

STUDY SERIES  
(*Survey Methodology #2013-21*)

**Census American Community Survey  
Spanish CAPI/CATI Instrument Testing  
Phase I - Round 1 Final Report**

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# Census American Community Survey CAPI/CATI Instrument Testing Phase I - Round 1 Interim Report

Submitted to

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## Table of Contents

Executive Summary .....	ES-1
1. Introduction.....	ES-1
2. Methodology of the Study and Profile of Respondents .....	ES-1
3. Recommendations – Question by Question .....	ES-2
1. Introduction.....	1
2. Methodology .....	2
3. Question by Question Findings/Recommendations.....	7
4. Conclusions.....	87

## List of Tables

Table 1.1	Number of Respondents by Inclusion Criteria across Sites.....	4
Table 1.2	Demographic Profile of Phase 1, Round 1 Participants.....	5
Table 1.3	Round 1 Results for Recruiting Quotas .....	5

## List of Exhibits

Exhibit A – Screening Form – Determining Eligibility for Spanish Cognitive Interviews
Exhibit B – Screening Form – Determining Eligibility for English Cognitive Interviews
Exhibit C – Participant Informed Consent (Spanish)
Exhibit D – Participant Informed Consent (English)
Exhibit E – Incentive Receipt Form (Spanish)
Exhibit F – Incentive Receipt Form (English)

## List of Appendices

Appendix A – ACS CAPI Spanish Language Protocol Guide .....	A-1
Appendix B – ACS CATI Spanish Language Protocol Guide .....	B-1
Appendix C – ACS CAPI English Language Protocol Guide.....	C-1
Appendix D – ACS CATI English Language Protocol Guide .....	D-1
Appendix E – ACS Spanish Language Answer Chart.....	E-1
Appendix F – ACS English Language Answer Chart .....	F-1
Appendix G – ACS English/Spanish Flashcard A (Relationship/Parentesco) .....	G-1
Appendix H – ACS English Flashcard B & C (Hispanic Origin and Race).....	H-1
Appendix I – ACS Spanish Flashcard B & C (Origen Hispano and Raza) .....	I-1
Appendix J – ACS English/Spanish Vignettes (Situations 1 and 2).....	J-1
Appendix K – ACS Direct Access and Other Living Quarters Question Series .....	K-1

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# EXECUTIVE SUMMARY

## 1. Introduction

The American Community Survey (ACS) is a household survey conducted by the United States Census Bureau. The Census Bureau called for the conduct of about 170-180 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 in Phases I, II, and III respectively. Two rounds of cognitive interviews were administered for each phase accordingly.

The primary objective of the first round of testing in each phase was twofold: 1) to identify areas in a given section of the instrument where the Spanish and English questions and/or terms can be improved, and 2) to develop recommendations for alternative wording to improve them. A small number of English language cognitive interviews was conducted in each phase to provide an anchor point to determine whether issues identified in Spanish cognitive interviews are translation problems or whether they are problems stemming from the English original. Where relevant, changes are suggested to the English language instrument.

This report presents the results of the first round of testing of the first section of the instrument. It focuses on how Spanish-speaking respondents and monolingual English-speaking respondents interpret and understand select terms and questions on the questionnaire. Recommendations for term and question revisions are provided. The changes made were tested in a second round of interviews with approximately the same number of respondents as were interviewed for Round 1.

## 2. Methodology of the study and profile of respondents.

In Phase I, Round 1, we conducted 30 interviews in three sites across the country: Los Angeles, CA; Orlando, FL; and Raleigh/Durham, NC. While this research is based on a non-statistical sample, the three sites were selected to represent the diversity of the Hispanic population residing in the United States. We conducted interviews with Spanish speakers with little or no knowledge of English (24) and native English speakers with little or no knowledge of Spanish (6).

Four levels of educational attainment were used to categorize respondents: low attainment (less than 6<sup>th</sup> grade or no formal education); some formal education but no high school diploma; high school diploma or some college; and college degree or higher.

Spanish-speaking respondents were recruited based on three geographic regions of origin: Mexico, an aggregate region of Central America/South America, and Puerto Rico/Cuba. The specific countries/territories represented in this round include: Mexico, Colombia, Argentina, El Salvador, Honduras, and Puerto Rico.

English-speaking respondents were divided equally in three groups based on race and ethnicity: White; Black or African American; and of Hispanic origin (regardless of race).

The respondent pool was comprised of 14 men and 16 women. The median household size was two to three people. The largest group of respondents (43.3%) was between 18 and 30 years of age, followed by the 31 to 45 age grouping (36.7%). About ten percent of respondents were between 46 and 55 years old, and ten percent of the sample was made up of respondents over the age of 56.

Interviewing took place during February and March of 2008. Each interview lasted between 60 and 90 minutes. All interviews were conducted by RTI and Census Bureau staff at professional RTI facilities or a contracted location that assured sufficient privacy to respondents. All respondents were asked for their consent to audio tape the cognitive interviews. Only one respondent refused to have the interview audio taped.

### 3. Recommendations-Question by question

#### INTRO\_CP (ORIGINAL)

<p>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?</p>	<p>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?</p>
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## INTROLET\_CP (ORIGINAL)

<p>[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.</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 en completa confidencialidad.</p>	<p>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.</p> <p>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.</p>
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### Recommendations for Round 2:

- **Length of introduction:** We recommend shortening the introduction if possible and making it more conversational.
- **Spanish terminology changes:** We recommend using terms that would be more understandable to the average respondent, such as ‘obtener/obtain,’ ‘reunir/gather,’ ‘juntar/gather,’ ‘conocer/find out,’ and ‘conseguir/obtain.’
- We recommend 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. We recommend changing the Spanish version to the adjective form (see below). (Caspar, et al, 2007; Landreth, et al.,2007).
- 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.

## INTRO\_CP (RECOMMENDED REVISION)

<p>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)].</p> <p>Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense para <u>reunir</u> información actual sobre la población y vivienda.</p> <p>Tengo algunas preguntas que hacerle. ¿Recibió usted <u>la información que le enviamos por correo</u>?</p>	<p>Hello. I'm... from the United States Census Bureau. [IF CAPI: Here is my identification card (show ID card)].</p> <p>We are conducting the American Community Survey to collect current population and housing information.</p> <p>I have some questions to ask you. Did you receive our mailings?</p>
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## INTROLET\_CP (RECOMMENDED REVISION)

<p>[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. <b>[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.]</b></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 <u>completamente confidencial</u>.</p>	<p>The Census Bureau is conducting this survey to collect current population and housing information. <b>[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.]</b></p> <p>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.</p>
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## TYPUNT\_CP (ORIGINAL QUESTION)

<p>¿Qué tipo de unidad es ésta?</p> <ol style="list-style-type: none"><li>1. Residencia privada</li><li>2. Negocio solamente</li><li>3. Alojamiento de Grupo</li></ol>	<p>What type of unit is this?</p> <ol style="list-style-type: none"><li>1. Private Residence</li><li>2. Business Only</li><li>3. Group Quarters</li></ol>
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## **Recommendations for Round 2:**

### **Unidad/unit**

- We recommend replacing the term ‘unidad/unit’ 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**

- In Spanish, the term ‘residencia’ causes people to think of a mansion or large home as opposed to the average house.
- If the Census Bureau 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 revision could still be interpreted as meaning privately owned. To avoid this unintended meaning might require a more extensive rewrite of the question.
- 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**

- Consider rewording this option by adding (‘not a residence’/ ‘no una vivienda’) in parentheses (see below).

### **Alojamiento de grupo/Group quarters**

- We recommend that this category be reworded to read ‘Viviendas institucionales/institutional dwellings’ or ‘institución residencial/residential institution.’ At a minimum, we should replace the word ‘alojamiento’ which is extremely high level and not conversational.

- Another alternative is to supplement the term with examples that 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).

**OPTION 1: (RECOMMENDED REVISION)**

**TYPUNT\_CP**

<p>¿Qué tipo de lugar es éste?</p> <ol style="list-style-type: none"> <li>1. Una vivienda</li> <li>2. Un negocio solamente (no una vivienda)</li> <li>3. Una vivienda institucional (o institución residencial), tal como un dormitorio universitario o un hogar de convalecientes</li> </ol>	<p>What type of place is this?</p> <ol style="list-style-type: none"> <li>1. Residence</li> <li>2. Business Only (not a residence)</li> <li>3. Institutional Group Quarters (or residential institution) such as a college dormitory or nursing home</li> </ol>
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**OPTION 2: (RECOMMENDED REVISION)**

**TYPUNT\_CP**

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

**TYPUNT\_CP**

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

¿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?	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. Directamente 2. Por otra unidad	1. Direct 2. Through another unit

### Summary of findings and recommendations for Round 2:

- One of the main problems we noted with this question is its length and complexity.
- 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.’ 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. 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 understand ‘direct access from the outside or through a common hall’ as a single response option. We recommend testing the question without this extra information. 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 Census Bureau not use the term ‘unidad’ (unit) 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 those terms.

