**Development of Census Bureau
Survey Interpretation Guidelines**

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1   Introduction

In the past few decades, as the United States has become increasingly linguistically diverse, public and private survey organizations have begun to address the challenges of collecting accurate, quality data from residents who speak little or no English. As a result, in recent years, survey organizations have translated data collection instruments and other materials from English into multiple languages, and they often rely upon interpreters to assist with survey interviews. Competent interpreters who have the maturity and experience to effectively communicate the complex and intricate topics covered in a survey interview are crucial to the data collection process and to protecting the rights of Limited English Proficient (LEP) respondents. Executive Order 13166, signed by President Clinton in 2000, requires federal agencies to develop and implement systems to provide meaningful access to LEP residents.

At the U.S. Census Bureau, Language Assistance Guides (which include a translation of the survey questions) for the 2010 Census were available in 59 languages, with the actual census paper questionnaires available in the five most commonly spoken non-English languages (Spanish, Chinese, Korean, Russian, and Vietnamese) (Kim & Zapata, 2012). For the American Community Survey (ACS), the Internet and paper questionnaires and automated data collection instruments are available in English and Spanish, with Language Assistance Guides available in two languages (Chinese and Korean), and advance letters, thank you letters, and informational brochures in ten languages (Spanish, Chinese, Korean, Russian, Vietnamese, Arabic, Haitian Creole, French, Polish, and Portuguese). Many Census Bureau surveys do not have translated versions of any of their data collection instruments. However, even for languages in which materials are available, field representatives need to rely on interpreters for in-person interviews if they do not speak the respondent's language. Sometimes interpreters are individuals hired by field representatives to help conduct survey interviews, while in other cases they are family members or neighbors who happen to be available and who interpret for free (i.e., "on-the-spot" interpreters).

The quality of survey interpretation at the U.S. Census Bureau has numerous implications. For one, interpreters act as gatekeepers between the Census Bureau field representatives and respondents; they can determine how questions are asked and how responses are recorded. Because the Census Bureau collects this information to produce statistics used by the federal government, research institutions, and industry, their influence on the data can be significant. In this role as gatekeepers, interpreters play an important part in the success of Executive Order 13166, which is intended to improve access to services for LEP residents.

The translation of survey instruments (i.e., producing paper questionnaires or computer-assisted instruments in multiple languages) has been a focus of research for decades, and involves the study of approaches to translation and translation methodologies (e.g., Harkness, van de Vivjer, & Mohler, 2003), as well as the evaluation of these approaches (e.g., Pan & de la Puente, 2005). Theoretical and empirical research has identified best practices for survey

translation (e.g., Harkness, Mohler, & van de Vijver, 2003; Pan & de la Puente, 2005; Forsyth, Kudela, Levin, Lawrence, & Willis, 2007) that ensure better survey translations as well as data that are more clearly comparable across language groups. Such research undergirds the detailed protocol that specifies how the Census Bureau should conduct survey translation (Pan & de la Puente, 2005).

In contrast to the wealth of studies examining survey translation, there is minimal literature addressing the issues unique to interpretation (i.e., the oral translation of the administration of a survey, from English to a target language). Further, review of interpretation practices across organizations comparable to the Census Bureau found a lack of guidelines for interpreters working in survey interviewing (Pan 2007). Although translation of survey instruments and interpretation in survey interviews both involve reproducing survey questions and answers in a different language, they are very different tasks that are carried out in very different conditions. Translations are usually conducted over an extended period of time, which allows them to be carefully crafted, reviewed and pretested, while interpretation takes place "in real time," naturally unfolding within an individual survey interview interaction. Thus, unlike translated survey instruments, which are designed for standardized interviewing procedures, each incidence of interpretation is in its own way unique. As a result, there are many opportunities for interpreters to affect the items' meaning substantially by either altering the question or leaving out some parts of the question. Further, unlike field representatives who are trained to conduct standardized interviewers and are familiar with the survey, interpreters may be family members or neighbors without any specific training or background.

It is important to note that field representatives are sometimes responsible for determining whether or not a family member or neighbor is acceptable as an interpreter, or for choosing among several individuals available to work as paid (i.e., contracted) interpreters, and they may not have any knowledge of the criteria they should use to do so.[1] If they choose inappropriate or unqualified interpreters, this can reduce data quality. Similarly, field representatives may have little or no experience working with interpreters, and they may not know how to do so effectively. This can be stressful as well as inefficient, and it can also increase respondent burden. For these reasons, in addition to providing interpreters with guidelines on how best to interpret a survey interview, it is also crucial to provide field representatives with some guidance regarding how to choose appropriate interpreters and to work with them effectively.

