational and does not impact the messages a respondent will hear later (or any skip patterns), this does not seem to pose a problem.

Testing of the phrase “completamente confidencial”/”completely confidential”

Respondents from both language groups seemed to understand this statement as intended. In addition, their understanding was similar across languages.

Final Recommendations

Overall introductory statements:

- Respondents are picking up on different parts of the introductory statement and may not be focusing on all points. This may be due to the long length of the statement. Consider whether the introductory statement (two paragraphs combined) needs to be as long as it is. Are there any messages that can be removed? The Title and Section numbers seem to be something that did not catch respondents’ attention. That might be something you could consider removing. We would recommend that you do the same thing in English and Spanish.

Collect/obtener información:

- The change from the Round 1 term “recopilar” to the term “obtener” (for collect) in Spanish seems to have been successful. We recommend going forward with that change in the instrument. No changes recommended for English.

**The question: “¿Recibió usted la información que le enviamos por correo?” /
Did you receive our mailings?”**

- Based on these interviews, the new Spanish wording seems to be working better than the original. We recommend going forward with the change. No changes recommended for English.

The phrase “completamente confidencial”/”completely confidential”

- Changing the grammatical structure in Spanish seems to have been a success. We recommend going forward with this change in Spanish. No changes recommended for English.

INTRO_CP (final recommended wording, changes from original in bold: Go forward with all new Spanish wording)

<p><i>Buenos días (Buenas tardes). Soy....de [(IF STATESIDE: la Oficina del Censo de los Estados Unidos) (IF PUERTO RICO: del Negociado del Censo de los Estados Unidos)]. [IF CAPI: Ésta es mi tarjeta de identificación (muestre tarjeta de identificación)]. Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense/de Puerto Rico para obtener información actual sobre la población y vivienda. Tengo algunas preguntas que hacerle. ¿Recibió usted la información que le enviamos por correo?</i></p>	<p><i>Hello. I'm... from the United States Census Bureau. [IF CAPI: Here is my identification card (show ID card)]. We are conducting the American Community Survey to collect current population and housing information. I have some questions to ask you. Did you receive our mailings</i></p>
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INTROLET_CP (final recommended wording: Go forward with all new Spanish wording: Consider whether the sentence in bold could be dropped and/or included in a mailing or handout instead of being read aloud to the respondent)

<p><i>[La Oficina del Censo / El Negociado del Censo] está llevando a cabo esta encuesta para obtener información actual sobre la población y vivienda. La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos.</i></p> <p><i>Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá completamente confidencial.</i></p>	<p><i>The Census Bureau is conducting this survey to collect current population and housing information. I am required by law to tell you that this survey is authorized by Title 13, Sections 141, 193, and 221 of the United States Code.</i></p> <p><i>The average interview takes about 30 minutes. This survey is mandatory and your cooperation is very important. All the information you provide will remain completely confidential.</i></p>
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Residential Unit Information

The second part of the ACS instrument that we administered to respondents consisted of questions designed to elicit information regarding the respondents' places of residence.

Respondents were asked the survey questions and then probed on their interpretations of the response options. The first question of the section, ADRSVER_CP, asks the respondent to verify his or her address. All respondents had been asked to provide the cognitive interviewers with their addresses just prior to beginning the administration of the survey questions. Cognitive interviewers inserted the respondent's address into the question wording.

ADRSVER_CP

Original Round 1 wording

<i>Necesito verificar la dirección donde se encuentra esta unidad. ¿Es su dirección: < REFER TO ANSWER CHART AND READ EVERY COMPONENT OF THE ADDRESS: STREET NUMBER, STREET NAME, APT. #, CITY, STATE, AND ZIP CODE.></i>	<i>I need to verify the address where this unit is located. Is this address: < REFER TO ANSWER CHART AND READ EVERY COMPONENT OF THE ADDRESS: STREET NUMBER, STREET NAME, APT. #, CITY, STATE, AND ZIP CODE ></i>
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(See **Appendices E and F** for copies of the Answer Chart used to keep track of respondent answers to key questions throughout Rounds 1 and 2.)

Round 1 Findings:

This question was administered just for contextual purposes but it was not formally tested in Round 1. No apparent problems arose with the administration of the question in Round 1.

Round 1 Recommendations:

There were no recommendations based on Round 1 testing.

Round 2 wording (same as Original Round 1 wording)

<i>Necesito verificar la dirección donde se encuentra esta unidad. ¿Es su dirección: <fill with address information></i>	<i>I need to verify the address where this unit is located. Is this address: <fill with address information></i>
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Round 2 Findings:

This question was again administered just for contextual purposes in Round 2. All respondents had provided us with their addresses just prior to beginning the administration of the

survey questions and cognitive interviewers inserted the respondent’s address into the question wording. So the answer should have been yes in all cases. All respondents did answer yes to the question, as expected, and we did not probe respondents about any of the terms.

Despite the fact that we did not ask respondents any probing questions, a small number of respondents asked for clarification on the word “unidad” or “unit” in both languages. Some people just commented that the term sounded “awkward” or unnatural, while one Spanish speaker actually did not understand the question because of that term and needed to ask for clarification before she could respond.

Round 2 Recommendations (ADRSVER_CP):

- Consider whether an alternative term to “unit” and “unidad” might be used in this question in both English and Spanish. Our Round 1 Findings: pointed out that this same term was problematic in the original versions of some other questions (TYPUNT_CP, ACCESS_CP, and NOACCESS) and we reworded them to avoid use of that term (in addition to attempting to correct other problems) prior to Round 2 testing. Consider whether the same thing might be done in this question. We do not believe this to be a crucial change since even the respondents who expressed discomfort with the term were able to answer the question correctly. If the term “unidad” is changed in other questions, we recommend doing the same here for consistency purposes.

New recommended wording

ADRSVER_CP (new recommendation)

<i>Necesito verificar su dirección. ¿Es su dirección <ADDRESS>?</i>	<i>I need to verify your address. Is your address: <ADDRESS>?</i>
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TYPUNT_CP

Original Round 1 wording tested

<i>¿Qué tipo de unidad es ésta?</i> 1. Residencia privada 2. Negocio solamente 3. Alojamiento de Grupo	<i>What type of unit is this?</i> 1. Private Residence 2. Business Only 3. Group Quarters
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Round 1 findings:

Response to survey question

In response to the question contained in TYPUNT_CP, 23 respondents chose the private residence option. Three respondents mistakenly chose the group quarters option. One was an English speaker and two were Spanish speakers. The respondents who mistakenly answered the question had all misunderstood the response option “Group Quarters.” This would have skipped them out of the rest of the survey.

Five additional respondents, all of them Spanish speakers, chose options other than those in the question. One of these respondents said “casas/ houses,” another person said “residencia pública/ public residence,” another person said “apartamentos/ apartments” and a final person said “es una casa townhouse/ its a townhouse.” A final respondent said “alojamiento, nada mas / just a lodging.” This respondent was referring to an apartment complex. Note that this response could have been mistaken for “Group Quarters” currently translated as “Alojamiento de grupo.”

Testing of the term “unidad / unit”

Spanish-speaking respondents had a great deal of trouble with the term “unit” in this question. Many people mentioned that the term has multiple meanings. It can mean either “unit” or “unity.” A very common interpretation was to think of this concept as a grouping of things that were “united” or together. Many people talked about apartment or condo complexes, large buildings, or neighborhoods that contained separate housing units. This happened in nine cases. Almost all of these people felt that the term referred specifically to a group of apartments units in a complex: for example, one respondent said “Unidad es como un conjunto de apartamentos o de habitaciones que pertenecen a un solo edificio/ Unit is like a group of apartments or rooms that belong to only one building.” However, a few other Spanish speakers emphasized the opposite meaning, saying that unit means one thing alone, for example: “Unidad es uno. O sea una sola cosa, un solo sitio / Unit is one. I mean just one thing, only one place.”

Some people expressed other, incorrect ideas of the meaning of the word “unidad.” One person talked about the idea of a labor union or a company and another talked about a storage unit. This same person said that the term sounded to him like it was referring to a “product” of some sort. Three additional Spanish speakers said that they did not understand the word unidad at all or that it was confusing. One English speaker expressed confusion when she heard the term “unit.” She said that she had not understood the question prior to hearing the response options but that she was able to answer it once she had heard the three options. She also said that she had

most often heard of this term in mathematics. Another English speaker said that she thought that “unit” referred to an apartment. Keep in mind that there was a very small overall number of English-speaking respondents in the study (only six people).

Testing of the term “residencia privada / private residence”

When asked about their interpretations of this term, eight respondents did not interpret this phrase as intended. Two were English speakers and six were Spanish speakers. The English speakers interpreted private residence to mean that a person owns a property or house as opposed to renting it. The Spanish speakers expressed a few different interpretations. First of all, three people said that the term residencia made them think of a mansion or large home or estate with no other buildings nearby. Two Spanish speakers expressed the idea that this would refer to a rented place. One of these people said it means that the place “has an owner but it’s not mine.” The other person said that the term made him think of a rented place within a gated community (private). Finally, one Spanish speaker said that the term made her think that it was referring to the fact that she must have “another house” somewhere.

Testing of the term “Negocio solamente/ Business only”

When asked the question TYPUNT_CP, no respondents mistakenly chose this response option. However, two Spanish speakers and one English speaker expressed confusion when they heard it. One English speaker and one Spanish speaker thought that the response option was trying to find out if they had a business inside their home (not whether this was only a business with no living quarters inside). The third person, a Spanish speaker, said that he did not understand the response option at all.

Testing of the term “Alojamiento de grupo/ Group quarters”

This response option was an extremely problematic term in both English and Spanish. Only one Spanish-speaking respondent expressed a definite and clear understanding that showed he was interpreting the meaning as the Census Bureau intended. This was a 35-year-old male high school graduate from Puerto Rico. He said: “It’s like a shelter. A large number of people together in a house, like a dormitory.”

There were four additional Spanish speakers who gave descriptions that were not incorrect but did not demonstrate clearly that they understood the Census Bureau’s overall intended definition. These were:

1. “A place where several people live and they give them lodging.”
2. “Como un hospedaje: like a lodging/accommodations.”
3. “Como un albergue, una posada/ like a shelter, an inn.”
4. “Like a place where a number of people live who are not directly related.”

All six English speakers interpreted “group quarters” incorrectly. Their interpretations were:

1. “An apartment, a place that several groups share, like a building”
2. “Multiple family housing”
3. “That’s probably a bunch of college kids living together”
4. “More than one person stays there”
5. “I don’t know what that is”
6. “That, I don’t know. I was a little confused about that because I live with roommates and I wasn’t sure if my apartment was group quarters”

The 19 Spanish speakers who interpreted the term “group quarters” incorrectly showed a number of different misinterpretations:.

1. “I have no idea; I don’t understand” (four people said this).
2. “An apartment, house or condominium.”
3. “Whether I share a house with other people”
4. “Like a duplex or a house where a number of families live together”
5. “Like a house where people from different places stay for this or that reason. They would come and go as they please” (This person is probably imagining migrant workers from other countries who travel for jobs).
6. “Housing for a large family”
7. “It’s like a vivienda (dwelling) but for lots of people.”
8. “If I rent with someone else”
9. “When someone invades a place that isn’t their own, when they evict someone else”
7. “A building with apartments of different types. A neighborhood”
8. “Grupo que están unidos. Pueden ser de personas, casas o negocios”/ A group that’s united, tied together. They could be of people, houses or businesses.”
9. “Like a building that has four different apartments. It’s a “unidad privada”/ (private unit) but it’s in a group.”
10. “For example, I see that a lot here in the churches, lodgings when they do exchanges, they go from one church to another in some village and they have lodgings for groups, for example, four people.”

Round 1 Recommendations (TYPUNT_CP):

Unidad/unit

- Because there was so much confusion with regards to the term “unidad/unit” in Spanish, we recommend replacing it with the term “local/ premises” or “lugar/place”. These are both more common and lower level terms than unidad, which seems to be too literal a translation.
- Consider whether “unit” is the best term to use in English or whether there’s a better term to use. One suggestion is “place.”
- Another option would be to simplify the question stem and ask simply, “Is this a...(see Option 2 below).
- A third alternative is to ask “Is this address a...” (see Option 3 below).

Residencia privada/private residence

- The term “private” seems to be causing problems in both English and Spanish, making people think either of ownership or of seclusion/privacy. This may cause confusion in the case of a rented house or apartment.
- In Spanish the term “residencia” causes some people to think of a mansion or large home as opposed to the average house.
- If you would like to maintain the concept of “private” in this response option, we recommend the term “particular” in Spanish as opposed to “privada.” However, we do want to emphasize that this could still be interpreted as meaning privately owned.
- Consider eliminating the word “private” from the response option in both languages.
- Consider replacing the word residencia in Spanish with the more commonly used term: “vivienda,” meaning dwelling or living space.

Negocio solamente/Business only

- Regarding the “Business only” option, most respondents did not exhibit confusion but a small number of people thought that we were asking whether there was a business inside their home. Consider rewording this option by adding (not a residence / no una vivienda) in parenthesis (see below).

Alojamiento de grupo/Group quarters

- Respondents of both language groups overwhelmingly misinterpreted this category. Note that this is a serious problem because we do have evidence that misinterpretations are leading people to mistakenly choose this option when they actually live in a private residence. Without interviewer intervention and probing, this response would skip them out of the rest of the interview.
- We recommend that this category be reworded to something like “Viviendas institucionales / institutional dwellings” or “institución residencial/ residential institution.” At a minimum, we should replace the word alojamiento in Spanish, which is extremely high level and not conversational.
- Another alternative is to supplement the term with examples to make the intended meaning clear to respondents in both languages. For example, we could say “Group Quarters such as college dormitories and nursing homes. (This is the wording currently listed in a Decennial FAQ for 2010). The ACS may want to consider which examples are most appropriate, but it should be noted that testing of a variety of Group Quarter types in Spanish in a recent project has shown major misunderstandings of many of the currently used Spanish translations (Goerman, et.al, 2008).

New recommended wording for Round 2 testing:

OPTION 1: TYPUNT_CP

<i>¿Qué tipo de lugar es éste?</i> <i>1. Una vivienda</i> <i>2. Un negocio solamente (no una vivienda)</i> <i>3. Una vivienda institucional (o institución residencial), tal como un dormitorio universitario o un hogar de convalecientes</i>	<i>What type of place is this?</i> <i>1. Residence</i> <i>2. Business Only (not a residence)</i> <i>3. Institutional Group Quarters (or residential institution) such as a college dormitory or nursing home</i>
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**OPTION 2:
TYPUNT_CP**

<p><i>¿Es ésta lugar:</i></p> <ol style="list-style-type: none"> 1. <i>Una vivienda</i> 2. <i>Un negocio solamente (no una vivienda)</i> 3. <i>Una vivienda institucional de grupo, tal como un dormitorio universitario o un hogar de convalecientes?</i> 	<p><i>Is this place a:</i></p> <ol style="list-style-type: none"> 1. <i>Residence</i> 2. <i>Business Only (not a residence)</i> 3. <i>Institutional Group Quarters such as a college dormitory or nursing home?</i>
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**OPTION 3:
TYPUNT_CP**

<p><i>¿Es este domicilio:</i></p> <ol style="list-style-type: none"> 1. <i>Una vivienda</i> 2. <i>Un negocio solamente (no una vivienda)</i> 3. <i>Una vivienda institucional de grupo, tal como un dormitorio universitario o un hogar de convalecientes?</i> 	<p><i>Is this address a:</i></p> <ol style="list-style-type: none"> 1. <i>Residence</i> 2. <i>Business Only (not a residence)</i> 3. <i>Institutional Group Quarters such as a college dormitory or nursing home?</i>
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Round 2 Findings:

Rather than testing a revision to the wording of TYPUNT_CP in Round 2, the project sponsor asked us to test a series of existing questions that they felt would address the problems seen in TYPUNT_CP. These variables were RESNUM followed by TYPPLC, which would result in a skip pattern depending on how the respondent answered the original question..

RESNUM

Original question wording

<p><i>¿Es [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] una vivienda privada?</i></p>	<p><i>Is [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] a private residence?</i></p>
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Round 2: Modified wording tested

<p><i>¿Es [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] una vivienda particular?</i></p>	<p><i>Is [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] a private residence?</i></p>
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Round 2 Findings:

This question was added to Round 2 testing in an attempt to resolve some issues that had arisen with the term “residencia privada” during Round 1 testing of Question TYPUNT_CP.

Many respondents, both Spanish and English speakers, had difficulty with the term “private/particular” in Round 2 testing. All six English speakers said yes, which was the correct answer because they all lived in houses or apartments. However, only one of them had interpreted the question as intended, to mean “Do you live in a private residence as opposed to a business or group quarters?” Three of the other five respondents interpreted the question to be asking whether they privately owned their homes.

One person thought the question referred to whether he lived in a single family home that was detached from all other homes. One final English-speaking respondent said that although he had said yes, he didn’t understand the term “private residence” very well. He said it made him think of something “not state-owned.” When asked what he meant, he said “not on a listing” like when “some people want to be private, so they don’t want their address posted.”

Of the 24 Spanish speakers, 6 people mistakenly said “no” to the question, which was an incorrect response. These people did live in what the Census Bureau considers to be “private residences,” either apartments or other rented dwellings, like houses. Note that the “no” response would send them down the wrong path in the instrument if the interviewer did not catch the mistake by observing the type of household (in CAPI). This wording would require interviewers to very clearly understand the question intent so that they could correct respondent errors of this type. This could be a stronger problem in CATI interviews where the interviewer can’t see the respondent’s home.

Of the 11 Spanish speakers who correctly said “yes” to the question, only four had interpreted it correctly, to be asking if one lived in a house, apartment or mobile home. The other seven interpreted it as referring to whether the respondent owns the place as opposed to renting it. The word “particular” seemed to be interpreted this way a bit more often than the word “private” but note that both terms had the same unintended connotation for respondents. Some Spanish speakers indicated that they had answered “yes” but did not feel that they understood the question very clearly. Other Spanish speakers said they thought that “particular” referred to a house being separate from other houses or not connected to them. Similarly,

one respondent said that to her “particular” meant “Que tiene un acceso directo de la calle. Es decir una puerta con un número definido...que puede recibir directamente a las personas de la calle o correo.” (That it has direct access from the street. That is a door with a particular number...that can receive people directly from the street or mail directly to the house.)

Four Spanish speakers provided a response that did not correspond to the yes or no response options, saying “es una vivienda de renta” (it’s a rented dwelling), es apartamento (it’s an apartment) or saying “propia” (owned). Note that these response options also correspond to the mistaken interpretation discussed above, that we are asking about whether the respondent owns or rents his/her home.

Finally, there were four Spanish speakers who were unable to answer the question at all, saying “I don’t know” or venturing a guess such as “it’s an apartment?” but then saying “I don’t know.”

Round 2 Recommendations:

- The terms “private” and “particular” appear to be causing serious problems in both languages and we would recommend omitting them from the question if possible. If asking whether this is a residence where people live is desired, we recommend something like: “is ADDRESS a residence?” (Es ADDRESS una vivienda?). If there is a concern about respondents distinguishing between a private residence and a GQ, it might be best to say: “Is ADDRESS a house, apartment or mobile home?”
- You might consider adapting a variation of the wording currently being proposed by RTI for the American Housing Survey for the variable HTYPE
Current wording:
¿Es [ADDRESS/vivienda] una casa, un apartamento, una casa móvil o remolque, o algún otro tipo de vivienda?
Is [ADDRESS/home] a house, an apartment a manufactured/mobile home, or some other type of residence?
- This would probably need to be revised slightly since the ACS is trying to distinguish between housing units, businesses and GQs. We recommend something like:

RESNUM (Recommended rewording based on Round 2 testing)

<p><i>¿Es [ADDRESS, STREET NUMBER AND STREET NAME ONLY] una casa, un apartamento, o una casa móvil?</i></p> <p>1 <i>Sí</i></p> <p>2 <i>No</i></p>	<p><i>Is [ADDRESS, STREET NUMBER AND STREET NAME ONLY] a house, an apartment or a mobile home?</i></p> <p>1. <i>Yes</i></p> <p>2. <i>No</i></p>
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- Note that before it was cancelled earlier this year, the NRFU handheld instrument developed for the 2008 dress rehearsal in the Handheld computer was to contain the questions below. For CAPI, the interviewer was to record whether the unit was a house, apartment or mobile home and in CATI this question was to be asked of respondents over the telephone.

CAPI

Select the type of housing unit at <FU_ADDRESS> from the following list.

(16, v1.0, 01/16/2008)

- house
- apartment
- mobile home
- 1-house
- 2-apartment
- 3-mobile home
- 91 Don't Know
- 92 Refused

CATI

Is this a house, apartment, or mobile home?

- house
- apartment
- mobile home
- 1-house
- 2-apartment
- 3-mobile home
- 91 Don't Know
- 92 Refused

TYPPLC

Round 2 Wording tested (New Wording tested):

<p><i>¿Qué tipo de lugar es éste?</i></p> <p>1. <i>Negocio solamente</i></p> <p>2. <i>Vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos y convalecientes</i></p>	<p><i>What type of place is this?</i></p> <p>1. <i>Business Only</i></p> <p>2. <i>Group Quarters, such as a college dormitory or nursing home</i></p>
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Round 2 Findings:

Response to survey question contained in TYPPLC:

Due to skip patterns in the previous question, RESNUM, only 10 respondents were asked this Question in Round 2. These were all Spanish speakers and all of them had mistakenly gone down the wrong path because they should have said “yes” to RESNUM (about whether they lived in a “private residence”) but they either said “no” or something other than “yes” or “no” to RESNUM.

The respondents were initially read the question stem without hearing the response options. They were only read the response options if they were unable to answer the question without them. In response to this question, almost all of the Spanish speakers who heard it replied “It’s an apartment” or “It’s an apartment complex.” This showed that they should not have gone down this path, since apartment dwellers were expected to respond “yes” to the question of whether they lived in a “private residence.”

A particularly good example of the difficulty respondents faced when answering this question because of going down the wrong path came in interview GM18NC. When the respondent first heard the question, her response was: “¿Qué tipo de lugar es la urbanización? ¿Qué tipo de lugar...? No entiendo.” (What type of place is the urbanization? What type of place...? I don’t understand.) After hearing the question repeated along with the answer choices she was still confused. Later she told the interviewer: “Yo pensé que me estaban preguntando si era una propiedad como apartamento o una comunidad urbanización, ‘subdivision’ en inglés.” (I thought it was asking if the property was like an apartment or urbanization community, or ‘subdivision’ in English.)

Respondents’ overall understanding of the question:

After administering the survey questions using the regular skip patterns, all 30 respondents were asked about their interpretation of this question, whether or not they been asked the

question about their personal situation. They were first asked for their interpretation of just the question stem with no response options. Only four respondents exhibited a clear understanding of the question by itself. These were three Spanish speakers and one English speaker. One additional person (an English speaker) gave an interpretation of the overall question that seemed correct but that was incomplete, saying: “It must be a public area.” She went on to say that she felt the question was vague and that she needed more information to understand what it was asking. She recommended that we be more specific and give examples.

Of the respondents who interpreted the overall question (without response options) incorrectly, the English speakers made guesses as to what the question might be asking about, such as: “Who owns it? Or, description?”

Spanish speakers who interpreted the question incorrectly showed three main misinterpretations. First, a number of people interpreted this question to have a negative connotation. They interpreted “¿Qué tipo de lugar es éste? (What type of place is this?) as an “indiscreet” or rude question. They thought we were asking “what kind of neighborhood is this?”, “Is it a good or bad place to live?” or “Is it far away where people don’t like to live?” Secondly, a number of Spanish speakers thought this question was asking whether they shared a room with another family, whether it was a “shelter” or whether it was a place “shared with others.” The third type of misunderstanding involved thinking that the question was asking whether the place was rented or owned. This probably follows from people’s misinterpretations of RESNUM, the previous question.

Testing of the term “negocio solamente” / “business only”

After the respondents provided us with their interpretation of the question without having

heard the response options, the response options were read to them and they were asked to give

their interpretation of each category.

On the whole “negocio solamente” / “business only” was understood as intended by most respondents. Almost all of the English speakers understood it as intended; however, one English speaker misinterpreted the response option to mean, a “business, possibly a hotel, somebody that works for some sort of corporation is given an area to live, but they do not have ownership to that area.” When asked if she could give an example she included examples that focused on places where people stay, like a hotel and other rental properties. This respondent seems to have interpreted the question to be referring to a place where someone both lives and works.

In general, the Spanish speakers who misinterpreted this response option had the same mistaken impression. This happened in 9 of the 24 Spanish cases. The respondents thought that the question was asking whether one has a business inside one’s home. This could be problematic if someone who has a business in his/her home chooses this option in the field because that would skip him/her out of the rest of the interview. If the Census Bureau only wants to capture addresses that are not residential with this question, it’s possible that a case would be erroneously dropped, especially in CATI interviews where the interviewer is not able to see the type of place located at the address.

Testing of the term “vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos y convalecientes” / group quarters, such as a college dormitory or nursing home”

After the respondents provided us with their interpretation of the question without having heard the response options, the response options were read to them and they were asked to give their interpretation of each category. Six of the 30 respondents interpreted the term “vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos y convalecientes” / group quarters, such as a college dormitory or nursing home” as intended by the Census Bureau. Of these respondents two were English speakers and four were Spanish speakers. Respondents

talked about things such as a “shared area possibly each individual has their own private area but they share bathrooms, kitchen and other services.”.

There were seven additional Spanish speakers and two English speakers who seemed to have interpreted the term as intended but who only provided a partial definition or who focused on only one of the examples that was given and could not provide another examples or ideas of what a GQ might be. In these cases it was sometimes questionable as to whether the respondents would be able to extrapolate other types of GQs to the term “group quarters.” It was also questionable as to whether they might consider living arrangements that the Census Bureau does not consider to be GQs to belong to this category. These respondents said things like: English: “It’s a place that a lot of people occupy.” This maybe a correct interpretation but it is unclear if the respondent would also place groups of roommates into this category. A Spanish example of this type is: “students living in a University community.” While this is correct in terms of a college dorm, it’s unclear whether the respondent would classify other types of GQs correctly.

There were 13 respondents who interpreted the response option incorrectly despite the addition of the examples to the Round 2 wording. These were mostly Spanish speakers but one English speaker fell into this category. (Two final respondents were unable to provide an answer as to what the term meant to them). Of the respondents who misinterpreted the term, the English speaker said: “Multifamily housing, public housing.” Spanish speakers who interpreted the term incorrectly often interpreted the term to be referring to groups of roommates living together or non-family housing. For example, one respondent described this type of housing as: “groups of immigrants who rent or buy a place and share it with many others, like subleasing.” Similarly, other respondents focused on apartment living with groups of people, sometimes specifying that it has to be “more than 8-10 people” or that it would be “different families living together.” One person talked about living in a mobile home with roommates.

Two Spanish speakers had trouble with the terms used in the examples. One woman did not understand “convalecientes” (convalescents) and this made it impossible for her to answer the question without asking for clarification. This was a less-than –high-school educational level woman from Mexico. “Convalecientes” (convalescents) is a much higher level term than the English “nursing” and may pose a problem for other low literacy respondents.

Another man said that the term “dormitorio” (dormitory) sounded like a bedroom and this was incorrect, and he did not provide an answer. Finally, one Spanish speaker thought that this response option sounded like a “place where you work and not a dwelling.”

Round 2 Final Recommendations:

- One key goal should be to keep respondents from mistakenly skipping into this question if they live in a “private residence.” It will be important to look at RESNUM and TYPPLC together as a series in terms of revisions.
- None of our respondents should have heard this question, and these people initially faced difficulty when hearing the question stem with no response options: “What type of place is this?/ ¿Qué tipo de lugar es éste?” Without the response options, some Spanish speakers heard this as an offensive question, asking “do you live in a good or bad neighborhood?” We recommend rewording the question stem or making the response options required reading (or possibly both).
- Regarding the response options, a number of Spanish speakers interpreted “negocio solamente” (Business only) to be referring to a business in the home. This may be because they are thinking of their own situations and the fact that they’re being interviewed about their home addresses and can’t imagine a different situation (a logical assumption since they should not have heard this question).
- Although the addition of examples seems to have helped, the Group Quarters option was still misunderstood by many respondents. We recommend adding a term such as “institutional” to the phrase in both languages to avoid respondents thinking of groups of roommates living together in an informal situation. This seems slightly more important in Spanish than English as the term “Group Quarters” may sound a bit more official in English than does “Vivienda colectiva” in Spanish.

- Because “convalecientes” (convalescents) is a higher literacy level term in Spanish than “nursing” in English, we recommend that a few other options be considered to replace hogar de ancianos y convalecientes:

1. Hogar de ancianos y convalecientes. Adopt the new term but realize that some lower education level respondents may not know the term convalecientes
2. Hogar de convalecencia (nursing home): Go back to the old translation but add “nursing home” in English in parenthesis, as many Spanish speakers seem to understand this term in English, and many may have only come across this type of institution in the U.S.
3. Hogar para personas mayores (or asilo para personas de tercera edad): (Home for elderly people)
Eliminate the reference to convalescence and refer only to elderly people in Spanish as this maybe more parallel to the way that English speakers understand the term “nursing home”

- If RESNUM is revised to read:

RESNUM (recommended rewording)

<i>¿Es [ADDRESS, STREET NUMBER AND STREET NAME ONLY] una casa, un apartamento, o una casa móvil?</i>	<i>Is [ADDRESS, STREET NUMBER AND STREET NAME ONLY] a house, an apartment or a mobile home?</i>
<i>1 Sí</i>	<i>2. Yes</i>
<i>2 No</i>	<i>2. No</i>

If No, skip to TYPPLC

TYPPLC could then be reworded to read:

TYPPLC (recommended rewording)

<i>¿Qué tipo de lugar es éste? (READ RESPONSE OPTIONS ALOUD TO ALL R'S)</i>	<i>What type of place is this? (READ RESPONSE OPTIONS ALOUD TO ALL R'S.)</i>
<i>1. Un negocio (y no una vivienda)</i>	<i>1. A Business (and not a home)</i>
<i>2. Vivienda colectiva institucional, tal como un dormitorio universitario o un hogar de ancianos y de convalecientes*</i>	<i>2. Institutional Group Quarters, such as a college dormitory or nursing home</i>

* Please also see other recommendations for wording of “nursing home” in Spanish above.

Direct Access and Other Living Quarters Questions

The next segment of the report discusses two different series’ of questions designed to examine whether respondents have direct access to their homes and whether there are other living quarters within a respondent’s home (see *Appendix W and X* for a list of the questions that were tested in Rounds 1 and 2 as a part of this series).. The first series of three questions focuses on direct access to the housing unit. These variables are ACCESS_CP, NOACCESS and OTHLIV_CP. The second series will be discussed after that. It focuses on “other living quarters” and the three variables included are OTHQTR_CP, LIVEAT1_CP and ACCESS1_CP.

Access Series

The first question in this series, ACCESS_CP, asks the respondents about access into their residential units.

ACCESS_CP

Original Round 1 wording tested

<i>¿Tiene acceso a su hogar directamente de la calle o por medio de un pasillo usado por otras personas, o tiene que pasar por alguna otra (unidad/casa) para llegar a la suya?</i>	<i>Do you have direct access to your living quarters from the outside or through a common hall, or must you go through another unit to enter your living quarters?</i>
<i>1. Directamente</i>	<i>1. Direct</i>
<i>2. Por otra unidad</i>	<i>2. Through another unit</i>

Round 1 Findings: based on respondents personal situations:

Response to survey question

Twenty-six of the 30 respondents chose the option “direct / directamente”. Three respondents incorrectly chose the option “through another unit / por otra unidad”. These were two Spanish speakers and one English speaker. One respondent, an English speaker, answered by saying something other than one of two categories. She said: “By driving.” After discussion it became apparent that all 30 respondents should have answered “direct”.

In one of the incorrect responses, a Spanish speaker reported that she went “por otra unidad” (through another unit) because she had to go through a shared yard and then through a shared outside hall to get to her home. We mistakenly did not ask whether the other people who

shared the yard had the same address as the respondent but we suspect that they did not and assume that this respondent answered the question incorrectly. Note that the preposition “por” can mean both “through” and “by” in Spanish and this respondent may have been thinking that she passes “by” another person’s unit or house.

Respondents’ overall understanding of the question:

Of the four respondents who answered the question incorrectly, there seemed to be two types of misunderstanding. Both of the Spanish speakers told us that they had interpreted the question as asking if they lived in an apartment complex and had to go through a common entrance to get to their individual apartments. The two English speakers thought we were asking if there was direct access to their homes from a main road. They both described road layouts and driving into apartment complex parking lots. It seemed like they were focusing just on the direct access part of the question and did not hear or understand the rest of the question.

While the other 26 respondents appeared to have answered the question correctly, upon probing it became clear that six of them, all Spanish speakers, had had difficulty understanding the question as intended as well. The types of misunderstandings included thinking the question referred to:

- whether apartment dwellers had to go through a common entrance to get to their units (one person)
- whether there is direct access from a main road, how you navigate and get from the road to the parking lot, etc, whether there is access to public transportation where the respondent lives (three people)
- whether there is another entrance to one’s home. Does the respondent have multiple options as to how to enter? (one person)
- One person was confused by the reference to the pasillo (hallway) and asked the interviewer to explain this.

One thing that interviewers noticed is that this question can sound like a multiple choice question with three different response options: Do you: a) have direct access to your living quarters; b) have access through a common hall; or c) must you go through another unit? These are not three common, exhaustive categories that people usually think of, so this can be a long list of things for people to listen to and process. It seems like they often might be tuning it out after hearing the first option about direct access.

Testing of the concept of “Acceso directamente de la calle” (literally: access directly from the street)/ English version: “direct access... from the outside”

For the most part, people interpreted this concept as intended but there were a few respondents who expressed a different interpretation than intended. In five Spanish cases and one English case the respondents interpreted this to be talking about access in terms of the layout of streets, parking lots or transportation. The Spanish wording literally reads: “Access directly from the street.” The use of the words “street” and “outside” maybe causing respondents to interpret the option differently than intended.

Round 1 Findings: based on vignettes:

(See **Appendix J** for copies of Vignettes (English and Spanish) used in Round 1.)

Incorrect/Correct response to the question:

Twenty-eight of our 30 respondents were asked this question as a vignette situation. Respondents were presented with an imaginary scenario in which they were asked to imagine that they were renting a small apartment in the back of a house from a couple who also lives in the house. They were to imagine that they had their own private space but did not have their own door to the outside and had to pass through the couple’s living room to get outside (See Appendix J, Situation 1).

When asked ACCESS_CP (“Do you have direct access to your living quarters from the outside or through a common hall, or must you go through another unit to enter your living quarters?”) in the context of this imaginary situation, the correct answer should have been “through another unit/ por otra unidad”. Twenty-four of the 28 respondents answered this question correctly based on our imaginary scenario.

All four respondents who answered the question incorrectly were Spanish speakers. Two of them had less than a high school education and one of them had a high school education. Two of them were from Mexico, one was from El Salvador and one was from Puerto Rico. All of these respondents answered that they had “direct access.”

One of these respondents wondered if the question was asking whether everyone who lived in the housing unit entered through the same door. A second person seemed to have answered thinking that he entered “directly” to his section through the entrance to his section. Another person initially gave a response of “no” to the question rather than picking one of the two options. The interviewer had to spend some time explaining that the question required a choice between two options. The respondent then chose the response “directly.” Part of this

person's confusion may have been related to difficulty with the vignette concept but it was also not immediately clear to her that this was a multiple choice as opposed to a yes/no question.

Interpretation of the overall question:

Aside from the three respondents who answered the question incorrectly (see above), two additional respondents exhibited some kind of misinterpretation of the question when we asked them to describe their interpretation of the meaning during the vignette section.

Despite the fact that they had answered the question correctly, two respondents showed signs of experiencing a sort of "masked misunderstanding." These were both Spanish speakers. One of them interpreted the question to be asking if he was the only one living in the house or whether there was anyone else, and the other interpreted it to be asking about whether the home was close to the street.

Round 1 Recommendations (ACCESS_CP):

- One of the main problems we noted with this question is its length and complexity. It can be difficult for respondents to listen to and retain this much information prior to formulating a response. This is especially true since the question addresses concepts that are not ones people commonly think of in their daily lives with regards to their housing units.
- The Spanish wording contains added complexity that maybe encouraging different interpretations.
- The Spanish literally reads: "Do you have access to your home directly from the street or through a hallway used by other people or do you have to go through (or by) another (unit/house) to get to yours?" (Differences from the English version are underlined).
- Note above that the preposition *por* can be interpreted as both "through" and "by." If respondents interpret it as going by another unit, this may lead them to report "yes" when they are only walking past another unit on the outside. We recommend eliminating this ambiguity by saying "*por dentro de*" (through the inside of) in the Spanish version.
- The phrases "Acceso directamente de la calle/ access directly from the street" in the Spanish version and "direct access from the outside" in the English version seem to be causing some respondents to think about the street and driving access. It also

maybe distracting them from hearing the rest of the question. We recommend eliminating the reference to the street in Spanish and the outside in English and saying simply acceso directo/ direct access.

- The reference to using a “common hall” or “un pasillo usado por otras personas” seems to be confusing respondents. They did not view “direct access from the outside or through a common hall” as one response option. This wording also may have encouraged them to think that we’re asking about separate units in large apartment complexes as opposed to whether there is a separate section within their own home. We recommend testing the question without this extra information related to the shared hall. Perhaps an interviewer instruction could tell interviewers what to do if a respondent asks about a hallway.

As described above under the discussion for TYPUNT_CP, we recommend that the term “unidad” (unit) not be used in Spanish. We recommend “vivienda” (dwelling/living space) as an alternative. The Spanish version currently contains the two options (unidad/casa) (unit/house) which is not the case in the English version. One term needs to be chosen and we recommend vivienda instead of either of the current terms. **New recommended wording to test:**

ACCESS_CP:

<p><i>¿Tiene acceso directo a su vivienda o tiene que pasar por dentro de la vivienda de otra persona para llegar a la suya?</i></p> <p>1. Acceso directo 2. Por otra vivienda</p>	<p><i>Do you have direct access to your living quarters or must you go through another person’s unit to enter yours (or your living quarters)?</i></p> <p>1. Direct Access 2. Through another unit</p>
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ACCESS_CP:

Round 2 Wording tested:

<p><i>¿Tiene usted acceso directo al [READ ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] desde el exterior o desde un pasillo compartido?</i> DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED</p> <p>1. Sí, acceso directo desde el exterior o desde un pasillo compartido 2. No, ninguna de las dos</p>	<p><i>Do you have direct access to [RESPONDENT’S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] either from the outside or through a common hall?</i> DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED</p> <p>1. Yes, direct access from outside or through a common hall 2. No, neither</p>
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Round 2 Findings based on respondents personal situations:

Response to survey question:

Respondents were first asked to answer this question without hearing the response options. In the first few interviews, we read respondents' entire address but this proved too difficult to administer and too confusing for respondents. After the first few interviews, we began reading only the respondents' street numbers and street names. This worked better than reading the entire address.

Of the 30 respondents, 12 answered the question correctly, saying "yes." Four were English speakers and eight were Spanish speakers. A number of respondents seemed to interpret this as an either/or or multiple choice type question and responded by saying things like: "direct access," "from the outside," or "through a common hall." This happened in 11 cases, one was an English speaker and ten were Spanish speakers. A smaller number of respondents initially said "no," apparently incorrectly but then followed that up by choosing one of the "options," such as "direct access" or "common hall."

There were also four respondents who replied "I don't know" and were never able to answer the question. Three of them were Spanish speakers and one was an English speaker. One case in particular illustrates the type of confusion that sometimes arose. A Spanish-speaking respondent said, "¿Desde el exterior? Sí. Tengo la llave para entrar, pero pasillo compartido no, porque no comparto el apartamento con nadie" (From the outside? Yes. I have my key to get in, but shared hall no, because I do not share this apartment with anybody).

Respondents' overall understanding of the question and the concept of “acceso directo desde el exterior o desde un pasillo compartido” / “direct access from the outside or through a common hall”:

After respondents had answered the whole ‘other living quarters’ series of questions, they were read this question again and asked to provide their interpretation. Again the response options were not read to them. Of the two English speakers who answered the question incorrectly, one thought that “direct access is like from a sidewalk outside, whereas a common hall is like in a hotel.” The other thought that the question was providing two choices and responded by saying: “from the outside.” Other English speakers who appeared to have answered the question correctly, saying “yes,” still sometimes exhibited misinterpretations of the question. For example, one respondent said that he thought the question was asking “is it rural or secluded? Do you have to hike to get there?” Another English speaker who had answered the question with “yes” asked the interviewer, “What is a common hall?”

The seven Spanish speakers who answered the question incorrectly had various interpretations. One woman interpreted a “shared hall” to be referring to shared rooms inside of her apartment. Another respondent talked about whether one has the right to come and go. Another respondent thought that the question was asking for directions about how to drive to the house and how to get inside once there. Yet another respondent thought the question was asking whether someone else observed him when he entered his home. In general, many people expressed confusion over the phrase “common hall.”

As with the English speakers, even some Spanish speakers who had answered the questions correctly, saying “yes” or choosing one of the two “options,” exhibited some confusion or misinterpretation of the question. One woman reported that she thought the question was asking whether the different condo units share the same mailbox area. She also thought that the concept of “desde el exterior” (from the outside) referred to whether she could get mail from

outside the country. Another respondent said he thought the question was asking whether he could enter the house directly or whether he has to go “through another house or apartment or through a shared hall with many other rooms or many other houses.”

Round 2 Findings: based on vignettes:

(See **Appendices U and V** for copies of Vignettes (English and Spanish) used in Round 2.)

Incorrect/Correct response to the question:

The Round 2 vignette again asked respondents to imagine that they were renting a small apartment in the back of a house from a couple who also lived in the house. For this round of testing an address was added to the vignette and the front and back parts of the house were labeled as “Apartment A” and Apartment B.”

In the case of the vignette respondents seemed to answer the question correctly more frequently than they had when being asked about their personal situations. The response to ACCESS_CP, about whether the respondent had direct access to his/her unit, based on the vignette should have been “no.” (See Appendices U and V). Despite the fact that more people understood the question when thinking of the imaginary circumstances, there was still some confusion.

When it came to the English speakers, four people correctly answered “no.” However, two people incorrectly answered “yes” because they interpreted the shared living room to be the same as a “common hall.” The Spanish speakers interpreted the question correctly more often in the context of the vignette than they had in their personal situations. Thirteen people said “no” and three more initially said “yes” but then changed their answers to “no” after thinking about it or after hearing the question repeated. Most of the eight Spanish speakers who answered incorrectly said “yes” or “through a common hall.” Those who said “yes” did seem to interpret

the concepts as intended but obviously the question had caused them confusion and they had not answered it correctly.

Interpretation of the overall question:

Most respondents in both languages seemed to understand the question as intended in the context of the vignette. They thought it was asking “Whether I have my own door, but I don’t” or “whether my access is direct or I have to go through the owner’s house.” Even those who answered incorrectly tended to interpret the question mostly as intended.

The biggest misunderstanding appeared again to be when respondents heard this as an either/or question or when they made the imaginary situation “fit” the question and interpreted the common living room to be a “common hall.” These situations did cause response error.

Final Round 2 Recommendations (ACCESS_CP):

- On the whole, it seems that this question was easier to answer in the context of the vignette situation, where the respondent was asked to imagine that he/she lived in a sub-dwelling without direct access to the street, than in their own situations, where as far as we know, all respondents had direct access either from the street or through a common hall in an apartment building. The main confusion seems to arise because respondents interpret this question to be asking either/or between two “options.”
- The concept of the common hall also seems to be confusing to people. Despite the fact that respondents understood the question better in the context of the vignette, they still exhibited considerable difficulty with it, with 11 out of the 30 respondents answering incorrectly or struggling to understand the question before coming to the correct answer.
- We recommend not asking both options of every respondent. If there could be a house/apartment/mobile home fill from earlier in the instrument (see recommendation for

RESNUM), it would be possible to ask only apartment dwellers about whether they have direct access through a common hall and this could be asked as a separate question.

- We recommend that modification of the Round 2 wording to read:

ACCESS_CP (Modified Round 2 wording)

<i>¿Tiene usted acceso directo al [ADDRESS- STREET NUMBER AND STREET NAME ONLY] desde el exterior?</i>	<i>Do you have direct access [ADDRESS- STREET NUMBER AND STREET NAME ONLY] from the outside?</i>
1. <i>Sí</i>	1. <i>Yes</i>
2. <i>No</i>	2. <i>No</i>

If no or if fill indicates apartment dweller, go to ACCESS_HALL

ACCESS_HALL (recommendation for new variable)

<i>¿Tiene usted acceso al [ADDRESS- STREET NUMBER AND STREET NAME ONLY] <u>or</u> a su apartamento] desde un pasillo compartido?</i>	<i>Do you have direct access [ADDRESS- STREET NUMBER AND STREET NAME ONLY] or to your apartment] through a common hall?</i>
1. <i>Sí</i>	1. <i>Yes</i>
2. <i>No</i>	2. <i>No</i>

The next question, regarding the method of access to the residential unit, was only asked of respondents who chose the option “Through another unit / Por otra unidad” in question ACCESS_CP when being asked about their own personal living situation.

NOACCESS

Original Round 1 wording tested

<i>¿Cómo se logra entrar en la unidad?</i>	<i>How is access to the sample unit achieved?</i>
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Round 1 Findings based on respondents personal situations:

Response to survey question:

Due to skip patterns, only three of the 30 respondents were asked this question. Note that all three of these people had been mistakenly skipped into this question because of having answered ACCESS_CP incorrectly, saying that they had to go through another unit to access their own when this was not actually the case.

Of the three respondents who were asked this question, only one appeared to have interpreted and answered it correctly. This was a Spanish-speaking respondent from Mexico with a high-school level education. This woman answered “(I enter) through the fence door from the

street to the house.” She had mistakenly said that she was required to go through someone else’s “unit” to get to hers but she really only had to go through a shared yard and hallway. Note, as discussed above, that the preposition *por* can be interpreted as either “through” or “by.” In this case the respondent seemed to interpret it to mean “by.”

The two respondents who should not have heard this question answered it with irrelevant information. This was one Spanish speaker and one English speaker. The Spanish speaker said: “*Por la calle principal*” (from the main street). And the English speaker responded by discussing the fact that she had to drive through a road to get to another apartment complex to get to hers.

Round 1 Findings: based on vignettes:

Response to survey question:

Twenty-seven of our 30 respondents were asked this question through the same imaginary vignette situation described above (See Appendix J, Situation 1). Again, this scenario asked respondents to imagine that they lived in the back part of a house and had to pass through someone else’s living room to get to their section. The correct answer to NOACCESS: “*How is access to the sample unit achieved?*” according to our vignette should have been to give a description of how they would get to the imaginary unit in their own words; something like “I have to go through the main entrance and the living room to get to my unit.” All 27 respondents seemed to answer the question appropriately, giving answers like “through the living room,” “through another unit,” “through the main door,” or “through a hallway.” One Spanish speaker had to ask that the question be repeated but she was then able to answer it appropriately.

Respondent interpretation of overall meaning of question:

Despite the fact that all respondents seemed to have answered the question appropriately, their interpretations of the question indicated that some had not understood it as intended.

Four Spanish speakers showed signs of misinterpretation or discomfort with the question wording. One person said that to her the question was asking if there were separate houses with separate entrances. Another respondent commented “that sounds like an apartment unit/complex” (due to the use of the word *unidad*). Two people actually said that they thought the wording of the question sounded “strange” in Spanish.

Round 1 Recommendations (NOACCESS) :

- A number of Spanish-speaking respondents felt that the wording of this question was not natural or sounded strange. *¿Cómo se logra entrar en la unidad?* literally means: “how

does one manage to enter the unit?” As one respondent pointed out, this makes it sound like it is a difficult task to get into one’s home.

- We would like to point out that the English language wording: *How is access to the sample unit achieved?* is also overly technical and not very conversational. This is not the way that people normally speak of entering their homes.
- Question for the sponsor: What is the intent of this question? Is it just to confirm that those who answered ACCESS_CP: “Por otra vivienda” or “through another unit” have answered that question correctly? If so, you might consider asking something like: So just to confirm, you have to go through someone else’s living area to get to yours? (see option two below).

New recommended wording to test:

**OPTION 1:
NOACCESS**

<i>¿Cómo entra usted en su sección de la vivienda? [o casa, apartamento, casa móvil]</i>	<i>How do you get into your section of the living quarters [or house, apartment, mobile home]?</i>
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**OPTION 2:
NOACCESS**

TO BE ASKED ONLY OF R’S WHO CHOSE POR OTRA UNIDAD/THROUGH ANOTHER UNIT IN RESPONSE TO ACCESS_CP:

<i>Sólo para confirmar, usted ha dicho que tiene que pasar por dentro de la vivienda de otra persona para llegar a la suya, ¿es eso correcto?</i>	<i>So, just to confirm, you said that you have to go through someone else’s living area to get to yours, is that right?</i>
<i>1 Sí 2 No</i>	<i>1 Yes 2 No</i>

NOACCESS

Round 2 New wording tested:

<i>¿Tiene que pasar usted por dentro de la vivienda de otra persona para llegar a la suya?</i>	<i>Do you have to go through someone else’s living quarters to get to yours?</i>
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Round 2 Findings: based on respondents personal situations:

Response to survey question:

In the ACS instrument, only respondents who choose option 2: “neither direct access from outside or through a common hall” in response to ACCESS_CP should hear this question.

Almost all of our respondents answered “yes,” “direct access,” “from the outside,” or “through a common hall” to ACCESS_CP, so they were not skipped into this question. There were three respondents who ultimately did not provide an answer to ACCESS_CP, saying “I don’t know.” It is unclear as to whether they should have been asked this question, but ultimately they were not asked to respond to NOACCESS about their personal situations.

Although he answered ACCESS_CP by saying "yes" and should have been skipped out of NOACCESS, one English-speaking respondent was asked NOACCESS by mistake. His response to NOACCESS, about whether he had to go through someone else's living quarters, was "yes." He seemed to have answered that way because he thought the ‘other living quarters’ referred to each of his siblings’ bedrooms in the house. He had to go through the hall to get from one bedroom to the other, and to the bathroom, and thus through other “living quarters” to get to his bedroom. Clearly this respondent should not have heard NOACCESS because there were no other living quarters in his home, but it was useful to ask him about it because it pointed out his lack of understanding of the term “living quarters”. Other respondents could potentially have the same lack of understanding.

It is interesting to note that respondents who are skipped into NOACCESS by mistake might respond incorrectly to NOACCESS, saying “yes” when there really are not “other living quarters,” in the Census Bureau’s sense, in the home.

Round 2 Findings: based on vignettes:

Response to survey question:

Respondents were asked to imagine a similar vignette to the one they looked at in Round 1. They were again asked to imagine that they lived in a small section at the back of a house and that they had to go through the owners' section of the house to get to their living quarters (See exhibit U). This question was very well understood by respondents of both language groups in the context of the vignette. All 30 respondents answered, "yes" to NOACCESS about whether they had to go through someone else's living quarters, which was correct.

Respondent interpretation of overall meaning of question:

Spanish speakers thought that the question was asking: "Do you have to go through somebody else's apartment to get to yours?," "Do I have my privacy?," or "Whether I have to go through another dwelling to get to the street." English speakers had similar interpretations, saying things like: "Do I have to go through someone else's space?" or "do you have to go through someone else's apartment to get to yours?" Interestingly, two English speakers felt that this question was asking exactly the same thing as the previous question, ACCESS_CP. One English speaker said "this is a way to confirm the previous question" and another said it sounded like the question was asking "Are you sure?"

Round 2 Recommendations:

- This question wording was understood very well across language groups in the context of the vignette. In fact, it was understood much better than ACCESS_CP. (See above for final recommendations to modify ACCESS_CP.) It should also be noted that hardly any respondents will hear NOACCESS if they follow correct skip patterns from ACCESS_CP.

- We recommend going with the new wording we tested for NOACCESS in Round 2 as it worked extremely well with respondents of both language groups.

The next question asked respondents about the circumstance of another household living with the respondent’s household.

OTHLIV_CP

Original Round 1 Wording tested

<i>¿Viven miembros de algún otro hogar en esta dirección con los miembros de este hogar?</i>	<i>Does any other household at this address live with your household?</i>
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Round 1 Findings: based on respondents personal situations:

Response to survey question:

Due to skip patterns, only seven of the 30 respondents were asked this question. Six were Spanish speakers and one was an English speaker. Six of the seven respondents answered “no” to this question and one was unable to answer it because he said he did not understand the question. Some of these people were asked this question by mistake, as only three people had answered “through another unit” to ACCESS_CP, which would have been the correct way to skip them into this question. Note that of the three who were correctly skipped to this question according to the instrument, all had mistakenly answered ACCESS_CP incorrectly, so their real situations should not have sent them down this path.

Respondent interpretation of overall meaning of question:

Of the respondents who heard and answered this question about their own situations, most found the question to be confusing. Some of the misunderstandings were:

- “Whether anyone else like a friend or relative lives with me.”
- “Whether I live with other family members like uncles, brothers, etc, members of another family.”
- “If there are people living with me or beside me.”

Note that some of these misunderstandings maybe due to the fact that these respondents should not have heard this question.

Round 1 Findings: based on vignettes:

Response to survey question:

Twenty-eight of our 30 respondents were asked this question as a vignette situation. They were presented with the imaginary scenario described above where they were to imagine that they lived in the back part of a house while a couple lived in the front part (See Appendix J, Situation 1). The correct answer to OTHLIV_CP: “*Does any other household at this address live with your household?*” according to the vignette should have been “yes”. Sixteen respondents answered the question correctly based on the imaginary scenario. Five respondents were unable to answer the question and asked for clarification from the interviewer. These were two English speakers and three Spanish speakers. Seven respondents showed some sort of problem or confusion with this question, and answered it incorrectly by saying “no.”

Respondent interpretation of overall meaning of question:

Generally speaking, respondents from both language groups were confused by this question. It was unclear to them what the question was asking for: whether another “household” at this address lives with your “household”. One English speaker said “Say that again? What is the definition of household?” After hearing the question repeated, they responded: “I’m confused. I have no idea what they want. I’m not sure what household means anyway.” A Spanish speaker said: “This is weird. Could you repeat the question? Whether more people live here with the people from here?” (pointing at the two sections of the house in the vignette drawing).

Of those who were able to describe their interpretation of the question, many people thought that the question was asking “whether anyone else lives with me;” “whether there are two households in the same building;” “whether unrelated people live in the household;” “whether the owners of the house live there with the family who lives there (pointing to the drawing);” “whether there are illegal people living there;” “my roommates;” “Do people living in different parts of a house ‘live’ together?;” “does another family live there?” and “whether there are more people.”

Round 1 Recommendations (OTHLIV_CP)

- In general, the intent of this question was unclear to respondents. The cognitive interviewers also noticed that it was vague (and had a hard time explaining the question

intent to respondents when they asked for clarification). We recommend thinking about the goal of this question and trying to be more specific and overt with the question.

- We want to point out that the terms “household” and “hogar” have been shown to be problematic in past research. They can cause respondents to think only of nuclear family members (particularly in Spanish), (Goerman, 2002). These terms are sometimes avoided in Census questionnaires and respondent materials.
- We would like to draw attention to an inherent contradiction if the Census Bureau definition of a household is all of the people living in a housing unit (regardless of relationship to each other). To ask if there are multiple “households” living at the same address seems to contradict the official Census Bureau definition of a household.

New recommended wording to test:

OPTION 1:

If the question must stay as is, consider the slightly clearer wording below. Note that respondents often interpret the terms “hogar” and “household” as referring to only nuclear family members so this may or may not be appropriate wording depending on the Census Bureau’s intent for this question. If this wording is used, respondents might interpret the question to be asking if members of more than one family live at the same address. Respondents might include roommates in their response.

OTHLIV_CP

<i>¿Viven miembros de algún otro hogar en esta dirección con los miembros de su hogar?</i>	<i>Do the members of any other household live at this address with the members of your household?</i>
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OPTION 2:

Consider moving this question to appear after the household roster is taken and asking:

OTHLIV_CP

<i>¿Hay otras personas que usted no haya mencionado y que compartan la misma dirección con (usted/ustedes)?</i>	<i>Are there any other people you have not mentioned who share the same address with you?</i>
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OPTION 3

If this question is designed to find out whether other living quarters that exist within a household are occupied or vacant, consider replacing the question with the much more direct and clear wording below. Note this solution might also eliminate the need to keep the confusing and complicating phrases “either occupied or vacant” and the “occupants or intended occupants” in the next three questions (OTHQTR_CP, LIVEAT1_CP and ACCESS1_CP). Note that in this case the question would probably need to be moved to later in this series, perhaps after OTHQTR_CP (and if the “either occupied or vacant” is eliminated from that question.

OTHLIV_CP

<i>Usted ha dicho que hay más de una vivienda dentro de su hogar. ¿Está la otra sección ocupada o desocupada ahora?</i>	<i>You said that there is more than one living quarters within your home. Is the other section occupied or vacant now?</i>
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Round 2 Findings:

Due to revisions to the whole question series based on the above problems, this question was not tested in Round 2.

The next question tested in Round 1, OTHQTR_CP, was asked of all respondents about their real life situations. The intent of the question was to discern whether or not there are other, separate living quarters at the respondent’s address.

Other Living Quarters series

The next group of questions that will be discussed in this report is the “other living quarters” series (see *Appendices W and X* for a list of the questions that were tested in Rounds 1 and 2 as a part of this series). This group of three questions focuses on “other living quarters” and the variables included are OTHQTR_CP, LIVEAT1_CP and ACCESS1_CP.

The first question in this series was OTHQTR_CP and it asked respondents whether there were other living quarters within their homes. We tested these questions both in terms of

respondents' real life situations and it terms of an imaginary vignette situation, since we were uncertain as to whether any of our respondents would have this type of living situation.

OTHQTR_CP

Original Round 1 wording tested:

<i>¿Hay algunos otros alojamientos -- ya sean ocupados o desocupados -- en esta dirección?</i>	<i>Are there any other living quarters - either occupied or vacant - at this address?</i>
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Round 1 Findings: based on respondents' personal situations:

Response to survey question:

All 30 respondents were asked this question. We expected most respondents to answer “no,” that there were no other living quarters within their homes. We found that a very large number of respondents misunderstood the intent of this question and answered incorrectly. Only 12 respondents answered “no,” that there were no other living quarters at their address. Sixteen respondents answered “yes,” that there were other living quarters at their address (15 Spanish speakers and one English speaker). Upon probing, we found that most of these people had answered the question incorrectly (see below).

One Spanish-speaking respondent answered yes to this question because she lived in a house that she owned but she rented out bedrooms to different individuals. The different roommates all shared the entire home, living room, kitchen, etc but each had their own bedroom. This situation does not seem to fit the intent of the question but it makes sense that the respondent would interpret it this way.

Note that answering yes to this question sends respondents down a skip pattern to hear LIVEAT1_CP and ACCESS1_CP (which will not make a lot of sense when they have answered OTHQTR_CP incorrectly).

Respondent interpretation of overall meaning of question:

The vast majority (if not all) respondents who answered this question with a “yes” appeared to have answered it incorrectly. They most often thought that the question was asking if there were other apartments, vacant or occupied in their building or complex. Even some people who lived in condos thought the question was asking about other units in their condo development. On many occasions the other apartments in their building would technically have the same street “address” such as 123 Main Street, and they would differ only by apartment number. For some reason, respondents were not picking up on the idea that they were being

asked if the “other living quarters” had exactly the same address including unit number. Both Spanish and English speakers had the same difficulty with this question.

While the misinterpretation seemed more pronounced among Spanish speakers, even English speakers who had answered the question correctly said that they had been confused. One person said “I am a little confused as to whether you are asking me if they (the other living quarters) are in an apartment building or townhouse, it is not the same address but we are all connected.” One respondent thought that the question was asked to find out if there were other neighbors nearby that the Census Bureau could interview. Another Spanish speaker felt that “They want to know how big the community where I live is. They want to know how much demand there is in the *colonia*, if there are many unoccupied houses, maybe there are sanitation problems.”

Testing of the term “otros alojamientos / other living quarters”

The term “alojamientos” (literally: “lodgings”) seems to be causing problems for some Spanish speakers. One person thought that the term referred to another person rather than a dwelling. Another Spanish speaker said that she had only heard of this term in the context of lodgings for animals and she wondered if we were asking about lodging animals. Another Spanish speaker thought it was a common term used to refer to hotels but that she hadn’t heard it in any other context. Many Spanish speakers were able to figure out the meaning of *otros alojamientos* but this is clearly not a commonly used term in everyday language.

For English speakers, “other living quarters” appeared to cause fewer difficulties, but again this is not a phrase people normally use in everyday speech. One person interpreted it as “a maid’s residence.” Other people interpreted it as “other apartments,” or “other rooms, places where you can live, like a bedroom.” An additional English speaker said that she found the phrase to be confusing.

Round 1 Findings: based on vignettes:

Response to survey question:

Twenty-seven of our 30 respondents were asked this question as a vignette situation. They were presented with an imaginary scenario which asked them to imagine that they lived in a separate basement apartment in a house with their own entrance and that they hardly ever saw the people who lived separately upstairs (See Appendix J, Situation 2). The correct answer to OTHQTR_CP, whether there “are any other living quarters, either occupied or vacant at this

address” according to our vignette should have been “yes.” Eighteen respondents answered the question correctly based on the imaginary scenario. All of the English speakers answered the question correctly but nine Spanish speakers answered the question incorrectly, saying “no.” There was one Spanish speaker who said something other than yes or no, which we ultimately would have recorded as a “yes” response. She said “the ones that are upstairs.”

Respondent interpretation of overall meaning of the question:

When hearing the question in the context of the vignette situation as opposed to their own personal situations, respondents for the most part understood the question as intended. This was true for both Spanish and English speakers. Note that despite the fact that many respondents were able to express the question’s intent correctly. A number of them had still answered the question incorrectly initially. Some confusion about the vignette scenario maybe involved in some of the cases but clearly the current question wording is difficult to follow for many respondents.

There were some Spanish-speaking respondents who maintained their earlier interpretation about the question in the context of the vignette, thinking that it asked whether there were other vacant or occupied apartment or condo units in the same complex. However, many people now interpreted the question much more like the intended meaning, saying things like “is there anybody else that lives at the same address?” or “whether there are other bedrooms that are unoccupied.”

However, some respondents who now seemed to interpret the question correctly did not seem to hear or process the “occupied or vacant” part of the question correctly. A number of Spanish speakers interpreted the question as saying that we were looking for either only occupied living spaces or only vacant living spaces. Seven people focused only on whether there were occupied living quarters and two people focused only on whether there were vacant living quarters.

Round 1 Recommendations (OTHQTR_CP)

- While respondents seem to interpret the question better when considering the exact situation the Census Bureau has in mind (as in the vignette situation), when thinking of their real life situations, they tended to make the question “fit” their situation. So, if I live in an apartment building and I hear this question, I might interpret it to be asking about whether there are other vacant or occupied units in my building.

- In the context of their own personal situations, the majority of respondents who responded yes to this question understood this question to be asking if there were other vacant apartments units in the same “building” (which they understood to mean the same “address”).
- The phrase “otros alojamientos” (literally: “other lodgings”) used for “other living quarters” was problematic in Spanish. We recommend the use of alternative terminology.
- Talking about whether the other living quarters are occupied or vacant seems to lead people to think about other apartment or condo units. They also seem to pick up on one or the other of those terms. Consider testing a simplified, shorter version of the question, which might eliminate this confusion.
- Alternatively, consider testing a version without the “occupied or vacant” phrase included at all. Another option would be to add a separate question about whether other living quarters are occupied or vacant. (See the above OTHLIV_CP option 3 for an example.)

New Recommended Wording to Test:

OPTION 1:

OTHQTR_CP

<i>¿Hay un apartamento separado dentro de su vivienda que comparte <u>su misma dirección</u>? [another option would be to include a fill that says the address including unit number]</i>	<i>Is there a separate apartment within your home that shares <u>your same address</u>? [another option would be to include a fill that says the address including unit number]</i>
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OPTION 2:

If there is concern that “apartment” by itself might confuse people who have a smaller “other living quarters” like just one room or a group of rooms that they don’t consider an “apartment” the following could be tested. Note that this might confuse people who have an extra bedroom that is not occupied.

OTHQTR_CP

<i>¿Hay alguna habitación separada o un apartamento separado dentro de su vivienda que comparte su misma dirección?</i>	<i>Is there a separate room or a separate apartment within your home that shares your same address?</i>
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OPTION 3:

Consider testing a new question that would eliminate the complication of asking about the other living quarters being occupied or vacant at this point in the instrument. A “no” answer might allow respondents to skip out of LIVEAT1_CP and ACCESS1_CP.

OTHQTR_CP1

<i>¿Está ocupada o desocupada esta habitación o apartamento?</i>	<i>Is that room or apartment occupied or vacant?</i>
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OTHQTR_CP

Round 2 Wording Tested

<i>¿Hay otra sub-vivienda -- ya sea ocupada o desocupada – dentro de [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]?</i>	<i>Are there any other living quarters either occupied or vacant at [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]?</i>
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Round 2 Findings based on respondents personal situations:

Response to survey question (with explanation of personal living situation as relevant):

All respondents were asked this question in the context of their own personal situations. Twenty-four respondents answered ‘no’ as expected. Six people answered incorrectly ‘yes’ and one respondent, who answered no, was not referring to a dwelling but to a number of families in the same dwelling. Note that answering yes to this question sends respondents down a skip pattern to hear LIVEAT1_CP and ACCESS1_CP (which will not make a lot of sense when they have answered OTHQTR_CP incorrectly).

Respondent interpretation of overall meaning of question:

Overall almost all respondents (23 of 30) interpreted this question as intended as noted above. Among the misunderstandings were the belief that ‘otra sub-vivienda’ (the new

translation for ‘other living quarters’) were bedrooms, or other apartments in the surrounding areas. There was one Spanish-speaking respondent who thought that the question asked about an ‘impossible’ situation. There was also an English-speaking respondent who thought this question was ‘too vague’. The misinterpretation of this question which caused respondents to give wrong answers was almost equal between Spanish speakers (two people) and English speakers (three people). Also, a Spanish-speaking respondent said that the term ‘desocupada’ (vacant) was confusing since he understood that to mean a dwelling from which people were evicted.

Testing of the term “otra sub-vivienda” / “other living quarters”

The term “other living quarters” posed more problems for English speakers than the term “otra sub Vivienda” did in Spanish. “Otra sub-vivienda” was understood as intended by 18 out of 24 Spanish-speaking respondents. However, there were some issues regarding this new term. One Spanish speaker said that she was unfamiliar with the term “sub-vivienda,” while another said that he understood the term “vivienda” but could not understand the prefix “sub.” Two of them said that the term “sub-vivienda” was confusing; one thought that the term meant other apartments in the same area, or another house on the same lot where the house of the respondent was located. Among the misunderstandings of “other living quarters” in English was the belief that the term referred to a guest room in the respondent’s home and a respondent that thought that the term referred to the house beside her home.

Round 2 Findings based on vignettes:

Response to survey question:

Respondents in Round 2 were again asked to look at an imaginary vignette situation to examine this question (see Appendix U, situation 2). As in Round 1, respondents were asked to imagine that they lived in a basement apartment in a house that shared the address of the rest of the house but had a separate entrance. When asked to respond to OTHQTR_CP in the context of

this situation (whether there were any other living quarters, either occupied or vacant at the address), the correct response should have been “yes.” Twenty-seven of the 30 participants (twenty-two Spanish speakers and five English speakers) answered the question correctly. Three participants (two Spanish speakers and one English speaker) provided an incorrect answer, saying “no.”

Respondent interpretation of overall meaning of question:

When presented with the imaginary situation, as opposed to their personal situations, respondents for the most part, understood the question as intended. This was almost the same for Spanish and English participants. Even though 27 people (22 Spanish speakers and five English speakers) were able to understand and answer this question correctly, there were three people (two Spanish speakers and one English speaker) who did not understand the question as intended. The English speaker thought that the question referred to any other living quarters besides the main house and the basement. For the Spanish speakers, one person thought it meant renting land around the room and the other one thought it meant a separate household that is not attached to the main household.

Testing of the term “otra sub-vivienda” / “other living quarters” based on the imaginary situation

The terms “otra sub-vivienda” and “other living quarters” were understood as intended by 21 Spanish speakers and five English speakers in the context of the imaginary situation, but there were three Spanish-speakers and one English speaker who struggled with the terms “sub-vivienda” or “living quarters.” The term was better understood by more participants in the imaginary situation than it was in the real one. This may have been because the question was designed to identify this type of situation and it makes more sense in this type of context.

Final recommendations

- This question was better understood using the vignette in comparison with the real situations of the respondents which may indicate that respondents who do not have “other living quarters” in their homes will have a more difficult time understanding the question than those who do have this type of arrangement. Even though the term “otra sub-vivienda” as a translation for “other living quarters” was understood better than “otros alojamientos” which we tested in Round 1, respondents still experienced problems with the term.
- We recommend working to further revise this term or adding a small definition of the term to make it easier for respondents to understand the intent of the question.
- A suggested definition is “Un espacio separado dentro de esta dirección donde viven otras personas” or “A separate space inside this address where other people live.”
- Another possibility would be to use the Census Coverage Measurement listing instrument as an example. That question lists examples of “other living quarters” such as a “basement apartment, garage apartment or trailer.”

In order to respond to some of the problems identified in Round 1 testing, a new variable was added for testing in Round 2. The variable was called OTHQTR_CP1. This question was accidentally omitted from the vignette testing scenario, so the section below presents results from testing the question in respondents’ real life situations only.

OTHQTR_CP1

Round 2 wording tested

<i>¿Está ocupada o desocupada la otra vivienda?</i>	<i>Are the other living quarters occupied or vacant?</i>
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Round 2 Findings based on respondents personal situations:

Response to survey question (with explanation of personal living situation as relevant):

Due to skip patterns, this question was only asked of five respondents (three in Spanish and two in English). One Spanish participant and one English participant responded “unoccupied” and the rest responded “occupied.” All these people were asked this question because they had responded incorrectly to OTHQTR_CP, saying that they had other living quarters in their homes.

Respondent interpretation of overall meaning of question:

It seemed clear that people who mistakenly responded “yes” to OTHQTR_CP and OTHQTR_CP1 were thinking about other apartments in their buildings or bedrooms in their homes, similar to the problems we saw in Round 1. Of those who responded “occupied,” two Spanish-speaking participants thought of apartments in the same building as theirs. One English participant thought the question asked if anyone else lives in the building beside her family, explaining later that she lives in a duplex home. The Spanish speaker that answered “unoccupied” thought of the houses surrounding her residence, not inside it.

Final recommendations

- To prevent routing errors to this question, please consider further revisions for OTHQTR_CP (see above).
- We are unable to make recommendations about the specific wording of this question since it was accidentally not tested in the context of the vignette.

The next question in the “other living quarters” series, LIVEAT1_CP, asks the respondents about the level of physical separation between themselves and the occupants (current or future) of other living spaces at the address, as identified in the previous question OTHQTR_CP. It is only meant to be asked of respondents who answer “yes” to OTHQTR_CP.

LIVEAT1_CP

Original Round 1 wording tested

<i>¿Viven los ocupantes o vivirán los ocupantes futuros de estos alojamientos separados de todas las otras personas en esta dirección?</i>	<i>Do the occupants or intended occupants of the other living quarters live separately from all other persons at this address?</i>
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Round 1 Findings Based on Respondents Personal Situations:

Response to survey question:

Due to skip patterns, only 11 of the 30 respondents were asked this question. All of these people had been skipped into this question because of having incorrectly answered OTHQTR_CP with a “yes” response, saying that there are other living quarters within their homes. This question was asked of ten Spanish speakers and one English speaker.

As most of these people did not have other living quarters within their homes, we would expect that this question would not make a lot of sense to them. In fact three people displayed obvious confusion. One said “I don’t understand. What did you say?” The other said, “One never knows. We’ll see!” and the other said “I don’t know.” Of the rest of the respondents, six people said “yes,” and two people said “no.”

Respondent Interpretation of Overall Meaning of Question:

It became clear that many of the people who answered “yes” were still thinking in the context of other apartment units within their building. So, they answered the question thinking that “yes, people in other apartment units live separately from mine.” For example, the English speaker said that the Census Bureau wants to know “if they don’t live in my apartment but they live with all the other people in the building.” Other respondents had interpretations such as: “They want to know if people that are not related to me live in my house.”

A Spanish speaker who lived in a house that she owned while renting out bedrooms to various people had been unable to answer this question. Her response was “I don’t understand.” When asked for her interpretation of the question, she said “Does alojamiento mean rooms, bedrooms or does it mean...?, I don’t know! I mean in the other bedrooms I have people and they live separately.” She had earlier told the interviewer that the people had access to and shared the rest of the house but slept in their own bedrooms.

The concept of “ocupantes futuros” in Spanish (literally: “future occupants”) and “intended occupants” in English seemed to confuse people and it made the question more complex than necessary. One Spanish speaker said, “[They want to know] if the occupants, or the future people that are going to come to rent here, if they are going to live separately from where I live.” This respondent had answered “yes” to the question and was clearly thinking of people who would move into different apartment units in her building.

Round 1 Findings based on vignettes:

Response to survey question:

Twenty-five of our 30 respondents were asked this question as a vignette situation. They were presented with the imaginary scenario described above, in which they were to imagine that they lived in a separate basement apartment (See Appendix J, Situation 2). The correct answer to the question about whether the “occupants of the other living quarters live separately from all other persons at this address” according to our vignette should have been “yes.” Twenty-one respondents answered the question correctly based on the imaginary scenario. Two Spanish speakers answered it incorrectly, saying “no” and two additional Spanish speakers were confused and unable to answer the question. Three of these people were Puerto Rican respondents with a high school level education and one who responded “no” was a Honduran respondent with less than a high school education. All six English speakers answered the question correctly.

Respondent Interpretation of Overall Meaning of the Question:

Of the two Spanish speakers who mistakenly answered “no” to the survey question, one thought that it was asking “if only the owners live in the house or if the people renting it live there.” The other said that she was confused by the term “alojamientos” (lodgings) and could not answer the question. The two people who had said that they did not know in response to the question were unable to give any interpretation of the question.

Of the respondents who had correctly answered “yes” to the question, a number of problems were still evident when they gave us their interpretation of the question. A Spanish speaker was confused by the reference to “future occupants.” He said, “I was confused by the ‘future occupants’ part, maybe they’re waiting to rent?” Another Spanish speaker said “Why do they make it so complicated? That’s really long!” It became clear that another Spanish speaker continued to interpret the question as referring to the occupants of separate apartment units in a

complex. It is noteworthy that many more people understood this question as intended in the context of the vignette than they had in their own personal situations.

Round 1 Summary of Findings and Recommendations for New Wording (LIVEAT1_CP):

- While respondents seem to interpret the question better when considering the exact situation the Census Bureau has in mind (as in the vignette situation), when thinking of their real life situations, they tended to make the question “fit” their situation. So, if I live in an apartment building and I hear this question, I again interpret it to be asking about whether the occupants or future occupants of other apartment units in my building live separately from me.
- In the context of their own personal situations, the majority of respondents who responded yes to this question understood it to be asking if the people who live in other units in their apartment or condo complex live separately from them.
- When answering the question in the vignette situation, respondents appeared to understand it better but there was still some confusion related to the long and complex wording, particularly in Spanish. We recommend testing a version that eliminates the reference to future occupants. We also recommend avoiding use of the term otros alojamientos/ other living quarters
- Consider creating a separate question related to whether the other living quarters are occupied or vacant and possibly skipping respondents who say “vacant” out of some of the subsequent questions (see above).

New Recommended Wording to Test:

OPTION 1:

LIVEAT1_CP

<i>¿Viven los ocupantes de la habitación o el apartamento separados de todas las otras personas?</i>	<i>Do the occupants of the other room or apartment live separately from all the other people?</i>
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OPTION 2:

LIVEAT1_CP

<i>¿Viven los ocupantes de la otra sección de su vivienda separados de todas las otras personas?</i>	<i>Do the occupants of the other section of your home live separately from all other persons?</i>
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LIVEAT1_CP

Round 2 Wording Tested

<i>[FILL 1: ¿Viven los ocupantes / ... FILL 2: ¿Vivirían los futuros ocupantes] separados de todas las otras personas en esta dirección?</i>	<i>[FILL 1: Do the occupants /... Fill 2: Would any future occupants] ... of the other living quarters live separately from all the other people at this address?</i>
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Round 2 Findings based on respondents personal situations

Response to survey question:

Due to skip patterns, this question was only asked of three respondents (one in Spanish and two in English.) All of these people were asked this question because they had responded incorrectly to OTHQTR_CP. They had been sent down an incorrect skip pattern.

Respondent interpretation of overall meaning of question:

It was clear that people who responded “yes” to this question were thinking about other apartments in their buildings or bedrooms in their homes. One English-speaking respondent said: “Does anyone else live in the building besides me?”

Round 2 Findings based on vignettes:

Response to survey question:

All 30 participants were asked this question in the context of the second imaginary vignette (see Appendix U, situation 2). Again, this vignette asked respondents to imagine that they lived in a separate basement apartment in a house. Although the apartment shares the address of the house, it has its own entrance and the two living spaces are not connected. Respondents should have answered LIVEAT1_CP about whether the residents of the other living quarters live separately by saying “yes.”

Twenty-two Spanish speakers and six English speakers responded correctly, saying, “yes.” Two Spanish speakers misunderstood the concept and answered this question erroneously.

One Spanish respondent thought that the occupants do not live separately because they live on the same property. Another Spanish speaker said “no” and when asked why, she said it was hard to explain.

Respondent interpretation of overall meaning of question. Was it difficult for the respondent to answer this question?

Twenty-three Spanish-speaking respondents and six English respondents understood this question as intended and did not find it difficult to answer. One Spanish-speaking respondent originally answered this question incorrectly, saying “no,” but then changed his response to “yes” during later probing. Another Spanish-speaking respondent inexplicably replied “no” to the survey question but then demonstrated that she did understand the vignette situation and the question intent.

Final Round 2 Recommendations (LIVEAT1_CP):

While the Round 2 wording seemed to work better than had the original Round 1 wording, respondents still demonstrated some difficulty with it. We recommend that you edit and test the question further in an attempt to be more specific. We recommend that you test the new wording: “¿Viven los ocupantes de [RESPONDENT’S ADDRESS] separados de todas las otras personas en esta dirección?” or “Do the occupants of the other living quarters [RESPONDENT’S ADDRESS] live separately from all the other people at this address?” The Round 2 wording was more precise than the Round one wording, but the new recommendation is to add the respondent’s address to make the question more specific and straightforward. We do not recommend moving forward with this change without further testing.

The final question in the “other living quarters” series asked Round 1 respondents who answered “yes” to OTHQTR_CP about the means of access to the other living quarters.

ACCESS1_CP

Original Round 1 wording tested

<i>¿Tienen los ocupantes o tendrán los ocupantes futuros acceso directo desde el exterior o a través de un pasillo común?</i>	<i>Do the occupants or intended occupants of the other living quarters have direct access from the outside or through a common hall?</i>
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Round 1 Findings based on Respondents' Personal Situations:

Response to Survey Question:

Due to skip patterns, only 11 of the 30 respondents were asked this question. All of these people had been skipped into this question because of having incorrectly answered OTHQTR_CP with a yes response, saying that there were other living quarters within their homes. This question was asked of ten Spanish speakers and one English speaker. Since most of these people did not have other living quarters within their homes, we would expect that this question would not make a lot of sense to them. Only one person displayed obvious confusion, saying "I don't know."

Of the respondents who were able to answer the question, most said "yes" (seven people). Other people seemed to interpret this as an either/or question instead of as a "yes or no" question as intended. One person said "a través de un pasillo común" (through a common hall), one said "desde el exterior" ("from the exterior") and another said "directo" ("direct").

Respondent Interpretation of Overall Meaning of the Question:

It became clear that many of the people who answered "yes" were still thinking in the context of other apartment units within their building. So, they answered the question thinking that "yes, people in other apartment units have direct access from the outside or through a common hall." For example, the English speaker said they want to know "if other people can access their quarters directly without going through my apartment." Again, she was thinking about people who live in neighboring apartments. A Spanish-speaking respondent interpreted the question to be asking whether other people in the apartment building go through the same hallway to get to their apartments. She had responded "yes."