## ACCESS\_CP: (RECOMMENDED REVISION)

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

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## NOACCESS (ORIGINAL QUESTION)

¿Cómo se logra entrar en la unidad?	How is access to the sample unit achieved?
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### Summary of findings and recommendations for Round 2:

- A number of Spanish-speaking respondents felt that the wording of this question was not natural or that it 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's some kind of difficult task to get into one's home.
- Question for the survey 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, the Census Bureau 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 2 below)

## OPTION 1: (RECOMMENDED REVISION) NOACCESS

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

**NOACCESS**

TO BE ASKED ONLY OF R'S WHO CHOSE 'POR OTRA UNIDAD/THROUGH ANOTHER UNIT' IN RESPONSE TO ACCESS\_CP:

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?  1 Sí 2 No	So, just to confirm, you said that you have to go through someone else's living area to get to yours, is that right?  1 Yes 2 No
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**OTHLIV\_CP (ORIGINAL QUESTION)**

¿Viven miembros de algún otro hogar en esta dirección con los miembros de este hogar?	Does any other household at this address live with your household?
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**Summary of findings and recommendations for Round 2:**

- 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 asked). We recommend clarifying what information is desired from this question, and using a more specific and overt wording.
- 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). These terms are sometimes avoided in Census questionnaires and respondent materials.
- There is also an inherent contradiction in this question 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.

**OPTION 1: (RECOMMENDED REVISION)**

If the question must stay as is, consider a slightly clearer wording. Note that respondents often interpret the terms 'hogar' and 'household' as referring to only nuclear family members so this may or may not go along with the question intent.

**OTHLIV\_CP**

¿Viven miembros de algún otro hogar en esta dirección con los miembros de su hogar?	Do the members of any other household live at this address with the members of your household?
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**OPTION 2: (RECOMMENDED REVISION)**

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

**OTHLIV\_CP**

¿Hay otras personas que usted no haya mencionado y que compartan la misma dirección con (usted/ustedes)?	Are there any other people you have not mentioned who share the same address with you?
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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 this much more direct and clear wording.

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 if the phrase ‘either occupied or vacant’ is eliminated from that question.

**OTHLIV\_CP**

Usted ha dicho que hay más de una vivienda dentro de su hogar. ¿Está la otra sección ocupada o desocupada ahora?	You said that there is more than one living quarters within your home. Is the other section occupied or vacant now?
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**OTHQTR\_CP (ORIGINAL QUESTION)**

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

Summary of findings and recommendations for Round 2:

- 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 (occupied or vacant). Consider testing a simplified, shorter version 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 above OTHLIV\_CP option 3 for an example.

**OPTION 1: (RECOMMENDED REVISION)**  
**OTHQTR\_CP**

¿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]	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]
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**OPTION 2: (RECOMMENDED REVISION)**

If there is a concern that the term ‘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’ we recommend testing the following. Note that this might confuse people who have an extra bedroom that is not occupied.

**OTHQTR\_CP**

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

**OPTION 3: (REVISION RECOMMENDED)**

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**

¿Está ocupada o desocupada esta habitación o apartamento?	Is that room or apartment occupied or vacant?
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### LIVEAT1\_CP (ORIGINAL QUESTION)

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

#### Summary of findings and recommendations for Round 2:

- 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).

### OPTION 1: (RECOMMENDED REVISION) LIVEAT1\_CP

¿Viven los ocupantes de la habitación o el apartamento separados de todas las otras personas?	Do the occupants of the other room or apartment live separately from all other persons?
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### OPTION 2: (RECOMMENDED REVISION) LIVEAT1\_CP

¿Viven los ocupantes de la otra sección de su vivienda separados de todas las otras personas?	Do the occupants of the other section of your home live separately from all other persons?
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### ACCESS1\_CP (ORIGINAL QUESTION)

¿Tienen los ocupantes o tendrán los ocupantes futuros acceso directo desde el exterior o a través de un pasillo común?	Do the occupants or intended occupants of the other living quarters have direct access from the outside or through a common hall?
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#### Summary of findings and recommendations for Round 2:

- To some respondents this question sounds 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. The problem is that the grouping of the two options are not synonyms and don’t seem parallel or 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.

**OPTION 1: (RECOMMENDED REVISION)**

**ACCESS1\_CP**

¿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?	Do the occupants of the other section of your home have direct access to their section from the outside or through a common hall?
--	---

**OPTION 2: (RECOMMENDED REVISION)**

**ACCESS1\_CP**

¿Tienen los miembros de ese otro hogar acceso directo a donde viven desde el exterior o a través de un pasillo común?	Do the members of that other household have direct access to where they live from the outside or through a common hall?
---	---

**OPTION 3: (RECOMMENDED REVISION)**

**ACCESS1\_CP**

¿Tienen los ocupantes de la habitación o el apartamento acceso directo a su sección desde el exterior o a través de un pasillo común?	Do the occupants of the separate room or apartment have direct access to their section from the outside or through a common hall?
---	---

**FN\_PG1 (ORIGINAL QUESTION – THIS IS A TWO PART QUESTION)**

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 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?
---	--

**Recommendations for Round 2:**

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

¿Cuál es el nombre de la próxima persona que vive o se queda aquí?	What is the name of the next person living or staying here?
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## Recommendations for Round 2:

- A number of Spanish speakers associated that term ‘próxima’ with a future connotation, interpreting it as ‘someone who is going to come in the future.’
- **Spanish terminology changes:** Consider changing the translation of the word ‘next’ from ‘próxima’ to ‘siguiente’ to reduce burden on respondents.

## RECOMMENDED REVISION FOR SECOND PART OF THE QUESTION ONLY

¿Cuál es el nombre de la siguiente persona que vive o se queda aquí?	What is the name of the next person living or staying here?
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## FN\_PG2 (ORIGINAL QUESTION)

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?	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?
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## Recommendations for Round 2:

- Consider changing the translation of the term ‘live-in employees,’ from ‘empleados que viven en el hogar’ to ‘servicio doméstico que vive en el hogar,’ or change both the English and Spanish by providing more specific examples like maid, nanny or nurse.
- Foster child: The Census Bureau has previously agreed to use the new translation ‘Hijo de crianza (Foster)’ on paper forms and ‘Hijo de crianza del programa foster del gobierno’ in electronic instruments. We recommend that the Census Bureau implement this new wording here.
- The term ‘pupilo’ as a translation for ‘boarder’ has historically shown to be extremely problematic in a number of previous research studies as well as this one (where we tested it in the Relationship question). We recommend not using this term here as it is most commonly interpreted to mean ‘pupil’ or ‘student’ and not ‘boarder.’ We recommend either using the translation for ‘roomer,’ the more commonly understood ‘inquilino’ or using a different example in both languages.
- See relationship question for recommendations on rewording ‘Compañero de cuarto’ (roommate). This term is often interpreted as an intimate relationship (a ‘mate’ who shares one’s bedroom) in Spanish. We recommend testing the question with the term *compañero de*

casa (housemate) instead of *compañero de cuarto* (roommate) which has shown to be less problematic in prior research.

- Also consider providing fewer examples to shorten the Spanish version.

**OPTION 1 (RECOMMENDED REVISION)**

**FN\_PG2**

<p>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?</p>	<p>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?</p>
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**OPTION 2 (RECOMMENDED VERSION)**

**FN\_PG2**

<p>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?</p>	<p>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?</p>
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**FN\_PG3 (ORIGINAL QUESTION)**

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

**Recommendations for Round 2:**

- The phrases ‘short time’ and ‘corto plazo’ are equally vague and exhibit similar levels of different understanding. We recommend considering whether it would be best to specify what is meant by “a short time” through the use of examples. If not, we still recommend using a more commonly understood phrase in Spanish, such as ‘poco tiempo’ (short time).
- Consider changing the English phrase ‘short time’ to a specific range of time with upper and lower limits to improve accuracy of the response.

- We strongly recommend that the Census Bureau revise the mistaken translation for the term ‘staying’ from ‘viviendo’ (living) to ‘quedándose’ (staying) to avoid misunderstandings.