In this document, we offer guidelines designed for the Census Bureau which could also be applied to survey operations in various organizations in the federal government and elsewhere. The development of these guidelines has its origin in three distinct threads of efforts: (1) a request from the Census Bureau Advisory Committee's 2004 meeting in response to the development of the Census Bureau translation guidelines (see Pan & de la Puente, 2005); (2) fieldwork observing the use of interpreters in survey interviews carried out by Census Bureau Statistical Research Division researchers (Pan, 2007); and (3) discussions of the need for interpretation guidance in the ACS Language Team, an interdivisional group charged with improving language access and data collection from LEP individuals. These discussions and research findings pointed to the need to develop the Census Bureau guidelines in order to

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[1] For current procedures for identifying the language spoken at the household, see pages 7-37 to 7-42 of the American Community Survey Field Representative's Manual, accessible from:
http://cww.acs.census.gov/Data%20Collection/CAPIMaterials/ACS-HU_FR_Manual_1(May%202013).pdf

improve the quality of data collected through the use of interpreters in survey interviews. Subsequently the ACS Language Team formed a sub-team, tasking them with drafting the guidelines. The sub-team was comprised of members from the American Community Survey Office, Field Division, Technologies Management Office, Decennial Management Division, and the Center for Survey Measurement.[2]

The guidelines detailed in this report are recommendations provided to the ACS Language Team, who will then convert the guidelines into specific training materials, procedures, information for interpreters, and other field-appropriate materials. Thus, the guidelines as they appear in this document serve as a base for the development of operationalized survey interpretation guidelines. Furthermore, though the interpretation guidance was designed for implementation by and for the ACS, they may also be adapted for use by other survey operations as well as the 2020 Census. In the following sections, we first review the main points and challenges of interpretation generally, and we then focus on interpretation in survey interviews more specifically. Next, we describe the five elements that comprise the proposed guidelines for the use of interpreters in survey interviews:

(1) a brief introduction to interpreting;

(2) a screener for field representatives to use to ensure that an individual meets the minimum requirements to serve as an unpaid interpreter;

(3) a set of evaluation questions to help field representatives choose the most appropriate interpreter to hire;

(4) a list of best practices for survey interviewers working with interpreters; and

(5) a list of best practices for interpreters.

Our aim is to recommend best practices in survey interviewing across languages and cultures.

2   Interpretation

2.1   Interaction and Interpreting

The act of interpreting is an inherently interactional, social process (see Davidson, 2000). While it may appear to be the case that an interpreter simply receives a message from a speaker and transforms it into a different linguistic code for reception by a listener, in fact such a clear and direct mapping of one message (e.g., in English) to another (e.g., Spanish, Chinese, Korean) is not possible. Differences in linguistic rules complicate the mapping process (see e.g., Pan & Fond, 2012). Moreover, propositions that appear to be equivalent in two languages are not always functionally equivalent; rather, they may be interpreted quite differently by speakers of different languages, depending in part on the context of use and the speakers' schemas for understanding the expectations of the interaction in which they are engaged (e.g., Bendix, 1988; Pan & Fond, 2012). Thus, an understanding of interpretation requires a grounded approach that addresses the interactional and social factors that are crucial to communication.

Research on interpretation is often linked to a specific professional context in which the interpreter is employed, and the literature on interpreting mainly discusses various training

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[2] Members of the sub-team included: Herman Alvarado (American Community Survey Office); Fern Bradshaw, Bryn Johnson, and Jeffrey Wright (Field Division); Yuling Pan and Jennifer Leeman (Center for Survey Measurement); Jennifer Kim (Decennial Management Division); John Magruder and Olga Koly (Technologies Management Office).

models for interpreters, task requirements, and skill requirements for interpreters, including linguistic skills and social cultural knowledge needed for interpreting (e.g., Hung, 2002; Gile, 1995; Bowen & Bowen, 1990; Seleskovitch & Lederer, 1989). The task and type of interpreting are classified based on the social domain where interpreting takes place. We briefly review four of these domains: conference interpreting, courtroom or legal interpreting, healthcare interpreting, and community liaison interpreting.

Conference interpreting is unique in that this context typically requires simultaneous, one-sided interpretation and highly trained interpreters (e.g., Gambier, Gile, &Taylor, 1997); thus, there are numerous professional standards and guidelines for training and evaluating conference interpreters (see e.g., Hartley, Mason, Peng, & Perez, 2003). Conference interpreters usually work in teams, due to the demanding nature of the work, and most often do not engage in interaction with their clients, resulting in an interpretation process that resembles translation more closely than other types of interpretation do.