One Spanish-speaking respondent was clearly confused by the reference to "future occupants." She interpreted the question to be asking "If I leave my house, will the people that come and live here have access?" Other respondents displayed confusion and couldn't tell us what the question was asking for.

Round 1 Findings Based on Vignette:

Response to Survey Question:

Twenty-five of our 30 respondents were asked this question as a vignette situation. They were again presented with the imaginary scenario that asked them to imagine that they lived in a separate basement apartment (See Appendix J, Situation 2). The correct answer regarding

whether “the occupants or intended occupants of the other living quarters have direct access from the outside or through a common hall” according to our vignette should have been “yes.” Fifteen respondents answered the question correctly based on the imaginary scenario and nine respondents answered it incorrectly. Of the respondents who answered the question correctly, 11 people said “yes” as the question intended. All six English speakers answered the question correctly.

There were a number of respondents who interpreted the question as an “either/or” or “multiple choice” type question. Four of those people answered the question correctly saying “direct.” One person said “through a common hall” which was not correct according to our drawing but which would probably have been recorded as a correct “yes” answer in the field.

Nine respondents incorrectly said “no” to this question. Two Spanish speakers answered it incorrectly, saying “no” and two additional Spanish speakers were confused and unable to answer the question. Three of these people were Puerto Rican respondents with a high school level education and one who responded “no” was a Honduran respondent with less than a high school education.

Respondent Interpretation of Overall Meaning of the Question:

On the whole, respondents had an easier time answering this question in the context of the vignette than they had when talking about their real situations. However, it should be kept in mind that all respondents who heard this question in the context of their real situation had heard it mistakenly because of going down the wrong path.

In the context of the vignette, one English speaker reported that the question was confusing because he did not know if the question asked about the people living in the basement or the people living in the main part of the house. One Spanish speaker thought that the question was asking “whether the people who live in the other side have access to where I live.” Another Spanish speaker interpreted the question to be asking “if this access is used by various people from the places where they live.” She had answered “no” thinking that the two families do not use the same entrance.

The term “future occupants” again presented some problems. One Spanish speaker thought the question was asking: “If the separate apartment will be connected with the main house in the future; or the basement with the main house in this case. Will there be a common hall in the future?” Another Spanish speaker said: “What do they mean when they say future?”

Some respondents asked that the question be repeated more than once because they were having difficulty understanding it. These were mostly Spanish speakers.

Round 1 Summary of Findings and Recommendations for New Wording (ACCESS1_CP):

- While respondents seem to interpret the question better when considering the exact situation the Census Bureau has in mind (as in the vignette situation), when thinking of their real life situations, they tended to make the question “fit” their situation. So, if I live in an apartment building and I hear this question, I interpret it to be asking about whether the occupants or future occupants of other apartment units in my building have direct access to the outside.
- To some respondents this question sounded like an “either/or” question and not a “yes/no” question as intended.
- The concept of future or intended occupants is causing confusion for some respondents.
- Problem: the grouping of the two options are not synonyms and don’t seem parallel, or like common categories to respondents
- Note that the translation for “other living quarters” in the English version is missing from the Spanish version. However, we recommend not using this phrase in either language whenever possible. Something more conversational would probably be better understood in both languages.

New recommended wording to test:

**OPTION 1:
ACCESS1_CP**

<i>¿Tienen los ocupantes de la otra sección de su vivienda acceso directo a su vivienda desde el exterior o a través de un pasillo común?</i>	<i>Do the occupants of the other section of your home have direct access to their section from the outside or through a common hall?</i>
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OPTION 2:

ACCESS1_CP

<i>¿Tienen los miembros de ese otro hogar acceso directo a donde viven desde el exterior o a través de un pasillo común?</i>	<i>Do the members of that other household have direct access to where they live from the outside or through a common hallway?</i>
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OPTION 3:**ACCESS1_CP**

<i>¿Tienen los ocupantes de la habitación o el apartamento acceso directo a su sección desde el exterior o a través de un pasillo común?</i>	<i>Do the occupants of the separate room or apartment have direct access to their section from the outside or through a common hall?</i>
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ACCESS1_CP**Round 2 wording tested**

<i>¿Tienen los ocupantes de la otra vivienda acceso directo desde el exterior o desde de un pasillo compartido?</i>	<i>Do the occupants of the other living quarters have direct access from the outside or through a common hall?</i>
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Round 2 Findings based on respondents personal situations:**Response to survey question (with explanation of personal living situation as relevant):**

Due to skip patterns, of the 30 respondents, only six were asked this question (four Spanish-speakers and two English speakers). However, they were all asked this question erroneously due to mistaken responses given to OTHQTR_CP and LIVEAT1_CP, where they had responded that there were “otras sub-viviendas” or “other living quarters” in their homes. Two English participants and two Spanish participants answered “yes.” One of them said: “Sí, porque si hay una vivienda dentro de mi vivienda, es lógico que tendríamos que compartir el pasillo” (Yes, because if there are living quarters inside my home, it makes sense that we would have to share a common hall). One Spanish participant seemed confused but answered correctly, “no.”

Respondent interpretation of overall meaning of question:

Due to wrong responses given to LIVEAT1_CP, six participants were mistakenly taken to this question. At this point, one of the Spanish speakers still thought the question referred to surrounding homes. Other respondents answered the question despite it not making a lot of sense in their personal situations.

Round 2 Findings based on vignettes:

Response to survey question:

All participants were asked this question in the context of the same vignette described above (see Appendix J, situation 2). Again, this vignette asked them to imagine that they lived in the basement of a house with a separate entrance, but which shared the same address with the rest of the house. All respondents answered correctly, saying “yes” to this question.

Respondent interpretation of overall meaning of question.

When looking at the drawing of the vignette, ACCESS1_CP presented no difficulty to the 23 respondents, who answered “yes” to the question. One Spanish-speaking respondent erroneously answered “no,” three chose “direct access from the outside,” two were confused and one Spanish speaker was not asked the question.

Final Round 2 Recommendations (ACCESS1_CP):

This question was better understood using the vignette in comparison with the real situations of the respondents, who all did not have “other living quarters” in their homes. It may be that respondents have an easier time with the vignettes because the question was designed with the vignette type of situation in mind. It may also be that when respondents have a drawing that explains a situation graphically, it is easier for them to understand it. We recommend that you test a version of this question that eliminates the phrases “desde un pasillo compartido” or “through a common hall” to avoid respondent confusion. We recommend testing a version of this question as follows:

ACCESS1_CP

Final recommended wording to test based on Round 2

<i>¿Tienen los ocupantes de la otra vivienda acceso directo desde el exterior?</i>	<i>Do the occupants of the other living quarters have direct access from the outside?</i>
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The next series of questions that we tested was designed to gather the roster of household residents in the American Community Survey and it began with FN_PG1.

FN_PG1 (part 1)

Original Round 1 wording tested

<i>Voy a hacer algunas preguntas sobre todas las personas que viven o se quedan en esta dirección. Primero, vamos a hacer una lista de estas personas comenzando con usted. ¿Cuál es su nombre?</i>	<i>I am going to be asking some questions about everyone who is living or staying at this address. First let's create a list of the people starting with you. What is your name?</i>
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Round 1 Findings:

Response to Survey Question contained in FN_PG1:

In response to this question all 30 respondents provided their names, and/or last names. There were only two people who hesitated when asked for their last name, perhaps out of fear about privacy or confidentiality. This especially seemed to be the case for immigrants who may have been undocumented.

It should be noted that we did not probe respondents or ask them to provide middle initials or last names if they declined because we wanted to be sensitive about immigrants' fears. Previous research has shown that Spanish speakers sometimes have trouble with the "Name, Middle initial, Last name" format, but we did not examine this issue in Round One of the testing.

Respondent Interpretation of Overall Meaning of the Question:

When respondents were asked to explain what this question meant to them overall, they all appeared to have understood it correctly. There were no differences when comparing the results from the Spanish and English versions on this question.

Round 1 Recommendations (FN_PG1, part 1):

- There were **no recommendations** for new wording, because the question was understood as intended.

A second part of FN_PG1 was a shorter question about subsequent household members:

FN_PG1 (part 2)

Original Round 1 wording tested

<i>“¿Cuál es el nombre de la próxima persona que vive o se queda aquí?”</i>	<i>What is the name of the next person living or staying here?</i>
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Round 1 Findings:

Response to Survey Question:

In response to this question almost all respondents (28 people) provided the names, and/or last names of the other household members. There were only a couple of people who did not have other names to provide because they lived alone.

Respondent Interpretation of Overall Meaning of the Question:

This question was understood as intended by 23 of the 30 respondents. For the seven Spanish-speaking respondents who had difficulty with the question, the problem seemed to result from the use of the word “próxima” as a translation for “next” in the Spanish version. While the term “próxima” is a correct translation for the word “next,” it is often used in phrases that describe a future situation such as “la próxima semana” meaning “next week.” Indeed, we found that some respondents associated the term “próxima” with a future situation instead of their current one. For example, one respondent said: “‘Próxima’ is a very specific word; it talks about the future and we are living the present, and it’s not the correct word.”

Three more people were confused by the question because they interpreted the term “próxima” to be referring to “someone who is going to come in the future.” This interpretation of the question could be extremely problematic as it might encourage respondents to list people who are not currently living in the household but who might be planning to move in later. The future connotation of the term “próxima” appeared to cause some respondents to go off track with their interpretation of the question altogether. When asked for her interpretation of the question, one respondent said: “More important than my future husband is my mother.”

We asked Spanish-speaking respondents whether there was another term that they would use to refer to the “next” person in the household and they suggested either “otra” (other) or “siguiente” (a different translation for the English “next” that does not have a future connotation.

No problems were identified with the English wording of the question.

Round 1 Recommendations (FN_PG1, part 2):

- Consider changing the translation of the word “next” from “próxima” to “siguiente” to reduce burden on respondents. The suggested term has been used successfully in other studies at RTI, and respondents have not shown any signs of confusion.
- No recommendations for changes to the English-language wording.

New recommended wording to test in Round 2 (FN_PG1, part 2):

<i>“¿Cuál es el nombre de la <u>siguiente</u> persona que vive o se queda aquí?”</i>	<i>What is the name of the next person living or staying here?</i>
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Round 2 of cognitive testing:

In Round 2 of cognitive testing the first part of FN_PG1 was administered for contextual purposes but respondents were not probed on their interpretation of the question.

Round 2 Wording

FN_PG1 (part 1)

<i>Voy a hacer algunas preguntas sobre todas las personas que viven o se quedan en esta dirección. Primero, vamos a hacer una lista de estas personas comenzando con usted. ¿Cuál es su nombre?</i>	<i>I am going to be asking some questions about everyone who is living or staying at this address. First let's create a list of the people starting with you. What is your name?</i>
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Round 2 Findings:

Response to survey question contained in first part of FN_PG1:

All 30 respondents heard these instructions. None of them seemed to have difficulty understanding the wording and as in Round 1, there were no problems found. Again, we have no recommendations for changes in this section.

FN_PG1 (part 2)

In terms of the second question contained in FN_PG1, we did test alternate wording based on our Round 1 findings.

Round 2 Wording

FN_PG1 (part 2)

<i>¿Cuál es el nombre de la <u>siguiente</u> persona que vive o se queda aquí?</i>	<i>What is the name of the next person living or staying here?</i>
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Round 2 Findings:

Response to survey question contained in second part of FN_PG1:

All of the respondents answered the question without objections or apparent difficulty and provided the names of all household members.

Overall interpretation of question, key terms/phrases:

All respondents seemed to understand the question as intended. Upon probing about the new term “siguiente,” eight Spanish-speaking respondents suggested “otra persona” (another

person) as an alternative term, which they thought would sound more natural than “la siguiente persona” (the next person.) These respondents were from Mexico, Puerto Rico, Columbia and Peru and ranged from having a high school education to a college degree. The college educated respondent suggested another wording for use in this question: “¿Me podría dar el nombre de cada integrante?” or (could you tell me the name of each household member?) “Integrante” is a higher literacy level term and we would not recommend its use here.

One Colombian respondent with college education interpreted the term “la siguiente” (next) as referring to family members only and not people who are not related. He said that in cases where household residents are not related the word “siguiente” (next) may be difficult to understand. He suggested saying “¿Cuál es el nombre de otra persona que vive aquí?” (What is the name of another person living here?)

Round 2 Recommendations (FN_PG1):

- Despite the fact that some Spanish speaking respondents said that they would prefer the term “otra persona” (another person) over “la siguiente persona” (the next person), we recommend going forward with the change from “la próxima” (next) person to “la siguiente” (next) person, because “la siguiente persona” was well understood in every instance. We did not have the same misinterpretation as in Round 1 where people thought that the word ‘próxima’ had a future connotation and might report people who would be coming in the future. We think that “la siguiente” is more parallel with the English “next” than it would be if we asked “What’s the name of “another” person who lives or stays here?”
- We had no recommendations for changes to the English version
- For future research we recommend looking into the idea of testing the terms “another person” or “otra persona” in contrast with “the next person” or “la siguiente persona” It would be interesting to see if asking for “another” person might reduce respondents feeling that you’re asking for people in a “specific order” from “most to least status or importance.” We found that some respondents interpreted the word “next” in this way.

The next question that we tested was an “undercount” question, designed to find out whether respondents had inadvertently omitted any residents from the household roster.

FN_PG2

Original Round 1 wording tested

<i>Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible...” ¿Vive o se queda alguien más aquí, tal como compañeros de cuarto, hijos de crianza, pupilos, o empleados que viven en el hogar?</i>	<i>The following questions are to make sure this list is as complete as possible... “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees?”</i>
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Round 1 Findings:

Response to Survey Question:

In response to this question, all but two respondents answered “no,” and it appeared that they had all answered the question correctly. There was one respondent who initially answered ‘no,’ and later changed his response to ‘yes’ because he decided to include a girl who stayed with him some of the time. The fact that most respondents appeared to have answered the question correctly was in spite of the fact that we later discovered some comprehension problems with regards to the Spanish language terms used in the question (see below).

Respondent Interpretation of Overall Meaning of the Question:

Of the 29 respondents who were asked this question, 19 interpreted it as intended. However, problems in comprehension arose from a number of the Spanish-language terms included in the question.

Live-in Employees/ Empleados que viven en el hogar:

Ten respondents showed signs of confusion or misinterpreted the phrase “empleados que viven en el hogar.” Problems with comprehension of the term ‘live-in employees’ was an issue with seven of the 23 Spanish speakers and three of the six English speakers. Seven of these people interpreted the phrase literally, to mean someone who is an employee (at a workplace outside of the home) but who lives in the home. For example, one Spanish speaker said that the term meant: “Well, employees that are working, that have a job and they only come to eat or to sleep and they’re gone all day.”

The other three people were unclear about what the term meant at all, with an English speaker and a Spanish speaker saying that they had no idea what it meant. One Spanish speaker, who did not understand the term, said that he thought the term should really read “relatives.”

The other two English speakers who misinterpreted the term said that it meant: “(A) secretary who lives in her office. A maid, nanny,” and “someone you work with that’s living with you.”

Foster Child/ Hijo de crianza:

The Census Bureau translation used for foster child (hijo de crianza) has been shown to be problematic in Spanish in many different studies (Blumberg and Goerman, 2000; Caspar et al., 2007; Goerman, et al., 2007). On the whole, Spanish-speaking respondents tend to interpret this term as referring to an informal situation where a friend or family member cares for the child of someone in need (not as a part of a government sponsored program). This term literally translates into English as “son or daughter by care” as opposed to a biological child.

In the present study, we tested the terms “foster child” and “hijo de crianza” in the Relationship question. We would like to point out that the term is also included in FN_PG2 and although we did not test the term at this point in the survey, we believe that the same comprehension problems will exist here (see relationship question discussion for detailed findings on the terms in this study).

Boarder/Pupilo

The term pupilo as a translation for boarder has shown to be extremely problematic in a number of previous research studies (Blumberg and Goerman, 2000; Caspar et al., 2007; Goerman, et al., 2007). It was problematic in the current study when we tested it as a part of the Relationship question, but again, we would like to point out that the term is included in FN_PG2 as well. We have found that Spanish-speaking respondents do not understand the term “pupilo” as intended, to mean “boarder.” The most common interpretation is the idea of a pupil or student and many respondents report that they do not understand the term at all. English speakers of younger generations have also proven to be unfamiliar with the concept of a “boarder” in this and previous research.

Roommate/ Compañero de cuarto

The term “compañero de cuarto” as a translation for “roommate” has shown to be problematic in a number of previous research studies (Blumberg and Goerman, 2000; Caspar et al., 2007; Goerman, et al., 2007). It was problematic in the current study when we tested it as a part of the Relationship question, but we would like to point out that the term is included in FN_PG2 as well. Many Spanish-speaking respondents in this and previous research interpret

“compañero de cuarto” literally “room or bedroom companion or mate” to be referring to a spouse or intimate partner. This interpretation might cause respondents to continue to overlook the type of person this question is targeting.

Round 1 Recommendations (FN_PG2):

Live-in Employees/ Empleados que viven en el hogar:

- The respondents themselves had some recommendations for new wording on the “live-in employees” term. Their main idea of how to resolve confusion was to add specific examples of this type of employee: such as a maid, housekeeper, babysitter, cook, “my employee,” or “other people that are not part of your family.”
- Consider changing the translation of the term “live-in employees,” from “empleados que viven en el hogar” to something like: “servicio doméstico que vive en el hogar,” (domestic servant who lives in the home), or add to both the English and Spanish wording by providing more specific examples like maid, nanny or nurse.

Foster Child/ Hijo de crianza:

- Based on testing of this term in the Relationship question in this study and in different Census Bureau survey instruments in previous research, we recommend that the Spanish version of this term include a reference to the official government program.
- The Census Bureau has previously agreed to use the new translation “Hijo de crianza (Foster)” (Child by upbringing (Foster) on paper forms and “Hijo de crianza del programa Foster del gobierno” (Child by upbringing from the government Foster program) in electronic instruments. We recommend implementation of this new wording in FN_PG2.

Boarder/Pupilo

- In the English version of FN_PG2, the Census Bureau has chosen to use one term from the pair of terms that appear together in the Relationship question: “roomer or boarder.” In FN_PG2, only the term “boarder” appears as an example of people who are sometimes left off of the roster. The Spanish translation for the term “roomer” (inquilino) has shown

to be much better understood than the translation for “boarder” (pupilo) in previous research (Blumberg and Goerman, 2000; Caspar et al., 2007; Goerman, et al., 2007).

- We recommend either using the translation for “roomer” in FN_PG2 (the more commonly understood “inquilino,”) and leaving the English wording as is, or using a different term in both languages since the term “boarder” has shown to be problematic with some English speakers in this and previous research. One recommendation for a different term in both languages would be “inquilino” in Spanish and the more parallel term: “renter” or “tenant” in English.

Roommate/ Compañero de cuarto

- In the English version of FN_PG2, the Census Bureau has chosen to use one term from the pair of terms that appear together in the Relationship question: “Housemate or roommate.” In FN_PG2, only the term “roommate” appears as an example of people who are sometimes left off of the roster. While this is a common concept in English, the translation for this term causes many Spanish-speaking respondents to think of a companion or mate who shares one’s bedroom. The translation for the term housemate (compañero de casa) literally translates as “house companion or mate.” Previous research has shown that Spanish speakers are less likely to interpret this term as referring to an intimate partner than they are with the term “compañero de cuarto” (roommate).
- The discussion of the Relationship question below contains recommendations on rewording Compañero de cuarto (roommate). Because only one term is required in FN_PG2, we recommend testing this question with the term “compañero de casa” (housemate) instead of “compañero de cuarto” (roommate) which has shown to be less problematic in prior research.
- If the Spanish wording must remain as is, we recommend adding the English language term (Roommate) in parenthesis after “compañero de cuarto” since many Spanish speakers have shown to be familiar with this English language term (See Option 1 below).

Question length:

- We would like to point out that adding extra examples in Spanish will increase the length of an already long and wordy question. We recommend paying attention to question length in Round 2. If it seems necessary to increase the length of the wording for each

example in Spanish, the Census Bureau may want to consider providing fewer examples of tenuous living situations overall to reduce respondent burden.

New recommended wording to test:

OPTION 1

FN_PG2

<p><i>Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible...” ¿Vive o se queda alguien más aquí, tal como compañeros de cuarto (roommates), hijos de crianza del programa foster del gobierno, inquilinos o empleados que viven en el hogar, tal como una niñera o empleada doméstica?</i></p> <p>Translation: <i>The following questions are to make sure this list is as complete as possible... “Does anyone else live or stay here, such as roommates (roommates), children by upbringing through the government foster program, roomers, or live-in employees such as a nanny or housekeeper?</i></p>	<p><i>The following questions are to make sure this list is as complete as possible... “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees <u>such as a nanny or housekeeper?</u></i></p>
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OPTION 2

FN_PG2

<p><i>Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible...” ¿Vive o se queda alguien más aquí, tal como compañeros de casa, hijos de crianza del programa foster del gobierno, inquilinos o empleados que viven en el hogar, tal como una niñera o empleada doméstica?</i></p> <p>Translation: <i>The following questions are to make sure this list is as complete as possible... “Does anyone else live or stay here, such as housemates, children by upbringing through the government foster program, roomers, or live-in employees such as a nanny or housekeeper?</i></p>	<p><i>The following questions are to make sure this list is as complete as possible... “Does anyone else live or stay here, such as housemates, foster children, boarders, or live-in employees such as a nanny or housekeeper?</i></p>
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FN_PG2

Round 2 Wording Tested

<i>Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible... "¿Vive o se queda alguien más aquí, tal como compañeros de casa, hijos de crianza del programa 'foster' del gobierno, inquilinos o empleados que trabajan y viven en el hogar, tal como una niñera o empleada doméstica?"</i>	<i>The following questions are to make sure this list is as complete as possible... "Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees, such as a nanny or housekeeper?"</i>
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Round 2 Findings:

Response to survey question contained in FN_PG2:

All respondents said “no” except one English-speaking respondent with a high school education. She had already included the roommate in the roster as a ‘non relative’ and when this question arrived she redefined him as a roommate. This respondent had a roommate who shared expenses with her. She provided an accurate definition of the term “roommate” as a person who is ‘sharing expenses.’

Overall comprehension of the question (with explanation of personal living situation as relevant):

All but one respondent understood the question as intended. The respondent was an English-speaking male with some college who did not seem to get the gist of the question and commented that he did not know: “What they were looking for?”

Two Spanish speakers interpreted the question to be asking whether a person was staying on a temporary basis. One was a man from Guatemala with less than high school education, and the other one was a woman from Mexico with a high school education. Their interpretation was not necessarily incorrect since the question is also intended to identify temporary situations.

Testing of the phrase: “compañeros de casa” / “roommates”

Because we found in Round 1 that Spanish speakers were interpreting the original term “compañeros de cuarto” to describe an intimate partner who shares one’s bedroom, we tested the term “compañeros de casa” (housemates), under the theory that Spanish speakers would interpret this term in a more parallel fashion with the English “roommates.”

Three Spanish-speaking respondents with a high school level education had not heard of the term “compañero de casa” before. They were from Argentina, Mexico and Honduras.

Respondents who did understand that term gave different interpretations of it, such as a “friend,” (two Spanish speakers and an English speaker) a “spouse” or a “partner,” with romantic involvement (three Spanish speakers).

One female respondent from Puerto Rico with high school education did not understand the phrase to mean that people were sharing a household to share living expenses.

All of the Spanish-speaking respondents were familiar with the English word ‘roommate’ and seemed to interpret it through the American cultural norm as persons not in a relationship who live together to share expenses. Most Spanish-speaking respondents equated the English term ‘roommate’ to ‘compañero de casa.’

In general keeping the word roommate in parenthesis helped Spanish respondents. ‘Compañero cuarto’ was more parallel to ‘roommate’ than ‘compañero de casa.’

Final Round 2 Recommendations “compañeros de casa” / “roommates” (FN_PG2):

- We recommend that the addition of a short explanation of the term ‘compañero de casa’ such as “someone who shares household expenses” or “persona que comparte los gastos de la vivienda.”
- We recommend the addition of the idea of having: “gastos comunes” (common expenses) to the concept of a roommate to offset the frequently found mindset among Spanish speakers who think of the relationship in romantic terms and not in financial terms.
- We recommend further testing of alternatives to the word “compañero.” Based on this and previous research, we believe that this term is a source of confusion in Spanish (see also write up on RELT/RELP below). However, Round 1 results showed that when the term “compañero de casa” was tested together with “compañero de cuarto,” fewer respondents (four out of 30, three Spanish speakers and one English speaker) showed confusion and misunderstanding about both terms. The Spanish speakers either did not know the term or thought it was someone simply living in the house. The English speaker thought of it as someone with an intimate partner.
- We recommend use of the alternative translation: “persona que comparte la vivienda para compartir gastos”/ “person who shares the dwelling to share expenses.”

Round 2 Testing of the phrase: “hijos de crianza del programa ‘foster’ del gobierno” / “foster children”

Eleven of the 26 Spanish respondents from different Spanish speaking nationalities had problems understanding the meaning of the new term “hijo de crianza del programa ‘foster’ del gobierno.” Of the eleven Spanish speakers 4 had never heard of the term “foster” at all. In addition, one English speaking respondent did not understand the term “foster children” whatsoever. Other respondents understood the two terms as intended for the most part. None of the respondents chose this relationship when asked this question.

Final Round 2 Recommendations: “hijos de crianza del programa ‘foster’ del gobierno” / “foster children” (FN_PG2):

- It appears that saying “Hijos de crianza del programa foster del gobierno” helped respondents understand the term better, even though it didn’t apply to them. We recommend using this revision as is.

Round 2 Testing of the term Inquilino/ boarder:

Background: In Round 1, the original Spanish term contained in this question was “pupilo.” Pupilo is an extremely problematic translation for the term “boarder.” In Round 1 (and in previous research) we have found that respondents interpret this term to mean “student” or they don’t understand it at all. In Round 2, we tested the term “inquilino” (the current translation for “roomer” in the relationship question) to see if it was more parallel with the English “boarder” in this context.

The term “boarder” in English was not understood by two English-speaking respondents. The respondents who did not understand the term were younger participants. One of the participants, who was a 20-year-old male with some college education, suggested using “rentee.”

The Spanish term was understood well by Spanish participants as a whole “as someone responsible for the space they are renting.” However, one participant, a Puerto Rican male with some college, had never heard of the term “inquilino.”

Final Round 2 Recommendations: Inquilino/ boarder, (FN_PG2):

- Because younger English speakers appear to have problems with the term “boarder,” we recommend consideration of other options, such as “renter” or “tenant.” Further testing maybe in order prior to making this change.
- Another option would be to add an explanation of the term ‘boarders’ to the English term, saying something like “boarders or people who pay for lodging and meals.”
- Based on the Spanish testing, we recommend moving forward with the change from pupilo to inquilino in this question.

Round 2 Testing of the term: “empleados que trabajan y viven n el hogar” / “live-in-employees”

As a whole the new term tested very well. However, one English-speaking participant did not understand the term to apply to those living in the house, but simply someone’s employees staying in the house. We found the addition of the examples of employees living in the house (nanny, domestic help) to aid in respondents’ understanding of the question in both languages.

Final Round 2 Recommendations:

- Go forward with the changes to the wording in both languages.

Final Overall Recommendations for FN_PG2

- While we recommend making the changes to each individual term that we tested above, we do want to note that improving the understanding of Spanish speakers by adding examples has made the Spanish version of the question quite lengthy. We are concerned that this lengthy question is more difficult to follow than the English counterpart, but we think that it is necessary to lengthen each individual example for them to be understood in a parallel fashion across languages.
- To avoid such a lengthy question in both languages, consider adopting a format similar to what is currently being tested in the Census Bureau’s 2010 Non-Response Follow-Up (NRFU) instrument. In this format, the interviewer asks about each example separately as a “yes or no” question.

Current English paper NRFU wording for the 2010 Census:

We do not want to miss any people who might have been staying here on April 1.

Were there any additional people that you didn't mention, for example:

Babies? Yes No

Foster children? Yes No

Any other relatives? Yes No

Roommates? Yes No

Any other nonrelatives? Yes No

How about anyone else staying here on April 1 who had no permanent place to live? Yes No

If "yes" to any category, ask: What is that person's name?*

*Please note that this wording was undergoing testing at the time of this report writing and results were not yet available.

Possible adaptation of this question for the ACS purposes:

ENGLISH:

The following questions are to make sure this list is as complete as possible... "Does anyone else live or stay here, such as

- Roommates? Yes No
- Foster children? Yes No
- Boarders (or renters/tenants)? Yes No
- Live-in employees such as a nanny or housekeeper? Yes No

SPANISH

Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible..."¿Vive o se queda alguien más aquí, tal como...

- ¿Compañeros de casa? Sí No

- ¿Hijos de crianza del programa “foster” del gobierno? Sí No
- ¿Inquilinos? Sí No
- ¿Personas que trabajan y viven en el hogar tal como una niñera o empleada doméstica? Sí No

The next question that we tested was designed to determine whether any additional people are staying in the household even for a short time.

FN_PG3

Original Round 1 wording tested

<i>¿Está viviendo alguien más aquí aunque sea por corto plazo, tal como un amigo o pariente?</i>	<i>Is there anyone else staying here even for a short time, such as a friend or relative?</i>
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Round 1 Findings:

Response to survey question contained in FN_PG3:

In response to this question 26 of the 30 respondents answered “no,” and all of these respondents appeared to have answered the question correctly. At the same time we did find that some respondents’ interpretation of the meaning of the question varied.

One of the Spanish-speakers who answered “no” perceived this question as some kind of “trick.” She felt that this might be a sensitive question which could sound accusatory and she suggested adding the phrase “in case you forgot” to reduce sensitivity.

The remaining four respondents answered “yes” and their answers appeared to have been correct as well. These individuals described the situation of relatives traveling to and from other cities and even other countries (Puerto Rico and Mexico).

Overall comprehension of the question:

This question was asked of all 30 respondents, and initially they all appeared to have understood the question as intended, but upon closer examination it became apparent that 20 of the 30 people had answered the question correctly despite some kind of misunderstanding.

First of all, the vagueness of the term “short time” led to a wide range of interpretations from an overnight stay up to one year. This was the case for both English and Spanish speakers. In addition, we would like to point out that the term “staying” has been mistranslated as “viviendo,” which means “living” in the Spanish version. This term has a different meaning from the English version and could cause respondents to answer the question differently in Spanish.

Testing of the term: ‘viviendo’/‘staying’

Because we noticed that the original English question contained the term “staying” and the Spanish contained the term “viviendo” (living), we tested the meaning of both terms with both English- and Spanish-speaking respondents. On the whole, respondents varied in their interpretation of the two terms in both languages, with some interpreting the terms as synonymous and others perceiving them to have a different meaning.

Many respondents (19/30) associated the term “viviendo”/ “living” with a permanent living arrangement, whereas “quedándose” / “staying” was associated with a temporary situation. There was one person who understood living and staying in the opposite manner, with staying as a permanent concept and living as a situation where a person is visiting for a short time. The remaining ten respondents viewed the two terms as synonyms.

Testing of the term: ‘corto plazo’/‘short time’:

As previously mentioned, we found the terms “short time” and “corto plazo” to be vague and respondents interpreted them in a variety of ways. Amongst the most common interpretations that respondents discussed were: “Temporary, that is not going to be for a long time,” “It could be one or two weeks,” “I wouldn’t count someone staying for a week. From a month up to three months.”

In addition, we would like to point out that “corto plazo” is a very formal and high-level phrase in Spanish and some respondents pointed this out, while others used a different phrase when discussing this concept themselves; “poco tiempo,” which also translates as “short time.”

Round 1 Recommendations (FN_PG3):

- We strongly recommend revision of the mistaken translation for the term “staying” from “viviendo” (living) to “quedándose” (staying) to avoid collecting different data from English and Spanish speakers.
- Consider whether the Census Bureau would like to specify a range of time for “short time” in both English and Spanish since different respondents seem to interpret the time frame differently.
- Consider changing the Spanish phrase “corto plazo” to a lower literacy level term such as “poco tiempo” for further testing. This is another way to express the same concept of

“short term” and would not require a change to the English wording in order to maintain parallel meaning.

New recommended wording to test in Round 2:

FN_PG3

<i>¿Está quedándose alguien más aquí aunque sea por poco tiempo, tal como un amigo o pariente?</i>	<i>Is there anyone else staying here even for a short time, such as a friend or relative?</i>
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FN_PG3

Round 2 Wording Tested

<i>¿Está quedándose alguien más aquí aunque sea por poco tiempo, tal como un amigo o pariente?</i>	<i>Is there anyone else staying here even for a short time, such as a friend or relative?</i>
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Round 2 Findings:

Response to survey question contained in FN_PG3

All 30 Round 2 respondents answered “no” to this question, apparently correctly.

Testing of the term “quedándose” / “staying”

No problems were detected and most respondents understood the term to mean staying temporarily. However, there were four respondents who believed the term to have different meanings.

One English respondent also felt that ‘staying’ could be used for temporary or permanent situations. One respondent brought up some interesting information during the probing for this question. She mentioned that her mother regularly lives with her six months out of the year. She had not listed her mother when she initially heard FN_PG3, but it seemed as though the mother is not currently staying with her, so in that case she did answer the question correctly.

One Spanish-speaking Mexican female respondent with less than high school education, believed “quedándose” meant something permanent (as in remaining somewhere for good.)

Relatively speaking the four interpretations above did not show one specific pattern of interpretation that could influence the response to the point it would need rewording.

Testing of the term “poco tiempo” / “short time”

Most Spanish speaking respondents understood “poco tiempo” as a short time. However, short time was understood as different things for different respondents. Most respondents, English and Spanish speakers, understood it to be between a few weeks to 3 months.

Final Round 2 Recommendations (FN_PG3):

- We recommend that the English version remain unchanged.
- The Spanish version seemed to work better and to be understood more similarly to the English version when using “quedándose” and “poco tiempo” instead of “viviendo” and “corto plazo,” the Round 1 wording.

The next question that we tested asks respondents whether any of the people that they have listed are currently away from the household.

AWAYNOW

Original Round 1 wording tested

<i>Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ... ¿Alguna de estas personas se ha ausentado AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?</i>	<i>The next questions are to help refine this list. I have listed <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ... Are any of these people away NOW for more than two months, like a college student or someone in the military?</i>
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Respondents had been asked to supply their addresses prior to the start of the interview.

Round 1 Findings:

Response to survey question contained in AWAYNOW:

In response to this question all 30 respondents answered ‘no,’ and they appeared to have answered the question correctly.

Respondents’ Overall interpretation of question:

This question appeared to work well for most respondents, and here we did not find differences in comprehension between the Spanish and the English versions. The only problem that we noted in the administration of this question was with an elderly man who lived alone. He

showed signs of frustration with this question because he felt that he had been asked multiple times if any additional people lived with him. In response to FN_PG1 he had stated that he lived alone. He repeated this in response to both FN_PG2 and FN_PG3. By the time he heard AWAYNOW he showed signs of frustration and was possibly even a little bit offended. In response to AWAYNOW, he finally said, “The only other resident is away forever,” in reference to the fact that his wife was deceased. Due to the nature of his situation (living alone after having lost his wife), this series of questions was potentially sensitive and offensive.

Respondents generally interpreted this question to be asking about a temporary absence of one of the household members. Amongst the most common interpretations provided were “Whether someone is away for more than two months,” and “If someone has not stayed home for two months or more because they might have to be in college or in the military service.”

Most people understood this question as intended. There were two people who misinterpreted the question. One of these individuals appeared to have included people who had moved out, and the other one thought this question only referred to people in the military.

Round 1 Recommendations (AWAYNOW):

- This question did not make sense when asked of a one person household. We recommend consideration of whether it is important to ask this question of someone residing in a one person household. If not, it might make sense to consider testing a new skip pattern.
- This question is grammatically ambiguous, asking whether people are away NOW for more than two months. Does that mean that they “have been” away for two months or they “will be” away for two months or that they “are” currently away and it is a two month trip? We did not probe on comprehension of this phrase in Round 1 but noticed that it is vague as we did our analysis of the results.
- **Spanish terminology changes:** Some Spanish-speaking respondents expressed the idea that “se ha ausentado” (literally “has absented himself”) is high-level language and not very conversational. They recommended the more typical phrase “se ha ido” (has gone away).
- Consider changing the term “se ha ausentado” to “se ha ido” (has gone away) or “no está presente” (is not present).

**New recommended wording to test:
AWAYNOW**

<p><i>Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ...</i></p> <p><i>¿Alguna de estas personas no está presente AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?</i></p> <p>Translation:</p> <p><i>The next questions are to help refine this list. I have listed <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ...</i></p> <p><i>Are any of these people not present NOW for more than two months, for example a college student or someone in the military?</i></p>	<p><i>The next questions are to help refine this list. I have listed <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ...</i></p> <p><i>Are any of these people away NOW for more than two months, like a college student or someone in the military?</i></p>
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AWAYNOW

Round 2 Wording Tested:

<p><i>Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a [read all the names listed from FN_PG1, FN_PG2, and FN_PG3]</i></p> <p><i>¿Alguna de estas personas está ausente AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?</i></p>	<p><i>The next questions are to help refine this list. I have listed a [read all the names listed from FN_PG1, FN_PG2, and FN_PG3]</i></p> <p><i>Are any of these people away NOW for more than two months, like a college student or someone in the military?</i></p>
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Round 2 Findings:

Response to survey question contained in AWAYNOW

As previously mentioned, this question had been ambiguous in Round 1. The question could be understood in multiple ways, as “have been” away for two months or “will be” away for two months or “are” currently away and it is a two month trip. In addition some Spanish-speaking respondents expressed the idea that “se ha ausentado” (literally has absented himself) is high level language and not very conversational. In Round 2, we tested the phrase “está ausente” (is away) in the Spanish version.

All 30 respondents were asked this question as a part of Round 2 testing. All respondents but two answered “no.” These were an English speaker and a Spanish speaker. The Spanish

speaker, who was from Mexico, misunderstood the question and thought that it was asking about someone not belonging to the family but ‘*está ausente*’ seemed to work fine for him. The English speaker seemed distracted during the interview and it appeared that he had not listened closely as opposed to their being any problems with the question wording.

Overall interpretation of question:

During the first round of our testing the terms *AWAYNOW* were translated in a way that was vague and caused confusion: “*se ha ausentado*,” which used the perfect tense, did not make it clear for Spanish-speaking respondents that it included the present tense. A new version using ‘*está ausente*’ was used in this second round and it was understood clearly.

One English-speaking male respondent with a high school education paraphrased the question to mean: “Are they living in the house now?” Another female respondent from Puerto Rico with some college education commented that it was “someone who is away from home for more than two months but plans to return home.”

One English-speaking respondent was confused over the meaning of the word ‘now’ in the question. No one mentioned being confused by the ‘for more than two months’ wording, which purposely leaves the time frame vague as to whether they are currently away, going to be away or have been away for more than two months. Two Spanish-speaking respondents (one Salvadoran male with high school education and one Colombian female with high school education) qualified their answers by saying “they’re minors” when referring to their children. They seem to be providing additional information, saying that “no, of course they are not away because they are children,” so the question doesn’t apply to them.” We do not deem this to indicate a problem with the question.

Round 2 Recommendations (AWAYNOW):

- We recommend going forward with the change from “*se ha ausentado*” to “*está ausente*” in Spanish. This new wording seemed to work better than the Round 1 wording.
- Because some respondents in each language mentioned that “staying” and “*quedándose*” can be interpreted as temporary or permanent, in general we recommend adding the word “temporarily” when the words ‘staying’/‘*quedándose*’ are used. In this case we do not feel it’s necessary due to the inclusion of “for a short time.”

The next question that was tested in this project was designed to determine whether the respondent has another place where he/she usually stays.

ANOTHER HOME

Original Round 1 wording tested

<i>¿Tiene usted otra casa o residencia fija?</i>	<i>Do you have some other place where you usually stay?</i>
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Round 1 Findings:

Response to survey question contained in ANOTHER HOME:

In response to this question 24 of the 29 respondents who were asked the question indicated that they did not have another place where they usually stayed, and five people reported having another place where they usually stayed.

Most respondents appeared to have answered the question correctly. Of those who answered “yes,” two respondents correctly mentioned college students who stayed away from home in order to attend school.

There were three Spanish-speaking respondents who answered the question incorrectly, saying “yes,” because they did not understand the question as intended, which we discuss further below.

Respondents’ Interpretation of the Question

We would like to point out that this question is worded very differently in English and Spanish. The Spanish does not convey the same meaning as the English original, and it is ambiguous. The literal translation of the Spanish is: “Do you have another house or fixed residence?” The term “fija” or “fixed” has a permanent connotation.

The current wording in Spanish could be interpreted in two different ways; as asking whether the respondent owns additional property (whether or not he or she lives or stays there) or whether the person has another “permanent” or “fixed” residence where he or she lives.

We specifically asked respondents for their interpretation of the phrase “residencia fija” or “fixed residence” in Spanish and “some other place where you usually stay” in English and 16 of the 30 respondents showed some kind of problem or confusion with this concept. Signs of confusion were more prevalent among Spanish speakers because of the incorrect translation; 14 Spanish speakers showed signs of confusion, whereas only two English speakers misinterpreted the concept described in the English version.

The most common misinterpretation by Spanish speakers was that the question was asking about ownership of additional real estate aside from where the person was living but not necessarily a place where they usually stayed; one person thought that the question was asking about owning rental property; another person thought that it referred to a temporary house where one would live and stay for more than two or three weeks, and two others thought that the question could be asking about property owned in another country. In addition, the term “fija” or “fixed” made some people think of several years of permanency. They said that having moved recently might have triggered a different response. Finally, one man thought that the question might be referring to whether one has set up households with two different women.

English speakers’ misinterpretations related to occasional, sporadic living arrangements, instead of “usual” or repeated ones. For example, one person thought of a sleep-over at a friend’s house or spending summers at a beach or lake house, and another respondent thought that the phrase referred to an apartment building with many separate units.

Round 1 Recommendations (ANOTHER HOME):

- The English and Spanish wording do not read the same here. The Spanish literally translates as: “Do you have another house or fixed residence?”
- We strongly recommend revising the Spanish version to avoid confusion and to more accurately reflect the English wording (see below).

New recommended wording to test:

ANOTHER HOME

<p><i>[¿Tiene usted/¿Tiene <Name>/¿Tienen algunas de estas personas <read all the names listed from FN_PG1, FN_PG2, and FN_PG3 except for those selected at AWAYNOW>] otro lugar donde se queda/se quedan normalmente?</i></p> <p><i>Translation: Do you, does he, do any of these people have... another place were you/he/she normally stay(s) / they normally stay?</i></p>	<p><i>[Do you/ Does <Name>/¿Do any of these people <read all the names listed from FN_PG1, FN_PG2, and FN_PG3 except for those selected at AWAYNOW>] have some other place where you/he/she/they usually stay(s)?</i></p>
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ANOTHER HOME

Round 2 Wording Tested :

<i>[¿Se queda usted o se queda NAME(S)] habitualmente en otro lugar?</i>	<i>[Do you or does NAME(S)] have some other place where you/he/she/they usually stay(s)?</i>
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Round 2 Findings:

Response to survey question contained in ANOTHER HOME

Most respondents did not seem to have problems understanding this question. Most of them answered “no” to this question and this seemed correct. However, two Spanish-speaking respondents with high school education misunderstood what was meant by ‘habitualmente’ (usually) one male respondent from Mexico thought the question asked “ if someone stayed at the beach or at a hotel sometimes” while the other male respondent from El Salvador thought it meant to stay away from the house “once a month or so.”

Overall interpretation of question, key terms/phrases: (including how many and type of misinterpretations)

Most respondents but one man from El Salvador did not seem to have problems understanding this question. He did not clearly understand what was meant by “habitualmente” (usually) and said that no household members were away even sporadically. He said he stays away from the house “once a month or so” incorrectly answered “no” to the question.

Final Round 2 Recommendations (ANOTHER HOME):

- Some respondents asked the interviewer for clarification as to what would constitute staying “regularly” in another home. If many respondents ask this type of question, it may place undue burden on interviewers who have to constantly explain that a child staying at a grandparent’s house occasionally is not what this question is looking for.
- Interviewer debriefing or behavior coding research would be an ideal way to look at whether this happens frequently in the field. If this does happen frequently we recommend creating an interviewer instruction or add more definition to the question.
- No recommendations for wording changes at this time.

The next question that was tested asks respondents about household residents who were listed as having another home whether they are staying in the sample household for more than two months.

MORETHANTWO

Original Round 1 Wording tested

<p><i>¿Se está quedando <read all the names listed from ANOTHERHOME> /¿Se está quedando usted/¿Se está quedando <Name>] aquí por MÁS de dos meses?"</i></p>	<p><i>[Are <read all the names listed from ANOTHERHOME>)/Are you/Is <Name>] staying here for MORE than two months?</i></p>
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Round 1 Findings:

Response to survey question contained in MORETHANTWO:

Due to skip patterns, this question was only asked of nine people. Seven of them appeared to have responded correctly, and the other two were not able to answer at all because they were confused. Of those who were able to answer the question, six respondents said “yes” and one person responded “no.”

Overall interpretation of question, key terms/phrases:

Six of the seven respondents who answered this question interpreted it as intended, as asking whether people who have another home were staying in the sample household for more than two months. Only two Spanish speakers hesitated or were confused, and one English speaker needed to have the question repeated to him but he then understood the question as intended.

One respondent said that he was confused because he did not know if this question asked about staying for two months, renting, or whether people had any other place to go. Another respondent was confused because she was considering a different type of household. She said, “When people live together, for example, not as a family unit with a father, mother and child, but as roommates, or something like that, you say ‘is staying,’ and people could think that he/she only visits and is not necessarily living (there).”

Round 1 Recommendations (MORETHANTWO):

- Consider simplifying the verb tense to facilitate readability. The use of the present tense in Spanish is more common in this context than the progressive tense.

New recommended wording to test for Round 2:

MORETHANTWO

<i>¿Se queda <read all the names listed from ANOTHERHOME> /¿Se queda usted/¿Se queda <Name>] aquí por MÁS de dos meses?"</i>	<i>[Are <read all the names listed from ANOTHERHOME>)/Are you/Is <Name>] staying here for MORE than two months?</i>
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Round 2 Wording (Not changed and not formally tested in Round 2)

<i>¿Se está quedando <ANOTHERHOME NAMES> /... ¿Se está quedando usted /... ¿Se está quedando <Name>] ... aquí por MÁS de dos meses?</i>	<i>[Are <ANOTHERHOME NAMES>) / ... Are you/ ... Is <Name>] ... staying here for MORE than two months?</i>
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Round 2 Findings:

Most respondents did not need to be asked this question according to the skip pattern, given their responses to prior question. Thus, only three respondents answered this question and they did not seem to have problems understanding it..

One Spanish-speaking respondent from Puerto Rico understood it as intended. The other two English-speaking respondents also understood the question as intended. Thus, there was no probing for this question.

Round 2 Recommendations (MORETHANTWO):

- None based on the current testing.

The next item that we tested was a statement entitled BASIC.

BASIC

Original Round 1 Wording tested

<i>Ahora quisiera hacerle algunas preguntas básicas acerca de personas en este hogar que están aquí más de dos meses.</i>	<i>Now I would like to ask you some basic questions about people in this household who are here more than two months.</i>
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Round 1 Findings:

Overall interpretation of question, key terms/phrases:

Most of the respondents understood this statement as intended, except for four respondents who were confused by it. One person combined the information from the previous question with this question, and associated this statement with a classification of household members as permanent or temporary. Two other individuals were unable to provide feedback when probed about the statement. One person had a blank look on his face, and one woman appeared to be thinking about it and just smiled without providing a response. Yet another participant thought this statement referred to roommates.

Amongst the most relevant response when respondents were asked to explain this statement was “It’s asking about permanent people... it does not refer to people who stay there one or two days, but the people that live there permanently.” Respondents also replied that the question indicated “that more information is needed about the people who live in this home or residence.”

One person who understood this statement asked the interviewer about the reference to two months, and stated that he could not imagine such a situation, perhaps because he lived by himself. Another person believed that if a person stayed for more than two months he or she would be part of the household.

Round 1 Recommendations (BASIC):

- Note that this statement is grammatically ambiguous. It is unclear whether it is meant to ask about people who “have been” here more than two months or people who “will be” here more than two months? Changing the tense might make the statement clearer.

Round 2 Wording (Wording not change and not formally tested in Round 2)

<i>Ahora quisiera hacerle algunas preguntas básicas acerca de personas en este hogar que están aquí más de dos meses.</i>	<i>Now I would like to ask you some basic questions about people in this household who are here more than two months.</i>
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Round 2 Findings:

Out of 30 respondents who heard this introduction, none seemed to have had difficulty understanding it. Thus, this statement was not probed and there are no recommendations for changes.

Round 2 Recommendations (BASIC):

- None based on the current testing.

The next question that we tested was one aimed at identifying a householder from the list of names on the roster.

HHOLDER

Original Round 1 Wording tested

<i>De las personas que ha nombrado, ¿quién es dueño(a) o alquila este lugar?</i> {optional text} (¿A nombre de quién(es) está la escritura o el contrato? ¿Hay alguien que sea mayor de 15 años?)	<i>Of the people you named, who owns or rents this place?</i> {optional text} IF R SAID DON'T KNOW (What name(s) are on the deed or lease? IF R STILL DIDN'T KNOW: Is there anyone 15 years or older?)
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Round 1 Findings:

Response to survey question contained in HHOLDER:

Most people (26 of the 30 respondents) identified the owner of their home from the roster of names without hesitation. In addition, there were three respondents who named several people as owners or persons responsible for the lease, and one person was confused by the question because he lived in a one-person household.

Overall interpretation of question, key terms/phrases:

All but one of the respondents indicated having heard the terms 'deed' and 'lease.' The only person who had difficulty was a Spanish speaker with a high school education who reported that he had never heard of the term 'escritura'/'deed.'

Despite the fact that they reported having heard of the terms, three of the six English speakers were confused by the term 'deed,' and four Spanish speakers showed confusion about

this term. One respondent felt that a “deed” was the same as a ‘will,’ and another person provided a description similar to ‘power of attorney.’ Perhaps knowledge of this term depends on people’s experience with ownership of a dwelling. We did not ask respondents whether they owned or had ever owned a home. This issue might be worth examining further during the next round of testing.

There were seven additional respondents who had problems with the term “lease” or with both terms. Some Spanish speakers emphasized that the term “contrato” for “lease” has a very general meaning. For example, one respondent said: “Contrato (literally, contract) is a document that shows when you make an agreement. It could be a business agreement. There are different options for contract.”

Finally, two people considered ‘deed’ and ‘lease’ to mean the same thing and three others reported that they did not understand the terms at all.

Round 1 Recommendations (HHOLDER):

- Use of the term ‘contrato’ as the Spanish translation of the English term ‘lease’ is vague. This translation issue triggered a slightly different interpretation of ‘contrato’ than what was intended. A closer approach to the concept of a rental lease would be ‘contrato de arrendamiento’ or ‘contrato de alquiler’ (which both incorporate the term “rental”) since these terms are specifically related to renting a home. When the word ‘contrato’ is used by itself, it could be applied to different areas, e.g., business. (The term literally translates as “contract” in English.)
- Consider revising the Spanish term “lugar” (place) to the more specific term “vivienda” (dwelling). This could be done only in Spanish or consider changing the English “place” to read “household.”
- Consider choosing whether interviewers should say “name or names” in English and “quien or quienes” (“who” in singular or plural) in Spanish. Should the question ask for multiple names, or should respondents only be asked to provide one name? It does not seem like something that should be left to the discretion of each interviewer.
- It is impossible for an interviewer to read dueño(a) (owner, masculine or feminine version) as worded so he/she will have to choose to read either “dueño” (owner in masculine which could be used to refer to just men or both men and women) or “dueño o

dueña” (male or female owner). Both of these options would be grammatically correct, so it is just a matter of preference. It makes sense for the Census Bureau to make this decision rather than leaving it up to each interviewer.

New recommended wording to test:

HHOLDER

<p><i>De las personas que ha nombrado, ¿quién es dueño o quien alquila esta vivienda? {optional text} (¿A nombre de quiénes está la escritura o el contrato de alquiler? ¿Hay alguien que sea mayor de 15 años?)”</i></p> <p><i>Translation:</i> <i>Of the people you named, who owns or rents this dwelling?</i> <i>{optional text} IF R SAID DON’T KNOW (What names are on the deed or rental contract? IF R STILL DIDN’T KNOW: Is there anyone 15 years or older?)</i></p>	<p><i>Of the people you named, who owns or rents this place?</i> <i>{optional text} IF R SAID DON’T KNOW (What names are on the deed or lease? IF R STILL DIDN’T KNOW: Is there anyone 15 years or older?)</i></p>
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HHOLDER

Round 2 Wording:

<p><i>De las personas que ha nombrado, ¿quién es dueño o quién alquila esta vivienda? ¿A nombre de quiénes está la escritura o el contrato de alquiler?</i></p>	<p><i>Of the people you named, who owns or rents this place? What names are on the deed or lease?</i></p>
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Round 2 Findings:

In the ACS instrument the question (*What names are on the deed or lease?*) is optional reading for interviewers. We decided to read it to every respondent as a part of our testing to be sure that all respondents understood the new translation for lease (*contrato de alquiler*) in Spanish.

The addition of “de alquiler” (rental) to clarify “contrato” (contract) to the Spanish worked well during pretesting and did not seem to have posed any problems with Spanish-speaking respondents. Most respondents were able to provide what seemed like appropriate answers.

Only one respondent hesitated when answering this question because of uncertainty when the person who owned or leased the place did not live in the household. No one else reported having a similar situation. And there was no evidence of householders who didn’t live in the home.

Another minor issue encountered was that some respondents provided more than one name in response to this question. We do not believe that this would cause problems in the field but it is something that the sponsor might wish to discuss with regards to whether an interviewer instruction is necessary for when this happens or whether the instrument takes care of the issue.

The terms “escritura” in Spanish and “deed” in English were a source of misunderstanding, by a two people. A few other respondents, criticized the inclusion of either ‘escritura’ or ‘contrato de alquiler’ because one term did not apply in their case. However, there is no way of knowing this before administering the question so we do not recommend making a change based on this finding.

Response to survey question contained in HHOLDER:

Most respondents were able to identify who owned or rented their home without a problem, except for one person with a special situation. A Puerto Rican female respondent with high school education provided details of her living arrangement because she was unsure how to answer. She was not in the deed or lease but she was the head of the household. The person who was on the lease did not live in the household. The cognitive interviewer probed and asked instead for the respondent to name the “head of household” but the interviewer was unsure if it was the Census Bureau’s intention. Consideration should be given to whether field interviewers have clear instructions as to what to do when this type of situation arises.

Five Spanish speakers and one English speaker provided two names instead of one to indicate who owned or rented the place. We are uncertain as to whether this would cause a complication in the electronic instrument since we did our testing on paper.

One Spanish-speaker from Mexico thought that the question was asking her to provide the name of her non-resident landlord, since she rented an apartment. After hearing the question repeated and clarified, she identified herself as the householder.

Testing of the terms “escritura” / “deed” and “contrato de alquiler” / “lease”

The term “escritura” or “deed” was understood as intended by most participants. It was described as legal proof of ownership of a home; it was associated with the owner of the property, and as having the rights over a house.

Two female Spanish-speaking respondents from Puerto Rico had never heard the Spanish term ‘escritura.’ One of them was able to guess its meaning, but recommended the use of “título de propiedad”/ “property title” instead.

The term “contrato de alquiler” / “lease” was understood as intended by most participants. It was described as legal proof of renting a home, a rental agreement, a temporary agreement, and it was associated with being a renter, and not being an owner.

Two English speakers, (one of Hispanic origin and one non-Hispanic) misunderstood the terms “deed” and “lease.” One of them thought they had the same meaning, and the other one thought a deed was a lease and vice versa. Providing an explanation for these two terms was suggested by one individual.

Final Round 2 Recommendations (HHOLDER):

- The addition of “de alquiler” (rental) to clarify “contrato” (contract) to the Spanish seems to be working well and does not seem to have posed any problems. Most Spanish-speaking respondents seemed to be distinguishing between ‘deed’ and ‘lease’ appropriately. We recommend adopting this change from the Round 2 wording.
- Consider using “título de propiedad” (property title) as the translation for “deed” in Spanish for the Puerto Rico version..
- Consider adding three interviewer probes or help screens for possible use when common issues arise:
 - A probe requesting the name of the householder when respondents hesitate:
“¿Cómo se llama la persona que vive aquí y que es responsable del hogar?
(What is the name of the person who lives here and is responsible for the household?)
 - A probe to elicit only one name (if it’s problematic to have respondents provide more than one name).
“Por favor seleccione una de estas personas.”
(Please select one of these people.)
 - A help screen defining the term ‘deed’
“Escritura es el título de propiedad de una vivienda.”
(Deed is the ownership title of a dwelling.)

The next question we tested was the relationship question. Both CATI and CAPI versions of this question were tested.

REL P (CAPI – FLASHCARD A) /RELT (CATI)

Original Round 1 Wording tested

<p>IF CAPI: <i>Usando la Tarjeta A en este paquete, ¿cómo está {<Name>/usted} relacionado(a) con {<HHOLDER>/usted}?</i></p> <p><1> <i>Esposo(a)</i> <2> <i>Hijo(a) biológico(a)</i> <3> <i>Hijo(a) adoptivo(a)</i> <4> <i>Hijastro(a)</i> <5> <i>Hermano(a)</i> <6> <i>Padre o madre</i> <7> <i>Nieto(a)</i> <8> <i>Suegro(a)</i> <9> <i>Yerno o nuera</i> <10> <i>Otro pariente</i> <11> <i>Inquilino(a) o pupilo(a)</i> <12> <i>Compañero(a) de casa o de cuarto</i> <13> <i>Pareja no casada</i> <14> <i>Hijo(a) de crianza (foster)</i> <15> <i>Otro no pariente</i></p>	<p>IF CAPI: <i>Using Card A in this packet, how {is <Name>/are you} related to {<HHOLDER>/you}?</i></p> <p><1> <i>Husband or wife</i> <2> <i>Biological son or daughter</i> <3> <i>Adopted son or daughter</i> <4> <i>Stepson or stepdaughter</i> <5> <i>Brother or sister</i> <6> <i>Father or mother</i> <7> <i>Grandchild</i> <8> <i>Parent-in-law</i> <9> <i>Son-in-law or daughter-in-law</i> <10> <i>Other relative</i> <11> <i>Roomer or boarder</i> <12> <i>Housemate or roommate</i> <13> <i>Unmarried partner</i> <14> <i>Foster child</i> <15> <i>Other nonrelative</i></p>
<p>IF CATI: <i>¿Cómo está {<Name>/usted} relacionado(a) con {<HHOLDER>/usted}?</i></p> <p><1> <i>Esposo(a)</i> <2> <i>Hijo(a)</i> <3> <i>Hermano(a)</i> <4> <i>Padre o madre</i> <5> <i>Nieto(a)</i> <6> <i>Suegro(a)</i> <7> <i>Yerno o nuera</i> <8> <i>Otro pariente</i> <9> <i>Inquilino(a) o pupilo(a)</i> <10> <i>Compañero(a) de casa o de cuarto</i> <11> <i>Pareja no casada</i> <12> <i>Hijo(a) de crianza (foster)</i> <13> <i>Otro no pariente</i></p>	<p>IF CATI: <i>How {is <Name>/are you} related to {<HHOLDER>/you}?</i></p> <p><1> <i>Husband or wife</i> <2> <i>Son or daughter</i> <3> <i>Brother or sister</i> <4> <i>Father or mother</i> <5> <i>Grandchild</i> <6> <i>Parent-in-law</i> <7> <i>Son-in-law or daughter-in-law</i> <8> <i>Other relative</i> <9> <i>Roomer or boarder</i> <10> <i>Housemate or roommate</i> <11> <i>Unmarried partner</i> <12> <i>Foster child</i> <13> <i>Other nonrelative</i></p>

(See **Appendix G** for copies of flashcard A (English and Spanish versions) used in Round 1.)

Round 1 Findings:

Response to survey question contained in REL P (CAPI – FLASHCARD A) /RELT (CATI):

Twenty-nine of the 30 respondents heard either the CATI or CAPI version of this question, and all 29 of them responded.

Most people (26) clearly identified the relationship of each household member to the head of household without hesitation. Four respondents seemed to show some kind of problem or confusion with some of the relationships.

Overall interpretation of question, key terms/phrases:

Overall most relationship categories were understood as intended by most people. However, there were a few terms that caused problems for some respondents. There were more comprehension difficulties in Spanish than English. Most problems stemmed from translation issues, lack of knowledge of the Foster Care system, and complicated living arrangements, as discussed below.

CATI v CAPI differences

There was almost the same number of comprehension problems found with the CATI version of the question as with the CAPI version. However, one finding that was unique to the CATI version was that some CATI respondents gave responses that were not included on the list of options. This was most likely due to the fact that they did not have a flashcard and they could not remember the long list of options after hearing them read aloud. Those respondents simply stated the relationship that they had to other household residents even though it was not one of the response options. The relationship terms provided by respondents that were not included in the instrument were: stepfather, stepson, and great grandson.

In addition, we probed respondents about a number of specific terms that have been problematic in previous research: Roomer or boarder; housemate or roommate; foster child; adopted son or daughter; and biological son or daughter. The findings on these terms are detailed below.

TERM “INQUILINO(A) O PUPILO(A)” [“ROOMER OR BOARDER”]

Round 1 Findings:

Number of Respondents who chose this option:

Only one person, a Spanish speaker with less than a high school education, chose “inquilino”/ “roomer” for the relationship with the householder. She initially answered “amigo/friend,” and after the interviewer asked her to choose one of the options on the form, she selected “inquilino.” She chose this term for multiple household members. Her choice of this response option appeared to be correct for her situation.

Respondent Interpretation of the Term Inquilino/ Roomer

The term “inquilino”/ “roomer” was clearly understood by most people, but there were three Spanish speakers who were unfamiliar with this term.

Respondent Interpretation of the Term Pupilo /Boarder

As demonstrated in previous research the term ‘pupilo’ as a translation for ‘boarder’ was a source of confusion, comments and criticism in this project. The majority of our respondents (18 people) showed signs of confusion with the terms “pupilo” and “boarder.” Eight people indicated being unfamiliar with the term. Seven Spanish speakers interpreted the term “pupilo,” as stated in the dictionary, as referring to a “pupil” or student. Two people thought these terms were the same as the term “roommate.” A Puerto Rican Spanish speaker said: “In Puerto Rico, “pupilo” is not an “inquilino.” An additional Spanish speaker associated the term “inquilino” with having “monetary responsibilities” and “pupilo” as someone without them. Another Spanish speaker believed that “pupilo” meant “friend.” And yet another respondent interpreted pupilo to be referring to a stranger.

When asked to compare the terms inquilino or roomer with the terms pupilo or boarder, 16 respondents believed these terms had a different meaning from each other, eight people felt they were the same, and six individuals were unable to provide feedback because they were confused about one or both terms.

Comprehension problems were more prevalent in Spanish but there were also some English speakers who did not interpret “roomer or boarder” as intended. Amongst the most relevant examples of issues found with English speakers were the following. One person thought that ‘roomer’ and ‘boarder’ were the same, and another one believed they were similar to ‘housemate’ and ‘roommate.’ One of these people appeared to have made an educated guess on the meaning of the term ‘roomer,’ and stated, “I’d probably say they are similar. If boarder was not next to roomer I would probably be confused [about] what roomer was.” Another English speaker differentiated between the terms by the size of a place and number of people renting a place: He said: “A roomer narrows it down to maybe a two bedroom apartment and you have a roommate. A boarder means you have more than one person (renting).” Two additional English speakers provided vague explanations: “Somebody who’s paying you to stay there,” “A roommate or somebody that is living with you and is helping paying the rent.” Finally, one English speaker simply stated, “I don’t know.”

After asking respondents how they had interpreted the terms when they heard the survey question, the interviewers provided them with official Census Bureau definitions (see Appendices A-D for the definitions). After hearing these definitions, 17 people expressed familiarity with this type of living arrangement, and the remaining 13 said that they had never heard of it.

After hearing the definition of a boarder, there were several Spanish speakers who specifically said that ‘pupilo’ was not an appropriate translation for this concept. (The Census Bureau definition says: A “roomer” or “boarder” is a person who lives in a room in the household of the owner. Some sort of cash or noncash payment (e.g., chores) is usually made for their living accommodations.) For example, one respondent said: “Roomer, yes. But in our culture, a ‘pupilo’ is a student and [the term] sometimes means a college student that rents a room.” The same comprehension issues were present in both the CATI and CAPI modes (both with and without the use of flashcards).

Round 1 Recommendations:

- The concept of roomer or boarder needs to be reexamined in both English and Spanish. English speakers often do not understand the category as intended and Spanish speakers generally interpret the current translation to mean “renter or student.”
- Consider testing a short definition of the concept the Census Bureau is trying to convey in both languages, particularly in the CATI/CAPI mode where there is space for a longer phrase.

New recommended wording to test:

RELP and RELT for ROOMER OR BOARDER

Option 1 – Consider changing the translation for the term ‘boarder,’ from ‘pupilo’ to a descriptive explanation.

<i>Inquilino(a) o persona que paga por una habitación y alimentos</i>	<i>Renter or person who pays for a room and meals.</i>
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Option 2 – Consider removing ‘pupilo’/‘boarder’ from the Spanish version of the question, since the term “inquilino” alone serves to convey the gist of a “renter” to Spanish speakers.

This recommendation applies also to FN_PG2 (above) where we would recommend using the example of a renter or inquilino instead of a boarder in the Spanish version.

<i>Inquilino(a)</i> <i>(Renter)</i>	<i>Roomer or boarder</i> <i>Renter</i>
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TERM “COMPAÑERO(A) DE CASA O DE CUARTO” [“HOUSEMATE OR ROOMMATE”]

Round 1 Findings:

Number of Respondents who chose this option:

When asked the general survey question, five respondents actually chose “housemate or roommate” as the relationships for at least one of their household members. Twenty-nine people were asked about their interpretation of this term even though they had not necessarily chosen the term as a response option.

Interpretation of terms/phrases ‘housemate or roommate’:

Many respondents (18 people) understood this response option as intended, and believed the terms “housemate” and “roommate” had meanings different from each other. Many other respondents (ten people) believed that the two terms were the same. Two people did not know what the terms meant.

Amongst the most relevant explanations that respondents gave for the terms “housemate or roommate” were as follows. “[A] housemate is someone one who inhabits the house and a roommate is someone who lives in the same bedroom.” Another respondent stated, “It’s more common to say roommate. They are different; in one I’m sharing a room, in the other one I’m sharing the entire house.” A third person said, “Well, they are related to each other, for example, if they rent a room between roommates, they have the same responsibility. But housemate, I could be the owner and I can have a roomer and he/she is the housemate but it is not directly related.” A final person said: “It’s the same thing. The word ‘mate’ defines that we share the responsibility”

When it came to Spanish speakers, 17 of the 23 Spanish speakers said they were familiar with the English term ‘roommate.’ Some Spanish speakers believed that the current word choice “compañero(a) de casa o de cuarto” implied a romantic relationship. For example, one woman said: “My mate, I think about my husband, housemate.” Another respondent said, “It sounds like

it refers to a partner, an intimate partner.” However, in general, having the two terms together showed to be clearer than by just saying one or the other.

Comprehension problems were more prevalent in Spanish but there were also some English speakers who did not interpret ‘housemate’ as intended. For example, an elderly English-speaking respondent believed the terms “housemate” and “roommate” had a sexual implication, and when asked to explain the difference between them he said, “I would consider it’s maybe a gay combination or something.” A female English-speaking respondent indicated being unfamiliar with the term ‘housemate,’ and stated, “I don’t know, maybe a maid or somebody (laughs).”

Finally, we found no differences in comprehension difficulties between CATI and CAPI respondents.

Round 1 Summary of Findings:

We have found that the practice of having a “housemate or roommate” is uncommon in many Latin-American countries, and most immigrants learn about the concept in English once living in this country.

We asked 24 Spanish-speaking respondents if they had heard the term “roommate” in English and 18 of them said yes. The six respondents who hadn’t heard this term appeared to be recent arrivals and were therefore less acculturated.

Round 1 Recommendations:

- Our respondents themselves made several recommendations for new wording. The most relevant respondent recommendations for rewording were:
 - “Friend”
 - “Roommate” (*The English word included in the Spanish version.*)
- Consider changing the phrase to a definition: “Persona que comparte una casa o un cuarto para compartir gastos” (person who shares a house or room to share costs)
- Consider inserting the English term ‘roommate’ in a parenthesis as part of the translation because this concept is common to many Spanish speakers living in the U.S.

**New recommended wording to test:
FN_PG2, RELP and RELT for HOUSEMATE OR ROOMMATE**

OPTION 1

<p><i>Persona que comparte una casa o un cuarto para compartir gastos</i></p> <p><i>Translation: Person who shares a house or a room to share expenses.</i></p>	<p><i>Housemate or Roommate</i></p>
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OPTION 2

<p><i>Compañero de casa o de cuarto (roommate)</i></p> <p><i>Translation: Housemate or roommate (roommate)</i></p>	<p><i>Housemate or Roommate</i></p>
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TERM “HIJO(A) DE CRIANZA (FOSTER)” [“FOSTER CHILD”]

Round 1 Findings:

Number of Respondents who chose this option:

None of our respondents selected “foster child” as a relationship for any of their household members, and not choosing this option appeared to be correct for all respondents. As a part of the cognitive testing, 29 people were asked about their interpretation of this term.

Interpretation of term “Foster child” or “Hijo de crianza (foster)”:

On the whole, most of the Spanish-speaking respondents (23 people) did not associate the term “hijo de crianza (Foster)” with a government program. Six respondents did associate it with a government program. These six were either English speakers or Spanish speakers from Puerto Rico

Hijo de crianza (Foster) in Spanish was widely associated with an informal arrangement. For example, one respondent defined the term as: “A child that you take care of that is not necessarily yours biologically.” Another respondent said: “It can be a cousin or a nephew, anyone, someone who has grown up with this person that has been raised (by him or her).” A final respondent said “Foster child is a child I have educated, raised, without having the same blood.”

Three respondents thought that a “foster child” was the same as an adopted child and many others said that they did not know what the term “foster” meant. Comprehension difficulties

were more prevalent in Spanish, but some English speakers appeared to have only a vague idea about “Foster care.” Five of the six English speakers did not clearly associate the term with a government program when they provided a definition of the term. For example, one English speaker defined a foster child as: “A child who lives in a home and not necessarily with his or her parents.” Another person defined it as: “A child that you take care of that is not necessarily yours biologically.” A third person said: “That would be a child that you didn’t spawn that somehow you’re related to by agreement.” Another respondent defined Foster child as: “Someone who is a child staying with you from a group home, there are no legal papers on the child, they can come and go; you are their guardian while they’re staying there.” A final person defined it as: “A child you have welcomed into your home that is not biologically related to you and you are taking care of”. While none of these responses is clearly incorrect, respondents did not always bring up the idea of a government program on their own. It should be noted that none of these respondents actually participated in the foster care program.

There was one English-speaking respondent who had experience with the Foster care system and this person was able to provide a more accurate explanation.

There were no differences in comprehension between CATI and CAPI respondents.

Round 1 Summary of Findings:

The concept of Foster care does not exist in other countries, and not many monolingual immigrants come into contact with the program in the U.S.

Among some families in Hispanic cultures, it is common to raise a relative or friend’s child as one’s own, and that child is called an ‘hijo(a) de crianza’ (child by upbringing or care). This concept has no relation to a child raised under government sponsorship.

This finding was documented in the Bilingual questionnaire research and the Census Bureau decided to use “hijo de crianza (foster) meaning “child by upbringing (foster)” on paper forms with limited space but to use the whole phrase “hijo de crianza del programa foster del gobierno, meaning child by upbringing through the government foster program” in electronic instruments where possible. It seems that monolingual Spanish speakers don’t understand “hijo de crianza (foster)” alone when hearing it read aloud.

Round 1 Recommendations:

- Consider changing the term ‘hijo(a) de crianza (Foster)’ to its new descriptive explanation: “hijo de crianza del programa foster del gobierno” since this is an electronic instrument.

**New recommended wording to test:
FN_PG2, RELP and RELT for FOSTER CHILD**

Hijo(a) de crianza del programa Foster del gobierno	<i>Foster Child</i>
<i>Translation: Child by upbringing through the government foster program.</i>	

TERM “HIJO ADOPTIVO” [“ADOPTED SON OR DAUGHTER”]

Round 1 Findings:

Number of Respondents who chose this option:

None of the 29 respondents who heard this question selected ‘adopted child’ as a relationship for any of their household members, and not choosing this option appeared to be correct for all of these respondents. Despite the fact that none of the 29 respondents who were asked this question chose this option, they were asked about their interpretation of this term.

Interpretation of terms hijo adoptivo/ adopted son/daughter:

All 29 respondents understood the term hijo adoptivo/ adopted son/daughter as intended. There were no differences in comprehension between English- and Spanish-speaking respondents nor between CATI and CAPI modes of administration.

When asked to compare ‘adopted son/daughter’ with ‘foster child,’ 22 respondents believed these two concepts were different and seven thought they were the same. During the comparison, comprehension problems were associated with the lack of knowledge of the term “foster” for Spanish speakers.

Respondents were also asked to compare the terms ‘adopted son/daughter’ and ‘step-son/daughter.’ The following examples were provided of these terms:

- “Adoptive child’ is something legal and it means that you have a child and adopt him/her with ‘papers,’ and ‘stepson/daughter’ means that you take care of him/her for a period of time.”
- “Adopted means legally, with all obligations of a parent. Foster child means a contract where they pay me to take care of the child.”

- “There is a difference now that you have explained it to me. Adopted is not your child, he/she is adopted, from an orphanage. A foster child means you have him/her for some time or years, it depends.”
- “You gave me the answer. An adopted child is one that I adopt to raise him/her, you could say for his entire life. And the foster child I understand is temporary.”
- “Adopted son is legal, there are papers involved...foster son is not by law, only by feelings.”

Round 1 Recommendations:

- There is no recommendation for changing the term ‘hijo adoptivo’/‘adopted son or daughter’ because it worked well with all respondents.

TERM HIJO BIOLÓGICO/A [‘BIOLOGICAL SON OR DAUGHTER’]

Round 1 Findings:

Number of Respondents who chose this option:

Nine respondents selected ‘biological son or daughter’ as the relationship for at least one of their household members. Although only 9 respondents chose this option, 28 people were asked about their interpretation of the term ‘hijo biológico/a’/biological son or daughter.

Interpretation of terms/phrases ‘biological son or daughter’:

Of the 28 respondents who were asked about this term, almost all understood it as intended. Two people indicated that they had never heard the term, but they were able to interpret it as intended. These were both Spanish speakers. All English speakers understood this term as intended. There were no differences in comprehension between CATI and CAPI modes of administrations.

Several people felt that ‘biological son or daughter’ was too technical. The most relevant definitions of the term were:

- “Your own natural child, blood child.”
- “You spawned this person.”
- “Child from a relationship or marriage. Conceived by the father and mother.”

- “Like made in a test-tube... like when the sperm is donated by someone, and the ovule and they do it outside. Sounds too scientific.”
- “Genetically reproduced child.”
- “A child, not outside the marriage.”

Round 1 Recommendations:

Respondents provided the following recommendations for changing the term ‘hijo biológico’/‘biological son or daughter’:

- Drop the term ‘biological’ and only use “hijo” (“son/daughter”).
- “Hijo de sangre”/“Blood child”
- “Hijo natural”/“Natural child”

However, since this term was understood by all respondents, we recommend keeping the term ‘hijo biológico’/‘biological son or daughter’ even though respondents disliked the term or were not familiar with it.

TERM HIJASTRO [“STEPCHILD”]

Round 1 Findings:

Number of Respondents who chose this option:

Three respondents selected the term ‘hijastro’/‘stepchild’ as a relationship for some household members, and this selection appeared to be correct. Two of these respondents selected this relationship even though it was not available to them on the telephone questionnaire. A total of 29 people were asked about their interpretation of this term.

Interpretation of terms/phrases: (including how many and type of misinterpretations)

Almost all (28) respondents understood the term ‘hijastro’/‘stepchild’ as intended, except for one individual who understood it as an ‘adopted child.’ This respondent was a Spanish speaker with less than high school education. There were no differences in comprehension between CATI and CAPI.

Respondents provided the following definitions of the term ‘stepchild’:

- “It could be my husband’s children, but not my children, or vice versa.”
- “Your partner’s child, but not yours.”

- “When a couple gets together and either one of them have children, the child is the stepchild of either one.”
- “A stepson or stepdaughter is yours by marriage.”

Round 1 Recommendations:

Two respondents recommended that the term ‘hijastro’/’stepchild’ be replaced with ‘entenido’ as the translation for ‘stepson,’ and another person suggested ‘wife or partner’s child.’ However, since the term ‘hijastro’/’stepchild’ was clearly understood by the vast majority of respondents, we make no recommendation for changing the term.

Round 2 Wording Tested
RELP (CAPI – FLASHCARD A) /RELT (CATI)

<p>IF CAPI: Usando la Tarjeta A en este paquete, ¿cómo está {<Name>/usted} relacionado(a) con {<HHOLDER>/usted}?</p> <p><1> Esposo(a) <2> Hijo(a) biológico(a) <3> Hijo(a) adoptivo(a) <4> Hijastro(a) <5> Hermano(a) <6> Padre o madre <7> Nieto(a) <8> Suegro(a) <9> Yerno o nuera <10> Otro pariente <11> Inquilino(a) <12> Compañero(a) de casa o de cuarto (roommate) <13> Pareja no casada <14> Hijo(a) de crianza del programa ‘foster’ del gobierno <15> Otro no pariente</p>	<p>IF CAPI: Using Card A in this packet, how {is <Name>/are you} related to {<HHOLDER>/you}?</p> <p><1> Husband or wife <2> Biological son or daughter <3> Adopted son or daughter <4> Stepson or stepdaughter <5> Brother or sister <6> Father or mother <7> Grandchild <8> Parent-in-law <9> Son-in-law or daughter-in-law <10> Other relative <11> Tenant <12> Housemate or roommate <13> Unmarried partner <14> Foster child <15> Other nonrelative</p>
<p>IF CATI: ¿Cómo está {<Name>/usted} relacionado(a) con {<HHOLDER>/usted}?</p> <p><1> Esposo(a) <2> Hijo(a) <3> Hermano(a) <4> Padre o madre <5> Nieto(a) <6> Suegro(a) <7> Yerno o nuera <8> Otro pariente <9> Inquilino(a) <10> Compañero(a) de casa o de cuarto (roommate) <11> Pareja no casada <12> Hijo(a) de crianza del programa ‘foster’ del gobierno <13> Otro no pariente</p>	<p>IF CATI: How {is <Name>/are you} related to {<HHOLDER>/you}?</p> <p><1> Husband or wife <2> Son or daughter <3> Brother or sister <4> Father or mother <5> Grandchild <6> Parent-in-law <7> Son-in-law or daughter-in-law <8> Other relative <9> Tenant <10> Housemate or roommate <11> Unmarried partner <12> Foster child <13> Other nonrelative</p>

(See **Appendix O and P** for copies of Flashcard A (Spanish and English versions) used in Round 2.)

Round 2 Findings:

There seems to be no problem for respondents in choosing terms which describe more traditional household relationships, such as ‘husband/wife’ or ‘biological son’. It seems more difficult for respondents who live with non-relatives to find appropriate terms. In the future more research could take place related to non-nuclear family relationships and how these people are classified by respondents in the ACS.

Response to survey question contained in RELP (CAPI – FLASHCARD A) /RELT (CATI):

CATI CASES ONLY:

The CATI instrument is different from the CAPI instrument for this variable in that no flashcard is used and there is an extra variable: SONDAU, which reads: “{Is <Name>/ are you} { your/ <HHOLDER>>}’s} biological son or daughter, adopted son or daughter, stepson or stepdaughter, OR foster son or daughter?”

All Spanish-speaking respondents except two (a male from Guatemala and a female from Mexico) and three English speakers were able to identify the appropriate relationship for their household members according to the list read to them. They seemed to have paid attention when the list of relationships was read to them and they picked the pertinent ones.