**FN\_PG3 (RECOMMENDED REVISION)**

¿Está quedándose alguien más aquí aunque sea por poco tiempo, tal como un amigo o pariente?	Is there anyone else staying here even for a short time, such as a friend or relative?
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**AWAYNOW (ORIGINAL QUESTION)**

Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a <READ ALL THE NAMES FROM FN_PG1, FN_PG2, and FN_PG3> ... ¿Alguna de estas personas se ha ausentado AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?	The next questions are to help refine this list. I have listed <READ ALL THE NAMES FROM FN_PG1, FN_PG2, and FN_PG3> ... Are any of these people away NOW for more than two months, like a college student or someone in the military?
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**Recommendations for Round 2:**

- This question didn’t make sense when asked of a one-person household. We recommend the implementation of a new skip pattern that would exclude one-person households from listening to this question.
- 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 addressed the question’s ambiguity in coming up with our recommendations. We could do some probing of this issue in Round 2 if it is of interest.
- **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’ or ‘no está presente’ (‘is not present’).

## AWAYNOW (RECOMMENDED REVISION)

Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a <READ ALL THE NAMES FROM FN_PG1, FN_PG2, and FN_PG3> ... ¿Alguna de estas personas no está presente AHORA por más de dos meses, por ejemplo un estudiante universitario o alguien en el servicio militar?	The next questions are to help refine this list. I have listed <READ ALL THE NAMES FROM FN_PG1, FN_PG2, and FN_PG3> ... Are any of these people away NOW for more than two months, like a college student or someone in the military?
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## ANOTHER HOME (ORIGINAL QUESTION)

[¿ 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?	[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?]
---	--

### Recommendations for Round 2:

- The English and Spanish versions of this question do not mean the same thing. 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. We recommend something like: [¿ 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? (Translation: Do you, does he, do any of these people have... another place were you/he/she normally stay(s) or they normally stay?)

## ANOTHER HOME (RECOMMENDED REVISION)

¿ Hay algún otro lugar donde [usted/<Name>/<read all the names listed from FN_PG1, FN_PG2, and FN_PG3 except for those selected at AWAYNOW>] se queda(n) normalmente?  (Is there some other place where you, etc. normally stay?)	[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?]
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## MORETHANTWO (ORIGINAL QUESTION)

¿Se está quedando <read all the names listed from ANOTHERHOME> /¿Se está quedando usted/¿Se está quedando <Name>] aquí por MÁS de dos meses?'	[Are <read all the names listed from ANOTHERHOME>)/Are you/Is <Name>] staying here for MORE than two months?
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### Recommendations for Round 2:

- 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.

## MORETHANTWO (RECOMMENDED REVISION)

¿Se queda <read all the names listed from ANOTHERHOME> /¿Se queda usted/¿Se queda <Name>] aquí por MÁS de dos meses?'	[Are <read all the names listed from ANOTHERHOME>)/Are you/Is <Name>] staying here for MORE than two months?
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## BASIC (ORIGINAL INTRODUCTION)

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

Note that this statement is grammatically ambiguous. Do you mean 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.

**No recommendations for change: We have learned that ambiguity is by design.**

## HHOLDER (ORIGINAL QUESTION)

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?)	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?)
---	---

## Recommendations for Round 2:

- A closer approach to the concept of a housing ‘lease’ would be ‘contrato de arrendamiento’ or ‘contrato de alquiler’ (which both incorporate the term rental) since it is specifically related to renting a home. When the word ‘Contrato’ is used by itself, it could be applied to different areas, i.e. as business (and literally translates as ‘contract’ in English.)
- Consider revising the English term ‘place’ to the more specific term ‘household’/ ‘vivienda.’
- Consider choosing whether interviewers should say ‘name or names’ in English and ‘quien o quienes’ in Spanish. Should multiple names be collected or is it preferable to have respondents only 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)’ as worded so he/she will have to choose to read either ‘dueño’ or ‘dueño o dueña.’ It makes sense for the Census Bureau to make this decision rather than leaving it up to each interviewer.

## HHOLDER (RECOMMENDED REVISION)

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?)	Of the people you named, who owns or rents this <u>place</u> ? {optional text} (What names are on the deed or lease? Is there anyone 15 years or older?)
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**REL (CAPI – FLASHCARD A) /RELT (CATI) (ORIGINAL RELATIONSHIPS WORDING)**

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

(See Appendix G and I for copies of the Flashcard A (English and Spanish) used in Round 1.

**TERM ‘INQUILINO(A) O PUPILO(A)’ (‘ROOMER OR BOARDER’)**

**Recommendations for Round 2:**

- 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 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.

**TERM ‘INQUILINO(A) O PUPILO(A)’ (‘ROOMER OR BOARDER’)**

**Recommendations for Round 2:**

**Option 1**– Consider changing the translation for the term ‘boarder’ from ‘pupilo’ to a descriptive explanation in both languages.

Inquilino(a) o persona que paga por una habitación y alimentos’	Renter or person who pays for a room and meals.
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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.

Inquilino(a) (Renter)	Roomer or boarder
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**Option 3** – Consider changing both the Spanish and English to read just renter.

Inquilino(a) (Renter)	Renter
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**TERM ‘COMPAÑERO(A) DE CASA O DE CUARTO’ (‘HOUSEMATE OR ROOMMATE’)**

**Recommendations for Round 2:**

- 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.
- Comprehension issues were more prevalent in Spanish but there were also some English speakers that did not interpret ‘housemate’ as intended.
- No recommendations for English changes at this time.
- Consider changing the term to a definition in Spanish: ‘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 in English to many Spanish speakers living in the U.S.

**TERM ‘COMPAÑERO(A) DE CASA O DE CUARTO’ (‘HOUSEMATE OR ROOMMATE’)**  
**Recommended revisions for Round 2:**

**OPTION 1**

Persona que comparte una casa o un cuarto para compartir gastos (Person who shares a house or room to share expenses)	Housemate or Roommate
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**OPTION 2**

Compañero de casa o de cuarto (roommate)	Housemate or Roommate
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**TERM ‘HIJO(A) DE CRIANZA (FOSTER)’ (‘FOSTER CHILD’)**

**Recommended revisions for Round 2:**

- The concept of Foster care does not exist in other countries, and not many monolingual immigrants come into contact with the program in the US.
- We found that just adding the term (foster) in parentheses was not enough to trigger understanding of the concept of foster care for monolingual Spanish speakers. More of a definition is probably required.
- It seems that monolingual Spanish speakers don’t understand ‘hijo de crianza (foster)’ alone when hearing it read aloud.
- Consider changing the term ‘hijo(a) de crianza (Foster)’ to its new descriptive explanation: ‘hijo de crianza del programa foster del gobierno’ (child by upbringing through the government foster program) when space allows.

**TERM ‘HIJO(A) DE CRIANZA (FOSTER)’ (‘FOSTER CHILD’)**

**Recommendations for Round 2 to test in:**

**FN\_PG2, RELP and RELT for FOSTER CHILD**

Hijo(a) de crianza del programa Foster del gobierno	<i>Foster Child</i>
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**THERE ARE NO RECOMMENDED REVISIONS FOR THE FOLLOWING TERMS:**

- **‘HIJO ADOPTIVO’ (‘ADOPTED SON OR DAUGHTER’);**
- **‘HIJO BIOLÓGICO/A (‘BIOLOGICAL SON OR DAUGHTER’); and**
- **‘HIJASTRO’ (‘STEP CHILD’)**

**SEX (ORIGINAL QUESTION)**

¿[Es <Name>/Es usted)] de sexo masculino o femenino?	{Is <Name>/Are you} male or female?
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**Recommendations for Round 2:**

- We have no recommendations for changes to the English language wording.
- **Spanish terminology change:** We recommend revising this question to read ‘¿[Es <Name>/Es usted)] *hombre o mujer?*’ for accurate and clear interpretation across all education levels amongst Spanish-speaking respondents.

**SEX (RECOMMENDED REVISION)**

¿[Es <Name>/ Es usted)] hombre o mujer?	{Is <Name>/Are you} male or female?
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**THERE ARE NO RECOMMENDED REVISIONS FOR THE FOLLOWING QUESTIONS:****DOBM, AGE, AGERANGE****AGEASK (ORIGINAL QUESTION)**

¿Cuál es su mejor estimado de (la edad de <Name>/su edad)?	What is your best estimate of {<Name>'s/your} age?
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**Recommendations for Round 2:**

- We have no recommendations for changes to the English language wording.
- **Spanish terminology change:** We recommend revising the 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.