Courtroom or legal interpreting is a field that has garnered significant research attention because competent interpreting is a right of all parties involved, and a prerequisite of a fair legal process. In spite of this, few standards of practice exist to guide the interpretation process, although codes of conduct exist (Bancroft, 2005). Overall, in legal interpreting, there is an emphasis on accuracy, completeness, and neutrality. However, many studies have elaborated on how the decisions that legal interpreters make affect the construction of knowledge and factor in the legal proceedings (Russell, 2012; Hale, 2004). This has implications for the conceptualizations of "accuracy" and "neutrality" as static characteristics (Russell, 2012).

In healthcare interpreting, the interaction is more intimate than in other contexts, typically involving a patient, a physician or healthcare professional, and the interpreter. As Davidson (2000) notes, the practice of medical diagnosis involves the elicitation of facts (e.g., complaints) from a patient, which are then evaluated for their importance or significance by the doctor, based on his or her professional expertise (Mishler, 1984). Thus, the healthcare interpreter plays an important role in this interaction, as he or she represents an additional "layer" of interpretation that helps to construct the story of the patient's medical issue.

Community or liaison interpreting is perhaps the oldest type of interpretation (Roberts, 1997), in which a single interpreter must be competent in both languages used by the parties involved to accomplish the goals of a particular social encounter, such as social workers' home visits and police interactions (Gentile, Ozolins, & Vasilakakos, 1996). In contrast to conference or legal interpretation, but more similar to healthcare interpreting, community interpretation tends to be more ad-hoc in its achievement (Roberts, 1997).

Survey interview interpreting as a field is less widely discussed in the literature, though Doerr (2005) has explored the effects of interpreters on data quality. In general, the practice might be considered a subtype of community or liaison interpreting; however, the ad-hoc nature of these interactions is inherently in conflict with the ideals of the standardized survey interview (see Pan, 2007) and thus survey researchers have highlighted the importance of studying the practice of survey interpreting and establishing guidelines for its best practice (Edwards, 2005; Pan, 2005).

A recent inquiry examining the language services provided by federal government agencies (U.S. Census Bureau, 2012) found minimum guidance provided for interpreting in general, and no specific guidance for survey interview interpreting. Among the seven federal agencies contacted, only the Federal Bureau of Investigation and the Department of State provide interpreting services. The interpreting requirements in those agencies differ from survey

interview interpreting because of the differences in the setting (e.g., courts or official meetings) and the nature of the interpreting job (conference interpreting, interrogation or investigation). In addition, these agencies primarily use professional interpreters.

In survey interviews, some specific issues need attention in interpreting. In the following section we review survey interview interpreting in the context of survey instruments.

2.2   Survey Interview Interpreting

The standardization that is considered a requirement for quality data collection means that survey interview interpreting is a unique genre with particular considerations and concerns. First, let us review the nature of survey questions themselves, and how they are constructed, before discussing the interpretation of such items.

As is well known in the field of survey methodology, small changes in question wording can have a significant impact on the responses obtained (Sudman & Bradburn, 1982). Therefore, survey questions are carefully constructed and painstakingly pretested so that the resulting survey is as clear as possible across a wide range of respondents. Further, high importance is given to standardization in survey interviewing in order to maintain the integrity of the original questions and keep the administration consistent across interviews.

Although survey interviewers are trained to read each question as worded to lessen measurement error, in practice standardization of survey interviews – even interviews with no interpreter involved – is challenging (Houtkoop-Steenstra, 2000). However, standardizing interpreted interviews presents an even greater challenge; because there is no single correct translation of a question, there will inevitably be some variation when survey interviews are conducted through interpreters. Previous research has revealed that unskilled interpreters sometimes deviate widely from the original question meaning, possibly compromising data quality (Doerr, 2005). The aim in developing guidelines for the use of interpreters in survey interviews, then, is to attempt to minimize or control the scope of these divergences.

3   Survey Interpreting Guidelines

The proposed guidelines for the use of interpreters in survey interviews, which will be further developed and operationalized for use in the field, draw from the review of interpretation procedures in other fields as well as observations of survey interactions (e.g., Pan & Lubkemann, 2013). They represent an effort to provide the opportunity for LEP residents in the U.S. to participate in the survey interview process as fairly as possible, and to improve the quality and consistency of the data collected by the Census Bureau across the U.S. population.

The guidelines consist of five documents: (1) a brief introduction to interpreting; (2) a screener for field representatives to use to ensure that an individual meets the minimum requirements to serve as an unpaid interpreter; (3) a set of evaluation questions to help field representatives choose the most appropriate interpreter to hire; (4) a list of best practices for survey interviewers working with interpreters; and (5) a list of best practices for survey interpreters. In the following sections, we discuss each of these documents in turn. The full documents are presented in Appendices 1-5.