One of the respondents who had some trouble with the relationship question was a man from Guatemala who was overwhelmed about the different choices read to him. He had various relatives in his household, and rather than identifying each one of them as “Otro pariente” (“Other relative”), he provided descriptions such as brother-in-law, brother’s sister-in-law, half nephew, and friend.”

Another respondent who had difficulty was a woman from Mexico who chose ‘other non-relative’ to describe a relationship that sounded like it should have been classified as ‘housemate/roommate’, or even ‘tenant.’ Finally, an English speaker of Hispanic origin hesitated when classifying a roommate or tenant, and opted for a more generic category ‘other-non relative.’

CAPI CASES ONLY:

The CAPI instrument is different from the CATI instrument for this variable in that a flashcard is used and the variable: SONDAU is not included. All CAPI respondents were able to identify the appropriate relationship for their household members.

Overall interpretation of question, key terms/phrases:

Respondents clearly understood they were being asked to indicate the relationship of the household members to the householder. There was no evidence to indicate different difficulties experienced by English and Spanish speakers. One obvious error was made by a female

respondent from Mexico, who chose ‘other non-relative’ to describe a relationship that sounded like it should have been classified as ‘housemate/roommate’, or even ‘tenant’.

An English speaker of Hispanic origin identified a friend staying at her house for a short period of time as “Other non relative”, but she had described him as a “roommate” when asked FN_PG2. This person said she had no trouble understanding the different answer choices. However, she mentioned that she wasn’t sure about the term “tenant.”

Any CATI v CAPI differences

There were no significant differences between interpretation of the response options between CATI and CAPI instruments. However, there was a CATI respondent (a man from Guatemala) who provided relationship categories that were not on the list. This is an extremely long list for respondents to hear and remember prior to choosing an answer, so, having a show card to pick from made the collection of this data easier for both respondents and interviewers in the CAPI version of the question.

Round 2 Recommendations:

- In the future more research could take place related to non-nuclear family relationships and how they are recorded in the survey instrument. It is possible that the Census Bureau is losing some of the detail that they could get by having additional response options or an open ended option.
- Following are the specific recommendations for Round 2.

Testing of the term “inquilino” / “tenant”

Number of respondents who chose this option:

None of the respondents identified anyone in their households with ‘inquilino’/tenant. One Spanish speaker could have selected ‘tenant’ but she opted for a more generic classification “other non-relative”.

Round 2 Findings: and Interpretation of the term “inquilino” / “tenant”:

The term “inquilino” without “pupilo” worked much better for the Spanish-speaking respondents than had the response option “inquilino o pupilo” in Round 1 testing. Most

respondents understood “inquilino” as intended and provided a clear explanation of what it meant to them.

The term ‘inquilino’/ tenant was described as someone who pays for a place to live, and is not necessarily blood related; a person renting part of the property, and someone who rents a home or an area within the home and assumes responsibility over the property.

There were three respondents who were unfamiliar with the term ‘inquilino’ a Puerto Rican respondent, and two Mexicans. Their lack of knowledge of the term ‘inquilino’/tenant did not affect responses because none of them had that type of situation:

The English revised term “tenant” instead of “roomer and boarder” was understood as intended by three of the English-speaking respondents. However, there were two people who did not understand the new term as intended. Those who did not understand the term were younger respondents. Older respondents seem more likely to know the word tenant.

Round 2 Recommendations:

- The term ‘inquilino’ tested well without the word ‘pupilo’, and we recommend that this change be implemented. We recommend removal of the term ‘pupilo’ from the relationship question since Round 1 results indicated that most respondents interpreted this to mean “student” or they did not understand it at all
- We do not recommend changing the term “roomer or boarder” to tenant in the English version at this time. We recommend further testing of the term “renter” instead of tenant.
- We also recommend further research as to the overall phrase “roomer or boarder” and what that is capturing since there is evidence that many English speakers are not familiar with these terms.

Testing of the term “compañero de casa o de cuarto (roommate)” / “housemate or roommate”

Number of Respondents who chose this option:

None of the respondents identified anyone in their households with “compañero de casa o de cuarto (roommate)” / “housemate or roommate”. One Spanish speaker and one English speaker could have selected this option but they opted for the more generic classification “other non-relative.”

Round 2 Findings: and Interpretation of terms/phrases “compañero de casa o de cuarto (roommate)” / “housemate or roommate”:

The term “compañero de casa o cuarto (roommate)” was sometimes understood as intended by Spanish-speaking respondents. They interpreted the term as a person who shares a room in your house, like a tenant; two or more people living together and splitting the rent of a place in equal amounts, etc. However, many respondents misunderstood the term as being a live-in partner, or as any other family member who lives in the home.

Despite the addition of the English “roommate” in parenthesis on the flashcard, the phrase continued to include the broad term ‘compañero,’ which could mean many things, a live-in partner, a boyfriend, any type of partner, a friend, a coworker, a classmate, a colleague, a comrade. It seems that the text that follows is not specific enough to narrow down the meaning or to cause respondents to override their first impression of the term “compañero.”

Some Spanish-speakers were unfamiliar with the Spanish terminology “compañero de casa o de cuarto” and others had never heard the English term “roommate”. There were a couple of Spanish-speaking respondents (a female from Mexico and a female from Puerto Rico) who had never heard the word “roommate” in English, but they understood the concept when present along with the Spanish phrase. Two other Spanish-speaking participants from Puerto Rico indicated that they had never heard the Spanish term ‘compañeros de casa’ but they felt that it was understandable. They thought that the term “roommate” in English would be clearly understood in the Spanish speaking community in the US and pointed out the widespread use of “Spanglish” in Puerto Rico and terms like ‘roommate’ would be clearly understood. “Spanglish” is a mix of English and Spanish spoken in Puerto Rico, and by many Spanish speakers that have been in contact with English like in the case of boarder towns within the US.

There were other interpretations for this terminology. The term roommate did not necessarily imply a financial partnership. A male Nicaraguan respondent with high school education felt that a “roommate” could be paying or not paying rent while “compañero de casa” could be an ‘inquilino’(renter) or a ‘arrimado’ (freeloader).

All English speakers understood ‘housemate or roommate’ as intended. The term ‘roommate’ did not present any issues for English speakers. But it was suggested that the word ‘housemate’ implied an intimate relationship. A male English-speaker of Hispanic origin indicated that the term ‘housemate’ could be a member of the family that shared the same house. A female

English-speaker of Hispanic origin recommended deleting the term “housemate” because it might be implying an intimate relationship.

Round 2 Recommendations:

- Based on the Round 2 Findings:, we recommend that at a minimum, the English term (roommate) be added in parenthesis to the Spanish choice “compañero de casa o de cuarto (roommate).” We believe that the term “compañero”(companion) still may be causing problems and may be causing some respondents to think of an intimate relationship. For now we recommend keeping the terms the same but adding (roommate) in parenthesis.
- Future research should look at alternatives to the use of the term *compañero*, such as use of a phrase such as: “una persona que comparte los gastos de la vivienda”/ a person who shares the household expenses.
- We recommend research into the possibility of changing the order of answer options 12 and 13, so that unmarried partner is heard before housemate or roommate, If the term “compañero” is to be kept as part of the housemate/roommate option in Spanish, we think that having unmarried partner appear prior to this option might avoid possible confusion between these two terms for Spanish speakers. We do not recommend a change in the order in just one language, so further testing would be required before this type of change could be implemented. This would ideally take place through a field test to see if response distribution would be affected.
- Also, consider adding an optional interviewer probe or help screen to assist when a respondent chooses more than one relationship category for the same person. This situation was not evident in any of the pretest cases, but it would require further consideration.

¿Cuál diría que es la relación principal de (NAME/usted) con (HH)?

(What would be the main relationship of (NAME/usted) with (HH)?

- There are no Round 2 Recommendations for immediate changes to the English wording, but further testing is recommended for the term ‘housemate.’

Testing of term “hijo de crianza del programa ‘foster’ del gobierno” / “foster child”

Round 2 Findings: and Interpretation of term “hijo de crianza del programa ‘foster’ del gobierno” / ‘foster child’:

On the whole, we found that adding “del programa Foster del gobierno” (from the government foster program) was an improvement over just listing “hijo de crianza (foster)”: meaning child by upbringing or care (foster). It was explained as a child placed by the government in a home, not adopted.

However there is still some confusion. Many Spanish-speaking respondents do not know what the Foster care program is. None of our respondents in this sample had a foster child in their household. Two Spanish speakers appeared confused because they had never heard about foster care before. One of them indicated that she only knew what ‘hijo de crianza del programa Foster del gobierno’ was because of the appearance of the phrase in an earlier question. And the other person was unable to differentiate between adoptive and foster children. Three Spanish speakers and one English speaker were unfamiliar with the concept of foster care.

As anticipated, many respondents pointed out that the phrase ‘hijo de crianza’ alone means something different than ‘hijo de crianza del programa Foster del gobierno.’ This is good because we hope that respondents who don’t participate in the Foster program but who are caring for a family member’s child (a more typical “hijo de crianza” situation) won’t choose this response option if they see the word “Foster” and a reference to the government.

A new issue arose regarding foster care and adoption in Round 2 testing. Respondents believed the meaning to be similar with the new wording. We hypothesize that people who are in the Foster Care Program or adopting a child would know the difference, and therefore comprehension issues would not interfere with their answers. In order to be certain of that, we would need to do some testing with respondents who are bringing up ‘hijos de crianza’ (outside of the Foster program), ‘foster children’ and ‘adoptive children’ to see if they choose the correct options. Four Spanish speaking respondents and one English speaking respondent thought that “hijo adoptivo” (adopted child) and “hijo de crianza del programa foster del gobierno” (foster child) were the same thing. There was another interpretation for foster care and step child was considered as foster child.

There are many suggestions from respondents for changing the terminology: One female Puerto Rican respondent with some college, who was familiar with the concept of foster care,

suggested using the term “temporero” (or temporary) for foster. Another Puerto Rican Spanish-speaker and a Salvadoran respondent recommended, “hogar sustituto”/ substitute home.

Final Round 2 Recommendations:

- We recommend adopting this new addition to the term hijo de crianza: “del programa Foster del gobierno” (from the government foster program).
- However, we do hypothesize that the response option could be made even clearer by eliminating the term that has a different meaning in Spanish altogether (hijo de crianza). Alternate wording options that could be tested in the future are:

“Niño(a) que se cría bajo el programa foster del gobierno”
(child that one is caring for through the government foster program)

“Niño(a) que se cría temporalmente bajo el programa foster del gobierno”
(child under temporary care through the government foster program)

We do not recommend making any of these changes without further testing.

Gender Question

The gender question is administered to respondents for themselves as well as for all household members. This question is asked after all the relationships between the householder and the household members have been established when answering the prior question, (RELP/RELT).

SEX

Original Round 1 Wording (Not tested, for context only)

<i>¿[Es <Name>/Es usted)] de sexo masculino o femenino?</i>	<i>{Is <Name>/Are you} male or female?</i>
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Round 1 Findings: Response to survey question contained in SEX:

In response to the gender question, 29 respondents answered correctly, providing the specific gender for themselves and their household members. One of these respondents gave his

(correct) answer in a sarcastic way: “I think I’m a male”. He was a White, 85-year-old male English speaker, with high school education.

There was one respondent who could not answer this question at all since she didn’t understand it. This respondent is discussed further below.

Respondents interpretation of the gender question:

All respondents were asked what they thought when they heard “¿[Es <Name>/Es usted] de sexo masculino o femenino?” or “{Is <Name>/Are you} male or female?” In general, there were no problems with comprehension or answering for English speakers. Spanish speakers, on the other hand, showed some problems in a small number of cases.

All but one of the respondents understood the gender question as intended. Amongst the most relevant answers respondents gave when probed about their interpretation of this question were: “people’s gender,” “people’s sex,” “whether the person was a man or a woman,” “male or female,” and “masculine or feminine.”

Out of the respondents who understood the question as intended, one giggled and another one laughed, as if the question was a joke. These were both Spanish speakers. One person voiced the opinion that this question was probably asked in order to differentiate homosexuals and heterosexuals in the United States. Another respondent said that this question could also be interpreted as being asked if one is gay. These were both Spanish speakers.

The one respondent who could not answer this question said she thought that she was being asked whether she was single or married, and that she didn’t remember what these terms [“masculine” and “feminine”] meant. She added that she had heard this expression when referring to the type of blood one has. This particular respondent was a Spanish speaker from Honduras, with less than a high school education.

Suggestions for alternative wording from respondents:

We asked respondents if they thought there was an easier or more natural way to ask this question or if there was a different wording they would prefer to hear. Twenty-five respondents expressed approval of the wording as is and there were no recommendations for changes to the English language wording. However, four Spanish-speaking respondents suggested asking “¿[Es <Name>/Es usted] hombre o mujer?” (“{Is <Name>/Are you} a man or a woman?”),

including the respondent who didn't understand the question, after the interviewer had explained what the question meant. Three of these respondents were from Mexico and one from Honduras. Another Spanish-speaking respondent of Mexican origin recommended simply asking “¿Sexo?” (“Sex?”).

Round 1 Recommendations:

- We have no recommendations for changes to the English language wording.
- We recommend revising the Spanish version of this question to read “¿[Es <Name>/Es usted)] hombre o mujer?” for accurate and clear interpretation across all education levels. We believe that this wording would be correctly interpreted and applied when referring to children’s gender. This appears to be a common way of asking the gender question amongst native Spanish-speaking individuals. The Spanish wording, “hombre o mujer” (man or woman), has also been successfully used in numerous surveys at RTI International.
- Another recommendation we have is adding an interviewer instruction saying that “IF NOT OBVIOUS, ASK” for CAPI interviews, when the interviewer can identify the gender of the respondent without a problem. This might alleviate the discomfort involved (for both interviewer and respondent) in asking a respondent to his or her face if he/she is a male or female.

New recommended wording to test (Spanish only):

<i>¿[Es <Name>/ (IF NOT OBVIOUS) Es usted)] hombre o mujer?</i>	<i>{Is <Name>/ Are you} male or female?</i>
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SEX

Round 2 Wording

<i>¿[Es <Name>/ Es usted)] hombre o mujer?</i>	<i>{Is <Name>/ Are you} male or female?</i>
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We tested a new translation for the gender question in Round 2 because Round 1 testing had indicated that some Spanish-speaking respondents were unfamiliar with the terms “de sexo

masculino” (of masculine sex) and “de sexo femenino” (of feminine sex) used in the original Spanish version.

Round 2 Findings:

The terms “hombre o mujer” (man or woman) were well understood by all Spanish-speaking respondents. Most respondents did not express concern about the new wording in the gender question, but there were some people who found the question about their own sex surprising, obvious, and offensive because this was a face-to-face interview. Several people expressed a preference for the previous ‘masculino o femenino’ wording, but they had no comprehension problems with the new wording. When asked about it, respondents with children in their household expressed a preference for using ‘niño o niña’ for their children’s gender, however most of them said that it would not be strange to be asked if a child is “hombre o mujer.”

Responses to the survey question contained in SEX:

A number of Spanish-speaking respondents were surprised by this question. Some respondents also felt it was too obvious to require asking about gender, and a respondent from Puerto Rico laughed about the question. Four additional Spanish-speakers said it could be offensive to ask this question because they interpreted that their sexual identity is being challenged. Two respondents thought the question was asked in case the person had had a sex change.

In terms of wording, one of the Spanish-speaking respondents suggested softening the question by prefacing it with, “I’m sorry but I have to ask...” In fact many of the cognitive interviewers found themselves sometimes accidentally adding this type of preface to the question because it was sometimes uncomfortable to read it as worded.

Seven Spanish-speakers said that the terms “sexo masculino o femenino” were more familiar to them and more formal and one person pointed out that this might not be familiar for all Spanish speakers so that the general term “hombre o mujer” may be better (female from Colombia.).

Respondents with children in their household expressed a preference for using ‘niño o niña’ for their children’s gender, but they did not find it problematic or offensive to be asked about their children’s gender as man or woman.

Final Round 2 Recommendations:

- The new wording in Spanish tested well. We recommend making this change.
- We recommend making this question optional in the case of the respondent in CAPI interviews and instructing interviewers to ask it about the respondent only when it is not obvious to the interviewer to avoid offending respondents. It could be maintained as a required question for other household members with whom the interviewer is not speaking and for the CATI mode.
- Some Spanish-speaking respondents with children might feel more comfortable using: ¿Es (child’s name) niño o niña?/ Is your child a boy or a girl? However these people indicated that it would not be strange to be asked if a child is “hombre o mujer”/ ‘man or woman,’ so we recommend moving forward with this change.
- We recommend adding an introduction as suggested by one of the Spanish speakers. To reduce sensitivity of the question the phrase, “I’m sorry but I have to ask this next question,” could be added either as part of the question or as optional wording to be used at the interviewer’s discretion.

Age question series

After respondents have provided gender information of all household members, they are asked the date of birth and age for each household member as well (DOB and AGE). Although these two questions were not tested, they were asked for context and to see if there were any issues when administered.

DOB

Original Round 1 Wording (Not tested, for context only)

<i>¿Cuál es la fecha de nacimiento de <Name>?/¿Cuál es su fecha de nacimiento?</i>	<i>What is {<Name>’s/your} date of birth?</i>
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Round 1 Findings:

Response to survey question contained in DOBM:

All 30 respondents appeared to have answered this question correctly. Overall, the English-speaking respondents provided month, day, and year, in that order; and most Spanish-speaking respondents provided day, month, and year, in that format. In most cases, the respondents answered by saying the month name rather than the month number. This would not be a problem when interviewers code the date of birth on the instrument.

Six of the respondents, however, were not able to provide an answer to this question simply because they had no accurate knowledge of the date of birth information of other household members. One of these respondents was a 20-year-old, English-speaking, African American male of Hispanic descent; the other five respondents were all Spanish speakers (four from Mexico, one from Argentina, and one from Honduras.) These respondents were skipped to the next appropriate question in order to provide an estimated age.

As requested by the sponsor, we did not probe on this question, but rather just administered it for context and to see if there were any apparent problems with administering it.

DOBM

Round 2 Wording (Not tested, for context only)

<i>¿Cuál es la fecha de nacimiento de <Name>?/¿Cuál es su fecha de nacimiento?</i>	<i>What is {<Name>'s/your} date of birth?</i>
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Round 2 Findings:

Response to survey question contained in DOBM:

In Round 2, again all respondents were asked this question pertaining to them and the members of their households. Unlike the common way of writing and saying dates in English (month, day, year), in Spanish the order is typically (day, month, year). If Spanish speakers say the name of the month, there should be no issue, for example: “el tres de febrero de 1970” (the 3rd of February, 1970). However, we had been concerned about whether Spanish speakers would provide a number instead of the name of the month since a date could get recorded wrong if a respondent said “3/2/1970” when referring to February 3rd.

As in Round 1, we found that this did not cause a problem with our 24 Spanish interviews in Round 2 because respondents always said the name of the month as is commonly done in

Spanish. The only possible error could come in if interviewers inadvertently enter the month and day in the wrong order because of the way the instrument is laid out (opposite of the order in which they will hear the date in Spanish). None of the participants had difficulty answering this question except for individuals who had no knowledge about the exact date of birth of certain members of their household.

Round 2 Recommendations:

- Consider whether it would be possible to look at ACS data to see if there are obvious mistakes in DOBM collected with Spanish speakers. For example if a month is listed as a number higher than 12. If this is the case, consider changing the order to (day, month, year) in the Spanish instrument.

AGE

Original Round 1 Wording (Not tested, for context only)

<i>¿Cuál es la edad de <Name>?/¿Cuál es su edad?</i>	<i>What is {<Name> 's/your} age?</i>
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Round 1 Findings:

Response to survey question contained in AGE:

All 30 respondents appeared to have answered this question correctly. All of them provided their own ages and those of their household members, except for the ones who had no knowledge of this information. Those people were skipped to the AGEASK question (estimated age).

As requested by the sponsor, we did not probe on this question, but rather just administered it for context and to see if there were any apparent problems with administering it.

AGE

Round 2 Wording (Not tested, for context only)

<i>¿Cuál es la edad de <Name>?/¿Cuál es su edad?</i>	<i>What is {<Name> 's/your} age?</i>
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Round 2 Findings: only:

Response to survey question contained in AGE:

- All respondents heard this question with regards to them and their pertinent household members. None of them had difficulty answering this question except for those who hesitated or had no

knowledge about the age of their household members, and those people were routed to AGEASK to give an estimated age.

AGEASK Question

If a respondent does not know the date of birth of any of their household members, they are prompted to provide an estimate of the age information by asking them the AGEASK question. This question was formally tested due to a concern regarding some of the Spanish language terms contained in the question.

AGEASK

Original Round 1 Wording tested

<i>¿Cuál es su mejor estimado de (la edad de <Name>/su edad)?</i>	<i>What is your best estimate of {<Name>'s/your} age?</i>
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Round 1 Findings:

Response to survey question contained in AGEASK:

In response to the question contained in AGEASK, the eight respondents who heard the question appeared to have answered it correctly, giving estimated ages of other household members as needed. Twenty-two respondents were not asked to answer this question because it was not applicable to them (they had not followed this skip pattern).

Testing of the phrase “su mejor estimado”/“your best estimate”:

Even though this question had not been administered to most of the respondents due to skip patterns, 22 people were asked what they thought we meant by the phrases “su mejor estimado” and “your best estimate” Eight respondents were mistakenly not probed on this term.

In general, there were no problems with comprehension or answering for English speakers. However, seven Spanish speakers showed some confusion and/or lack of understanding of the term “estimado.”

Three of these seven respondents did not understand the term at all, and were unable to offer any explanation about it. These three individuals were from Mexico. They ranged from 18-51 years of age and had either a high school degree or less.

Another two of the seven respondents showed some confusion when trying to explain the meaning of the term “estimado.” One Puerto Rican respondent with a high school degree thought it was the “sum of something,” but he was not certain. A respondent with less than a high school education, from Mexico, was not sure about it and asked the interviewer if “it was like a calculation of something.” He also said that “it sounded like asking for a proposal estimate to change the carpet or paint the car.”

Two more of these seven respondents simply didn’t agree with use of this term. One was a 43-year-old male respondent with less than a high school education, from Argentina, who said that “this is a term we do not use.” The other respondent was a 40-year-old female respondent with less than a high school education, from Colombia, who replied, “the term was not very well said.”

Suggestions for alternative wording from respondents:

There were no English-speaking respondents who offered alternative wording. However, nine Spanish-speaking respondents suggested alternative wording. Five of these respondents were the ones who had shown some confusion with the term when asked what they thought about it. Of these nine Spanish-speaking respondents, four were from Mexico; one was from El Salvador; three were from Colombia and Argentina and one respondent was from Puerto Rico.

Amongst the wording they recommended were the following suggestions: “cercano” (“closest”); “¿Cuál es su aproximado de su edad?” (“What is your best estimate for the age?”); “El número que se acerca más a la edad” (“The number that is closest to the age”); “¿Cuál cree que es su edad?” (“What do you think his age is?”); “¿Qué edad le calculas o qué edad piensas que tiene?” (“What age do you calculate or what age do you think he/she is?”); “¿Aproximadamente qué edad tiene?” (“Approximately, what age is he/she?”); “¿Cómo cuánto calcula que tenga de edad?” (“About what age do you calculate he/she is?”).

Round 1 Recommendations:

- We have no recommendations for changes to the English language wording.
- Based on our findings, we recommend revising the Spanish language question to read “¿Más o menos...?” (literally, “More or less...?”) instead of “¿Cuál es su mejor estimado...?” (What is your best estimate...?) This is a common wording in Spanish for this type of concept. Note that the individuals who did not understand the term

“estimado” (“estimate”) at all within this context were all from Mexico, which represents the largest Hispanic population in the United States.

New recommended wording to test (Spanish only):

<i>¿Más o menos qué edad tiene (usted / <Name>)?</i>	<i>What is your best estimate of {<Name>'s/your} age?</i>
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AGEASK

Round 2 Wording

<i>¿Más o menos qué edad tiene (usted / <Name>/ su edad)?</i>	<i>What is your best estimate of {<Name>'s/ your} age?</i>
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Round 2 Findings:

The new Spanish wording tested well.

Response to survey question contained in AGEASK:

Most of the respondents did not seem to have problems understanding this question. But one Spanish speaker interpreted that this question was asking her to calculate how old the person might be. One Spanish-speaker did not like the phrase ‘más o menos’/‘more or less’ because a person those? not have more or less an age but a specific age. She suggested using the term ‘estimate’ instead of ‘more or less.’

Final Round 2 Recommendations:

- The new Round 2 wording tested well and based on these cases we would recommend making the change to the Round 2 wording in Spanish. We recommend that the English wording remain the same.

AGEASK

Final recommendation:

<i>¿Más o menos qué edad tiene (usted / <Name>/ su edad)?</i>	<i>What is your best estimate of {<Name>'s/ your} age?</i>
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AGERANGE Question

If a respondent still does not know the date of birth or estimated age of any of their household members after being asked AGEASK, they are skipped to the AGERANGE question,

in order for them to provide an age within a range of ages given to them. However, none of our Round 1 respondents skipped into this question.

AGERANGE

Original Round 1 Wording (Not tested, for context only)

<i>¿(Tiene <Name>/Tiene usted?</i>	<i>Is <Name>/Are you...?</i>
<i><1> menos de three años?</i>	<i><1> less than three years old</i>
<i><2> three ó four años?</i>	<i><2> three or four years old</i>
<i><3> entre five y 14 años?</i>	<i><3> five to 14 years old</i>
<i><4> 15 años o más</i>	<i><4> 15 years old or older</i>

Round 1 Findings:

Response to survey question contained in AGERANGE:

None of the Round 1 respondents were asked this question as it did not apply according to the skip pattern. They all had been able to provide either the exact ages or estimated ages in prior questions. As requested by the sponsor, we did not probe on this question, but kept it in our protocol for context in case it would apply to any respondents. We therefore had no recommendations for changes for Round 2 testing.

AGERANGE

Round 2 Wording (Not tested, for context only)

<i>¿(Tiene <Name>/Tiene usted?</i>	<i>Is <Name>/ Are you...?</i>
<i><1> menos de 3 años?</i>	<i><1> less than 3 years old</i>
<i><2> 3 ó 4 años?</i>	<i><2> 3 or 4 years old</i>
<i><3> entre 5 y 14 años?</i>	<i><3> 5 to 14 years old</i>
<i><4> 15 años o más</i>	<i><4> 15 years old or older</i>

Round 2 Findings:

Response to survey question contained in AGERANGE:

In Round 2 testing, this question was only asked of one respondent from Puerto Rico under a hypothetical situation. We asked her to imagine that she did not know the age of one of the household members and she understood the question as intended. Other than that this question was not tested with any of our respondents. We therefore have no recommendations based on our testing.

Hispanic origin question:

In Round 1, the Hispanic origin question (HISA) was administered to all respondents in order to test the CAPI and CATI versions of the instrument. For the CAPI version of the instrument, flashcard B (See Appendix H) was shown to the respondents and they were asked to look at it while the question was being read. For the CATI version of the instrument, the question was simply read to them as if it were being administered over the telephone. See below for the different wording of the CAPI and CATI versions of the question.

HISA (CAPI – FLASHCARD B) – HISA (CATI)

Original Round 1 Wording tested

IF CAPI: <i>{Por favor, vea la Tarjeta B.} ¿Es {<Name>/usted} de origen hispano, latino o español?</i>	IF CAPI: <i>{Please look at Card B.} Are you of Hispanic, Latino, or Spanish origin?</i>
IF CATI: <i>¿Es {<Name>/usted} de origen hispano, latino o español?</i>	IF CATI: <i>Are you of Hispanic, Latino, or Spanish origin?</i>
<i>Sí</i>	<i>Yes</i>
<i>No</i>	<i>No</i>

(See **Appendices H and I** for copies of Flashcard B (English and Spanish versions) used in Round 1.)

Round 1 Findings:

Response to survey question contained in HISA/CAPI (showing flashcard B):

Thirteen of the 30 respondents were asked CAPI version of the HISA question. Two were English speakers and 11 were Spanish speakers.

There were no problems with comprehension for the English speakers. The two English speakers answered “Yes,” since they were both of Hispanic origin. One was White and the other was part African American.

Of the 11 Spanish-speaking respondents, only three answered correctly by saying “Sí” (“Yes”). All of these respondents were from Puerto Rico. However, many of the Spanish-speaking respondents offered answers other than yes or no. Seven people seemed to interpret this as a multiple choice question where they needed to choose one of the three “options.” Six of those people responded by saying “Hispano(a)” (“Hispanic”). Four of these respondents were from Mexico, one was from El Salvador, and one was from Colombia. Similarly, one of the 11

Spanish speakers responded saying “Latina.” This respondent was from Puerto Rico. A final respondent gave his Central American country of birth when asked this question.

Response to survey question contained in HISA/CATI (no flashcard shown):

Seventeen of the 30 respondents were asked the CATI version of HISA question (with no flashcard). Four were English speakers and 13 were Spanish speakers.

There were no problems with comprehension for the English speakers. The four English speakers who were asked this question answered “No,” since they didn’t identify themselves as having Hispanic origin. Two of them were White and two were African Americans.

The Spanish speakers had more difficulty responding to the CATI version, with four of the thirteen people showing showing confusion. Only three of the 13 Spanish speakers answered correctly by saying “Sí” (“Yes”). Two were from Mexico and one was from Honduras. However, one of the two Mexican respondents who answered yes, questioned what “Latino” meant before providing an answer. The interviewer simply repeated the question to get an answer from the respondent, who then said “Yes.”

As with the CAPI version, many of the Spanish-speaking respondents again offered answers other than yes or no to this question. Of the 13 Spanish speakers who were asked the CATI question, a total of ten people seemed to interpret this as a multiple choice question where they needed to choose one of the three “options.” Eight of these people responded by saying “Hispano(a)” (“Hispanic”). They were from Puerto Rico, Mexico, Argentina, and Honduras. Two of the 13 Spanish speakers responded by saying “Latino(a).” They were from Puerto Rico and Colombia.

While the respondents did not choose the anticipated “yes” or “no” answer, we do not deem a response of either “Hispanic” or “Latino” to be overly problematic since an interviewer should easily be able to code this as a “yes” response in the instrument. However, it is an indication that this question does not seem to be a yes/no question in straightforward way to respondents.

CATI vs. CAPI issues:

It appears that none of the CAPI respondents had issues understanding this question and answering it appropriately (as long as field interviewers can easily code one of the three “options” (Hispanic, Latino or Spanish) as a “yes” answer. However, it seemed like the flashcard was somewhat distracting for the Spanish-speaking respondents. This is because the flashcard shows all the response categories for the HISA and HISB questions on one card (the next question). Therefore, at the time of hearing HISA, respondents usually reviewed all of the responses besides the ones intended for HISA only.

Four of the CATI Spanish-speaking respondents, on the other hand, showed confusion about this question, even though they were able to answer it. One of these respondents asked “¿A qué se refiere con latino?” (“What does Latino mean?”). This was a Salvadoran respondent who had less than a high school education.

Another respondent answered “Hispano” (“Hispanic”) for self; however, he sounded quiet and uncertain. He seemed to have interpreted the question as a multiple choice question. For person two, he provided the country of birth rather than any of the actual terms provided in the question. For person three, there was a long silence. Then he answered, “Él es de suramérica” (“He is from South America”). This respondent was of Mexican origin and had less than a high school education.

Another respondent questioned “¿Por qué hispano o español? ¿Cuál es la diferencia?” (“Why Hispanic or Spanish? What is the difference?”). This respondent was a 56-year-old male from Argentina, with less than high school education.

The last respondent who showed some confusion was a 75-year-old male with high school education, from Mexico. While this individual answered “Hispano” (“Hispanic”) for himself, he seemed uncertain about other members of his family. He mixed Hispanic origin and race for his spouse, saying that she was part Hispanic and part Chinese. For the great grandchildren, he explained that they were born in Mexico but that they were naturalized Americans. He was definitely conflating Hispanic origin and race, as well as country of birth, and citizenship status. Further probing was needed in this case to come to an answer for HISA. This resulted in the respondent answering “Hispanic” for all of the household members.

Whether it was easy or difficult for respondents to answer this question:

After respondents answered the Hispanic origin and race series, they were asked whether or not they had had difficulty choosing an answer to HISA. Of the 28 respondents who were asked ‘Are you of Hispanic, Latino, or Spanish origin?’, twenty thought it easy to answer. Four of these were English speakers and 16 were Spanish speakers. Two respondents were mistakenly not asked this question. No English-speaking respondents said this question was difficult to answer. However, eight Spanish-speaking respondents with various levels of education from different age groups thought this question was difficult to answer. Five of them were CAPI respondents and three of them were CATI respondents.

- Three respondents said that there were too many options to choose from.
- Two other respondents had difficulty with the term “Español” (“Spanish”), thinking that they were being asked if they were from Spain.
- One respondent was confused by “Latinos, Spaniards, and Mexicans.” because Mexico is included in Latin America.
- One other respondent asked if Hispanics and Spaniards were the same thing. She then confirmed that she thought they were the same.

Round 1 Recommendations:

We have no recommendations for changes to the English language wording. In Spanish, for the most part respondents answered either with a yes or no, as intended, or they interpreted this as a multiple choice question in which they had to best classify themselves by choosing from three response options. It seems clear why respondents would interpret the question this way. These were mostly monolingual Spanish-speaking respondents and while living in their own countries, Spanish speakers do not refer to themselves as “Hispanic” or “Latino.” These are strictly U.S. concepts.

For a respondent being interviewed in Spanish, it probably seems strange to be asked, “Are you Hispanic?” Since many people may not be familiar with the terms “Hispanic” and “Latino,” they may think, “Well, obviously I speak Spanish so you’re not asking me a yes or no question. You must want to know which of the three I am.” They then have to think about what the difference is between the three terms. The term “Spanish” is interpreted as meaning “from Spain,” so this adds one nationality example to the mix. Past research has shown that some

respondents think we're asking for nationality with this question and provide responses like "I'm Mexican." This only happened in one case in this study, but we consider this to be potentially problematic as it assumes that all field interviewers are familiar with the name of every Spanish-speaking country and would be able to classify a response like "I'm Uruguayan" as a "yes" response.

On the whole, while most Spanish speakers ultimately said either "yes," "Hispanic," or "Latino," we believe that this question is placing undue respondent burden on them. We recommend testing a version of the question that makes the "yes or no" nature of the question clear.

We also recommend testing a version that omits "Spanish," the one example of a nationality, from the question. This could be done in only the Spanish version if there is a concern that English speakers won't always recognize the terms "Hispanic" and "Latino" if the term "Spanish" is not also used. For Spanish speakers who interpret this as a nationality and not a language question, it seems to cause confusion rather than helping to clarify the question.

We suggest splitting flashcard B in two for CAPI respondents. We think that having so much wording and having the response options for two different questions visible at the same time may have created some confusion for the Spanish-speaking respondents. This is particularly the case for lower educational level respondents.

Newly recommended wording to test:

HISA (CAPI – FLASHCARD B) – HISA (CATI)

IF CAPI: <i>{Por favor, vea la Tarjeta B.} ¿Es {<Name>/usted} de origen hispano o latino?</i>	IF CAPI: <i>{Please look at Card B.} Are you of Hispanic or Latino, (or Spanish) origin?</i>
IF CATI: <i>¿Es {<Name>/usted} de origen hispano, latino?</i>	IF CATI: <i>Are you of Hispanic, Latino, (or Spanish) origin?</i>
<i>Sí</i>	<i>Yes</i>
<i>No</i>	<i>No</i>

Round 2 Testing: HISA

HISA CAPI (FLASHCARD B) – CATI (NO FLASHCARD)

For the Round 2 interviews we tested three different versions of the HISA question. This was based on the results from Round 1 of interviews, where we believed the original question

tested “¿Es usted de origen hispano, latino, o español?” or “Are you of Hispanic, Latino, or Spanish origin?” was placing some undue respondent burden on Hispanic respondents, as described above.

Based on our Round 1 test results , we had recommended testing a version that omitted the term “Spanish” on the Spanish version of the question. The project sponsor was not interested in testing a version without this term but asked us to test versions of the question with the term either at the beginning of the question or at the end, to see if this would have any impact on the respondents’ answers or improve their understanding.

Therefore, we tested three versions of wording variations for the HISA question (as shown below.) For the CAPI version, we implemented the various question versions on three separate flashcards B to be tested with 15 of the 30 respondents (each version 1, 2, and 3 was tested with 5 respondents: 4 Spanish speakers and 1 English speaker.) For the CATI version, we read the three question versions to the remaining 15 respondents (each version 1, 2, and 3 was tested with 5 respondents: 4 Spanish speakers and 1 English speaker.)

After each group of 5 respondents heard the pertinent HISA wording variation (1, 2, or 3), they were probed on their preference for the two other variations they had not originally heard. These other two wording variations were shown to the respondents on a separate 8-1/2 x 11 sheet of paper, along with the wording they had originally heard (each version was numbered 1, 2, and 3 accordingly.) The respondents were read the options they had not heard before, and subsequently asked if they preferred any of the other two options better and why. (See **Appendices Q and R** for copies of alternate wording cards for HISA Version 1, 2, and 3 (Spanish and English versions) used in the testing in Round 2.)

CAPI VERSIONS TESTED (FLASHCARD B)

HISA Round 2 Wording

<p>VERSION 1: {Por favor, vea la Tarjeta B.¿Es {<Name>/ usted} de origen hispano, latino o español? ¿Diría que sí o no?</p>	<p>VERSION 1: {Please look at Card B. {Is <Name>/ Are you} of Hispanic, Latino, or Spanish origin? Would you say yes or no?</p>
<p>VERSION 2: {Por favor, vea la Tarjeta B.¿Es {<Name>/ usted} de origen español, hispano o latino?</p>	<p>VERSION 2: {Please look at Card B.{Is <Name>/ Are you} of Hispanic, Latino or Spanish origin?</p>
<p>VERSION 3: {Por favor, vea la Tarjeta B.¿Es {<Name>/ usted} hispano o latino; o de origen español?</p>	<p>VERSION 3: {Please look at Card B. {Is <Name>/ Are you} Hispanic or Latino; or of Spanish origin?</p>

(See **Appendices O and P** for copies of Flashcard B (Spanish and English version) used in Round 2.)

CATI VERSIONS TESTED (NO FLASHCARD)

HISA Round 2 Wording

<p>VERSION 1: ¿Es {<Name>/ usted} de origen hispano, latino o español? ¿Diría que sí o no?</p> <p>VERSION 2: ¿Es {<Name>/ usted} de origen español, hispano o latino?</p> <p>VERSION 3: ¿Es {<Name>/ usted} hispano o latino; o de origen español?</p>	<p>VERSION 1: {Is <Name>/ Are you} of Hispanic, Latino, or Spanish origin? Would you say yes or no?</p> <p>VERSION 2: {Is <Name>/ Are you} of Hispanic, Latino or Spanish origin?</p> <p>VERSION 3: {Is <Name>/ Are you} Hispanic or Latino; or of Spanish origin?</p>
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Round 2 Findings:

Response to survey question contained in HISA/CAPI (showing flashcard B):

<p>CAPI VERSION 1: {Por favor, vea la Tarjeta B. ¿Es {<Name>/ usted} de origen hispano, latino o español? ¿Diría que sí o no?</p>	<p>CAPI VERSION 1: {Please look at Card B. {Is <Name>/ Are you} of Hispanic, Latino, or Spanish origin? Would you say yes or no?</p>
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Five CAPI respondents heard version 1 of the question being tested. Four were Spanish speakers and one was an English speaker. All were shown flashcard B.

One English speaker understood the question well but was not sure whether the terms Hispanic, Latino or Spanish origin mean the same or not. Four Spanish-speaking respondents showed difficulty in answering this question.

One Spanish speaker from El Salvador and one from Colombia showed confusion because of the word “Spanish origin”. They thought this is asking whether the respondent was from Spain. Two respondents suggested dropping the term “español” from the question for their young child who were born in the U.S. Another Spanish speaker showed difficulty in answering in relation to her U.S.-born children: “When children are born in this country, from that moment on they are American and their dad is American. But I am Latina...Hispanic..then what are they? In my case, I think they are American because you are from the place where you are born. But where your parents are from is also very influential. But he is half-half; half Colombian and half American.” She suggested another way of saying it that contained the same choices: “¿De qué origen es usted: latino, hispano o español?” (What is your origin: Latino, Hispanic or Spanish?) Another suggestion from R was “Are you of Spanish origin or are your parents of Latino or Hispanic origin?”

One Spanish speaker had difficulty answering this question for two people in her household. She said that they were from Mexico but since they were not ‘españoles’ (Spanish),

she thought they were not Hispanic. R suggested we ask specifically about the country of origin: “¿Ustedes son de centroamérica o de México?” (Are you from Central America or from Mexico?)

Round 2 Findings for these CAPI cases using Version 1 of the tested question:

The question wording worked fine with the one English speaker who did not have Hispanic origin members of his household. However, note that he indicated thinking it also meant a race in addition to ethnicity.

In general, the four respondents interviewed in Spanish did not answer correctly to this question and/or had difficulty answering this question because of the term “español” (Spanish). As one of the respondents who were unable to pick an answer said: “I don’t know if what they mean here is that because I am Hispanic, Latino or Spanish I speak Spanish, or...if instead they are asking me if I am from Spain, maybe they mean European.”

A second issue was that some of the Spanish speaking respondents had difficulty answering this question for their U.S.-born children because they considered them to be “American” and wanted to provide this as their response.

Finally, three of the respondents did not realize this was a Yes/No question and were distracted by what they thought were the answer choices. All the respondents interviewed in Spanish gave suggestions about how to ask this question, and in some cases these suggestions indicated that the respondent had not understood the objective (e.g., asking as a multiple-choice question).

Round 2 Wording

<i>CAPI VERSION 2: {Por favor, vea la Tarjeta B. ¿Es {<Name>/usted} de origen español, hispano o latino?</i>	<i>CAPI VERSION 2: {Please look at Card B. {Is <Name>/Are you} of Hispanic, Latino or Spanish origin?</i>
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Five CAPI respondents heard version 2 of the question being tested. Four were Spanish speakers and one was an English speaker. All were shown flashcard B.

One 39-year old female Spanish speaker from Mexico (LHS) answered “Hispanic.” and believed the question asked about race. Spanish was considered to be the language itself, so according to her it should not be part of the question.

One 35-year old female Spanish speaker from Puerto Rico (HS) answered “Latina,” instead of yes or no. She thought the question asked about a person’s heritage. After listening to the Census definition R suggested “Would you consider yourself Hispanic or Latino?”

One 36-year old female Spanish speaker from Puerto Rico (HS/SC) answered “Latina,” instead of yes or no. She thought this question was asking about being Hispanic or Latino. She recommends providing an explanation similar to what was read to her during probing, “The Census Bureau wants to know if you come from any country where Spanish is spoken.”

The 20-year old male English speaker of Hispanic origin (HS/SC) answered “Yes” for all household members. He thought he was being asked about his immediate heritage. The respondent did not think there was a different way to say this phrase.

One 29-year old male Spanish speaker from Puerto Rico (HS/SC) answered “Español” instead of yes or no. He explained that when he is asked a question like this one, his answer is “I’m Puerto Rican.” This respondent hesitated when responding for his children, because they were multiracial, and their mother was not Hispanic, but he choose to include them as Hispanic as well. R could not think of another to ask the question.

Round 2 Findings for CAPI cases using Version 2 of the tested question:

One Hispanic English speaker did not have problems and defined Hispanic as a broader category which includes Latino and Spanish. Latinos are from Central and South American, and Caribbean, and Spanish from Spain. R did not think there was a different way to say this phrase. However, all four Spanish speaking respondents answered this question incorrectly and/or showed some confusion.

One Mexican respondent considered the terms Hispanic and Latino as the same, but Spanish was considered to be the language, so according to her it should not be part of the question.

Two Puerto Rican respondents selected the “Latina” and another Puerto Rican respondent answered “Spanish” as their answer instead of yes or no. One of them explained the 3 options were different; he associated the term, ‘Latino’ with Latin-Americans, like Peruvians, Mexicans and Central Americans. He associated the term ‘Hispanic’ with “Puerto Ricans, Dominicans or Cubans” from Caribbean countries. And he believed that all Hispanics and Latinos had Spanish origin.

Round 2 Wording

<i>CAPI VERSION 3: {Por favor, vea la Tarjeta B. ¿Es {<Name>/usted} hispano o latino; o de origen español?</i>	<i>CAPI VERSION 3: {Please look at Card B. {Is <Name>/Are you} Hispanic or Latino; or of Spanish origin?</i>
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Five CAPI respondents heard version 3 of the question being tested. 4 were Spanish speakers and one was an English speaker. All were shown flashcard B.

One 30-year old female Spanish speaker from Mexico answered “Hispanic” for her and all her family members. She said this question meant “where she was originated from.” The respondent’s recommendation was to simply ask “¿Es usted hispano(a)?” “Are you Hispanic?”

One 44-year old male Spanish speaker from Mexico answered “Hispanic” when describing the adult members; however, he answered “American” when describing the three children born in the United States. When asked what the question meant to him, he explained: “That we speak Spanish, that we are Mexicans.” When asked if he could think of anyway to make this concept clearer or to ask the question in a better way, the respondent said that for the children who were born here, the question should clarify and add an explanation if the ancestors are from any Spanish speaking country.

One 49-year old female Spanish speaker from Argentina answered “Yes” for all three household members. She thought the question was asking if she was a Spanish speaker. The respondent recommended adding the following description “Se considera hispano al que habla español.” “A Hispanic person is someone who speaks Spanish” to make the question clearer.

One 41-year old female Spanish speaker from Honduras paused at first and then answered “of Hispanic origin” for her and “Hispanic” for all remaining household members. She said the question was “It’s a Spanish speaking person. The respondent thought this was clear as is.

The 43-year old female African American English speaker of non-Hispanic origin answered “No.” However, she struggled answering what this question meant to her. She said the question makes her think about South America or Mexico. It makes her think about someone who speaks Spanish. The respondent thought this was pretty clear as is.

Round 2 Findings for CAPI cases using Version 3 of the tested question:

In general, most of the Spanish speaking respondents answered incorrectly and/or showed some confusion about the context of it, offering various explanations of what the question meant

to them. Only one of the Spanish speaking respondents realized that this was a yes/no question and 1 English speaker also realized this was a yes/no question.

All four Spanish-speaking respondents understood that being “Hispanic” meant coming from a Spanish speaking country. However, one of them answered “American” for the three children in the household, because they were born in the United States. The other three Spanish speakers picked either “Hispanic” or “of Hispanic origin” for their answer. They thought they had to select one of the three choices.

Two of the Spanish speaking respondents recommended either asking the question in a different way (i.e., “Are you Hispanic?”) or adding some kind of explanation to make the question clearer (i.e., “A Hispanic person is someone who speaks Spanish”). And a third Spanish speaking respondent said that for the children who were born here, the question should clarify and add an explanation if the ancestors are from any Spanish speaking country.

Response to survey question contained in HISA/CATI (no flashcard shown):

Round 2 Wording

<i>CATI VERSION 1: ¿Es {<Name>/usted} de origen hispano, latino o español? ¿Diría que sí o no?</i>	<i>CATI VERSION 1: {Is <Name>/ Are you} of Hispanic, Latino, or Spanish origin? Would you say yes or no?</i>
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Five CATI respondents heard version 1 of the question being tested. Four were Spanish speakers and 1 was an English speaker. No flashcard was shown.

All of the respondents said “yes” or “no” correctly. Most of the respondents do not have clear understanding of the terms “Hispanic” “Latino” “Spanish origin” but they took the question as yes or no question and provided the correct answer.

Round 2 Findings for CATI cases using Version 1 of the tested question:

Although all respondents answered yes/no to this question as intended, a few of the Spanish speaking respondents showed confusion about the context of it.

All respondents except the English speaking one believed the question wanted to discriminate between Hispanic or Latino and Spanish. That is, three respondents understood the question as a question asking them to choose from the options.

Two respondents felt that the question was trying to determine if they spoke Spanish and three respondents felt that the intent was to find their origin.

Round 2 Wording

<i>CATI VERSION 2: ¿Es {<Name>/usted} de origen español, hispano o latino?</i>	<i>CATI VERSION 2: {Is <Name>/Are you} of Hispanic, Latino or Spanish origin?</i>
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Five CATI respondents heard version 2 of the question being tested. Four were Spanish speakers and 1 was an English speaker. No flashcard was shown.

Only one English speaker of non-Hispanic origin answered “no” and all other Spanish speaking respondents answered “Latino” or “Hispanic” for themselves or their family members. This happens commonly regardless of their country of origins, different levels of education, and different ages. One Spanish speaker answered “Hispanic” for her children because their ancestors are from a Spanish-speaking country.

Round 2 Findings for these CATI cases using Version 2 of the tested question:

All Spanish-speaking participants responded either “Hispanic” or “Latino” and did not realize that this was a yes or no question. However, there was no problem with the English speaking participant of non-Hispanic origin, since his answer was ‘No’.

Two participants said that the term Spanish is for people that were born in Spain. Two participants considered that being Hispanic not only applies to people that come from a Spanish speaking country, but also when they are descendant of people that are originally from a Spanish speaking country. They mentioned their own cases where one was born in the United States but raised in Puerto Rico, and the other participant, born in Puerto Rico, who has children born in the United States, but she considers them also Hispanic.

Round 2 Wording

<i>CATI VERSION 3: ¿Es {<Name>/usted} de origen español, hispano o latino?</i>	<i>CATI VERSION 3: {Is <Name>/Are you} of Hispanic, Latino or Spanish origin?</i>
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Five CATI respondents heard version 3 of the question being tested. Four were Spanish speakers and 1 was an English speaker. No flashcard was shown.

Four Spanish speakers chose “Hispanic” for themselves and their family members. They interpreted this question was asking in which place they/family members were born. One Spanish speaking respondent from Peru answered “Hispanic” for his youngest child who was born in the U.S. He said he thought about this race when asked this question.

One English speaker of Hispanic origin answered “Yes” for her and her immediate family members. She answered “No” when describing a friend staying at her house, who is a non-Hispanic person. She also said: “Spanish is someone from Spain; Latino is a wider category; and Hispanic... I’m not really sure; someone from South America.” When asked what the question meant to her, she said: “It means if my parents have Hispanic origin in my blood.” After explaining the definition, the respondent thought the question was clear as is.

Round 2 Findings for these CATI cases using Version 3 of the tested question:

Overall, all four Spanish-speaking respondents understood that being “Hispanic” meant coming from a Spanish-speaking country or it refers to people who speak Spanish. However, they showed confusion when answering the question.

One of them answered “Latino” when describing the adults in his family. However, he answered “Hispanic” for the two children in the household. He said “Latino” means someone who is not born here; “Hispanic” means someone who is born here; and “Spanish” means someone who was born in Spain.

The other 3 Spanish speaking respondents answered “Hispanic” for themselves as well as their family members. They all thought they had to pick one of the three options.

The female English speaker of Hispanic origin answered Yes, realizing that it was a yes/no question. She thought the three terms meant different things: Spanish is someone from Spain; Latino is a wider category; and Hispanic is someone from South America.

None of the respondents could think of another way of asking this question.

Overall CAPI vs. CATI issues:

It appears that the issues presented were the same, regardless of showing the flashcard B or reading the question without using the flashcard.

ROUND 2 WORDING COMPARISONS (HISA)

In order to see if there was a specific preference by the respondents for any of the 3 different question wordings being tested in separate groups, we decided to present each participant with the 2 alternative wording versions not read to them. We probed about which

wastheir preference and why. Following are the responses we received from the participants when we showed the respondents the alternative wording options.

Round 2 Wording

<p>VERSION 1: <i>¿Es {<Name>/ usted} de origen hispano, latino o español? ¿Diría que sí o no?</i></p> <p>VERSION 2: <i>¿Es {<Name>/ usted} de origen español, hispano o latino?</i></p> <p>VERSION 3: <i>¿Es {<Name>/ usted} hispano o latino; o de origen español?</i></p>	<p>VERSION 1: <i>{Is <Name>/ Are you} of Hispanic, Latino, or Spanish origin? Would you say yes or no?</i></p> <p>VERSION 2: <i>{Is <Name>/ Are you} of Hispanic, Latino or Spanish origin?</i></p> <p>VERSION 3: <i>{Is <Name>/ Are you} Hispanic or Latino; or of Spanish origin?</i></p>
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Response from respondents who were read alternative versions 2 and 3 (who were originally read version 1):

CAPI CASES:

Two respondents preferred version 2 because version 2 is more concrete and more appropriate. Two other respondents preferred version 3 because it seems clearer and it suggests that Hispanic and Latino are the same but Spanish origin is different.

There was, however, one respondent who did not like any version because they all contain the word “Spanish” which he thinks should be dropped. As noted above, all the Spanish speakers interviewed said that Hispanic and Latino have the same meaning, but “of Spanish origin” does not.

CATI CASES:

Three respondents chose version 2 and two respondents chose version 3. One respondent did not choose any because they all included the term Spanish which did not mean the same thing to him. The respondent suggested removing that term.

Two other respondents chose version 2 chose this version because to him it was clearer. He did not like option 3 because it used Hispanic and Latino as the same thing, and he believed that offended some people. He suggested taking “Spanish” out of the question. A female English speaker of non-Hispanic origin preferred version 2 because she liked the grammar better.

Two other Spanish-speaking respondents chose version 3. One respondent believed it was the most simple and clear option. Another respondent stated that “Spanish” was set apart as

different from the other two. The respondent understood the objective of the question to be to separate people born in Spain from the ones from Latin America.

Response from respondents who were read alternative versions 1 and 3 (who were originally read version 2):

CAPI CASES:

Four out of five respondents preferred option 1 because it explicitly asks for yes/no. The other respondent preferred version 3 because the way the word ‘origin’ was positioned within the question. She also had her own suggestion which did not include the word ‘origin’: “Are you Hispanic or Latino or Spanish-speaker?” This was a female from Puerto Rico.

CATI CASES:

Out of four Spanish speaking participants, two chose version 1 because it was easier to understand and it doesn’t have to provide any additional explanation. Another Spanish-speaking respondent preferred version 2 because it sounded better. One Spanish speaking respondent did not understand what the difference was among the three options and could not choose any version. One English speaking respondent did not hear this question by mistake.

Response from respondents who were read alternative versions 1 and 2 (who were originally read version 3):

CAPI CASES:

There was no strong preference for a certain version. Version 1 was preferred by two respondents and version 2 and 3 were preferred by one respondent each. One respondent did not have a preference for any versions. Two respondents preferred version 1 because it did not make them think they need to pick one of the three choices. One respondent liked version 2 because of the format of the question and how the term origin is used in it. Finally an African American English speaker preferred version 3 because she liked the fact that the term “origin” it was included.

CATI CASES:

There was no strong preference for a specific version. Version 2 and version 1 were preferred by 2 respondents each and version 3 was preferred by 1 respondent.

Two Spanish-speaking respondents preferred version 2 over the other versions. One said that this was because of the word “origin” in it. The other respondent did not know exactly why she preferred this version, so she offered no explanation as to why.

One Spanish speaking respondent preferred version 3 over the other versions because the terms are separated by the word “or.”

Among the two respondents who preferred version 1, one Spanish-speaking respondent preferred version 1 over the other versions because it says “of... origin.” The female English speaker of Hispanic origin preferred version 1 because of the embedded answer “Yes or No.”

OVERALL PREFERENCES:

Ten out of 24 Spanish speakers had a preference for version 1 (“¿Diría que sí o no?” or “Would you say yes or no?” version); while three out of the five English speakers who were probed on this question preferred version 2 (“Are you of Hispanic, Latino or Spanish origin?” version”).

Respondents expressed a variety of preferences amongst the different versions shown to them. Twelve respondents preferred version 1; mainly because of the Yes and No options at the end, making it clearer to the respondent that that’s what we are looking for, and implying that the three terms refer to the same thing. Seven respondents (four Spanish-speaking respondents and three English-speaking respondents) preferred version 2, because of the format of the question and how the term “origin” is placed in it.

Four Spanish speaking respondents didn’t have a preference for any of the wording versions, and one English speaking respondent didn’t hear this question.

Round 2 Recommendations: based on the original version read to the respondent and the alternative wordings shown to them:

- It looks like even when we asked all of the 3 versions of this question separately; Spanish-speaking respondents tended to choose either “Hispanic” or “Latino” when answering this question. Also, at least two respondents thought this question was asking about race (Spanish speaker from Mexico and a non-Hispanic English speaker.) For most

non-Hispanic English speakers, this was understood as a yes/no question, but we obviously can't say the same for Spanish speakers.

- The above Round 2 Findings also show that the term “Spanish” brings confusion to the majority of Hispanic respondents, making them think that the question is about whether or not “they” were born in Spain. It also creates some kind of confusion when they see this term along with Hispanic or Latino. Therefore, we again recommend testing of the question without including the term “Spanish.” Parallel testing of this issue should be done in English and Spanish. We also recommend testing the inclusion of a definition of “Hispanic or Latino,” to help respondents answer the question consistently. Rather than adding the definition to the question, you could also consider adding an optional help screen to assist interviewers.
- In general, when respondents were shown the alternative wording versions, it appears that version 1 was the most preferred amongst Spanish-speaking respondents (“¿Diría que sí o no?” or “Would you say yes or no?” version). Although English speaking respondents’ most preferred choice was between versions 2 and 3.
- In summary, our recommendation is to do further testing with a new version that combines elements of the preferred versions. New wording that we think is relevant for further testing in Spanish is: “Are you Hispanic or Latino? Would you say yes or no?;” This version combines elements of the most preferred question versions.
- In addition, we recommend that you test the possibility of having a combined Hispanic origin and race question (see RAC Round 2 Recommendations: section for more on this issue).

HISB (CAPI – FLASHCARD B) – HISB (CATI)

Original Round 1 Wording tested

<p><i>¿Es usted mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc.?</i></p>	<p><i>Are you Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?</i></p>
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(See **Appendices H and I** for copies of Flashcard B (English and Spanish versions) used in Round 1.)

Round 1 Findings:

Response to survey question contained in HISB (CAPI & CATI)

Of the twenty-six respondents who were asked the HISB question, twenty-four were Spanish speakers and two were English speakers. There were no problems with comprehension for the English speakers when asked this question. However, there were some problems in a small number of Spanish cases.

The two English-speaking respondents (one CAPI and one CATI) answered this question correctly; both respondents were males of Hispanic origin.

Of the 24 Spanish speakers, twenty-one of them appeared to have answered this question correctly. They chose the pertinent option either from the list shown to them (CAPI) or the one read to them (CATI). However, three respondents answered it incorrectly by giving a response other than the options given to them: two Spanish-speaking respondents from Central America answered that they were from Honduras, even though that category was not an option. One respondent was a 39-year-old woman with less than high school education, and the other was a 45-year-old woman with high school education; both interviews were CATI.

One other respondent who gave an answer other than those provided simply answered “Sudamericano” (“South American”), even after being probed by the interviewer and asked to provide a response from those listed. This was a 56-year-old male with less than high school education, from Argentina.

Nine of the 26 respondents who were asked this question interrupted with a premature answer while the question was being read to them. All of them were Spanish-speaking respondents; six were CATI interviews and three were CAPI interviews. (The list was read to them in both CAPI and CATI).

Respondents’ Opinion on Question length:

After having answered the question, respondents were asked whether they thought that this question was a good length or whether it was too long. Twelve respondents said that they felt the question was too long, including the two English speakers. The remaining 18 respondents said the question was a good length; all of these were Spanish speakers. However, nine Spanish speakers had interrupted the question and thus had not heard the entire question.

Suggestions for alternative wording from respondents:

When asked if they thought this question could be improved, 14 respondents said that they thought it could be improved. They mostly suggested shortening the question and not mentioning so many countries. These respondents preferred to be asked “Where are you from?” and then they could provide their own country of birth.

Round 1 Recommendations:

Since a large number of respondents thought the question was too long and many people interrupted the question, we recommend shortening the question for both languages. Some suggestions for shortening the question would include removing the three examples for Mexican heritage and deleting the “Spanish” reference in the Spanish language version.

New recommended wording to test (English and Spanish):

HISB (CAPI – FLASHCARD B) – HISB (CATI)

<i>¿Es usted mexicano(a) o mexicano(a) americano(a); puertorriqueño(a); cubano(a); o de otro origen hispano o latino?</i>	<i>Are you Mexican or Mexican American; Puerto Rican; Cuban; or of another Hispanic, Latino, or (Spanish) origin?</i>
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ROUND 2 Testing of HISB

HISB CAPI (FLASHCARD B) – CATI (NO FLASHCARD)

As we did for the HISA question, we also tested three different versions of the HISB question. This was based on the results from round 1 of interviews, where 12 respondents thought that the original question was too long. Therefore, we tested three versions of wording variations for the HISB question (as shown below) with respondents who answered “Yes” to HISA.

For the CAPI version, we implemented the various HISB question versions on the same flashcards B used for HISA. Fourteen respondents heard the CAPI wording variations (version 1 was heard by four Spanish speakers and one English speaker of non-Hispanic origin (who was routed to this question who answered he was not sure when asked HISA); version 2 was heard by four Spanish speakers and one English speaker of Hispanic origin; and version 3 was heard by only four Spanish speakers. Fourteen other respondents heard the CATI wording variations (version 1 was heard by four Spanish speakers; version 2 was heard by four other Spanish speakers; and version 3 was heard by four Spanish speakers and one English speaker of Hispanic origin.)

After each group of respondents heard the pertinent HISB wording variation (1, 2, or 3), they were probed on their preference for the two other variations they had not originally heard. As we did with HISA, these other two wording variations were shown to the respondents on a separate 8-1/2 x 11 sheet of paper, along with the wording they had originally heard (each version was numbered 1, 2, and 3 accordingly.) The respondents were read the options they had not heard before, and subsequently asked if they preferred any of the other two options better and why. (See **Appendices S and T** for copies of alternate card HISB versions (Spanish and English versions) used in Round 2.)

CAPI/CATI VERSIONS TESTED

Round 2 Wordings

<p>VERSION 1 (Original version): ¿Es {<Name>/usted} mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?</p> <p>VERSION 2: ¿Es {<Name>/usted} de origen mexicano(a) o mexicano(a) americano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?</p> <p>VERSION 3: ¿Es {<Name>/usted} de origen mexicano(a), puertorriqueño(a), cubano(a); o de otro origen hispano, latino o español?</p>	<p>VERSION 1 (Original version): {Is <Name>/ Are you} Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?</p> <p>VERSION 2: {Is <Name>/ Are you} of Mexican or Mexican American origin; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?</p> <p>VERSION 3: {Is <Name>/ Are you} of Mexican, Puerto Rican or Cuban origin; or of another Hispanic, Latino, or Spanish origin?</p>
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(See **Appendices O and P** for copies of Flashcard B (Spanish and English versions) used in Round 2.)

Response to survey question contained in HISB/CAPI (showing flashcard B):

Round 2 Wordings

<p>VERSION 1: ¿Es {<Name>/usted} mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?</p>	<p>VERSION 1: {Is <Name>/ Are you} Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?</p>
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Five CAPI respondents heard version 1 of the question being tested. Four were Spanish speakers and one was an English speaker. All were shown flashcard B.

The English speaker of non-Hispanic origin was asked this question for one of the household members about whom he said he wasn't sure when answering HISA. However, he seemed a little hesitant about that particular member in his household. When probed about it, he said he did not know this person's background well enough to answer. In his view, this question refers more to someone's category as of today more than about ancestry.

Two of the four Spanish speakers were somewhat confused about the question. They started making comments about the core question (HISA variations). However, they were able to answer the question with some probing (i.e., repeating the question.)

Round 2 Findings for these CAPI cases using Version 1 of the tested question:

Only one respondent did not have any problem answering this question, which she said she interpreted as being about country of origin and nationality (female from Colombia).

The only non-Hispanic English speaker in this group had initially reported no Hispanic household members, but this question made him re-think and said that he did not know the background of the other household member well enough to give an answer. He also indicated that this question seems to refer more to someone's category as of today than to his ancestry.

Two of the Spanish speakers were confused by the many choices (male from El Salvador and female from Mexico.) The male respondent from El Salvador suggested a simpler question like "From what country of Latin America?"

A second finding is that U.S.-born children were reported as "de raza hispana" (Hispanic race) or "de origen hispano" (Hispanic origin) born in the U.S. When probed, the Rs said they would not answer for their U.S.-born children that their country of origin is the same as for the parents (male from El Salvador and male from Colombia.)

Round 2 Wordings

<p><i>VERSION 2: ¿Es {<Name>/usted} de origen mexicano(a) o mexicano(a) americano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?</i></p>	<p><i>VERSION 2: {Is <Name>/ Are you} of Mexican or Mexican American origin; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?</i></p>
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Five CAPI respondents heard version 2 of the question being tested. Four were Spanish speakers and one was an English speaker of Hispanic origin. All were shown flashcard B. All

respondents answered the question as intended, choosing one of their pertinent categories accordingly.

Round 2 Findings for these CAPI cases using Version 2 of the tested question:

Overall, all respondents answered this question correctly. One Mexican respondent answered “Mexican” for all household members. She said that she thought she was being asked about place of birth and people’s ancestry.

The three Puerto Rican respondents answered “Puerto Rican” for them and their household members. They all understood as being asked what their origin was or what country they were from.

An English speaker of Hispanic origin however, simply answered “Yes” for him and his household members. He indicated that he thought this question was asking about his immediate heritage, traced back from the last couple generations.

In summary, all respondents seemed to have understood the question by saying that it meant the country they were from, their heritage, and their ancestry.

Round 2 Wordings

<i>VERSION 3: ¿Es {<Name>/usted} de origen mexicano(a), puertorriqueño(a), cubano(a); o de otro origen hispano, latino o español?</i>	<i>VERSION 3: {Is <Name>/ Are you} of Mexican, Puerto Rican or Cuban origin; or of another Hispanic, Latino, or Spanish origin?</i>
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Only the 4 Spanish speaking CAPI respondents heard version 3 of the question being tested. All were shown flashcard B. This question was not applicable to the African American English speaker, who is of non-Hispanic origin.

The respondent from Mexico responded correctly by saying “Mexican” for herself and all other household members. Another Spanish speaker from Mexico was somewhat confused about this question. She did not know how to identify her 3 children since they were born in the United States. The two other Spanish speaking respondents (Argentina and Honduras) answered the question correctly by saying where they were from.

Round 2 Findings for these CAPI cases using Version 3 of the tested question:

All Spanish-speaking respondents understood the question by saying that it meant the country they were from, their nationality, and the origin of their roots. Two of them were from Mexico and answered “Mexican” accordingly. The third one was from Argentina and answered “of another Hispanic origin” correctly (which lead her into the HISW question.) The fourth one

was from Honduras; however, she went ahead of herself and answered “Of Central American origin” when she should have answered “Of another Hispanic origin.” However, she was clear about the meaning of the question. This question was not applicable to the English speaking respondent.

There was another finding regarding children born in the U.S. and how their parents try to describe them when asked this question. In the case of the 44-year-old male Spanish speaker from Mexico (LHS), he said he didn’t know how to answer this question for his children because they were born here. He implied that a person if of one of these countries of Hispanic origin only if they are born in a Spanish speaking country.

Response to survey question contained in HISB/CATI (no flashcard shown):

<p>VERSION 1: ¿Es {<Name>/usted} mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?</p>	<p>VERSION 1: {Is <Name>/ Are you} Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?</p>
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Only the 4 Spanish speaking respondents heard version 1 of the CATI question being tested. The Spanish speaker from Nicaragua answered: “Nicaraguan.” A Spanish speaker from Puerto Rico answered: “Puerto Rican” for all members of his household. He understood it to be asking if he was from a Latin America or if his parents were Latin American. The female Spanish speaker from Puerto Rico answered: “Puerto Rican” for herself and “Mexican” for her spouse. She understood it to be asking the same as the previous question (origin) but being more specific.

A Spanish speaker from Mexico answered: “Mexican.” He understood that the objective of the question was to try to find out if he spoke Spanish. The female English speaker of non-Hispanic origin was not asked this question as it was not applicable to her. However, she was asked her opinion of the question and she said she understood the objective of the question to give specific options to people. She thought it was lengthy.

Round 2 Findings for these CATI cases using Version 1 of the tested question:

All the Spanish speaking respondents in this group understood the question by saying that it meant their country of origin, if they were from Latin America, and if they spoke Spanish. None of the respondent had any problems answering or understanding this question as intended.

Round 2 Wordings

<i>VERSION 2: ¿Es {<Name>/ usted} de origen mexicano(a) o mexicano(a) americano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?</i>	<i>VERSION 2: {Is <Name>/ Are you} of Mexican or Mexican American origin; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?</i>
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Only the four Spanish speaking respondents heard version 2 of the CATI question being tested. This was not applicable to the English speaker of non-Hispanic origin.

A Spanish speaker from Puerto Rico responded to this question about herself and the other members of her household without any problem. Her response was “Puerto Rican.” The Spanish speaker from Cuba understood the question as intended, answering ‘yes’ since her origin was included in the question, Cuban. A Spanish speaker from Mexico understood this question as intended and provided an answer without any problem, saying he was “Mexican.”

Another Spanish speaker from Puerto Rico interpreted the question as intended and provided the information as needed. Regarding herself, she said she and her two children were Puerto Rican and their father was Puerto Rican. For the other two children, she said that they were “Mexican Americans,” because their father is Mexican.

Round 2 Findings for these CATI cases using Version 2 of the tested question:

All Spanish speaking respondents understood the question as intended and they all provided the information regarding themselves as well as the members of their household, without any problem. They understood they were asked about their country of origin as well as their ethnicity.

Round 2 Wordings

<i>VERSION 3: ¿Es {<Name>/ usted} de origen mexicano(a), puertorriqueño(a), cubano(a); o de otro origen hispano, latino o español?</i>	<i>VERSION 3: {Is <Name>/ Are you} of Mexican, Puerto Rican or Cuban origin; or of another Hispanic, Latino, or Spanish origin?</i>
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Five CATI respondents heard version 3 of the question being tested. Four were Spanish speakers and 1 was an English speaker of Hispanic origin. No flashcard was shown.

A Spanish speaker from Guatemala answered “Central American” for all household members except for the two children, for whom he answered with the term “American.” The respondent said this question was asking if he was from Mexico. He quickly responded no. It should be noted that the respondent actually did not say no as his response. Instead, he said “Central American” or “American.” He did not say “of another origin” either, which is what he might have been expected to choose.

The other three Spanish speaking respondents understood the question as intended and answered it accordingly. The English speaker of Hispanic origin answered by saying “Another” for her and her immediate family members. She thought the question was asking R said: “If you were of a different country or origin.”

Round 2 Findings for these CATI cases using Version 3 of the tested question:

All Spanish-speaking respondents understood the question by saying that it meant the country they were from. One of them was from Mexico and answered “Mexican” for all household members correctly. This was a male with a H.S. education.

A second Spanish-speaking respondent from Mexico answered “Mexican” for the adult household members. However, she answered “Mexican American” for the 2 young children. This option was not on the list read to her (version # 3). This was a woman with a high school education.

Another Spanish speaking respondent from Guatemala answered “Central American” for the adult household members, and he answered “American” for the 2 young children who were born in the United States. He should actually have answered “Of another Hispanic origin.” This was a male with less than high school education.

The last Spanish-speaking respondent from Peru answered “Peruvian” for all household members. He should have also answered “Of another Hispanic origin.” This was a male with high school education.

The female English speaker of Hispanic origin answered “Of another Hispanic origin” correctly. She thought the question was asking if she was from a different country of origin.

There was another finding regarding children born in the U.S. and how their parents try to describe them when asked this question. In the case of the male respondent from Guatemala, he said his children were “Americans” because they were born here.

Overall CAPI vs. CATI issues:

The one issue presented when comparing CAPI vs. CATI issues, is that CAPI respondents (who are looking at the list from flashcard B as the question is being read to them) are able to pick the option “Of another Hispanic origin” more accurately than the CATI respondents (who are only capturing the list by what is being read to them.)

In other words, most of the CAPI respondents who were from countries not listed on the question were able to answer “Of another Hispanic origin” almost immediately. The CATI respondents seem to get overwhelmed by the number of examples being read to them. Especially, when none of the options pertain to them.

Out of the 6 applicable CAPI respondents, 3 were able to give the answer “Of another Hispanic origin” correctly (2 from Colombia and one from Argentina). Two others answered incorrectly by either saying simply “Yes” (English speaker of Hispanic origin from Colombia), and another one from Honduras who answered “Central American.” Another CAPI respondent from El Salvador got confused and could not answer this question properly.

However, all 3 CATI respondents who should have answered “Of another Hispanic origin” didn’t. Instead, they responded with either the name of the country they were from, or the region they were from (i.e., Nicaraguan respondent who heard version 2, Peruvian respondent who heard version 3, and Guatemalan respondent who heard version 3, who actually responded “Central American.”)

ROUND 2 WORDING COMPARISONS (HISB)

As we did with the HISA question, we also wanted to know if the respondents had a preference for any of the three different HISB question wordings being tested in separate groups. We presented each participant with the 2 alternative wording versions not read to them before. We probed as to the reason for their preference . Following are the group responses we received when we showed the respondents the alternative wording options.

Round 2 Wordings

<p>VERSION 1: ¿Es {<Name>/ usted} mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?</p> <p>VERSION 2: ¿Es {<Name>/ usted} de origen mexicano(a) o mexicano(a) americano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?</p> <p>VERSION 3: ¿Es {<Name>/ usted} de origen mexicano(a), puertorriqueño(a), cubano(a); o de otro origen hispano, latino o español?</p>	<p>VERSION 1: {Is <Name>/ Are you} Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?</p> <p>VERSION 2: {Is <Name>/ Are you} of Mexican or Mexican American origin; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?</p> <p>VERSION 3: {Is <Name>/ Are you} of Mexican, Puerto Rican or Cuban origin; or of another Hispanic, Latino, or Spanish origin?</p>
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Response from respondents who were read alternative versions 2 and 3 (who were originally read version 1):

CAPI CASES:

The four Spanish speakers interviewed in this group preferred version 3 because it is shorter and understandable (male from El Salvador, male and female from Colombia, and female from Mexico). The only objection from one of the respondents was the word “español” (Spanish) (male from Colombia). The male English speaker preferred version 2 because it listed more examples.

One respondent said that not everyone knows “Chicano” in version 1 (male from Colombia) and another respondent (non-Hispanic English speaker) said “Chicano sounds kind of touchy to race. “I don’t really know what it means; it just doesn’t sound like a good word.”

A female Mexican respondent said that she did not think anyone would be offended if “Chicano” were removed from the list. According to her, “Mexican” refers to people who stay in Mexico. “Mexican American” refers to people born in Mexico but with “with citizen documents here. He is a resident.” And “Chicano” refers to people born in the U.S. “of Mexican parents, or with one Mexican parent and one American parent.”

One respondent’s suggestion was to ask a two-part question. The first part would read just a couple of examples as in version 3. Then, “Sí, de otro origen” (Yes, another origin) would

be followed with “¿Cuál?” (Which?), instead of listing the many countries in Latin America (male from Colombia.)

CATI CASES:

All four Spanish speaking respondents showed preference for version 3 because of clarity and brevity (male from Nicaragua, male from Puerto Rico, female from Puerto Rico, and a male from Mexico.)

A Spanish speaker from Nicaragua said he would ask directly for the country of origin. And the male Spanish speaker from Mexico recommended to simply say: “Do you come from a country where they speak Spanish?”

Although this question was not applicable to the one female English speaking respondent of non-Hispanic origin, she was probed on it and chose version 2 for its grammar.

The only male respondent from Mexico was probed on the term “Chicano” and said he would not use the term “Chicano” but “Mexican American” instead.

Response from respondents who were read alternative versions 1 and 3 (who were originally read version 2):

CAPI CASES:

Four out of five respondents preferred version 2, mainly because it mentions several countries, and it is not too long, or not too basic. Version 1 was considered to be too lengthy and version 3 too short for most people. These participants who chose version 2 were: a female from Mexico, a female from Puerto Rico, a male from Puerto Rico, and the male English speaker of Hispanic origin.

Only one person preferred option 3 because it was concise. This was another female respondent from Puerto Rico.

The term “Chicano” was unknown to the one Mexican respondent, and the male Puerto Rican respondent disliked it because “Chicano” is not a country, and he mentioned that the list of countries in the example did not represent the population in Puerto Rico, he would only include Dominican, Cuban and Puerto Rican, and other. He would ask “Are you Puerto Rican, Cuban, Dominican or from another country?”

CATI CASES:

Two female Spanish speaking participants from Puerto Rico and Cuba chose version 3 because it was shorter. The male respondent from Mexico also chose version 3, but the reason he gave for choosing number 3 was because it “sounded better.”

Another female participant from Puerto Rico did not have any preference saying all the versions were the same. An English speaker of non-Hispanic origin was not asked this question.

Response from respondents who were read alternative versions 1 and 2 (who were originally read version 3):

CAPI CASES:

Out of the four Spanish speaking respondents, three had a different preference, and one did not have a preference at all.

The first respondent liked the original version 3 read to her because it was shorter. She was not familiar with the term Chicano. This was a female from Mexico.

The second respondent preferred version 2 because it includes the term “Mexican American” which he said he would have picked for his children born in the United States. He knew that the term “Chicano” was and he thought it was offensive to him. He said he wouldn’t use it to describe himself. This was a male from Mexico.

The respondent who said she didn’t have a preference for any of the wording versions said that the question was long. She recommended simply asking “¿Cuál es su origen?” “What is your origin?” This was a female from Argentina.

The last Spanish speaking respondent said she liked version 1 because it had all the needed options for people to choose from. This was a female from Honduras.

This question was not applicable to the African American female English-speaking respondent.

CATI CASES:

One Spanish speaking respondent and the English speaking respondent preferred version 3 because it was shorter than the other versions, it has a good length.

A second Spanish-speaking respondent from Mexico preferred version 1 because it included the term “Chicano.” Another Spanish speaking respondent from Mexico liked version 2

because it includes all the options. She also thought it should not include the term “Chicano” because it could be confusing due to various meanings.

The last Spanish speaking respondent said he had no preference for any of the versions. He thought they were all wrong because they don’t mention all the countries. He recommends saying ““¿De qué país es usted?” (“From which country are you from?”)

OVERALL PREFERENCES:

Fourteen Spanish speaking respondents and 1 English speaking respondent of Hispanic origin preferred version 3; mainly because it is shorter, clearer, and concise. However, one of the Spanish speaking respondents had an objection with the term “Spanish” on the list. Another Spanish speaker suggested just asking directly “Do you come from a country where they speak Spanish?”

Five Spanish speaking respondents preferred version 2, and 3 English speaking respondents (one of Hispanic origin) chose version 2 as their preference. This is because it lists more examples and it’s not too long.

Two Spanish speaking respondents preferred version 1, because it has all options and because it includes the term “Chicano” (one of them was a 22-year old male Mexican respondent.)

Three Spanish speaking respondents didn’t have a preference for any of the wording versions, and 2 English speaking respondents didn’t hear this question.

As we can see, the majority of Spanish speaking respondents (14 out of 24) had preference for version 3: “¿Es usted} de origen mexicano(a), puertorriqueño(a), cubano(a); o de otro origen hispano, latino o español?” or “{Are you} of Mexican, Puerto Rican or Cuban origin; or of another Hispanic, Latino, or Spanish origin?” because it was shorter and concise. However, 3 English speaking respondents had a preference for version 2, which includes more examples.

However, version 3 does not include the term “Mexican American” which seemed to be important for Spanish speaking respondents whose children or other household members feel into this category.

Testing of the term “Chicano” with respondents who indicated being from Mexico:

The term Chicano can be defined as “a politically-loaded word for a Mexican American (in the sense of native-born Americans of Mexican ancestry, as opposed to Mexican natives living in the United States).

The terms Chicano and Chicana... are used specifically by and regarding some Americans of Mexican descent. (From Wikipedia, 2009)

Eight Spanish-speaking respondents from Mexico were asked if they thought the term “Chicano” should be included as an option in the question. Five of them agreed that it would be fine not to include it. Three respondents implied that it could be offensive or it was just not a good word, or it could be confusing for some people. Two others simply said they would not use it.

Two of the participants were unfamiliar with the term and one last respondent understood the term, but offered no other comments about it.