**New recommended wording to test (Spanish only):****AGEASK (RECOMMENDED REVISION)**

¿Más o menos qué edad tiene (usted <Name>)?	What is your best estimate of {<Name>'s/your} age?
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**HISA (CAPI – FLASHCARD B) – HISA (CATI) (ORIGINAL QUESTION)**

IF CAPI: {Por favor, vea la Tarjeta B.} ¿Es {<Name>/usted} de origen hispano, latino o español?	IF CAPI: {Please look at Card B.} Are you of Hispanic, Latino, or Spanish origin?
IF CATI: ¿Es {<Name>/usted} de origen hispano, latino o español?	IF CATI: Are you of Hispanic, Latino, or Spanish origin?

**HISA (CAPI – FLASHCARD B) – HISA (CATI) (RECOMMENDED REVISION)**

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

(See Appendix H and I for copies of Flashcard B (English and Spanish) used in Round 1.)

**Recommendations for Round 2:**

- We have no recommendations for changes to the English language wording.
- On the whole, while most Spanish speakers ultimately said either ‘yes,’ ‘Hispanic,’ or ‘Latino,’ we believe that this question is placing some undue respondent burden on them. We recommend future testing of a version of the question that makes the ‘yes/no’ nature of the question clear.
- We also recommend that testing a version that omits ‘Spanish’—the one example of a nationality—from the question. This could be done in only the version in Spanish if there is a concern that English speakers won’t always understand 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 the large number of words and being able to see the response options for two different questions at the same time may have created some confusion to the Spanish-speaking respondents. This is particularly the case for respondents with lower educational level.

### HISB (CAPI – FLASHCARD B) – HISB (CATI) (ORIGINAL QUESTION)

¿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.?	{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?
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#### Recommendations for Round 2:

- For both languages, we recommend shortening the question.
- Some examples of how to shorten it would be listing fewer examples for Mexican heritage people and dropping the ‘Spanish’ reference at least in the version in Spanish.

### HISB (CAPI – FLASHCARD B) – HISB (CATI) (RECOMMENDED REVISION)

¿Es {<Name>/usted} mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español?	{Is <Name>/Are you} Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or of another Hispanic, Latino, or Spanish origin?
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### HISW (ORIGINAL QUESTION)

¿Qué origen es ese? (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)	What is that origin? (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)
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#### Recommendations for Round 2:

- For consistency purposes with the HISB question, we recommend shortening the question as follows and give the examples of the various countries of birth only if necessary:

### HISW (RECOMMENDED REVISION)

¿Qué origen es ese? IF NECESSARY: (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)	What is that origin? IF NECESSARY: (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)
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## RAC (CAPI – FLASHCARD C) – RACT (CATI) (ORIGINAL QUESTION)

<p>IF CAPI: Por favor, vea la Tarjeta C y escoja una o más razas. {Para esta encuesta, origen hispano no es una raza. } ¿Es {&lt;Name&gt;/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?</p> <p>IF CATI: 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 {&lt;Name&gt;/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?</p>	<p>IF CAPI: 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 &lt;Name&gt;/Are you} White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?</p> <p>IF CATI: 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 &lt;Name&gt;/Are you} White; Black, African American, or Negro; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?</p>
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(See Appendices H and I for copies of the Flashcard B (Spanish English) que se usó en Round 1.)

### Recommendations for the Race question:

- This question is challenging 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 this instrument. (This finding and recommendation echoes findings in 2006 behavior coding of the census NRFU instrument.)
- Consider new research into the Hispanic origin and race series so that we can create a question that both English- and Spanish-speaking Hispanic respondents will be able to 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. (See also Casper, et al. 2007 and Goerman, et al. 2007).

## THANK YOU: (ORIGINAL STATEMENT)

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.
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### Recommendations for Round 2:

- Since the second sentence was not interpreted as intended by a single respondent and 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.

## THANK YOU: (RECOMMENDED REVISION)

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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## 4. Conclusions

Round 1 testing was 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 first in a series of four reports reporting the pretesting of segments of the Spanish-language version of CATI/CAPI American Community Survey (ACS). The project called for the conduct of a total of 150-180 cognitive interviews over six different rounds. Most of the interviews were conducted in Spanish but a small number of interviews were conducted in English 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 instrument are 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 that were pretested in this project. The ACS instrument has been divided into three segments or phases, which are the focus of the larger project. Each of the segments was cognitively tested in a first round of testing. Revisions to question wording were made as deemed appropriate by the Census Bureau and then pretested in a second round of interviews. This report presents the results of the first round of testing on Phase 1 of the project.

This project includes an examination of two different Spanish-language versions of the ACS instrument, the 'stateside' Spanish version and the Puerto Rico Community Survey (PRCS) version of the instrument. The two 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.

Using a structured, in-depth cognitive interviewing protocol, the project team interviewed 24 Spanish-speaking respondents with little or no knowledge of the English language, and six native English speakers. 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 are provided. Any changes made were tested in a second round of interviews with approximately the same number of respondents as were interviewed for Round 1.

## 2. METHODOLOGY

Round 1 of this study consisted of conducting 30 cognitive interviews in three sites across the country. While this research is not representative of a larger population, the three sites were selected to represent the diversity of the Hispanic population residing in the United States. In this section, the protocol developed for the Round 1 interviewing is described, as 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. (See Exhibits A and B for copies of the Screener Form (Spanish and English) used in Round 1.) For each of the interviewing sites, a minimum of ten respondents (eight Spanish speakers and two English speakers) were 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 (eight individuals), a combined group of Central and South America (approximately four from each group), and Puerto Rico (eight 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 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 recruited equal numbers of respondents who had completed high school and who had less than a high school education. More of the lower educational level respondents fell in the Mexican and Central American groups, since these are the groups more likely to have lower educational levels in the United States. Because it was difficult to identify and recruit 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 two individuals with college or higher education degree (one Spanish speaker and one English speaker).

Additionally, the recruiters strove to maintain the demographic diversity of the sample with regards to gender and age. In total, 30 respondents participated across the three interviewing locales.

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

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

Potential participants contacting RTI were screened with a short questionnaire to determine whether they were eligible to participate in 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). 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 as potential participants for 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
<b>Educational Attainment</b>	No Formal Education/ Less Than 6 <sup>th</sup> Grade	-	3	2	5
	Some Formal Education/ No High School Diploma	1	3	1	5
	High School Diploma	5	3	4	12
	High School Diploma/Some College/Technical Education	4	-	2	6
	College or Advanced Degree		1	1	2
<b>Linguistic Skills</b>	English speakers	2	2	2	6
	Spanish speakers	8	8	8	24
<b>Region of Origin</b>	Mexico		3	5	8
	Central America		1	3	4
	South America		4		4
	Puerto Rico	8			8
	US/Other	2	2	2	6
<u>Total per group</u>		10	10	10	

**Table 1.2: Demographic Profile of Phase 1, Round 1 Participants**

<b>Age<sup>1</sup></b>	<b>N</b>	<b>Percent</b>
18 – 30	13	43.3%
31 – 45	11	36.7%
46 – 55	3	10.0%
56 or older	3	10.0%
<b>Household Size (Number of People)</b>		
1 (Respondent lives alone)	3	10.0%
2 – 3	14	46.7%
4	6	20.0%
5 or more	7	23.3%
<b>Years Residing in the U.S.</b>		
10 Years or Less	20	66.7%
11-20 Years	3	10.0%
> 20 Years	1	3.3%
Entire life (English speakers)	6	20.0%

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

**Table 1.3: Round 1 Results for Recruiting Quotas**

<b>Linguistic Skills</b>	<b>N</b>	<b>Percent</b>
English speakers	6	20.0%
Spanish speakers	24	80.0%
<b>Region of Origin</b>		
Mexico	8	26.7%
Central America	4	13.3%
South America	4	13.3%
Puerto Rico, Cuba, DR, Spain	8	26.7%
US/Other	6	20.0%
<b>Educational Attainment</b>		
Less than 5 <sup>th</sup> grade/No formal education	5	16.7%
No high school diploma/Some formal Education	5	16.7%
High school diploma	12	40.0%
High school diploma with some college/Technical Education	6	20.0%
College or advanced degree	2	6.7%

## **Informed consent/respondent concerns**

During the informed consent process, 9 of the 30 respondents expressed concerns about possible negative consequences as a result of their participation in the study; 5 Spanish speakers and 4 English speakers. The Spanish speakers were concerned about providing personal information and about whether the questions would be difficult to answer. One Spanish speaker was concerned about the recording of his answers. Some of the Spanish speakers appeared to be nervous with relation to their immigration status. 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 English-speaking respondent did not give permission for his interview to be tape recorded, so the interviewer kept handwritten notes of 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.

(See Exhibits C and D for copies of the Informed Consent (Spanish and English) used in Round 1.) All respondents were paid \$40 for their participation. (See Exhibits E and F for copies of the Incentive Receipt (Spanish and English) used in Round 1.)