3.1 Brief Introduction to Interpreting

This is a brief, easy to read introduction designed to be used to develop interpreter-specific training materials, field representative manuals, or to add guidance to a computer-assisted personal interview (CAPI) instrument (see Appendix 1). It explains what interpretation is, what it entails, and what abilities are required of an interpreter. It also outlines different scenarios for the use of interpreters, and describes the four subsequent documents.[3]

3.2 Screener for Unpaid Interpreters

The Census Bureau permits the use of unpaid "on-the-spot" interpreters, as well as paid (i.e., contracted) interpreters. In some cases, the respondent asks a neighbor or family member to interpret, sometimes even before they realize that the field representative is conducting a survey. In other cases, field representatives see that there is someone else in the home who speaks English, and they ask this person to interpret for them. Such on-the-spot interpreters greatly facilitate the work of field representatives and are important for conducting surveys. However, it is crucial to ensure that such individuals are qualified to complete the interpretation task.

The screener for unpaid interpreters consists of five questions to determine whether someone meets the minimum requirements to be qualified to complete the interpretation task (Appendix 2). These questions set a minimum age requirement (15 years old), speaking ability in English and the target language, and reading ability for the three non-English languages in which the Census Bureau produces translated questionnaires or Language Assistance Guides (Spanish, Chinese, and Korean).

The motivation for establishing a minimum age requirement is that survey interpretation requires at least as much cognitive ability and maturity as the task of responding to a questionnaire in one's own language, given that in addition to *receptive* comprehension of the survey questions and constructs, it also requires *productive* ability in the target language, which entails higher level cognitive skills. Also, the ACS and most surveys ask about concepts that are complex and possibly sensitive, thus interpreting such questions and responses requires the maturity and social experience and ability to manage such topics. For these reasons, we recommend against using interpreters who are younger than the minimum age at which an individual can respond to a survey. In the proposed screener, the minimum age requirement of 15 years old is based on the minimum respondent age for the ACS.[4] If other surveys establish different minimum age requirements for respondents, the minimum age for interpreters could be modified.[5]

For languages in which there exist printed translations (i.e., Spanish, Chinese, and Korean), literacy in the target language is crucial. The reading ability preference for these languages is based on the fact that the Census Bureau has translations of ACS questionnaires and supporting documents (i.e., Language Assistance Guides) in these languages. Interpreters in these languages should be asked to utilize these in-language materials as the source of technical

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[3] In the case of this document, as with all documents in the appendices, questions pertaining to how to best implement the guidelines will be necessary to address. For example, some items may be included in the field representatives' flashcard booklets.

[4] See Appendix 6 for a discussion of current ACS interpretation practices.

[5] It should be stressed that while children under the age of 15 should not serve as survey interpreters, they can be very helpful for other communication between the field representatives and household members.

terminology and official translations, in order to increase standardization. For this reason, it is crucial that they be literate in the target language. For languages in which there are no translated materials, no inquiry regarding reading ability is needed.

3.3   Screening Questions for Contracted Interpreters

This document consists of two checklists to determine if an individual is qualified to be hired as a paid interpreter (Appendix 3). The first checklist contains the minimum qualification questions, which are the same as the screener questions for unpaid interpreters with the addition of a question on reading ability in English. The second checklist contains questions about additional qualifications. These questions aim to determine the potential interpreter's speaking and reading ability in English and the target language, cultural knowledge, education level, and familiarity with interpreting or translation tasks. Since contracted interpreters are compensated for their work, it is expected that they should have greater qualifications than unpaid interpreters, either through education or through work experience, to perform the task of interpreting. Therefore, contracted interpreters should demonstrate at least some of these qualifications to perform at a satisfactory level in an interpretation task.

To this end, the guidelines specify that, in addition to meeting the minimum qualification requirement, a contracted interpreter in the three most commonly spoken non-English languages (Spanish, Chinese, and Korean) must answer 'yes' to at least four of the nine qualification questions. For all languages, when choosing among two or more potential interpreters, preference should be given to candidates who answer 'yes' to the most questions.

This document can be used to develop operationalized guidelines or checklists for field representatives and/or regional offices to use to ascertain that interpreters they hire are qualified to serve as paid interpreters.[6]

3.4   Best Practices for Field Representatives: How to Work with Interpreters

Using an interpreter in a survey interview is a different task than conducting an interview in one's own language. For this reason, field representatives who hire an interpreter to complete the survey interview need guidance. The document "How to Work with Interpreters" provides a list of best practices for working with interpreters in survey interviews (Appendix 4). It outlines what a field representative should and should not do before, during, and after the interview. The best practices include handling in-language materials, directing the interview, and managing the interaction with the interpreter and the respondent. A version of this set of best practices, developed for use in the field, should be provided to the field representative prior to their conducting survey interviews with interpreters.