Even though most of the Spanish speaking respondents from Mexico felt the term “Chicano” should not be included,” we really don’t know how later generations immigrants’ descendants would feel about this. It appears that they are the ones who use that term more, we believe. Therefore, revising the question omitting this term might have implications for them.

Round 2 Recommendations:

- This question caused confusion both because of its length, and because of the fact that many people saw the list of examples as an exhaustive list rather than a few examples. They therefore were sometimes confused if their countries were not listed in the question.
- On the whole, the small changes made to the wording for Round 2 testing did not resolve all of the issues we found in Round 1 testing.
- We recommend further testing of a more direct question. For example: “¿De qué país es usted o cuál es su país de origen?” or “What country are you from or what is the country of your origin?” Since not every respondent is a first generation immigrant and we wouldn’t want third or fourth generation people not to list themselves as Hispanic or to feel they shouldn’t list a country of origin/heritage, we also recommend adding the second part of the question above “What is the country of your origin?”.

The purpose of the next question labeled HISW is asked to respondents who answer “Another Hispanic, Latino, or Spanish origin” to HISB, in order to identify the specific their specific country of origin. Following are our findings for Round 1 testing:

HISW

Original Round 1 Wording tested

<i>¿Qué origen es ese? (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)</i>	<i>What is that origin? (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)</i>
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Round 1 Findings:

Response to survey question contained in HISW:

nine respondents were asked the question above, however only five people had been correctly skipped into this question. One of the nine respondents was an English speaker and the other eight were Spanish speakers.

Of the five respondents who were asked this question appropriately, three answered the question correctly, by providing their country of origin. One of these respondents interrupted while the question was being read, a Spanish speaker from Honduras. Two other Spanish-speaking respondents answered the question incorrectly by mentioning the U.S. state where their children were born. Finally, one of the Spanish-speaking respondents said it was difficult because she was waiting to hear “Centroamérica” (“Central America”) or “Honduras,” which were not listed as one of the options.

Round 1 Recommendations:

In order to be consistent with the HISB question, we recommend shortening the HISW question as follows and giving the examples of the various countries of birth only if necessary:

New recommended wording to test (English and Spanish):

HISW

<i>¿Qué origen es ese? IF NECESSARY: (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)</i>	<i>What is that origin? IF NECESSARY: (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)</i>
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HISW

Round 2 Wording (Same as Round 1)

<i>¿Qué origen es ese? (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)</i>	<i>What is that origin? (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)</i>
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Round 2 Findings:

Response to survey question contained in HISW:

This question applied to 8 Spanish speaking respondents and 2 English speaking participants of Hispanic origin. In general, all of these respondents answered correctly by saying where they were from, i.e. “Salvadoran,” “Nicaraguan,” etc.

Round 2 Recommendations:

- In general, there were no major problems evident with these 10 cases. However the whole series seems a bit redundant and at least two persons had offered this information prior to getting to this question.
- We recommend using a direct question, combining HISA and HISB into one, asking the person “¿De qué país es usted o cuál es su país de origen?” or “What country are you from or what is the country of your origin?” Again, since not every respondent is a first generation immigrant and we would not want third or fourth generation people not to list themselves as Hispanic or to feel they should not list a country of origin/heritage, we are also recommending adding the second part of the question “What is the country of your origin?”.

RAC (CAPI – FLASHCARD C) – RACT (CATI)

Original Round 1 Wording tested

<p>IF CAPI: <i>Por favor, vea la Tarjeta C y escoja una o más razas. {Para esta encuesta, origen hispano no es una raza.}</i></p> <p><i>¿Es usted de raza blanca, negra, africana americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?</i></p>	<p>IF CAPI: <i>Please look at Card C and choose one or more races. {only read this next sentence when HISA = 1 (yes - Hispanic)} {For this survey, Hispanic origins are not races.}</i></p> <p><i>Are you White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?</i></p>
<p>IF CATI: <i>Voy a leer una lista de categorías de raza. Usted puede escoger una o más razas. {Para esta encuesta, origen hispano no es una raza.}</i></p> <p><i>¿Es usted de raza blanca, negra, africana</i></p>	<p>IF CATI: <i>I’m going to read a list of race categories. You may choose one or more races. {only read this next sentence when HISA = 1 (yes - Hispanic)} {For this survey, Hispanic origins are not races.}</i></p>

<i>americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?</i>	<i>Are you White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?</i>
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(See **Appendices H and I** for copies of Flashcard C (English and Spanish versions) used in Rounds 1 and 2.)

Round 1 Findings:

Response to survey question contained in RAC/CAPI (showing flashcard C)

Thirteen of the 30 Round 1 respondents were asked the CAPI version of the race question. Two were English speakers and 11 were Spanish speakers. There were no problems with comprehension for the two English speakers when asked this question. They provided their race(s) without a problem.

Out of the 11 CAPI Spanish speakers, two had problems and could not provide an answer to this question. One was a female respondent from El Salvador. She felt that her race was not listed. One other respondent simply didn't understand the question. This was a male respondent from Mexico. These respondents had less than a high school education.

One female respondent from Colombia answered "Latina." Four of the CAPI Spanish speakers selected "Another race." One of them was from Mexico, two were from Puerto Rico, and the last was from El Salvador.

Three of the CAPI Spanish speakers selected "White" as their race category. Two of these people were from Mexico, and one was from Puerto Rico.

One last CAPI Spanish speaker answered "Other Pacific Islander" ("Islas del Pacífico.") This was respondent was a male from Puerto Rico.

Response to survey question contained in RACT (No flashcard shown)

Seventeen of the 30 Round 1 respondents were asked the CATI version of the race question (RACT). Four were English speakers and 13 were Spanish speakers.

There were no problems with comprehension for the English speakers when asked this question. They all provided their race category without a problem.

Out of the 13 CATI Spanish speakers, three had problems and could not provide an answer to this question. All three were female, and one was from Honduras, with less than high

school education; one was from Puerto Rico, with high school education; and one was from Mexico, with less than high school education.

One other respondent answered “Hispana” (“Hispanic.”) This was a female from Mexico, with less than a high school education.

Three of the CATI Spanish speakers responded “Another race.” One was a female from El Salvador, the other two were from Puerto Rico (male and female).

Six of the CATI Spanish speakers answered “White” when asked this question. Two of them were males from Mexico; two of them were males from Argentina; one was a female from Puerto Rico; and one was a female from Honduras. Two of these respondents paused before giving their answers (two males, one from Mexico and one from Argentina). The female respondent from Honduras said she “would be White if she couldn’t use Hispanic.”

Any CATI vs. CAPI differences:

There were no CATI/CAPI issues amongst the English-speaking respondents. It appears that the Spanish-speaking respondents had similar difficulties when responding to both the CATI and CAPI version of the question (no flashcard vs. flashcard).

Testing of the question about how respondents chose their answers:

English-speaking respondents appeared to be confident when responding to this question. They didn’t show any problems. However, out of the nine Spanish-speaking respondents who answered “White” when asked the race question, most said that they answered this way simply because of “process of elimination.” They claimed they felt they didn’t belong to any other of the categories and that “White” was the closest they could pick.

The seven Spanish-speaking respondents who answered “Another race” mentioned they chose this answer because they didn’t know what else to choose.

The five Spanish-speaking respondents who could not answer the question at all and the two respondents who answered “Latina” and “Hispanic” said they just couldn’t identify themselves with any of the race categories.

The one Spanish-speaking respondent from Puerto Rico who selected “Other Pacific Islander” said she said she should have selected a race but she didn’t pick it because “she was thinking of Puerto Rico as a little island only.”

Of all the Spanish-speaking respondents, seventeen expressed having difficulty when answering this question. Amongst the most relevant answers from them were: “I felt that Mexican was a race and my race was not on the list”; “My race is not shown here”; “Too many options”; “It’s confusing”; “I’m not White and I’m not Black”; “I’m not sure if Puerto Rico fits in this answer”; “I chose White because I couldn’t pick Hispanic”; “I’m missing a race that is closest to the Latinos.”

Suggestions for alternative wording from respondents:

The Census Bureau race question is supposed to be based on self identification, and it is a significant finding that many Hispanic and Spanish-speaking respondents are not finding a category that they feel best describes themselves on the Census Bureau list. Nine respondents suggested that the term “Hispanic” should be one of the race categories. This included one English speaker of Hispanic origin and eight Spanish speakers. Three other Spanish speakers suggested the term “Latino(a).” One respondent suggested “Hispanic or Latina,” and another suggested “Morena” (“light brown skinned”).

Two of the Spanish-speaking respondents from Puerto Rico suggested that we create a category that describes a combination of “African American and Indian” because they said Puerto Ricans have a mixture of various races and this would be a useful category for them.

Another Spanish-speaking respondent recommended “Multiracial,” and one other Spanish speaker recommended “Biracial.” These two respondents were from Puerto Rico.

Round 1 Recommendations for the Race question:

This question, ‘Are you White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race’ continues to be a challenging one for English and Spanish speakers of Hispanic origin. Based on the patterns of response, Hispanic respondents typically think of themselves in terms of their nationality or Hispanic origin, rather than one of the race categories listed in this instrument. (This finding and recommendation echoes that found in 2006 behavior coding of the Census NRFU instrument.)

We recommend that additional research be conducted on the Hispanic origin and race series so that a question can be created that both English- and Spanish-speaking Hispanic respondents can identify with and answer easily. Currently, there is no category on the form with which the majority of Hispanic respondents self identify strongly or comfortably. (This recommendation echoes that from the 2007 Bilingual questionnaire cognitive testing research, Caspar, et al. 2008).

RAC (CAPI – FLASHCARD C) – RACT (CATI)

Round 2 Wordings

<p>IF CAPI: <i>Por favor, vea la Tarjeta C y escoja una o más razas. {Para esta encuesta, origen hispano no es una raza.} ¿Es usted de raza blanca, negra, africana americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?</i></p>	<p>IF CAPI: <i>Please look at Card C and choose one or more races. {only read this next sentence when HISA = 1 (yes - Hispanic)} {For this survey, Hispanic origins are not races.} Are you White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?</i></p>
<p>IF CATI: <i>Voy a leer una lista de categorías de raza. Usted puede escoger una o más razas. {Para esta encuesta, origen hispano no es una raza.} ¿Es usted de raza blanca, negra, africana americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?</i></p>	<p>IF CATI: <i>I’m going to read a list of race categories. You may choose one or more races. {only read this next sentence when HISA = 1 (yes - Hispanic)} {For this survey, Hispanic origins are not races.} Are you White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?</i></p>

(See **Appendices H and I** for copies of Flashcard C (English and Spanish versions) used in Rounds 1 and 2.)

Round 2 Findings:

Response to survey question contained in RAC/CAPI (showing flashcard C)

Fifteen out of 30 respondents were asked the CAPI version of the race question. Three were English speakers and 12 were Spanish speakers.

Amongst the most popular answers from the 12 Spanish speaking respondents’ were the terms “Hispanic,” “Some other race,” “Latino.” Another popular answer from some of the Spanish speaking respondents was “White.” However, it appeared that they selected this category by process of elimination. They would say that they do not belong to any of the other categories; therefore, “White” was the closest for them.

Amongst the 3 English speakers, they would select what was applicable to them; i.e., “White,” “Black and White,” and “Native American.”

Response to survey question contained in RACT (No flashcard shown)

Fifteen out of 30 respondents were asked the CATI version of the race question. Three were English speakers and 12 were Spanish speakers.

As with CAPI, the same answers were provided by the Spanish speakers: “Hispanic,” “Another race,” and “White.”

Round 2 Recommendations:

Similarly to what we found during the round 1 cognitive interviews, this question continues to be a challenging one for English and Spanish speakers of Hispanic origin.

Judging from the patterns in response, Hispanic respondents typically think of themselves in terms of their nationality or Hispanic origin, rather than one of the race categories listed in the instrument. (This finding and recommendation echoes that found in behavior coding of the 2006 Census test NRFU instrument.)

Given that this is the second time we have found the same results when testing this question (and that many previous studies have had similar Round 2 Findings:), we recommend testing a way to combine the Hispanic origin and race questions.

Another issue that we recommend testing is the addition and testing of a category labeled “multiracial” for those who describe themselves as such.

THANK YOU:

Original Round 1 Wording tested

Muchas gracias por su participación en esta encuesta importante. Su cooperación ha hecho posible que nosotros probemos una manera nueva de actualizar los datos detallados del censo. Usted ha sido de gran ayuda.	Thank you very much for your participation in this important survey. Your cooperation has made it possible for us to examine a new way to update the detailed census data. You've been very helpful.
---	---

Round 1 Findings:

Overall interpretation of the statement:

Most respondents, English and Spanish speakers alike, understood that this statement was thanking them for their participation in the survey. They specifically mentioned the sentence about having been very helpful.

When asked to paraphrase and tell us how they interpreted this message, none of the respondents mentioned the second sentence about “examining a new way to update the detailed census data.” We suspect that this sentence was not particularly meaningful to respondents.

A few people were confused between the purpose of participating in the ACS and the purpose of having done the cognitive interview. They repeated reasons that we had told them at the beginning of the interview for having done the cognitive interview.

Testing of the sentence: “Your cooperation has made it possible for us to examine a new way to update the detailed census data/Su cooperación ha hecho posible que nosotros probemos una manera nueva de actualizar los datos detallados del censo.”

None of the respondents, English or Spanish speakers, understood this sentence as intended (as referring to the ACS providing data to update the Census data that comes out every ten years). For the most part, respondents are not aware of the two different surveys, of the fact that the ACS is a new survey or that it was being “tested”.

Many people are probably not aware that the census is done every ten years or that in the past, people had to wait ten years for more updated data. Two Spanish speakers specifically indicated that they did not know what a “censo” (census) is. Much of this information is probably not relevant to a respondent who has just completed the interview and who is anxious to finish speaking with the interviewer.

Most respondents in both languages interpreted this sentence to mean that the Census Bureau is trying to improve their methods of data collection or their survey questions.

Several Spanish speakers expressed the idea that the overall statement was longer than it needed to be. One person said, “[It’s too long] because people on the phone will want it to be over. It’s very long.”

Round 1 Recommendations:

Since the second sentence was not interpreted as intended by any of the respondents, and because this information is not being used to convince the respondent to participate in the survey at this point, we recommend dropping the second sentence altogether.

New wording to test:

THANK YOU:

Muchas gracias por su participación en esta encuesta importante. Usted ha sido de gran ayuda.	Thank you very much for your participation in this important survey. You've been very helpful.
--	---

THANK YOU:

Round 2 Wording

Muchas gracias por su participación en esta encuesta importante. Usted ha sido de gran ayuda.	Thank you very much for your participation in this important survey. You've been very helpful.
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Round 2 Findings:

Overall interpretation of the statement:

All 30 respondents were asked this question and 26 of them interpreted the statement as intended. Still there were four respondents that thought they were being thanked for their opinions about the cognitive interviews instead of the survey itself.

Out of the 26 that understood this statement as intended, one English speaker thought that it was a rude statement, and one Spanish speaker said that it was too short. The other 24 liked the statement, with one Spanish speaker commenting that it was “short and perfect.”

Round 2 Recommendations:

The recommendation for this is to use the revised version which is shorter and more concise than the Round 1 version.

Part III: Debriefing

Round 1 Respondents' overall opinions about the questions

We asked a total of 14 respondents (four English speakers and ten Spanish speakers) about their overall opinion of the survey questions we had tested. Of these 14 respondents, three respondents expressed an overall favorable impression of the survey questions tested. The remaining 11 respondents provided the following criticism:

Question Wording Too Complex: The most commonly expressed criticism among Spanish speakers was about the question wording. Many respondents felt that the wording was too complicated and “high level.” One person said: “You need to be more practical and less

technical. You need more simplicity in the questions, not to be so elaborate. The more elaborate [the questions] are, the less understandable.”

Questions Too Obtrusive: Of the English speakers who had complaints, the most common one was that the questions were too intrusive. One English speaker said, “It’s more than the government needs to know. My question is, what are they going to do with all of this?”

Interview Too Long: Finally, a number of respondents complained that the interview was too long. It should be noted that we only tested a small segment of the ACS in these interviews and that we added a number of probes for the cognitive testing, so the respondents did not have a realistic view of how long an actual ACS interview would take for their household (or of which questions they would actually be asked in the field, for that matter).

Round 2 Respondents’ overall opinions about the questions

In this section, respondents were asked to comment on anything that stood out to them after having heard all of the survey questions.

Overall, many respondents had a positive opinion. The questions were described as simple, clear, concise, straight forward. Some of them expressed their doubts about the race question and that it needs other small changes. And one of them mentioned the use of a visual aid, the diagrams in the vignette, as very helpful, and recommended using them in survey.

In general, Spanish speakers were glad that their opinions were being taken into account.

One Spanish speaker reiterated that some questions were too long. Some respondents brought up the race question at this point. They also mentioned terms such as Foster children –in English and Spanish-, Business only or ‘español’ and said that they were confusing.

RECOMMENDATIONS:

As a result of the debriefing section we have a few additional general recommendations: Further research the race and Hispanic origin series. For the other living quarters/ access questions, it is recommended that you separate references to ‘desde un pasillo compartido’ or ‘through a common hall’ into separate questions to avoid confusion in how to answer this series.

CONCLUSIONS

Phase 1 testing was successful in identifying some problematic aspects of the Spanish questions as they are currently translated. Respondents were also helpful in suggesting possible revisions that could increase comprehension and consistency of understanding for Spanish-speaking participants in the American Community Survey.

Additionally, in order to make sure that the problems may not be restricted to the Spanish version of the ACS instrument, we included a small number of English-speaking respondents in the testing. This approach helped identify questions/phrases/words that were problematic in English so that a better understanding of the cause of problematic items could be gained. Moreover, the process of gaining an understanding of any potential problems with the English items would further clarify how best to revise the Spanish translation and retest the pertinent items in Round 2 testing.

We used North Carolina and California as the sites for Round 2 cognitive testing. We had some challenges with recruiting Puerto Ricans in North Carolina but we accomplished the target number of interviews with them. California was a tough site to recruit and interview Spanish speakers. We had a number of no-shows and several of the people we interviewed, said they debated whether to participate.

It is important to note that the use of vignettes played a key role in testing those questions that could have been otherwise skipped as irrelevant by most of the respondents. However, it is worth mentioning that using imaginary situations with some of the low education level respondents was rather challenging because they kept thinking about their real living situations, even when given specific instructions. For this reason, we implemented a slightly different approach when using vignettes in Round 2 testing of the instrument. Overall, these worked well and helped identify some of the issues understanding the specific scenarios.

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Exhibit A

SCREENING FORM Determining Eligibility for Spanish Cognitive Interviews

FOR SPANISH LANGUAGE COGNITIVE INTERVIEW CANDIDATES, ASK THE SCREENING QUESTIONS LISTED BELOW AND WRITE THE RESPONSES ON THE RECRUITING SPREADSHEET:

1. RECORD GENDER. (IF NECESSARY, ASK: ¿Es usted hombre o mujer?)

1. Mujer
2. Hombre

2. ¿Cuántos años cumplió en su último cumpleaños?

_____ YEARS OLD

CODE AGE RANGE BELOW

1. 18-34
2. 35-54
3. 55+

3. ¿En qué país nació? (SPECIFY COUNTRY ON SCREENING FORM.)

1. U.S. (Go to Q5)
2. Other (Specify): _____

4. ¿Cuándo se mudó a los Estados Unidos?

1. Antes de 1980
2. 1980-1989
3. 1990-1999
4. 2000-2005
4. Desde 2006

5. ¿Cuál es el nivel de estudios más alto que ha completado? (INCLUDE EQUIVALENT EDUCATION LEVEL IN OTHER COUNTRIES):

_____ Degree or # of years)

CODE ED LEVEL BELOW:

1. Menos de HS
2. Graduado(a) de HS
3. Graduado(a) de HS (con algo de universidad o educación técnica)
3. Graduado de la universidad o “College”
- 3a. RECORD FOREIGN COUNTRY: _____

6. ¿Cuál es su origen o descendencia étnica? ¿Es usted...?

1. Mexicano(a)
2. Guatemalteco(a)
3. Hondureño(a)
4. Salvadoreño(a)
5. Peruano(a)
6. Colombiano(a)
5. Puertorriqueño(a)
6. Cubano(a)
7. Otro _____

NOTE: IF NOT FROM SPANISH-SPEAKING COUNTRY,
SCREEN OUT

7. ¿Habla español como su idioma natal (materno/principal)?

1. YES (Continue)
2. NO (Screen out)

8. Además del español, ¿habla algo de inglés?

1. YES (Continue)
2. NO (CODE “Not at all” to Q11 and Recruit)

9. ¿Qué tan bien habla usted inglés? ¿Diría que...?

1. Muy bien, (Screen out)
2. Bien, (screen out)
3. No muy bien, o (Continue)
4. Nada (Continue)

10. Por favor, dígame su nombre, sin el apellido, para poder volver a comunicarnos con usted.

11. ¿Cuál es el número de teléfono donde podríamos encontrarlo(a) más fácilmente?

_____ (CIRCLE ONE: 1) CELL # 2) HOME # 3) OTHER: _____)

_____ (CIRCLE ONE: 1) CELL # 2) HOME # 3) OTHER: _____)

Exhibit B

SCREENING FORM

Determining Eligibility for English Cognitive Interviews

FOR ALL ENGLISH VERSION COGNITIVE INTERVIEW CANDIDATES, ASK THE SCREENING QUESTIONS LISTED BELOW AND RECORD THE RESPONSES ON THE RECRUITING SPREADSHEET:

1. RECORD GENDER. (IF NECESSARY, ASK: Are you male or female?)

1. Female
2. Male

2. How old were you on your last birthday?

_____ YEARS OLD

CODE AGE RANGE BELOW

1. 18-34
2. 35-34
3. 55+

3. In what country were you born? (SPECIFY COUNTRY ON SCREENING FORM.)

1. U.S. (Go to Q5) _____
2. Other (Specify): _____

4. When did you move to the United States?

1. Before 1980
2. 1980-1989
3. 1990-1999
4. 2000-2005
5. Since 2006

5. What is the highest level of education you have completed?

_____ Degree or # of years)

CODE ED LEVEL BELOW:

1. Less than HS
2. HS graduate
3. HS graduate (with some college/technical education)
4. College (university) graduate

6. What is your race?

1. White
2. Black or African American
3. Other (specify) _____

7. Are you Hispanic or Latino?

1. YES
2. NO

8. Do you speak English as your native (primary) language?

1. YES (Continue)
2. NO (Screen out)

9. In addition to English, do you speak any other language?

1. YES (SPECIFY OTHER LANGUAGE and Continue) _____
2. NO (CODE "Not at all" to Q11 and Recruit)

10. How well do you speak <OTHER LANGUAGE>? Would you say...?

1. Very well, (Screen out)
2. Well, (Screen out)
3. Not well (Continue)

11. Please tell me your first name only

12. What is the best telephone number where we can reach you?

_____ (CIRCLE ONE: 1) CELL # 2) HOME # 3) OTHER: _____)

_____ (CIRCLE ONE: 1) CELL # 2) HOME # 3) OTHER: _____)

Exhibit C

SCREENING FORM Determining Eligibility for Spanish Cognitive Interviews

FOR SPANISH LANGUAGE COGNITIVE INTERVIEW CANDIDATES, ASK THE SCREENING QUESTIONS LISTED BELOW AND WRITE THE RESPONSES ON THE RECRUITING SPREADSHEET:

1. RECORD GENDER. (IF NECESSARY, ASK: ¿Es usted hombre o mujer?)

1. Mujer
2. Hombre

2. ¿Cuántos años cumplió en su último cumpleaños?

_____ YEARS OLD

CODE AGE RANGE BELOW

1. 18-34
2. 35-54
3. 55+

3. ¿En qué país nació? (SPECIFY COUNTRY ON SCREENING FORM.)

1. U.S. (Go to Q5)
2. Other (Specify): _____

4. ¿Cuándo se mudó a los Estados Unidos?

1. Antes de 1980
2. 1980-1989
3. 1990-1999
4. 2000-2005
5. Desde 2006

5. ¿Cuál es el nivel de estudios más alto que ha completado? (INCLUDE EQUIVALENT EDUCATION LEVEL IN OTHER COUNTRIES):

_____ Degree or # of years)

CODE ED LEVEL BELOW:

1. Menos de HS
2. Graduado(a) de HS
3. Graduado(a) de HS (con algo de universidad o educación técnica)
4. Graduado de la universidad o “College”
- 4a. RECORD FOREIGN COUNTRY: _____

6. ¿Cuál es su origen o descendencia étnica? ¿Es usted...?

1. Mexicano(a)
2. Guatemalteco(a)
3. Hondureño(a)
4. Salvadoreño(a)
5. Peruano(a)
6. Colombiano(a)
7. Puertorriqueño(a)
8. Cubano(a)
9. Otro _____

NOTE: IF NOT FROM SPANISH-SPEAKING COUNTRY,
SCREEN OUT

7. ¿Habla español como su idioma natal (materno/principal)?

1. YES (Continue)
2. NO (Screen out)

8. Además del español, ¿habla algo de inglés?

1. YES (Continue)
2. NO (CODE “Not at all” to Q11 and Recruit)

9. ¿Qué tan bien habla usted inglés? ¿Diría que...?

1. Muy bien, (Screen out)
2. Bien, (screen out)
3. No muy bien, o (Continue)
4. Nada (Continue)

10. ¿Y cuántas personas hay en su hogar?

1. Una (Screen out)
2. Dos o más (Continue)

11. Por favor, dígame su nombre, sin el apellido, para poder volver a comunicarnos con usted.

12. ¿Cuál es el número de teléfono donde podríamos encontrarlo(a) más fácilmente?

_____ (CIRCLE ONE: 1) CELL # 2) HOME # 3) OTHER: _____)

_____ (CIRCLE ONE: 1) CELL # 2) HOME # 3) OTHER: _____)

Exhibit D

SCREENING FORM

Determining Eligibility for English Cognitive Interviews

FOR ALL ENGLISH VERSION COGNITIVE INTERVIEW CANDIDATES, ASK THE SCREENING QUESTIONS LISTED BELOW AND RECORD THE RESPONSES ON THE RECRUITING SPREADSHEET:

1. RECORD GENDER. (IF NECESSARY, ASK: Are you male or female?)

1. Female
2. Male

2. How old were you on your last birthday?

_____ YEARS OLD

CODE AGE RANGE BELOW

1. 18-34
2. 35-34
3. 55+

3. In what country were you born? (SPECIFY COUNTRY ON SCREENING FORM.)

1. U.S. (Go to Q5) _____
2. Other (Specify): _____

4. When did you move to the United States?

1. Before 1980
2. 1980-1989
3. 1990-1999
4. 2000-2005
5. Since 2006

5. What is the highest level of education you have completed?

_____ Degree or # of years)

CODE ED LEVEL BELOW:

1. Less than HS
2. HS graduate
3. HS graduate (with some college/technical education)
4. College (university) graduate

6. What is your race?

1. White
2. Black or African American
3. Other (specify) _____

7. Are you Hispanic or Latino?

1. YES
2. NO

8. Do you speak English as your native (primary) language?

1. YES (Continue)
2. NO (Screen out)

9. In addition to English, do you speak any other language?

1. YES (SPECIFY OTHER LANGUAGE and Continue) _____
2. NO (CODE "Not at all" to Q11 and Recruit)

10. How well do you speak <OTHER LANGUAGE>? Would you say...?

1. Very well, (Screen out)
2. Well, (Screen out)
3. Not well (Continue)

11. And how many people are there in your household?

1. One (Screen out)
2. Two or more (Continue)

12. Please tell me your first name only

13. What is the best telephone number where we can reach you?

_____ (CIRCLE ONE: 1) CELL # 2) HOME # 3) OTHER: _____)

_____ (CIRCLE ONE: 1) CELL # 2) HOME # 3) OTHER: _____)

Exhibit E

Encuesta sobre la Comunidad Estadounidense Revisión de la traducción del cuestionario telefónico o en persona

Consentimiento informado del participante Entrevista de diálogo

Usted ha sido invitado(a) a participar en forma voluntaria en esta entrevista, la cual realiza RTI International para la Oficina del Censo de los Estados Unidos. El propósito de esta entrevista es ayudar a la Oficina del Censo a revisar algunas de las preguntas que se incluyen en la Encuesta sobre la Comunidad Estadounidense (ACS, por sus siglas en inglés), para asegurarse de que las preguntas se entiendan bien.

La entrevista y el diálogo durarán más o menos entre 60 y 90 minutos. No hay respuestas correctas ni incorrectas a las preguntas que hacemos, solamente queremos preguntarle su opinión acerca de algunas de las preguntas de la encuesta. Este tipo de encuesta se realiza ya sea por teléfono o en persona. Como muestra de nuestro agradecimiento por su participación en este proyecto, usted recibirá \$40.00 dólares al finalizar la entrevista.

Su participación en este estudio es voluntaria y puede dejar de participar en cualquier momento. Aunque usted decida no participar, no perderá ningún beneficio ni servicios que esté recibiendo de cualquier agencia del gobierno. Además, puede decidir no responder a cualquier pregunta que prefiera no contestar. Usted recibirá \$40 dólares como agradecimiento por su tiempo, aunque decida dejar de participar en la entrevista. No le preguntaremos sobre su situación legal ni de inmigración. RTI mantendrá su participación en forma confidencial y la información que usted nos dé se combinará con las respuestas de otras personas y se resumirá en un reporte que no lo identifica a usted en forma individual. Ninguna información que nos dé durante la entrevista se compartirá con personas que no sean parte del personal del proyecto. No se espera que haya ningún riesgo por participar en este estudio. La información que lo(a) identifica a usted está protegida por el Título 13 del Código de los Estados Unidos.

Si tiene alguna pregunta sobre el estudio, puede llamar a Rosanna Quiroz at 1-800-334-8571 ext. 27172. Si tiene alguna pregunta sobre sus derechos como participante en este estudio, puede comunicarse con la Oficina de Protección para Estudios de RTI Internacional, llamando al teléfono gratuito 1-866-214-2043.

Se me ha explicado este documento que describe los beneficios, riesgos y procedimientos para este estudio. Yo estoy de acuerdo en participar.

Firma del/de la participante _____ Fecha ___/___/___

Yo certifico que se le ha explicado a la persona arriba mencionada la naturaleza y el propósito, los posibles beneficios y riesgos asociados con la participación en este estudio.

Firma de la persona que recibió el consentimiento _____ Fecha ___/___/___

Grabación de la entrevista:

Para sacarle más provecho a los resultados del estudio, también le pedimos que permita que su entrevista sea grabada mediante el uso de una grabadora de cinta de audio que estará sobre la mesa. La grabación la escucharán solamente miembros del personal de este proyecto. El único propósito de grabar la reunión es permitirnos volver a escuchar la entrevista para revisar los resultados. Una vez completado el proyecto destruiremos las grabaciones. Si usted prefiere que su entrevista no se grabe o si en cualquier momento de la entrevista usted decide que se deje de grabar, por favor dígaselo al/a la entrevistador(a) y dejaremos de grabar

Autorizo a que la entrevista sea grabada y escuchada por otros miembros del personal de este proyecto:

Firma del/de la participante _____ Fecha ____/____/____

Exhibit F

American Community Survey Telephone/In-Person Instrument Translation Review

Participant Informed Consent Cognitive Interview

You are invited to participate voluntarily in this interview, which is being conducted by RTI International, a not-for-profit research firm, for the U.S. Census Bureau. The purpose of this interview is to help the Census Bureau review some of the questions included in the American Community Survey (ACS) to ensure that the questions are well understood.

The interview and discussion will take approximately between 60 and 90 minutes. There are no right or wrong answers to the questions we ask—we just want to ask your opinion about some of the questions from the survey. This type of survey is conducted either by phone or in person. In appreciation for your participation in this project, you will receive \$40.00 at the end of the interview.

Your participation in this study is voluntary, and you may stop at any time. Even if you choose not to participate, you will not lose any benefits or services that you may be receiving from any governmental agency. Also, you may choose not to answer any questions you don't want to answer. You will be paid \$40 in appreciation for your time, even if you decide to stop the interview. We will not be asking about your legal or immigration status. Your participation will be kept confidential by RTI and the information you give us will be combined with the responses of others in a summary report that does not identify you as an individual. We will not share any personal information you give us during the interview with any person outside the project staff. There are no expected risks to participating in this study. Your identifying information is protected by Title 13 of the United States Code.

If you have any questions about the study you may contact Rosanna Quiroz at 1-800-334-8571 ext. 27172. If you have any questions about your rights as a research participant in this study, you may contact the Office of Research Protection at RTI International at 1-866-214-2043, a toll-free number.

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

Signature of participant _____ Date ___/___/___

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

Signature of Person Who Obtained Consent _____ Date ___/___/___

Audio-taping the interview:

In order to make best use of our findings, we also request that you allow the interview to be audio-recorded, through the use of a tape that will be on the table. The audio-tape recording will only be heard by people who are working on this project. The only purpose of recording the interview is to allow us to review the interview as we document our findings. We will destroy the tapes upon completion of the project. If you would rather that your interview not be recorded, or if any time during the interview you decide that you would like the recording to be stopped, please tell the interviewer and we will stop recording.

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

Signature of participant _____ Date ____/____/____

Exhibit G

RECIBO DE PAGO POR LA PARTICIPACIÓN (Entrevistas de diálogo)

Mi firma a continuación indica que he recibido \$40 dólares como pago por participar en un estudio para revisar algunas de las preguntas de la Encuesta sobre la Comunidad Estadounidense, la cual se realiza ya sea por teléfono o en persona. La entrevista la realiza RTI International para la Oficina del Censo de los Estados Unidos (Proyecto de RTI No: 0209182.011.003). Le damos este pago como muestra de nuestro agradecimiento por concedernos su tiempo para darnos su opinión y contestar nuestras preguntas sobre las palabras utilizadas y lo que quieren decir.

Firma del/de la participante: _____ Date: ____ / ____ / ____

No. de identificación del/de la participante: _____

Firma de la entrevistadora: _____

Exhibit H

RECEIPT PARTICIPATION FORM (Cognitive Interview)

By my signature below I confirm that I have received \$40 as payment for participating in a study to test some of the questions of American Community Survey that is conducted either by phone or in person. This interview is being conducted by RTI International for the U.S. Census Bureau (RTI Project No: 0209182.011.004). This payment is given in appreciation of the time spent giving opinions and answering questions about wording and meaning.

Respondent's Signature: _____ Date: ___ / ___ / ___

Participant ID#: _____

Interviewer's Signature: _____

Appendix A
ACS CAPI Instrument Testing
Protocol Guide – List 1 – Round 1 (Spanish)
February 5, 2008

Participant ID #: |_|_|_|_|_|_|_|_| (First name initial/Last name initial/two digit sequential #/Location initials: LA/FL/NC/TX)

Date: |_|_|_|_|/|_|_|_|_|/|_2_|_0_|_0_|_8_| (mm/dd/yyyy)

Interviewer (Check One): 1 RQ 2 GM 3 LR 4 SR 4 PG

Location (Check One): 1 LA 2 FL 3 NC 4 TX

Participant: 1 Monolingual/Very little English – Spanish

Start Time: _____ AM / PM

Interviewer: Read/ Paraphrase this Introduction

La Oficina del Censo recopila información acerca de toda la población cada 10 años. Con el propósito de proporcionar información con más frecuencia, ellos también realizan la Encuesta sobre la Comunidad Estadounidense todos los años. La información que ellos recopilan se utiliza para determinar la cantidad de dinero del gobierno que recibirán las diferentes comunidades para las escuelas, servicios de empleo, carreteras y muchos otros programas.

La Oficina del Censo nos ha contratado a nosotros, RTI International, para ver qué tan bien se entienden las preguntas de la Encuesta sobre la Comunidad Estadounidense. El día de hoy me gustaría practicar algunas de las preguntas con usted y después de eso, me gustaría preguntarle acerca de lo que piensa y opina sobre el significado de dichas preguntas, si es que tienen sentido, etc.

Algunas veces puede que usted piense que las preguntas que le haga suenan un poco extrañas. Por ejemplo, puede que yo le pregunte lo que significa para usted cierta palabra. La razón por la que hacemos esto es para ver si las personas de diferentes partes del país (o personas de diferentes países) usan diferentes palabras o interpretan las cosas de manera diferente. No hay respuestas correctas ni incorrectas y nosotros estamos entrevistando a muchas personas diferentes para poder identificar los términos y preguntas que todas las personas puedan entender mejor.

Esta es una encuesta que se realiza *en persona*.

Su participación en esta entrevista es muy importante porque ayudará a la Oficina del Censo a mejorar el cuestionario. Cuando terminemos, le daré \$40 dólares como muestra de nuestro agradecimiento y le pediré que firme un recibo para documentar que usted ha recibido el dinero.

Section I. Informed Consent

Antes de empezar, le voy a dar un consentimiento informado por escrito, el cual revisaremos juntos. Por favor, siéntase en confianza de hacer cualquier pregunta que tenga a medida que revisemos la forma de consentimiento. Este documento explica lo siguiente:

- **Que el propósito de esta entrevista es ayudar a la Oficina del Censo a revisar algunas de las preguntas que se incluyen en la Encuesta sobre la Comunidad Estadounidense para asegurarse de que las preguntas se entienden bien.**
- **Que la entrevista y el diálogo durarán más o menos entre 60 y 90 minutos y que no hay respuestas correctas ni incorrectas. Que usted recibirá \$40 dólares por su participación en el estudio.**
- **Que su participación en este estudio es voluntaria y que puede dejar de participar en cualquier momento. Usted puede decidir no responder a cualquier pregunta que prefiera no contestar.**
- **Que no le preguntaremos sobre su situación legal ni de inmigración. Que toda la información que usted nos dé se mantendrá en forma confidencial y que no se le identificará a usted en forma individual en ninguno de nuestros reportes. Que la información que lo(a) identifica a usted está protegida por el Título 13 del Código de los Estados Unidos.**
- **Que si tiene alguna pregunta sobre el estudio, puede llamar a Rosanna Quiroz at 1-800-334-8571 ext. 27172. Que si tiene alguna pregunta sobre sus derechos como participante en este estudio, puede llamar al teléfono gratuito 1-866-214-2043.**
- **Asimismo, el reverso de la forma le pide su permiso para que la entrevista sea grabada en una cinta de audio. Una vez que terminemos de revisar la forma y hayamos contestado a todas sus preguntas, le pediré que firme y escriba la fecha en las dos secciones de la forma.**

INTERVIEWER:

1. DID THE PARTICIPANT HAVE ANY QUESTIONS OR CONCERNS?

- ₁ Yes
₂ No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

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

- ₁ Yes
₂ No → **(END INTERVIEW)**
- 

4. SAY: Aquí tiene una copia del documento para que lo conserve.

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

- ₁ Yes
₂ No → **(SKIP TO SECTION II ON PAGE 3)**
- 

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

Section II. Cognitive Interview

Ahora, si está listo(a), me gustaría empezar con algunas de las preguntas de la Encuesta sobre la Comunidad Estadounidense. Este es el tipo de encuesta en la que un entrevistador o una entrevistadora tocaría su puerta y le haría las preguntas de la encuesta en persona en su hogar. Si pudiera, quisiera que por favor se imagine estar en su hogar contestando estas preguntas.

Como le dije anteriormente, esto **NO** es ningún tipo de examen y no hay respuestas correctas ni incorrectas. Nosotros estamos practicando estas preguntas con muchas personas diferentes en diferentes partes del país, para ver cómo estas personas interpretan las preguntas. Después de leerle las preguntas de la encuesta, le preguntaré su opinión sobre ciertas palabras y preguntas. Al final, cuando terminemos, usted recibirá el pago de \$40 dólares en efectivo como muestra de nuestro agradecimiento.

¿Tiene alguna pregunta?

Antes de empezar con las preguntas de la entrevista, ¿me podría dar su dirección completa por favor?

INTERVIEWER WRITE ADDRESS ON SEPARATE ANSWER CHART – Q1

Entonces empecemos.

INTERVIEWER: PLEASE READ EACH QUESTION ALOUD TO THE RESPONDENT AND PROCEED TO USE THE PERTINENT PROBES.

GENERAL PROBES (to be used as necessary):

- Por favor dígame qué está pensando.
- ¿Cómo eligió su respuesta o cómo llegó a esa respuesta?
- ¿Me podría decir más al respecto?
- ¿Me podría decir más sobre su situación con _____?
- No le estoy pidiendo que me de una respuesta, pero ¿podría decirme por qué no quiere contestar esa pregunta?
- Me dí cuenta que al contestar la pregunta, usted se rió/dudó/hizo una pausa. ¿Me podría decir lo que estaba pensando en ese momento?

DEMOGRAPHIC QUESTIONS

INTRO_CP (PUERTO RICO VS. STATESIDE)

INTERVIEWER: PLEASE ASK THE PUERTO RICO VERSION ONLY TO PUERTO RICO RESPONDENTS.

<p>STATESIDE: Buenos días (Buenas tardes). Soy....de la Oficina del Censo de los Estados Unidos. Ésta es mi tarjeta de identificación (muestre tarjeta de identificación). Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense para recopilar información actual sobre la población y vivienda. Tengo algunas preguntas que hacerle. ¿Recibió usted nuestra correspondencia?</p> <p>1. Sí 2. No</p>	<p>PUERTO RICO: Buenos días (Buenas tardes). Soy....del Negociado del Censo de los Estados Unidos. Ésta es mi tarjeta de identificación (muestre tarjeta de identificación). Estamos llevando a cabo la Encuesta sobre la Comunidad de Puerto Rico para recopilar información actual sobre la población y vivienda. Tengo algunas preguntas que hacerle. ¿Recibió usted nuestra correspondencia?</p> <p>1. Sí 2. No</p>
--	--

INTROLET_CP (PUERTO RICO VS. STATESIDE)

<p>STATESIDE: La Oficina del Censo está llevando a cabo esta encuesta para recopilar información actual sobre la población y vivienda. La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos. Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá en completa confidencialidad.</p>	<p>PUERTO RICO: El Negociado del Censo está llevando a cabo esta encuesta para recopilar información actual sobre la población y vivienda. La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos. Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá en completa confidencialidad.</p>
---	---

PROBES_INTRO:

- La primera declaración que le leí fue: [RE-READ **INTRO_CP** (STATESIDE or PUERTO RICO)]. En sus propias palabras, ¿qué piensa que le está diciendo esta declaración?

- IF NECESSARY: La segunda oración de la declaración dice: “*Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense para recopilar información actual sobre la población y vivienda.*” ¿Qué significa “*recopilar información*” para usted en esta oración?

- La última parte de la tercera oración pregunta: “¿*Recibió usted nuestra correspondencia?*” ¿Qué significa eso para usted dentro de este contexto? ¿Hay alguna otra palabra que usaría en lugar de “*correspondencia*”?

- Estas dos declaraciones mencionaron las palabras “*información sobre la población y vivienda.*” ¿Qué significa la frase “*la población y vivienda*” para usted aquí?

- ¿Diría usted esto de una manera diferente?

Ahora voy a continuar con algunas preguntas más de la entrevista.

(1) ADRSVER_CP

Necesito verificar la dirección donde se encuentra esta unidad.

¿Es su dirección:

<fill with address information> REFER TO ANSWER CHART – Q1

1. Sí
2. No

(2) TYPUNT_CP

¿Qué tipo de unidad es ésta?

1. Residencia privada
2. Negocio solamente
3. Alojamiento de Grupo

Skip Instructions

- <1> [go to ACCESS_CP]
- <2> [go to OTHQTR_CP]
- <3> [go to PROBES_PART 1]

(3) ACCESS_CP

¿Tiene acceso a su hogar directamente de la calle o por medio de un pasillo usado por otras personas, o tiene que pasar por alguna otra (unidad/casa) para llegar a la suya?

1. Directamente
2. Por otra unidad

Skip Instructions

- <1> Directamente [go to OTHQTR_CP]
- <2> Por otra unidad [go to NOACCESS]

(4) NO ACCESS

¿Cómo se logra entrar en la unidad? [THIS IS AN OPEN-ENDED QUESTION AND R WOULD EXPLAIN HOW THEY ACCESS THEIR LIVING QUARTERS]

Skip instructions

[go to OTHLIV_CP]

(5) OTHLIV_CP

¿Viven miembros de algún otro hogar en esta dirección con los miembros de este hogar?

1. Sí
2. No

Skip instructions

- <1> [go to PROBES_PART 1]
- <2> [go to OTHQTR_CP]

(6) OTHQTR_CP

¿Hay algunos otros alojamientos -- ya sean ocupados o desocupados -- en esta dirección?

1. Sí
2. No

Skip instructions

- <1> Yes [go to LIVEAT1_CP]
- <2> No [go to PROBES_PART 1]

(7) LIVEAT1_CP

¿Viven los ocupantes o vivirán los ocupantes futuros de estos alojamientos separados de todas las otras personas en esta dirección?

1. Sí

2. No

Skip instructions

<1> Yes [go to ACCESS1_CP]

<2> No [go to PROBES_PART 1]

(8) ACCESS1_CP

¿Tienen los ocupantes o tendrán los ocupantes futuros acceso directo desde el exterior o a través de un pasillo común?

1. Sí
2. No

Skip instructions

[go to PROBES_PART 1]

PROBES PART 1: FOR ALL RESPONDENTS:

PROBES_ACCESS:

Ahora quisiera hacerle unas cuantas preguntas acerca de las preguntas que acaba de contestar. Una de las preguntas que le hice anteriormente fue:

TYPUNT_CP

¿Qué tipo de unidad es ésta?

1. *Residencia privada*
2. *Negocio solamente*
3. *Alojamiento de Grupo*

- A su parecer, ¿que significa “*unidad*” para usted en esta pregunta? ¿Fue eso confuso para usted? ¿Había escuchado esa palabra anteriormente?

- IF R UNDERSTANDS TERM: ¿Habría otra palabra que usaría usted para describir esta idea?

Ahora hablemos acerca de las 3 opciones de respuestas que se dan para esta pregunta. En sus propias palabras... [ASK EACH PROBE FOR EACH RESPONSE OPTION]

- ¿Qué significa (TERM) para usted en esta pregunta?

- ¿Puede pensar en algún ejemplo de este tipo de vivienda?
- Al decir (TERM), [la Oficina del Censo/el Negociado del Censo] quiere decir:
DEFINITION
- ¿Piensa que hay otra manera de describir este tipo de vivienda? IF YES: ¿Cuál es?

DEFINITIONS (WHEN NEEDED)

- 1. Residencia privada: Una casa, un apartamento, una casa móvil u otra vivienda donde viven las personas.**
- 2. Negocio solamente: Un negocio donde las personas no viven ni duermen.**
- 3. ALOJAMIENTO DE GRUPO: Un alojamiento de grupo es como una institución donde viven personas que están bajo cuidado o bajo custodia en instituciones como cárceles, asilos o instituciones juveniles. También hay alojamientos de grupo que no son instituciones, como por ejemplo, dormitorios en universidades o bases militares.**

Opciones de respuestas	Significado	Tipos de viviendas	Otra descripción
1. Residencia Privada			
2. Negocio solamente			
3. Alojamiento de Grupo			

Le hice otra pregunta que decía:

ACCESS_CP:

¿Tiene acceso a su hogar directamente de la calle o por medio de un pasillo usado por otras personas, o tiene que pasar por alguna otra (unidad/casa) para llegar a la suya?

- 1. Directamente*
- 2. Por otra unidad*

- ¿Qué piensa que le está pidiendo esta pregunta?

- Esta pregunta menciona “acceso a su hogar directamente de la calle.” ¿Qué significa esto para usted? ¿Hay alguna otra manera en que usted diría esto?

La siguiente pregunta decía lo siguiente:

OTHQTR_CP

¿Hay algunos otros alojamientos -- ya sean ocupados o desocupados -- en esta dirección?

- ¿Qué piensa que le está pidiendo esta pregunta?

- IF NECESSARY: ¿Qué significa la frase “*otros alojamientos*” para usted en esta pregunta?

PROBES PART 2:

ASK ONLY OF RESPONDENTS WHO ANSWERED ANY OF THE FOLLOWING QUESTIONS: (4) NO ACCESS, (5) OTHLIV_CP, (7) LIVEAT1_CP, (8) ACCESS1_CP. IF R DID NOT ANSWER THESE QUESTIONS, SKIP TO FN_PG1 (NEXT QUESTION SECTION)

IF ASKED: Una de las preguntas que le hice anteriormente decía:

(4) NOACCESS

¿Cómo se logra entrar en la unidad?

- Usted dijo _____. ¿Me puede hablar más sobre su situación? INTERVIEWER MAKE SURE THAT YOU UNDERSTAND R’S SITUATION AND WHETHER HE/SHE ANSWERED QUESTION ACCURATELY.

IF ASKED: Otra pregunta que le hice en esta sección decía:

(5) OTHLIV_CP

¿Viven miembros de algún otro hogar en esta dirección con los miembros de este hogar?

- ¿Qué pensó usted que le estaban preguntando aquí?

- Usted dijo _____. ¿Me puede hablar más acerca de su situación?

IF ASKED: Otra pregunta que le hice en esta sección decía:

(7) LIVEAT1_CP

¿Viven los ocupantes o vivirán los ocupantes futuros de estos alojamientos separados de todas las otras personas en esta dirección?

- ¿Me puede decir en sus propias palabras lo que están preguntando aquí?

- Usted dijo _____. ¿Me puede hablar más acerca de su situación?

IF ASKED: Finalmente, la última pregunta que le hice fue:

(8)ACCESS1_CP

¿Tienen los ocupantes o tendrán los ocupantes futuros acceso directo desde el exterior o a través de un pasillo común?

- ¿Me puede decir en sus propias palabras lo que le están preguntando aquí?

- Usted dijo _____. ¿Me puede hablar más acerca de su situación?

Ahora continuemos con algunas preguntas nuevas.

FN_PG1

READ FOR THE PERSON WHOM YOU ARE TALKING TO:

Voy a hacer algunas preguntas sobre todas las personas que viven o se quedan en esta dirección. Primero, vamos a hacer una lista de estas personas comenzando con usted. ¿Cuál es su nombre?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSONA 1)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT’S OK TO GET FIRST NAME ONLY.)

Skip instructions:

If no additional people to list [go to FN_PG2]

If additional people to list [continue with the following]

READ AFTER RECORDING THE FIRST PERSON’S NAME:

¿Cuál es el nombre de la próxima persona que vive o se queda aquí?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSONA 2 THROUGH WHERE APPLICABLE)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT’S OK TO GET FIRST NAME ONLY.)

Skip instructions

[go to FN_PG2]

FN_PG2

Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible...

“¿Vive o se queda alguien más aquí, tal como compañeros de cuarto, hijos de crianza, pupilos, o empleados que viven en el hogar?”

1. Sí
2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. CONTINUE BY ASKING: “¿Vive o se queda alguien más aquí, tal como compañeros de

cuarto, hijos de crianza, pupilos, o empleados que viven en el hogar?” UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to FN_PG3]

FN_PG3

¿Está viviendo alguien más aquí aunque sea por corto plazo, tal como un amigo o pariente?

1. Sí
2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. ASK THE QUESTION AGAIN AFTER EACH NAME UNTIL ALL NAMES ARE LISTED. ASK THE ENTIRE QUESTION UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to AWAYNOW]

AWAYNOW

Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a <read all the names listed from FN_PG1, FN_PG2, and FN_PG3> ... (INTERVIEWER REFER TO ANSWER CHART – Q2 AND READ THE NAMES LISTED)

¿Alguna de estas personas se ha ausentado AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?

1. Sí
2. No

INTERVIEWER: CIRCLE ANY NAME(S) LISTED ON ANSWER CHART FOR Q2 AND WRITE “AWAYNOW” NEXT TO THEM.

Skip instructions

[go to ANOTHER HOME]

ANOTHER HOME

INTERVIEWER: REFER TO ANSWER CHART – Q2 AND READ THE NAME(S) LISTED, EXCEPT FOR CIRCLED ONE(S).

[¿Tiene usted/ ¿Tiene <Name>/ ¿Tienen algunas de estas personas <read all the names listed from FN_PG1, FN_PG2, and FN_PG3 except for those selected at AWAYNOW>] otra casa o residencia fija?]

1. Sí
2. No

Skip instructions

If R says NO [go to PROBES_LISTING]

If R says YES, circle pertinent names and circle them. Write “ANOTHER HOME” next to them. Then go to MORETHANTWO for each of these names.

MORETHANTWO

INTERVIEWER: REFER TO SEPARATE ANSWER CHART – Q2 AND READ CIRCLED NAME(S) LABELED “ANOTHER HOME.”

¿Se está quedando <read all the names listed from ANOTHERHOME> /¿Se está quedando usted / ¿Se está quedando <Name>] aquí por MÁS de dos meses?

1. Sí
2. No

Ahora quisiera hacerle unas pocas preguntas acerca de las preguntas que le acabo de hacer.

PROBES_LISTING:

- Cuando estábamos completando la lista de personas que viven o se quedan con usted, una de las preguntas que le hice decía: “¿Cuál es el nombre de la próxima persona que vive o se queda aquí?” Cuando dije “próxima persona,” ¿qué es lo que estaba pensando?

- ¿Hay algún otro término que preferiría usar en lugar de decir “próxima”?

Le hice otra pregunta que decía:

FN_PG2

Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible... ¿Vive o se queda alguien más aquí, tal como compañeros de cuarto, hijos de crianza, pupilos, o empleados que viven en el hogar?

- En sus propias palabras, ¿qué significa “empleados que viven en el hogar” para usted en esta pregunta?

-
- IF R SAYS “NO SÉ”: Cuando decimos “*empleados que viven en el hogar*” nos referíamos a una persona tal como una empleada doméstica o una niñera que trabaja para usted y vive o se queda en su hogar. ¿Piensa usted que hay otra manera de describir este concepto? IF YES: ¿Cuál es?
-
-
-

IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.

Usted dijo _____ ¿Me podría hablar más sobre su situación?

La siguiente pregunta que le hice decía:

FN_PG3

¿Está viviendo alguien más aquí aunque sea por corto plazo, tal como un amigo o pariente ?

- ¿Qué significa el término “*viviendo*” para usted en esta pregunta?
-
-
-
-

- Si la pregunta dijera “¿Está “*quedándose*” alguien más aquí aunque sea por corto plazo?” en lugar de decir “¿Está “*viviendo*” alguien más aquí aunque sea por corto plazo?,” ¿significaría eso lo mismo para usted o piensa que los términos “*quedándose*” y “*viviendo*” tendrían un significado diferente?
-
-
-
-

- IF R SAYS THEY ARE DIFFERENT ASK: ¿Cuál piensa que es la diferencia?
-
-
-
-

- ¿Y qué significa el término “*corto plazo*” para usted en esta pregunta? ¿Hay otra manera en que usted podría decir esto? ¿Qué período de tiempo piensa que nos estamos refiriendo aquí?
-
-
-

-
-
- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.

Usted dijo _____ ¿Me podría hablar más sobre su situación?

La siguiente pregunta que le hice decía:

AWAYNOW

Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ...

¿Alguna de estas personas se ha ausentado AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?

- Revisemos esta pregunta. Cuando preguntamos “¿Alguna de estas personas se ha **ausentado AHORA** por más de dos meses?,” ¿qué piensa que le estamos preguntando aquí a usted?

- IF R SEEMS CLEAR ABOUT THE MEANING, ASK: ¿Piensa usted que hay una mejor manera de hacer esta pregunta?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.

Usted dijo _____ ¿Me podría hablar más sobre su situación?

La siguiente pregunta que le hice decía:

ANOTHER HOME

¿Tiene usted otra casa o residencia fija?

- En sus propias palabras, ¿qué significa la frase “*residencia fija*”?

- ¿Hay otra manera que usted preferiría decir esto o le parece bien así?

IF R WAS ASKED MORETHANTWO: La siguiente pregunta que le hice decía:

MORETHANTWO

¿Se está quedando <read all the names listed from ANOTHERHOME> /¿Se está quedando usted / ¿Se está quedando <Name>] aquí por MÁS de dos meses?"

INTERVIEWER REFER TO ANSWER CHART – Q2 AND READ ANY APPLICABLE NAMES LISTED

- ¿Qué piensa que le están preguntando aquí?

Gracias. Ahora continuemos con unas cuantas preguntas más de la encuesta.

BASIC

Ahora quisiera hacerle algunas preguntas básicas acerca de personas en este hogar que están a aquí más de dos meses.

HHOLDER

De las personas que ha nombrado, ¿quién es dueño(a) o alquila este lugar?

{optional text} IF R SAYS DON'T KNOW: (¿A nombre de quién(es) está la escritura o el contrato? ¿Hay alguien que sea mayor de 15 años?)

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER SHEET AND WRITE “OWNER” NEXT TO APPLICABLE NAME LISTED

Ahora quisiera hacerle unas cuantas preguntas acerca de las dos preguntas que le hice:

PROBES_OWNER:

- Hace un minuto, le leí una declaración que decía:

BASIC

Ahora quisiera hacerle algunas preguntas básicas acerca de personas en este hogar que están aquí más de dos meses.

- En sus propias palabras, ¿qué le están diciendo a usted en esta introducción?

La siguiente pregunta que le hice decía:

HHOLDER

De las personas que ha nombrado, ¿quién es dueño(a) o alquila este lugar?
{optional text} (¿ A nombre de quién(es) está la escritura o el contrato? ¿Hay alguien que sea mayor de 15 años?)

IF OPTIONAL QUESTIONS ASKED:

- ¿Ha escuchado las palabras “*escritura*” y “*contrato*” anteriormente?

- IF YES: ¿Qué significan estas palabras para usted aquí? ¿Piensa usted que hay otras palabras que serían más adecuadas para esta situación?

IF OPTIONAL QUESTIONS NOT ASKED:

Algunas veces si una persona dice que no sabe quién es el dueño o quién es la persona que alquila la vivienda, le preguntamos, “¿A nombre de quién(es) está la escritura o el contrato?”

- ¿Ha escuchado las palabras “*escritura*” y “*contrato*” anteriormente?

- IF YES: ¿Qué significan estas palabras para usted aquí? ¿Piensa usted que hay otras palabras que serían más adecuadas para esta situación?

Ahora, continuemos con algunas preguntas más de la entrevista:

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER CHART AND ASK BETWEEN PERSON 1 AND ALL OTHER HOUSEHOLD RESIDENTS. RECORD ANSWER ON THE “PARENTESCO” COLUMN.

RELP (SHOW FLASHCARD A WITHOUT READING LIST TO THE R. IF PERSON CANNOT READ, YOU CAN READ THE CATEGORIES TO THEM.)

Usando la Tarjeta A en este paquete, ¿cómo está {<Name>/usted} relacionado(a) con {<HHOLDER>/usted}?

- <1> Esposo(a)
- <2> Hijo(a) biológico(a)
- <3> Hijo(a) adoptivo(a)
- <4> Hijastro(a)
- <5> Hermano(a)
- <6> Padre o madre
- <7> Nieto(a)
- <8> Suegro(a)
- <9> Yerno o nuera
- <10> Otro pariente
- <11> Inquilino(a) o pupilo(a)
- <12> Compañero(a) de casa o de cuarto
- <13> Pareja no casada
- <14> Hijo(a) de crianza (foster)
- <15> Otro no pariente

Skip instructions

If not last person on list [go to RELP for next person and read only “¿Cómo está {<Name>/usted} relacionado(a) con {<HHOLDER>/usted}?”]

If last person on list [go to PROBES_RELATIONSHIPS]

PROBES_RELATIONSHIPS:

Ahora quisiera hacerle algunas preguntas acerca de la pregunta que le acabo de hacer.

TERM “INQUILINO(A) O PUPILO(A)”

- ¿Qué significa la opción de respuesta: “*Inquilino(a) o pupilo(a)*” para usted en esta pregunta?

- ¿Significan esos dos términos lo mismo o son diferentes para usted? ¿Qué significan?

- La definición que da [la Oficina del Censo/el Negociado del Censo] dice: Un “*inquilino*” o “*pupilo*” es una persona que vive en una habitación en la vivienda del dueño. Generalmente se paga algo en efectivo o se hace algo a cambio por obtener alojamiento (por ejemplo, alguna tarea del hogar).

- ¿Ha escuchado hablar sobre esto?

- IF NOT ALREADY DISCUSSED: ¿Qué quiere decir la palabra “*pupilo*” para usted?

- La manera como quieren describir la palabra “*pupilo*” es una situación en que la persona paga por un cuarto y también por las comidas?

- ¿Hay otro término que usaría usted para describir este tipo de situación? ¿Cuál es?

TERM “COMPAÑERO(A) DE CASA O DE CUARTO”

- ¿Qué significa la frase “*Compañero(a) de casa o de cuarto*” para usted?

- ¿Significa “*compañero(a) de casa*” lo mismo que “*compañero(a) de cuarto*” o significan cosas diferentes para usted?

- [La Oficina del Censo/El Negociado del Censo] define los términos “*Compañero de casa o cuarto*” como una persona que no está relacionada con el dueño del hogar pero que comparte la vivienda principalmente para compartir los gastos. [La Oficina del Censo/El Negociado del Censo] no quiere decir que se trata de una relación íntima, ni de novios, ni de esposo y esposa. ¿Hay otro término que usaría usted para describir este tipo de relación?

- ¿Ha oído decir la palabra “roommate” en inglés alguna vez? ¿Hay alguna palabra que usted usa en español que indica lo mismo?

TERM “HIJO(A) DE CRIANZA (FOSTER)”

- En su opinión, ¿qué es un(a) “*Hijo(a) de crianza (foster)*” en esta pregunta?

- IF RESPONDENT SAYS DON'T KNOW OR PROVIDES INCORRECT DEFINITION: De acuerdo a [la Oficina del Censo/el Negociado del Censo], “*Un hijo de crianza (foster)*” es una persona menor de 18 años a la cual el gobierno local ha colocado en un hogar para recibir cuidado paternal o maternal. Ellos pueden vivir en el hogar por una pequeña temporada o por varios años.

- ¿Hay algún otro término que podría usar usted para describir este tipo de relación?

- ¿Hay alguna diferencia entre “*hijo(a) adoptivo*” e “*hijo(a) de crianza (foster)*” para usted? IF YES: ¿Cuál piensa qué es la diferencia?

- ¿Qué significa el término “*hijo(a) biológico(a)*” para usted? IF R KNOWS: ¿Es esta la manera en que se referiría usted a este tipo de relación o hay otro término que podría usar?

- ¿Qué significa “*hijastro(a)*” para usted en esta pregunta? ¿Hay otra palabra que podría usar para describir esta relación?

INTERVIEWER: TAKE FLASCHARD A FROM THE RESPONDENT AND PUT IT ASIDE.

Ahora quisiera continuar con algunas preguntas nuevas:

SEX

INTERVIEWER ASK ABOUT EACH HOUSEHOLD RESIDENT ON SEPARATE ANSWER CHART (Q2) AND WRITE EITHER “M” OR “F” ON THE SEX COLUMN NEXT TO APPLICABLE NAME.

IF first time this question is asked:

¿[Es <Name>/ Es usted] de sexo masculino o femenino?

IF not the first time this question is asked:

¿Y {<Name>/ you}?

<1> Masculino

<2> Femenino

PROBE_SEX:

- ¿Qué es lo que pensó cuando escuchó esta pregunta? ¿Piensa usted que hay una manera más fácil o más natural de hacer esta pregunta? ¿Preferiría escuchar decir estos términos en otras palabras?

Continuemos con algunas preguntas adicionales.

DOB

¿Cuál es la fecha de nacimiento de <Name>?/¿Cuál es su fecha de nacimiento? (RECORD DATE OF BIRTH ON ANSWER CHART – Q2, ON THE COLUMN LABELED “FECHA DE NAC.” FOR EACH NAME)

Skip instructions

If not last person on list and R has provided DOB [go to AGE]
If not last person on list and DOB = DK or REF [go to AGEASK]
If last person on list and R has provided DOB [go to AGE]

AGE

¿Cuál es la edad de <Name>?/¿Cuál es su edad? (RECORD AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH NAME)

Skip instructions

If not last person on list [go to DOB for next person]
If last person on list [go to PROBES_AGE]

AGEASK

¿Cuál es su mejor estimado de (la edad de <Name>/ su edad)? (RECORD ESTIMATED AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH APPLICABLE NAME)

Skip instructions

If not last person on list and R has answered AGEASK [go to DOB for next person]
If not last person on list and AGEASK = DK or REF [go to AGERANGE]
If last person on list and R has answered AGEASK [go to PROBE_AGE (1)]
If last person on list and AGEASK = DK or REF [go to AGERANGE]

AGERANGE

¿(Tiene <Name>/ Tiene usted? (RECORD RANGE AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH APPLICABLE NAME)

<1> menos de 3 años?
<2> 3 ó 4 años?
<3> entre 5 y 14 años?
<4> 15 años o más

Skip instructions

If not last person on list [go to DOB for next person]
If last person on list [go to PROBES_AGE (2)]

PROBE_AGE (1):

IF RESPONDENT WAS ASKED “AGEASK” SAY: Una de las preguntas que le hice fue:
“¿Cuál es su mejor estimado de su edad?”

PROBE_AGE (2)

IF RESPONDENT WAS NOT ASKED “AGEASK” SAY: Cuando las personas no saben la edad, nosotros preguntamos: “¿Cuál es su mejor estimado de su edad?”

- ¿Qué piensa que quieren decir cuando se refieren a “su mejor estimado”? IF R KNOWS:
¿Se le ocurre alguna manera diferente de decir esto? IF YES: ¿De qué manera?

Ahora le voy a hacer una serie de preguntas nuevas.

HISA (SHOW FLASHCARD B TO RESPONDENT AS YOU READ THE QUESTION)

INTERVIEWER WRITE “SÍ” OR “NO” ON THE “HISPANO(A)” COLUMN ON SEPARATE ANSWER CHART – Q2

{Por favor, vea la Tarjeta B.} ¿Es {<Name>/ usted} de origen hispano, latino o español?

<1> Sí

<2> No

Skip instructions

If not last person on the list and HISA = YES [go to HISB]

If not last person on the list and HISA = NO, DK, REF [go back to HISA for next person and read only the second part “Es {<Name>/ usted} de origen hispano, latino o español?”]

If the last person on the list and HISA = YES [go to HISB]

If the last person on the list and HISA = NO, DK, REF [go to RAC]

HISB (SHOW FLASHCARD B TO THE RESPONDENT AS YOU READ THE QUESTION)

INTERVIEWER WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2

¿Es {<Name>/ usted} mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?

<1> Mexicano(a), mexicano(a) americano(a), chicano(a)

<2> Puertorriqueño(a)

<3> Cubano(a)

<4> Otro origen hispano, latino o español (Por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc.)

Skip instructions

If HISB = 4 [go to HISW]

If not last person on the list [go to HISA for next person]
If the last person on the list [go to RAC]

INTERVIEWER: TAKE FLASHCARD B FROM THE RESPONDENT

HISW

INTERVIEWER WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2.

IF R ANSWERED <4> Otro origen hispano, latino o español,
¿Qué origen es ese? (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)

Skip instructions

If not last person on list [go to HISA for next person]
If last person on list [go to RAC]

RAC (SHOW FLASHCARD C TO RESPONDENT AS YOU READ THE QUESTION)

INTERVIEWER ASK FOR EACH PERSON AND WRITE ANSWER(S) ON THE “RACE” COLUMN ON SEPARATE ANSWER CHART – Q2

Por favor, vea la Tarjeta C y escoja una o más razas. {Para esta encuesta, origen hispano no es una raza.}

¿Es {<Name>/ usted} de raza blanca, negra, africana americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?

Skip instructions

If not last person on list [go to RAC for next person and read entire second part of the question for each person]
If last person on list [go to PROBES_HISPANIC]

PROBES_HISPANIC:

Lo primero que le pregunté en esta serie de preguntas fue:

HISA (SHOW FLASHCARD B TO RESPONDENT AS YOU READ THE QUESTION)

{Por favor, vea la Tarjeta B.} ¿Es {<Name>/ usted} de origen hispano, latino o español?

- Revisemos esta lista de opciones de respuestas. ¿Qué tan fácil o difícil fue para usted escoger una respuesta a esta pregunta?

- IF R SAYS IT’S EASY: ¿Por qué le fue fácil contestarla?

- IF R SAYS IT’S DIFFICULT: ¿Por qué le fue difícil?

- Usted respondió: [SÍ/NO/NO SÉ] ¿Qué es lo que estaba pensando cuando decidió su respuesta?

IF R ANSWERED “HISB” EARLIER: La siguiente pregunta que le hice decía:

HISB (SHOW FLASHCARD B TO RESPONDENT AS YOU READ THE QUESTION)

¿Es usted mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc.?

- En su opinión, ¿piensa que esta pregunta es muy larga o piensa que está bien así?

- ¿Piensa que se podría hacer esta pregunta de una mejor manera?

IF R ANSWERED HISW EARLIER: La siguiente pregunta que le hice fue:

HISW

¿Qué origen es ese? (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)

- ¿Tuvo alguna dificultad al contestar esta pregunta? IF YES: ¿Por qué tuvo dificultad?

Lo último que le pregunté en esta serie de preguntas fue:

RAC (SHOW FLASHCARD C TO RESPONDENT AS YOU READ THE QUESTION)

Por favor, vea la Tarjeta C y escoja una o más razas. {Para esta encuesta, origen hispano no es una raza.}

¿Es usted de raza blanca, negra, africana americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?

- Usted dijo _____. ¿Cómo eligió su respuesta?

- ¿Tuvo alguna dificultad para contestar esta pregunta?

- ¿Hay una respuesta que usted quería dar pero que no estaba en la lista? Si se le hiciera esta pregunta sin mostrarle una lista, ¿cómo contestaría la pregunta?

INTERVIEWER: ASK THIS NEXT SECTION OF ALL RESPONDENTS

Vignettes

Quisiera pedirle que por favor pensara en una situación imaginaria para que yo pueda practicar algunas otras preguntas.

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Vignette 1:

Suponga que usted esté alquilando un pequeño apartamento en la parte de atrás de la casa de una pareja que también vive en la casa. Usted tiene su propio espacio privado: una habitación grande que tiene un dormitorio, una cocina y un baño. La habitación no tiene una puerta que da hacia afuera. Para ir afuera, usted tiene que pasar por la sala donde vive la pareja. (Ver la foto del dibujo 1)

Ahora me gustaría hacerle unas cuantas preguntas que tratan de esta situación imaginaria. Por favor, hágase la idea que usted vive en esa casa y me gustaría hacerle algunas preguntas sobre esta situación.

ACCESS_CP

¿Tiene acceso a su hogar directamente de la calle o por medio de un pasillo usado por otras personas, o tiene que pasar por alguna otra (unidad/casa) para llegar a la suya?

1. Directamente
2. Por otra unidad

Skip instructions

[go to NOACCESS]

NOACCESS

¿Cómo se logra entrar en la unidad?

Skip Instructions

[go to OTHLIV_CP]

OTHLIV_CP

¿Viven miembros de algún otro hogar en esta dirección con los miembros de este hogar?

1. Sí
2. No

PROBES:

Una de las preguntas que le hice decía:

ACCESS_CP:

¿Tiene acceso a su hogar directamente de la calle o por medio de un pasillo usado por otras personas, o tiene que pasar por alguna otra (unidad/casa) para llegar a la suya?

1. *Directamente*
2. *Por otra unidad*

- ¿Qué piensa que le están preguntando aquí?

- IF NECESSARY: Esta pregunta menciona “*acceso a su hogar directamente de la calle.*” ¿Qué significa esto para usted? IF R UNDERSTOOD:¿Podría decir esto de otra manera?

Otra pregunta que le hice decía:

NOACCESS

¿Cómo se logra entrar en la unidad?

- ¿Qué pensó que le estaban preguntando aquí?

- ¿Piensa que habría otra manera de hacer esta pregunta?

La última pregunta que le hice en esta sección decía:

OTHLIV_CP

¿Viven miembros de algún otro hogar en esta dirección con los miembros de este hogar?

- ¿Qué pensó que le estaban preguntando aquí?

- IF DON'T KNOW: ¿Qué es lo que no entiende acerca de esta pregunta?

- IF DON'T KNOW OR INCORRECT INTERPRETATION: Estamos tratando de averiguar si hay personas que viven en su mismo domicilio pero usted no considera que forman parte de su vivienda por alguna razón. ¿Se le ocurre una manera mejor de hacer esta pregunta?

Ahora me gustaría pensar acerca de otra situación imaginaria para ver cómo respondería usted a otras cuantas preguntas.

Vignette 2

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Suponga que usted esté alquilando el sótano de la casa de una persona. Hay una puerta trasera y usted tiene su propio apartamento aparte con una cocina y una sala grande donde tiene un sofá, un televisor, una cama y una cómoda. Los dueños viven en la parte de arriba de la casa pero

usted no los ve casi nunca. Usted comparte la misma dirección pero las dos áreas donde viven no están conectadas. (Ver el dibujo 2)

Ahora me gustaría hacerle unas cuantas preguntas de la encuesta teniendo en mente esa situación imaginaria. Por favor, hágase la idea que usted está alquilando el sótano de esa casa imaginaria y me gustaría hacerle algunas preguntas sobre esta situación.

OTHQTR_CP

¿Hay algunos otros alojamientos -- ya sean ocupados o desocupados -- en esta dirección?

1. Sí
2. No

Skip Instructions

IF R SAID YES: GO TO LIVEAT1_CP

IF R SAID NO INTERVIEWER REFER THEM BACK TO VIGNETTE AND SAY:

“Supongamos que las personas que viven en el otro lado de la casa se encuentran en otros alojamientos” then ask LIVEAT1_CP

LIVEAT1_CP

¿Viven los ocupantes o vivirán los ocupantes futuros de estos alojamientos separados de todas las otras personas en esta dirección?

1. Sí
2. No

Skip Instructions

Go to ACCESS1_CP

ACCESS1_CP

¿Tienen los ocupantes o tendrán los ocupantes futuros acceso directo desde el exterior o a través de un pasillo común?

1. Sí
2. No

PROBES:

Una de las preguntas que le hice decía:

OTHQTR_CP

¿Hay algunos otros alojamientos -- ya sean ocupados o desocupados -- en esta dirección?

- ¿Qué piensa que le están preguntando aquí?

- ¿Qué significa la frase “*otros alojamientos*” para usted en esta pregunta?

La siguiente pregunta que le hice decía:

LIVEAT1_CP

¿Viven los ocupantes o vivirán los ocupantes futuros de estos alojamientos separados de todas las otras personas en esta dirección?

- ¿Me puede decir en sus propias palabras lo que le están preguntando aquí?

- ¿Tuvo alguna dificultad en responder a esta pregunta?

Finalmente, la última pregunta del grupo decía:

ACCESS1_CP

¿Tienen los ocupantes o tendrán los ocupantes futuros acceso directo desde el exterior o a través de un pasillo común?

- ¿Me puede decir en sus propias palabras lo que le están preguntando aquí?

- ¿Tuvo alguna dificultad en responder a esta pregunta?

Muchas gracias por imaginarse esas situaciones.

Y ahora tengo una última declaración que leerle. En una entrevista regular siempre decimos lo siguiente:

THANK YOU

Muchas gracias por su participación en esta encuesta importante.

Su cooperación ha hecho posible que nosotros probemos una manera nueva de actualizar los datos detallados del censo. Usted ha sido de gran ayuda.

PROBE_THANK YOU:

- ¿Qué significa esta declaración para usted?

- ¿A qué piensa que se refieren cuando dicen “*que nosotros probemos una manera nueva de actualizar los datos detallados del censo*”?

Section III. Conclusion

- En general, ¿cuál es su opinión acerca de las preguntas?

- ¿Tiene algún otro comentario o alguna preocupación?

Quisiera agradecerle mucho por su participación. Ahora le dare \$40 dólares y le pediré que firme un recibo para verificar que usted ha recibido el dinero.

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

End Time: _____ AM / PM

Appendix B
ACS CATI Instrument Testing
Protocol Guide – List 1 – Round 1 (Spanish)
February 4, 2008

Participant ID #: |_|_|_|_|_|_|_|_| (First name initial/Last name initial/two digit sequential #/Location initials: LA/FL/NC/TX)

Date: |_|_|_|_|/|_|_|_|_|/|_2_|_0_|_0_|_8_| (mm/dd/yyyy)

Interviewer (Check One): 1 RQ 2 GM 3 LR 4 SR 5 PG

Location (Check One): 1 LA 2 FL 3 NC 4 TX

Participant: 1 Monolingual/Very little English – Spanish

Start Time: _____ AM / PM

Interviewer: Read/ Paraphrase this Introduction

La Oficina del Censo recopila información acerca de toda la población cada 10 años. Con el propósito de proporcionar información con más frecuencia, ellos también realizan la Encuesta sobre la Comunidad Estadounidense todos los años. La información que ellos recopilan se utiliza para determinar la cantidad de dinero del gobierno que recibirán las diferentes comunidades para las escuelas, servicios de empleo, carreteras y muchos otros programas.

La Oficina del Censo nos ha contratado a nosotros, RTI International, para ver qué tan bien se entienden las preguntas de la Encuesta sobre la Comunidad Estadounidense. El día de hoy me gustaría practicar algunas de las preguntas con usted y después de eso, me gustaría preguntarle acerca de lo que piensa y opina sobre el significado de dichas preguntas, si es que tienen sentido, etc.

Algunas veces puede que usted piense que las preguntas que le haga suenan un poco extrañas. Por ejemplo, puede que yo le pregunte lo que significa para usted cierta palabra. La razón por la que hacemos esto es para ver si las personas de diferentes partes del país (o personas de diferentes países) usan diferentes palabras o interpretan las cosas de manera diferente. No hay respuestas correctas ni incorrectas y nosotros estamos entrevistando a muchas personas diferentes para poder identificar los términos y preguntas que todas las personas puedan entender mejor.

Esta es una encuesta que se realiza *por teléfono*.

Su participación en esta entrevista es muy importante porque ayudará a la Oficina del Censo a mejorar el cuestionario. Cuando terminemos, le daré \$40 dólares como muestra de nuestro agradecimiento y le pediré que firme un recibo para documentar que usted ha recibido el dinero.

Section I. Informed Consent

Antes de empezar, le voy a dar un consentimiento informado por escrito, el cual revisaremos juntos. Por favor, siéntase en confianza de hacer cualquier pregunta que tenga a medida que revisemos la forma de consentimiento. Este documento explica lo siguiente:

- Que el propósito de esta entrevista es ayudar a la Oficina del Censo a revisar algunas de las preguntas que se incluyen en la Encuesta sobre la Comunidad Estadounidense para asegurarse de que las preguntas se entienden bien.
- Que la entrevista y el diálogo durarán más o menos entre 60 y 90 minutos y que no hay respuestas correctas ni incorrectas. Que usted recibirá \$40 dólares por su participación en el estudio.
- Que su participación en este estudio es voluntaria y que puede dejar de participar en cualquier momento. Usted puede decidir no responder a cualquier pregunta que prefiera no contestar.
- Que no le preguntaremos sobre su situación legal ni de inmigración. Que toda la información que usted nos dé se mantendrá en forma confidencial y que no se le identificará a usted en forma individual en ninguno de nuestros reportes. Que la información que lo(a) identifica a usted está protegida por el Título 13 del Código de los Estados Unidos.
- Que si tiene alguna pregunta sobre el estudio, puede llamar a Rosanna Quiroz al 1-800-334-8571 ext. 27172. Que si tiene alguna pregunta sobre sus derechos como participante en este estudio, puede llamar al teléfono gratuito 1-866-214-2043.

Asimismo, el reverso de la forma le pide su permiso para que la entrevista sea grabada en una cinta de audio. Una vez que terminemos de revisar la forma y hayamos contestado a todas sus preguntas, le pediré que firme y escriba la fecha en las dos secciones de la forma.

INTERVIEWER:

1. DID THE PARTICIPANT HAVE ANY QUESTIONS OR CONCERNS?

- ₁ Yes
₂ No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

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

- ₁ Yes
₂ No → **(END INTERVIEW)**
- 

4. SAY: Aquí tiene una copia del documento para que lo conserve.

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

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

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

Section II. Cognitive Interview

Ahora, si está listo(a), me gustaría empezar con algunas de las preguntas de la Encuesta sobre la Comunidad Estadounidense. Este es el tipo de encuesta en la que un entrevistador o una entrevistadora lo(a) llamaría le haría las preguntas de la encuesta por teléfono. Si pudiera, quisiera que por favor se imagine estar en su hogar contestando estas preguntas.