### 3. QUESTION BY QUESTION FINDINGS/RECOMMENDATIONS

#### Introductory Statements

The first part of the ACS instrument read to respondents consisted of the two introductory statements, INTRO\_CP and INTROLET\_CP. Respondents were later probed on the wording of INTRO\_CP. (See Appendices A, B, C, and D for copies of the CAPI/CATI Protocol Guides (Spanish and English) used in Round 1.)

#### INTRO\_CP

##### Original question wording that was 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

<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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#### 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 understanding of the introduction:**

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

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. Six respondents (all Spanish speakers) gave good explanations that included all of the key messages of the statement but did not mention the question, ‘Did you receive our mailings?’/ ‘¿Recibió usted nuestra correspondencia?’ Nine respondents gave adequate explanations that included 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 also 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.’ Twenty-four of the 30 respondents seemed to interpret this question as intended. Six people had some difficulty.

All of the 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 respondents 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.

### **Recommendations for new wording:**

- **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 recommend shortening the introduction if possible and making it more conversational.
- **Spanish terminology changes:** We recommend using a term other than ‘recopilar/compile’ for ‘collect’ in Spanish. Terms that would be more understandable to the average respondent include ‘obtener/obtain,’ ‘conseguir /obtain,’ ‘reunir/gather,’ ‘juntar/gather,’ ‘conocer/find out.’
- We recommend 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**

<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></p> <p><i>Estamos llevando a cabo la Encuesta sobre la Comunidad Estadounidense para <u>reunir</u> información actual sobre la población y vivienda.</i></p> <p><i>Tengo algunas preguntas que hacerle. ¿Recibió usted <u>la información que le enviamos por correo?</u></i></p>	<p><i>Hello. I'm... from the United States Census Bureau. [IF CAPI: Here is my identification card (show ID card)].</i></p> <p><i>We are conducting the American Community Survey to collect current population and housing information.</i></p> <p><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 <u>completamente confidencial.</u></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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**Residential Unit Information**

The second part of the ACS instrument that we administered to respondents in our testing 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, TYPUNT\_CP, asks the respondent about the type of unit at which he/she is being interviewed.

## **Original question wording that was tested**

### **TYPUNT\_CP**

<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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### **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/ it’s 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 of them 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. Nine respondents talked about apartment or condo complexes, large buildings, or neighborhoods that contained separate housing units. Almost all of these people felt that the term referred specifically to apartment 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 a single 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 interpretations 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.

There were only six English-speaking respondents in the study, and two had difficulty with the term ‘unit.’ One of them 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.

### **Testing of the term ‘residencia privada / private residence’**

When asked about their interpretation 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: “A place where several people live and they give them lodging”; “Like a lodging/accommodations”; “Like a shelter, an inn”; and “Like a place where a number of people live who are not directly related.”

The other 19 Spanish speakers interpreted the term ‘group quarters’ incorrectly. Examples of their misinterpretations include, “Whether I share a house with other people”, “Like a duplex or a house where a number of families live together” or “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).

All six English speakers also interpreted ‘group quarters’ incorrectly. Examples include: “An apartment, a place that several groups share, like a building,” “Multiple family housing,” and “[A] bunch of college kids living together.”

## **Recommendations for new wording**

### **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 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*’ 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 to test:**

**OPTION 1:  
TYPUNT\_CP**

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

<p><i>¿Es ésta lugar:</i>  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>	<p><i>Is this place a:</i>  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></p>
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**OPTION 3:  
TYPUNT\_CP**

<p><i>¿Es este domicilio:</i>  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>	<p><i>Is this address a:</i>  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></p>
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**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 K). 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.

### Direct Access Series

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

#### 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. <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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### FINDINGS:

#### Response to survey question:

Twenty six of the 30 respondents chose the option ‘direct / directamente’. Four respondents incorrectly chose the option ‘through another unit / por otra unidad’. These were two Spanish speakers and two English speakers. One of the English speakers answered: “By driving,” not one of the options available.

After probing, 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. Spanish speakers said that they 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. 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 not understood the question as intended. The types of misunderstandings included thinking the question referred to whether there is direct access from a main road, asking about how people go from the road to the parking lot, whether there is access to public transportation, and whether there is another entrance to one's home. One person was confused by the reference to the pasillo (hallway) and asked the interviewer to explain this.

This question seems to be interpreted as a multiple choice 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 likely they may be tuning 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 we had 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’ may be causing respondents to interpret the option differently than intended.

**Findings based on vignettes:** (See Appendix J for copies of the 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 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.

Four Spanish speakers answered incorrectly that they had "direct access." Two of them had less than a high school education and one of them had a high school education. Two were from Mexico, one was from El Salvador and one was from Puerto Rico. 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 apartment entrance. Another person initially gave a response of 'no' and chose "directly" only after the interviewer explained the options to choose from. 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:**

In addition to the four respondents who answered the question incorrectly, two other Spanish-speaking respondents exhibited a sort of 'masked misunderstanding' that became evident when probed about the imaginary living situation described in the vignette section. 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.

### **Summary of findings and recommendations for new wording:**

- 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 commonly considered as part of daily life with regards to housing.

- The Spanish wording contains added complexity that may be misleading people into incorrect 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 may be 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 Census Bureau not use the term ‘unidad’ (unit) 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:**

<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>	<i>Do you have direct access to your living quarters or must you go through another person's unit to enter yours (<u>or</u> your living quarters)?</i>
<i>1. Acceso directo 2. Por otra vivienda</i>	<i>1. Direct Access 2. Through another unit</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**

<i>¿Cómo se logra entrar en la unidad?</i>	<i>How is access to the sample unit achieved?</i>
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**FINDINGS:**

**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.

Only one of the three respondents who were asked this question interpreted and answered it correctly. This was a Spanish-speaking respondent from Mexico with a high school education. She 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 other respondents who 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.

### **Findings based on vignettes:**

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.

### **Summary of findings and recommendations for new wording**

- A number of Spanish-speaking respondents said 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.
- Sponsors were asked whether the intent of this question was to confirm that those who answered ACCESS\_CP as 'Por otra vivienda' / 'through another unit' have answered that question correctly. A suggestion is to instead ask, '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>

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

**OTHLIV\_CP**

<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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**FINDINGS:**

**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 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 of them had answered ACCESS\_CP incorrectly, so their real situations should not have sent them down this path.

### **Respondent interpretation of overall meaning of question:**

Most of the respondents who heard and answered this question about their own situations 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,” and “If there are people living with me or beside me.” Note that some of these misunderstandings may be due to the fact that these respondents should not have heard this question.

### **Findings based on vignettes:**

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 vignette drawing).

Of those who were able to describe their interpretation of the question, many people thought it 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.”

### Summary of findings and recommendations for new wording

- 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 rewording this question to make it more specific and clear.
- 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.
- Regarding the use of ‘household’ in the variable **OTHLIV\_CP** above, we would like to point out that asking if there are multiple ‘households’ living at the same address seems to contradict the official Census Bureau definition of a household as ‘people living in a housing unit (regardless of relationship to each other).’

### 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 ‘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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## Other Living Quarters Series

The next group of questions that will be discussed in this report is the ‘other living quarters’ series. The variables included are OTHQTR\_CP, LIVEAT1\_CP and ACCESS1\_CP. We tested these questions both in terms of respondents’ real life situation and in terms of an imaginary vignette situation since we were uncertain as to whether any of our respondents would have this type of living situation.

The first question in this series was OTHQTR\_CP and it asked respondents whether there were other separate living quarters within their homes.

### OTHQTR\_CP

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

**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 that we were 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.

### **Findings based on vignettes:**

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.

### **Summary of Findings and Recommendations for New Wording**

- 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**

<p><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></p>	<p><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></p>
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**OPTION 2:**

If there is a 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**

<p><i>¿Hay alguna habitación separada o un apartamento separado dentro de su vivienda que comparte su misma dirección?</i></p>	<p><i>Is there a separate room or a separate apartment within your home that shares your same address?</i></p>
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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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The next question, 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 answered ‘yes’ to OTHQTR\_CP.

#### LIVEAT1\_CP

<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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### FINDINGS:

#### 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. They want to know that.” 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.

### **Findings based on vignettes:**

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.

### **Summary of Findings and Recommendations for New Wording**

- 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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The next question asked respondents who answered ‘yes’ to OTHQTR\_CP about the means of access to the other living quarters.

**ACCESS1\_CP**

<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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**FINDINGS:**

**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. 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.

### **Findings Based on Vignettes:**

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 did when talking about their real situations. 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.

### **Summary of Findings and Recommendations for New Wording**

- 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 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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The next series of questions that we tested was designed to gather the roster of household residents in the American Community Survey and it begins with FN\_PG1.