3.5   Best Practices for Interpreters: How to Conduct Interpretation

The best practices for interpreters consists of a list of "Dos" and "Don'ts" of what an interpreter should and should not do before, during, and after the interview (Appendix 5). It is

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[6] It is recommended that regional offices maintain lists of interpreters who have been screened using this questionnaire and found to be appropriately qualified. This will reduce redundancy in screening community members who frequently serve as interpreters.

written in easy-to-understand, non-technical language so that it may easily be adapted in the development of survey-specific materials.

It should be noted that contracted interpreters may not be trained or experienced in interpreting survey interviews. An interpreters' main task is to transmit information from one language into another. They do not receive the same training as field interviewers in terms of survey interview requirements. An interpreter usually works in a variety of job situations and has general knowledge of interpreting but may not have experience with interpreting survey interviews. For this reason, it is important to provide guidelines to all interpreters (both paid and unpaid).

4   Summary

Because competent interpretation is so important for maintaining data quality as well as for ensuring the language access required by Executive Order 13166, it is essential to develop procedures to increase the efficiency and quality of survey interpretation. Interpreting is a complicated endeavor that requires both content and linguistic knowledge. The interpreter guidelines presented here are intended to provide technical material for use by the Field Division to develop an easy-to-use way for field representatives to identify appropriate interpreters and to work with them effectively. We did not address cost implications in this report, and we do not provide specific guidance on how best to implement the guidelines in the field. Instead, we provide recommendations for best practices based on research in interpretation and cross-cultural communication. The operationalization of the guidelines will constitute the next stage of their development. Creating training and other materials from these guidelines, in addition to improving data quality and increasing efficiency, should also reduce respondent burden by making the interpreted interviews run more smoothly.

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Appendix 1. Brief Introduction to Interpreting

Interpretation is a skill that requires more than just knowing the two languages involved. Interpreters must be able to accurately convey the meaning of the survey questions to the respondent in a way that maintains the style and tone of the source language questions. Interpreters must be able to understand respondents with a variety of accents and understand different terminology for different concepts. They must be able to speak the non-English language in a culturally appropriate way. Interpreters for languages in which translated materials are available should also know how to read both languages. Surveys often involve technical vocabulary, so it is important for interpreters to have a high level of proficiency and to feel comfortable with such terms in both languages.
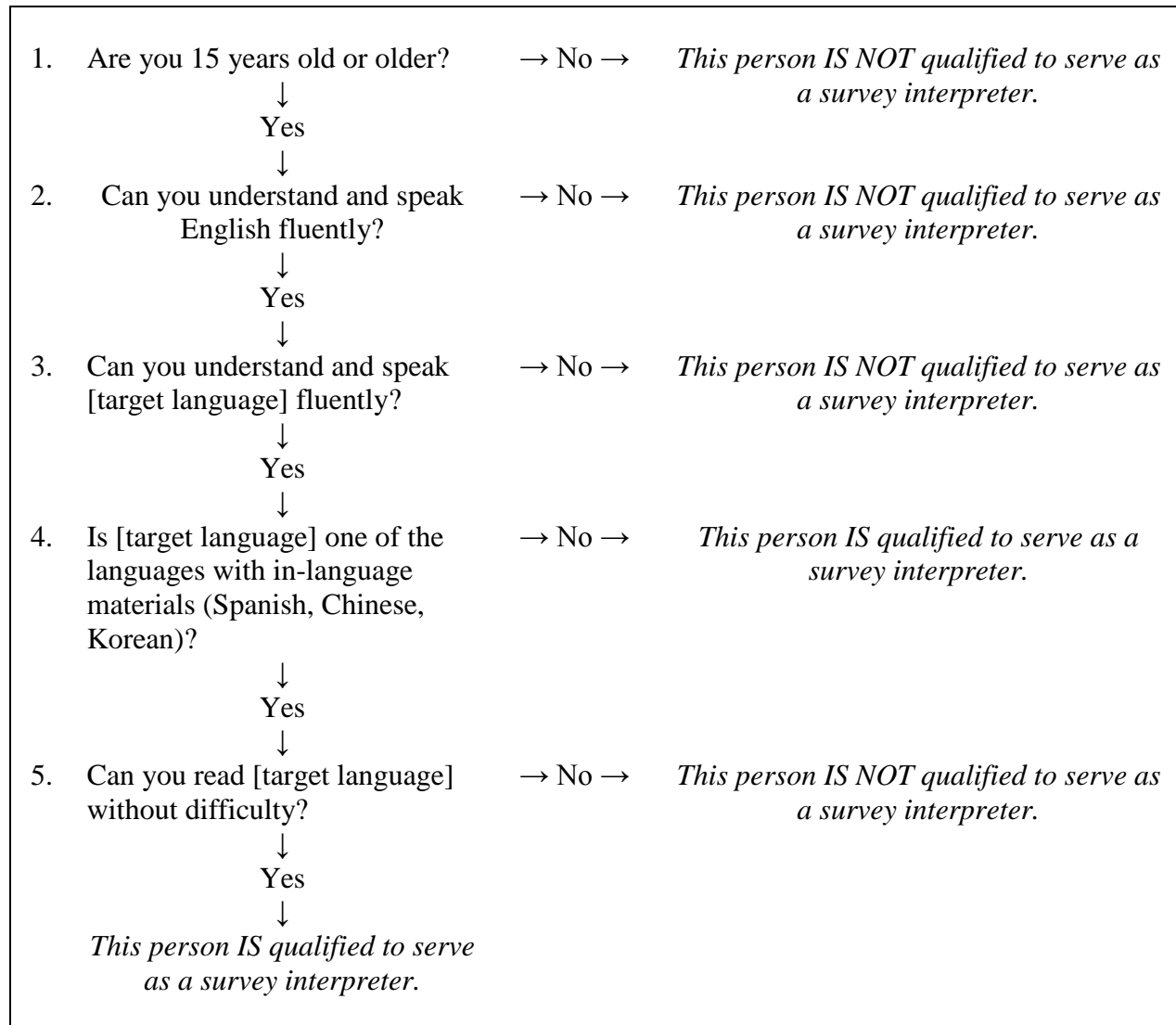
In some cases, there may be a household member or neighbor available who can serve as an interpreter. The materials that will be developed based on The Screener for Unpaid Interpreters are used to ensure that the person is qualified to serve as an on-the-spot interpreter.