Como le dije anteriormente, esto NO es ningún tipo de examen y no hay respuestas correctas ni incorrectas. Nosotros estamos practicando estas preguntas con muchas personas diferentes en diferentes partes del país, para ver cómo estas personas interpretan las preguntas. Después de leerle las preguntas de la encuesta, le preguntaré su opinión sobre ciertas palabras y preguntas. Al final, cuando terminemos, usted recibirá el pago de \$40 dólares en efectivo como muestra de nuestro agradecimiento.

¿Tiene alguna pregunta?

Antes de empezar con las preguntas de la entrevista, ¿me podría dar su dirección completa por favor?

INTERVIEWER WRITE ADDRESS ON SEPARATE ANSWER CHART – Q1

Entonces empecemos.

INTERVIEWER: PLEASE READ EACH QUESTION ALOUD TO THE RESPONDENT AND PROCEED TO USE THE PERTINENT PROBES.

GENERAL PROBES (to be used as necessary):

- Por favor dígame qué está pensando.
- ¿Cómo eligió su respuesta o cómo llegó a esa respuesta?
- ¿Me podría decir más al respecto?
- ¿Me podría decir más sobre su situación con _____?
- No le estoy pidiendo que me de una respuesta, pero ¿podría decirme por qué no quiere contestar esa pregunta?
- Me dí cuenta que al contestar la pregunta, usted se rió/dudó/hizo una pausa. ¿Me podría decir lo que estaba pensando en ese momento?

DEMOGRAPHIC QUESTIONS

INTRO_CP (PUERTO RICO VS. STATESIDE)

INTERVIEWER: PLEASE ASK THE PUERTO RICO VERSION ONLY TO PUERTO RICO RESPONDENTS.

<p>STATESIDE: Buenos días (Buenas tardes). Soy....de la Oficina del Censo de los Estados Unidos. Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense para recopilar información actual sobre la población y vivienda. Tengo algunas preguntas que hacerle. ¿Recibió usted nuestra correspondencia?</p> <p>1. Sí 2. No</p>	<p>PUERTO RICO: Buenos días (Buenas tardes). Soy....del Negociado del Censo de los Estados Unidos. Estamos llevando a cabo la Encuesta sobre la Comunidad de Puerto Rico para recopilar información actual sobre la población y vivienda. Tengo algunas preguntas que hacerle. ¿Recibió usted nuestra correspondencia?</p> <p>1. Sí 2. No</p>
--	--

INTROLET_CP (PUERTO RICO VS. STATESIDE)

<p>STATESIDE: La Oficina del Censo está llevando a cabo esta encuesta para recopilar información actual sobre la población y vivienda. La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos. Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá en completa confidencialidad.</p>	<p>PUERTO RICO: El Negociado del Censo está llevando a cabo esta encuesta para recopilar información actual sobre la población y vivienda. La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos. Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá en completa confidencialidad.</p>
---	---

PROBES_INTRO:

- La primera declaración que le leí fue: [RE-READ **INTRO_CP** (STATESIDE or PUERTO RICO)]. En sus propias palabras, ¿qué piensa que le está diciendo esta declaración?

- IF NECESSARY: La segunda oración de la declaración dice: “*Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense para recopilar información actual sobre la población y vivienda.*” ¿Qué significa “*recopilar información*” para usted en esta oración?

- La última parte de la tercera oración pregunta: “¿*Recibió usted nuestra correspondencia?*” ¿Qué significa eso para usted dentro de este contexto? ¿Hay alguna otra palabra que usaría en lugar de “*correspondencia*”?

- Estas dos declaraciones mencionaron las palabras “*información sobre la población y vivienda.*” ¿Qué significa la frase “*la población y vivienda*” para usted aquí?

- ¿Diría usted esto de una manera diferente?

Ahora voy a continuar con algunas preguntas más de la entrevista.

(1) ADRSVER_CP

Necesito verificar la dirección donde se encuentra esta unidad.

¿Es su dirección:

<fill with address information> REFER TO ANSWER CHART – Q1

1. Sí
2. No

(2) TYPUNT_CP

¿Qué tipo de unidad es ésta?

1. Residencia privada
2. Negocio solamente
3. Alojamiento de Grupo

Skip Instructions

<1> [go to ACCESS_CP]

<2> [go to OTHQTR_CP]

<3> [go to PROBES_PART 1]

(3) ACCESS_CP

¿Tiene acceso a su hogar directamente de la calle o por medio de un pasillo usado por otras personas, o tiene que pasar por alguna otra (unidad/casa) para llegar a la suya?

1. Directamente
2. Por otra unidad

Skip Instructions

<1> Directamente [go to OTHQTR_CP]

<2> Por otra unidad [go to NOACCESS]

(4)NO ACCESS

¿Cómo se logra entrar en la unidad? [THIS IS AN OPEN-ENDED QUESTION AND R WOULD EXPLAIN HOW THEY ACCESS THEIR LIVING QUARTERS]

Skip instructions

[go to OTHLIV_CP]

(5) OTHLIV_CP

¿Viven miembros de algún otro hogar en esta dirección con los miembros de este hogar?

1. Sí
2. No

Skip instructions

<1> [go to PROBES_PART 1]

<2> [go to OTHQTR_CP]

(6) OTHQTR_CP

¿Hay algunos otros alojamientos -- ya sean ocupados o desocupados -- en esta dirección?

1. Sí
2. No

Skip instructions

<1> Yes [go to LIVEAT1_CP]

<2> No [go to PROBES_PART 1]

(7) LIVEAT1_CP

¿Viven los ocupantes o vivirán los ocupantes futuros de estos alojamientos separados de todas las otras personas en esta dirección?

1. Sí
2. No

Skip instructions

<1> Yes [go to ACCESS1_CP]

<2> No [go to PROBES_PART 1]

(8) ACCESS1_CP

¿Tienen los ocupantes o tendrán los ocupantes futuros acceso directo desde el exterior o a través de un pasillo común?

1. Sí
2. No

Skip instructions

[go to PROBES_PART 1]

PROBES PART 1: FOR ALL RESPONDENTS:

PROBES_ACCESS:

Ahora quisiera hacerle unas cuantas preguntas acerca de las preguntas que acaba de contestar. Una de las preguntas que le hice anteriormente fue:

TYPUNT_CP

¿Qué tipo de unidad es ésta?

1. Residencia privada
2. Negocio solamente
3. Alojamiento de Grupo

- A su parecer, ¿que significa “*unidad*” para usted en esta pregunta? ¿Fue eso confuso para usted? ¿Había escuchado esa palabra anteriormente?

- IF R UNDERSTANDS TERM: ¿Habría otra palabra que usaría usted para describir esta idea?

Ahora hablemos acerca de las 3 opciones de respuestas que se dan para esta pregunta. En sus propias palabras... [ASK EACH PROBE FOR EACH RESPONSE OPTION]

- ¿Qué significa (TERM) para usted en esta pregunta?
- ¿Puede pensar en algún ejemplo de este tipo de vivienda?
- Al decir (TERM), [la Oficina del Censo/el Negociado del Censo] quiere decir: DEFINITION
- ¿Piensa que hay otra manera de describir este tipo de vivienda? IF YES: ¿Cuál es?

DEFINITIONS (WHEN NEEDED)

1. **Residencia privada:** Una casa, un apartamento, una casa móvil u otra vivienda donde viven las personas.
2. **Negocio solamente:** Un negocio donde las personas no viven ni duermen.
3. **ALOJAMIENTO DE GRUPO:** Un alojamiento de grupo es como una institución donde viven personas que están bajo cuidado o bajo custodia en instituciones como cárceles, asilos o instituciones juveniles. También hay alojamientos de grupo que no son instituciones, como por ejemplo, dormitorios en universidades o bases militares.

Opciones de respuestas	Significado	Tipos de viviendas	Otra descripción
1. Residencia Privada			
2. Negocio solamente			
3. Alojamiento de Grupo			

Le hice otra pregunta que decía:

ACCESS_CP:

¿Tiene acceso a su hogar directamente de la calle o por medio de un pasillo usado por otras personas, o tiene que pasar por alguna otra (unidad/casa) para llegar a la suya?

1. *Directamente*
2. *Por otra unidad*

- ¿Qué piensa que le está pidiendo esta pregunta?

- Esta pregunta menciona “*acceso a su hogar directamente de la calle.*” ¿Qué significa esto para usted? ¿Hay alguna otra manera en que usted diría esto?

La siguiente pregunta decía lo siguiente:

OTHQTR_CP

¿Hay algunos otros alojamientos -- ya sean ocupados o desocupados -- en esta dirección?

- ¿Qué piensa que le está pidiendo esta pregunta?

- IF NECESSARY: ¿Qué significa la frase “*otros alojamientos*” para usted en esta pregunta?

PROBES PART 2:

ASK ONLY OF RESPONDENTS WHO ANSWERED ANY OF THE FOLLOWING QUESTIONS: (4) NO ACCESS, (5) OTHLIV_CP, (7) LIVEAT1_CP, (8) ACCESS1_CP. IF R DID NOT ANSWER THESE QUESTIONS, SKIP TO FN_PG1 (NEXT QUESTION SECTION)

IF ASKED: Una de las preguntas que le hice anteriormente decía:

(4) NOACCESS

¿Cómo se logra entrar en la unidad?

- Usted dijo _____. ¿Me puede hablar más sobre su situación? INTERVIEWER MAKE SURE THAT YOU UNDERSTAND R'S SITUATION AND WHETHER HE/SHE ANSWERED QUESTION ACCURATELY.

IF ASKED: Otra pregunta que le hice en esta sección decía:

(5) OTHLIV_CP

¿Viven miembros de algún otro hogar en esta dirección con los miembros de este hogar?

- ¿Qué pensó usted que le estaban preguntando aquí?

- Usted dijo _____. ¿Me puede hablar más acerca de su situación?

IF ASKED: Otra pregunta que le hice en esta sección decía:

(7) LIVEAT1_CP

¿Viven los ocupantes o vivirán los ocupantes futuros de estos alojamientos separados de todas las otras personas en esta dirección?

- ¿Me puede decir en sus propias palabras lo que están preguntando aquí?

- Usted dijo _____. ¿Me puede hablar más acerca de su situación?

IF ASKED: Finalmente, la última pregunta que le hice fue:

(8) ACCESS1_CP

¿Tienen los ocupantes o tendrán los ocupantes futuros acceso directo desde el exterior o a través de un pasillo común?

- ¿Me puede decir en sus propias palabras lo que le están preguntando aquí?

- Usted dijo _____. ¿Me puede hablar más acerca de su situación?

Ahora continuemos con algunas preguntas nuevas.

FN_PG1

READ FOR THE PERSON WHOM YOU ARE TALKING TO:

Voy a hacer algunas preguntas sobre todas las personas que viven o se quedan en esta dirección. Primero, vamos a hacer una lista de estas personas comenzando con usted. ¿Cuál es su nombre?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSONA 1)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT’S OK TO GET FIRST NAME ONLY.)

Skip instructions:

If no additional people to list [go to FN_PG2]

If additional people to list [continue with the following]

READ AFTER RECORDING THE FIRST PERSON’S NAME:

¿Cuál es el nombre de la próxima persona que vive o se queda aquí?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSONA 2 THROUGH WHERE APPLICABLE)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT’S OK TO GET FIRST NAME ONLY.)

Skip instructions

[go to FN_PG2]

FN_PG2

Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible...

“¿Vive o se queda alguien más aquí, tal como compañeros de cuarto, hijos de crianza, pupilos, o empleados que viven en el hogar?”

1. Sí
2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. CONTINUE BY ASKING: “¿Vive o se queda alguien más aquí, tal como compañeros de cuarto, hijos de crianza, pupilos, o empleados que viven en el hogar?” UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to FN_PG3]

FN_PG3

¿Está viviendo alguien más aquí aunque sea por corto plazo, tal como un amigo o pariente?

1. Sí
2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. ASK THE QUESTION AGAIN AFTER EACH NAME UNTIL ALL NAMES ARE LISTED. ASK THE ENTIRE QUESTION UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to AWAYNOW]

AWAYNOW

INTERVIEWER: CIRCLE ANY NAME(S) LISTED ON ANSWER CHART FOR Q2 AND WRITE “AWAYNOW” NEXT TO THEM.

Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a <read all the names listed from FN_PG1, FN_PG2, and FN_PG3> ... (INTERVIEWER REFER TO ANSWER CHART – Q2 AND READ THE NAMES LISTED)

¿Alguna de estas personas se ha ausentado AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?

1. Sí
2. No

Skip instructions

[go to ANOTHER HOME]

ANOTHER HOME

INTERVIEWER: REFER TO ANSWER CHART – Q2 AND READ THE NAME(S) LISTED, EXCEPT FOR CIRCLED ONE(S).

[¿Tiene usted/ ¿Tiene <Name>/ ¿Tienen algunas de estas personas <read all the names listed from FN_PG1, FN_PG2, and FN_PG3 except for those selected at AWAYNOW>] otra casa o residencia fija?]

1. Sí
2. No

Skip instructions

If R says NO [go to PROBES_LISTING]

If R says YES, circle pertinent names and circle them. Write “ANOTHER HOME” next to them. Then go to MORETHANTWO for each of these names.

MORETHANTWO

INTERVIEWER: REFER TO SEPARATE ANSWER CHART – Q2 AND READ CIRCLED NAME(S) LABELED “ANOTHER HOME.”

¿Se está quedando <read all the names listed from ANOTHERHOME> /¿Se está quedando usted / ¿Se está quedando <Name>] aquí por MÁS de dos meses?

1. Sí
2. No

Ahora quisiera hacerle unas pocas preguntas acerca de las preguntas que le acabo de hacer.

PROBES_LISTING:

- Cuando estábamos completando la lista de personas que viven o se quedan con usted, una de las preguntas que le hice decía: “¿Cuál es el nombre de la próxima persona que vive o se queda aquí?” Cuando dije “próxima persona,” ¿qué es lo que estaba pensando?

- ¿Hay algún otro término que preferiría usar en lugar de decir “próxima”?

Le hice otra pregunta que decía:

FN_PG2

Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible...” ¿Vive o se queda alguien más aquí, tal como compañeros de cuarto, hijos de crianza, pupilos, o empleados que viven en el hogar?

- En sus propias palabras, ¿qué significa “empleados que viven en el hogar” para usted en esta pregunta?

- IF R SAYS “NO SÉ”: Cuando decimos “empleados que viven en el hogar” nos referíamos a una persona tal como una empleada doméstica o una niñera que trabaja para usted y vive o se queda en su hogar. ¿Piensa usted que hay otra manera de describir este concepto? IF YES: ¿Cuál es?

IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.

Usted dijo _____ ¿Me podría hablar más sobre su situación?

La siguiente pregunta que le hice decía:

FN_PG3

¿Está viviendo alguien más aquí aunque sea por corto plazo, tal como un amigo o pariente?

- ¿Qué significa el término “viviendo” para usted en esta pregunta?

- Si la pregunta dijera “¿Está **“quedándose”** alguien más aquí aunque sea por corto plazo?” en lugar de decir “¿Está **“viviendo”** alguien más aquí aunque sea por corto plazo?,” ¿significaría eso lo mismo para usted o piensa que los términos “quedándose” y “viviendo” tendrían un significado diferente?

-
- IF R SAYS THEY ARE DIFFERENT ASK: ¿Cuál piensa que es la diferencia?

- ¿Y qué significa el término “*corto plazo*” para usted en esta pregunta? ¿Hay otra manera en que usted podría decir esto? ¿Qué período de tiempo piensa que nos estamos refiriendo aquí?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.
Usted dijo _____ ¿Me podría hablar más sobre su situación?

La siguiente pregunta que le hice decía:

AWAYNOW

Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ...

¿Alguna de estas personas se ha ausentado AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?

- Revisemos esta pregunta. Cuando preguntamos “¿Alguna de estas personas se ha **ausentado AHORA** por más de dos meses?,” ¿qué piensa que le estamos preguntando aquí a usted?

- IF R SEEMS CLEAR ABOUT THE MEANING, ASK: ¿Piensa usted que hay una mejor manera de hacer esta pregunta?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.

Usted dijo _____ ¿Me podría hablar más sobre su situación?

La siguiente pregunta que le hice decía:

ANOTHER HOME

¿Tiene usted otra casa o residencia fija?

- En sus propias palabras, ¿qué significa la frase “*residencia fija*”?

- ¿Hay otra manera que usted preferiría decir esto o le parece bien así?

IF R WAS ASKED MORETHANTWO: La siguiente pregunta que le hice decía:

MORETHANTWO

¿Se está quedando <read all the names listed from ANOTHERHOME> /¿Se está quedando usted / ¿Se está quedando <Name>] aquí por MÁS de dos meses?"

INTERVIEWER REFER TO ANSWER CHART – Q2 AND READ ANY APPLICABLE NAMES LISTED

- ¿Qué piensa que le están preguntando aquí?

Gracias. Ahora continuemos con unas cuantas preguntas más de la encuesta.

BASIC

Ahora quisiera hacerle algunas preguntas básicas acerca de personas en este hogar que están aquí más de dos meses.

HHOLDER

De las personas que ha nombrado, ¿quién es dueño(a) o alquila este lugar?
{optional text} IF R SAYS DON'T KNOW: (¿A nombre de quién(es) está la escritura o el contrato? ¿Hay alguien que sea mayor de 15 años?)

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER SHEET AND WRITE "OWNER" NEXT TO APPLICABLE NAME LISTED

Ahora quisiera hacerle unas cuantas preguntas acerca de las dos preguntas que le hice:

PROBES_OWNER:

- Hace un minuto, le leí una declaración que decía:

BASIC

Ahora quisiera hacerle algunas preguntas básicas acerca de personas en este hogar que están aquí más de dos meses.

- En sus propias palabras, ¿qué le están diciendo a usted en esta introducción?

La siguiente pregunta que le hice decía:

HHOLDER

De las personas que ha nombrado, ¿quién es dueño(a) o alquila este lugar?
{optional text} (¿ A nombre de quién(es) está la escritura o el contrato? ¿Hay alguien que sea mayor de 15 años?)

IF OPTIONAL QUESTIONS ASKED:

- ¿Ha escuchado las palabras "escritura" y "contrato" anteriormente?

- IF YES: ¿Qué significan estas palabras para usted aquí? ¿Piensa usted que hay otras palabras que serían más adecuadas para esta situación?

IF OPTIONAL QUESTIONS NOT ASKED:

Algunas veces si una persona dice que no sabe quién es el dueño o quién es la persona que alquila la vivienda, le preguntamos, “¿A nombre de quién(es) está la escritura o el contrato?”

- ¿Ha escuchado las palabras “*escritura*” y “*contrato*” anteriormente?

- IF YES: ¿Qué significan estas palabras para usted aquí? ¿Piensa usted que hay otras palabras que serían más adecuadas para esta situación?

Ahora, continuemos con algunas preguntas más de la entrevista:

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER CHART AND ASK BETWEEN PERSON 1 AND ALL OTHER HOUSEHOLD RESIDENTS. RECORD ANSWER ON THE “PARENTESCO” COLUMN.

RELT (NO FLASHCARD)

¿Cómo está {<Name>/ usted} relacionado(a) con {<HHOLDER>/usted}?

- <1> Esposo(a)
- <2> Hijo(a) (IF R CHOOSES THIS RESPONSE GO IMMEDIATELY TO SONDAU)
- <3> Hermano(a)
- <4> Padre o madre
- <5> Nieto(a)
- <6> Suegro(a)
- <7> Yerno o nuera
- <8> Otro pariente
- <9> Inquilino(a) o pupilo(a)
- <10> Compañero(a) de casa o de cuarto
- <11> Pareja no casada
- <12> Hijo(a) de crianza (foster)
- <13> Otro no pariente

Skip instructions

If not last person on list and RELT = 2 [go to SONDAU]

If not last person on list and RELT = any option except 2 [go to RELT for next person and read only “¿Cómo está {<Name>/ usted} relacionado(a) con {<HHOLDER>/usted} ?”]

If last person on list and RELT = 2 [go to SONDAU]

If last person on list and RELT = any option except 2 [go to PROBES_RELATIONSHIPS]

SONDAU (NO FLASHCARD)

INTERVIEWER REFER TO Q2 ON SEPARATE ANSWER CHART – NAME AND RELATIONSHIP COLUMNS (NOMBRE AND PARENTESCO)

¿Es {<Name>/ usted} hijo(a) biológico(a), hijo(a) adoptivo(a), hijastro(a), O hijo(a) de crianza del programa foster del gobierno de <HHOLDER>?

Skip instructions

If not last person on list [go to RELT for next person]

If last person on list [go to PROBES_RELATIONSHIPS]

PROBES_RELATIONSHIPS:

La primera pregunta que le hice en esta sección decía:

RELT

INTERVIEWER REFER TO Q2 ON SEPARATE ANSWER CHART – “NOMBRE” AND “PARENTESCO” COLUMNS. (USE ONLY “USTED” OR ONE OF THE NAMES WHEN RE-READING THE QUESTION, NOT ALL THE NAMES. READ THE LIST RELATIONSHIPS BELOW.)

¿Cómo está {<Name>/ usted} relacionado(a) con {<HHOLDER>/usted}?

<1> Espos(a)

<2> Hijo(a)

<3> Hermano(a)

<4> Padre o madre

<5> Nieto(a)

<6> Suegro(a)

<7> Yerno o nuera

<8> Otro pariente

<9> Inquilino(a) o pupilo(a)

<10> Compañero(a) de casa o de cuarto

<11> Pareja no casada

<12> Hijo(a) de crianza (foster)

<13> Otro no pariente

- ¿Tuvo algún problema en comprender las diferentes opciones de respuestas a medida que se las estaba leyendo a usted?

- ¿Tuvo algún problema en entender las diferencias entre las opciones de respuestas a medida que se las estaba leyendo a usted?

Ahora me gustaría hacerle unas cuantas preguntas acerca de la pregunta que le acabo de hacer.

TERM “INQUILINO(A) O PUPILO(A)”

- ¿Qué significa la opción de respuesta: “*Inquilino(a) o pupilo(a)*” para usted en esta pregunta?

- ¿Significan esos dos términos lo mismo o son diferentes para usted? ¿Qué significan?

- La definición que da [la Oficina del Censo/el Negociado del Censo] dice: Un “*inquilino*” o “*pupilo*” es una persona que vive en una habitación en la vivienda del dueño. Generalmente se paga algo en efectivo o se hace algo a cambio por obtener alojamiento (por ejemplo, alguna tarea del hogar).

- ¿Ha escuchado hablar sobre esto?

- IF NOT ALREADY DISCUSSED: ¿Qué quiere decir la palabra “*pupilo*” para usted?

- La manera como quieren describir la palabra “*pupilo*” es una situación en que la persona paga por un cuarto y también por las comidas?

-
-
- ¿Hay otro término que usaría usted para describir este tipo de situación? ¿Cuál es?

TERM “COMPAÑERO(A) DE CASA O DE CUARTO”

- ¿Qué significa la frase “*Compañero(a) de casa o de cuarto*” para usted?

- ¿Significa “*compañero(a) de casa*” lo mismo que “*compañero(a) de cuarto*” o significan cosas diferentes para usted?

- [La Oficina del Censo/El Negociado del Censo] define los términos “*Compañero de casa o cuarto*” como una persona que no está relacionada con el dueño del hogar pero que comparte la vivienda principalmente para compartir los gastos. [La Oficina del Censo/El Negociado del Censo] no quiere decir que se trata de una relación íntima, ni de novios, ni de esposo y esposa. ¿Hay otro término que usaría usted para describir este tipo de relación?

- ¿Ha oído decir la palabra “roommate” en inglés alguna vez? ¿Hay alguna palabra que usted usa en español que indica lo mismo?

TERM “HIJO(A) DE CRIANZA (FOSTER)”

- En su opinión, ¿qué es un(a) “*Hijo(a) de crianza (foster)*” en esta pregunta?

- IF RESPONDENT SAYS DON'T KNOW OR PROVIDES INCORRECT DEFINITION: De acuerdo a [la Oficina del Censo/el Negociado del Censo], “*Un hijo de crianza (foster)*” es una persona menor de 18 años a la cual el gobierno local ha colocado en un hogar para recibir cuidado paternal o maternal. Ellos pueden vivir en el hogar por una pequeña temporada o por varios años.

- ¿Hay algún otro término que podría usar usted para describir este tipo de relación?

FOR RESPONDENTS WHO WERE ASKED SONDAU EARLIER

Anteriormente le hice esta pregunta:

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER CHART – “NOMBRE” AND “PARENTESCO” COLUMN

SONDAU

¿Es {<Name>/usted} hijo(a) biológico(a), hijo(a) adoptivo(a), hijastro(a), O hijo(a) de crianza del programa foster del gobierno de <HHOLDER>?

- Usted dijo que NAME es [SU _____/EL(LA) HIJO(A) _____ DE _____]. ¿Qué significa ese término para usted dentro de este contexto?

FOR RESPONDENTS WHO WERE NOT ASKED SONDAU EARLIER:

Algunas veces le hacemos la siguiente pregunta a las personas:

¿Es TAL PERSONA el hijo biológico, hijo adoptivo, hijastro, O hijo de crianza del programa foster del gobierno DEL DUEÑO DEL HOGAR?

PROBES_SONDAU

- ¿Hay alguna diferencia entre “*hijo(a) adoptivo*” e “*hijo(a) de crianza (foster)*” para usted? IF YES: ¿Cuál piensa que es la diferencia?

- ¿Qué significa el término “*hijo(a) biológico(a)*” para usted? IF R KNOWS: ¿Es esta la manera en que se referiría usted a este tipo de relación o hay otro término que podría usar?

-
-
- ¿Qué significa “*hijastro(a)*” para usted en esta pregunta? ¿Hay otra palabra que podría usar para describir esta relación?

Ahora quisiera continuar con algunas preguntas nuevas:

SEX

INTERVIEWER ASK ABOUT EACH HOUSEHOLD RESIDENT ON SEPARATE ANSWER CHART (Q2) AND WRITE EITHER “M” OR “F” ON THE COLUMN LABELED “SEXO” NEXT TO APPLICABLE NAME.

IF first time this question is asked:

¿[Es <Name>/ Es usted)] de sexo masculino o femenino?

IF not the first time this question is asked:

¿Y {<Name>/ you}?

<1> Masculino

<2> Femenino

PROBE_SEX:

- ¿Qué es lo que pensó cuando escuchó esta pregunta? ¿Piensa usted que hay una manera más fácil o más natural de hacer esta pregunta? ¿Preferiría escuchar decir estos términos en otras palabras?

Continuemos con algunas preguntas adicionales.

DOBM

¿Cuál es la fecha de nacimiento de <Name>?/¿Cuál es su fecha de nacimiento? (RECORD DATE OF BIRTH ON ANSWER CHART – Q2, ON THE COLUMN LABELED “FECHA DE NAC.” FOR EACH NAME)

Skip instructions

If not last person on list and R has provided DOBM [go to AGE]
If not last person on list and DOBM = DK or REF [go to AGEASK]
If last person on list and R has provided DOBM [go to AGE]

AGE

¿Cuál es la edad de <Name>?/¿Cuál es su edad? (RECORD AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH NAME)

Skip instructions

If not last person on list [go to DOBM for next person]
If last person on list [go to PROBES_AGE]

AGEASK

¿Cuál es su mejor estimado de (la edad de <Name>/ su edad)? (RECORD ESTIMATED AGE ON ANSWER CHART – Q2 ON THE COLUMN LABELED “EDAD” FOR EACH APPLICABLE NAME)

Skip instructions

If not last person on list and R has answered AGEASK [go to DOBM for next person]
If not last person on list and AGEASK = DK or REF [go to AGERANGE]
If last person on list and R has answered AGEASK [go to PROBE_AGE (1)]
If last person on list and AGEASK = DK or REF [go to AGERANGE]

AGERANGE

¿(Tiene <Name>/ Tiene usted)? (RECORD RANGE AGE ON ANSWER CHART – Q2 ON THE COLUMN LABELED “EDAD” FOR EACH APPLICABLE NAME)

<1> menos de 3 años?
<2> 3 ó 4 años?
<3> entre 5 y 14 años?
<4> 15 años o más

Skip instructions

If not last person on list [go to DOBM for next person]
If last person on list [go to PROBES_AGE (2)]

PROBE_AGE (1):

IF RESPONDENT WAS ASKED “AGEASK” SAY: Una de las preguntas que le hice fue:
“¿Cuál es su mejor estimado de su edad?”

PROBE_AGE (2)

IF RESPONDENT WAS NOT ASKED “AGEASK” SAY: Cuando las personas no saben la edad, nosotros preguntamos: “¿Cuál es su mejor estimado de su edad?”

- ¿Qué piensa que quieren decir cuando se refieren a “su mejor estimado”? IF R KNOWS:
¿Se le ocurre alguna manera diferente de decir esto? IF YES: ¿De qué manera?

Ahora le voy a hacer una serie de preguntas nuevas.

HISA (NO FLASHCARD)

INTERVIEWER WRITE “SÍ” OR “NO” ON THE “HISPANO(A)” COLUMN ON SEPARATE ANSWER CHART – Q2

¿Es {<Name>/ usted} de origen hispano, latino o español?

- <1> Sí
- <2> No

Skip instructions

If not last person on the list and HISA = YES [go to HISB]

If not last person on the list and HISA = NO, DK, REF [go back to HISA for next person and read only the second part “Es {<Name>/ usted} de origen hispano, latino o español?”]

If the last person on the list and HISA = YES [go to HISB]

If the last person on the list and HISA = NO, DK, REF [go to RACT]

HISB (NO FLASHCARD)

INTERVIEWER WRITE ANSWER ON THE COLUMN LABELED “PAÍS DE DESCENDENCIA HISP.” COLUMN ON SEPARATE ANSWER CHART – Q2

¿Es {<Name>/ usted} mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?

- <1> Mexicano(a), mexicano(a) americano(a), chicano(a)
- <2> Puertorriqueño(a)
- <3> Cubano(a)
- <4> Otro origen hispano, latino o español (Por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc.)

Skip instructions

If HISB = 4 [go to HISW]

If not last person on the list [go to HISA for next person]
If the last person on the list [go to RACT]

HISW

INTERVIEWER WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2.

IF R ANSWERED <4> Otro origen hispano, latino o español,
¿Qué origen es ese? (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)

Skip instructions

If not last person on list [go to HISA for next person]
If last person on list [go to RACT]

RACT (NO FLASHCARD)

INTERVIEWER ASK FOR EACH PERSON AND WRITE ANSWER(S) ON THE COLUMN LABELED “RAZA” ON SEPARATE ANSWER CHART – Q2

Voy a leer una lista de categorías de raza. Usted puede escoger una o más razas. {Para esta encuesta, origen hispano no es una raza.}

¿Es {<Name>/ usted} de raza blanca, negra, africana americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?

Skip instructions

If not last person on list [go to RACT for next person and read entire second part of the question for each person]
If last person on list [go to PROBES_HISPANIC]

PROBES_HISPANIC:

Lo primero que le pregunté en esta serie de preguntas fue:

HISA

¿Es usted de origen hispano, latino o español?

- Revisemos esta lista de opciones de respuestas. ¿Qué tan fácil o difícil fue para usted escoger una respuesta a esta pregunta?

- IF R SAYS IT’S EASY: ¿Por qué le fue fácil contestarla?

- IF R SAYS IT’S DIFFICULT: ¿Por qué le fue difícil?

- Usted respondió: [SÍ/NO/NO SÉ] ¿Qué es lo que estaba pensando cuando decidió su respuesta?

IF R ANSWERED “HISB” EARLIER: La siguiente pregunta que le hice decía:

HISB

¿Es usted mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc.?

- En su opinión, ¿piensa que esta pregunta es muy larga o piensa que está bien así?

- ¿Piensa que se podría hacer esta pregunta de una mejor manera?

IF R ANSWERED HISW EARLIER: La siguiente pregunta que le hice fue:

HISW

¿Qué origen es ese? (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)

- ¿Tuvo alguna dificultad al contestar esta pregunta? IF YES: ¿Por qué tuvo dificultad?

Lo último que le pregunté en esta serie de preguntas fue:

RACT

Voy a leer una lista de categorías de raza. Usted puede escoger una o más razas. {Para esta encuesta, origen hispano no es una raza.}

¿Es usted de raza blanca, negra, africana americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?

- Usted dijo _____. ¿Cómo eligió su respuesta?

- ¿Tuvo alguna dificultad para contestar esta pregunta?

- ¿Hay una respuesta que usted quería dar pero que no estaba en la lista? Si se le hiciera esta pregunta sin mostrarle una lista, ¿cómo contestaría la pregunta?

INTERVIEWER: ASK THIS NEXT SECTION OF ALL RESPONDENTS

Vignettes

Quisiera pedirle que por favor pensara en una situación imaginaria para que yo pueda practicar algunas otras preguntas.

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Vignette 1:

Suponga que usted esté alquilando un pequeño apartamento en la parte de atrás de la casa de una pareja que también vive en la casa. Usted tiene su propio espacio privado: una habitación grande que tiene un dormitorio, una cocina y un baño. La habitación no tiene una puerta que da hacia afuera. Para ir afuera, usted tiene que pasar por la sala donde vive la pareja. (Ver la foto del dibujo 1)

Ahora me gustaría hacerle unas cuantas preguntas que tratan de esta situación imaginaria. Por favor, hágase la idea que usted vive en esa casa y me gustaría hacerle algunas preguntas sobre esta situación.

ACCESS_CP

¿Tiene acceso a su hogar directamente de la calle o por medio de un pasillo usado por otras personas, o tiene que pasar por alguna otra (unidad/casa) para llegar a la suya?

1. Directamente
2. Por otra unidad

Skip instructions

[go to NOACCESS]

NOACCESS

¿Cómo se logra entrar en la unidad?

Skip Instructions

[go to OTHLIV_CP]

OTHLIV_CP

¿Viven miembros de algún otro hogar en esta dirección con los miembros de este hogar?

1. Sí
2. No

PROBES:

Una de las preguntas que le hice decía:

ACCESS_CP:

¿Tiene acceso a su hogar directamente de la calle o por medio de un pasillo usado por otras personas, o tiene que pasar por alguna otra (unidad/casa) para llegar a la suya?

1. *Directamente*
2. *Por otra unidad*

- *¿Qué piensa que le están preguntando aquí?*

- *IF NECESSARY: Esta pregunta menciona “acceso a su hogar directamente de la calle.” ¿Qué significa esto para usted? IF R UNDERSTOOD: ¿Podría decir esto de otra manera?*

Otra pregunta que le hice decía:

NOACCESS

¿Cómo se logra entrar en la unidad?

- *¿Qué pensó que le estaban preguntando aquí?*

- *¿Piensa que habría otra manera de hacer esta pregunta?*

La última pregunta que le hice en esta sección decía:

OTHLIV_CP

¿Viven miembros de algún otro hogar en esta dirección con los miembros de este hogar?

- ¿Qué pensó que le estaban preguntando aquí?

- IF DON'T KNOW: ¿Qué es lo que no entiende acerca de esta pregunta?

- IF DON'T KNOW OR INCORRECT INTERPRETATION: Estamos tratando de averiguar si hay personas que viven en su mismo domicilio pero usted no considera que forman parte de su vivienda por alguna razón. ¿Se le ocurre una manera mejor de hacer esta pregunta?

Ahora me gustaría pensar acerca de otra situación imaginaria para ver cómo respondería usted a otras cuantas preguntas.

Vignette 2

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Suponga que usted esté alquilando el sótano de la casa de una persona. Hay una puerta trasera y usted tiene su propio apartamento aparte con una cocina y una sala grande donde tiene un sofá, un televisor, una cama y una cómoda. Los dueños viven en la parte de arriba de la casa pero usted no los ve casi nunca. Usted comparte la misma dirección pero las dos áreas donde viven no están conectadas. (Ver el dibujo 2)

Ahora me gustaría hacerle unas cuantas preguntas de la encuesta teniendo en mente esa situación imaginaria. Por favor, hágase la idea que usted está alquilando el sótano de esa casa imaginaria y me gustaría hacerle algunas preguntas sobre esta situación.

OTHQTR_CP

¿Hay algunos otros alojamientos -- ya sean ocupados o desocupados -- en esta dirección?

1. Sí
2. No

Skip Instructions
IF R SAID YES: GO TO LIVEAT1_CP

IF R SAID NO INTERVIEWER REFER THEM BACK TO VIGNETTE AND SAY:
“Supongamos que las personas que viven en el otro lado de la casa se encuentran en otros
alojamientos” then ask LIVEAT1_CP

LIVEAT1_CP

¿Viven los ocupantes o vivirán los ocupantes futuros de estos alojamientos separados de todas
las otras personas en esta dirección?

1. Sí
2. No

Skip Instructions

Go to ACCESS1_CP

ACCESS1_CP

¿Tienen los ocupantes o tendrán los ocupantes futuros acceso directo desde el exterior o a través
de un pasillo común?

1. Sí
2. No

PROBES:

Una de las preguntas que le hice decía:

OTHQTR_CP

¿Hay algunos otros alojamientos -- ya sean ocupados o desocupados -- en esta dirección?

- ¿Qué piensa que le están preguntando aquí?

- ¿Qué significa la frase “*otros alojamientos*” para usted en esta pregunta?

La siguiente pregunta que le hice decía:

LIVEAT1_CP

¿Viven los ocupantes o vivirán los ocupantes futuros de estos alojamientos separados de todas las otras personas en esta dirección?

- ¿Me puede decir en sus propias palabras lo que le están preguntando aquí?

- ¿Tuvo alguna dificultad en responder a esta pregunta?

Finalmente, la última pregunta del grupo decía:

ACCESS1_CP

¿Tienen los ocupantes o tendrán los ocupantes futuros acceso directo desde el exterior o a través de un pasillo común?

- ¿Me puede decir en sus propias palabras lo que le están preguntando aquí?

- ¿Tuvo alguna dificultad en responder a esta pregunta?

Muchas gracias por imaginarse esas situaciones.

Y ahora tengo una última declaración que leerle. En una entrevista regular siempre decimos lo siguiente:

THANK YOU

Muchas gracias por su participación en esta encuesta importante.

Su cooperación ha hecho posible que nosotros probemos una manera nueva de actualizar los datos detallados del censo. Usted ha sido de gran ayuda.

PROBE_THANK YOU:

- ¿Qué significa esta declaración para usted?

- ¿A qué piensa que se refieren cuando dicen “*que nosotros probemos una manera nueva de actualizar los datos detallados del censo*”?

Section III. Conclusion

- En general, ¿cuál es su opinión acerca de las preguntas?

- ¿Tiene algún otro comentario o alguna preocupación?

Quisiera agradecerle mucho por su participación. Ahora le dare \$40 dólares y le pediré que firme un recibo para verificar que usted ha recibido el dinero.

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

End Time: _____ AM / PM

Appendix C
ACS CATI Instrument Testing
Protocol Guide – List 1 – Round 1 (English)
February 4, 2008

Participant ID #: |_|_|_|_|_|_|_|_| (First name initial/Last name initial/two digit sequential #/Location initials: LA/FL/NC/TX)

Date: |_|_|_|_|/|_|_|_|_|/|_2_|_0_|_0_|_8_| (mm/dd/yyyy)

Interviewer (Check One): ₁ RQ ₂ GM ₃ LR ₄ SR ₅ PG

Location (Check One): ₁ LA ₂ FL ₃ NC ₄ TX

Participant: ₁ Monolingual – English

Start Time: _____ AM / PM

Interviewer: Read/ Paraphrase this Introduction

The Census Bureau collects data about the entire population every 10 years. In order to provide data more frequently, they also conduct the American Community Survey every year. The information that they collect is used to determine the amount of government money different neighborhoods will receive for schools, employment services, roads and many other programs.

The Census Bureau has hired us, RTI International, to see how well some of the questions in the American Community Survey are working. Today, I would like to try out some of the questions with you and then after that I would like to ask you about your thoughts and opinions on what they mean to you, whether they make sense, etc.

Sometimes the questions I ask you might sound a little strange. For example, I might ask you what a certain word means to you. The reason for this is to see if people from different parts of the country use different words or interpret things differently. There are no right or wrong answers and we are interviewing people from as many different backgrounds as possible so that we can find the terms and questions that will work best for everyone.

This is a questionnaire that is conducted *over the phone*.

Your participation in this interview is very important because it will help the Census Bureau improve the questionnaire. When we are done, I will give you \$40 as a token of our appreciation, and I will sign a receipt to document that you have received it.

Section I. Informed Consent

Before we start, I'm going to give you a written consent form that we'll go over together. Please feel free to ask any questions you might have as we go through the form. This document explains the following:

- That the purpose of the interview is to help the Census Bureau review some of the questions in the American Community Survey to ensure the questions are well understood.
- That the interview will take approximately between 60-90 minutes and there are no right or wrong answers. That you will receive \$40 for your participation in the study.
- That your participation is voluntary and you may stop at any time. You may choose not to answer any questions you don't want to answer.
- [FOR SPANISH SPEAKERS ONLY: That we will not be asking about your legal immigration status.] That all information you give us will be kept confidential and you will not be identified as an individual on any of our reports. That your identifying information is protected by Title 13 of the United States Code.
- That if you have any questions about the study, you may contact Rosanna Quiroz at 1-800-334-8571 ext. 27172. That if you have any questions about your rights as a research participant in this study, you may call 1-866-214-2043, a toll free number.
- In addition, the back page asks for your permission to have this session audio recorded. Once we're finished going over the form and have all of your questions answered, I'll ask you to sign and date both sections on the form.

INTERVIEWER:

1. DID THE PARTICIPANT HAVE ANY QUESTIONS OR CONCERNS?

- ₁ Yes
₂ No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

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

- ₁ Yes
₂ No → **(END INTERVIEW)**
- 

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

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

- ₁ Yes
₂ No → **(SKIP TO SECTION II ON PAGE 3)**
- 

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

Section II. Cognitive Interview

Now, if you're ready, I'd like to get started asking you some of the questions from the American Community Survey. This is the type of survey where an interviewer would call you to ask the survey questions over the phone. If you could I would appreciate it if you could imagine that you are in your home answering these questions.

As I said earlier, this is NOT any kind of test and there are no right or wrong answers. We are reviewing these questions with as many different kinds of people as possible in different parts of the country to see how different people interpret the questions. After I go through some of the survey questions I will ask you some questions about your opinions on certain words and questions. Finally, after we're finished you'll receive a \$40 cash payment as an expression of our appreciation.

Do you have any questions?

Before we start with the interview questions, could you tell me your address?
INTERVIEWER WRITE ADDRESS ON SEPARATE ANSWER CHART – Q1

Let's begin.

INTERVIEWER: PLEASE READ EACH QUESTION ALOUD TO THE RESPONDENT AND PROCEED TO USE THE PERTINENT PROBES.

GENERAL PROBES (to be used as necessary):

- Please tell me what you are thinking.
- How did you choose your answer or how did you arrive at that answer?
- Could you tell me more about that?
- Could you tell me more about your situation with _____?
- I'm not asking you to give me an answer, but could you tell me why you don't want to answer that question?
- I noticed that you were smiling/doubting/paused when answering the question. Could you tell what you were thinking?

DEMOGRAPHIC QUESTIONS

INTRO_CP

Hello. I'm... from the United States Census Bureau. We are conducting the American Community Survey to collect current population and housing information.

I have some questions to ask you. Did you receive our mailings?

1. Yes
2. No

INTROLET_CP

The Census Bureau is conducting this survey to collect current population and housing information. I am required by law to tell you that this survey is authorized by Title 13, Sections 141, 193, and 221 of the United States Code.

The average interview takes about 30 minutes. This survey is mandatory and your cooperation is very important. All the information you provide will remain completely confidential.

PROBES_INTRO:

- The first statement I read to you was:

INTRO_CP

Hello. I'm... from the United States Census Bureau. Here is my identification card (show ID card). We are conducting the American Community Survey to collect current population and housing information. I have some questions to ask you. Did you receive our mailings?

- In your own words what do you think this statement is telling you?

- IF NECESSARY: The second sentence of the statement says: *“We are conducting the American Community Survey to collect current population and housing information.”* What does “collect information” mean to you in this sentence?

- The last part of the third sentence asks “*Did you receive our mailings?*” What does that mean to you in this context? Is there another word you might use rather than “mailings?”

- These two statements mentioned the words “*population and housing information.*” What does the phrase “*population and housing*” mean to you here?

- Is there a different way that you would say that?

Now I’m going to continue with some more interview questions.

(1) ADRSVER_CP

I need to verify the address where this unit is located.

Is this address:

<fill with address information> REFER TO ANSWER CHART – Q1

1. Yes
2. No

(2) TYPUNT_CP

What type of unit is this?

1. Private Residence
2. Business Only
3. Group Quarters

Skip Instructions

<1> [go to ACCESS_CP]

<2> [go to OTHQTR_CP]

<3> [go to PROBES_PART 1]

(3) ACCESS_CP

Do you have direct access to your living quarters from the outside or through a common hall, or must you go through another unit to enter your living quarters?

1. Direct
2. Through another unit

Skip Instructions

<1> Direct [go to OTHQTR_CP]
<2> Through another unit [go to NOACCESS]

(4) NO ACCESS

How is access to the sample unit achieved? [THIS IS AN OPEN-ENDED QUESTION AND R WOULD EXPLAIN HOW THEY ACCESS THEIR LIVING QUARTERS]

Skip Instructions

[go to OTHLIV_CP]

(5) OTHLIV_CP

Does any other household at this address live with your household?

1. Yes
2. No

Skip Instructions

<1> [go to PROBES_1]
<2> [go to OTHQTR_CP]

(6) OTHQTR_CP

Are there any other living quarters - either occupied or vacant - at this address?

1. Yes
2. No

Skip Instructions

<1> Yes [go to LIVEAT1_CP]
<2> No [go to PROBES_PART 1]

(7) LIVEAT1_CP

Do the occupants or intended occupants of the other living quarters live separately from all other persons at this address?

1. Yes
2. No

Skip Instructions

<1> Yes [go to ACCESS1_CP]
<2> No [go to PROBES_PART 1]

(8) ACCESS1_CP

Do the occupants or intended occupants of the other living quarters have direct access from the outside or through a common hall?

1. Yes
2. No

Skip Instructions

[go to PROBES_PART 1]

PROBES_PART 1: FOR ALL RESPONDENTS:

PROBES_ACCESS:

Now I'd like to ask you a few questions about some of the questions you just answered. One of the questions I asked you earlier was:

TYPUNT_CP

What type of unit is this?

1. *Private Residence*
2. *Business Only*
3. *Group Quarters*

- In your opinion, what does “unit” mean to you in this question? Was that confusing to you? Is that a word you heard before?

- IF R UNDERSTANDS TERM: Is there another word you might use to describe this idea?

Now let’s talk about the 3 response options listed for this question. In your own words... [ASK EACH PROBE FOR EACH RESPONSE OPTION]

- What does (TERM) mean to you in this question?
- Can you think of any examples of this type of residence?
- By (TERM), the Census Bureau means: DEFINITION
- Do you think there’s another way to describe this type of residence? IF YES: What is it?

DEFINITIONS (WHEN NEEDED)

- 1. Private residence: A house, apartment, mobile home or other housing unit where people live.**
- 2. Business only: a business where people do not live or sleep.**
- 3. GROUP QUARTERS: A group quarter is like an institution where people live under supervised care or custody in places such as: prisons, nursing homes, or juvenile institutions. There are also group quarters that are not institutions, such as college dormitories, military quarters, and military bases..**

Response Options	Meaning	Types of Residences	Other Ways
1. Private Residence			
2. Business Only			
3. Group Quarters			

Another question I asked you was:

ACCESS_CP:

Do you have direct access to your living quarters from the outside or through a common hall, or must you go through another unit to enter your living quarters?

- 1. Direct*
- 2. Through another unit*

- What did you think this question was asking for?

- This question mentions “*direct access to your living quarters from the outside.*” What does this mean to you? Is there another way you might say this?

Another question I asked you was:

OTHQTR_CP

Are there any other living quarters - either occupied or vacant - at this address?

- What did you think this question was asking for?

- IF NECESSARY: What does the phrase “*other living quarters*” mean to you in this question?

PROBES PART 2:

ASK ONLY OF RESPONDENTS WHO ANSWERED ANY OF THE FOLLOWING QUESTIONS: (4) NO ACCESS, (5) OTHLIV_CP, (7) LIVEAT1_CP, (8) ACCESS1_CP. IF R DID NOT ANSWER THESE QUESTIONS, SKIP TO FN_PG1 (NEXT QUESTION SECTION)

IF ASKED: One of the questions I asked you earlier was:

(4) NOACCESS

How is access to the sample unit achieved?

- You said _____. Can you tell me more about your situation? INTERVIEWER MAKE SURE THAT YOU UNDERSTAND R’S SITUATION AND WHETHER HE/SHE ANSWERED QUESTION ACCURATELY.

IF ASKED: Another question I asked you in this section was:

(5) OTHLIV_CP

Does any other household at this address live with your household?

- What did you think this question was asking for?

- You said _____. Can you tell me more about your situation?

IF ASKED: Another question I asked you in this section was:

(7) LIVEAT1_CP

Do the occupants or intended occupants of the other living quarters live separately from all other persons at this address?

- Can you tell me in your own words what this question is asking?

- You said _____. Can you tell me more about your situation?

IF ASKED: Finally, the last question I asked in that group was:

(8) ACCESS1_CP

Do the occupants or intended occupants of the other living quarters have direct access from the outside or through a common hall?

- Can you tell me in your own words what this question is asking?

- You said _____. Can you tell me more about your situation?

Now let's continue with some new questions.

FN_PG1

READ FOR THE PERSON WHOM YOU ARE TALKING TO:

I am going to be asking some questions about everyone who is living or staying at this address. First let's create a list of the people starting with you. What is your name?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSON 1)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT'S OK TO GET FIRST NAME ONLY.)

Skip instructions

If no additional people to list [go to FN_PG2]

If additional people to list [continue with the following]

READ AFTER RECORDING THE FIRST PERSON'S NAME:

What is the name of the next person living or staying here?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSON 2 THROUGH WHERE APPLICABLE)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT'S OK TO GET FIRST NAME ONLY.)

Skip instructions

[go to FN_PG2]

FN_PG2

The following questions are to make sure this list is as complete as possible... “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees?”

1. Yes
2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. CONTINUE BY ASKING: “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees?” UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to FN_PG3]

FN_PG3

Is there anyone else staying here even for a short time, such as a friend or relative?

1. Yes
2. No

IIF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. ASK THE QUESTION AGAIN AFTER EACH NAME UNTIL ALL NAMES ARE LISTED. ASK THE ENTIRE QUESTION UNTIL ALL NAMES ARE LISTED

Skip instructions

[go to AWAYNOW]

AWAYNOW

The next questions are to help refine this list. I have listed <read all the names listed from FN_PG1, FN_PG2, and FN_PG3> ... (INTERVIEWER REFER TO ANSWER CHART – Q2 AND READ THE NAMES LISTED)

Are any of these people away NOW for more than two months, like a college student or someone in the military?

1. Yes
2. No

INTERVIEWER: CIRCLE ANY NAME(S) LISTED ON ANSWER CHART FOR Q2 AND WRITE “AWAYNOW” NEXT TO THEM.

Skip instructions

[go to ANOTHER HOME]

ANOTHER HOME

INTERVIEWER: REFER TO ANSWER CHART – Q2 AND READ THE NAME(S) LISTED, EXCEPT FOR CIRCLED ONE(S).

[Do you/Does <Name>/Do any of these people <read all the names listed from FN_PG1, FN_PG2, and FN_PG3 except for those selected at AWAYNOW>] have some other place where [you usually stay?/he or she usually stays?/they usually stay?]

1. Yes
2. No

Skip instructions

If R says NO [go to PROBES_LISTING]

If R says YES, circle pertinent names and circle them. Write “ANOTHER HOME” next to them. Then go to MORETHANTWO for each of these names.

MORETHANTWO

INTERVIEWER: REFER TO SEPARATE ANSWER CHART – Q2 AND READ CIRCLED NAME(S) LABELED “ANOTHER HOME.”

[Are <read all the names listed from ANOTHERHOME>) / Are you/ Is <Name>] staying here for MORE than two months?

1. Yes
2. No

Now I'd like to ask you a few questions about the questions we've just gone through.

PROBES LISTING:

- When we were making a list of the people who live or stay with you, one of the questions I asked you was: “*What is the name of the next person living or staying here?*” When I said “*next person,*” what were you thinking?

- Is there any other term you might use instead of “*next*”?

Another question I asked you was:

FN_PG2

The following questions are to make sure this list is as complete as possible... “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees?”

- In your own words, what does “*live-in employees*” mean to you in this question?

- If R says DON'T KNOW: When we say “*live-in employee*” we were thinking of a person such as a housekeeper or nanny who works for you and lives or stays at your home. Do you think there's another way to describe this concept? IF YES: What is it?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.

You said _____ Could you tell me more about your situation

The next question I asked you was:

FN_PG3

Is there anyone else staying here even for a short time, such as a friend or relative?

- What does the term “*staying*” mean to you in this question?

- If the question said “*Is there anyone “living” here even for a short period of time*” instead of saying “*Is there anyone “staying” here even for a short period of time,*” would that mean the same thing to you or do you think the terms “*living*” and “*staying*” would have a different meaning?

- IF R SAYS THEY ARE DIFFERENT ASK: What do you think the difference is?

- And what does the term “*short time*” mean to you in this question? Is there another way that you might say this? How long are you thinking this period of time is?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION

You said _____ Could you tell me more about your situation?

The next question I asked you was:

AWAYNOW

The next questions are to help refine this list. I have listed <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ...

Are any of these people away NOW for more than two months, like a college student or someone in the military?

- Let’s review this question. When we ask “Are any of these people **away** NOW for more than two months?” What do you think we are asking you?

- IF R SEEMS CLEAR ABOUT THE MEANING, ASK: Do you think there’s a better way of asking this?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION. You said _____. Could you tell me more about your situation.

The next question I asked you was:

ANOTHER HOME

Do you have some other place where you usually stay?

- In your own words, what does the phrase “*some other place where you usually stay*” mean?

- Is there another way you would prefer to say this or do you think it’s fine as it is?

IF R WAS ASKED MORETHANTWO: The next question I asked you was:

MORETHANTWO

[Are <read all the names listed from ANOTHERHOME>) / Are you/ Is <Name>] staying here for MORE than two months?

INTERVIEWER REFER TO ANSWER CHART – Q2 AND READ ANY APPLICABLE NAMES LISTED

- What do you think this question is asking?

Thank you. Let’s continue with a few more of the survey questions.

BASIC

Now I would like to ask you some basic questions about people in this household who are here more than two months.

HHOLDER

Of the people you named, who owns or rents this place?

{optional text} IF R SAYS DON’T KNOW: (What name(s) are on the deed or lease? IF R STILL SAYS DON’T KNOW: Is there anyone 15 years or older?)

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER SHEET AND WRITE “OWNER” NEXT TO APPLICABLE NAME LISTED

Now I’d like to ask you a few questions about the last two questions we discussed:

PROBES_OWNER:

- A minute ago, I read you a statement:

BASIC

Now I would like to ask you some basic questions about people in this household who are here more than two months.

- What is this introduction telling you, in your own words?

The next question I asked you was:

HHOLDER

*Of the people you named, who owns or rents this place?
{optional text} (What name(s) are on the deed or lease? Is there anyone 15 years or older?)*

IF OPTIONAL QUESTIONS ASKED:

- Have you heard the words “*deed*” and “*lease*” before?

- IF YES: What do these words mean to you here? Are there any other words that you think would be better to use in this situation?

IF OPTIONAL QUESTIONS NOT ASKED:

Sometimes if a person says that they don’t know who owns or rents the place, we ask them, “*What name(s) are on the deed or lease?*”

- Have you heard the words “*deed*” and “*lease*” before?

- IF YES: What do these words mean to you here? Are there any other words that you think would be better to use in this situation?

Now let's continue with some more interview questions:

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER CHART AND ASK BETWEEN PERSON 1 AND ALL OTHER HOUSEHOLD RESIDENTS. RECORD ANSWER ON THE "RELATIONSHIP" COLUMN.

RELT (NO FLASHCARD)

How {is <Name>/ are you} related to {<HHOLDER>/you}?

- <1> Husband or wife
- <2> Son or daughter (IF R CHOOSES THIS RESPONSE GO IMMEDIATELY TO SONDAU)
- <3> Brother or sister
- <4> Father or mother
- <5> Grandchild
- <6> Parent-in-law
- <7> Son-in-law or daughter-in-law
- <8> Other relative
- <9> Roomer or boarder
- <10> Housemate or roommate
- <11> Unmarried partner
- <12> Foster child
- <13> Other nonrelative

Skip instructions

If not last person on list and RELT = 2 [go to SONDAU]

If not last person on list and RELT = any option except 2 [go to RELT for next person and read only How {is <Name>/are you} related to {<HHOLDER>/you} ?]

If last person on list and RELT = 2 [go to SONDAU]

If last person on list and RELT = any option except 2 [go to PROBES_RELATIONSHIPS]

SONDAU (NO FLASHCARD)

INTERVIEWER REFER TO Q2 ON SEPARATE ANSWER CHART – NAME AND RELATIONSHIP COLUMNS

{Is <Name>/ are you} { your/ <HHOLDER>>'s} biological son or daughter, adopted son or daughter, stepson or stepdaughter, OR foster son or daughter?

Skip instructions

If not last person on list [go to RELT for next person]

If last person on list [go to PROBES_RELATIONSHIPS]

PROBES_RELATIONSHIPS:

The first question I asked you in this section was:

RELT

INTERVIEWER REFER TO Q2 ON SEPARATE ANSWER CHART – NAME AND RELATIONSHIP COLUMNS. (USE ONLY “YOU” OR ONE OF THE NAMES WHEN RE-READING THE QUESTION, NOT ALL THE NAMES. READ THE LIST RELATIONSHIPS BELOW.)

How {is <Name>/ are you} related to {<HHOLDER>/you}?

- <1> Husband or wife
- <2> Son or daughter
- <3> Brother or sister
- <4> Father or mother
- <5> Grandchild
- <6> Parent-in-law
- <7> Son-in-law or daughter-in-law
- <8> Other relative
- <9> Roomer or boarder
- <10> Housemate or roommate
- <11> Unmarried partner
- <12> Foster child
- <13> Other nonrelative

- Did you have trouble understanding the different answer choices or understanding the differences between them as they were read to you?

Now I'd like to ask you a few questions about the question we just talked about.

TERM “ROOMER OR BOARDER”

- What does the answer choice: “*Roomer or boarder*” mean to you in this question?

- Are those two terms the same or different to you? What do they mean?

- The Census Bureau definition says: A “*roomer*” or “*boarder*” is a person who lives in a room in the household of the owner. Some sort of cash or noncash payment (e.g., chores) is usually made for their living accommodations.

- Have you heard of this kind of thing?

- Is there another term you would use to describe this kind of situation? What is it?

TERM “HOUSEMATE OR ROOMMATE”

- What does the phrase “*Housemate or roommate*” mean to you?

- Does “*housemate*” mean the same thing as “*roommate*” or are they different things to you?

- The Census Bureau defines the terms “*Housemate or roommate*” as a person who is not related to the householder but who shares living quarters mainly to share expenses. The census Bureau does not mean to talk about an intimate, boyfriend/girlfriend or husband/wife type relationship. Is there another term you would use to describe this type of relationship?

TERM “FOSTER CHILD”

- In your opinion, what is a “*Foster child*” in this question?

- If respondent says don't know or provides incorrect definition: According to the Census Bureau, "A foster child is a person who is under 18 years old placed by the local government in a household to receive parental care. They may be living in the household for just a brief period or for several years."
- Is there any other term you might use to describe that type of relationship?

FOR RESPONDENTS WHO WERE ASKED SONDAU EARLIER:

Earlier I asked you the question:

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER CHART – NAME AND RELATIONSHIP COLUMN

SONDAU (NO FLASHCARD)

{Is <Name>/ are you} {your/ <HHOLDER>>'s} biological son or daughter, adopted son or daughter, stepson or stepdaughter, OR foster son or daughter?

- You said that NAME is YOUR/NAME'S _____. What does that term mean to you in this context?

FOR RESPONDENTS WHO WERE NOT ASKED SONDAU EARLIER:

Sometimes we ask people the following question:

Is JOHN DOE your biological son or daughter, adopted son or daughter, stepson or stepdaughter, OR foster son or daughter?

PROBES_SONDAU:

- Is there a difference between "adopted son or daughter" and "foster son or daughter" for you? IF YES: What do you think the difference is?

- What does the term “*biological son or daughter*” mean to you? IF R KNOWS: Is this the way that you would refer to this type of relationship or is there another term you might use?

- What is a “*stepson or stepdaughter*” to you in this question? Is there another word you might use to describe that relationship?

Now I'd like to continue with some new questions:

SEX

INTERVIEWER ASK ABOUT EACH HOUSEHOLD RESIDENT ON SEPARATE ANSWER CHART (Q2) AND WRITE EITHER “M” OR “F” ON THE SEX COLUMN NEXT TO APPLICABLE NAME.

IF first time this question is asked:
{Is <Name>/ Are you } male or female?

IF not the first time this question is asked:
How about {<Name>/ you}?

- <1> Male
- <2> Female

PROBE_SEX:

- What did you think about this question when you heard it? Do you think there is an easier or more natural way to ask this question? Is there a different wording you would prefer to hear?

Let's continue with some additional questions.

DOBM

What is {<Name>'s/ your} date of birth? (RECORD DATE OF BIRTH ON ANSWER CHART – Q2, ON THE DOB COLUMN FOR EACH NAME)

Skip instructions

If not last person on list and R has provided DOBM [go to AGE]

If not last person on list and DOBM = DK or REF [go to AGEASK]

If last person on list and R has provided DOBM [go to AGE]

AGE

What is {<Name>'s/ your} age? (RECORD AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH NAME)

Skip instructions

If not last person on list [go to DOBM for next person]

If last person on list [go to PROBE_AGE (2)]

AGEASK

What is your best estimate of {<Name>'s/ your} age? (RECORD ESTIMATED AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH APPLICABLE NAME)

Skip instructions

If not last person on list and R has answered AGEASK [go to DOBM for next person]

If not last person on list and AGEASK = DK or REF [go to AGERANGE]

If last person on list and R has answered AGEASK [go to PROBE_AGE (1)]

If last person on list and AGEASK = DK or REF [go to AGERANGE]

AGERANGE

Is <Name>/ Are you...? (RECORD RANGE AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH APPLICABLE NAME)

<1> less than 3 years old

<2> 3 or 4 years old

<3> 5 to 14 years old

<4> 15 years old or older

Skip instructions

If not last person on list [go to DOBM for next person]

If last person on list [go to PROBES_AGE (2)]

PROBE_AGE (1):

IF RESPONDENT WAS ASKED “AGEASK” SAY: One of the questions I asked you was:
“*What is your best estimate of your age?*”

PROBE_AGE (2)

IF RESPONDENT WAS NOT ASKED “AGEASK” SAY: When people don’t know the age, we ask “*What is your best estimate of your age?*”

- What do you think they mean when they say “*your best estimate*”? IF R KNOWS: Can you think of a different way to say this? IF YES: What would that be?

I will now ask you a series of new questions

HISA (NO FLASHCARD)

INTERVIEWER WRITE “YES” OR “NO” ON THE “HISPANIC” COLUMN ON SEPARATE ANSWER CHART – Q2

{Is <Name>/ Are you } of Hispanic, Latino, or Spanish origin?

<Yes>

<No>

Skip instructions

If not last person on the list and HISA = YES [go to HISB]

If not last person on the list and HISA = NO, DK, REF [go back to HISA for next person]

If the last person on the list and HISA = YES [go to HISB]

If the last person on the list and HISA = NO, DK, REF [go to RACT]

HISB (NO FLASHCARD)

INTERVIEWER WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2

{Is <Name>/ Are you } Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?

<1> Mexican, Mexican American, or Chicano

<2> Puerto Rican

<3> Cuban

<4> Another Hispanic, Latino, or Spanish origin (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on)

Skip instructions

If HISB = 4 [go to HISW]

If not last person on the list [go to HISA for next person]

If the last person on the list [go to RACT]

HISW

INTERVIEWER WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2.

What is that origin? (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

Skip instructions

If not last person on list [go to HISA for next person]

If last person on list [go to RACT]

RACT (NO FLASHCARD)

INTERVIEWER ASK FOR EACH PERSON AND WRITE ANSWER(S) ON THE “RACE” COLUMN ON SEPARATE ANSWER CHART – Q2

I'm going to read a list of race categories. You may choose one or more races. {only read this next sentence when HISA = 1 (yes - Hispanic)} {For this survey, Hispanic origins are not races.}

{Is <Name>/ Are you} White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?

Skip instructions

If not last person on list [go to RACT for next person and read entire second part of the question to each person]

If last person on list [go to PROBES_HISPANIC]

PROBES_HISPANIC:

The first question I asked you in this series was:

HISA (NO FLASHCARD)

Are you of Hispanic, Latino, or Spanish origin?

- Let's review this list of response options. How easy or difficult was it for you to think of the answer to this question?

- IF R SAYS IT'S EASY: Why is it easy to answer it?

- IF R SAYS IT’S DIFFICULT: Why is it difficult?

- You answered: [YES/NO/DON’T KNOW] What were you thinking about when you decided on your answer?

IF R ANSWERED “HISB” EARLIER: The next question I asked you was:

HISB (NO FLASHCARD)

Are you Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?

- In your opinion, do you think this question is a good length or is it too long?

- Can you think of a way to improve the question?

IF R ANSWERED HISW EARLIER: The next question I asked you was:

HISW

What is that origin? (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

- Did you have any difficulty answering it? IF YES: Why was it difficult?

The last question I asked you in this series was:

RACT (NO FLASHCARD)

I'm going to read a list of race categories. You may choose one or more races. {only read this next sentence when HISA = 1 (yes - Hispanic)} {For this survey, Hispanic origins are not races.} Are you White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?

- You said _____. How did you choose your answer?

- Did you have any difficulty answering this question?

- Is there an answer that you wanted to give but that wasn't on the list I read you? If you were asked this question without hearing a list, how would you answer?

INTERVIEWER: ASK THIS NEXT SECTION OF ALL RESPONDENTS

Vignettes

In order for me to try out a few other questions I'm wondering if you would mind thinking of an imaginary situation.

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Vignette 1:

Imagine that you are renting a small apartment in the back of a house from a couple who also lives in the house. You have your own private space: a large room that you use as a bedroom, a kitchen and a bathroom. There is no door from your area to the outside. In order to go outside you have to walk through the couple's living room. (See picture of Drawing 1)

Now, if you don't mind, I'd like to ask you a few survey questions with that imaginary situation in mind. Please imagine that you live in that house and I'd like to ask you some questions about that situation.

ACCESS_CP

Do you have direct access to your living quarters from the outside or through a common hall, or must you go through another unit to enter your living quarters?

1. Direct
2. Through another unit

Skip instructions

[go to NOACCESS]

NOACCESS

How is access to the sample unit achieved?

Skip Instructions

[go to OTHLIV_CP]

OTHLIV_CP

Does any other household at this address live with your household?

1. Yes
2. No

PROBES:

One of the questions I asked you was:

ACCESS_CP:

Do you have direct access to your living quarters from the outside or through a common hall, or must you go through another unit to enter your living quarters?

1. *Direct*
2. *Through another unit*

- What did you think this question was asking?

- IF NECESSARY: This question mentions “*direct access to your living quarters from the outside.*” What does this mean to you? IF R UNDERSTOOD: Is there another way you might say this?

Another question I asked you was:

NOACCESS

How is access to the sample unit achieved?

- What did you think this question was asking?

- Is there another way you might ask this question?

The last question I asked you in this section was:

OTHLIV_CP

Does any other household at this address live with your household?

- What did you think this question was asking for?

- IF DON'T KNOW: What is it that you don't understand about this question?

- IF DON'T KNOW OR INCORRECT INTERPRETATION: We're trying to find out if there are any people living at your same address but who you don't consider to be a part of your household for any reason. Can you think of a better way to ask this?

Now I'd like to think about one more imaginary situation to see how you might answer a few other questions.

Vignette 2

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Imagine that you rent the basement of someone's house. There's a back door and you have your own separate apartment with a kitchen and a large room where you have a sofa, a TV, a bed, and a dresser. The owners of the house live above you but you almost never see them. You share the same address but your two living areas are not connected. (See picture of Drawing 2)

Now, if you don't mind, I'd like to ask you a few survey questions with that imaginary situation in mind. Please imagine that you are renting the basement of that imaginary house and I'd like to ask you some questions about that situation

OTHQTR_CP

Are there any other living quarters - either occupied or vacant - at this address?

1. Yes
2. No

Skip Instructions

IF R SAID YES: GO TO LIVEAT1_CP

IF R SAID NO INTERVIEWER REFER THEM BACK TO VIGNETTE AND SAY:

“Let’s imagine that the people who live in the other part of the house are in other living quarters”
then ask LIVEAT1_CP

LIVEAT1_CP

Do the occupants or intended occupants of the other living quarters live separately from all other persons at this address?

1. Yes
2. No

Skip Instructions

Go to ACCESS1_CP

ACCESS1_CP

Do the occupants or intended occupants of the other living quarters have direct access from the outside or through a common hall?

1. Yes
2. No

PROBES:

One of the questions I asked you was:

OTHQTR_CP

Are there any other living quarters - either occupied or vacant - at this address?

- What did you think this question was asking for?

- What does the phrase “*other living quarters*” mean to you in this question?

The next question I asked you was:

LIVEAT1_CP

Do the occupants or intended occupants of the other living quarters live separately from all other persons at this address?

- Can you tell me in your own words what this question is asking?

- Did you have any difficulty answering this question?

Finally, the last question I asked in that group was:

ACCESS1_CP

Do the occupants or intended occupants of the other living quarters have direct access from the outside or through a common hall?

- Can you tell me in your own words what this question is asking?

- Did you have any difficulty answering this question?

Thank you very much for imagining those situations.

And now I have one last statement to read you. In a regular interview we always say:

THANK YOU

Thank you very much for your participation in this important survey.

Your cooperation has made it possible for us to examine a new way to update the detailed census data. You've been very helpful.

PROBE_THANK YOU:

- What does this statement mean to you?

- What do you think they mean by “*for us to examine a new way to update the detailed census data*”?

Section III. Conclusion

- What is your overall opinion about the questions?

- Do you have any other comments or concerns?

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

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

End Time: _____ AM / PM

Appendix D
ACS CAPI Instrument Testing
Protocol Guide – List 1 – Round 1 (English)
February 4 , 2008

Participant ID #: |_|_|_|_|_|_|_|_| (First name initial/Last name initial/two digit sequential #/Location initials: LA/FL/NC/TX)

Date: |_|_|_|_|/|_|_|_|_|/|_2_|_0_|_0_|_8_| (mm/dd/yyyy)

Interviewer (Check One): 1 RQ 2 GM 3 LR 4 SR 5 PG

Location (Check One): 1 LA 2 FL 3 NC 4 TX

Participant: 1 Monolingual – English

Start Time: _____ AM / PM

Interviewer: Read/ Paraphrase this Introduction

The Census Bureau collects data about the entire population every 10 years. In order to provide data more frequently, they also conduct the American Community Survey every year. The information that they collect is used to determine the amount of government money different neighborhoods will receive for schools, employment services, roads and many other programs.

The Census Bureau has hired us, RTI International, to see how well some of the questions in the American Community Survey are working. Today, I would like to try out some of the questions with you and then after that I would like to ask you about your thoughts and opinions on what they mean to you, whether they make sense, etc.

Sometimes the questions I ask you might sound a little strange. For example, I might ask you what a certain word means to you. The reason for this is to see if people from different parts of the country use different words or interpret things differently. There are no right or wrong answers and we are interviewing people from as many different backgrounds as possible so that we can find the terms and questions that will work best for everyone.

This is a questionnaire that is conducted *in person*.

Your participation in this interview is very important because it will help the Census Bureau improve the questionnaire. When we are done, I will give you \$40 as a token of our appreciation, and I will sign a receipt to document that you have received it.

Section I. Informed Consent

Before we start, I'm going to give you a written consent form that we'll go over together. Please feel free to ask any questions you might have as we go through the form. This document explains the following:

- That the purpose of the interview is to help the Census Bureau review some of the questions in the American Community Survey to ensure the questions are well understood.
- That the interview will take approximately between 60-90 minutes and there are no right or wrong answers. That you will receive \$40 for your participation in the study.
- That your participation is voluntary and you may stop at any time. You may choose not to answer any questions you don't want to answer.
- [FOR SPANISH SPEAKERS ONLY: That we will not be asking about your legal immigration status.] That all information you give us will be kept confidential and you will not be identified as an individual on any of our reports. That your identifying information is protected by Title 13 of the United States Code.
- That if you have any questions about the study, you may contact Rosanna Quiroz at 1-800-334-8571 ext. 27172. That if you have any questions about your rights as a research participant in this study, you may call 1-866-214-2043, a toll free number.
- In addition, the back page asks for your permission to have this session audio recorded. Once we're finished going over the form and have all of your questions answered, I'll ask you to sign and date both sections on the form.

INTERVIEWER:

1. DID THE PARTICIPANT HAVE ANY QUESTIONS OR CONCERNS?

- ₁ Yes
₂ No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

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

- ₁ Yes
₂ No → **(END INTERVIEW)**
- 

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

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

- ₁ Yes
₂ No → **(SKIP TO SECTION II ON PAGE 3)**
- 

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

Section II. Cognitive Interview

Now, if you're ready, I'd like to get started asking you some of the questions from the American Community Survey. This is the type of survey where an interviewer would knock on your door and ask you the survey questions in person at your home. If you could I would appreciate it if you could imagine that you are in your home answering these questions.

As I said earlier, this is NOT any kind of test and there are no right or wrong answers. We are reviewing these questions with as many different kinds of people as possible in different parts of the country to see how different people interpret the questions. After I go through some of the survey questions I will ask you some questions about your opinions on certain words and questions. Finally, after we're finished you'll receive a \$40 cash payment as an expression of our appreciation.

Do you have any questions?

Before we start with the interview questions, could you tell me your address?
INTERVIEWER WRITE ADDRESS ON SEPARATE ANSWER CHART – Q1

Let's begin.

INTERVIEWER: PLEASE READ EACH QUESTION ALOUD TO THE RESPONDENT AND PROCEED TO USE THE PERTINENT PROBES.

GENERAL PROBES (to be used as necessary):

- Please tell me what you are thinking.
- How did you choose your answer or how did you arrive at that answer?
- Could you tell me more about that?
- Could you tell me more about your situation with _____?
- I'm not asking you to give me an answer, but could you tell me why you don't want to answer that question?
- I noticed that you were smiling/doubting/paused when answering the question. Could you tell what you were thinking?

DEMOGRAPHIC QUESTIONS

INTRO_CP

Hello. I'm... from the United States Census Bureau. Here is my identification card (show ID card).

We are conducting the American Community Survey to collect current population and housing information.

I have some questions to ask you. Did you receive our mailings?

1. Yes
2. No

INTROLET_CP

The Census Bureau is conducting this survey to collect current population and housing information. I am required by law to tell you that this survey is authorized by Title 13, Sections 141, 193, and 221 of the United States Code.

The average interview takes about 30 minutes. This survey is mandatory and your cooperation is very important. All the information you provide will remain completely confidential.

PROBES_INTRO:

- The first statement I read to you was:

INTRO_CP

Hello. I'm... from the United States Census Bureau. Here is my identification card (show ID card). We are conducting the American Community Survey to collect current population and housing information. I have some questions to ask you. Did you receive our mailings?

- In your own words what do you think this statement is telling you?

- IF NECESSARY: The second sentence of the statement says: “*We are conducting the American Community Survey to collect current population and housing information.*” What does “*collect information*” mean to you in this sentence?

- The last part of the third sentence asks “*Did you receive our mailings?*” What does that mean to you in this context? Is there another word you might use rather than “mailings?”

- These two statements mentioned the words “*population and housing information.*” What does the phrase “*population and housing*” mean to you here?

- Is there a different way that you would say that?

Now I’m going to continue with some more interview questions.

(1) ADRSVER_CP

I need to verify the address where this unit is located.

Is this address:

<fill with address information> REFER TO ANSWER CHART – Q1

1. Yes
2. No

(2) TYPUNT_CP

What type of unit is this?

1. Private Residence
2. Business Only
3. Group Quarters

Skip Instructions

- <1> [go to ACCESS_CP]
- <2> [go to OTHQTR_CP]
- <3> [go to PROBES_PART 1]

(3) ACCESS_CP

Do you have direct access to your living quarters from the outside or through a common hall, or must you go through another unit to enter your living quarters?

1. Direct
2. Through another unit

Skip Instructions

<1> Direct [go to OTHQTR_CP]

<2> Through another unit [go to NOACCESS]

(4) NO ACCESS

How is access to the sample unit achieved? [THIS IS AN OPEN-ENDED QUESTION AND R WOULD EXPLAIN HOW THEY ACCESS THEIR LIVING QUARTERS]

Skip instructions

[go to OTHLIV_CP]

(5) OTHLIV_CP

Does any other household at this address live with your household?

1. Yes
2. No

Skip instructions

<1> [go to PROBES_PART 1]

<2> [go to OTHQTR_CP]

(6) OTHQTR_CP

Are there any other living quarters - either occupied or vacant - at this address?

1. Yes
2. No

Skip instructions

<1> Yes [go to LIVEAT1_CP]

<2> No [go to PROBES_PART 1]

(7) LIVEAT1_CP

Do the occupants or intended occupants of the other living quarters live separately from all other persons at this address?

1. Yes
2. No

Skip instructions

- <1> Yes [go to ACCESS1_CP]
- <2> No [go to PROBES_PART 1]

(8) ACCESS1_CP

Do the occupants or intended occupants of the other living quarters have direct access from the outside or through a common hall?

1. Yes
2. No

Skip instructions

[go to PROBES_PART 1]

PROBES PART 1: FOR ALL RESPONDENTS:

PROBES_ACCESS:

Now I'd like to ask you a few questions about some of the questions you just answered. One of the questions I asked you earlier was:

TYPUNT_CP

What type of unit is this?

1. *Private Residence*
2. *Business Only*
3. *Group Quarters*

- In your opinion, what does “unit” mean to you in this question? Was that confusing to you? Is that a word you heard before?

- IF R UNDERSTANDS TERM: Is there another word you might use to describe this idea?

Now let’s talk about the 3 response options listed for this question. In your own words... [ASK EACH PROBE FOR EACH RESPONSE OPTION]

- What does (TERM) mean to you in this question?
- Can you think of any examples of this type of residence?
- By (TERM), the Census Bureau means: DEFINITION
- Do you think there’s another way to describe this type of residence? IF YES: What is it?

DEFINITIONS (WHEN NEEDED)

- 1. Private residence: A house, apartment, mobile home or other housing unit where people live.**
- 2. Business only: a business where people do not live or sleep.**
- 3. GROUP QUARTERS: A group quarter is like an institution where people live under supervised care or custody in places such as: prisons, nursing homes, or juvenile institutions. There are also group quarters that are not institutions, such as college dormitories, military quarters, and military bases.**

Response Options	Meaning	Types of Residences	Other Ways
1. Private Residence			
2. Business Only			
3. Group Quarters			

Another question I asked you was:

ACCESS_CP:

Do you have direct access to your living quarters from the outside or through a common hall, or must you go through another unit to enter your living quarters?

- 1. Direct*
- 2. Through another unit*

- What did you think this question was asking for?

- This question mentions “*direct access to your living quarters from the outside.*” What does this mean to you? Is there another way you might say this?

The next question I asked you was:

OTHQTR_CP

Are there any other living quarters - either occupied or vacant - at this address?

- What did you think this question was asking for?
- IF NECESSARY: What does the phrase “*other living quarters*” mean to you in this question?

PROBES PART 2:

ASK ONLY OF RESPONDENTS WHO ANSWERED ANY OF THE FOLLOWING QUESTIONS: (4) NO ACCESS, (5) OTHLIV_CP, (7) LIVEAT1_CP, (8) ACCESS1_CP. IF R DID NOT ANSWER THESE QUESTIONS, SKIP TO FN_PG1 (NEXT QUESTION SECTION)

IF ASKED: One of the questions I asked you earlier was:

(4) NOACCESS

How is access to the sample unit achieved?