**FN\_PG1**

<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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(Note: Interviewers wrote down names on a Roster Answer Chart. See Appendices E and F for copies of the Roster Answer Chart (Spanish and English) used in 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 probed for their last name, perhaps out of fear about privacy or confidentiality (especially 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. We could examine it in Round Two if desired.

**Respondent Interpretation of Overall Meaning of the Question:**

When respondents were asked to explain what this overall question meant to them, 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.

**Recommendations for new wording:**

- 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:

<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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**Response to Survey Question:**

In response to the 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.

**Recommendations for new wording:**

- 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:**

<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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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**

<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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**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 / live-in employees.’ This was the case for seven of the 23 Spanish speakers and three of the six English speakers. Seven respondents 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 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 interpreted 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.

## **Recommendations for new wording:**

### **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 that the 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, please consider 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><b>Translation:</b> <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><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>
<p><b>Translation:</b>  <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>	

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**

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

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 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 out of 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 and some respondents pointed this out, while others used a different phrase when discussing this concept ‘poco tiempo’ which also translates as ‘short time.’

### Recommendations for new wording:

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

### AWAYNOW

<i>Las siguientes preguntas se hacen para hacer más precisa esta lista. He listado a &lt;READ ALL THE NAMES FROM THE ANSWER CHART – Q2&gt; ... ¿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 &lt;READ ALL THE NAMES FROM THE ANSWER CHART – Q2&gt; ... 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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### 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 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 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.

### **Recommendations:**

- This question didn't make sense when asked of a one-person household. We recommend consideration as to 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. We could do some probing of this issue in Round 2 if it is of interest.
- **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 &lt;READ ALL THE NAMES FROM THE ANSWER CHART – Q2&gt; ...</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><b>Translation:</b></p> <p><i>The next questions are to help refine this list. I have listed &lt;READ ALL THE NAMES FROM THE ANSWER CHART – Q2&gt; ...</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 &lt;READ ALL THE NAMES FROM THE ANSWER CHART – Q2&gt; ...</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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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**

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

### Recommendations:

- 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

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

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

### MORETHANTWO

<i>¿Se está quedando &lt;read all the names listed from ANOTHERHOME&gt; /¿Se está quedando usted/¿Se está quedando &lt;Name&gt;] aquí por MÁS de dos meses?</i>	<i>[Are &lt;read all the names listed from ANOTHERHOME&gt;)/Are you/Is &lt;Name&gt;] staying here for MORE than two months?</i>
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### 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 (including how many and type of misinterpretations):

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).”

**Recommendations for new wording (if any)**

- 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:**

**MORETHANTWO**

<i>¿Se queda &lt;read all the names listed from ANOTHERHOME&gt; /¿Se queda usted/¿Se queda &lt;Name&gt;] aquí por MÁS de dos meses?'</i>	<i>[Are &lt;read all the names listed from ANOTHERHOME&gt;)/Are you/Is &lt;Name&gt;] staying here for MORE than two months?</i>
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The next item that we tested was a statement entitled BASIC.

**BASIC**

<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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**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 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 answers 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.

### Recommendations for new wording

- Note that this statement is grammatically ambiguous. Consider whether it should 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.

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

### HHOLDER

<p><i>De las personas que ha nombrado, ¿quién es dueño(a) o alquila este lugar?</i>  <i>{optional text} (¿A nombre de quién(es) está la escritura o el contrato? ¿Hay alguien que sea mayor de 15 años?)</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 name(s) 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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### FINDINGS:

#### Response to survey question contained in HHOLDER:

Most people (26 out of 30) identified the owner of their home from the roster of names without hesitation. 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 (including how many and type of misinterpretations):**

Almost every respondent (29 out of 30) indicated having heard the terms ‘deed’ and ‘lease’ in both languages, with the exception of one Spanish speaker with a high school education who had never heard of the term ‘escritura’/’deed.’

Despite the fact that they reported having heard of the terms, half of the English speakers (3) 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 testing during the next round.

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.

**Recommendations for new wording:**

- 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 you could also consider changing the English ‘place’ to read ‘household.’
- Consider whether interviewers should say ‘name or names’ in English and ‘quien or quienes’ (‘who’ in the singular or plural form) in Spanish. Are you asking for multiple

names, or would you rather that respondents only 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’s 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: Of the people you named, who owns or rents this <u>dwelling</u>? {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? {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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The next question we tested was the relationship question. Both CATI and CAPI versions of this question were tested.

**RELP (CAPI – FLASHCARD A) /RELT (CATI)**

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

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

**FINDINGS:**

**Response to survey question contained in RELP (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 provided a response.

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

### **Overall interpretation of question and key terms/phrases:**

Overall, most of the relationship categories were understood as intended by most of the respondents. However, there were a few terms which 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 (see below for more detail).

### **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 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. These respondents simply stated the relationship they had with a person 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.’

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’]**

#### **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 head-of-household. 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. A 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 it is found in the dictionary, 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.’ 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, 8 people felt they were the same, and 6 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 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). 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 ‘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 non-cash 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.

**Recommendations for new wording:**

- 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 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’]**

### **FINDINGS:**

#### **Number of Respondents who chose this option:**

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

#### **Interpretation of the phrase ‘housemate or roommate’:**

Many respondents (18 people) understood this response option as intended, and believed that the terms ‘housemate’ and ‘roommate’ had different meanings. Other respondents (10 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: “[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.”

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.”

We found no differences in comprehension difficulties between CATI and CAPI respondents.

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

**Recommendations for new wording:**

- The respondents themselves made several recommendations for new wording. The most relevant respondent recommendations for rewording were:
  - ‘Friend’
  - ‘Roommate’ (*The English word would be 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 parentheses 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**

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

## OPTION 2

<i>Compañero de casa o de cuarto (roommate)</i>	<i>Housemate or Roommate</i>
<i>[Translation: Housemate or roommate (roommate)]</i>	

## TERM ‘HIJO(A) DE CRIANZA (FOSTER)’ [‘FOSTER CHILD’]

### 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)’:

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.” Finally,

another 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.

**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’ [lit. ‘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. It was also decided to use the phrase ‘hijo de crianza del programa foster del gobierno,’ meaning ‘child by upbringing through the government foster program,’ in electronic instruments when possible. It seems that monolingual Spanish speakers do not understand ‘hijo de crianza (foster)’ alone when hearing it read aloud.

**Recommendations for new wording**

- 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’]**

### **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 or 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 relevant 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 ‘foster’ 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.”

#### **Recommendations for new wording:**

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

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

### **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 the phrase ‘biological son or daughter’:**

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

Several people felt ‘biological son or daughter’ was too technical. The most relevant explanations for 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.”

#### **Recommendations for new wording:**

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’]**

### **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 the term ‘hijastro’/’stepchild’:**

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

Respondents provided the following relevant explanations for 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.’

#### **Recommendations for new wording:**

Two respondents recommended that the term ‘hijastro’/’stepchild’ be replaced with ‘entenido’ (‘stepson’) 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.**

### **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).

**Original question wording that was tested:**

**SEX**

<i>¿[Es &lt;Name&gt;/Es usted)] de sexo masculino o femenino?</i>	<i>{Is &lt;Name&gt;/Are you} male or female?</i>
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**FINDINGS:**

**Response to survey question contained in SEX:**

In response to this 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 a high school education.

There was one respondent who could not answer this question since she didn’t understand it. Below, in the fifth paragraph, are the respondent’s demographic information and other details.

**Testing of the question about what the respondents thought when they heard it:**

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.

Twenty-nine respondents understood the question as intended. Among 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 29 respondents who understood the question as intended, one giggled and another one laughed, as if the question was a joke. The first respondent was a 27-year-old female Spanish speaker from El Salvador, with less than a high school education. The second respondent was a 56-year-old male Spanish speaker from Argentina, with less than a high school education.

Out of the 29 respondents who understood the question as intended, one of them added that this question was probably asked in order to measure homosexuals and lesbians in the United States. Another respondent said that this question could also be interpreted as being asked

if one is gay. The first respondent was a 45-year-old female Spanish speaker from Colombia, with a high school education. The second respondent was a 40-year-old female Spanish speaker from Colombia, with less than a high school education.

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 39-year-old female 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 and if there was a different wording they would prefer to hear.

In total, 25 respondents seemed fine with 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 was from Honduras. Another Spanish-speaking respondent recommended simply asking '*¿Sexo?*' ('*Sex?*'). This individual was from Mexico.

### **Recommendations for new wording to test:**

We have no recommendations for changes to the English language wording.