In other cases, field representatives may need to contract a paid interpreter. The materials that will be developed based on the Screening Questions for Contracted Interpreters should ensure that the potential interpreter meets the minimum qualifications required.

Finally, field representatives are encouraged to communicate with interpreters after a survey interview in order to obtain informal feedback on the success of the interview interpretation, as well as to improve the working relationship of the interviewer and the interpreter.

Appendix 2. Screener for Unpaid ("on-the-spot") Interpreters

Use the following questions to determine whether an individual meets the <u>minimum</u> requirements needed to serve as an on-the-spot interpreter. [QUESTIONS 1-3 MUST BE ANSWERED 'YES' FOR ALL LANGUAGES; FOR LANGUAGES WITH PRINT MATERIALS, QUESTION 5 MUST ALSO BE ANSWERED YES]

1. Are you 15 years old or older? → No →	*This person IS NOT qualified to serve as a survey interpreter.*
↓ Yes ↓	
2. Can you understand and speak English fluently? → No →	*This person IS NOT qualified to serve as a survey interpreter.*
↓ Yes ↓	
3. Can you understand and speak [target language] fluently? → No →	*This person IS NOT qualified to serve as a survey interpreter.*
↓ Yes ↓	
4. Is [target language] one of the languages with in-language materials (Spanish, Chinese, Korean)? → No →	*This person IS qualified to serve as a survey interpreter.*
↓ Yes ↓	
5. Can you read [target language] without difficulty? → No →	*This person IS NOT qualified to serve as a survey interpreter.*
↓ Yes ↓	
This person IS qualified to serve as a survey interpreter.	

Appendix 3. Screening Questions for Contracted Interpreters

Interpretation requires more than just knowing the two languages involved. Potential contracted interpreters must be able to speak the non-English language in a culturally appropriate way. They must be able to accurately translate questions in a way that maintains the meaning, style, and tone of the original, and they must be able to understand respondents with a variety of speech characteristics or accents. Contracted interpreters need to meet the minimum qualifications in Section 1 as well as some of the additional qualifications listed in Section 2.

Section 1: Minimum qualifications
All interpreters must answer 'yes' to ALL of questions #1-4:

> 1. Are you 15 years old or older?
> 2. Can you understand and speak English fluently?
> 3. Can you read English without difficulty?
> 4. Can you understand and speak [target language] fluently?

Interpreters of Spanish, Chinese, and Korean should also answer 'yes' to question #5:

> 5. Can you read [target language] without difficulty?