- You said _____. Can you tell me more about your situation? INTERVIEWER MAKE SURE THAT YOU UNDERSTAND R’S SITUATION AND WHETHER HE/SHE ANSWERED QUESTION ACCURATELY.

IF ASKED: Another question I asked you in this section was:

(5) OTHLIV_CP

Does any other household at this address live with your household?

- What did you think this question was asking for?

- You said _____. Can you tell me more about your situation?

IF ASKED: Another question I asked you in this section was:

(7) LIVEAT1_CP

Do the occupants or intended occupants of the other living quarters live separately from all other persons at this address?

- Can you tell me in your own words what this question is asking?

- You said _____. Can you tell me more about your situation?

IF ASKED: Finally, the last question I asked in that group was:

(8) ACCESS1_CP

Do the occupants or intended occupants of the other living quarters have direct access from the outside or through a common hall?

- Can you tell me in your own words what this question is asking?

- You said _____. Can you tell me more about your situation?

Now let's continue with some new questions.

FN_PG1

READ FOR THE PERSON WHOM YOU ARE TALKING TO:

I am going to be asking some questions about everyone who is living or staying at this address. First let's create a list of the people starting with you. What is your name?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSON 1)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT'S OK TO GET FIRST NAME ONLY.)

Skip instructions:

If no additional people to list [go to FN_PG2]

If additional people to list [continue with the following]

READ AFTER RECORDING THE FIRST PERSON'S NAME:

What is the name of the next person living or staying here?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSON 2 THROUGH WHERE APPLICABLE)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT'S OK TO GET FIRST NAME ONLY.)

Skip instructions

[go to FN_PG2]

FN_PG2

The following questions are to make sure this list is as complete as possible... “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees?”

1. Yes
2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. CONTINUE BY ASKING: “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees?” UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to FN_PG3]

FN_PG3

Is there anyone else staying here even for a short time, such as a friend or relative?

1. Yes
2. No

IIF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. ASK THE QUESTION AGAIN AFTER EACH NAME UNTIL ALL NAMES ARE LISTED. ASK THE ENTIRE QUESTION UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to AWAYNOW]

AWAYNOW

The next questions are to help refine this list. I have listed <read all the names listed from FN_PG1, FN_PG2, and FN_PG3> ... (INTERVIEWER REFER TO ANSWER CHART – Q2 AND READ THE NAMES LISTED)

Are any of these people away NOW for more than two months, like a college student or someone in the military?

1. Yes
2. No

INTERVIEWER: CIRCLE ANY NAME(S) LISTED ON ANSWER CHART FOR Q2 AND WRITE “AWAYNOW” NEXT TO THEM.

Skip instructions

[go to ANOTHER HOME]

ANOTHER HOME

INTERVIEWER: REFER TO ANSWER CHART – Q2 AND READ THE NAME(S) LISTED, EXCEPT FOR CIRCLED ONE(S).

[Do you/Does <Name>/Do any of these people <read all the names listed from FN_PG1, FN_PG2, and FN_PG3 except for those selected at AWAYNOW>] have some other place where [you usually stay?/he or she usually stays?/they usually stay?]

1. Yes
2. No

Skip instructions

If R says NO [go to PROBES_LISTING]

If R says YES, circle pertinent names and circle them. Write “ANOTHER HOME” next to them. Then go to MORETHANTWO for each of these names.

MORETHANTWO

INTERVIEWER: REFER TO SEPARATE ANSWER CHART – Q2 AND READ CIRCLED NAME(S) LABELED “ANOTHER HOME.”

[Are <read all the names listed from ANOTHERHOME>) / Are you/ Is <Name>] staying here for MORE than two months?

- 1. Yes
- 2. No

Now I'd like to ask you a few questions about the questions we've just gone through.

PROBES LISTING:

- When we were making a list of the people who live or stay with you, one of the questions I asked you was: “*What is the name of the next person living or staying here?*” When I said “*next person,*” what were you thinking?

- Is there any other term you might use instead of “*next*”?

Another question I asked you was:

FN_PG2

The following questions are to make sure this list is as complete as possible... “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees?”

- In your own words, what does “*live-in employees*” mean to you in this question?

- If R says DON'T KNOW: When we say “*live-in employee*” we were thinking of a person such as a housekeeper or nanny who works for you and lives or stays at your home. Do you think there's another way to describe this concept? IF YES: What is it?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.
You said _____ Could you tell me more about your situation?

The next question I asked you was:

FN_PG3

Is there anyone else staying here even for a short time, such as a friend or relative?

- What does the term “*staying*” mean to you in this question?

- If the question said “*Is there anyone “living” here even for a short period of time*” instead of saying “*Is there anyone “staying” here even for a short period of time,*” would that mean the same thing to you or do you think the terms “*living*” and “*staying*” would have a different meaning?

- IF R SAYS THEY ARE DIFFERENT ASK: What do you think the difference is?

- And what does the term “*short time*” mean to you in this question? Is there another way that you might say this? How long are you thinking this period of time is?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.

You said _____ Could you tell me more about your situation?

The next question I asked you was:

AWAYNOW

The next questions are to help refine this list. I have listed <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ...

Are any of these people away NOW for more than two months, like a college student or someone in the military?

- Let’s review this question. When we ask “*Are any of these people away NOW for more than two months?*” What do you think we are asking you?

- IF R SEEMS CLEAR ABOUT THE MEANING, ASK: Do you think there’s a better way of asking this?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION. You said _____. Could you tell me more about your situation?

The next question I asked you was:

ANOTHER HOME

Do you have some other place where you usually stay?

- In your own words, what does the phrase “*some other place where you usually stay*” mean?

- Is there another way you would prefer to say this or do you think it’s fine as it is?

IF R WAS ASKED MORETHANTWO: The next question I asked you was:

MORETHANTWO

[Are <read all the names listed from ANOTHERHOME>) / Are you/ Is <Name>] staying here for MORE than two months?

INTERVIEWER REFER TO ANSWER CHART – Q2 AND READ ANY APPLICABLE NAMES LISTED

- What do you think this question is asking?

Thank you. Let’s continue with a few more of the survey questions.

BASIC

Now I would like to ask you some basic questions about people in this household who are here more than two months.

HHOLDER

Of the people you named, who owns or rents this place?
{optional text} IF R SAYS DON’T KNOW: (What name(s) are on the deed or lease? IF R STILL SAYS DON’T KNOW: Is there anyone 15 years or older?)

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER SHEET AND WRITE “OWNER” NEXT TO APPLICABLE NAME LISTED

Now I'd like to ask you a few questions about the last two questions we discussed:

PROBES_OWNER:

- A minute ago, I read you a statement:

BASIC

Now I would like to ask you some basic questions about people in this household who are here more than two months.

- What is this introduction telling you, in your own words?

The next question I asked you was:

HHOLDER

Of the people you named, who owns or rents this place?

{optional text} IF R SAID DON'T KNOW (What name(s) are on the deed or lease? IF R STILL DIDN'T KNOW: Is there anyone 15 years or older?)

IF OPTIONAL QUESTIONS ASKED:

- Have you heard the words “*deed*” and “*lease*” before?

- IF YES: What do these words mean to you here? Are there any other words that you think would be better to use in this situation?

IF OPTIONAL QUESTIONS NOT ASKED:

Sometimes if a person says that they don't know who owns or rents the place, we ask them, "What name(s) are on the deed or lease?"

- Have you heard the words "deed" and "lease" before?

- IF YES: What do these words mean to you here? Are there any other words that you think would be better to use in this situation?

Now let's continue with some more interview questions:

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER CHART AND ASK BETWEEN PERSON 1 AND ALL OTHER HOUSEHOLD RESIDENTS. RECORD ANSWER ON THE "RELATIONSHIP" COLUMN.

RELP (SHOW FLASHCARD A WITHOUT READING LIST TO THE R. IF PERSON CANNOT READ, YOU CAN READ THE CATEGORIES TO THEM.)

Using Card A in this packet, How {is <Name>/are you} related to {<HHOLDER>/you}?

- <1> Husband or wife
- <2> Biological son or daughter
- <3> Adopted son or daughter
- <4> Stepson or stepdaughter
- <5> Brother or sister
- <6> Father or mother
- <7> Grandchild
- <8> Parent-in-law
- <9> Son-in-law or daughter-in-law
- <10> Other relative
- <11> Roomer or boarder
- <12> Housemate or roommate
- <13> Unmarried partner
- <14> Foster child
- <15> Other nonrelative

Skip instructions

If not last person on list [go to RELP for next person and read only How {is <Name>/are you} related to {<HHOLDER>/you}?)

If last person on list [go to PROBES_RELATIONSHIPS]

PROBES_RELATIONSHIPS:

Now I'd like to ask you a few questions about the question we just talked about.

TERM "ROOMER OR BOARDER"

- What does the answer choice: "*Roomer or boarder*" mean to you in this question?

- Are those two terms the same or different to you? What do they mean?

- The Census Bureau definition says: A "*roomer*" or "*boarder*" is a person who lives in a room in the household of the owner. Some sort of cash or noncash payment (e.g., chores) is usually made for their living accommodations.

- Have you heard of this kind of thing?

- Is there another term you would use to describe this kind of situation? What is it?

TERM "HOUSEMATE OR ROOMMATE"

- What does the phrase "*Housemate or roommate*" mean to you?

- Does "*housemate*" mean the same thing as "*roommate*" or are they different things to you?

- The Census Bureau defines the terms “*Housemate or roommate*” as a person who is not related to the householder but who shares living quarters mainly to share expenses. The census Bureau does not mean to talk about an intimate, boyfriend/girlfriend or husband/wife type relationship. Is there another term you would use to describe this type of relationship?

TERM “FOSTER CHILD”

- In your opinion, what is a “*Foster child*” in this question?

- If respondent says don’t know or provides incorrect definition: According to the Census Bureau, “A foster child is a person who is under 18 years old placed by the local government in a household to receive parental care. They may be living in the household for just a brief period or for several years.”

- Is there any other term you might use to describe that type of relationship?

- Is there a difference between “*adopted son or daughter*” and “*foster son or daughter*” for you? IF YES: What do you think the difference is?

- What does the term “*biological son or daughter*” mean to you? IF R KNOWS: Is this the way that you would refer to this type of relationship or is there another term you might use?

- What is a stepson or stepdaughter to you in this question? Is there another word you might use to describe that relationship?

INTERVIEWER: TAKE FLASCHARD A FROM THE RESPONDENT AND PUT IT ASIDE.

Now I'd like to continue with some new questions:

SEX

INTERVIEWER ASK ABOUT EACH HOUSEHOLD RESIDENT ON SEPARATE ANSWER CHART (Q2) AND WRITE EITHER “M” OR “F” ON THE SEX COLUMN NEXT TO APPLICABLE NAME.

IF first time this question is asked:
{Is <Name>/ Are you } male or female?

IF not the first time this question is asked:
How about {<Name>/ you }?
<1> Male
<2> Female

PROBE_SEX:

- What did you think about this question when you heard it? Do you think there is an easier or more natural way to ask this question? Is there a different wording you would prefer to hear?

Let's continue with some additional questions.

DOBM

What is {<Name>'s/ your} date of birth? (RECORD DATE OF BIRTH ON ANSWER CHART – Q2, ON THE DOB COLUMN FOR EACH NAME)

Skip instructions

If not last person on list and R has provided DOBM [go to AGE]
If not last person on list and DOBM = DK or REF [go to AGEASK]
If last person on list and R has provided DOBM [go to AGE]

AGE

What is {<Name>'s/ your} age? (RECORD AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH NAME)

Skip instructions

If not last person on list [go to DOBM for next person]
If last person on list [go to PROBES_AGE]

AGEASK

What is your best estimate of {<Name>'s/ your} age? (RECORD ESTIMATED AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH APPLICABLE NAME)

Skip instructions

- If not last person on list and R has answered AGEASK [go to DOBM for next person]
- If not last person on list and AGEASK = DK or REF [go to AGERANGE]
- If last person on list and R has answered AGEASK [go to PROBE_AGE (1)]
- If last person on list and AGEASK = DK or REF [go to AGERANGE]

AGERANGE

Is <Name>/ Are you...? (RECORD RANGE AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH APPLICABLE NAME)

- <1> less than 3 years old
- <2> 3 or 4 years old
- <3> 5 to 14 years old
- <4> 15 years old or older

Skip instructions

- If not last person on list [go to DOBM for next person]
- If last person on list [go to PROBES_AGE (2)]

PROBE_AGE (1):

IF RESPONDENT WAS ASKED “AGEASK” SAY: One of the questions I asked you was:
“*What is your best estimate of your age?*”

PROBE_AGE (2)

IF RESPONDENT WAS NOT ASKED “AGEASK” SAY: When people don’t know the age, we ask “*What is your best estimate of your age?*”

- What do you think they mean when they say “*your best estimate*”? IF R KNOWS: Can you think of a different way to say this? IF YES: What would that be?

I will now ask you a series of new questions.

HISA (SHOW FLASHCARD B TO RESPONDENT AS YOU READ THE QUESTION)

INTERVIEWER WRITE “YES” OR “NO” ON THE “HISPANIC” COLUMN ON SEPARATE ANSWER CHART – Q2

{Please look at Card B.} {Is <Name>/ Are you} of Hispanic, Latino, or Spanish origin?

<1> Yes

<2> No

Skip instructions

If not last person on the list and HISA = YES [go to HISB]

If not last person on the list and HISA = NO, DK, REF [go back to HISA for next person and read only the second part: “{Is <Name>/ Are you} of Hispanic, Latino, or Spanish origin?”]

If the last person on the list and HISA = YES [go to HISB]

If the last person on the list and HISA = NO, DK, REF [go to RAC]

HISB (SHOW FLASHCARD B TO THE RESPONDENT AS YOU READ THE QUESTION)

INTERVIEWER WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2

{Is <Name>/ Are you} Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?

<1> Mexican, Mexican American, or Chicano

<2> Puerto Rican

<3> Cuban

<4> Another Hispanic, Latino, or Spanish origin (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on)

Skip instructions

If HISB = 4 [go to HISW]

If not last person on the list [go to HISA for next person]

If the last person on the list [go to RAC]

INTERVIEWER: TAKE FLASHCARD B FROM THE RESPONDENT

HISW

INTERVIEWER WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2.

IF R ANSWERED <4> Otro origen hispano, latino o español,
What is that origin? (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

Skip instructions

If not last person on list [go to HISA for next person]

If last person on list [go to RAC]

RAC (SHOW FLASHCARD C TO RESPONDENT AS YOU READ THE QUESTION)

INTERVIEWER ASK FOR EACH PERSON AND WRITE ANSWER(S) ON THE “RACE” COLUMN ON SEPARATE ANSWER CHART – Q2

Please look at Card C and choose one or more races. { only read this next sentence when HISA = 1 (yes - Hispanic) } {For this survey, Hispanic origins are not races.}

{Is <Name>/ Are you } White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?

Skip instructions

If not last person on list [go to RAC for next person and read entire second part of the question for each person]

If last person on list [go to PROBES_HISPANIC]

PROBES_HISPANIC:

The first question I asked you in this series was:

HISA (SHOW FLASHCARD B TO RESPONDENT AS YOU READ THE QUESTION)

{Please look at Card B.} Are you of Hispanic, Latino, or Spanish origin?

- Let’s review this list of response options. How easy or difficult was it for you to think of the answer to this question?

- IF R SAYS IT’S EASY: Why is it easy to answer it?

- IF R SAYS IT’S DIFFICULT: Why is it difficult?

- You answered: [YES/NO/DON'T KNOW] What were you thinking about when you decided on your answer?

IF R ANSWERED "HISB" EARLIER: The next question I asked you was:

HISB (SHOW FLASHCARD B TO RESPONDENT AS YOU READ THE QUESTION)

Are you Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?

- In your opinion, do you think this question is a good length or is it too long?

- Can you think of a way to improve the question?

IF R ANSWERED HISW EARLIER: The next question I asked you was:

HISW

What is that origin? (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

- Did you have any difficulty answering it? IF YES: Why was it difficult?

The last question I asked you in this series was:

RAC (SHOW FLASHCARD C TO RESPONDENT AS YOU READ THE QUESTION)

Please look at Card C and choose one or more races. {only read this next sentence when HISA = 1 (yes - Hispanic)} {For this survey, Hispanic origins are not races.}

Are you White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?

- You said _____. How did you choose your answer?

- Did you have any difficulty answering this question?

- Is there an answer that you wanted to give but that wasn't on this list? If you were asked this question without being shown a list, how would you answer?

INTERVIEWER: ASK THIS NEXT SECTION OF ALL RESPONDENTS

Vignettes

In order for me to try out a few other questions I'm wondering if you would mind thinking of an imaginary situation.

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Vignette 1:

Imagine that you are renting a small apartment in the back of a house from a couple who also lives in the house. You have your own private space: a large room that you use as a bedroom, a kitchen and a bathroom. There is no door from your area to the outside. In order to go outside you have to walk through the couple's living room. (See picture of floor plan A)

Now, if you don't mind, I'd like to ask you a few survey questions with that imaginary situation in mind. Please imagine that you live in that house and I'd like to ask you some questions about that situation.

ACCESS_CP

Do you have direct access to your living quarters from the outside or through a common hall, or must you go through another unit to enter your living quarters?

1. Direct
2. Through another unit

Skip instructions

[go to NOACCESS]

NOACCESS

How is access to the sample unit achieved?

Skip Instructions

[go to OTHLIV_CP]

OTHLIV_CP

Does any other household at this address live with your household?

1. Yes
2. No

PROBES:

One of the questions I asked you was:

ACCESS_CP:

Do you have direct access to your living quarters from the outside or through a common hall, or must you go through another unit to enter your living quarters?

1. *Direct*
2. *Through another unit*

- What did you think this question was asking?

- IF NECESSARY: This question mentions “*direct access to your living quarters from the outside.*” What does this mean to you? IF R UNDERSTOOD: Is there another way you might say this?

Another question I asked you was:

NOACCESS

How is access to the sample unit achieved?

- What did you think this question was asking?

- Is there another way you might ask this question?

The last question I asked you in this section was:

OTHLIV_CP

Does any other household at this address live with your household?

- What did you think this question was asking for?

- IF DON'T KNOW: What is it that you don't understand about this question?

- IF DON'T KNOW OR INCORRECT INTERPRETATION: We're trying to find out if there are any people living at your same address but who you don't consider to be a part of your household for any reason. Can you think of a better way to ask this?

Now I'd like to think about one more imaginary situation to see how you might answer a few other questions.

Vignette 2

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Imagine that you rent the basement of someone's house. There's a back door and you have your own separate apartment with a kitchen and a large room where you have a sofa, a TV, a bed, and a dresser. The owners of the house live above you but you almost never see them. You share the same address but your two living areas are not connected. (See picture of floor plan B)

Now, if you don't mind, I'd like to ask you a few survey questions with that imaginary situation in mind. Please imagine that you are renting the basement of that imaginary house and I'd like to ask you some questions about that situation.

OTHQTR_CP

Are there any other living quarters - either occupied or vacant - at this address?

1. Yes
2. No

Skip Instructions

IF R SAID YES: GO TO LIVEAT1_CP

IF R SAID NO INTERVIEWER REFER THEM BACK TO VIGNETTE AND SAY:

“Let's imagine that the people who live in the other part of the house are in other living quarters” then ask LIVEAT1_CP

LIVEAT1_CP

Do the occupants or intended occupants of the other living quarters live separately from all other persons at this address?

1. Yes
2. No

Skip Instructions

Go to ACCESS1_CP

ACCESS1_CP

Do the occupants or intended occupants of the other living quarters have direct access from the outside or through a common hall?

1. Yes
2. No

PROBES:

One of the questions I asked you was:

OTHQTR_CP

Are there any other living quarters - either occupied or vacant - at this address?

- What did you think this question was asking for?

- What does the phrase “*other living quarters*” mean to you in this question?

The next question I asked you was:

LIVEAT1_CP

Do the occupants or intended occupants of the other living quarters live separately from all other persons at this address?

- Can you tell me in your own words what this question is asking?

- Did you have any difficulty answering this question?

Finally, the last question I asked in that group was:

ACCESS1_CP

Do the occupants or intended occupants of the other living quarters have direct access from the outside or through a common hall?

- Can you tell me in your own words what this question is asking?

- Did you have any difficulty answering this question?

Thank you very much for imagining those situations.

And now I have one last statement to read you. In a regular interview we always say:

THANK YOU

Thank you very much for your participation in this important survey.

Your cooperation has made it possible for us to examine a new way to update the detailed census data. You've been very helpful.

PROBE_THANK YOU:

- What does this statement mean to you?

- What do you think they mean by “*for us to examine a new way to update the detailed census data*”?

Section III. Conclusion

- What is your overall opinion about the questions?

- Do you have any other comments or concerns?

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

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

End Time: _____ AM / PM

CARD A

RELATIONSHIP

- Husband or wife
- Biological son or daughter
- Adopted son or daughter
- Stepson or stepdaughter
- Brother or sister
- Father or mother
- Grandchild
- Parent-in-law
- Son-in-law or daughter-in-law
- Other relative

- Roomer or boarder
- Housemate or roommate
- Unmarried partner
- Foster child
- Other nonrelative

TARJETA A

PARENTESCO

- Esposo(a)
- Hijo(a) biológico(a)
- Hijo(a) adoptivo(a)
- Hijastro(a)
- Hermano(a)
- Padre o madre
- Nieto(a)
- Suegro(a)
- Yerno o nuera
- Otro pariente

- Inquilino(a) o pupilo(a)
- Compañero(a) de casa o de cuarto
- Pareja no casada
- Hijo(a) de crianza (foster)
- Otro no pariente

Appendix H

ACS English Flashcard B & C (Hispanic Origin and Race) - Phase 1, Round 1

CARD B

HISPANIC, LATINO, OR SPANISH ORIGIN

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

CARD C

RACE

(Choose one or more races)

- White
- Black, African American, or Negro
- American Indian or Alaska Native
- Asian – includes:
 - Asian Indian
 - Chinese
 - Filipino
 - Japanese
 - Korean
 - Vietnamese
 - Other Asian – *For example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- Native Hawaiian or Other Pacific Islander – includes:
 - Native Hawaiian
 - Guamanian or Chamorro
 - Samoan
 - Other Pacific Islander – *For example, Fijian, Tongan, and so on.*
- Some other race

Appendix I

ACS Spanish Flashcard B & C (Origen Hispano and Raza) - Phase 1, Round 1

TARJETA B

ORIGEN HISPANO, LATINO O ESPAÑOL

- **No**, no es de origen hispano, latino o español
- Sí, mexicano(a), mexicano(a) americano(a), chicano(a)
- Sí, puertorriqueño(a)
- Sí, cubano(a)
- Sí, otro origen hispano, latino o español –
Por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc.

TARJETA C

RAZA

(Escoja una o más razas)

- Blanca
- Negra o africana americana
- India americana o nativa de Alaska
- Asiática – incluye:
 - India asiática
 - China
 - Filipina
 - Japonesa
 - Coreana
 - Vietnamita
 - Otra asiática – *Por ejemplo, hmong, laosiana, tailandesa, paquistaní, camboyana, etc.*
- Nativa de Hawaii u otra de las islas del Pacífico – incluye:
 - Nativa de Hawaii
 - Guameña o Chamorro
 - Samoana
 - Otra de las islas del Pacífico – *Por ejemplo, fiyiana, tongana, etc.*
- Alguna otra raza

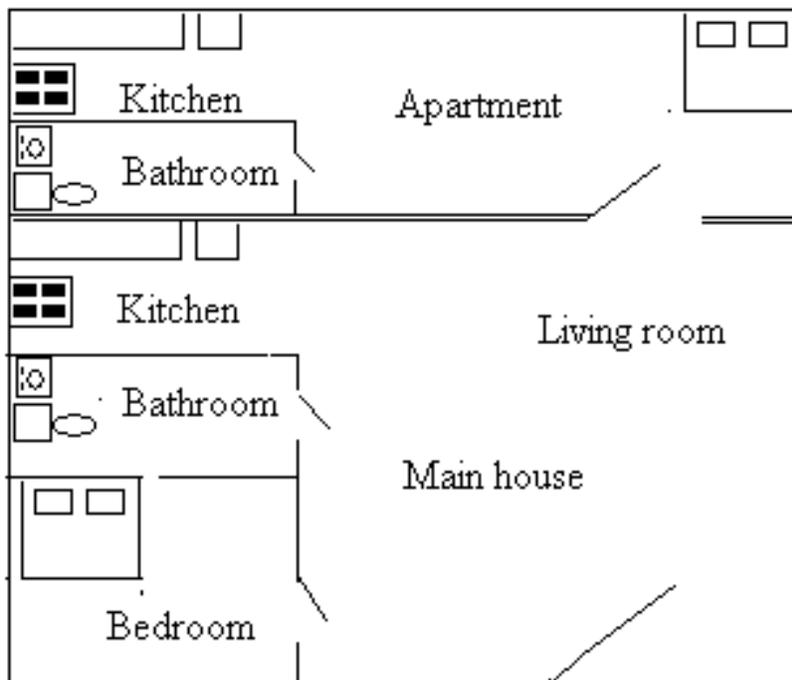
Appendix J

ACS English/Spanish Vignettes

Situation 1

Imagine that you are renting a small apartment in the back of a house from a couple who also lives in the house. You have your own private space: a large room that you use as a bedroom, a kitchen and a bathroom. There is no door from your area to the outside. In order to go outside you have to walk through the couple's living room. (See picture of Drawing 1)

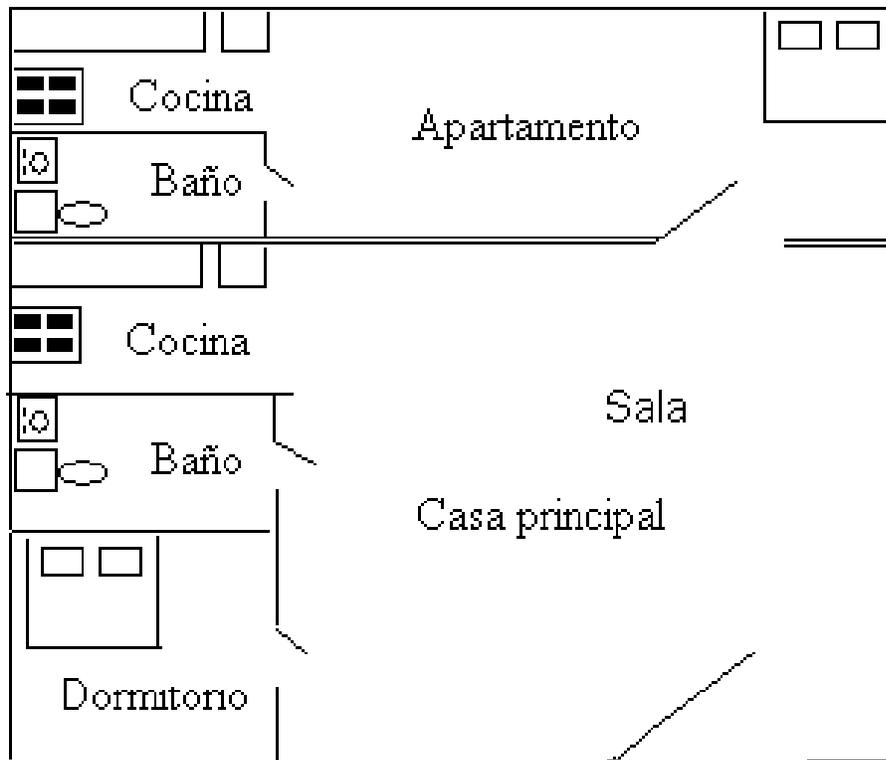
Drawing 1



Situación 1

Suponga que usted esté alquilando un pequeño apartamento en la parte de atrás de la casa de una pareja que también vive en la casa. Usted tiene su propio espacio privado: una habitación grande que tiene un dormitorio, una cocina y un baño. La habitación no tiene una puerta que da hacia afuera. Para ir afuera, usted tiene que pasar por la sala donde vive la pareja. (Ver la foto del dibujo 1)

Dibujo 1



Appendix K

ACS CAPI Instrument Testing Protocol Guide – List 1 – Round 2 (Spanish)

June 25, 2008

Participant ID #: |_|_|_|_|_|_|_|_| (First name initial/Last name initial/two digit sequential #/Location initials: LA/NC/)

Date: |_|_|_|_|/|_|_|_|_|/|_2_|_0_|_0_|_8_| (mm/dd/yyyy)

Interviewer (Check One): ₁ RQ ₂ GM ₃ LR ₄ SR ₄ PG

Location (Check One): ₁ LA ₂ NC

Participant: ₁ Monolingual/Very little English – Spanish

Start Time: _____ AM / PM

Interviewer: Read/ Paraphrase this Introduction

La Oficina del Censo recopila información acerca de toda la población cada 10 años. Con el propósito de proporcionar información con más frecuencia, ellos también realizan la Encuesta sobre la Comunidad Estadounidense todos los años. La información que ellos recopilan se utiliza para determinar la cantidad de dinero del gobierno que recibirán las diferentes comunidades para las escuelas, servicios de empleo, carreteras y muchos otros programas.

La Oficina del Censo nos ha contratado a nosotros, RTI International, para ver qué tan bien se entienden las preguntas de la Encuesta sobre la Comunidad Estadounidense. El día de hoy me gustaría practicar algunas de las preguntas con usted y después de eso, me gustaría preguntarle acerca de lo que piensa y opina sobre el significado de dichas preguntas, si es que tienen sentido, etc.

Algunas veces puede que usted piense que las preguntas que le haga suenan un poco extrañas. Por ejemplo, puede que yo le pregunte lo que significa para usted cierta palabra. La razón por la que hacemos esto es para ver si las personas de diferentes partes del país (o personas de diferentes países) usan diferentes palabras o interpretan las cosas de manera diferente. No hay respuestas correctas ni incorrectas y nosotros estamos entrevistando a muchas personas diferentes para poder identificar los términos y preguntas que todas las personas puedan entender mejor.

Esta es una encuesta que se realiza *en persona*.

Su participación en esta entrevista es muy importante porque ayudará a la Oficina del Censo a mejorar el cuestionario. Cuando terminemos, le daré \$40 dólares como muestra de nuestro agradecimiento y le pediré que firme un recibo para documentar que usted ha recibido el dinero.

Section I. Informed Consent

Antes de empezar, le voy a dar un consentimiento informado por escrito, el cual revisaremos juntos. Por favor, siéntase en confianza de hacer cualquier pregunta que tenga a medida que revisemos la forma de consentimiento. Este documento explica lo siguiente:

- Que el propósito de esta entrevista es ayudar a la Oficina del Censo a revisar algunas de las preguntas que se incluyen en la Encuesta sobre la Comunidad Estadounidense para asegurarse de que las preguntas se entienden bien.
- Que la entrevista y el diálogo durarán más o menos entre 60 y 90 minutos y que no hay respuestas correctas ni incorrectas. Que usted recibirá \$40 dólares por su participación en el estudio.
- Que su participación en este estudio es voluntaria y que puede dejar de participar en cualquier momento. Usted puede decidir no responder a cualquier pregunta que prefiera no contestar.
- Que no le preguntaremos sobre su situación legal ni de inmigración. Que toda la información que usted nos dé se mantendrá en forma confidencial y que no se le identificará a usted en forma individual en ninguno de nuestros reportes. Que la información que lo(a) identifica a usted está protegida por el Título 13 del Código de los Estados Unidos.
- Que si tiene alguna pregunta sobre el estudio, puede llamar a Rosanna Quiroz at 1-800-334-8571 ext. 27172. Que si tiene alguna pregunta sobre sus derechos como participante en este estudio, puede llamar al teléfono gratuito 1-866-214-2043.
- Asimismo, el reverso de la forma le pide su permiso para que la entrevista sea grabada en una cinta de audio. Una vez que terminemos de revisar la forma y hayamos contestado a todas sus preguntas, le pediré que firme y escriba la fecha en las dos secciones de la forma.

INTERVIEWER:

1. DID THE PARTICIPANT HAVE ANY QUESTIONS OR CONCERNS?

- ₁ Yes
₂ No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

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

- ₁ Yes
₂ No → **(END INTERVIEW)**
- 

4. SAY: Aquí tiene una copia del documento para que lo conserve.

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

- ₁ Yes
₂ No → **(SKIP TO SECTION II ON PAGE 3)**
- 

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

Section II. Cognitive Interview

Ahora, si está listo(a), me gustaría empezar con algunas de las preguntas de la Encuesta sobre la Comunidad Estadounidense. Este es el tipo de encuesta en la que un entrevistador o una entrevistadora tocaría su puerta y le haría las preguntas de la encuesta en persona en su hogar. Si pudiera, quisiera que por favor se imagine estar en su hogar contestando estas preguntas.

Como le dije anteriormente, esto NO es ningún tipo de examen y no hay respuestas correctas ni incorrectas. Nosotros estamos practicando estas preguntas con muchas personas diferentes en diferentes partes del país, para ver cómo estas personas interpretan las preguntas. Después de leerle las preguntas de la encuesta, le preguntaré su opinión sobre ciertas palabras y preguntas. Al final, cuando terminemos, usted recibirá el pago de \$40 dólares en efectivo como muestra de nuestro agradecimiento.

¿Tiene alguna pregunta?

Antes de empezar con las preguntas de la entrevista, ¿me podría dar su dirección completa por favor?

INTERVIEWER WRITE ADDRESS ON SEPARATE ANSWER CHART – Q1 (PLEASE MAKE SURE YOU WRITE DOWN RESPONDENT’S FULL ADDRESS, INCLUDING STREET NUMBER, STREET NAME, APT. #, CITY, STATE, AND ZIP CODE)

(SAY ONLY IF respondent expresses concern about providing full address information: Tell him/her: *La razón por la que le preguntamos su dirección es porque quiero practicar las preguntas de la misma manera que se hace durante una entrevista verdadera. Hoy no estoy recopilando información de la encuesta, simplemente estoy practicando la entrevista para asegurarme que tiene sentido, etc. Yo no voy a mantener la información de su dirección después de haber terminado el estudio.*

Entonces empecemos.

INTERVIEWER: PLEASE READ EACH SURVEY QUESTION (IN BOXES) ALOUD TO THE RESPONDENT EXACTLY AS WORDED. WHEN YOU GET TO THE PROBING SECTIONS YOU DON’T HAVE TO READ THINGS EXACTLY AS WORDED BUT BE SURE TO GET INFORMATION ON EACH OF THE ITEMS/ CONCEPTS LISTED IN THE PROBES.

.

GENERAL PROBES (to be used as necessary):

- Por favor dígame qué está pensando.
- ¿Cómo eligió su respuesta o cómo llegó a esa respuesta?
- ¿Me podría decir más al respecto?
- ¿Me podría decir más sobre su situación con _____?
- No le estoy pidiendo que me de una respuesta, pero ¿podría decirme por qué no quiere contestar esa pregunta?

- Me dí cuenta que al contestar la pregunta, usted se rió/dudó/hizo una pausa. ¿Me podría decir lo que estaba pensando en ese momento?

DEMOGRAPHIC QUESTIONS

INTRO_CP (PUERTO RICO VS. STATESIDE)

INTERVIEWER: PLEASE ASK THE PUERTO RICO VERSION ONLY TO PUERTO RICO RESPONDENTS.

STATESIDE:	PUERTO RICO:
<p>Buenos días (Buenas tardes). Soy....de la Oficina del Censo de los Estados Unidos. Ésta es mi tarjeta de identificación (muestre tarjeta de identificación).</p> <p>Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense para obtener información actual sobre la población y vivienda.</p> <p>Tengo algunas preguntas que hacerle. ¿Recibió usted la información que le enviamos por correo?</p> <p>1. Sí 2. No</p>	<p>Buenos días (Buenas tardes). Soy....del Negociado del Censo de los Estados Unidos. Ésta es mi tarjeta de identificación (muestre tarjeta de identificación).</p> <p>Estamos llevando a cabo la Encuesta sobre la Comunidad de Puerto Rico para obtener información actual sobre la población y vivienda.</p> <p>Tengo algunas preguntas que hacerle. ¿Recibió usted la información que le enviamos por correo?</p> <p>1. Sí 2. No</p>

INTROLET_CP (PUERTO RICO VS. STATESIDE)

STATESIDE:	PUERTO RICO:
<p>La Oficina del Censo está llevando a cabo esta encuesta para obtener información actual sobre la población y vivienda. La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos.</p> <p>Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá completamente confidencial.</p>	<p>El Negociado del Censo está llevando a cabo esta encuesta para obtener información actual sobre la población y vivienda. La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos.</p> <p>Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá completamente confidencial.</p>

PROBES_INTRO:

- La primera declaración que le leí fue: [RE-READ **INTRO_CP** (STATESIDE or PUERTO RICO)]. En sus propias palabras, ¿qué piensa que le está diciendo esta declaración?

- IF NECESSARY: La segunda oración de la declaración dice: “*Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense para obtener información actual sobre la población y vivienda.*” ¿Qué significa “*obtener información*” para usted en esta oración?

- La última parte de la tercera oración pregunta: “¿*Recibió usted la información que le enviamos por correo?*” ¿Qué significa eso para usted dentro de este contexto? ¿Hay alguna otra palabra que usaría en lugar de “*correo*”?

- Otra frase que le leí fue “*Toda la información que usted provea se mantendrá completamente confidencial.*” ¿Qué quiere decir eso para usted?

Ahora voy a continuar con algunas preguntas más de la entrevista.

(1) ADRSVER_CP

Necesito verificar la dirección donde se encuentra esta unidad.

¿Es su dirección:

<fill with address information> REFER TO ANSWER CHART AND READ EVERY COMPONENT OF THE ADDRESS: STREET NUMBER, STREET NAME, APT. #, CITY, STATE, AND ZIP CODE.

1. Sí
2. No

(2a) RESNUM

¿Es [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE CAN BE SKIPPED] una vivienda particular?

1. Sí
2. No

Skip instructions

If yes, go to (3) ACCESS_CP

If no, go to TYPPLC

(2b) TYPPLC

¿Qué tipo de lugar es éste?

(READ RESPONSE OPTIONS ALOUD ONLY IF R IS CONFUSED OR ASKS FOR CLARIFICATION)

1. Negocio solamente
2. Vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos y convalecientes

Skip Instructions

Go to (3) ACCESS_CP

(3) ACCESS_CP

¿Tiene usted acceso directo al [READ ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] desde el exterior o desde un pasillo compartido?

DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED

1. Sí, acceso directo desde el exterior o desde un pasillo compartido
2. No, ninguna de las dos

Skip Instructions

<1> Acceso directo o desde pasillo compartido [go to (5) OTHQTR_CP]

<2> No, ninguna de las dos [go to (4) NOACCESS]

(4) NO ACCESS

¿Tiene que pasar usted por dentro de la vivienda de otra persona para llegar a la suya?

1. Sí
2. No

Skip instructions

Go to (5) OTHQTR_CP

(5) OTHQTR_CP

¿Hay otra sub-vivienda -- ya sea ocupada o desocupada – dentro de [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]?

1. Sí
2. No

Skip instructions

<1> Yes [go to (6) OTHQTR_CP1]

<2> No [go to PROBES_PART 1]

(6) OTHQTR_CP1

¿Está ocupada o desocupada la otra vivienda?

1. Ocupada
2. Desocupada

[1 Ocupada = Use Fill 1 (¿Viven los ocupantes) below]

[2 Desocupada = Use Fill 2 (¿Vivirían los futuros ocupantes) below]

(7) LIVEAT1_CP

[FILL 1: ¿Viven los ocupantes / ...

FILL 2: ¿Vivirían los futuros ocupantes] ...

separados de todas las otras personas en esta dirección?

1. Sí
2. No

Skip instructions

<1> Yes [go to (8) ACCESS1_CP]

<2> No [go to PROBES_PART 1]

(8) ACCESS1_CP

[FILL 1: ¿Tienen los ocupantes / ...

FILL 2: ¿Tendrían los ocupantes futuros] ...

de la otra vivienda acceso directo desde el exterior o desde de un pasillo compartido?

1. Sí, acceso directo o desde un pasillo compartido
2. No, ninguna de las dos

Skip instructions

[go to PROBES_PART 1]

PROBES PART 1: FOR ALL RESPONDENTS:

PROBES_ACCESS:

Ahora quisiera hacerle unas cuantas preguntas acerca de las preguntas que acaba de contestar.
Una de las preguntas que le hice anteriormente fue:

(2a) RESNUM

¿Es [RESPONDENT'S ADDRESS FROM ANSWER CHART -- SKIP CITY, STATE, AND ZIP CODE CAN BE SKIPPED] una vivienda particular?

- A su parecer, ¿que significa “vivienda particular” para usted en esta pregunta? ¿Puede pensar en algún ejemplo de este tipo de vivienda?

- Al referirse a una “vivienda particular,” [la Oficina del Censo/el Negociado del Censo] quiere decir: Una casa, un apartamento, una casa móvil u otra vivienda donde viven las personas. ¿Piensa usted que habría otra manera de describir este tipo de residencia? IF YES: ¿Cuál es?

IF ASKED BEFORE: Otra pregunta que le hice anteriormente fue:

IF NOT ASKED BEFORE: Una pregunta que le hacemos a las personas que dicen no vivir en una vivienda particular es:

(2b) TYPPLC

¿Qué tipo de lugar es éste?

(DO NOT READ RESPONSE OPTIONS ALOUD TO ALL R'S UNTIL AFTER THEY ANSWER THE FIRST PROBE)

1. *Negocio solamente*
2. *Vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos y convalecientes*

- ¿Qué piensa que le está pidiendo esta pregunta?

Permítame repetir la pregunta, pero esta vez voy a añadir las opciones de respuestas:

¿Qué tipo de lugar es éste?

(NOW READ RESPONSE OPTIONS ALOUD TO ALL R’S)

1. *Negocio solamente*
2. *Vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos y convalecientes*

Ahora hablemos acerca de las 2 opciones de respuestas que se dan para esta pregunta. En sus propias palabras... [ASK EACH PROBE FOR EACH RESPONSE OPTION]

- ¿Qué significa (NEGOCIO SOLAMENTE/VIVIENDA COLECTIVA) para usted en esta pregunta?
- ¿Puede pensar en algún ejemplo de este tipo de lugar?
- Al referirnos a (NEGOCIO SOLAMENTE/VIVIENDA COLECTIVA), [la Oficina del Censo/el Negociado del Censo] quiere decir: DEFINITION
- ¿Piensa que hay otra manera de describir ese tipo de lugar? IF YES: ¿Cuál es?

DEFINITIONS (WHEN NEEDED)

1. **NEGOCIO SOLAMENTE:** Un negocio donde las personas no viven ni duermen.
2. **VIVIENDA COLECTIVA:** Una vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos o convalecientes, es como una institución donde viven personas que están bajo cuidado o bajo custodia en instituciones como cárceles, asilos o instituciones juveniles. También hay alojamientos de grupo que no son instituciones, como por ejemplo, dormitorios en universidades o bases militares.

Opciones de respuestas	Significado	Tipos de lugares	Otra descripción
Negocio solamente			
Vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos o convalecientes			

Le hice otra pregunta que decía:

(3) ACCESS_CP:

*¿Tiene usted acceso directo al [READ ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] desde el exterior o desde un pasillo compartido?
DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED*

1. *Sí, acceso directo desde el exterior o desde un pasillo compartido*
2. *No, ninguna de las dos*

- ¿Qué piensa que le está pidiendo esta pregunta?

-
-
- IF NECESSARY: Esta pregunta menciona *acceso directo* “*desde el exterior o desde un pasillo compartido?*” ¿Qué significan estas dos cosas para usted? ¿Hay alguna otra manera en que usted diría esto?

Otra pregunta que le hice decía lo siguiente:

(5) OTHQTR_CP

¿Hay otra sub-vivienda -- ya sea ocupada o desocupada – dentro de [RESPONDENT’S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]?

- ¿Qué piensa que le está pidiendo esta pregunta?

- IF NECESSARY: ¿Qué significa la frase “*otra sub-vivienda*” para usted en esta pregunta?

- ¿Me puede hablar un poco acerca del lugar donde vive usted? ¿Es una casa, un apartamento o una casa móvil? ¿Hay un espacio separado o área separada dentro su vivienda donde viven otras personas? IF YES: ¿Comparten estas personas exactamente la misma dirección que usted (incluyendo el número de apartamento)?

PROBES PART 2:

ASK ONLY OF RESPONDENTS WHO ANSWERED ANY OF THE FOLLOWING QUESTIONS: ASK ONLY ABOUT THE QUESTIONS THEY WERE ASKED EARLIER: (4) NO ACCESS, (6) OTHQTR-CP1, (7) LIVEAT1_CP, (8) ACCESS1_CP.

IF R DID NOT ANSWER ANY OF THESE QUESTIONS, SKIP TO FN_PG1 (NEXT QUESTION SECTION)

IF ASKED: Una de las preguntas que le hice anteriormente decía:

(4) NOACCESS

¿Tiene que pasar usted por dentro de la vivienda de otra persona para llegar a la suya?

- ¿Qué pensó usted que le estaban preguntando aquí?

- IF R ANSWERED YES, ASK: Usted dijo _____. ¿Me puede hablar más sobre su situación? INTERVIEWER MAKE SURE THAT YOU UNDERSTAND R'S SITUATION AND WHETHER HE/SHE ANSWERED QUESTION ACCURATELY.

IF ASKED: Otra pregunta que le hice anteriormente decía:

(6) OTHQTR_CP1

¿Está ocupada o desocupada la otra vivienda?

- ¿Qué pensó usted que le estaban preguntando aquí?

- Usted dijo _____. ¿Me puede hablar más acerca de su situación? INTERVIEWER MAKE SURE THAT YOU UNDERSTAND R'S SITUATION AND WHETHER HE/SHE ANSWERED QUESTION ACCURATELY.

IF ASKED: Otra pregunta que le hice en esta sección decía:

(7) LIVEAT1_CP

INTERVIEWER PLEASE USE SAME FILL YOU USED WHEN ADMINISTERING Q
ORIGINALLY:

[FILL 1: ¿Viven los ocupantes / ...

FILL 2: ¿Vivirían los futuros ocupantes] ...

separados de todas las otras personas en esta dirección

- ¿Me puede decir en sus propias palabras lo que están preguntando aquí?

- Usted dijo _____. ¿Me puede hablar más acerca de su situación?

IF ASKED: Finalmente, la última pregunta que le hice fue:

(8)ACCESS1_CP

INTERVIEWER PLEASE USE SAME FILL YOU USED WHEN ADMINISTERING Q
ORIGINALLY:

[FILL 1: ¿Tienen los ocupantes /...

FILL 2: ¿Tendrían los ocupantes futuros]...

de la otra vivienda acceso directo desde el exterior o desde de un pasillo compartido?

- ¿Me puede decir en sus propias palabras lo que le están preguntando aquí?

- Usted dijo _____. ¿Me puede hablar más acerca de su situación?

Ahora continuemos con algunas preguntas nuevas.

FN_PG1

READ FOR THE PERSON WHOM YOU ARE TALKING TO:

(QUESTION 1) Voy a hacer algunas preguntas sobre todas las personas que viven o se quedan en esta dirección. Primero, vamos a hacer una lista de estas personas comenzando con usted.
¿Cuál es su nombre?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSONA 1)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT’S OK TO GET FIRST NAME ONLY.)

READ AFTER RECORDING THE FIRST PERSON’S NAME:

(QUESTION 2) ¿Cuál es el nombre de la siguiente persona que vive o se queda aquí?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSONA 2 THROUGH WHERE APPLICABLE)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT’S OK TO GET FIRST NAME ONLY.)

Skip instructions

If no additional people to list [go to FN_PG2]

If additional people to list [Repeat Question 2 above until respondent indicates that list is complete]

FN_PG2

(QUESTION 1) Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible... “¿Vive o se queda alguien más aquí, tal como compañeros de casa, hijos de crianza del programa foster del gobierno, inquilinos o empleados que trabajan y viven en el hogar, tal como una niñera o empleada doméstica?”

1. Sí
2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. CONTINUE BY ASKING:

(QUESTION 2) “¿Vive o se queda alguien más aquí, tal como compañeros de casa, hijos de crianza del programa foster del gobierno, inquilinos o empleados que trabajan y viven en el hogar, tal como una niñera o empleada doméstica?”

REPEAT QUESTION 2 UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to FN_PG3]

FN_PG3

¿Está quedándose alguien más aquí aunque sea por poco tiempo, tal como un amigo o pariente?

1. Sí
2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. ASK THE QUESTION AGAIN AFTER EACH NAME UNTIL ALL NAMES ARE LISTED. ASK THE ENTIRE QUESTION UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to AWAYNOW]

AWAYNOW

Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a <read all the names listed on answer chart>

¿Alguna de estas personas está ausente AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?

1. Sí
2. No

INTERVIEWER: CIRCLE ANY NAME(S) LISTED ON ANSWER CHART FOR Q2 AND WRITE “AWAYNOW” NEXT TO THEM.

Skip instructions

[go to ANOTHER HOME]

ANOTHER HOME

INTERVIEWER: REFER TO ANSWER CHART – Q2 AND READ THE NAME(S) LISTED, EXCEPT FOR CIRCLED ONE(S).

¿Se quedan <All NAMES listed except for those circled from AWAYNOW>]

¿Se queda usted/¿Se quedan algunas de estas personas,

¿Se queda <Name>

habitualmente en otro lugar?

1. Sí
2. No

Skip instructions

If R says NO [go to PROBES_LISTING]

If R says YES, circle pertinent names and circle them. Write “ANOTHER HOME” next to them. Then go to MORETHANTWO for each of these names.

MORETHANTWO

INTERVIEWER: REFER TO SEPARATE ANSWER CHART – Q2 AND READ CIRCLED NAME(S) LABELED “ANOTHER HOME.”

¿Se está quedando <ANOTHERHOME NAMES> /...
¿Se está quedando usted /...
¿Se está quedando <Name>]...
aquí por MÁS de dos meses?

1. Sí
2. No

Ahora quisiera hacerle unas pocas preguntas acerca de las preguntas que le acabo de hacer.

PROBES_LISTING:

- Cuando estábamos completando la lista de personas que viven o se quedan con usted, una de las preguntas que le hice decía: “¿Cuál es el nombre de la siguiente persona que vive o se queda aquí?” Cuando dije “siguiente persona,” ¿qué es lo que estaba pensando?

- ¿Hay algún otro término que preferiría usar en lugar de decir “siguiente”?

Le hice otra pregunta que decía:

FN_PG2

Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible...”
¿Vive o se queda alguien más aquí, tal como compañeros de casa, hijos de crianza del programa ‘foster’ del gobierno, inquilinos o empleados que trabajan y viven en el hogar, tal como una niñera o empleada doméstica?

- ¿Qué pensó que le estaban preguntando aquí? ¿Piensa que hay otra manera de describir este concepto?

IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.

Usted dijo _____ ¿Me podría hablar más sobre su situación?

COMPAÑEROS DE CASA:

- En sus propias palabras, ¿qué significa “*compañeros de casa*” para usted en esta pregunta?

- ¿Piensa que hay otra manera de describir este concepto? IF YES: ¿Cuál es?

HIJOS DE CRIANZA DEL PROGRAMA ‘FOSTER’ DEL GOBIERNO:

- En sus propias palabras, ¿qué significa “*hijos de crianza del programa ‘foster’ del gobierno*” para usted en esta pregunta?

- IF RESPONDENT SAYS DON’T KNOW OR PROVIDES INCORRECT DEFINITION: De acuerdo a [la Oficina del Censo/el Negociado del Censo], “*Un hijo de crianza del programa ‘foster’ del gobierno*” es una persona menor de 18 años a la cual el gobierno local ha colocado en un hogar para recibir cuidado paternal o maternal. Ellos pueden vivir en el hogar por una pequeña temporada o por varios años.

- ¿Piensa que hay otra manera de describir este concepto? IF YES: ¿Cuál es?

INQUILINOS:

- En sus propias palabras, ¿qué significa “*inquilinos*” para usted en esta pregunta?

- ¿Piensa que hay otra manera de describir este concepto? IF YES: ¿Cuál es?

EMPLEADOS QUE TRABAJAN Y VIVEN EN EL HOGAR:

- En sus propias palabras, ¿qué significa “empleados que trabajan y viven en el hogar, tal como una niñera o empleada doméstica” para usted en esta pregunta?

- ¿Piensa que hay otra manera de describir este concepto? IF YES: ¿Cuál es?

La siguiente pregunta que le hice decía:

FN_PG3

¿Está quedándose alguien más aquí aunque sea por poco tiempo, tal como un amigo o pariente?

- ¿Qué significa el término “quedándose” para usted en esta pregunta?

- ¿Y qué significa el término “poco tiempo” para usted en esta pregunta? ¿Hay otra manera en que usted podría decir esto? ¿A qué período de tiempo piensa que se están refiriendo aquí?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.

Usted dijo _____ ¿Me podría hablar más sobre su situación?

La siguiente pregunta que le hice decía:

AWAYNOW

Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ...

¿Alguna de estas personas está ausente AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?

- Revisemos esta pregunta. Cuando preguntamos “¿Alguna de estas personas está **ausente AHORA por más de dos meses?**,” ¿qué piensa que estamos preguntando?

- IF R SEEMS CLEAR ABOUT THE MEANING, ASK: ¿Piensa usted que hay una mejor manera de hacer esta pregunta?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION. Usted dijo _____ ¿Me podría hablar más sobre su situación? ¿Hace cuánto tiempo se fue esa persona? Cuando escuchó las palabras “ausente AHORA por más de dos meses,” ¿En qué periodo de tiempo estaba pensando en relación con NAME?

La siguiente pregunta que le hice decía:

ANOTHER HOME

[¿Se queda usted o se queda NAME(S)] habitualmente en otro lugar?

- En sus propias palabras, ¿qué significa esta pregunta?

Gracias. Ahora continuemos con unas cuantas preguntas más de la encuesta.

BASIC

Ahora quisiera hacerle algunas preguntas básicas acerca de personas en este hogar que están aquí más de dos meses.

HHOLDER

De las personas que ha nombrado, ¿quién es dueño o quién alquila esta vivienda? ¿A nombre de quiénes está la escritura o el contrato de alquiler?

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER SHEET AND WRITE “OWNER” NEXT TO APPLICABLE NAME LISTED

PROBES_OWNER:

- Hace un minuto, le leí una pregunta que decía:

HHOLDER

De las personas que ha nombrado, ¿quién es dueño o quién alquila esta vivienda? ¿A nombre de quiénes está la escritura o el contrato de alquiler?

- ¿Ha escuchado las palabras “*escritura*” y “*contrato de alquiler*” anteriormente?

- IF YES: ¿Qué significan estas palabras para usted aquí? ¿Significan lo mismo o algo diferente para usted? ¿Piensa usted que hay otras palabras que serían más adecuadas para esta situación?

Ahora, continuemos con algunas preguntas más de la entrevista:

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER CHART AND ASK BETWEEN PERSON 1 AND ALL OTHER HOUSEHOLD RESIDENTS. RECORD ANSWER ON THE “PARENTESCO” COLUMN.

REL (SHOW FLASHCARD A WITHOUT READING LIST TO THE R. IF PERSON CANNOT READ, YOU CAN READ THE CATEGORIES TO THEM.)

Usando la Tarjeta A en este paquete, ¿cómo está {<Name>/usted} relacionado(a) con {<HHOLDER or PERSON 1>/usted}?

- <1> Esposo(a)
- <2> Hijo(a) biológico(a)
- <3> Hijo(a) adoptivo(a)
- <4> Hijastro(a)
- <5> Hermano(a)
- <6> Padre o madre
- <7> Nieto(a)
- <8> Suegro(a)
- <9> Yerno o nuera
- <10> Otro pariente
- <11> Inquilino(a)
- <12> Compañero(a) de casa o de cuarto (roommate)
- <13> Pareja no casada
- <14> Hijo(a) de crianza del programa ‘foster’ del gobierno
- <15> Otro no pariente

Skip instructions

If not last person on list [go to RELP for next person and read only “¿Cómo está {<Name>/usted} relacionado(a) con {<HHOLDER>/usted}?”]

If last person on list [go to PROBES_RELATIONSHIPS]

PROBES_RELATIONSHIPS:

Ahora quisiera hacerle algunas preguntas acerca de la pregunta que le acabo de hacer. (SHOW RESPONDENT FLASHCARD AGAIN)

TERM “INQUILINO(A)”

- ¿Qué significa la opción de respuesta: “*Inquilino(a)*” para usted en esta pregunta?

- IF R SAYS DK OR INCORRECT RESPONSE: Un “*inquilino*” es una persona que paga alquiler por usar u ocupar un terreno, un edificio u otra propiedad que le pertenece a otra persona.

- ¿Ha escuchado hablar sobre esto?

- ¿Hay otro término que usaría usted para describir este tipo de situación? ¿Cuál es?

TERM “COMPAÑERO(A) DE CASA O DE CUARTO (ROOMMATE)”

- ¿Qué significa la frase “*Compañero(a) de casa o de cuarto (roommate)*” para usted?

- ¿Ha oído decir la palabra “*roommate*” en inglés alguna vez? ¿Hay alguna palabra que usted usa en español que indica lo mismo?

- ¿Significa “*compañero(a) de casa*” lo mismo que “*compañero(a) de cuarto (roommate)*” o significan cosas diferentes para usted?

- IF NECESSARY: [La Oficina del Censo/El Negociado del Censo] define los términos “*Compañero de casa o cuarto (roommate)*” como una persona que no está relacionada con el dueño del hogar pero que comparte la vivienda principalmente para compartir los gastos. [La Oficina del Censo/El Negociado del Censo] no quiere decir que se trata de una relación íntima, ni de novios, ni de esposo y esposa. ¿Hay otro término que usaría usted para describir este tipo de relación?

TERM “HIJO(A) DE CRIANZA DEL PROGRAMA ‘FOSTER’ DEL GOBIERNO”

- En su opinión, ¿qué es un(a) “*Hijo(a) de crianza del programa ‘foster’ del gobierno*” en esta pregunta? ¿Significa este término algo diferente aquí de cuando lo hablamos anteriormente?

- IF NECESSARY: De acuerdo a [la Oficina del Censo/el Negociado del Censo], “*Un hijo de crianza del programa ‘foster’ del gobierno*” es una persona menor de 18 años a la cual el

gobierno local ha colocado en un hogar para recibir cuidado paternal o maternal. Ellos pueden vivir en el hogar por poco tiempo o por varios años.

- ¿Hay algún otro término que podría usar usted para describir este tipo de relación?

- ¿Hay alguna diferencia entre “*hijo(a) adoptivo*” e “*hijo(a) de crianza del programa ‘foster’ del gobierno*” para usted? IF YES: ¿Cuál piensa qué es la diferencia?

INTERVIEWER: TAKE FLASCHARD A FROM THE RESPONDENT AND PUT IT ASIDE.

Ahora quisiera continuar con algunas preguntas nuevas:

SEX

INTERVIEWER ASK ABOUT EACH HOUSEHOLD RESIDENT ON SEPARATE ANSWER CHART (Q2) AND WRITE EITHER “M” OR “F” ON THE SEX COLUMN NEXT TO APPLICABLE NAME.

FIRST TIME: ASK ABOUT PERSON 1:
¿[Es <Name>/ Es usted)] hombre o mujer?

ASK ABOUT ALL OTHER RESIDENTS:

¿Y {<Name>/ usted}?

<1> Hombre

<2> Mujer

PROBE_SEX:

- ¿Qué es lo que pensó cuando escuchó esta pregunta? ¿Piensa usted que hay una manera más fácil o más natural de hacer esta pregunta? ¿Preferiría escuchar decir estos términos en otras palabras?

- IF CHILDREN IN THE HOUSE: Cuando le pregunté si NAME OF CHILD era “hombre o mujer,” ¿le pareció raro que usara esas palabras para preguntar sobre un niño(a) o le pareció bien?
- IF NO CHILDREN: ¿Y le parece esta la manera apropiada de preguntar el sexo de un bebé o un(a) niño(a)?

Continuemos con algunas preguntas adicionales.

DOBM

¿Cuál es la fecha de nacimiento de <Name>? OR

¿Cuál es su fecha de nacimiento?

(RECORD DATE OF BIRTH ON ANSWER CHART – Q2, ON THE COLUMN LABELED “FECHA DE NAC.” FOR EACH NAME)

Skip instructions

Go to AGE and ask about Person 1 (THE ORDER SHOULD BE DOBM AND THEN AGE FOR EACH INDIVIDUAL)

If DOBM= DK or REF for any person go to AGEASK for that person

AGE

¿Cuál es la edad de <Name>?/¿Cuál es su edad? (RECORD AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH NAME)

Skip instructions

If not last person on list [go to DOBM and then AGE for next person]

If last person on list [go to PROBES_AGE]

AGEASK

¿Más o menos qué edad tiene (usted / <Name>)? (RECORD ESTIMATED AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH APPLICABLE NAME)

Skip instructions

If not last person on list and R has answered AGEASK [go to DOBM for next person]

If last person on list and R has answered AGEASK [go to PROBE_AGE (1)]

If AGEASK = DK or REF [go to AGERANGE] for that person

AGERANGE

¿(Tiene <Name>/ Tiene usted)? (RECORD RANGE AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH APPLICABLE NAME)

<1> menos de 3 años?

<2> 3 ó 4 años?

<3> entre 5 y 14 años?

<4> 15 años o más

Skip instructions

If not last person on list [go to DOBM for next person]
If last person on list [go to PROBES_AGE (2)]

PROBE_AGE (1):

IF RESPONDENT WAS ASKED “AGEASK” SAY: Una de las preguntas que le hice fue:
“¿Más o menos qué edad tiene María?”

PROBE_AGE (2)

IF RESPONDENT WAS NOT ASKED “AGEASK” SAY: Cuando las personas no saben la edad, nosotros preguntamos: “¿Más o menos qué edad tiene María?”

- ¿Qué piensa que quieren decir cuando se refieren a “más o menos”? IF R KNOWS: ¿Se le ocurre alguna manera diferente de decir esto? IF YES: ¿De qué manera?

Ahora le voy a hacer una serie de preguntas nuevas. (INTERVIEWER: USE ONLY 1 VERSION OF THIS QUESTION FOR EACH RESPONDENT, USING THE PERTINENT FLASHCARD VERSION)

HISA (SHOW PERTINENT FLASHCARD B VERSION TO RESPONDENT AS YOU READ THE QUESTION)

INTERVIEWER WRITE “SÍ” OR “NO” ON THE “HISPANO(A)” COLUMN ON SEPARATE ANSWER CHART – Q2

VERSION 1: {Por favor, vea la Tarjeta B. TO BE READ FIRST TIME ONLY } ¿Es {<Name>/usted} de origen hispano, latino o español? ¿Diría que sí o no?

- <1> Sí
- <2> No

VERSION 2: {Por favor, vea la Tarjeta B. TO BE READ FIRST TIME ONLY } ¿Es {<Name>/usted} de origen español, hispano o latino?

- <1> Sí
- <2> No

VERSION 3: {Por favor, vea la Tarjeta B. TO BE READ FIRST TIME ONLY } ¿Es {<Name>/usted} hispano o latino; o de origen español?

- <1> Sí
- <2> No

Skip instructions

If HISA = YES [go to same version # HISB] for that person.

If HISA = NO, DK, REF [go back to HISA same version # for next person (OMIT: {Por favor, vea la Tarjeta B} for later persons)

If the last person on the list and HISA = NO, DK, REF [go to RAC]

HISB (SHOW PERTINENT FLASHCARD B VERSION TO THE RESPONDENT AS YOU READ THE QUESTION)

INTERVIEWER USE ONLY ONE VERSION OF THE QUESTION FOR EACH INTERVIEW (SAME NUMBER AS IN HISA). WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2

VERSION 1: ¿Es {<Name>/ usted} mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?

INTERVIEWER: READ THE ENTIRE QUESTION TO PERSON 1 ONLY. NO NEED TO READ THE “FOR EXAMPLE” WORDING TO SUBSEQUENT PERSONS.

<1> Mexicano(a), mexicano(a) americano(a), chicano(a)

<2> Puertorriqueño(a)

<3> Cubano(a)

<4> Otro origen hispano, latino o español (Por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?)

VERSION 2: ¿Es {<Name>/ usted} de origen mexicano(a) o mexicano(a) americano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?

INTERVIEWER: READ THE ENTIRE QUESTION TO PERSON 1 ONLY. NO NEED TO READ THE “FOR EXAMPLE” WORDING TO SUBSEQUENT PERSONS.

<1> Mexicano(a) o mexicano(a) americano(a)

<2> Puertorriqueño(a)

<3> Cubano(a)

<4> Otro origen hispano, latino o español (Por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?)

VERSION 3: ¿Es {<Name>/ usted} de origen mexicano(a), puertorriqueño(a), cubano(a); o de otro origen hispano, latino o español?

<1> Mexicano(a)

<2> Puertorriqueño(a)

<3> Cubano(a)

<4> Otro origen hispano, latino o español

Skip instructions

If HISB = 4, Another Hispanic, latino or Spanish origin [go to HISW immediately for that person]

If not last person on the list [go to HISA for next person]

If the last person on the list [go to RAC for Person 1]

INTERVIEWER: TAKE FLASHCARD B FROM THE RESPONDENT

HISW

(IF R ANSWERED HISB = <4> (*Otro origen hispano, latino o español*))

INTERVIEWER WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2.

¿Qué origen es ese? (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)

Skip instructions

If not last person on list [go to HISA for next person]

If last person on list [go to RAC for Person 1]

RAC (*SHOW FLASHCARD C TO RESPONDENT AS YOU READ THE QUESTION*)

INTERVIEWER ASK FOR EACH PERSON AND WRITE ANSWER(S) ON THE “RACE” COLUMN ON SEPARATE ANSWER CHART – Q2

Por favor, vea la Tarjeta C y escoja una o más razas. {Para esta encuesta, origen hispano no es una raza.}

¿Es {<Name>/ usted} de raza blanca, negra, africana americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?

Skip instructions

If not last person on list [go to RAC for next person and read entire second part of the question for each person]

If last person on list [go to PROBES_HISPANIC]

PROBES_HISPANIC:

Lo primero que le pregunté en esta serie de preguntas fue:

HISA (*READ PERTINENT QUESTION VERSION AND SHOW PERTINENT FLASHCARD B TO RESPONDENT AS YOU READ THE QUESTION*)

VERSION 1: {Por favor, vea la Tarjeta B. ¿Es {<Name>/ usted} de origen hispano, latino o español? ¿Diría que sí o no?

VERSION 2: {Por favor, vea la Tarjeta B. ¿Es {<Name>/ usted} de origen español, hispano o latino?

VERSION 3: {Por favor, vea la Tarjeta B. ¿Es {<Name>/ usted} hispano o latino; o de origen español?

- ¿Qué significó esta pregunta para usted o qué piensa que le preguntaron aquí?

-
-
-
-
- ¿Significan los términos “hispano”, “latino” y “español” lo mismo para usted o piensa que son diferentes?

-
-
-
-
- ¿Se dio cuenta que buscaban una respuesta de “sí o no” con esta pregunta?

-
-
-
-
- El objetivo de [la Oficina del Censo/el Negociado del Censo] con esta pregunta es tratar de determinar si las personas se consideran provenientes de países donde se habla español o si sus antepasados son provenientes de un país donde se habla español.)
¿Piensa que hay alguna manera de expresar este concepto más claramente o piensa que la pregunta se puede hacer de una mejor manera?

WORDING COMPARISONS:

- Estamos tratando de mejorar esta pregunta y hemos pensado en otras opciones de cómo hacer la pregunta. Ahora, quisiera leerle otras dos opciones y preguntarle lo que piensa acerca de ellas.

(READ THE RESPONDENT THE 2 ALTERNATIVE VERSIONS THAT HE/SHE DID NOT HEAR AND SHOW HIM/HER THE HISA SHOWCARD):

VERSION 1: *¿Es usted de origen hispano, latino o español? ¿Diría que sí o no?*

VERSION 2: *¿Es usted de origen español, hispano o latino?*

VERSION 3: *¿Es usted hispano o latino; o de origen español?*

- ¿Piensa usted que una de estas dos nuevas versiones es más clara and más fácil de entender que la otra? ¿Por qué? La pregunta que le hice primero fue: READ ORIGINAL VERSION WORDING. ¿Tiene alguna preferencia entre las 3 diferentes versiones? IF SO, ¿cuál de las 3 opciones piensa que es la más clara?

-
-
- ¿Por qué prefiere la version número ____ en lugar de las otras 2 versiones que le leí? ¿Tiene otras sugerencias de cómo hacer que esta pregunta se entienda mejor?
-
-
-

IF R ANSWERED “HISB” EARLIER: La siguiente pregunta que le hice decía:

HISB (READ PERTINENT QUESTION VERSION AS ORIGINALLY READ TO THE R AND SHOW CORRESPONDING FLASHCARD B TO RESPONDENT AS YOU READ THE QUESTION)

VERSION 1: *¿Es {<Name>/usted} mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?*

VERSION 2: *¿Es {<Name>/usted} de origen mexicano(a) o mexicano(a) americano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?*

VERSION 3: *¿Es {<Name>/usted} de origen mexicano(a); puertorriqueño(a) o cubano(a); o de otro origen hispano, latino o español?*

- ¿Qué piensa que le están preguntando aquí?
-
-
-
-

WORDING COMPARISONS:

- Otra vez, estamos tratando de mejorar esta pregunta y hemos pensado en otras opciones de cómo hacer la pregunta. Permítame leerle la misma pregunta pero de una manera diferente (INTERVIEWER: READ THE RESPONDENT THE 2 ALTERNATIVE VERSIONS THAT HE/SHE DID NOT HEAR AND SHOW HIM/HER THE HISB SHOWCARD):

VERSION 1: *¿Es {<Name>/usted} mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?*

VERSION 2: *¿Es {<Name>/usted} de origen mexicano(a) o mexicano(a) americano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?*

VERSION 3: *¿Es {<Name>/usted} de origen mexicano(a); puertorriqueño(a) o cubano(a); o de otro origen hispano, latino o español?*

- *¿Tiene preferencia por una de estas versiones en particular? IF YES: ¿Por qué?*

- *A su parecer, ¿piensa que esta pregunta es muy larga o piensa que está bien así?*

- **IF RESPONDENT IS OF MEXICAN ORIGIN:** *¿Está familiarizado(a) con el término chicano(a)? ¿Es este un término que usaría para describirse a sí mismo(a)? Nosotros estamos viendo la posibilidad de incluir ese término en la pregunta (POINT TO WHERE IT APPEARS ON THE SHOWCARD QUESTION VERSION 1, AFTER MEXICAN AMERICAN). ¿Es este un término que le gustaría ver aquí o piensa que no es necesario incluirlo? ¿Qué le parece si decimos solo “mexicano” o si incluimos “mexicano americano” en la pregunta?*

IF R ANSWERED HISW EARLIER: La siguiente pregunta que le hice fue:

HISW

¿Qué origen es ese? (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)

- *¿Tuvo alguna dificultad al contestar esta pregunta? IF YES: ¿Por qué tuvo dificultad?*

Lo último que le pregunté en esta serie de preguntas fue:

RAC (SHOW FLASHCARD C TO RESPONDENT AS YOU READ THE QUESTION)

Por favor, vea la Tarjeta C y escoja una o más razas. {Para esta encuesta, origen hispano no es una raza.}

FOR ALL RESPONDENTS: *¿Es usted de raza blanca, negra, africana americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?*

- Usted dijo _____. ¿Cómo eligió su respuesta?

- ¿Tuvo alguna dificultad para contestar esta pregunta?

- ¿Hay una respuesta que usted quería dar pero que no estaba en la lista? Si se le hiciera esta pregunta sin mostrarle una lista, ¿cómo contestaría la pregunta?

INTERVIEWER: ASK THIS NEXT SECTION OF ALL RESPONDENTS

Vignettes

Ahora quisiera pedirle que por favor pensara en una situación imaginaria para que yo pueda practicar algunas otras preguntas.

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Vignette 1:

Suponga que usted esté alquilando un pequeño apartamento en la parte de atrás de la casa de una pareja que también vive en la casa. [IF R IS IN NORTH CAROLINA SAY: (La dirección es 123 Main St.; Raleigh, North Carolina) IF R IS IN CALIFORNIA SAY: (La dirección es 123 Main St., Anaheim, California)]. La pareja vive en el Apartamento A y usted vive en el Apartamento B. Usted tiene su propio espacio privado que usa como un dormitorio. También hay una cocina y un baño. El espacio que usted ocupa no tiene una puerta que da hacia afuera. Para ir afuera, usted tiene que pasar por la sala donde vive la pareja. (Ver la foto del dibujo 1)

Ahora me gustaría hacerle unas cuantas preguntas que tratan de esta situación imaginaria. Por favor, hágase la idea que usted vive en la parte de atrás de esa casa (POINT TO APARTMENT B) y me gustaría hacerle algunas preguntas sobre esta situación.

ACCESS_CP

¿Tiene usted acceso directo al 123 Main Street, Apartamento B desde el exterior o desde un pasillo compartido?

DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED

1. Sí, acceso directo desde el exterior o desde un pasillo compartido
2. No, ninguna de las dos

Skip instructions

[go to NOACCESS]

NOACCESS

¿Tiene que pasar usted por dentro de la vivienda de otra persona para llegar a la suya?

1. Sí
2. No

PROBES:

Una de las preguntas que le hice decía:

ACCESS_CP:

¿Tiene usted acceso directo al 123 Main Street, Apartamento B desde el exterior o desde un pasillo compartido?

DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS NECESSARY

1. *Sí, acceso directo desde el exterior o desde un pasillo compartido*
2. *No, ninguna de las dos*

- ¿Qué piensa que le están preguntando aquí?

- ¿Fue obvio para usted que esta pregunta pedía una respuesta de “sí o no”? [SI NO FUE OBVIO]: ¿Hay alguna manera de hacer eso más claro?

- IF NECESSARY: Esta pregunta menciona “*acceso directo al 123 Main Street, Apartamento B, desde el exterior o desde un pasillo compartido.*” ¿Qué significa esto para usted? IF R UNDERSTOOD: ¿Podría decir esto de otra manera?

Otra pregunta que le hice decía:

NOACCESS

¿Tiene que pasar usted por dentro de la vivienda de otra persona para llegar a la suya?

- ¿Qué pensó que le estaban preguntando aquí?

- ¿Piensa que habría otra manera de hacer esta pregunta?

¡Gracias! Ahora me gustaría pensar acerca de otra situación imaginaria para ver cómo respondería usted a otras cuantas preguntas.

Vignette 2

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Suponga que usted esté alquilando el sótano de la casa de una persona. Digamos que la dirección de ambos es [IF R IS IN NORTH CAROLINA SAY: (123 Central Avenue; Raleigh, North Carolina) IF R IS IN CALIFORNIA SAY: (123 Central Avenue; Anaheim, California)]. Hay una puerta trasera y usted tiene su propio apartamento aparte con una cocina y una sala grande donde tiene un sofá, un televisor, una cama y una cómoda. Los dueños de la casa viven en la parte de arriba de la casa pero usted no los ve casi nunca. Usted comparte la misma dirección pero las dos áreas donde viven no están conectadas. (Ver la foto del dibujo 2)

Ahora me gustaría hacerle unas cuantas preguntas de la encuesta teniendo en mente esa situación imaginaria. Por favor, hágase la idea que usted está alquilando el sótano de esa casa imaginaria

[POINT TO BASEMENT ON DRAWING] y me gustaría hacerle algunas preguntas sobre esta situación.

OTHQTR_CP

¿Hay otra sub-vivienda -- ya sea ocupada o desocupada – dentro de 123 Central Avenue?

1. Sí
2. No

Skip Instructions

IF R SAID YES: [1 Fill 1 for LIVEAT1_CP] [2 Fill 2 for LIVEAT1_CP]

IF R SAID NO INTERVIEWER REFER THEM BACK TO VIGNETTE AND SAY:

“Supongamos que las personas que viven en el otro lado de la casa se encuentran en otros alojamientos” then ask LIVEAT1_CP

LIVEAT1_CP

¿Viven los ocupantes separados de todas las otras personas en esta dirección?

1. Sí
2. No

Skip Instructions

Go to ACCESS1_CP

ACCESS1_CP

¿Tienen los ocupantes de la otra vivienda acceso directo desde el exterior o desde de un pasillo compartido?

1. Sí
2. No

PROBES:

Una de las preguntas que le hice decía:

OTHQTR_CP

¿Hay otra sub-vivienda -- ya sea ocupada o desocupada – dentro de 123 Central Avenue?

- ¿Qué piensa que le están preguntando aquí?

- ¿Qué significa la frase “otra sub-vivienda” para usted en esta pregunta?

La siguiente pregunta que le hice decía:

LIVEAT1_CP

¿Viven los ocupantes separados de todas las otras personas en esta dirección?

- ¿Me puede decir en sus propias palabras lo que le están preguntando aquí?

- ¿Tuvo alguna dificultad en responder esta pregunta?

Finalmente, la última pregunta del grupo decía:

ACCESS1_CP

¿Tienen los ocupantes de la otra vivienda acceso directo desde el exterior o desde de un pasillo compartido?

- ¿Me puede decir en sus propias palabras lo que le están preguntando aquí?

- ¿Tuvo alguna dificultad en responder esta pregunta?

Muchas gracias por imaginarse esas situaciones.

Y ahora tengo una última declaración que leerle. En una entrevista regular siempre decimos lo siguiente:

THANK YOU

Muchas gracias por su participación en esta encuesta importante. Usted ha sido de gran ayuda.

PROBE_THANK YOU:

- ¿Qué significa esta declaración para usted?

Section III. Conclusion

- En general, ¿cuál es su opinión acerca de las preguntas?

- ¿Tiene algún otro comentario o alguna preocupación?

Quisiera agradecerle mucho por su participación. Ahora le daré \$40 dólares y le pediré que firme un recibo para verificar que usted ha recibido el dinero.

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

End Time: _____ AM / PM

Appendix L

ACS CATI Instrument Testing Protocol Guide – List 1 – Round 2 (Spanish)

June 25, 2008

Participant ID #: |_|_|_|_|_|_|_|_| (First name initial/Last name initial/two digit sequential #/Location initials: LA/NC)

Date: |_|_|_|_|/|_|_|_|_|/|_2_|_0_|_0_|_8_| (mm/dd/yyyy)

Interviewer (Check One): 1 RQ 2 GM 3 LR 4 SR 5 PG

Location (Check One): 1 LA 2 NC

Participant: 1 Monolingual/Very little English – Spanish

Start Time: _____ AM / PM

Interviewer: Read/ Paraphrase this Introduction

La Oficina del Censo recopila información acerca de toda la población cada 10 años. Con el propósito de proporcionar información con más frecuencia, ellos también realizan la Encuesta sobre la Comunidad Estadounidense todos los años. La información que ellos recopilan se utiliza para determinar la cantidad de dinero del gobierno que recibirán las diferentes comunidades para las escuelas, servicios de empleo, carreteras y muchos otros programas.

La Oficina del Censo nos ha contratado a nosotros, RTI International, para ver qué tan bien se entienden las preguntas de la Encuesta sobre la Comunidad Estadounidense. El día de hoy me gustaría practicar algunas de las preguntas con usted y después de eso, me gustaría preguntarle acerca de lo que piensa y opina sobre el significado de dichas preguntas, si es que tienen sentido, etc.

Algunas veces puede que usted piense que las preguntas que le haga suenan un poco extrañas. Por ejemplo, puede que yo le pregunte lo que significa para usted cierta palabra. La razón por la que hacemos esto es para ver si las personas de diferentes partes del país (o personas de diferentes países) usan diferentes palabras o interpretan las cosas de manera diferente. No hay respuestas correctas ni incorrectas y nosotros estamos entrevistando a muchas personas diferentes para poder identificar los términos y preguntas que todas las personas puedan entender mejor.

Esta es una encuesta que se realiza *por teléfono*.

Su participación en esta entrevista es muy importante porque ayudará a la Oficina del Censo a mejorar el cuestionario. Cuando terminemos, le daré \$40 dólares como muestra de nuestro agradecimiento y le pediré que firme un recibo para documentar que usted ha recibido el dinero.