#### **Spanish version change:**

- We recommend revising this question to read '*¿[Es <Name>/Es usted)] hombre o mujer?*' for accurate and clear interpretation across all education levels amongst Spanish-speaking respondents. We also think that this wording would be correctly interpreted and applied when referring to children's gender. This appears to be the most common way of asking the gender question amongst native Spanish-speaking individuals.
- Another recommendation we have is adding an interviewer instruction saying '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 &lt;Name&gt;/(IF NOT OBVIOUS) Es usted] hombre o mujer?</i>	<i>{Is &lt;Name&gt;/Are you} male or female?</i>
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**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 (DOBM and AGE). Although these two questions were not tested, they were asked for context and to see if there were any issues when administered.

**Original question wording (asked but not tested)**

**DOBM**

<i>¿Cuál es la fecha de nacimiento de &lt;Name&gt;?/¿Cuál es su fecha de nacimiento?</i>	<i>What is {&lt;Name&gt;'s/your} date of birth?</i>
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**FINDINGS:**

**Response to survey question contained in DOBM:**

All 30 respondents appeared to have answered this question correctly. Overall, the English-speaking respondents provided dates in the order of month, day, and year; most Spanish-speaking respondents formatted their answers in the order of day, month, and year. In most cases, the respondents answered by saying the month name rather than the month number. This is not 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.

**Original question wording (asked but not tested):**

**AGE**

<i>¿Cuál es la edad de &lt;Name&gt;?/¿Cuál es su edad?</i>	<i>What is {&lt;Name&gt;'s/your} age?</i>
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**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.

**AGEASK Question:**

If a respondent does not know the date of birth of any of their household members, they are prompted to provide the closest age information by asking them the AGEASK question.

**Original question wording:**

**AGEASK**

<i>¿Cuál es su mejor estimado de (la edad de &lt;Name&gt;/su edad)?</i>	<i>What is your best estimate of {&lt;Name&gt;'s/your} age?</i>
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**FINDINGS:**

**Response to survey question contained in AGEASK:**

In response to the question contained in AGEASK, eight respondents 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.

### **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 this term. Eight respondents were mistakenly not probed on this term.

In general, there were no problems with comprehension 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 were all from Mexico. The first respondent was a 51-year-old female respondent with a high school education; the second was an 18-year-old male with a high school education; and the third was a 26-year-old female respondent with less than a high school education.

Two of these seven respondents showed some confusion when trying to explain the meaning of ‘estimado.’ One 27-year-old male respondent from Puerto Rico with a high school education thought it was the “sum of something,” but he was not certain. A 33-year-old male respondent from Mexico with less than a high school education 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 did not agree with the use of the term. One was a 43-year-old Argentine male respondent with less than a high school education who said that “this is a term we do not use.” The other respondent was a 40-year-old Colombian female respondent with less than a high school education 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 (three females and one male) were from Mexico; one was from El Salvador (female); three were from South America (one female from Colombia, and two males from Argentina); and one respondent was from Puerto Rico (male).

Amongst the wordings they recommended were the following suggestions: ‘¿Qué edad tiene?’ [‘What is your age?’]; ‘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?’].

**Recommendations for new wording:**

We have no recommendations for changes to the English language wording.

**Spanish terminology change:**

- Based on our findings, we recommend revising the question to read ‘¿Más o menos...?’ [lit. ‘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 highest Hispanic population in the United States.

**New recommended wording to test (Spanish only):**

<i>¿Más o menos qué edad tiene (usted &lt;Name&gt;)?</i>	<i>What is your best estimate of {&lt;Name&gt;'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, they are skipped to the AGERANGE question, in order for them to provide an age within a range of ages given to them. However, this question was not asked to any of our respondents when testing the instrument.

**Original wording question (not tested)**

**AGERANGE**

<i>¿(Tiene &lt;Name&gt;/Tiene usted? &lt;1&gt; menos de three años? &lt;2&gt; three ó four años?</i>	<i>Is &lt;Name&gt;/Are you...? &lt;1&gt; less than three years old &lt;2&gt; three or four years old</i>
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<3> <i>entre five y 14 años?</i> <4> <i>15 años o más</i>	<3> <i>five to 14 years old</i> <4> <i>15 years old or older</i>
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**FINDINGS:**

**Response to survey question contained in AGERANGE:**

None of the 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.

**Hispanic origin question:**

This question, ‘Are you of Hispanic, Latino, or Spanish origin?,’ was administered to all respondents in order to test the CAPI and CATI version of the instrument. For the CAPI version of the instrument, flashcard B was shown to the respondents, asking them to look at it while the question was being read. For the CATI version of the instrument, the question was simply read aloud to the respondents. See below for actual question wording according to the CAPI/CATI versions.

**Original question wording that was tested:**

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

IF CAPI: <i>{Por favor, vea la Tarjeta B.} ¿Es {&lt;Name&gt;/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 {&lt;Name&gt;/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 copies of Appendices H and I for copies of flashcard B (English and Spanish) used in Round 1.

## **FINDINGS:**

### **Response to survey question contained in HISA/CAPI (showing flashcard B):**

In response to the CAPI version of this question, 13 out of 30 respondents were asked the HISA question. Two were English speakers and 11 were Spanish speakers.

There were no problems with comprehension for the English speakers when asked this question. They both 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.

Out of the 11 Spanish speakers who were asked the CAPI question, 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 by saying ‘Latina.’ This respondent was from Puerto Rico.

A final respondent provided a response other than either yes/no or choosing one of the three ‘categories.’ He gave his Central American country of birth when asked this question.

### **Response to survey question contained in HISA/CATI (no flashcard shown):**

In response to the CATI version of this question, 17 out of the 30 respondents were asked the HISA question (with no flashcard). Four were English speakers and 13 were Spanish speakers.

There were no problems with comprehension for the English speakers when asked this question. However, four of the thirteen Spanish-speaking respondents who answered the CATI version of the question showed confusion about this question when trying to answer it. See further details about these issues in the next section below: ‘CATI vs. CAPI issues.’

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.

Three of the 13 Spanish speakers answered correctly by saying ‘Sí’ [‘Yes’]. Two were from Mexico and one from Honduras. However, one of the two Mexican respondents who

answered ‘yes’ questioned what ‘Latino’ meant. The interviewer simply repeated the question to get an answer from the respondents, who then said ‘Yes.’ Many of the Spanish-speaking respondents again offered answers other than yes or no (see next two paragraphs for more details about this).

Out 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 responded by saying ‘Hispano(a)’ [‘Hispanic’]. Three of these respondents were from Puerto Rico, two were from Mexico, two were from Argentina, and one was from Honduras. Two of the 13 Spanish speakers responded saying ‘Latino(a).’ One of these was from Puerto Rico and the other was from Colombia.

### **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’ as a ‘yes’ answer.) However, it seemed like the flashcard was somewhat distracting for the Spanish-speaking (Hispanic) respondents, because all the response categories for the HISA and HISB questions are shown on one card. 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 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 respondent was a 27-year-old female with less than high school education, from El Salvador.

Another respondent answered ‘Hispano’ [‘Hispanic’] for himself; 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 choices 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 a 46-year-old male with less than a high school education, from Mexico.

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 a high school education.

The last respondent who showed some confusion was a 75-year-old male with a 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 the 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 combining Hispanic origin and race, country of birth, and citizenship status. Further probing was needed in this case, which resulted in the respondent answering ‘Hispanic’ for all of the household members.

**Testing of the question that asked if it was easy or difficult for respondents to answer this question:**

Of the 28 respondents who were asked ‘Are you of Hispanic, Latino, or Spanish origin?’, twenty thought it was easy to answer. Four of these were English speakers and 16 were Spanish speakers. By mistake, two respondents were not asked this question. No English-speaking respondents said this question was difficult to answer. However, as described below, eight Spanish-speaking respondents thought this question was difficult to answer.

Two respondents said they had never seen this question being asked this way. They showed confusion. One was a 36-year-old female with a college degree, from Mexico (CATI). The other one was a 35-year-old male with high school education, from Puerto Rico (CAPI).

One respondent specifically said that she had had difficulty because she thought she had to make a decision between the three options. This was a 36-year-old respondent, with high school education, from Puerto Rico (CAPI).

Two other respondents had difficulty with the term ‘Español’ (‘Spanish’), thinking that they were being asked if they were from Spain. One of the respondents was a 40-year-old female with less than high school education, from Colombia (CAPI). The other one was a 56-year-old male with less than a high school education, from Argentina (CATI).

One other respondent said she got confused because the question included ‘Latinos, Spaniards, and Mexicans.’ When probed further to find out what was confusing to her, she answered that Mexico is included in Latin America. This respondent was a 46-year-old female with less than a high school education, from Mexico (CATI).