Section 2: Additional qualifications
In addition to the minimum qualifications above, these questions provide guidance regarding the suitability of potential interpreters. Ideally, all interpreters would answer 'yes' to AT LEAST FOUR of the following questions. When choosing among two or more potential interpreters, preference should be given to the candidates who answer 'yes' to the most questions.

> 1. Did you receive at least high school education?
> 2. Have you had any education or schooling in English?
> 3. Have you had any education or schooling in [target language]?
> 4. Have you lived in a [target language-speaking country] for over a year since you were 16 years old?
> 5. Have you ever worked in [a target language-speaking country]?
> 6. Have you ever conducted written translation from English into [target language] or from [target language] into English?
> 7. Have you ever conducted any oral interpreting from English into [target language] or from [target language] into English?
> 8. Currently, do you use [target language] at home or in social settings?
> 9. Currently, do you use [target language] in school as part of coursework or at work as part of the job?

Appendix 4. Guidelines for Field Representatives: How to Work with Interpreters

These guidelines are intended for field representatives to refer to when working with both on-the-spot and paid interpreters.

DO:	DON'T:
Prior to the interview • Explain the purpose of the survey and give the Interpreter Guidelines to the interpreter. • Provide the interpreter with relevant materials (e.g. translated materials, specialized terminology). • Remind the interpreter to stay on topic and only interpret what the field representative says (i.e., the interpreter must avoid editorializing or going off on tangents). • If applicable, complete BC-1415 Contract for Interpreter Services.	**Prior to the interview** • Don't expect that the interpreter already knows the purpose of the survey or the interview. • Don't expect the interpreter to know the subject matter of the survey.
During the interview • Ask the interpreter to sit or stand on the same side as you. • Keep control of the interview. • Maintain eye contact with the respondent. • Talk directly to the respondent, not the interpreter. • Ask only one question at a time. • Speak clearly and at normal speed. • Pause regularly to give the interpreter time to interpret. • Check occasionally with the interpreter to see if the respondent has any trouble understanding the questions.	**During the interview** • Don't position yourself across from the interpreter and the respondent. • Don't turn the interview over to the interpreter. • Don't allow the interpreter to view the laptop screen and ask questions from it; ask the question in English and then have the interpreter ask the question in the target language. • Don't encourage long conversation between the interpreter and the respondent. • Don't maintain eye contact with the interpreter all the time; focus on the respondent. • Don't direct survey questions to the interpreter. • Don't speak too quickly. • Don't speak at length without giving the interpreter a chance to translate. • Don't discuss any issues or problems in the presence of the respondent.

After the interview	**After the interview**
• Thank the respondent for completing the survey. • Thank the interpreter for his/her assistance. • Spend a few moments conversing with the interpreter to discuss how the interview went, including any cultural misunderstandings or any issue on the part of either the interviewer or respondent during the interview interaction.	• Don't provide feedback to the interpreter in front of the respondent.

Appendix 5. Guidelines for Interpreters: How to Conduct Interpretation

These guidelines should be given by the field representative to both on-the-spot and paid interpreters.

DO:	DON'T:
Prior to the interview • Familiarize yourself with survey materials and terminology. • Request and review any available language materials (e.g., Language Assistance Guides, translated surveys, or glossaries).	**Prior to the interview** • Don't agree to perform the interpretation if you do not feel comfortable doing so.
During the interview • Stand or sit on the same side as the interviewer. • Verbally interpret each question that the interviewer asks. • Verbally interpret each response from the respondent. • Interpret only what the interviewer and the respondent say. • Ask the speaker to repeat what he/she says if you can't remember everything. • Ask for clarification if you don't understand what is being said. • If the respondent needs clarification, direct any questions to the interviewer. • Stay neutral during the interview. • Perform the interpretation in a culturally appropriate manner.	**During the interview** • Don't omit anything the interviewer or the respondent says, even if it seems irrelevant or repetitive. • Don't provide or suggest answers for the respondent. • Don't express any personal opinions on survey questions or responses. • Don't show approval or disapproval through facial expressions or gestures. • Don't comment on the issues being discussed. • Don't use any verbal expressions that are offensive to speakers of the target language. • Don't engage in off-topic conversations with the respondent. • Don't try to lead the interview.
After the interview • Thank the respondent for completing the survey. • Make sure to protect respondent's personal information.	**After the interview** • Don't disclose the respondent's information to anyone. • Don't discuss the respondent's responses with anyone outside the interview.

Appendix 6. Current Interpretation Practices Survey

Before recommending the minimum age requirement of 15 for on-the-spot interpreters, it was important to determine current practices in order to assess whether the new age minimum would rule out a large percentage of interpreters currently being used. For this reason, we collected data on how non-English interviews were conducted in the field. Specifically, we surveyed three regional offices in areas with a high concentration of LEP respondents (New York, Chicago, and Los Angeles). Using a form created for this purpose (see Figure 1 below), field representatives in those offices kept a record of all non-English interviews and the way that they were completed (i.e., whether the field representative spoke the non-English language, or whether a contracted or on-the-spot interpreter was hired).