Section I. Informed Consent

Antes de empezar, le voy a dar un consentimiento informado por escrito, el cual revisaremos juntos. Por favor, siéntase en confianza de hacer cualquier pregunta que tenga a medida que revisemos la forma de consentimiento. Este documento explica lo siguiente:

- Que el propósito de esta entrevista es ayudar a la Oficina del Censo a revisar algunas de las preguntas que se incluyen en la Encuesta sobre la Comunidad Estadounidense para asegurarse de que las preguntas se entienden bien.
- Que la entrevista y el diálogo durarán más o menos entre 60 y 90 minutos y que no hay respuestas correctas ni incorrectas. Que usted recibirá \$40 dólares por su participación en el estudio.
- Que su participación en este estudio es voluntaria y que puede dejar de participar en cualquier momento. Usted puede decidir no responder a cualquier pregunta que prefiera no contestar.
- Que no le preguntaremos sobre su situación legal ni de inmigración. Que toda la información que usted nos dé se mantendrá en forma confidencial y que no se le identificará a usted en forma individual en ninguno de nuestros reportes. Que la información que lo(a) identifica a usted está protegida por el Título 13 del Código de los Estados Unidos.
- Que si tiene alguna pregunta sobre el estudio, puede llamar a Rosanna Quiroz al 1-800-334-8571 ext. 27172. Que si tiene alguna pregunta sobre sus derechos como participante en este estudio, puede llamar al teléfono gratuito 1-866-214-2043.

Asimismo, el reverso de la forma le pide su permiso para que la entrevista sea grabada en una cinta de audio. Una vez que terminemos de revisar la forma y hayamos contestado a todas sus preguntas, le pediré que firme y escriba la fecha en las dos secciones de la forma.

INTERVIEWER:

1. DID THE PARTICIPANT HAVE ANY QUESTIONS OR CONCERNS?

- ₁ Yes
₂ No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

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

- ₁ Yes
₂ No → **(END INTERVIEW)**
- 

4. SAY: Aquí tiene una copia del documento para que lo conserve.

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

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

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

Section II. Cognitive Interview

Ahora, si está listo(a), me gustaría empezar con algunas de las preguntas de la Encuesta sobre la Comunidad Estadounidense. Este es el tipo de encuesta en la que un entrevistador o una entrevistadora lo(a) llamaría le haría las preguntas de la encuesta por teléfono. Si pudiera, quisiera que por favor se imagine estar en su hogar contestando estas preguntas.

Como le dije anteriormente, esto NO es ningún tipo de examen y no hay respuestas correctas ni incorrectas. Nosotros estamos practicando estas preguntas con muchas personas diferentes en diferentes partes del país, para ver cómo estas personas interpretan las preguntas. Después de leerle las preguntas de la encuesta, le preguntaré su opinión sobre ciertas palabras y preguntas. Al final, cuando terminemos, usted recibirá el pago de \$40 dólares en efectivo como muestra de nuestro agradecimiento.

¿Tiene alguna pregunta?

INTERVIEWER WRITE ADDRESS ON SEPARATE ANSWER CHART – Q1 (PLEASE MAKE SURE YOU WRITE DOWN RESPONDENT’S FULL ADDRESS, INCLUDING STREET NUMBER, STREET NAME, APT. #, CITY, STATE, AND ZIP CODE)

(SAY ONLY IF respondent expresses concern about providing full address information: Tell him/her: *La razón por la que le preguntamos su dirección es porque quiero practicar las preguntas de la misma manera que se hace durante una entrevista verdadera. Hoy no estoy recopilando información de la encuesta, simplemente estoy practicando la entrevista para asegurarme que tiene sentido, etc. Yo no voy a mantener la información de su dirección después de haber terminado el estudio.*

Entonces empecemos.

INTERVIEWER: PLEASE READ EACH SURVEY QUESTION (IN BOXES) ALOUD TO THE RESPONDENT EXACTLY AS WORDED. WHEN YOU GET TO THE PROBING SECTIONS YOU DON’T HAVE TO READ THINGS EXACTLY AS WORDED BUT BE SURE TO GET INFORMATION ON EACH OF THE ITEMS/ CONCEPTS LISTED IN THE PROBES.

GENERAL PROBES (to be used as necessary):

- Por favor dígame qué está pensando.
- ¿Cómo eligió su respuesta o cómo llegó a esa respuesta?
- ¿Me podría decir más al respecto?
- ¿Me podría decir más sobre su situación con _____?
- No le estoy pidiendo que me de una respuesta, pero ¿podría decirme por qué no quiere contestar esa pregunta?
- Me dí cuenta que al contestar la pregunta, usted se rió/dudó/hizo una pausa. ¿Me podría decir lo que estaba pensando en ese momento?

DEMOGRAPHIC QUESTIONS

INTRO_CP (PUERTO RICO VS. STATESIDE)

INTERVIEWER: PLEASE ASK THE PUERTO RICO VERSION ONLY TO PUERTO RICO RESPONDENTS.

STATESIDE:	PUERTO RICO:
<p>Buenos días (Buenas tardes). Soy...de la Oficina del Censo de los Estados Unidos. Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense para obtener información actual sobre la población y vivienda.</p> <p>Tengo algunas preguntas que hacerle. ¿Recibió usted la información que le enviamos por correo?</p> <p>1. Sí 2. No</p>	<p>Buenos días (Buenas tardes). Soy...del Negociado del Censo de los Estados Unidos. Estamos llevando a cabo la Encuesta sobre la Comunidad de Puerto Rico para obtener información actual sobre la población y vivienda.</p> <p>Tengo algunas preguntas que hacerle. ¿Recibió usted la información que le enviamos por correo?</p> <p>1. Sí 2. No</p>

INTROLET_CP (PUERTO RICO VS. STATESIDE)

STATESIDE:	PUERTO RICO:
<p>La Oficina del Censo está llevando a cabo esta encuesta para obtener información actual sobre la población y vivienda. La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos.</p> <p>Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá completamente confidencial.</p>	<p>El Negociado del Censo está llevando a cabo esta encuesta para obtener información actual sobre la población y vivienda. La ley requiere que yo le indique que esta encuesta está autorizada por las secciones 141, 193, y 221 del título 13 del Código de los Estados Unidos.</p> <p>Como promedio, la entrevista toma menos de 30 minutos. Esta encuesta es obligatoria y su cooperación es muy importante. Toda la información que usted provea se mantendrá completamente confidencial.</p>

PROBES_INTRO:

- La primera declaración que le leí fue: [RE-READ **INTRO_CP** (STATESIDE or PUERTO RICO)]. En sus propias palabras, ¿qué piensa que le está diciendo esta declaración?

- IF NECESSARY: La segunda oración de la declaración dice: “*Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense para obtener información actual sobre la población y vivienda.*” ¿Qué significa “*obtener información*” para usted en esta oración?

- La última parte de la tercera oración pregunta: “¿*Recibió usted la información que le enviamos por correo?*” ¿Qué significa eso para usted dentro de este contexto? ¿Hay alguna otra palabra que usaría en lugar de “*correo*”?

- Otra frase que le leí fue “*Toda la información que usted provea se mantendrá completamente confidencial.*” ¿Qué quiere decir eso para usted?

Ahora voy a continuar con algunas preguntas más de la entrevista.

(1) ADRSVER_CP

Necesito verificar la dirección donde se encuentra esta unidad.

¿Es su dirección:

<fill with address information> REFER TO ANSWER CHART AND READ EVERY COMPONENT OF THE ADDRESS: STREET NUMBER, STREET NAME, APT. #, CITY, STATE, AND ZIP CODE.

1. Sí
2. No

(2a) RESNUM

¿Es [RESPONDENT’S ADDRESS FROM ANSWER CHART — SKIP CITY, STATE, AND ZIP CODE CAN BE SKIPPED] una vivienda particular?

1. Sí
2. No

Skip instructions

If yes, go to (3) ACCESS_CP

If no, go to TYPPLC

(2b) TYPPLC

¿Qué tipo de lugar es éste?

(READ RESPONSE OPTIONS ALOUD ONLY IF R IS CONFUSED OR ASKS FOR CLARIFICATION)

1. Negocio solamente
2. Vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos y convalecientes

Skip Instructions

Go to (3) ACCESS_CP

(3) ACCESS_CP

¿Tiene usted acceso directo al [READ ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] desde el exterior o desde un pasillo compartido?

DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED

1. Sí, acceso directo desde el exterior o desde un pasillo compartido
2. No, ninguna de las dos

Skip Instructions

<1> Acceso directo o desde pasillo compartido [go to (5) OTHQTR_CP]

<2> No, ninguna de las dos [go to (4) NOACCESS]

(4) NO ACCESS

¿Tiene que pasar usted por dentro de la vivienda de otra persona para llegar a la suya?

1. Sí
2. No

Skip instructions

Go to (5) OTHQTR_CP

(5) OTHQTR_CP

¿Hay otra sub-vivienda -- ya sea ocupada o desocupada – dentro de [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]?

1. Sí
2. No

Skip instructions

<1> Yes [go to (6) OTHQTR_CP1]

<2 No [go to PROBES_PART 1]

(6) OTHQTR_CP1

¿Está ocupada o desocupada la otra vivienda?

1. Ocupada
2. Desocupada

[1 Ocupada = Use Fill 1 (¿Viven los ocupantes) below]

[2 Desocupada = Use Fill 2 (¿Vivirían los futuros ocupantes) below]

(7) LIVEAT1_CP

[FILL 1: ¿Viven los ocupantes / ...

FILL 2: ¿Vivirían los futuros ocupantes] ...

separados de todas las otras personas en esta dirección?

1. Sí
2. No

Skip instructions

<1> Yes [go to (8) ACCESS1_CP]

<2> No [go to PROBES_PART 1]

(8) ACCESS1_CP

[FILL 1: ¿Tienen los ocupantes / ...

FILL 2: ¿Tendrían los ocupantes futuros]...

de la otra vivienda acceso directo desde el exterior o desde un pasillo compartido?

1. Sí, acceso directo o desde un pasillo compartido
2. No, ninguna de las dos

Skip instructions

[go to PROBES_PART 1]

PROBES PART 1: FOR ALL RESPONDENTS:

PROBES_ACCESS:

Ahora quisiera hacerle unas cuantas preguntas acerca de las preguntas que acaba de contestar.
Una de las preguntas que le hice anteriormente fue:

(2a) RESNUM

¿Es [RESPONDENT'S ADDRESS FROM ANSWER CHART -- SKIP CITY, STATE, AND ZIP CODE] una vivienda particular?

- A su parecer, ¿que significa “ *vivienda particular*” para usted en esta pregunta? ¿Puede pensar en algún ejemplo de este tipo de vivienda?

- Al referirse a una “*vivienda particular*,” [la Oficina del Censo/el Negociado del Censo] quiere decir: Una casa, un apartamento, una casa móvil u otra vivienda donde viven las personas. ¿Piensa usted que habría otra manera de describir este tipo de residencia? IF YES: ¿Cuál es?

IF ASKED BEFORE: Otra pregunta que le hice anteriormente fue:

IF NOT ASKED BEFORE: Una pregunta que le hacemos a las personas que dicen no vivir en una vivienda particular es:

(2b) TYPPLC

¿Qué tipo de lugar es éste?

(DO NOT READ RESPONSE OPTIONS ALOUD TO ALL R’S UNTIL AFTER THEY ANSWER THE FIRST PROBE)

1. *Negocio solamente*
2. *Vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos y convalecientes*

- ¿Qué piensa que le está pidiendo esta pregunta?

Permítame repetir la pregunta, pero esta vez voy a añadir las opciones de respuestas:

¿Qué tipo de lugar es éste?

(NOW READ RESPONSE OPTIONS ALOUD TO ALL R’S)

1. *Negocio solamente*
2. *Vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos y convalecientes*

Ahora hablemos acerca de las 2 opciones de respuestas que se dan para esta pregunta. En sus propias palabras... [ASK EACH PROBE FOR EACH RESPONSE OPTION]

- ¿Qué significa (NEGOCIO SOLAMENTE/VIVIENDA COLECTIVA) para usted en esta pregunta?
- ¿Puede pensar en algún ejemplo de este tipo de lugar?
- Al referirse a (NEGOCIO SOLAMENTE/VIVIENDA COLECTIVA), [la Oficina del Censo/el Negociado del Censo] quiere decir: DEFINITION
- ¿Piensa que hay otra manera de describir ese tipo de lugar? IF YES: ¿Cuál es?

DEFINITIONS (WHEN NEEDED)

1. **NEGOCIO SOLAMENTE:** Un negocio donde las personas no viven ni duermen.
2. **VIVIENDA COLECTIVA:** Una vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos o convalecientes, es como una institución donde viven personas que están bajo cuidado o bajo custodia en instituciones como cárceles, asilos o instituciones juveniles. También hay alojamientos de grupo que no son instituciones, como por ejemplo, dormitorios en universidades o bases militares.

Opciones de respuestas	Significado	Tipos de lugares	Otra descripción
Negocio solamente			
Vivienda colectiva, tal como un dormitorio universitario o un hogar de ancianos o convalecientes			

Le hice otra pregunta que decía:

(3) ACCESS_CP:

*¿Tiene usted acceso directo al [READ ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] desde el exterior o desde un pasillo compartido?
DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED*

1. *Sí, acceso directo desde el exterior o desde un pasillo compartido*
2. *No, ninguna de las dos*

- ¿Qué piensa que le está pidiendo esta pregunta?

- IF NECESSARY: Esta pregunta menciona *acceso directo* “desde el exterior o desde un pasillo compartido?” ¿Qué significan estas dos cosas para usted? ¿Hay alguna otra manera en que usted diría esto?

Otra pregunta que le hice decía lo siguiente:

(5) OTHQTR_CP

¿Hay otra sub-vivienda -- ya sea ocupada o desocupada – dentro de [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]?

- ¿Qué piensa que le está pidiendo esta pregunta?

- IF NECESSARY: ¿Qué significa la frase “otra sub-vivienda” para usted en esta pregunta?

- ¿Me puede hablar un poco acerca del lugar donde vive usted? ¿Es una casa, un apartamento o una casa móvil? ¿Hay un espacio separado o área separada dentro su vivienda donde viven otras personas? IF YES: ¿Comparten estas personas exactamente la misma dirección que usted (incluyendo el número de apartamento)?

PROBES PART 2:

ASK ONLY OF RESPONDENTS WHO ANSWERED ANY OF THE FOLLOWING QUESTIONS: ASK ONLY ABOUT THE QUESTIONS THEY WERE ASKED EARLIER: (4) NO ACCESS, (6) OTHQTR-CP1, (7) LIVEAT1_CP, (8) ACCESS1_CP.

IF R DID NOT ANSWER ANY OF THESE QUESTIONS, SKIP TO FN_PG1 (NEXT QUESTION SECTION)

IF ASKED: Una de las preguntas que le hice anteriormente decía:

(4) NOACCESS

¿Tiene que pasar usted por dentro de la vivienda de otra persona para llegar a la suya?

- ¿Qué pensó usted que le estaban preguntando aquí?

- IF R ANSWERED YES, ASK: Usted dijo _____. ¿Me puede hablar más sobre su situación? INTERVIEWER MAKE SURE THAT YOU UNDERSTAND R'S SITUATION AND WHETHER HE/SHE ANSWERED QUESTION ACCURATELY.

IF ASKED: Otra pregunta que le hice anteriormente decía:

(6) OTHQTR_CP1

¿Está ocupada o desocupada la otra vivienda?

- ¿Qué pensó usted que le estaban preguntando aquí?

- Usted dijo _____. ¿Me puede hablar más acerca de su situación? INTERVIEWER MAKE SURE THAT YOU UNDERSTAND R'S SITUATION AND WHETHER HE/SHE ANSWERED QUESTION ACCURATELY.

IF ASKED: Otra pregunta que le hice en esta sección decía:

(7) LIVEAT1_CP

INTERVIEWER PLEASE USE SAME FILL YOU USED WHEN ADMINISTERING Q
ORIGINALLY:

[FILL 1: ¿Viven los ocupantes / ...

FILL 2: ¿Vivirían los futuros ocupantes] ...

separados de todas las otras personas en esta dirección

- ¿Me puede decir en sus propias palabras lo que están preguntando aquí?

-
-
- Usted dijo _____. ¿Me puede hablar más acerca de su situación?

IF ASKED: Finalmente, la última pregunta que le hice fue:

(8)ACCESS1_CP

INTERVIEWER PLEASE USE SAME FILL YOU USED WHEN ADMINISTERING Q
ORIGINALLY:

[FILL 1: ¿Tienen los ocupantes /...

FILL 2: ¿Tendrían los ocupantes futuros]...

de la otra vivienda acceso directo desde el exterior o desde de un pasillo compartido?

- ¿Me puede decir en sus propias palabras lo que le están preguntando aquí?

-
-
-
-
- Usted dijo _____. ¿Me puede hablar más acerca de su situación?

Ahora continuemos con algunas preguntas nuevas.

FN_PG1

READ FOR THE PERSON WHOM YOU ARE TALKING TO:

(QUESTION 1) Voy a hacer algunas preguntas sobre todas las personas que viven o se quedan en esta dirección. Primero, vamos a hacer una lista de estas personas comenzando con usted. ¿Cuál es su nombre?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSONA 1)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT'S OK TO GET FIRST NAME ONLY.)

READ AFTER RECORDING THE FIRST PERSON'S NAME:

(QUESTION 2) ¿Cuál es el nombre de la siguiente persona que vive o se queda aquí?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSONA 2 THROUGH WHERE APPLICABLE) (IF R DOES NOT WANT TO GIVE LAST NAME, IT’S OK TO GET FIRST NAME ONLY.)

Skip instructions

If no additional people to list [go to FN_PG2]

If additional people to list [Repeat Question 2 above until respondent indicates that list is complete]

FN_PG2

(QUESTION 1) Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible... “¿Vive o se queda alguien más aquí, tal como compañeros de casa, hijos de crianza del programa foster del gobierno, inquilinos o empleados que trabajan y viven en el hogar, tal como una niñera o empleada doméstica?”

1. Sí
2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. CONTINUE BY ASKING:

(QUESTION 2) “¿Vive o se queda alguien más aquí, tal como compañeros de casa, hijos de crianza del programa foster del gobierno, inquilinos o empleados que trabajan y viven en el hogar, tal como una niñera o empleada doméstica?”

REPEAT QUESTION 2 UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to FN_PG3]

FN_PG3

¿Está quedándose alguien más aquí aunque sea por poco tiempo, tal como un amigo o pariente?

1. Sí
2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. ASK THE QUESTION AGAIN AFTER EACH NAME UNTIL ALL NAMES ARE LISTED. ASK THE ENTIRE QUESTION UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to AWAYNOW]

AWAYNOW

INTERVIEWER: CIRCLE ANY NAME(S) LISTED ON ANSWER CHART FOR Q2 AND WRITE “AWAYNOW” NEXT TO THEM.

Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a <read all the names on answer chart>

¿Alguna de estas personas está ausente AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?

1. Sí
2. No

Skip instructions

[go to ANOTHER HOME]

ANOTHER HOME

INTERVIEWER: REFER TO ANSWER CHART – Q2 AND READ THE NAME(S) LISTED, EXCEPT FOR CIRCLED ONE(S).

¿Se quedan <All NAMES listed except for those circled from AWAYNOW>]

¿Se queda usted/¿Se quedan algunas de estas personas,

¿Se queda <Name>

habitualmente en otro lugar?

1. Sí
2. No

Skip instructions

If R says NO [go to PROBES_LISTING]

If R says YES, circle pertinent names and circle them. Write “ANOTHER HOME” next to them. Then go to MORETHANTWO for each of these names.

MORETHANTWO

INTERVIEWER: REFER TO SEPARATE ANSWER CHART – Q2 AND READ CIRCLED NAME(S) LABELED “ANOTHER HOME.”

¿Se está quedando <ANOTHERHOME NAMES> /...

¿Se está quedando usted /...

¿Se está quedando <Name>]...

aquí por MÁS de dos meses?

1. Sí
2. No

Ahora quisiera hacerle unas pocas preguntas acerca de las preguntas que le acabo de hacer.

PROBES_LISTING:

- Cuando estábamos completando la lista de personas que viven o se quedan con usted, una de las preguntas que le hice decía: “*¿Cuál es el nombre de la siguiente persona que vive o se queda aquí?*” Cuando dije “*siguiente persona,*” ¿qué es lo que estaba pensando?

- ¿Hay algún otro término que preferiría usar en lugar de decir “*siguiente*”?

Le hice otra pregunta que decía:

FN_PG2

Se hacen las siguientes preguntas para asegurar que esta lista esté lo más completa posible... ¿Vive o se queda alguien más aquí, tal como compañeros de casa, hijos de crianza del programa ‘foster’ del gobierno, inquilinos o empleados que trabajan y viven en el hogar, tal como una niñera o empleada doméstica?

- ¿Qué pensó que le estaban preguntando aquí? ¿Piensa que hay otra manera de describir este concepto?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.

Usted dijo _____ ¿Me podría hablar más sobre su situación?

COMPAÑEROS DE CASA:

- En sus propias palabras, ¿qué significa “*compañeros de casa*” para usted en esta pregunta?

- ¿Piensa que hay otra manera de describir este concepto? IF YES: ¿Cuál es?

HIJOS DE CRIANZA DEL PROGRAMA ‘FOSTER’ DEL GOBIERNO:

- En sus propias palabras, ¿qué significa “*hijos de crianza del programa ‘foster’ del gobierno*” para usted en esta pregunta?

- IF RESPONDENT SAYS DON’T KNOW OR PROVIDES INCORRECT DEFINITION: De acuerdo a [la Oficina del Censo/el Negociado del Censo], “*Un hijo de crianza del programa ‘foster’ del gobierno*” es una persona menor de 18 años a la cual el gobierno local ha colocado en un hogar para recibir cuidado paternal o maternal. Ellos pueden vivir en el hogar por una pequeña temporada o por varios años.

- ¿Piensa que hay otra manera de describir este concepto? IF YES: ¿Cuál es?

INQUILINOS:

- En sus propias palabras, ¿qué significa “*inquilinos*” para usted en esta pregunta?

- ¿Piensa que hay otra manera de describir este concepto? IF YES: ¿Cuál es?

EMPLEADOS QUE TRABAJAN Y VIVEN EN EL HOGAR:

- En sus propias palabras, ¿qué significa “*empleados que trabajan y viven en el hogar, tal como una niñera o empleada doméstica*” para usted en esta pregunta?

-
- ¿Piensa que hay otra manera de describir este concepto? IF YES: ¿Cuál es?

La siguiente pregunta que le hice decía:

FN_PG3

¿Está quedándose alguien más aquí aunque sea por poco tiempo, tal como un amigo o pariente?

- ¿Qué significa el término “*quedándose*” para usted en esta pregunta?

- ¿Y qué significa el término “*poco tiempo*” para usted en esta pregunta? ¿Hay otra manera en que usted podría decir esto? ¿A qué período de tiempo piensa que se están refiriendo aquí?

-
- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.
Usted dijo _____ ¿Me podría hablar más sobre su situación?

La siguiente pregunta que le hice decía:

AWAYNOW

Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ...

¿Alguna de estas personas está ausente AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?

- Revisemos esta pregunta. Cuando preguntamos “¿Alguna de estas personas está ausente AHORA por más de dos meses?,” ¿qué piensa que le estamos preguntando aquí a usted?

-
- IF R SEEMS CLEAR ABOUT THE MEANING, ASK: ¿Piensa usted que hay una mejor manera de hacer esta pregunta?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION. Usted dijo _____ ¿Me podría hablar más sobre su situación? ¿Hace cuánto tiempo se fue esa persona? Cuando escuchó las palabras “ausente AHORA por más de dos meses,” ¿En qué periodo de tiempo estaba pensando en relación con NAME?

La siguiente pregunta que le hice decía:

ANOTHER HOME

[¿Se queda usted o se queda NAME(S)] habitualmente en otro lugar?

- En sus propias palabras, ¿qué significa esta pregunta?

Gracias. Ahora continuemos con unas cuantas preguntas más de la encuesta.

BASIC

Ahora quisiera hacerle algunas preguntas básicas acerca de personas en este hogar que están aquí más de dos meses.

HHOLDER

De las personas que ha nombrado, ¿quién es dueño o quién alquila esta vivienda?
¿A nombre de quiénes está la escritura o el contrato de alquiler?

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER SHEET AND WRITE “OWNER” NEXT TO APPLICABLE NAME LISTED

Ahora quisiera hacerle unas cuantas preguntas acerca de las dos preguntas que le hice:

PROBES_OWNER:

- Hace un minuto, le leí una pregunta que decía:

HHOLDER

De las personas que ha nombrado, ¿quién es dueño o quién alquila esta vivienda? ¿A nombre de quiénes está la escritura o el contrato de alquiler

- ¿Ha escuchado las palabras “*escritura*” y “*contrato de alquiler*” anteriormente?

- IF YES: ¿Qué significan estas palabras para usted aquí? ¿Significan lo mismo o algo diferente para usted? ¿Piensa usted que hay otras palabras que serían más adecuadas para esta situación?

Ahora, continuemos con algunas preguntas más de la entrevista:

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER CHART AND ASK BETWEEN PERSON 1 AND ALL OTHER HOUSEHOLD RESIDENTS. RECORD ANSWER ON THE “PARENTESCO” COLUMN.

RELT (NO FLASHCARD)

¿Cómo está {<Name>/ usted} relacionado(a) con {<HHOLDER>/usted}?

- <1> Esposo(a)
- <2> Hijo(a) (IF R CHOOSES THIS RESPONSE GO IMMEDIATELY TO SONDAU)
- <3> Hermano(a)
- <4> Padre o madre
- <5> Nieto(a)
- <6> Suegro(a)
- <7> Yerno o nuera
- <8> Otro pariente
- <9> Inquilino(a)
- <10> Compañero(a) de casa o de cuarto (roommate)
- <11> Pareja no casada
- <12> Hijo(a) de crianza del programa ‘foster’ del gobierno

<13> Otro no pariente

Skip instructions

If not last person on list and RELT = 2 [go to SONDAU]

If not last person on list and RELT = any option except 2 [go to RELT for next person and read only “¿Cómo está {<Name>/ usted} relacionado(a) con {<HHOLDER>/usted} ?]

If last person on list and RELT = 2 [go to SONDAU]

If last person on list and RELT = any option except 2 [go to PROBES_RELATIONSHIPS]

SONDAU (NO FLASHCARD)

INTERVIEWER REFER TO Q2 ON SEPARATE ANSWER CHART – NAME AND RELATIONSHIP COLUMNS (NOMBRE AND PARENTESCO)

¿Es {<Name>/ usted} hijo(a) biológico(a), hijo(a) adoptivo(a), hijastro(a), O hijo(a) de crianza del programa foster del gobierno de <HHOLDER>?

Skip instructions

If not last person on list [go to RELT for next person]

If last person on list [go to PROBES_RELATIONSHIPS]

PROBES_RELATIONSHIPS:

La primera pregunta que le hice en esta sección decía:

RELT

INTERVIEWER REFER TO Q2 ON SEPARATE ANSWER CHART – “NOMBRE” AND “PARENTESCO” COLUMNS. (USE ONLY “USTED” OR ONE OF THE NAMES WHEN RE-READING THE QUESTION, NOT ALL THE NAMES. READ THE LIST RELATIONSHIPS BELOW.)

¿Cómo está {<Name>/ usted} relacionado(a) con {<HHOLDER>/usted}?

<1> Esposo(a)

<2> Hijo(a)

<3> Hermano(a)

<4> Padre o madre

<5> Nieto(a)

<6> Suegro(a)

<7> Yerno o nuera

<8> Otro pariente

<9> Inquilino(a)

<10> Compañero(a) de casa o de cuarto (roommate)

<11> Pareja no casada

<12> Hijo(a) de crianza del programa ‘foster’ del gobierno

<13> Otro no pariente

- ¿Tuvo algún problema en comprender las diferentes opciones de respuestas o las diferencias entre ellas a medida que se las estaba leyendo a usted?

Ahora me gustaría hacerle unas cuantas preguntas acerca de la pregunta que le acabo de hacer.

TERM “INQUILINO(A)”

- ¿Qué significa la opción de respuesta: “*Inquilino(a)*” para usted en esta pregunta?

- IF R SAYS DK OR INCORRECT RESPONSE: Un “*inquilino*” es una persona que paga alquiler por usar u ocupar un terreno, un edificio u otra propiedad que le pertenece a otra persona?
- ¿Ha escuchado hablar sobre esto?

- ¿Hay otro término que usaría usted para describir este tipo de situación? ¿Cuál es?

TERM “COMPAÑERO(A) DE CASA O DE CUARTO (ROOMMATE)”

- ¿Qué significa la frase “*Compañero(a) de casa o de cuarto (roommate)*” para usted?

- ¿Ha oído decir la palabra “*roommate*” en inglés alguna vez? ¿Hay alguna palabra que usted usa en español que indica lo mismo?

- ¿Significa “*compañero(a) de casa*” lo mismo que “*compañero(a) de cuarto (roommate)*” o significan cosas diferentes para usted?

- IF NECESSARY:[La Oficina del Censo/El Negociado del Censo] define los términos “*Compañero de casa o cuarto (roommate)*” como una persona que no está relacionada con el dueño del hogar pero que comparte la vivienda principalmente para compartir los gastos. [La Oficina del Censo/El Negociado del Censo] no quiere decir que se trata de una relación íntima, ni de novios, ni de esposo y esposa. ¿Hay otro término que usaría usted para describir este tipo de relación?

TERM “HIJO(A) DE CRIANZA DEL PROGRAMA ‘FOSTER’ DEL GOBIERNO”

- En su opinión, ¿qué es un(a) “*Hijo(a) de crianza del programa ‘foster’ del gobierno*” en esta pregunta? ¿Significa este término algo diferente aquí de cuando lo hablamos anteriormente?

- IF NECESSARY: De acuerdo a [la Oficina del Censo/el Negociado del Censo], “*Un hijo de crianza del programa ‘foster’ del gobierno*” es una persona menor de 18 años a la cual el gobierno local ha colocado en un hogar para recibir cuidado paternal o maternal. Ellos pueden vivir en el hogar por poco tiempo o por varios años.

- ¿Hay algún otro término que podría usar usted para describir este tipo de relación?

- ¿Hay alguna diferencia entre “*hijo(a) adoptivo*” e “*hijo(a) de crianza del programa ‘foster’ del gobierno*” para usted? IF YES: ¿Cuál piensa que es la diferencia?

Ahora quisiera continuar con algunas preguntas nuevas:

SEX

INTERVIEWER ASK ABOUT EACH HOUSEHOLD RESIDENT ON SEPARATE ANSWER CHART (Q2) AND WRITE EITHER “M” OR “F” ON THE COLUMN LABELED “SEXO” NEXT TO APPLICABLE NAME.

FIRST TIME: ASK ABOUT PERSON 1:
¿[Es <Name>/ Es usted)] hombre o mujer?

ASK ABOUT ALL OTHER RESIDENTS:
¿Y {<Name>/ usted}?
<1> Hombre
<2> Mujer

PROBE_SEX:

- ¿Qué es lo que pensó cuando escuchó esta pregunta? ¿Piensa usted que hay una manera más fácil o más natural de hacer esta pregunta? ¿Preferiría escuchar decir estos términos en otras palabras?

- IF CHILDREN IN THE HOUSE: Cuando le pregunté si NAME OF CHILD era “hombre o mujer,” ¿le pareció raro que usara esas palabras para preguntar sobre un niño(a) o le pareció bien?
- IF NO CHILDREN: ¿Y le parece esta la manera apropiada de preguntar el sexo de un bebé o un(a) niño(a)?

Continuemos con algunas preguntas adicionales.

DOBM

¿Cuál es la fecha de nacimiento de <Name>? OR
¿Cuál es su fecha de nacimiento?
(RECORD DATE OF BIRTH ON ANSWER CHART – Q2, ON THE COLUMN LABELED “FECHA DE NAC.” FOR EACH NAME)

Skip instructions

Go to AGE and ask about Person 1 (THE ORDER SHOULD BE DOBM AND THEN AGE FOR EACH INDIVIDUAL)

If DOBM= DK or REF for any person go to AGEASK for that person

AGE

¿Cuál es la edad de <Name>?/¿Cuál es su edad? (RECORD AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH NAME)

Skip instructions

If not last person on list [go to DOBM and then AGE for next person]

If last person on list [go to PROBES_AGE]

AGEASK

¿ Más o menos qué edad tiene (usted / <Name>/ su edad)? (RECORD ESTIMATED AGE ON ANSWER CHART – Q2 ON THE COLUMN LABELED “EDAD” FOR EACH APPLICABLE NAME)

Skip instructions

If not last person on list and R has answered AGEASK [go to DOBM for next person]

If last person on list and R has answered AGEASK [go to PROBE_AGE (1)]

If last person on list and AGEASK = DK or REF [go to AGERANGE] for that person

AGERANGE

¿(Tiene <Name>/ Tiene usted? (RECORD RANGE AGE ON ANSWER CHART – Q2 ON THE COLUMN LABELED “EDAD” FOR EACH APPLICABLE NAME)

<1> menos de 3 años?

<2> 3 ó 4 años?

<3> entre 5 y 14 años?

<4> 15 años o más

Skip instructions

If not last person on list [go to DOBM for next person]

If last person on list [go to PROBES_AGE (2)]

PROBE_AGE (1):

IF RESPONDENT WAS ASKED “AGEASK” SAY: Una de las preguntas que le hice fue:
“¿Más o menos qué edad tiene María?”

PROBE_AGE (2)

IF RESPONDENT WAS NOT ASKED “AGEASK” SAY: Cuando las personas no saben la edad, nosotros preguntamos: “¿Más o menos qué edad tiene María?”

- ¿Qué piensa que quieren decir cuando se refieren a “*más o menos*”? IF R KNOWS: ¿Se le ocurre alguna manera diferente de decir esto? IF YES: ¿*De qué manera*?

Ahora le voy a hacer una serie de preguntas nuevas. (INTERVIEWER: USE ONLY 1 VERSION OF THIS QUESTION FOR EACH RESPONDENT, USING THE PERTINENT FLASHCARD VERSION)

HISA (NO FLASHCARD)

INTERVIEWER WRITE “SÍ” OR “NO” ON THE “HISPANO(A)” COLUMN ON SEPARATE ANSWER CHART – Q2

VERSION 1: ¿Es {<Name>/ usted} de origen hispano, latino o español? ¿Diría que sí o no?

<1> Sí

<2> No

VERSION 2: ¿Es {<Name>/ usted} de origen español, hispano o latino?

<1> Sí

<2> No

VERSION 3: ¿Es {<Name>/ usted} hispano o latino; o de origen español?

<1> Sí

<2> No

Skip instructions

If HISA = YES [go to same version # HISB] for that person

If HISA = NO, DK, REF [go back to HISA same version # for next person

If the last person on the list and HISA = NO, DK, REF [go to RACT]

HISB (NO FLASHCARD)

INTERVIEWER USE ONLY ONE VERSION OF THE QUESTION FOR EACH INTERVIEW (SAME NUMBER AS IN HISA). WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2

VERSION 1: ¿Es {<Name>/ usted} mexicano(a), mexicano(a) americano(a) o chicano(a);

puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo,

argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?

INTERVIEWER: READ THE ENTIRE QUESTION TO PERSON 1 ONLY. NO NEED TO READ THE “FOR EXAMPLE” WORDING TO SUBSEQUENT PERSONS.

<1> Mexicano(a), mexicano(a) americano(a), chicano(a)

- <2> Puertorriqueño(a)
- <3> Cubano(a)
- <4> Otro origen hispano, latino o español (Por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?)

VERSION 2: ¿Es {<Name>/ usted} de origen mexicano(a) o mexicano(a) americano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?)
INTERVIEWER: READ THE ENTIRE QUESTION TO PERSON 1 ONLY. NO NEED TO READ THE “FOR EXAMPLE” WORDING TO SUBSEQUENT PERSONS.

- <1> Mexicano(a) o mexicano(a) americano(a)
- <2> Puertorriqueño(a)
- <3> Cubano(a)
- <4> Otro origen hispano, latino o español (Por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?)

VERSION 3: ¿Es {<Name>/ usted} de origen mexicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español?

- <1> Mexicano(a)
- <2> Puertorriqueño(a)
- <3> Cubano(a)
- <4> Otro origen hispano, latino o español

Skip instructions

If HISB = 4, Otro origen hispano, latino o español [go to HISW immediately for that person]
If not last person on the list [go to HISA for next person]
If the last person on the list [go to RACT for Person 1]

HISW

(IF R ANSWERED HISB = <4> (*Otro origen hispano, latino o español*))

INTERVIEWER WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2.

¿Qué origen es ese? (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)

Skip instructions

If not last person on list [go to HISA for next person]
If last person on list [go to RACT for Person 1]

RACT (NO FLASHCARD)

INTERVIEWER ASK FOR EACH PERSON AND WRITE ANSWER(S) ON THE COLUMN LABELED “RAZA” ON SEPARATE ANSWER CHART – Q2

Voy a leer una lista de categorías de raza. Usted puede escoger una o más razas. {Para esta encuesta, origen hispano no es una raza.} AND THEN CONTINUE

FOR ALL OTHER RESPONDENTS START HERE: ¿Es {<Name>/ usted} de raza blanca, negra, africana americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?

Skip instructions

If not last person on list [go to RACT for next person and read entire second part of the question for each person]

If last person on list [go to PROBES_HISPANIC]

PROBES_HISPANIC:

Lo primero que le pregunté en esta serie de preguntas fue:

HISA (NO FLASHCARD – READ PERTINENT QUESTION VERSION)

VERSION 1:¿Es {<Name>/ usted} de origen hispano, latino o español? ¿Diría que sí o no?

VERSION 2:¿Es {<Name>/ usted} de origen español, hispano o latino?

VERSION 3:¿Es {<Name>/ usted} hispano o latino; o de origen español?

- ¿Qué significó esta pregunta para usted o qué piensa que le preguntaron aquí?

- ¿Significan los términos “hispano”, “latino” y “español” lo mismo para usted o piensa que son diferentes?

- ¿Se dio cuenta que buscaban una respuesta de “sí o no” con esta pregunta?

- El objetivo de [la Oficina del Censo/el Negociado del Censo] con esta pregunta es tratar de determinar si las personas se consideran provenientes de países donde se habla español o si sus antepasados son provenientes de un país donde se habla español. ¿Piensa

que hay alguna manera de expresar este concepto más claramente o piensa que la pregunta se puede hacer de una mejor manera?

WORDING COMPARISONS:

- Estamos tratando de mejorar esta pregunta y hemos pensado en otras opciones de cómo hacer la pregunta. Ahora, quisiera leerle otras dos opciones y preguntarle lo que piensa acerca de ellas.

(READ THE RESPONDENT THE 2 ALTERNATIVE VERSIONS THAT HE/SHE DID NOT HEAR AND SHOW HIM/HER THE HISA SHOWCARD):

VERSION 1: *¿Es usted de origen hispano, latino o español? ¿Diría que sí o no?*

VERSION 2: *¿Es usted de origen español, hispano o latino?*

VERSION 3: *¿Es usted hispano o latino; o de origen español?*

- ¿Piensa usted que una de estas dos nuevas versiones es más clara and más fácil de entender que la otra? ¿Por qué? La pregunta que le hice primero fue: READ ORIGINAL VERSION WORDING. ¿Tiene alguna preferencia entre las 3 diferentes versiones? IF SO, ¿cuál de las 3 opciones piensa que es la más clara?

- ¿Por qué prefiere la version número ____ en lugar de las otras 2 versiones que le leí? ¿Tiene otras sugerencias de cómo hacer que esta pregunta se entienda mejor?

IF R ANSWERED “HISB” EARLIER: La siguiente pregunta que le hice decía:

HISB (READ PERTINENT QUESTION VERSION AS ORIGINALLY READ TO THE R AND SHOW CORRESPONDING FLASHCARD B TO RESPONDENT AS YOU READ THE QUESTION)

VERSION 1: *¿Es {<Name>/ usted} mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?*

VERSION 2: *¿Es {<Name>/ usted} de origen mexicano(a) o mexicano(a) americano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?*

VERSION 3: *¿Es {<Name>/ usted} de origen mexicano(a); puertorriqueño(a) o cubano(a); o de otro origen hispano, latino o español?*

- ¿Qué piensa que le están preguntando aquí?

WORDING COMPARISONS:

- Otra vez, estamos tratando de mejorar esta pregunta y hemos pensado en otras opciones de cómo hacer la pregunta. Permítame leerle la misma pregunta pero de una manera diferente (INTERVIEWER: READ THE RESPONDENT THE 2 ALTERNATIVE VERSIONS THAT HE/SHE DID NOT HEAR AND SHOW HIM/HER THE HISB SHOWCARD):

VERSION 1: *¿Es {<Name>/ usted} mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?*

VERSION 2: *¿Es {<Name>/ usted} de origen mexicano(a) o mexicano(a) americano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?*

VERSION 3: *¿Es {<Name>/ usted} de origen mexicano(a); puertorriqueño(a) o cubano(a); o de otro origen hispano, latino o español?*

- ¿Tiene preferencia por una de estas versiones en particular? IF YES: ¿Por qué?

- A su parecer, ¿piensa que esta pregunta es muy larga o piensa que está bien así?

- IF RESPONDENT IS OF MEXICAN ORIGIN: ¿Está familiarizado(a) con el término chicano(a)? ¿Es este un término que usaría para describirse a sí mismo(a)? Nosotros estamos viendo la posibilidad de incluir ese término en la pregunta (POINT TO WHERE IT APPEARS ON THE SHOWCARD QUESTION VERSION 1, AFTER MEXICAN AMERICAN.). ¿Es este un término que le gustaría ver aquí o piensa que no es necesario

incluirlo? ¿Qué le parece si decimos solo “mexicano” o si incluimos “mexicano americano” en la pregunta?

IF R ANSWERED HISW EARLIER: La siguiente pregunta que le hice fue:

HISW

¿Qué origen es ese? (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)

- ¿Tuvo alguna dificultad al contestar esta pregunta? IF YES: ¿Por qué tuvo dificultad?

Lo último que le pregunté en esta serie de preguntas fue:

RACT (NO FLASHCARD)

Voy a leer una lista de categorías de raza. Usted puede escoger una o más razas. {Para esta encuesta, origen hispano no es una raza.}

FOR ALL RESPONDENTS: *¿Es usted de raza blanca, negra, africana americana; india americana o nativa de Alaska; asiática; nativa de Hawaii u otra de las islas del Pacífico; o de alguna otra raza?*

- Usted dijo _____. ¿Cómo eligió su respuesta?

- ¿Tuvo alguna dificultad para contestar esta pregunta?

- ¿Hay una respuesta que usted quería dar pero que no estaba en la lista? Si se le hiciera esta pregunta sin leerle una lista, ¿cómo contestaría la pregunta?

INTERVIEWER: ASK THIS NEXT SECTION OF ALL RESPONDENTS

Vignettes

Ahora quisiera pedirle que por favor pensara en una situación imaginaria para que yo pueda practicar algunas otras preguntas.

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Vignette 1:

Suponga que usted esté alquilando un pequeño apartamento en la parte de atrás de la casa de una pareja que también vive en la casa. [IF R IS IN NORTH CAROLINA SAY: (La dirección es 123 Main St.; Raleigh, North Carolina) IF R IS IN CALIFORNIA SAY: (La dirección es 123 Main St., Anaheim, California)]. La pareja vive en el Apartamento A y usted vive en el Apartamento B. Usted tiene su propio espacio privado que usa como un dormitorio. También hay una cocina y un baño. El espacio que usted ocupa no tiene una puerta que da hacia afuera. Para ir afuera, usted tiene que pasar por la sala donde vive la pareja. (Ver la foto del dibujo 1)

Ahora me gustaría hacerle unas cuantas preguntas que tratan de esta situación imaginaria. Por favor, hágase la idea que usted vive en la parte de atrás de esa casa (POINT TO APARTMENT B) y me gustaría hacerle algunas preguntas sobre esta situación.

ACCESS_CP

¿Tiene usted acceso directo al 123 Main Street, Apartamento B desde el exterior o desde un pasillo compartido?

DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED

1. Sí, acceso directo desde el exterior o desde un pasillo compartido
2. No, ninguna de las dos

Skip instructions

[go to NOACCESS]

NOACCESS

¿Tiene que pasar usted por dentro de la vivienda de otra persona para llegar a la suya?

1. Sí
2. No

PROBES:

Una de las preguntas que le hice decía:

ACCESS_CP:

¿Tiene usted acceso directo al 123 Main Street, Apartamento B desde el exterior o desde un pasillo compartido?

DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS NECESSARY

1. *Sí, acceso directo desde el exterior o desde un pasillo compartido*

2. *No, ninguna de las dos*

- ¿Qué piensa que le están preguntando aquí?

- ¿Fue obvio para usted que esta pregunta pedía una respuesta de “sí o no”? [SI NO FUE OBVIO]: ¿Hay alguna manera de hacer eso más claro?

- IF NECESSARY: Esta pregunta menciona “*acceso directo al 123 Main Street, Apartamento B, desde el exterior o desde un pasillo compartido.*” ¿Qué significa esto para usted? IF R UNDERSTOOD: ¿Podría decir esto de otra manera?

Otra pregunta que le hice decía:

NOACCESS

¿Tiene que pasar usted por dentro de la vivienda de otra persona para llegar a la suya?

- ¿Qué pensó que le estaban preguntando aquí?

- ¿Piensa que habría otra manera de hacer esta pregunta?

¡Gracias! Ahora me gustaría pensar acerca de otra situación imaginaria para ver cómo respondería usted a otras cuantas preguntas.

Vignette 2

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Suponga que usted esté alquilando el sótano de la casa de una persona. Digamos que la dirección de ambos es [IF R IS IN NORTH CAROLINA SAY: (123 Central Avenue; Raleigh, North Carolina) IF R IS IN CALIFORNIA SAY: (123 Central Avenue; Anaheim, California)]. Hay una puerta trasera y usted tiene su propio apartamento aparte con una cocina y una sala grande donde tiene un sofá, un televisor, una cama y una cómoda. Los dueños de la casa viven en la parte de arriba de la casa pero usted no los ve casi nunca. Usted comparte la misma dirección pero las dos áreas donde viven no están conectadas. (Ver la foto del dibujo 2)

Ahora me gustaría hacerle unas cuantas preguntas de la encuesta teniendo en mente esa situación imaginaria. Por favor, hágase la idea que usted está alquilando el sótano de esa casa imaginaria [POINT TO BASEMENT ON DRAWING] y me gustaría hacerle algunas preguntas sobre esta situación.

OTHQTR_CP

¿Hay otra sub-vivienda -- ya sea ocupada o desocupada – dentro de 123 Central Avenue?

1. Sí
2. No

Skip Instructions

IF R SAID YES: [1 Fill 1 for LIVEAT1_CP] [2 Fill 2 for LIVEAT1_CP]

IF R SAID NO INTERVIEWER REFER THEM BACK TO VIGNETTE AND SAY:

“Supongamos que las personas que viven en el otro lado de la casa se encuentran en otros alojamientos” then ask LIVEAT1_CP

LIVEAT1_CP

¿Viven los ocupantes separados de todas las otras personas en esta dirección?

1. Sí
2. No

Skip Instructions

Go to ACCESS1_CP

ACCESS1_CP

¿Tienen los ocupantes de la otra vivienda acceso directo desde el exterior o desde de un pasillo compartido?

1. Sí
2. No

PROBES:

Una de las preguntas que le hice decía:

OTHQTR_CP

¿Hay otra sub-vivienda -- ya sea ocupada o desocupada – dentro de 123 Central Avenue?

- ¿Qué piensa que le están preguntando aquí?

- ¿Qué significa la frase “otra sub-vivienda” para usted en esta pregunta?

La siguiente pregunta que le hice decía:

LIVEAT1_CP

¿Viven los ocupantes separados de todas las otras personas en esta dirección?

- ¿Me puede decir en sus propias palabras lo que le están preguntando aquí?

- ¿Tuvo alguna dificultad en responder a esta pregunta?

Finalmente, la última pregunta del grupo decía:

ACCESS1_CP

¿Tienen los ocupantes de la otra vivienda acceso directo desde el exterior o desde de un pasillo compartido?

- ¿Me puede decir en sus propias palabras lo que le están preguntando aquí?

- ¿Tuvo alguna dificultad en responder a esta pregunta?

Muchas gracias por imaginarse esas situaciones.

Y ahora tengo una última declaración que leerle. En una entrevista regular siempre decimos lo siguiente:

THANK YOU

Muchas gracias por su participación en esta encuesta importante. Usted ha sido de gran ayuda.

PROBE_THANK YOU:

- ¿Qué significa esta declaración para usted?

Section III. Conclusion

- En general, ¿cuál es su opinión acerca de las preguntas?

- ¿Tiene algún otro comentario o alguna preocupación?

Quisiera agradecerle mucho por su participación. Ahora le dare \$40 dólares y le pediré que firme un recibo para verificar que usted ha recibido el dinero.

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

End Time: _____ AM / PM

Appendix M

ACS CAPI Instrument Testing Protocol Guide – List 1 – Round 2 (English)

June 25, 2008

Participant ID #: |_|_|_|_|_|_|_|_| (First name initial/Last name initial/two digit sequential #/Location initials: LA/NC)

Date: |_|_|_|_|/|_|_|_|_|/|_2_|_0_|_0_|_8_| (mm/dd/yyyy)

Interviewer (Check One): ₁ RQ ₂ GM ₃ LR ₄ SR ₅ PG

Location (Check One): ₁ LA ₂ NC

Participant: ₁ Monolingual – English

Start Time: _____ AM / PM

Interviewer: Read/ Paraphrase this Introduction

The Census Bureau collects data about the entire population every 10 years. In order to provide data more frequently, they also conduct the American Community Survey every year. The information that they collect is used to determine the amount of government money different neighborhoods will receive for schools, employment services, roads and many other programs.

The Census Bureau has hired us, RTI International, to see how well some of the questions in the American Community Survey are working. Today, I would like to try out some of the questions with you and then after that I would like to ask you about your thoughts and opinions on what they mean to you, whether they make sense, etc.

Sometimes the questions I ask you might sound a little strange. For example, I might ask you what a certain word means to you. The reason for this is to see if people from different parts of the country use different words or interpret things differently. There are no right or wrong answers and we are interviewing people from as many different backgrounds as possible so that we can find the terms and questions that will work best for everyone.

This is a questionnaire that is conducted *in person*.

Your participation in this interview is very important because it will help the Census Bureau improve the questionnaire. When we are done, I will give you \$40 as a token of our appreciation, and I will sign a receipt to document that you have received it.

Section I. Informed Consent

Before we start, I'm going to give you a written consent form that we'll go over together. Please feel free to ask any questions you might have as we go through the form. This document explains the following:

- That the purpose of the interview is to help the Census Bureau review some of the questions in the American Community Survey to ensure the questions are well understood.
- That the interview will take approximately between 60-90 minutes and there are no right or wrong answers. That you will receive \$40 for your participation in the study.
- That your participation is voluntary and you may stop at any time. You may choose not to answer any questions you don't want to answer.
- [FOR SPANISH SPEAKERS ONLY: That we will not be asking about your legal immigration status.] That all information you give us will be kept confidential and you will not be identified as an individual on any of our reports. That your identifying information is protected by Title 13 of the United States Code.
- That if you have any questions about the study, you may contact Rosanna Quiroz at 1-800-334-8571 ext. 27172. That if you have any questions about your rights as a research participant in this study, you may call 1-866-214-2043, a toll free number.
- In addition, the back page asks for your permission to have this session audio recorded. Once we're finished going over the form and have all of your questions answered, I'll ask you to sign and date both sections on the form.

INTERVIEWER:

1. DID THE PARTICIPANT HAVE ANY QUESTIONS OR CONCERNS?

- ₁ Yes
- ₂ No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

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

- ₁ Yes
₂ No → **(END INTERVIEW)**
- 

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

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

- ₁ Yes
₂ No → **(SKIP TO SECTION II ON PAGE 3)**
- 

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

Section II. Cognitive Interview

Now, if you're ready, I'd like to get started asking you some of the questions from the American Community Survey. This is the type of survey where an interviewer would knock on your door and ask you the survey questions in person at your home. If you could I would appreciate it if you could imagine that you are in your home answering these questions.

As I said earlier, this is NOT any kind of test and there are no right or wrong answers. We are reviewing these questions with as many different kinds of people as possible in different parts of the country to see how different people interpret the questions. After I go through some of the survey questions I will ask you some questions about your opinions on certain words and questions. Finally, after we're finished you'll receive a \$40 cash payment as an expression of our appreciation.

Do you have any questions?

Before we start with the interview questions, could you tell me your address?

INTERVIEWER WRITE ADDRESS ON SEPARATE ANSWER CHART – Q1 (PLEASE MAKE SURE YOU WRITE DOWN RESPONDENT'S FULL ADDRESS, INCLUDING STREET NUMBER, STREET NAME, APT. #, CITY, STATE, AND ZIP CODE)

(SAY ONLY IF respondent expresses concern about providing full address information: Tell him/her: *The reason that I'm asking for your address is that I want to practice the questions the way they would sound in a real survey interview. I am not collecting survey information today, just practicing the interview to be sure that it makes sense, etc. I won't keep a record of your address after we're done working on this study.*

Let's begin.

INTERVIEWER: PLEASE READ EACH SURVEY QUESTION (IN BOXES) ALOUD TO THE RESPONDENT EXACTLY AS WORDED. WHEN YOU GET TO THE PROBING SECTIONS YOU DON'T HAVE TO READ THINGS EXACTLY AS WORDED BUT BE SURE TO GET INFORMATION ON EACH OF THE ITEMS/ CONCEPTS LISTED IN THE PROBES.

GENERAL PROBES (to be used as necessary):

- Please tell me what you are thinking.
- How did you choose your answer or how did you arrive at that answer?
- Could you tell me more about that?
- Could you tell me more about your situation with _____?
- I'm not asking you to give me an answer, but could you tell me why you don't want to answer that question?
- I noticed that you were smiling/doubting/paused when answering the question. Could you tell what you were thinking?

DEMOGRAPHIC QUESTIONS

INTRO_CP

Hello. I'm... from the United States Census Bureau. Here is my identification card (show ID card).

We are conducting the American Community Survey to collect current population and housing information.

I have some questions to ask you. Did you receive our mailings?

1. Yes
2. No

INTROLET_CP

The Census Bureau is conducting this survey to collect current population and housing information. I am required by law to tell you that this survey is authorized by Title 13, Sections 141, 193, and 221 of the United States Code.

The average interview takes about 30 minutes. This survey is mandatory and your cooperation is very important. All the information you provide will remain completely confidential.

PROBES_INTRO:

- The first statement I read to you was:

INTRO_CP

Hello. I'm... from the United States Census Bureau. Here is my identification card (show ID card). We are conducting the American Community Survey to collect current population and housing information. I have some questions to ask you. Did you receive our mailings?

- In your own words what do you think this statement is telling you?

- IF NECESSARY: The second sentence of the statement says: “*We are conducting the American Community Survey to collect current population and housing information.*” What does “*collect current population and housing information*” mean to you in this sentence? Does the term collect sound natural to you here or is there another term you might use?

- The last part of the third sentence asks “*Did you receive our mailings?*” What does that mean to you in this context? Is there another word you might use rather than “mailings?”

- Another phrase I read to you was “*All the information you provide will remain completely confidential.*” ¿What does this mean to you?

Now I’m going to continue with some more interview questions.

(1) ADRSVER_CP

I need to verify the address where this unit is located.

Is this address:

<fill with address information> REFER TO ANSWER CHART AND READ EVERY COMPONENT OF THE ADDRESS: STREET NUMBER, STREET NAME, APT. #, CITY, STATE, AND ZIP CODE.

1. Yes
2. No

(2a) RESNUM

Is [RESPONDENT’S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] a private residence?

1. Yes
2. No

Skip instructions

If yes, go to (3) ACCESS_CP

If no, go to TYPPLC

(2b) TYPPLC

What type of place is this?

(READ RESPONSE OPTIONS ALOUD ONLY IF R IS CONFUSED OR ASKS FOR CLARIFICATION)

1. Business Only

2. Group Quarters, such as a college dormitory or nursing home

Skip Instructions

Go to (3) ACCESS_CP

(3) ACCESS_CP

Do you have direct access to [READ ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] either from the outside or through a common hall?
DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED

1. Yes, direct access from outside or through a common hall
2. No, neither

Skip Instructions

<1> Direct [go to (5) OTHQTR_CP]

<2> Through another unit [go to (4) NOACCESS]

(4) NO ACCESS

Do you have to go through someone else's living quarters to get to yours?

1. Yes
2. No

Skip instructions

Go to (5) OTHQTR_CP

(5) OTHQTR_CP

Are there any other living quarters - either occupied or vacant at [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]?

1. Yes
2. No

Skip instructions

<1> Yes [go to (6) OTHQTR_CP1]

<2> No [go to PROBES_PART 1]

(6) OTHQTR_CP1

Are the other living quarters occupied or vacant?

1. Occupied
2. Vacant

[1 Occupied = Use Fill 1 (Do the occupants) below]

[2 Vacant = Use Fill 2 (Would any future occupants) below]

(7) LIVEAT1_CP

[FILL 1: Do the occupants / ...

FILL 2: Would any future occupants] ...

of the other living quarters live separately from all the other people at this address?

- 1. Yes
- 2. No

Skip instructions

<1> Yes [go to (8) ACCESS1_CP]

<2> No [go to PROBES_PART 1]

(8) ACCESS1_CP

[FILL 1: Do the occupants / ...

FILL 2: Would any future occupants]...

of the other living quarters have direct access from the outside or through a common hall?

- 1. Yes, direct access or through common hall
- 2. No, neither

Skip instructions

[go to PROBES_PART 1]

PROBES PART 1: FOR ALL RESPONDENTS:

PROBES_ACCESS:

Now I'd like to ask you a few questions about some of the questions you just answered. One of the questions I asked you earlier was:

(2a) RESNUM

Is [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] a private residence?

- In your opinion, what does “private residence” mean to you in this question? Can you think of any examples of this type of residence?

- By “private residence,” the Census Bureau means: A house, apartment, mobile home or other housing unit where people live. Do you think there's another way to describe this type of residence? IF YES: What is it?

IF ASKED BEFORE: Another question I asked you earlier was:

IF NOT ASKED BEFORE: A question that we ask some people who say that they do not live in a private residence is:

(2b) TYPPLC

What type of place is this?

(DO NOT READ RESPONSE OPTIONS ALOUD TO ALL R'S UNTIL AFTER THEY ANSWER THE FIRST PROBE)

1. *Business Only*
2. *Group Quarters, such as a college dormitory or nursing home*

- What did you think this question was asking for?

Let me repeat the question but this time I will add the response options:

What type of place is this?

(NOW READ RESPONSE OPTIONS ALOUD TO ALL R'S)

1. *Business Only*
2. *Group Quarters, such as a college dormitory or nursing home*

Now let's talk about the 2 response options listed for this question. In your own words... [ASK EACH PROBE FOR EACH RESPONSE OPTION]

- What does (BUSINESS ONLY/GROUP QUARTERS) mean to you in this question?
- Can you think of any examples of this type of place?
- By (BUSINESS ONLY/GROUP QUARTERS), the Census Bureau means:
DEFINITION
- Do you think there's another way to describe this type of residence? IF YES: What is it?

DEFINITIONS (WHEN NEEDED)

1. **BUSINESS ONLY:** a business where people do not live or sleep.
2. **GROUP QUARTERS:** A group quarter, such as a college dormitory or nursing home, is like an institution where people live under supervised care or custody in places such as: prisons, nursing homes, or juvenile institutions. There are also group quarters that are not institutions, such as college dormitories, military quarters, and military bases.

Response Options	Meaning	Types of Residences	Other Ways
Business Only			
Group Quarters, such as a college dormitory or nursing home			

Another question I asked you was:

(3) ACCESS_CP:

Do you have direct access to [RESPONDENT’S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] either from the outside or through a common hall?

DO NOT READ RESPONSE OPTIONS ALOUD TO RESPONDENT UNLESS NECESSARY

1. *Yes, direct access from outside or through a common hall*
2. *No, neither*

- What did you think this question was asking for?

- **IF NECESSARY:** This question mentions *direct access* “*either from the outside or through a common hall?*” What do these two things mean to you? Is there another way you might say this?

Another question I asked you was:

(5) OTHQTR_CP

Are there any other living quarters either occupied or vacant at [RESPONDENT’S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]?

- 1 *Yes*
- 2 *No*

- What did you think this question was asking for?

-
- IF NECESSARY: What does the phrase “*other living quarters*” mean to you in this question?

- Can you tell me a little bit about where you live? Is it a house, apartment or mobile home? Is there a separate section or area where other people live inside of your home? IF YES: Do they share exactly the same address with you (including apartment number)?

PROBES PART 2:

ASK ONLY OF RESPONDENTS WHO ANSWERED ANY OF THE FOLLOWING QUESTIONS. ASK ONLY ABOUT THE QUESTIONS THEY WERE ASKED EARLIER: (4) NO ACCESS, (6) OTHQTR-CP1, (7) LIVEAT1_CP, (8) ACCESS1_CP.

IF R DID NOT ANSWER ANY OF THESE QUESTIONS, SKIP TO FN_PG1 (NEXT QUESTION SECTION)

IF ASKED: Another question I asked you earlier was:

(4) NOACCESS

Do you have to go through someone else’s living quarters to get to yours?

- What did you think this question was asking for?

- IF R ANSWERED YES ASK: You said _____. Can you tell me more about your situation? INTERVIEWER MAKE SURE THAT YOU UNDERSTAND R’S SITUATION AND WHETHER HE/SHE ANSWERED QUESTION ACCURATELY.

IF ASKED: Another question I asked you earlier was:

(6) OTHQTR_CP1

Are the other living quarters occupied or vacant?

1. *Occupied*
2. *Vacant*

- What did you think this question was asking for?

- You said _____. Can you tell me more about your situation? INTERVIEWER MAKE SURE THAT YOU UNDERSTAND R'S SITUATION AND WHETHER HE/SHE ANSWERED QUESTION ACCURATELY.

IF ASKED: Another question I asked you in this section was:

(7) LIVEAT1_CP

INTERVIEWER PLEASE USE SAME FILL YOU USED WHEN ADMINISTERING Q
ORIGINALLY:

[FILL 1: Do the occupants /...

Fill 2: Would any future occupants] ...

of the other living quarters live separately from all the other people at this address?

- Can you tell me in your own words what this question is asking?

- You said _____. Can you tell me more about your situation?

IF ASKED: Finally, the last question I asked in that group was:

(8) ACCESS1_CP

INTERVIEWER PLEASE USE SAME FILL YOU USED WHEN ADMINISTERING Q
ORIGINALLY:

[Fill 1: Do the occupants /...

Fill 2: Would any future occupants] ...

of the other living quarters have direct access from the outside or through a common hall?

- Can you tell me in your own words what this question is asking?

- You said _____. Can you tell me more about your situation?

Now let's continue with some new questions.

FN_PG1

READ FOR THE PERSON WHOM YOU ARE TALKING TO:

(QUESTION 1) I am going to be asking some questions about everyone who is living or staying at this address. First let's create a list of the people starting with you. What is your name?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSON 1)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT'S OK TO GET FIRST NAME ONLY.)

READ AFTER RECORDING THE FIRST PERSON'S NAME:

(QUESTION 2) What is the name of the next person living or staying here?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSON 2 THROUGH WHERE APPLICABLE)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT'S OK TO GET FIRST NAME ONLY.)

Skip instructions

If no additional people to list [go to FN_PG2]

If additional people to list [Repeat Question 2 above until respondent indicates that list is complete]

FN_PG2

(QUESTION 1) The following questions are to make sure this list is as complete as possible...
“Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees such as a nanny or housekeeper?”

1. Yes
2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART –
Q2. CONTINUE BY ASKING:

(QUESTION 2) “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees such as a nanny or housekeeper?”

REPEAT QUESTION 2 UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to FN_PG3]

FN_PG3

Is there anyone else staying here even for a short time, such as a friend or relative?

1. Yes
2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART –
Q2. ASK THE QUESTION AGAIN AFTER EACH NAME UNTIL ALL NAMES ARE LISTED. ASK THE ENTIRE QUESTION UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to AWAYNOW]

AWAYNOW

The next questions are to help refine this list. I have listed <read all the names on answer chart >

Are any of these people away NOW for more than two months, like a college student or someone in the military?

1. Yes
2. No

INTERVIEWER: CIRCLE ANY NAME(S) LISTED ON ANSWER CHART FOR Q2 AND WRITE “AWAYNOW” NEXT TO THEM.

Skip instructions

[go to ANOTHER HOME]

ANOTHER HOME

INTERVIEWER: REFER TO ANSWER CHART – Q2 AND READ THE NAME(S) LISTED, EXCEPT FOR CIRCLED ONE(S).

[Do <All NAMES listed except for those circled from AWAYNOW>]
Do you/ any of these people,
Does <Name>

have some other place where [you/ he/ she/ they] usually stay(s)?

1. Yes
2. No

Skip instructions

If R says NO [go to PROBES_LISTING]

If R says YES, circle pertinent names and circle them. Write “ANOTHER HOME” next to them.
Then go to MORETHANTWO for each of these names.

MORETHANTWO

INTERVIEWER: REFER TO SEPARATE ANSWER CHART – Q2 AND READ CIRCLED
NAME(S) LABELED “ANOTHER HOME.”

[Are <ANOTHERHOME NAMES>)/ ...
Are you/ ...
Is <Name>]...
staying here for MORE than two months?

1. Yes
2. No

Now I'd like to ask you a few questions about the questions we've just gone through.

PROBES_LISTING:

- When we were making a list of the people who live or stay with you, one of the questions I asked you was: “*What is the name of the next person living or staying here?*” When I said “*next person,*” what were you thinking?

- Is there any other term you might use instead of “*next*”?

Another question I asked you was:

FN_PG2

The following questions are to make sure this list is as complete as possible... “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees, such as a nanny or housekeeper?”

- What did you think this question was asking for? Do you think there’s another way to describe this concept?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION. You said _____ Could you tell me more about your situation?

ROOMMATES:

- In your own words, what does “*roommates*” mean to you in this question?

- Do you think there’s another way to describe this concept? IF YES: What is it?

FOSTER CHILDREN:

- In your own words, what does “*foster children*” mean to you in this question?

- IF RESPONDENT SAYS DON'T KNOW OR PROVIDES INCORRECT DEFINITION: According to the Census Bureau, "A foster child is a person who is under 18 years old placed by the local government in a household to receive parental care. They may be living in the household for just a brief period or for several years." Do you think there's another way to describe this concept? IF YES: What is it?

BOARDERS:

- In your own words, what does "*boarders*" mean to you in this question?

- Do you think there's another way to describe this concept? IF YES: What is it?

LIVE-IN EMPLOYEES:

- In your own words, what does "*live-in employees, such as a nanny or housekeeper*" mean to you in this question?

- Do you think there's another way to describe this concept? IF YES: What is it?

The next question I asked you was:

FN_PG3

Is there anyone else staying here even for a short time, such as a friend or relative?

- What does the term “*staying*” mean to you in this question?

- And what does the term “*short time*” mean to you in this question? Is there another way that you might say this? How long are you thinking this period of time is?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.

You said _____ Could you tell me more about your situation?

The next question I asked you was:

AWAYNOW

The next questions are to help refine this list. I have listed <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ...

Are any of these people away NOW for more than two months, like a college student or someone in the military?

- Let’s review this question. When we ask “*Are any of these people **away** NOW for more than two months?*” What do you think we are asking you?

- IF R SEEMS CLEAR ABOUT THE MEANING, ASK: Do you think there’s a better way of asking this?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.

You said _____. Could you tell me more about your situation? How long has that person been gone? When you heard away NOW for more than 2 months, what time period were you thinking about in relation to NAME?

The next question I asked you was:

ANOTHER HOME

[Do you or does NAME(S)] have some other place where you/he/she/they usually stay(s)?

- In your own words, what does this question mean?

Thank you. Let's continue with a few more of the survey questions.

BASIC

Now I would like to ask you some basic questions about people in this household who are here more than two months.

HHOLDER

Of the people you named, who owns or rents this place? What names are on the deed or lease?

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER SHEET AND WRITE "OWNER" NEXT TO APPLICABLE NAME LISTED

PROBES_OWNER:

- A minute ago, I read you a question:

HHOLDER

Of the people you named, who owns or rents this place? What names are on the deed or lease?

- Have you heard the words "deed" and "lease" before?

-
- IF YES: What do these words mean to you here? Do they mean the same thing or something different to you? Are there any other words that you think would be better to use in this situation?

Now let's continue with some more interview questions:

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER CHART AND ASK BETWEEN PERSON 1 AND ALL OTHER HOUSEHOLD RESIDENTS. RECORD ANSWER ON THE "RELATIONSHIP" COLUMN.

RELP (SHOW FLASHCARD A WITHOUT READING LIST TO THE R. IF PERSON CANNOT READ, YOU CAN READ THE CATEGORIES TO THEM.)

Using Card A in this packet, How {is <Name>/are you} related to {<HHOLDER>/you}?

- <1> Husband or wife
- <2> Biological son or daughter
- <3> Adopted son or daughter
- <4> Stepson or stepdaughter
- <5> Brother or sister
- <6> Father or mother
- <7> Grandchild
- <8> Parent-in-law
- <9> Son-in-law or daughter-in-law
- <10> Other relative
- <11> Tenant
- <12> Housemate or roommate
- <13> Unmarried partner
- <14> Foster child
- <15> Other nonrelative

Skip instructions

If not last person on list [go to RELP for next person and read only How {is <Name>/are you} related to {<HHOLDER>/you}?)

If last person on list [go to PROBES_RELATIONSHIPS]

PROBES_RELATIONSHIPS:

Now I'd like to ask you a few questions about the question we just talked about. (SHOW RESPONDENT FLASHCARD AGAIN)

TERM "TENANT"

- What does the answer choice: “*Tenant*” mean to you in this question?

- IF R SAYS DK OR INCORRECT RESPONSE: A “*Tenant*” is a person who pays rent to use or occupy land, a building, or other property owned by another person.
- Have you heard of this kind of thing?

- Is there another term you would use to describe this kind of situation? What is it?

TERM “HOUSEMATE OR ROOMMATE”

- What does the phrase “*Housemate or roommate*” mean to you?

- Does “*housemate*” mean the same thing as “*roommate*” or are they different things to you?

- The Census Bureau defines the terms “*Housemate or roommate*” as a person who is not related to the householder but who shares living quarters mainly to share expenses. The Census Bureau does not mean to talk about an intimate, boyfriend/girlfriend or husband/wife type relationship. Is there another term you would use to describe this type of relationship?

TERM “FOSTER CHILD”

- In your opinion, what is a “*Foster child*” in this question? Does it mean something different to you here than when we discussed the term earlier?

- IF NECESSARY: According to the Census Bureau, “A foster child is a person who is under 18 years old placed by the local government in a household to receive parental care. They may be living in the household for just a brief period or for several years.”

- Is there any other term you might use to describe that type of relationship?

- Is there a difference between “*adopted son or daughter*” and “*foster son or daughter*” for you? IF YES: What do you think the difference is?

INTERVIEWER: TAKE FLASCHARD A FROM THE RESPONDENT AND PUT IT ASIDE.

Now I’d like to continue with some new questions:

SEX

INTERVIEWER ASK ABOUT EACH HOUSEHOLD RESIDENT ON SEPARATE ANSWER CHART (Q2) AND WRITE EITHER “M” OR “F” ON THE SEX COLUMN NEXT TO APPLICABLE NAME.

FIRST TIME: ASK ABOUT PERSON 1:
{Is <Name>/ Are you } male or female?

ASK ABOUT ALL OTHER RESIDENTS:
How about {<Name>/ you }?

- <1> Male
- <2> Female

PROBE_SEX:

- What did you think about this question when you heard it? Do you think there is an easier or more natural way to ask this question? Is there a different wording you would prefer to hear?

Let's continue with some additional questions.

DOBM

What is {<Name>'s/ your} date of birth? (RECORD DATE OF BIRTH ON ANSWER CHART – Q2, ON THE DOB COLUMN FOR EACH NAME)

Skip instructions

Go to AGE and ask about Person 1 (THE ORDER SHOULD BE DOBM AND THEN AGE FOR EACH INDIVIDUAL)

If DOBM= DK or REF for any person go to AGEASK for that person.

AGE

What is {<Name>'s/ your} age? (RECORD AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH NAME)

Skip instructions

If not last person on list [go to DOBM and then AGE for next person]

If last person on list [go to PROBES_AGE]

AGEASK

What is your best estimate of {<Name>'s/ your} age? (RECORD ESTIMATED AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH APPLICABLE NAME)

Skip instructions

If not last person on list and R has answered AGEASK [go to DOBM for next person]

If last person on list and R has answered AGEASK [go to PROBE_AGE (1)]

If AGEASK = DK or REF [go to AGERANGE] for that person

AGERANGE

Is <Name>/ Are you...? (RECORD RANGE AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH APPLICABLE NAME)

<1> less than 3 years old

<2> 3 or 4 years old

<3> 5 to 14 years old

<4> 15 years old or older

Skip instructions

If not last person on list [go to DOBM for next person]

If last person on list [go to PROBES_AGE (2)]

PROBE_AGE (1):

IF RESPONDENT WAS ASKED “AGEASK” SAY: One of the questions I asked you was:
“*What is your best estimate of Mary’s age?*”

PROBE_AGE (2)

IF RESPONDENT WAS NOT ASKED “AGEASK” SAY: When people don’t know the age, we ask “*What is your best estimate of Mary’s age?*”

- What do you think they mean when they say “*your best estimate*”? IF R KNOWS: Can you think of a different way to say this? IF YES: What would that be?

I will now ask you a series of new questions. (INTERVIEWER: USE ONLY 1 VERSION OF THIS QUESTION FOR EACH RESPONDENT, USING THE PERTINENT FLASHCARD VERSION)

HISA (SHOW PERTINENT FLASHCARD B VERSION TO RESPONDENT AS YOU READ THE QUESTION)

INTERVIEWER WRITE “YES” OR “NO” ON THE “HISPANIC” COLUMN ON SEPARATE ANSWER CHART – Q2

VERSION 1: {Please look at Card B. TO BE READ FIRST TIME ONLY} {Is <Name>/ Are you} of Hispanic, Latino, or Spanish origin? Would you say yes or no?

- <1> Yes
- <2> No

VERSION 2: {Please look at Card B. TO BE READ FIRST TIME ONLY} {Is <Name>/ Are you} of Hispanic, Latino or Spanish origin?

- <1> Yes
- <2> No

VERSION 3: {Please look at Card B. TO BE READ FIRST TIME ONLY } {Is <Name>/ Are you} Hispanic or Latino; or of Spanish origin?

- <1> Yes
- <2> No

Skip instructions

If HISA = YES [go to HISB] for that person.

If HISA = NO, DK, REF [go back to HISA for next person (OMIT: {Please look at Card B} for later persons)

If the last person on the list and HISA = NO, DK, REF [go to RAC]

HISB (SHOW PERTINENT FLASHCARD B VERSION TO THE RESPONDENT AS YOU READ THE QUESTION)

INTERVIEWER USE ONLY ONE VERSION OF THE QUESTION FOR EACH RESPONDENT. WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2

VERSION 1: {Is <Name>/ Are you } Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on? INTERVIEWER: READ THE ENTIRE QUESTION TO PERSON 1 ONLY. NO NEED TO READ THE “FOR EXAMPLE” WORDING TO SUBSEQUENT PERSONS.

<1> Mexican, Mexican American, or Chicano

<2> Puerto Rican

<3> Cuban

<4> Another Hispanic, Latino, or Spanish origin (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on)

VERSION 2: {Is <Name>/ Are you } of Mexican or Mexican American origin; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on? INTERVIEWER: READ THE ENTIRE QUESTION TO PERSON 1 ONLY. NO NEED TO READ THE “FOR EXAMPLE” WORDING TO SUBSEQUENT PERSONS.

<1> Mexican or Mexican American

<2> Puerto Rican

<3> Cuban

<4> Another Hispanic, Latino, or Spanish origin (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on)

VERSION 3: {Is <Name>/ Are you } of Mexican, Puerto Rican or Cuban origin; or of another Hispanic, Latino, or Spanish origin?

<1> Mexican

<2> Puerto Rican

<3> Cuban

<4> Another Hispanic, Latino, or Spanish origin (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on)

Skip instructions

If HISB = 4, Another Hispanic, Latino or Spanish origin [go to HISW]
If not last person on the list [go to HISA for next person]
If the last person on the list [go to RAC for Person 1]

INTERVIEWER: TAKE FLASHCARD B FROM THE RESPONDENT

HISW

(IF R ANSWERED HISB = <4> (*Another Hispanic, Latino, or Spanish origin*))

INTERVIEWER WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2.

What is that origin? (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

Skip instructions

If not last person on list [go to HISA for next person]
If last person on list [go to RAC for Person 1]

RAC (*SHOW FLASHCARD C TO RESPONDENT AS YOU READ THE QUESTION*)

INTERVIEWER ASK FOR EACH PERSON AND WRITE ANSWER(S) ON THE “RACE” COLUMN ON SEPARATE ANSWER CHART – Q2

Please look at Card C and choose one or more races.
{IF HISA = 1 (yes - Hispanic)}: {For this survey, Hispanic origins are not races.} and then continue

FOR ALL REPDONDENTS: {Is <Name>/ Are you} White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?

Skip instructions

If not last person on list [go to RAC for next person and read entire second part of the question for each person]
If last person on list [go to PROBES_HISPANIC]

PROBES_HISPANIC:

The first question I asked you in this series was:

HISA (*READ PERTINENT QUESTION VERSION AND SHOW PERTINENT FLASHCARD B TO RESPONDENT AS YOU READ THE QUESTION*)

VERSION 1: {Please look at Card B.} Are you of Hispanic, Latino, or Spanish origin? Would you say yes or no?

VERSION 2: {Please look at Card B.} Are you of Hispanic, Latino or Spanish origin?

VERSION 3: *{Please look at Card B.} Are you Hispanic or Latino; or of Spanish origin?*

- What did this question mean to you or what did you think they were asking here?

- Are “Hispanic”, “Latino” and “Spanish” the same or different to you?

- Did you realize that this was supposed to be a yes/no question?

- The Census Bureau is trying to determine if people consider themselves to be from a Spanish speaking country or to have ancestors from a Spanish speaking country. Can you think of anyway to make this concept clearer or to ask the question in a better way?

WORDING COMPARISONS:

- Now, I would like to read to you two other options and ask you what you think about them

(READ THE RESPONDENT THE 2 ALTERNATIVE VERSIONS THAT HE/SHE DID NOT HEAR AND SHOW HIM/HER THE HISA SHOWCARD):

VERSION 1: *Are you of Hispanic, Latino, or Spanish origin? Would you say yes or no?*

VERSION 2: *Are you of Hispanic, Latino or Spanish origin?*

VERSION 3: *Are you Hispanic or Latino; or of Spanish origin?*

- Do you think that one of these two new versions is clearer and easier to understand than the other? Why? The question that I first asked you was: READ ORIGINAL VERSION

WORDING. Do you have a preference between the 3 different versions? IF SO, which of the 3 do you think is clearest?

- Why do you prefer version number ____ over the other 2 versions I read to you? Do you have any other suggestions as to how to make this question more understandable?

IF R ANSWERED “HISB” EARLIER: The next question I asked you was:

HISB (READ PERTINENT QUESTION VERSION AS ORIGINALLY READ TO THE R AND SHOW CORRESPONDING FLASHCARD B TO RESPONDENT AS YOU READ THE QUESTION)

VERSION 1: *{Is <Name>/ Are you} Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?*

VERSION 2: *{Is <Name>/ Are you} of Mexican or Mexican American origin; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?*

VERSION 3: *{Is <Name>/ Are you} of Mexican, Puerto Rican or Cuban origin; or of another Hispanic, Latino, or Spanish origin.*

- What do you think this question is asking?

WORDING COMPARISONS:

- Let me read you the same question but in a different way (INTERVIEWER: READ THE RESPONDENT THE 2 ALTERNATIVE VERSIONS THAT HE/SHE DID NOT HEAR AND SHOW HIM/HER THE HISB SHOWCARD):

VERSION 1: *Are you Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?*

VERSION 2: *Are you of Mexican or Mexican American origin; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?*

VERSION 3: *Are you of Mexican, Puerto Rican or Cuban origin; or of another Hispanic, Latino, or Spanish origin?*

- In your opinion, do you think this question is a good length or is it too long?