During the three-month period when data were collected (from May to July, 2012), a total of 784 non-English interviews were completed. In the vast majority of these cases (84 percent), Census Bureau staff – either the field representative or other regional office staff – spoke the language in question and completed the interview, while 15 percent of cases were conducted with interpreters. Interpreters under age 15 comprised 19 percent of on-the-spot interpreters, 10 percent of all interpreted cases and less than 2 percent of all non-English interviews; paid interpreters were all over age 15 (see Tables 1 and 2 below for more detailed survey results). This survey did not address the quality of interpretation or the data obtained from the interviews.

Of course, the data on current non-English interview practices is not necessarily representative of all such interviews; as was noted earlier, data were collected from regional offices where there is a high density of non-English speakers. However, in these data only a very small number of interviews relied on interpreters who did not meet the proposed minimum age requirement. It is possible that other regional offices may rely more heavily on interpreters, either contracted or on-the-spot, and may also utilize more interpreters under the age of 15. If the percentages observed here obtain more generally, establishing a minimum age requirement may increase costs if there are no older individuals readily available to interpret.

One way to mitigate potential difficulties when no one over age 15 is available to act as an on-the-spot interpreter would be to develop a procedure in which field representatives could aid the household member in reaching a CATI interviewer. Even young bilinguals could be helpful in interpreting between the field representative and the household member during this procedure.

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INTERPRETATION NEEDS QUESTIONNAIRE
AMERICAN COMMUNITY SURVEY

A. Date   Month   Day   Year
☐ ☐ – ☐ ☐ – 2 0 1 2

B. Regional Office:

☐ New York (22)   ☐ Chicago (25)   ☐ Los Angeles (32)

C. Control Number:

2 0 1 2 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

D. FR Code:

☐ ☐ ☐ ☐ ☐

1. Language used in this case: _____

2. How did you obtain an interview for this case?

a ☐ I speak the non-English language used in this case

b ☐ I used a paid interpreter

c ☐ I used a household member as an interpreter

d ☐ I used a non-household member as an interpreter – *Please mark (X) one*

   1 ☐ Neighbor
   2 ☐ Relative
   3 ☐ Another Field Representative
   4 ☐ Community Organization Member
   5 ☐ Other – *Specify* ⇗

_____

CONTINUE ON REVERSE

3. Age of Interpreter (Not applicable if interpreter was a Census Bureau employee)

a ☐ 18 or older
b ☐ Under 18, *please specify age:*_____

4. How did you recruit the interpreter for this case?

a ☐ Referral from another Field Representative
b ☐ Referral from Supervisor/Regional Office
c ☐ Referral from a Community Organization
   or Community Organization Member

d ☐ Other – *Please specify* ⇗

_____

5. Which language-specific materials did you use in this case? *If applicable, mark (X) all that apply.*

a ☐ ACS-16 Intro Letter
b ☐ ACS-26 Thank You Letter
c ☐ ACS-50 Brochure

d ☐ Q&A Brochure
e ☐ Language Identification Flashcard
f ☐ Other – *Please specify* ⇗

_____

6. Any comments regarding interpretation or language materials?

_____
_____
_____
_____

Figure 1. Interpretation Needs Questionnaire

Table 1. Method of Non-English Interview Completion

	Total interviews	Field representative speaks language	Other regional office staff	Paid interpreter	On-the-spot interpreter	Other or missing value
Spanish	693	573	16	47	53	4
Percent of total interviews		*83%*	*2%*	*7%*	*8%*	*1%*
Non-Spanish	91	73	2	5	11	0
Percent of total interviews		*80%*	*2%*	*5%*	*12%*	
Total Non-English	784	646	18	52	64	4
Percent of total interviews		*82%*	*2%*	*7%*	*8%*	*1%*

Table 2. Characteristics of Interpreters

	Total interpreters	Paid interpreter	On-the-spot interpreter			Other or missing value
			Total on-the-spot	On-the-spot under age 15	On-the-spot over age 15	
Spanish	100	47	53	10	41	2
Percent of total interpreters		*47%*	*53%*	*10%*	*41%*	*2%*
Non-Spanish	16	5	11	2	9	0
Percent of total interpreters		*31%*	*69%*	*13%*	*56%*	
Total Non-English	116	52	64	12	50	2
Percent of total interpreters		*45%*	*55%*	*10%*	*43%*	*2%*