- Do you have a preference of one of these versions over the other? IF YES: Why?

- IF RESPONDENT IS OF MEXICAN ORIGIN: Are you familiar with the term Chicano(a)? Is this a term you would use to describe yourself? We are considering whether to include that term in the question (POINT TO WHERE IT APPEARS ON THE SHOWCARD QUESTION VERSION 2, AFTER MEXICAN AMERICAN.). Is this a term that you would like to see here or do you think it's unnecessary to include it?

IF R ANSWERED HISW EARLIER: The next question I asked you was:

HISW

What is that origin? (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

- Did you have any difficulty answering it? IF YES: Why was it difficult?

The last question I asked you in this series was:

RAC (SHOW FLASHCARD C TO RESPONDENT AS YOU READ THE QUESTION)

Please look at Card C and choose one or more races. {IF HISA = 1 (yes - Hispanic)}: {For this survey, Hispanic origins are not races.}

FOR ALL RESPONDENTS: *Are you White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?*

- You said _____. How did you choose your answer?

- Did you have any difficulty answering this question?

- Is there an answer that you wanted to give but that wasn't on this list? If you were asked this question without being shown a list, how would you answer?

INTERVIEWER: ASK THIS NEXT SECTION OF ALL RESPONDENTS

Vignettes

In order for me to try out a few other questions I'm wondering if you would mind thinking of an imaginary situation.

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Vignette 1:

Imagine that you are renting a small apartment in the back of a house from a couple who also lives in the house. [IF R IS IN NORTH CAROLINA SAY: (The address is 123 Main St.; Raleigh, North Carolina) IF R IS IN CALIFORNIA SAY: (The address is 123 Main St., Anaheim, California)]. The couple lives in Apt. A and you live in Apt. B. You have your own private space: a large room that you use as a bedroom, a kitchen and a bathroom. There is no door from your area to the outside. In order to go outside you have to walk through the couple's living room. (See picture of floor plan A)

Now, if you don't mind, I'd like to ask you a few survey questions with that imaginary situation in mind. Please imagine that you live in the back of that house (POINT TO APARTMENT B) and I'd like to ask you some questions about that situation.

ACCESS_CP

Do you have direct access to 123 Main Street, Apartment B, either from the outside or through a common hall?

DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED

1. Yes, direct access from outside or through a common hall
2. No, neither

Skip instructions

[go to NOACCESS]

NOACCESS

Do you have to go through someone else's living quarters to get to yours?

1. Yes
2. No

PROBES:

One of the questions I asked you was:

ACCESS_CP:

Do you have direct access to 123 Main Street, Apartment B, either from the outside or through a common hall?

DO NOT READ RESPONSE OPTIONS ALOUD TO RESPONDENT UNLESS NECESSARY

1. *Yes, direct access from outside or through a common hall*

2. *No, neither*

- What did you think this question was asking?

- Was it obvious that this was supposed to be a yes/no question? If no, is there a way we could make that clearer?

- IF NECESSARY: This question mentions “*direct access to 123 Main Street, Apartment B from the outside or through a common hall.*” What does this mean to you? IF UNDERSTOOD: Is there another way you might say this?

Another question I asked you was:

NOACCESS

Do you have to go through someone else’s living quarters to get to yours?

- What did you think this question was asking?

- Is there another way you might ask this question?

Now I’d like to think about one more imaginary situation to see how you might answer a few other questions.

Vignette 2

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Imagine that you rent the basement of someone's house. Let's say that the address for both is [IF R IS IN NORTH CAROLINA SAY: (123 Central Avenue; Raleigh, North Carolina) IF R IS IN CALIFORNIA SAY: (123 Central Avenue; Anaheim, CA)]. There's a back door and you have your own separate apartment with a kitchen and a large room where you have a sofa, a TV, a bed, and a dresser. The owners of the house live above you but you almost never see them. You share the same address but your two living areas are not connected. (See picture of floor plan B)

Now, if you don't mind, I'd like to ask you a few survey questions with that imaginary situation in mind. Please imagine that you are renting the basement of that imaginary house [POINT TO BASEMENT ON DRAWING] and I'd like to ask you some questions about that situation.

OTHQTR_CP

Are there any other living quarters either occupied or vacant at 123 Central Avenue?

1. Yes
2. No

Skip Instructions

IF R SAID YES: [1 Fill 1 for LIVEAT1_CP] [2 Fill 2 for LIVEAT1_CP]

IF R SAID NO INTERVIEWER REFER THEM BACK TO VIGNETTE AND SAY:

“Let's imagine that the people who live in the other part of the house are in other living quarters” then ask LIVEAT1_CP

LIVEAT1_CP

Do the occupants of the other living quarters live separately from all the other people at this address?

1. Yes
2. No

Skip Instructions

Go to ACCESS1_CP

ACCESS1_CP

Do the occupants of the other living quarters have direct access from the outside or through a common hall?

1. Yes
2. No

PROBES:

One of the questions I asked you was:

OTHQTR_CP

Are there any other living quarters either occupied or vacant at 123 Central Avenue?

- What did you think this question was asking for?

- What does the phrase “*other living quarters*” mean to you in this question?

The next question I asked you was:

LIVEAT1_CP

Do the occupants of the other living quarters live separately from all the other people at this address?

- Can you tell me in your own words what this question is asking?

- Did you have any difficulty answering this question?

Finally, the last question I asked in that group was:

ACCESS1_CP

Do the occupants of the other living quarters have direct access from the outside or through a common hall?

- Can you tell me in your own words what this question is asking?

-
- Did you have any difficulty answering this question?

Thank you very much for imagining those situations.

And now I have one last statement to read you. In a regular interview we always say:

THANK YOU

Thank you very much for your participation in this important survey. You've been very helpful.

PROBE_THANK YOU:

- What does this statement mean to you?

Section III. Conclusion

- What is your overall opinion about the questions?

- Do you have any other comments or concerns?

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

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

End Time: _____ AM / PM

Appendix N
ACS CATI Instrument Testing
Protocol Guide – List 1 – Round 2 (English)
June 25, 2008

Participant ID #: |_|_|_|_|_|_|_|_| (First name initial/Last name initial/two digit sequential #/Location initials: LA/NC)

Date: |_|_|_|_|/|_|_|_|_|/|_2_|_0_|_0_|_8_| (mm/dd/yyyy)

Interviewer (Check One): ₁ RQ ₂ GM ₃ LR ₄ SR ₅ PG

Location (Check One): ₁ LA ₂ NC

Participant: ₁ Monolingual – English

Start Time: _____ AM / PM

Interviewer: Read/ Paraphrase this Introduction

The Census Bureau collects data about the entire population every 10 years. In order to provide data more frequently, they also conduct the American Community Survey every year. The information that they collect is used to determine the amount of government money different neighborhoods will receive for schools, employment services, roads and many other programs.

The Census Bureau has hired us, RTI International, to see how well some of the questions in the American Community Survey are working. Today, I would like to try out some of the questions with you and then after that I would like to ask you about your thoughts and opinions on what they mean to you, whether they make sense, etc.

Sometimes the questions I ask you might sound a little strange. For example, I might ask you what a certain word means to you. The reason for this is to see if people from different parts of the country use different words or interpret things differently. There are no right or wrong answers and we are interviewing people from as many different backgrounds as possible so that we can find the terms and questions that will work best for everyone.

This is a questionnaire that is conducted *over the phone*.

Your participation in this interview is very important because it will help the Census Bureau improve the questionnaire. When we are done, I will give you \$40 as a token of our appreciation, and I will sign a receipt to document that you have received it.

Section I. Informed Consent

Before we start, I'm going to give you a written consent form that we'll go over together. Please feel free to ask any questions you might have as we go through the form. This document explains the following:

- That the purpose of the interview is to help the Census Bureau review some of the questions in the American Community Survey to ensure the questions are well understood.
- That the interview will take approximately between 60-90 minutes and there are no right or wrong answers. That you will receive \$40 for your participation in the study.
- That your participation is voluntary and you may stop at any time. You may choose not to answer any questions you don't want to answer.
- [FOR SPANISH SPEAKERS ONLY: That we will not be asking about your legal immigration status.] That all information you give us will be kept confidential and you will not be identified as an individual on any of our reports. That your identifying information is protected by Title 13 of the United States Code.
- That if you have any questions about the study, you may contact Rosanna Quiroz at 1-800-334-8571 ext. 27172. That if you have any questions about your rights as a research participant in this study, you may call 1-866-214-2043, a toll free number.
- In addition, the back page asks for your permission to have this session audio recorded. Once we're finished going over the form and have all of your questions answered, I'll ask you to sign and date both sections on the form.

INTERVIEWER:

1. DID THE PARTICIPANT HAVE ANY QUESTIONS OR CONCERNS?

- ₁ Yes
₂ No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

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

- ₁ Yes
₂ No → **(END INTERVIEW)**
- 

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

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

- ₁ Yes
₂ No → **(SKIP TO SECTION II ON PAGE 3)**
- 

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

Section II. Cognitive Interview

Now, if you're ready, I'd like to get started asking you some of the questions from the American Community Survey. This is the type of survey where an interviewer would call you to ask the survey questions over the phone. If you could I would appreciate it if you could imagine that you are in your home answering these questions.

As I said earlier, this is NOT any kind of test and there are no right or wrong answers. We are reviewing these questions with as many different kinds of people as possible in different parts of the country to see how different people interpret the questions. After I go through some of the survey questions I will ask you some questions about your opinions on certain words and questions. Finally, after we're finished you'll receive a \$40 cash payment as an expression of our appreciation.

Do you have any questions?

Before we start with the interview questions, could you tell me your address?

INTERVIEWER WRITE ADDRESS ON SEPARATE ANSWER CHART – Q1 (PLEASE MAKE SURE YOU WRITE DOWN RESPONDENT'S FULL ADDRESS, INCLUDING STREET NUMBER, STREET NAME, APT. #, CITY, STATE, AND ZIP CODE)

(SAY ONLY IF respondent expresses concern about providing full address information: Tell him/her: *The reason that I'm asking for your address is that I want to practice the questions the way they would sound in a real survey interview. I am not collecting survey information today, just practicing the interview to be sure that it makes sense, etc. I won't keep a record of your address after we're done working on this study.*

Let's begin.

INTERVIEWER: PLEASE READ EACH SURVEY QUESTION (IN BOXES) ALOUD TO THE RESPONDENT EXACTLY AS WORDED. WHEN YOU GET TO THE PROBING SECTIONS YOU DON'T HAVE TO READ THINGS EXACTLY AS WORDED BUT BE SURE TO GET INFORMATION ON EACH OF THE ITEMS/ CONCEPTS LISTED IN THE PROBES.

GENERAL PROBES (to be used as necessary):

- Please tell me what you are thinking.
- How did you choose your answer or how did you arrive at that answer?
- Could you tell me more about that?
- Could you tell me more about your situation with _____?
- I'm not asking you to give me an answer, but could you tell me why you don't want to answer that question?
- I noticed that you were smiling/doubting/paused when answering the question. Could you tell what you were thinking?

DEMOGRAPHIC QUESTIONS

INTRO_CP

Hello. I'm... from the United States Census Bureau. We are conducting the American Community Survey to collect current population and housing information.

I have some questions to ask you. Did you receive our mailings?

1. Yes
2. No

INTROLET_CP

The Census Bureau is conducting this survey to collect current population and housing information. I am required by law to tell you that this survey is authorized by Title 13, Sections 141, 193, and 221 of the United States Code.

The average interview takes about 30 minutes. This survey is mandatory and your cooperation is very important. All the information you provide will remain completely confidential.

PROBES_INTRO:

- The first statement I read to you was:

INTRO_CP

Hello. I'm... from the United States Census Bureau. We are conducting the American Community Survey to collect current population and housing information. I have some questions to ask you. Did you receive our mailings?

- In your own words what do you think this statement is telling you?

- IF NECESSARY: The second sentence of the statement says: “*We are conducting the American Community Survey to collect current population and housing information.*” What does “*collect current population and housing information*” mean to you in this sentence? Does the term collect sound natural to you here or is there another term you might use?

- The last part of the third sentence asks “*Did you receive our mailings?*” What does that mean to you in this context? Is there another word you might use rather than “mailings?”

- Another phrase I read to you was “*All the information you provide will remain completely confidential.*” ¿What does this mean to you?

Now I’m going to continue with some more interview questions.

(1) ADRSVER_CP

I need to verify the address where this unit is located.

Is this address:

<fill with address information> REFER TO ANSWER CHART AND READ EVERY COMPONENT OF THE ADDRESS: STREET NUMBER, STREET NAME, APT. #, CITY, STATE, AND ZIP CODE.

1. Yes
2. No

((2a) RESNUM

Is [RESPONDENT’S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] a private residence?

1. Yes
2. No

Skip instructions

If yes, go to (3) ACCESS_CP

If no, go to TYPPLC

(2b) TYPPLC

What type of place is this?

(READ RESPONSE OPTIONS ALOUD ONLY IF R IS CONFUSED OR ASKS FOR CLARIFICATION)

1. Business Only

2. Group Quarters, such as a college dormitory or nursing home

Skip Instructions

Go to (3) ACCESS_CP

(3) ACCESS_CP

Do you have direct access to [READ ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] either from the outside or through a common hall?

DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED

1. Yes, direct access from outside or through a common hall
2. No, neither

Skip Instructions

<1> Direct [go to (5) OTHQTR_CP]

<2> Through another unit [go to (4) NOACCESS]

(4) NO ACCESS

Do you have to go through someone else's living quarters to get to yours?

1. Yes
2. No

Skip instructions

Go to (5) OTHQTR_CP

(5) OTHQTR_CP

Are there any other living quarters - either occupied or vacant at [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]?

1. Yes
2. No

Skip instructions

<1> Yes [go to (6) OTHQTR_CP1]

<2> No [go to PROBES_PART 1]

(6) OTHQTR_CP1

Are the other living quarters occupied or vacant?

1. Occupied
2. Vacant

[1 Occupied = Use Fill 1 (Do the occupants) below]
[2 Vacant = Use Fill 2 (Would any future occupants) below]

(7) LIVEAT1_CP

[FILL 1: Do the occupants / ...

FILL 2: Would any future occupants] ...

of the other living quarters live separately from all the other people at this address?

1. Yes
2. No

Skip Instructions

<1> Yes [go to (8) ACCESS1_CP]

<2> No [go to PROBES_PART 1]

(8) ACCESS1_CP

[FILL 1: Do the occupants / ...

FILL 2: Would any future occupants] ...

of the other living quarters have direct access from the outside or through a common hall?

1. Yes, direct access or through common hall
2. No, neither

Skip Instructions

[go to PROBES_PART 1]

PROBES_PART 1: FOR ALL RESPONDENTS:

PROBES_ACCESS:

Now I'd like to ask you a few questions about some of the questions you just answered. One of the questions I asked you earlier was:

(2a) RESNUM

Is [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] a private residence?

- In your opinion, what does “private residence” mean to you in this question? Can you think of any examples of this type of residence?

- By “*private residence*,” the Census Bureau means: A house, apartment, mobile home or other housing unit where people live. Do you think there’s another way to describe this type of residence? IF YES: What is it?

IF ASKED BEFORE: Another question I asked you earlier was:

IF NOT ASKED BEFORE: A question that we ask some people who say that they do not live in a private residence is:

(2b) TYPPLC

What type of place is this?

(DO NOT READ RESPONSE OPTIONS ALOUD TO ALL R’S UNTIL AFTER THEY ANSWER THE FIRST PROBE)

1. *Business Only*
2. *Group Quarters, such as a college dormitory or nursing home*

- What did you think this question was asking for?

Let me repeat the question but this time I will add the response options:

What type of place is this?

(NOW READ RESPONSE OPTIONS ALOUD TO ALL R’S)

1. *Business Only*
2. *Group Quarters, such as a college dormitory or nursing home*

Now let’s talk about the 2 response options listed for this question. In your own words... [ASK EACH PROBE FOR EACH RESPONSE OPTION]

- What does (BUSINESS ONLY/GROUP QUARTERS) mean to you in this question?
- Can you think of any examples of this type of place?
- By (BUSINESS ONLY/GROUP QUARTERS), the Census Bureau means:
DEFINITION
- Do you think there’s another way to describe this type of residence? IF YES: What is it?

DEFINITIONS (WHEN NEEDED)

1. **BUSINESS ONLY:** a business where people do not live or sleep.
2. **GROUP QUARTERS:** A group quarter, such as a college dormitory or nursing home, is like an institution where people live under supervised care or custody in places such as: prisons, nursing homes, or juvenile institutions. There are also group

quarters that are not institutions, such as college dormitories, military quarters, and military bases.

Response Options	Meaning	Types of Residences	Other Ways
Business Only			
Group Quarters, such as a college dormitory or nursing home			

Another question I asked you was:

(3) ACCESS_CP:

Do you have direct access to [RESPONDENT’S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE] either from the outside or through a common hall?

DO NOT READ RESPONSE OPTIONS ALOUD TO RESPONDENT UNLESS NECESSARY

1. *Yes, direct access from outside or through a common hall*
2. *No, neither*

- What did you think this question was asking for?

- **IF NECESSARY:** This question mentions *direct access* “*either from the outside or through a common hall?*” What do these two things mean to you? Is there another way you might say this?

Another question I asked you was:

(5) OTHQTR_CP

Are there any other living quarters either occupied or vacant at [RESPONDENT'S ADDRESS FROM ANSWER CHART – SKIP CITY, STATE, AND ZIP CODE]?

1 Yes

2 No

- What did you think this question was asking for?

- IF NECESSARY: What does the phrase “*other living quarters*” mean to you in this question?

- Can you tell me a little bit about where you live? Is it a house, apartment or mobile home? Is there a separate section or area where other people live inside of your home? IF YES: Do they share exactly the same address with you (including apartment number)?

PROBES PART 2:

ASK ONLY OF RESPONDENTS WHO ANSWERED ANY OF THE FOLLOWING QUESTIONS: ASK ONLY ABOUT THE QUESTIONS THEY WERE ASKED EARLIER: (4) NO ACCESS, (6) OTHQTR_CP1, (7) LIVEAT1_CP, (8) ACCESS1_CP.

IF R DID NOT ANSWER ANY OF THESE QUESTIONS, SKIP TO FN_PG1 (NEXT QUESTION SECTION)

IF ASKED: Another question I asked you earlier was:

(4) NOACCESS

Do you have to go through someone else's living quarters to get to yours?

- What did you think this question was asking for?

- IF R ANSWERED YES ASK: You said _____. Can you tell me more about your situation? INTERVIEWER MAKE SURE THAT YOU UNDERSTAND R'S SITUATION AND WHETHER HE/SHE ANSWERED QUESTION ACCURATELY.

IF ASKED: Another question I asked you earlier was:

(6) OTHQTR_CP1

Are the other living quarters occupied or vacant?

1. *Occupied*
2. *Vacant*

- What did you think this question was asking for?

- You said _____. Can you tell me more about your situation? INTERVIEWER MAKE SURE THAT YOU UNDERSTAND R'S SITUATION AND WHETHER HE/SHE ANSWERED QUESTION ACCURATELY.

IF ASKED: Another question I asked you in this section was:

(7) LIVEAT1_CP

INTERVIEWER PLEASE USE SAME FILL YOU USED WHEN ADMINISTERING Q ORIGINALLY:

[FILL 1: Do the occupants /...

Fill 2: Would any future occupants] ...

of the other living quarters live separately from all the other people at this address?

- Can you tell me in your own words what this question is asking?

- You said _____. Can you tell me more about your situation?

IF ASKED: Finally, the last question I asked in that group was:

(8) ACCESS1_CP

INTERVIEWER PLEASE USE SAME FILL YOU USED WHEN ADMINISTERING Q
ORIGINALLY:

[Fill 1: Do the occupants /...

Fill 2: Would any future occupants]...

of the other living quarters have direct access from the outside or through a common hall?

- Can you tell me in your own words what this question is asking?

- You said _____. Can you tell me more about your situation?

Now let's continue with some new questions.

FN_PG1

READ FOR THE PERSON WHOM YOU ARE TALKING TO:

(QUESTION 1) I am going to be asking some questions about everyone who is living or staying at this address. First let's create a list of the people starting with you. What is your name?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSON 1)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT'S OK TO GET FIRST NAME ONLY.)

READ AFTER RECORDING THE FIRST PERSON'S NAME:

(QUESTION 2) What is the name of the next person living or staying here?

INTERVIEWER: WRITE NAME(S), MIDDLE INITIAL(S), AND LAST NAME(S) ON SEPARATE ANSWER CHART – Q2 (PERSON 2 THROUGH WHERE APPLICABLE)
(IF R DOES NOT WANT TO GIVE LAST NAME, IT'S OK TO GET FIRST NAME ONLY.)

Skip instructions

If no additional people to list [go to FN_PG2]

If additional people to list [Repeat Question 2 above until respondent indicates that list is complete]

FN_PG2

(QUESTION 1) The following questions are to make sure this list is as complete as possible...
“Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees such as a nanny or housekeeper?”

1. Yes

2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. CONTINUE BY ASKING:

(QUESTION 2) “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees such as a nanny or housekeeper?”

REPEAT QUESTION 2 UNTIL ALL NAMES ARE LISTED.

Skip instructions

[go to FN_PG3]

FN_PG3

Is there anyone else staying here even for a short time, such as a friend or relative?

1. Yes

2. No

IF THE R SAYS “YES” WRITE ANY NEW NAMES ON SEPARATE ANSWER CHART – Q2. ASK THE QUESTION AGAIN AFTER EACH NAME UNTIL ALL NAMES ARE LISTED. ASK THE ENTIRE QUESTION UNTIL ALL NAMES ARE LISTED

Skip instructions

[go to AWAYNOW]

AWAYNOW

The next questions are to help refine this list. I have listed <read all the names on answer chart>

Are any of these people away NOW for more than two months, like a college student or someone in the military?

1. Yes

2. No

INTERVIEWER: CIRCLE ANY NAME(S) LISTED ON ANSWER CHART FOR Q2 AND WRITE “AWAYNOW” NEXT TO THEM.

Skip instructions

[go to ANOTHER HOME]

ANOTHER HOME

INTERVIEWER: REFER TO ANSWER CHART – Q2 AND READ THE NAME(S) LISTED, EXCEPT FOR CIRCLED ONE(S).

[Do <All NAMES listed except for those circled from AWAYNOW>]

Do you/ any of these people,

Does <Name>

have some other place where [you/ he/ she/ they] usually stay(s)?

1. Yes

2. No

Skip instructions

If R says NO [go to PROBES_LISTING]

If R says YES, circle pertinent names and circle them. Write “ANOTHER HOME” next to them. Then go to MORETHANTWO for each of these names.

MORETHANTWO

INTERVIEWER: REFER TO SEPARATE ANSWER CHART – Q2 AND READ CIRCLED NAME(S) LABELED “ANOTHER HOME.”

[Are <ANOTHERHOME NAMES>) / ...

Are you/ ...

Is <Name>]...

staying here for MORE than two months?

1. Yes

2. No

Now I'd like to ask you a few questions about the questions we've just gone through.

PROBES_LISTING:

- When we were making a list of the people who live or stay with you, one of the questions I asked you was: “*What is the name of the next person living or staying here?*” When I said “*next person,*” what were you thinking?

-
- Is there any other term you might use instead of “*next*”?

Another question I asked you was:

FN_PG2

The following questions are to make sure this list is as complete as possible... “Does anyone else live or stay here, such as roommates, foster children, boarders, or live-in employees, such as a nanny or housekeeper?”

- What did you think this question was asking for? Do you think there’s another way to describe this concept?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION.
You said _____ Could you tell me more about your situation

ROOMMATES:

- In your own words, what does “*roommates*” mean to you in this question?

- Do you think there’s another way to describe this concept? IF YES: What is it?

FOSTER CHILDREN:

- In your own words, what does “*foster children*” mean to you in this question?

- **IF RESPONDENT SAYS DON'T KNOW OR PROVIDES INCORRECT DEFINITION:** According to the Census Bureau, “A foster child is a person who is under 18 years old placed by the local government in a household to receive parental care. They may be living in the household for just a brief period or for several years.” Do you think there’s another way to describe this concept? **IF YES:** What is it?

BOARDERS:

- In your own words, what does “*boarders*” mean to you in this question?

- Do you think there’s another way to describe this concept? **IF YES:** What is it?

LIVE-IN EMPLOYEES:

- In your own words, what does “*live-in employees, such as a nanny or housekeeper*” mean to you in this question?

- Do you think there’s another way to describe this concept? **IF YES:** What is it?

The next question I asked you was:

FN_PG3

Is there anyone else staying here even for a short time, such as a friend or relative?

- What does the term “*staying*” mean to you in this question?

- And what does the term “*short time*” mean to you in this question? Is there another way that you might say this? How long are you thinking this period of time is?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION

You said _____ Could you tell me more about your situation?

The next question I asked you was:

AWAYNOW

The next questions are to help refine this list. I have listed <READ ALL THE NAMES FROM THE ANSWER CHART – Q2> ...

Are any of these people away NOW for more than two months, like a college student or someone in the military?

- Let’s review this question. When we ask “*Are any of these people away NOW for more than two months?*” What do you think we are asking you?

- IF R SEEMS CLEAR ABOUT THE MEANING, ASK: Do you think there’s a better way of asking this?

- IF R MENTIONED ANYONE IN HIS/HER HOUSEHOLD WHO FIT THE SITUATION, ASK HIM/HER TO ELABORATE ON THAT SITUATION. You said _____. Could you tell me more about your situation? How long has that person been gone? When you heard away NOW for more than 2 months, what time period were you thinking about in relation to NAME?

The next question I asked you was:

ANOTHER HOME

[Do you or does NAME(S)] have some other place where you/he/she/they usually stay(s)?

- In your own words, what does this question mean?

Thank you. Let's continue with a few more of the survey questions.

BASIC

Now I would like to ask you some basic questions about people in this household who are here more than two months.

HHOLDER

Of the people you named, who owns or rents this place? (What names are on the deed or lease?)

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER SHEET AND WRITE "OWNER" NEXT TO APPLICABLE NAME LISTED

PROBES_OWNER:

- A minute ago, I read you a question:

HHOLDER

Of the people you named, who owns or rents this place? What names are on the deed or lease?

- Have you heard the words “*deed*” and “*lease*” before?

- IF YES: What do these words mean to you here? Do they mean the same thing or something different to you? Are there any other words that you think would be better to use in this situation?

Now let’s continue with some more interview questions:

INTERVIEWER: REFER TO Q2 ON SEPARATE ANSWER CHART AND ASK BETWEEN PERSON 1 AND ALL OTHER HOUSEHOLD RESIDENTS. RECORD ANSWER ON THE “RELATIONSHIP” COLUMN.

RELT (NO FLASHCARD)

How {is <Name>/ are you} related to {<HHOLDER>/you}?

- <1> Husband or wife
- <2> Son or daughter (IF R CHOOSES THIS RESPONSE GO IMMEDIATELY TO SONDAU)
- <3> Brother or sister
- <4> Father or mother
- <5> Grandchild
- <6> Parent-in-law
- <7> Son-in-law or daughter-in-law
- <8> Other relative
- <9> Tenant
- <10> Housemate or roommate
- <11> Unmarried partner

- <12> Foster child
- <13> Other nonrelative

Skip instructions

If not last person on list and RELT = 2 “Son or daughter” [go to SONDAU]

If not last person on list and RELT = any option except 2 [go to RELT for next person and read only How {is <Name>/are you} related to {<HHOLDER>/you} ?]

If last person on list and RELT = 2 [go to SONDAU]

If last person on list and RELT = any option except 2 [go to PROBES_RELATIONSHIPS]

SONDAU (NO FLASHCARD)

INTERVIEWER REFER TO Q2 ON SEPARATE ANSWER CHART – NAME AND RELATIONSHIP COLUMNS

{Is <Name>/ are you} { your/ <HHOLDER>>'s} biological son or daughter, adopted son or daughter, stepson or stepdaughter, OR foster son or daughter?

Skip instructions

If not last person on list [go to RELT for next person]

If last person on list [go to PROBES_RELATIONSHIPS]

PROBES_RELATIONSHIPS:

The first question I asked you in this section was:

RELT

INTERVIEWER REFER TO Q2 ON SEPARATE ANSWER CHART – NAME AND RELATIONSHIP COLUMNS. (USE ONLY “YOU” OR ONE OF THE NAMES WHEN RE-READING THE QUESTION, NOT ALL THE NAMES. READ THE LIST RELATIONSHIPS BELOW.)

How {is <Name>/ are you} related to {<HHOLDER>/you}?

- <1> Husband or wife
- <2> Son or daughter
- <3> Brother or sister
- <4> Father or mother
- <5> Grandchild
- <6> Parent-in-law
- <7> Son-in-law or daughter-in-law
- <8> Other relative

- <9> Tenant
- <10> Housemate or roommate
- <11> Unmarried partner
- <12> Foster child
- <13> Other nonrelative

- Did you have trouble understanding the different answer choices or understanding the differences between them as they were read to you?

Now I'd like to ask you a few questions about the question we just talked about.

TERM "TENANT"

- What does the answer choice: "*Tenant*" mean to you in this question?

- IF R SAYS DK OR INCORRECT RESPONSE: A "*Tenant*" is a person who pays rent to use or occupy land, a building, or other property owned by another person.

- Have you heard of this kind of thing?

- Is there another term you would use to describe this kind of situation? What is it?

TERM "HOUSEMATE OR ROOMMATE"

- What does the phrase "*Housemate or roommate*" mean to you?

- Does “*housemate*” mean the same thing as “*roommate*” or are they different things to you?

- The Census Bureau defines the terms “*Housemate or roommate*” as a person who is not related to the householder but who shares living quarters mainly to share expenses. The census Bureau does not mean to talk about an intimate, boyfriend/girlfriend or husband/wife type relationship. Is there another term you would use to describe this type of relationship?

TERM “FOSTER CHILD”

- In your opinion, what is a “*Foster child*” in this question? Does it mean something different to you here than when we discussed the term earlier?

- IF NECESSARY: According to the Census Bureau, “A foster child is a person who is under 18 years old placed by the local government in a household to receive parental care. They may be living in the household for just a brief period or for several years.”

- Is there any other term you might use to describe that type of relationship?

Now I’d like to continue with some new questions:

SEX

INTERVIEWER ASK ABOUT EACH HOUSEHOLD RESIDENT ON SEPARATE ANSWER CHART (Q2) AND WRITE EITHER “M” OR “F” ON THE SEX COLUMN NEXT TO APPLICABLE NAME.

FIRST TIME: ASK ABOUT PERSON 1:

{Is <Name>/ Are you } male or female?

ASK ABOUT ALL OTHER RESIDENTS:

How about {<Name>/ you}?

<1> Male

<2> Female

PROBE_SEX:

- What did you think about this question when you heard it? Do you think there is an easier or more natural way to ask this question? Is there a different wording you would prefer to hear?

Let's continue with some additional questions.

DOB

What is {<Name>'s/ your} date of birth? (RECORD DATE OF BIRTH ON ANSWER CHART – Q2, ON THE DOB COLUMN FOR EACH NAME)

Skip instructions

Go to AGE and ask about Person 1 (THE ORDER SHOULD BE DOB AND THEN AGE FOR EACH INDIVIDUAL)

If DOB= DK or REF for any person go to AGEASK for that person.

AGE

What is {<Name>'s/ your} age? (RECORD AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH NAME)

Skip instructions

If not last person on list [go to DOB and then AGE for next person]

If last person on list [go to PROBE_AGE (2)]

AGEASK

What is your best estimate of {<Name>'s/ your} age? (RECORD ESTIMATED AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH APPLICABLE NAME)

Skip instructions

If not last person on list and R has answered AGEASK [go to DOBM for next person]

If last person on list and R has answered AGEASK [go to PROBE_AGE (1)]

If last person on list and AGEASK = DK or REF [go to AGERANGE] for that person

AGERANGE

Is <Name>/ Are you...? (RECORD RANGE AGE ON ANSWER CHART – Q2 ON THE AGE COLUMN FOR EACH APPLICABLE NAME)

<1> less than 3 years old

<2> 3 or 4 years old

<3> 5 to 14 years old

<4> 15 years old or older

Skip instructions

If not last person on list [go to DOBM for next person]

If last person on list [go to PROBES_AGE (2)]

PROBE_AGE (1):

IF RESPONDENT WAS ASKED “AGEASK” SAY: One of the questions I asked you was:
“*What is your best estimate of Mary’s age?*”

PROBE_AGE (2)

IF RESPONDENT WAS NOT ASKED “AGEASK” SAY: When people don’t know the age, we ask “*What is your best estimate of Mary’s age?*”

- What do you think they mean when they say “*your best estimate*”? IF R KNOWS: Can you think of a different way to say this? IF YES: What would that be?

I will now ask you a series of new questions (INTERVIEWER: USE ONLY 1 VERSION OF THIS QUESTION FOR EACH RESPONDENT)

HISA (NO FLASHCARD)

INTERVIEWER WRITE “YES” OR “NO” ON THE “HISPANIC” COLUMN ON SEPARATE ANSWER CHART – Q2

VERSION 1: {Is <Name>/ Are you } of Hispanic, Latino, or Spanish origin? Would you say yes or no?

<Yes>

<No>

VERSION 2: {Is <Name>/ Are you } of Hispanic, Latino or Spanish origin?

<1> Yes

<2> No

VERSION 3: {Is <Name>/ Are you } Hispanic or Latino; or of Spanish origin?

<1> Yes

<2> No

Skip instructions

If HISA = YES [go to HISB] for that person.

If HISA = NO, DK, REF [go back to HISA for next person]

If the last person on the list and HISA = NO, DK, REF [go to RACT]

HISB (NO FLASHCARD)

INTERVIEWER USE ONLY ONE VERSION OF THE QUESTION FOR EACH RESPONDENT. WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2

VERSION 1: {Is <Name>/ Are you } Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on? INTERVIEWER: READ THE ENTIRE QUESTION TO PERSON 1 ONLY. NO NEED TO READ THE “FOR EXAMPLE” WORDING TO SUBSEQUENT PERSONS.

<1> Mexican, Mexican American, or Chicano

<2> Puerto Rican

<3> Cuban

<4> Another Hispanic, Latino, or Spanish origin (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on)

VERSION 2: {Is <Name>/ Are you } of Mexican or Mexican American origin; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on? INTERVIEWER: READ THE ENTIRE QUESTION TO PERSON 1 ONLY. NO NEED TO READ THE “FOR EXAMPLE” WORDING TO SUBSEQUENT PERSONS.

<1> Mexican or Mexican American

<2> Puerto Rican

<3> Cuban

<4> Another Hispanic, Latino, or Spanish origin (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on)

VERSION 3: {Is <Name>/ Are you} of Mexican; Puerto Rican or Cuban origin; or of another Hispanic, Latino, or Spanish origin?

<1> Mexican

<2> Puerto Rican

<3> Cuban

<4> Another Hispanic, Latino, or Spanish origin (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on)

Skip instructions

If HISB = 4, Another Hispanic, Latino or Spanish origin [go to HISW]

If not last person on the list [go to HISA for next person]

If the last person on the list [go to RACT for Person 1]

HISW

(IF R ANSWERED HISB = <4> (Another Hispanic, Latino, or Spanish origin)

INTERVIEWER WRITE ANSWER ON THE “HISPANIC BACKGROUND” COLUMN ON SEPARATE ANSWER CHART – Q2.

What is that origin? (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

Skip instructions

If not last person on list [go to HISA for next person]

If last person on list [go to RACT for Person 1]

RACT (NO FLASHCARD)

INTERVIEWER ASK FOR EACH PERSON AND WRITE ANSWER(S) ON THE “RACE” COLUMN ON SEPARATE ANSWER CHART – Q2

I'm going to read a list of race categories. You may choose one or more races.

{IF HISA = 1 (yes - Hispanic)}: {For this survey, Hispanic origins are not races.} AND THEN CONTINUE

FOR ALL REpondENTS: {Is <Name>/ Are you} White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?

Skip instructions

If not last person on list [go to RACT for next person and read entire second part of the question to each person]

If last person on list [go to PROBES_HISPANIC]

PROBES_HISPANIC:

The first question I asked you in this series was:

HISA (NO FLASHCARD – READ PERTINENT QUESTION VERSION)

VERSION 1: *Are you of Hispanic, Latino, or Spanish origin? Would you say yes or no?*

VERSION 2: *Are you of Hispanic, Latino or Spanish origin?*

VERSION 3: *Are you Hispanic or Latino; or of Spanish origin?*

- What did this question mean to you or what did you think they were asking here?

- Are “Hispanic”, “Latino” and “Spanish” the same or different to you?

- Did you realize that this was supposed to be a yes/no question?

- The Census Bureau is trying to determine if people consider themselves to be from a Spanish speaking country or to have ancestors from a Spanish speaking country. Can you think of anyway to make this concept clearer or to ask the question in a better way?

WORDING COMPARISONS:

- Now, I would like to read to you two other options and ask you what you think about them

(READ THE RESPONDENT THE 2 ALTERNATIVE VERSIONS THAT HE/SHE DID NOT HEAR AND SHOW HIM/HER THE HISA SHOWCARD):

VERSION 1: *Are you of Hispanic, Latino, or Spanish origin? Would you say yes or no?*

VERSION 2: *Are you of Hispanic, Latino or Spanish origin?*

VERSION 3: *Are you Hispanic or Latino; or of Spanish origin?*

- Do you think that one of these two new versions is clearer and easier to understand than the other? Why? The question that I first asked you was: READ ORIGINAL VERSION WORDING. Do you have a preference between the 3 different versions? IF SO, which of the 3 do you think is clearest?

- Why do you prefer version number ____ over the other 2 versions I read to you? Do you have any other suggestions as to how to make this question more understandable?

IF R ANSWERED “HISB” EARLIER: The next question I asked you was:

HISB (READ PERTINENT QUESTION VERSION AS ORIGINALLY READ TO THE R)

VERSION 1: *{Is <Name>/Are you} Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?*

VERSION 2: *{Is <Name>/Are you} of Mexican or Mexican American origin; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?*

VERSION 3: *{Is <Name>/Are you} of Mexican; Puerto Rican or Cuban origin; or of another Hispanic, Latino, or Spanish origin?*

- What do you think this question is asking?

WORDING COMPARISONS:

- Let me read you the same question but in a different way (INTERVIEWER: READ THE RESPONDENT THE 2 ALTERNATIVE VERSIONS THAT HE/SHE DID NOT HEAR AND SHOW HIM/HER THE HISB SHOWCARD):

VERSION 1: *Are you Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?*

VERSION 2: *Are you of Mexican or Mexican American origin; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?*

VERSION 3: *Are you of Mexican; Puerto Rican or Cuban origin; or of another Hispanic, Latino, or Spanish origin?*

- In your opinion, do you think this question is a good length or is it too long?

- Do you have a preference of one of these versions over the other? IF YES: Why?

- IF RESPONDENT IS OF MEXICAN ORIGIN: Are you familiar with the term Chicano(a)? Is this a term you would use to describe yourself? We are considering whether to include that term in the question. Is this a term that you would like to be included on the list or do you think it's unnecessary to include it?

IF R ANSWERED HISW EARLIER: The next question I asked you was:

HISW

What is that origin? (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

- Did you have any difficulty answering it? IF YES: Why was it difficult?

The last question I asked you in this series was:

RACT (NO FLASHCARD)

I'm going to read a list of race categories. You may choose one or more races. {IF HISA = 1 (yes - Hispanic)}: {For this survey, Hispanic origins are not races.}

FOR ALL REPDONDENTS: *Are you White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?*

- You said _____. How did you choose your answer?

- Did you have any difficulty answering this question?

- Is there an answer that you wanted to give but that wasn't on the list I read you? If you were asked this question without hearing a list, how would you answer?

INTERVIEWER: ASK THIS NEXT SECTION OF ALL RESPONDENTS

Vignettes

In order for me to try out a few other questions I'm wondering if you would mind thinking of an imaginary situation.

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Vignette 1:

Imagine that you are renting a small apartment in the back of a house from a couple who also lives in the house. [IF R IS IN NORTH CAROLINA SAY: (The address is 123 Main St.;

Raleigh, North Carolina) IF R IS IN CALIFORNIA SAY: (The address is 123 Main St., Anaheim, California)]. The couple lives in Apt. A and you live in Apt. B. You have your own private space: a large room that you use as a bedroom, a kitchen and a bathroom. There is no door from your area to the outside. In order to go outside you have to walk through the couple's living room. (See picture of floor plan A)

Now, if you don't mind, I'd like to ask you a few survey questions with that imaginary situation in mind. Please imagine that you live in the back of that house (POINT TO APARTMENT B) and I'd like to ask you some questions about that situation.

ACCESS_CP

Do you have direct access to 123 Main Street, Apartment B, your living quarters either from the outside or through a common hall?

DO NOT READ RESPONSE OPTIONS TO RESPONDENT UNLESS HE/SHE IS CONFUSED

1. Yes, direct access from outside or through a common hall
2. No, neither

Skip instructions

[go to NOACCESS]

NOACCESS

Do you have to go through someone else's living quarters to get to yours?

1. Yes
2. No

PROBES:

One of the questions I asked you was:

ACCESS_CP:

Do you have direct access to 123 Main Street, Apartment B either from the outside or through a common?

DO NOT READ RESPONSE OPTIONS ALOUD TO RESPONDENT UNLESS NECESSARY

1. *Yes, direct access from outside or through a common hall*
2. *No, neither*

- What did you think this question was asking?

- Was it obvious that this was supposed to be a yes/no question? If no, is there a way we could make that clearer?

- IF NECESSARY: This question mentions “*direct access to 123 Main Street, Apartment B from the outside or through a common hall.*” What does this mean to you? IF R UNDERSTOOD: Is there another way you might say this?

Another question I asked you was:

NOACCESS

Do you have to go through someone else’s living quarters to get to yours?

- What did you think this question was asking?

- Is there another way you might ask this question?

Now I’d like to think about one more imaginary situation to see how you might answer a few other questions.

Vignette 2

INTERVIEWER SHOW RESPONDENT CARD WITH WRITTEN VIGNETTE AND FLOOR PLAN PICTURE AND READ/ EXPLAIN IT TO RESPONDENT WHILE HE/ SHE LOOKS AT THEM.

Imagine that you rent the basement of someone's house. Let's say that the address for both is [IF R IS IN NORTH CAROLINA SAY: (123 Central Avenue; Raleigh, North Carolina) IF R IS IN CALIFORNIA SAY: (123 Central Avenue; Anaheim, CA)]. There's a back door and you have your own separate apartment with a kitchen and a large room where you have a sofa, a TV, a bed, and a dresser. The owners of the house live above you but you almost never see them. You share the same address but your two living areas are not connected. (See picture of floor plan B)

Now, if you don't mind, I'd like to ask you a few survey questions with that imaginary situation in mind. Please imagine that you are renting the basement of that imaginary house [POINT TO BASEMENT ON DRAWING] and I'd like to ask you some questions about that situation

OTHQTR_CP

Are there any other living quarters either occupied or vacant at 123 Central Avenue?

1. Yes
2. No

Skip Instructions

IF R SAID YES: [1 Fill 1 for LIVEAT1_CP] [2 Fill 2 for LIVEAT1_CP]

IF R SAID NO INTERVIEWER REFER THEM BACK TO VIGNETTE AND SAY:

“Let's imagine that the people who live in the other part of the house are in other living quarters” then ask LIVEAT1_CP

LIVEAT1_CP

Do the occupants of the other living quarters live separately from all the other people at this address?

1. Yes
2. No

Skip Instructions

Go to ACCESS1_CP

ACCESS1_CP

Do the occupants of the other living quarters have direct access from the outside or through a common hall?

1. Yes
2. No

PROBES:

One of the questions I asked you was:

OTHQTR_CP

Are there any other living quarters either occupied or vacant at 123 Central Avenue?

- What did you think this question was asking for?

- What does the phrase “*other living quarters*” mean to you in this question?

The next question I asked you was:

LIVEAT1_CP

Do the occupants of the other living quarters live separately from all the other people at this address?

- Can you tell me in your own words what this question is asking?

- Did you have any difficulty answering this question?

Finally, the last question I asked in that group was:

ACCESS1_CP

Do the occupants of the other living quarters have direct access from the outside or through a common hall?

- Can you tell me in your own words what this question is asking?

- Did you have any difficulty answering this question?

Thank you very much for imagining those situations.

And now I have one last statement to read you. In a regular interview we always say:

THANK YOU

Thank you very much for your participation in this important survey. You've been very helpful.

PROBE_THANK YOU:

- What does this statement mean to you?

Section III. Conclusion

- What is your overall opinion about the questions?

- Do you have any other comments or concerns?

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

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

End Time: _____ AM / PM

Appendix O
ACS Flashcard A-B Spanish

CARD A

RELATIONSHIP

- ❑ Husband or wife
- ❑ Biological son or daughter
- ❑ Adopted son or daughter
- ❑ Stepson or stepdaughter
- ❑ Brother or sister
- ❑ Father or mother
- ❑ Grandchild
- ❑ Parent-in-law
- ❑ Son-in-law or daughter-in-law
- ❑ Other relative

- ❑ Tenant
- ❑ Housemate or roommate
- ❑ Unmarried partner
- ❑ Foster child
- ❑ Other nonrelative

CARD B

HISPANIC, LATINO, OR SPANISH ORIGIN

- **No**, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican American, or Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, of another Hispanic, Latino, or Spanish origin – *For example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on*

CARD B

HISPANIC, LATINO, OR SPANISH ORIGIN

- **No**, not of Hispanic, Latino or Spanish origin
- Yes, Mexican or Mexican American
- Yes, Puerto Rican
- Yes, Cuban
- Yes, of another Hispanic, Latino, or Spanish origin – *For example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on*

CARD B

HISPANIC, LATINO, OR SPANISH ORIGIN

- No**, not Hispanic or Latino, or of Spanish origin
- Yes, Mexican
- Yes, Puerto Rican
- Yes, Cuban
- Yes, of another Hispanic, Latino, or Spanish origin --

Appendix P
ACS Flashcard A-B English

TARJETA A

PARENTESCO

- Esposo(a)
- Hijo(a) biológico(a)
- Hijo(a) adoptivo(a)
- Hijastro(a)
- Hermano(a)
- Padre o madre
- Nieto(a)
- Suegro(a)
- Yerno o nuera
- Otro pariente

- Inquilino(a)
- Compañero(a) de casa o de cuarto
(Roommate)
- Pareja no casada
- Hijo(a) de crianza del programa Foster
del gobierno
- Otro no pariente

TARJETA B

ORIGEN HISPANO, LATINO O ESPAÑOL

- **No**, no es de origen hispano, latino o español
- Sí, mexicano(a), mexicano(a) americano(a), chicano(a)
- Sí, puertorriqueño(a)
- Sí, cubano(a)
- Sí, otro origen hispano, latino o español --
Por ejemplo: argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc.

TARJETA B

ORIGEN HISPANO, LATINO O ESPAÑOL

- ❑ **No**, no es de origen español, hispano o latino
- ❑ Sí, mexicano(a) o mexicano(a) americano(a)
- ❑ Sí, puertorriqueño(a)
- ❑ Sí, cubano(a)
- ❑ Sí, otro origen hispano, latino o español --
Por ejemplo: argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc.

TARJETA B

ORIGEN HISPANO, LATINO O ESPAÑOL

- No**, no es hispano o latino; o de origen español
- Sí, mexicano(a)
- Sí, puertorriqueño(a)
- Sí, cubano(a)
- Sí, otro origen hispano, latino o español --

Appendix Q
HISA Spanish Variation Showcard

VERSIÓN 1

¿Es usted de origen hispano, latino o español? ¿Diría que sí o no?

VERSIÓN 2

¿Es usted de origen español, hispano o latino?

VERSIÓN 3

¿Es usted hispano o latino; o de origen español?

Appendix R
HISA English Variation Showcard

VERSION 1

Are you of Hispanic, Latino, or Spanish origin? Would you say yes or no?

VERSION 2

Are you of Hispanic, Latino or Spanish origin?

VERSION 3

Are you Hispanic or Latino; or of Spanish origin?

HISA Question

Appendix S

HISA Spanish Variation Showcard

VERSIÓN 1

¿Es usted mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español; por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?

VERSIÓN 2

¿Es usted de origen mexicano(a) o mexicano(a) americano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español? Por ejemplo, argentino(a), colombiano(a), dominicano(a), nicaragüense, salvadoreño(a), español(a), etc?

VERSIÓN 3

¿Es usted de origen mexicano(a), puertorriqueño(a) o cubano(a); o de otro origen hispano, latino o español?

Appendix T

HISA English Variation Showcard

VERSION 1

Are you Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?

VERSION 2

Are you of Mexican or Mexican American origin; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?

VERSION 3

Are you of Mexican, Puerto Rican or Cuban origin; or of another Hispanic, Latino, or Spanish origin?

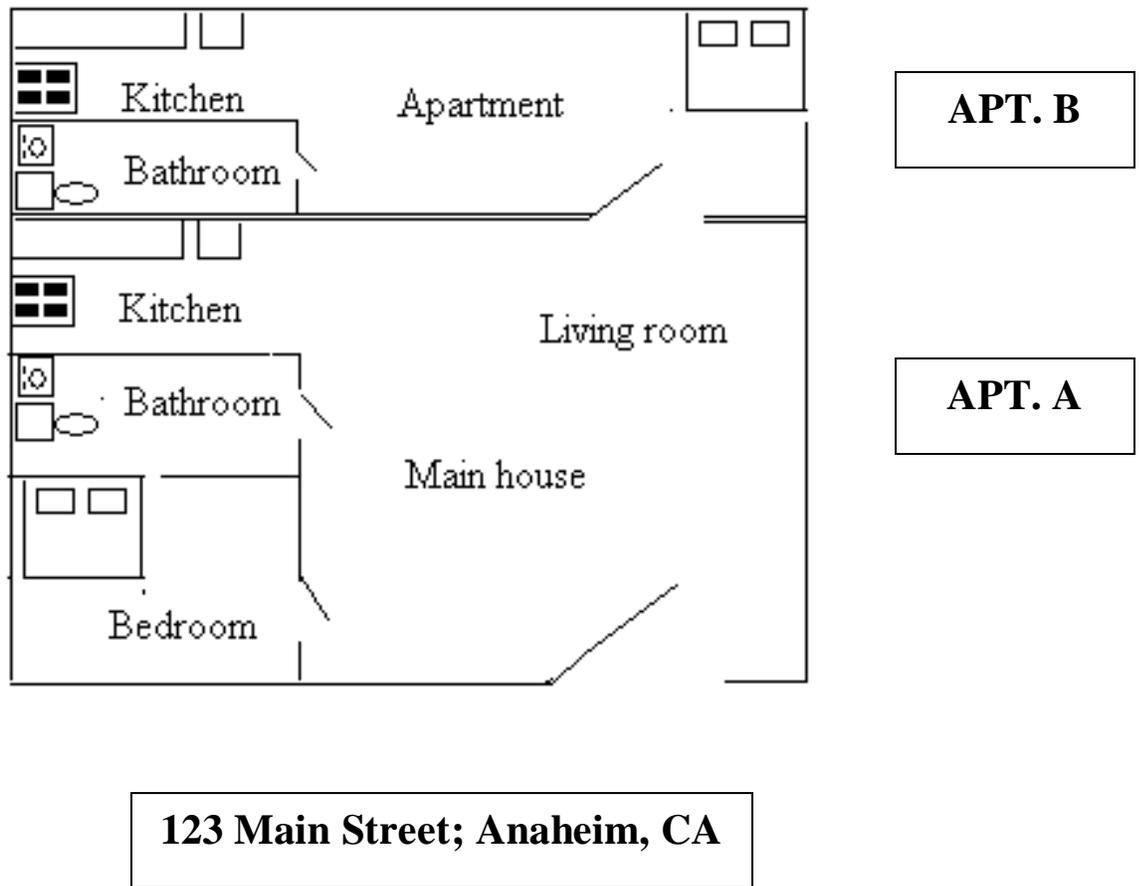
HISB Question

Appendix U
ACS English/Spanish Vignettes (California)

Situation 1

Imagine that you are renting a small apartment in the back of a house from a couple who also lives in the house. The address is 123 Main St., Anaheim, California. The couple lives in Apt. A and you live in Apt. B. You have your own private space: a large room that you use as a bedroom, a kitchen and a bathroom. There is no door from your area to the outside. In order to go outside you have to walk through the couple's living room. (See picture of floor plan A)

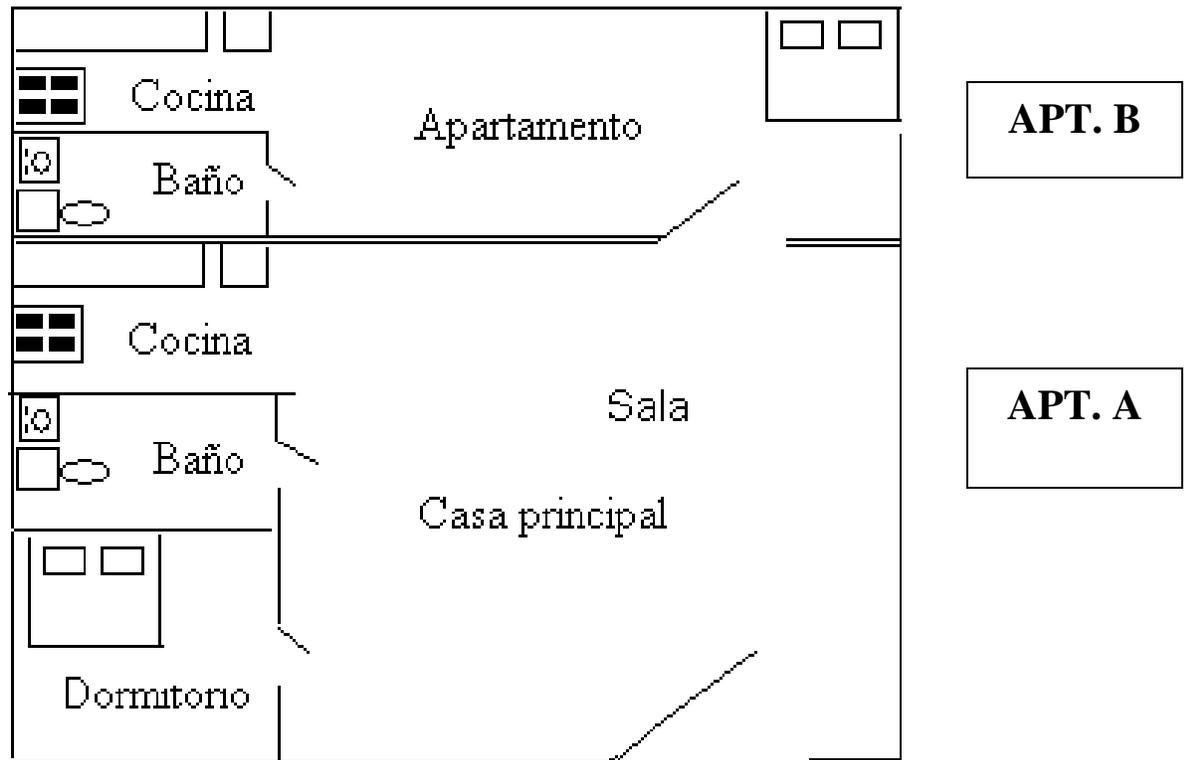
Drawing 1



Situación 1

Suponga que usted esté alquilando un pequeño apartamento en la parte de atrás de la casa de una pareja que también vive en la casa. La dirección es 123 Main St.; Anaheim, California. La pareja vive en el Apartamento A y usted vive en el Apartamento B. Usted tiene su propio espacio privado que usa como un dormitorio. También hay una cocina y un baño. El espacio que usted ocupa no tiene una puerta que da hacia afuera. Para ir afuera, usted tiene que pasar por la sala donde vive la pareja. (Ver la foto del dibujo 1)

Dibujo 1

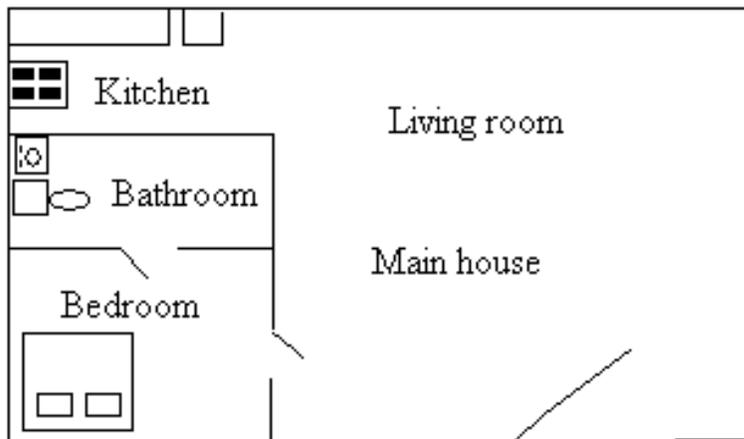
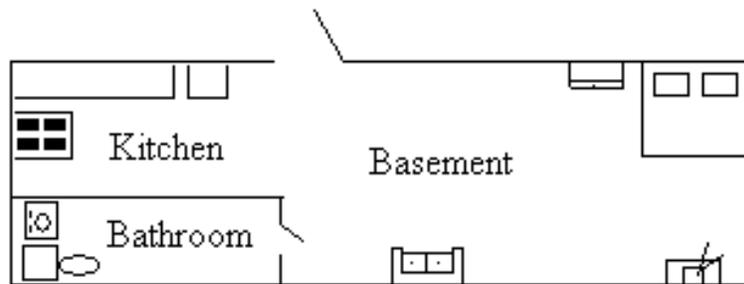


123 Main Street; Anaheim, CA

Situation 2

Imagine that you rent the basement of someone's house. Let's say that the address for both is 123 Central Avenue; Raleigh, North Carolina. There's a back door and you have your own separate apartment with a kitchen and a large room where you have a sofa, a TV, a bed, and a dresser. The owners of the house live above you but you almost never see them. You share the same address but your two living areas are not connected. (See picture of floor plan B)

Drawing 2

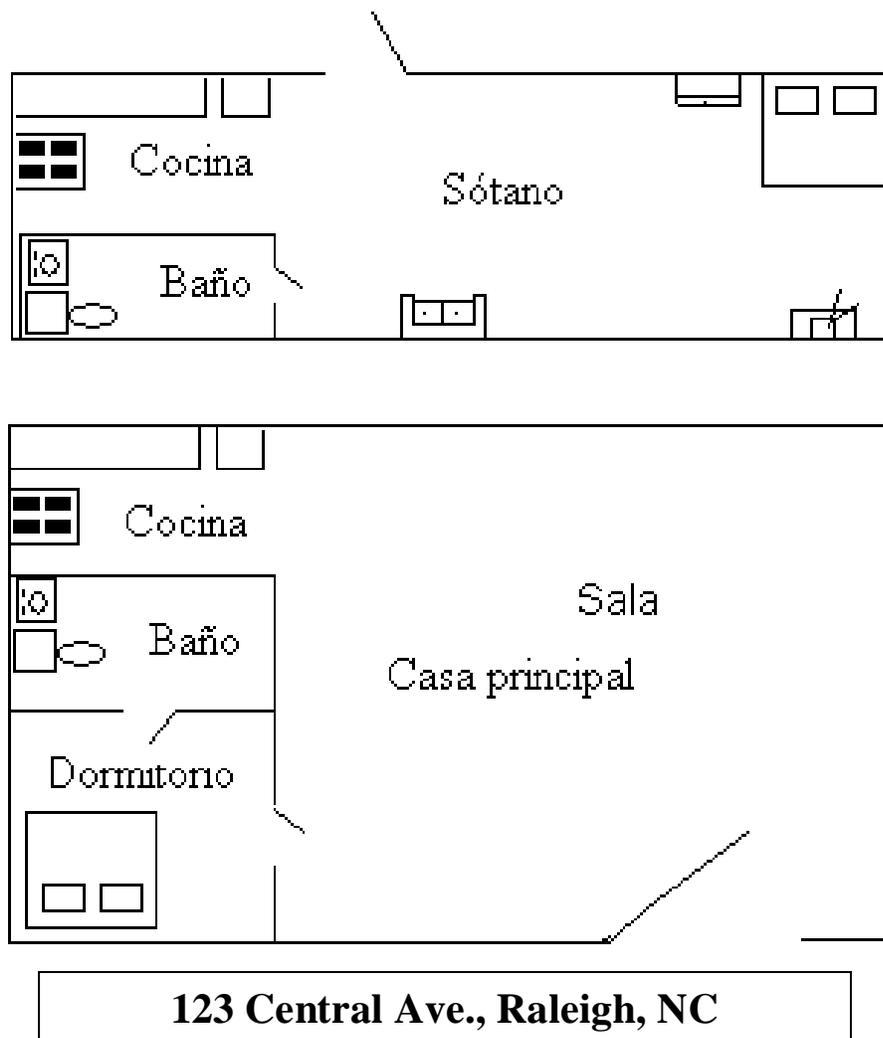


123 Central Ave., Raleigh, NC

Situación 2

Suponga que usted esté alquilando el sótano de la casa de una persona. Digamos que la dirección de ambos es 123 Central Ave.; Raleigh, Carolina del Norte. Hay una puerta trasera y usted tiene su propio apartamento aparte con una cocina y una sala grande donde tiene un sofá, un televisor, una cama y una cómoda. Los dueños de la casa viven en la parte de arriba de la casa pero usted no los ve casi nunca. Usted comparte la misma dirección pero las dos áreas donde viven no están conectadas. (Ver la foto del dibujo 2)

Dibujo 2

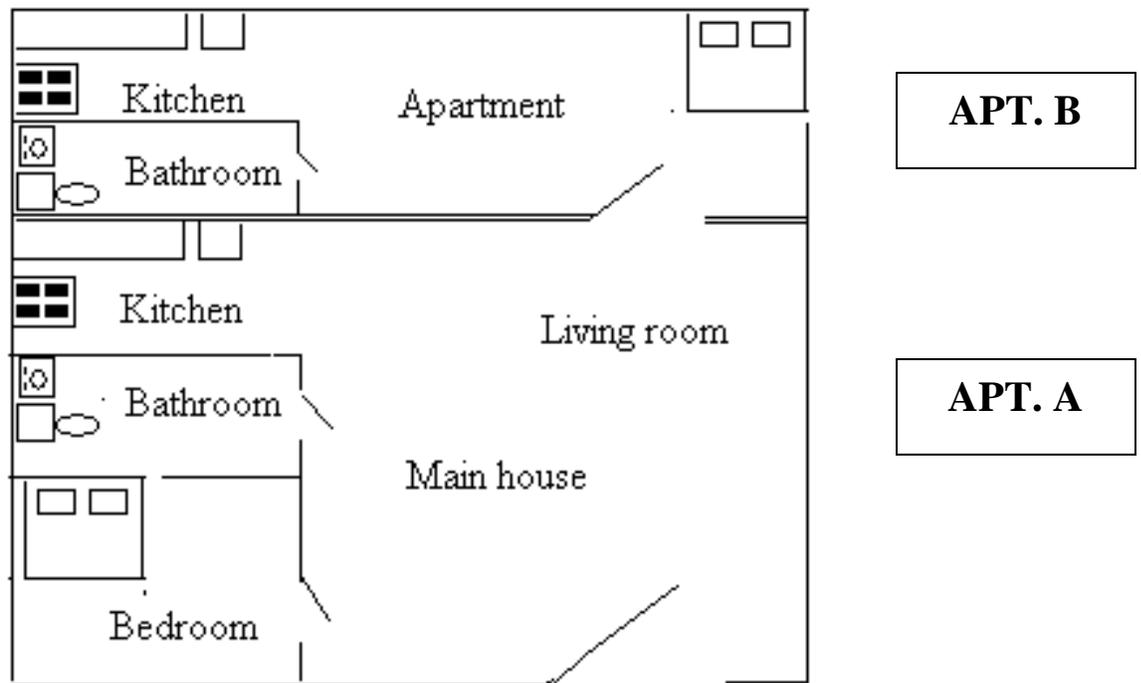


Appendix V
ACS English/Spanish Vignettes (North Carolina)

Situation 1

Imagine that you are renting a small apartment in the back of a house from a couple who also lives in the house. The address is 123 Main St.; Raleigh, North Carolina. The couple lives in Apt. A and you live in Apt. B. You have your own private space: a large room that you use as a bedroom, a kitchen and a bathroom. There is no door from your area to the outside. In order to go outside you have to walk through the couple's living room. (See picture of floor plan A)

Drawing 1

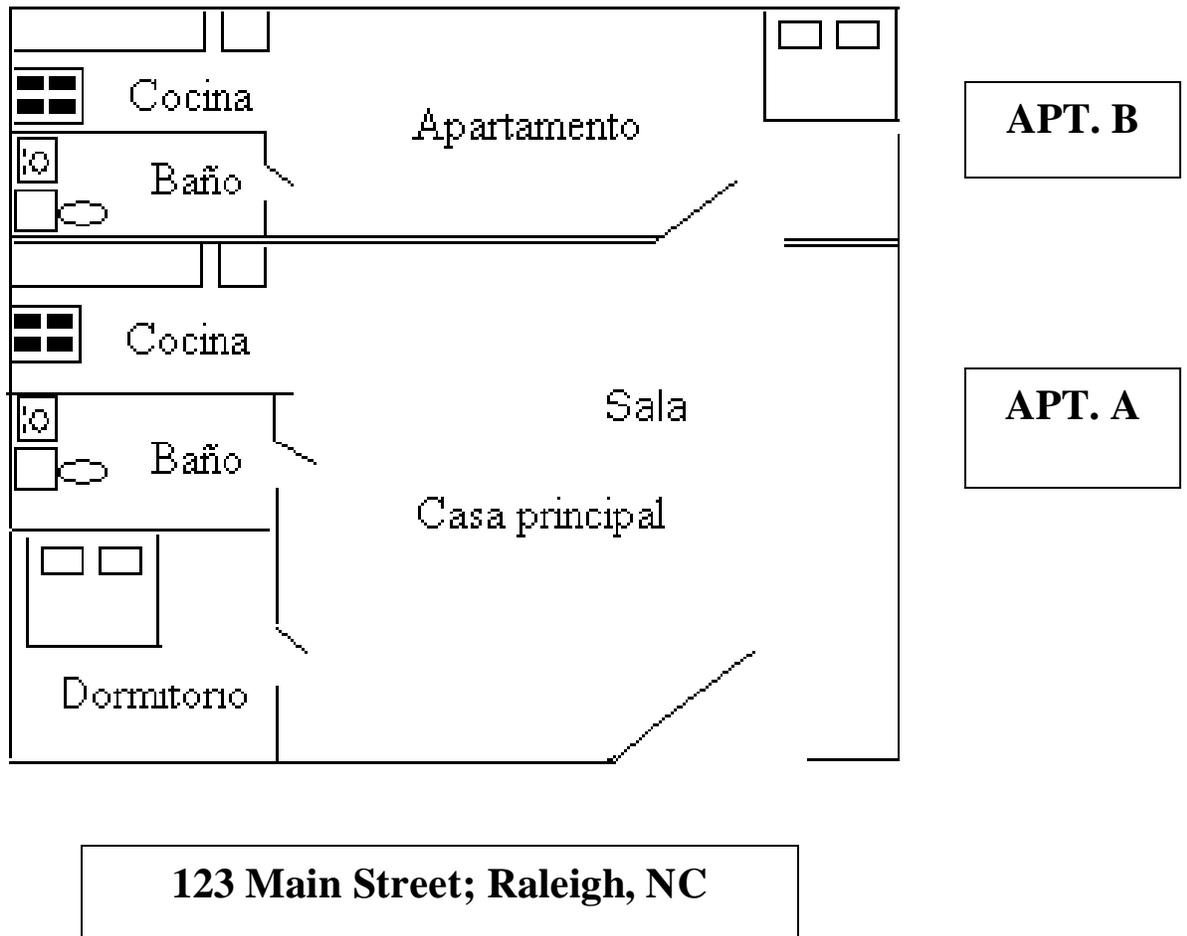


123 Main Street; Raleigh, NC

Situación 1

Suponga que usted esté alquilando un pequeño apartamento en la parte de atrás de la casa de una pareja que también vive en la casa. La dirección es 123 Main St.; Raleigh, Carolina del Norte. La pareja vive en el Apartamento A y usted vive en el Apartamento B. Usted tiene su propio espacio privado que usa como un dormitorio. También hay una cocina y un baño. El espacio que usted ocupa no tiene una puerta que da hacia afuera. Para ir afuera, usted tiene que pasar por la sala donde vive la pareja. (Ver la foto del dibujo 1)

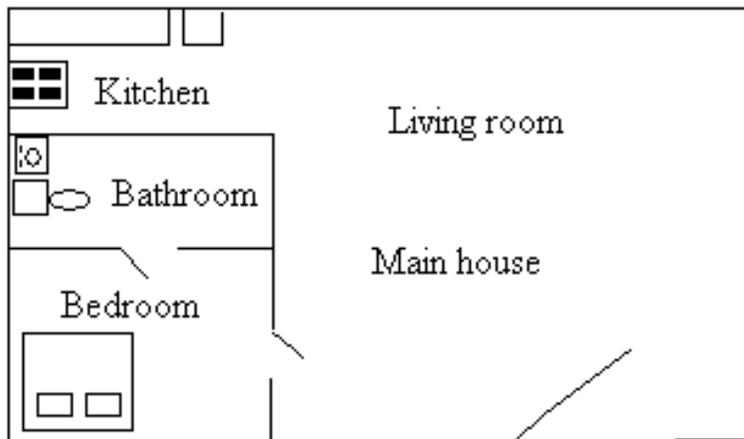
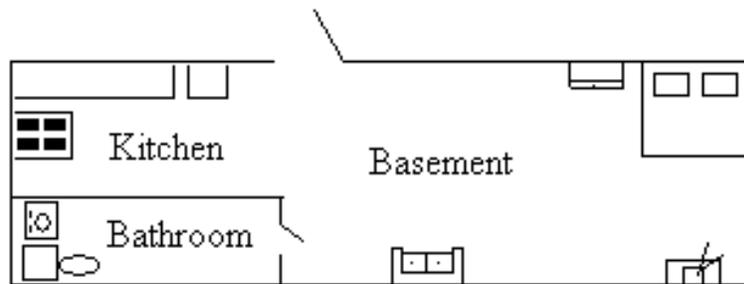
Dibujo 1



Situation 2

Imagine that you rent the basement of someone's house. Let's say that the address for both is 123 Central Avenue; Raleigh, North Carolina. There's a back door and you have your own separate apartment with a kitchen and a large room where you have a sofa, a TV, a bed, and a dresser. The owners of the house live above you but you almost never see them. You share the same address but your two living areas are not connected. (See picture of floor plan B)

Drawing 2

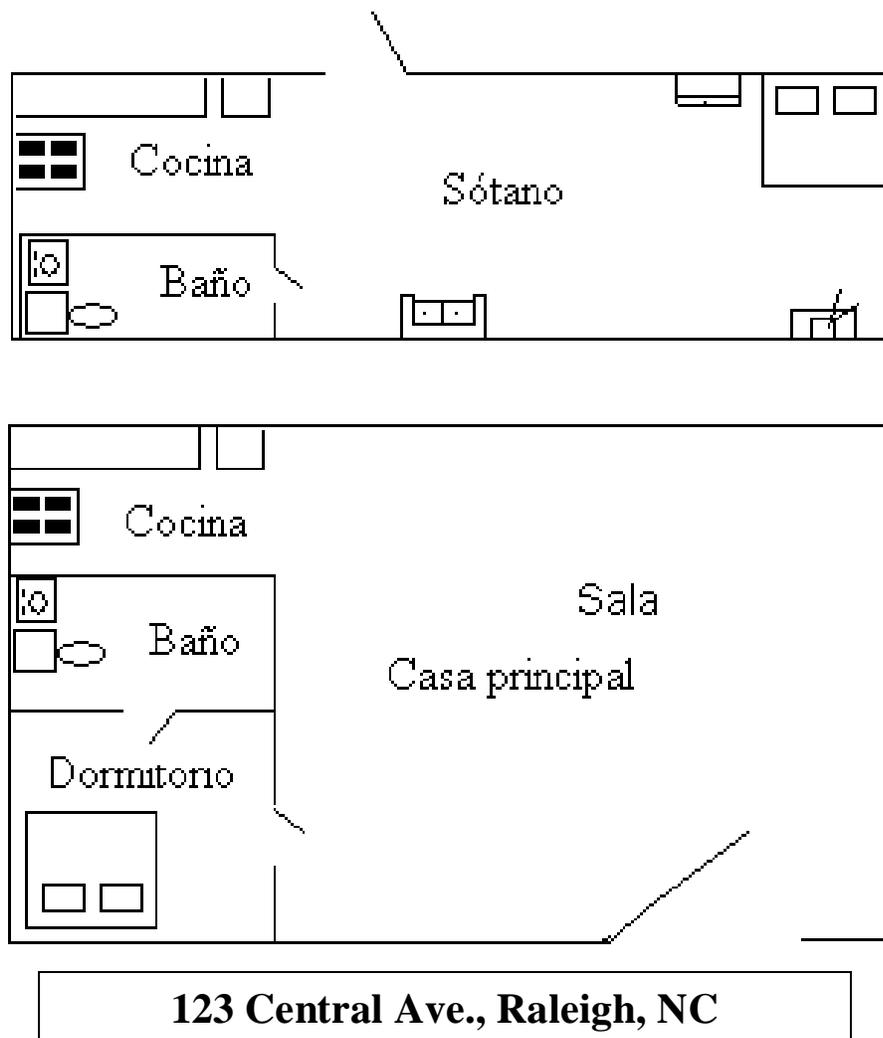


123 Central Ave., Raleigh, NC

Situación 2

Suponga que usted esté alquilando el sótano de la casa de una persona. Digamos que la dirección de ambos es 123 Central Ave.; Raleigh, Carolina del Norte. Hay una puerta trasera y usted tiene su propio apartamento aparte con una cocina y una sala grande donde tiene un sofá, un televisor, una cama y una cómoda. Los dueños de la casa viven en la parte de arriba de la casa pero usted no los ve casi nunca. Usted comparte la misma dirección pero las dos áreas donde viven no están conectadas. (Ver la foto del dibujo 2)

Dibujo 2



Appendix W

Direct Access series Original Round 1 Question Wording Series 1

ALL RESPONDENTS

1. ACCESS_CP:

<p><i>¿Tiene acceso a su hogar directamente de la calle o por medio de un pasillo usado por otras personas, o tiene que pasar por alguna otra (unidad/casa) para llegar a la suya?</i></p> <p>1. Directamente 2. Por otra unidad</p>	<p><i>Do you have direct access to your living quarters from the outside or through a common hall, or must you go through another unit to enter your living quarters?</i></p> <p>1. Direct 2. Through another unit</p>
--	--

Skip Instructions

<1> Direct [go to OTHQTR_CP]
<2> Through another unit [go to NOACCESS]

NOACCESS

<p><i>¿Cómo se logra entrar en la unidad?</i></p>	<p><i>How is access to the sample unit achieved?</i></p>
---	--

Skip instructions

[go to OTHLIV_CP]

OTHLIV_CP

<p><i>¿Viven miembros de algún otro hogar en esta dirección con los miembros de este hogar?</i></p> <p>1 Sí 2 No</p>	<p><i>Does any other household at this address live with your household?</i></p> <p>1 Yes 2 No</p>
--	--

Skip instructions

<1> Continue w/ survey
<2> [go to OTHQTR_CP]

**Other Living Quarters series
Original Round 1 Question Wording
Series 2**

**ALL RESPONDENTS
OTHQTR_CP (ORIGINAL QUESTION)**

<i>¿Hay algunos otros alojamientos -- ya sean ocupados o desocupados -- en esta dirección?</i>	<i>Are there any other living quarters - either occupied or vacant - at this address?</i>
--	---

<1> Yes [go to LIVEAT1_CP]
<2> No [Continue w/ survey]

LIVEAT1_CP (ORIGINAL QUESTION)

<i>¿Viven los ocupantes o vivirán los ocupantes futuros de estos alojamientos separados de todas las otras personas en esta dirección?</i>	<i>Do the occupants or intended occupants of the other living quarters live separately from all other persons at this address?</i>
--	--

Skip instructions

<1> Yes [go to ACCESS1_CP]
<2> No [Continue w/ survey]

ACCESS1_CP (ORIGINAL QUESTION)

<i>¿Tienen los ocupantes o tendrán los ocupantes futuros acceso directo desde el exterior o a través de un pasillo común?</i>	<i>Do the occupants or intended occupants of the other living quarters have direct access from the outside or through a common hall?</i>
---	--

Skip instructions

[Continue w/ survey]

Appendix X

Direct Access series Round 2 Question Wording Tested Series 1

ALL RESPONDENTS

ACCESS_CP:

<p><i>¿Tiene usted acceso directo al [INSERT RESPONDENT'S ADDRESS: STREET NUMBER AND STREET NAME WITH APT NUMBER ONLY] desde el exterior o desde un pasillo compartido?</i></p> <p>1. <i>Sí, acceso directo desde el exterior o desde un pasillo compartido</i></p> <p>2. <i>No, ninguna de las dos</i></p>	<p><i>Do you have direct access to al [INSERT RESPONDENT'S ADDRESS: STREET NUMBER AND STREET NAME WITH APT NUMBER ONLY] either from the outside or through a common hall?</i></p> <p>1. <i>Yes, direct access from outside or through a common hall</i></p> <p>2. <i>No, neither</i></p>
---	--

Skip Instructions

<1> Yes, direct access [go to OTHQTR_CP]
<2> No, neither [go to NOACCESS]

NOACCESS

<p><i>¿Tiene que pasar usted por dentro de la vivienda de otra persona para llegar a la suya?</i></p> <p>1. <i>Sí</i></p> <p>2. <i>No</i></p>	<p><i>Do you have to go through someone else's living quarters to get to yours?</i></p> <p>1. <i>Yes</i></p> <p>2. <i>No</i></p>
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Skip instructions

[go to OTHQTR_CP]

**Other Living Quarters series
Round 2 Question Wording Tested
Series 2**

OTHQTR_CP

<p><i>¿Hay otra sub-vivienda -- ya sea ocupada o desocupada – dentro de [RESPONDENT'S ADDRESS: STREET NUMBER AND STREET NAME WITH APT NUMBER ONLY]?</i></p> <p>1. <i>Sí</i> 2. <i>No</i></p>	<p><i>Are there any other living quarters either occupied or vacant at [RESPONDENT'S ADDRESS: STREET NUMBER AND STREET NAME WITH APT NUMBER ONLY]?</i></p> <p>1. <i>Yes</i> 2. <i>No</i></p>
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Skip instructions

<1> Yes [go to OTHQTR_CP1]

<2> No [Skip out of rest of series and continue with survey]

OTHQTR_CP1 (NEW QUESTION)

<p><i>¿Está ocupada o desocupada la otra vivienda?</i></p> <p>1. <i>ocupada</i> 2. <i>desocupada</i></p>	<p><i>Are the other living quarters occupied or vacant?</i></p> <p>1. <i>Occupied</i> 2. <i>Vacant</i></p>
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Skip instructions

<1> If occupied, use Fill 1 in LIVEAT1_CP below

<2> If vacant, use Fill 2 in LIVEAT1_CP below

LIVEAT1_CP

<p><i>[FILL 1: ¿Viven los ocupantes / ... FILL 2: ¿Vivirían los futuros ocupantes] separados de todas las otras personas en esta dirección?</i></p> <p>1. <i>Sí</i> 2. <i>No</i></p>	<p><i>[FILL 1: Do the occupants /... Fill 2: Would any future occupants] ... of the other living quarters live separately from all the other people at this address?</i></p> <p>1. <i>Yes</i> 2. <i>No</i></p>
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Skip instructions

<1> Yes [go to ACCESS1_CP]

<2> No [skip out of series and continue with survey]

ACCESS1_CP

<p><i>¿Tienen los ocupantes de la otra vivienda acceso directo desde el exterior o desde un pasillo compartido?</i></p> <ol style="list-style-type: none"><i>1. Sí, acceso directo o desde un pasillo compartido</i><i>2. No, ninguna de las dos</i>	<p><i>Do the occupants of the other living quarters have direct access from the outside or through a common hall?</i></p> <ol style="list-style-type: none"><i>1. Yes, direct access from the outside or through a common hall.</i><i>2. No, neither</i>
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