One other respondent asked if Hispanics and Spaniards were the same thing. She then confirmed that she thought they were the same. This was a 51-year-old female with high school education, from Mexico (CAPI)

One last respondent thought that “too many options were given.” He said he “would prefer to see Latino or Latin American instead of so many options unless they want to focus on so many races in the country.” This was a 21-year-old male with a high school education, from El Salvador (CAPI).

In summary, five CAPI respondents and three CATI respondents experienced difficulty when answering this question.

### **Recommendations for new wording:**

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 {&lt;Name&gt;/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 {&lt;Name&gt;/usted} de origen hispano o 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>

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

<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>	<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>
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**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 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 a high school education, and the other was a 45-year-old woman with a 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 a 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 or CATI because it was contained in the question itself).

### **Testing of the question to see if the respondents thought this question is a good length or if it’s too long:**

When respondents were asked if they thought the question had a good length or if it was too long, 12 respondents replied that 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 didn’t listen to the entire question.

### **Suggestions for alternative wording from respondents:**

When asked if this question could be improved, 14 respondents responded that it could be. 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.

### **Recommendations for new wording:**

Since a large number of respondents thought the question was too long and many 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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**HISW**

<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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**FINDINGS:**

**Response to survey question contained in HISW:**

In response to the survey question contained in HISB, nine respondents were asked the HISW question, although 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.

Out of the five respondents who were asked this question appropriately, three of them answered the question correctly, by providing their country of origin. One of these respondents interrupted while the question was being read. This was a 45-year-old female Spanish speaker, with a high school education, from Honduras.

Two Spanish-speaking respondents answered this question incorrectly by mentioning the U.S. state where their children were born.

One of the Spanish-speaking respondents who were asked this question said it was difficult because she was waiting to hear ‘Centroamérica’ (‘Central America’) or ‘Honduras,’ which were not listed as one of the options.

**Recommendations for new wording:**

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? <b>IF NECESSARY:</b> (Por ejemplo, argentino, colombiano, dominicano, nicaragüense, salvadoreño, español, etc.)</i>	<i>What is that origin? <b>IF NECESSARY:</b> (For example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)</i>
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**RAC (CAPI – FLASHCARD C) – RACT (CATI)**

<i>IF CAPI: 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>	<i>IF CAPI: 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>
<i>IF CATI: 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>	<i>IF CATI: 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>

**FINDINGS:**

**Response to survey question contained in RAC/CAPI (showing flashcard C)**

In response to the CAPI version of this question, 13 out of 30 respondents were asked this version of the race question (RAC). 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 these was a male from Mexico, two were males from Puerto Rico, and the last was a male from El Salvador.

Three of the CAPI Spanish speakers selected ‘White’ as their race category. One was a female from Mexico; another one was a male from Mexico; and the last one was a female 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)**

In response to the CATI version of this question, 17 out of the 30 respondents were asked this 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.

**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 Decennial 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.)

**THANK YOU:**

<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>	<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>
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**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 decennial 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.’

## **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:**

<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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## Part III: Debriefing

### 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).

## CONCLUSIONS

Phase 1, Round 1 testing was successful in identifying some problematic aspects of the Spanish questions as they are currently translated. These problems were highlighted in Section 3. 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. These have been noted in Section 3 as well. These recommendations must be reviewed by Census Bureau staff who are knowledgeable about the underlying goals of the specific ACS survey questions and able to consider the possible consequences of implementing the recommended changes.

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 Round 1 testing. Even though this approach reduced the total number of Spanish speakers in the Round 1 testing, it 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.

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 will be implementing a slightly different approach when using vignettes on Round 2 testing of the instrument.

Finally, we may be using a different site for recruiting and interviewing Spanish-speaking respondents from Puerto Rico during the Phase 1, Round 2 testing of the instrument. Our experience with trying to recruit individuals with these characteristics in the Orlando area was quite challenging. We are considering an attempt to recruit these individuals in North Carolina, where the Puerto Rican community is growing rapidly. By doing this, we will eliminate one of the travel sites, thus making this effort more cost effective. We will keep California as the only travel site for ten of the interviews. However, North Carolina will be used to recruit and interview the remaining 20 respondents, including participants from Puerto Rico. If this works smoothly, we may keep continue with this tactic for future Phases.

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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.

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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

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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

### 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.

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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

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Autorizo a que la entrevista sea grabada y escuchada por otros miembros del personal de este proyecto:

Firma del/de la participante \_\_\_\_\_ Fecha \_\_\_/\_\_\_/\_\_\_

**EXHIBIT D**

**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.

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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.

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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 E**

**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: \_\_\_\_\_

**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: \_\_\_\_\_

# ACS CAPI Instrument Testing Protocol Guide – List 1 – Round 1 (Spanish)

February 5, 2008

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**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

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## **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?

- <sub>1</sub> Yes  
<sub>2</sub> No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

3. HAS THE PARTICIPANT READ AND SIGNED THE INFORMED CONSENT?

- <sub>1</sub> Yes  
<sub>2</sub> 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?

- <sub>1</sub> Yes  
<sub>2</sub> 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.**

<b>STATESIDE:</b>	<b>PUERTO RICO:</b>
<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 recopilar información actual sobre la población y vivienda.</p> <p>Tengo algunas preguntas que hacerle. ¿Recibió usted nuestra correspondencia?</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 recopilar información actual sobre la población y vivienda.</p> <p>Tengo algunas preguntas que hacerle. ¿Recibió usted nuestra correspondencia?</p> <p>1. Sí 2. No</p>

### INTROLET\_CP (PUERTO RICO VS. STATESIDE)

<b>STATESIDE:</b>	<b>PUERTO RICO:</b>
<p>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>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?

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- 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?

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- 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*”?

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- Estas dos declaraciones mencionaron las palabras “*información sobre la población y vivienda.*” ¿Qué significa la frase “*la población y vivienda*” para usted aquí?

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- ¿Diría usted esto de una manera diferente?

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**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?

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- IF R UNDERSTANDS TERM: ¿Habría otra palabra que usaría usted para describir esta idea?

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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?

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- 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?

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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?

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- IF NECESSARY: ¿Qué significa la frase “*otros alojamientos*” para usted en esta pregunta?

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**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.

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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?

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- Usted dijo \_\_\_\_\_. ¿Me puede hablar más acerca de su situación?

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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?

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- Usted dijo \_\_\_\_\_. ¿Me puede hablar más acerca de su situación?

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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?

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- Usted dijo \_\_\_\_\_. ¿Me puede hablar más acerca de su situación?

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**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?

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- ¿Hay algún otro término que preferiría usar en lugar de decir “próxima”?

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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?

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- 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?
- 
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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?

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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?  

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- 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?  

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- IF R SAYS THEY ARE DIFFERENT ASK: ¿Cuál piensa que es la diferencia?  

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- ¿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?  

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- 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?

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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?

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- IF R SEEMS CLEAR ABOUT THE MEANING, ASK: ¿Piensa usted que hay una mejor manera de hacer esta pregunta?

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- 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?

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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*”?

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- ¿Hay otra manera que usted preferiría decir esto o le parece bien así?

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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?

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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?

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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?

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- IF YES: ¿Qué significan estas palabras para usted aquí? ¿Piensa usted que hay otras palabras que serían más adecuadas para esta situación?

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**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?

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- IF YES: ¿Qué significan estas palabras para usted aquí? ¿Piensa usted que hay otras palabras que serían más adecuadas para esta situación?

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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?

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- ¿Significan esos dos términos lo mismo o son diferentes para usted? ¿Qué significan?

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- 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?

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- IF NOT ALREADY DISCUSSED: ¿Qué quiere decir la palabra “*pupilo*” para usted?

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- La manera como quieren describir la palabra “*pupilo*” es una situación en que la persona paga por un cuarto y también por las comidas?

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- ¿Hay otro término que usaría usted para describir este tipo de situación? ¿Cuál es?

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TERM “COMPAÑERO(A) DE CASA O DE CUARTO”

- ¿Qué significa la frase “*Compañero(a) de casa o de cuarto*” para usted?

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- ¿Significa “*compañero(a) de casa*” lo mismo que “*compañero(a) de cuarto*” o significan cosas diferentes para usted?

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- [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?

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- ¿Ha oído decir la palabra “roommate” en inglés alguna vez? ¿Hay alguna palabra que usted usa en español que indica lo mismo?

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TERM “HIJO(A) DE CRIANZA (FOSTER)”

- En su opinión, ¿qué es un(a) “*Hijo(a) de crianza (foster)*” en esta pregunta?

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- 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?

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- ¿Hay alguna diferencia entre “*hijo(a) adoptivo*” e “*hijo(a) de crianza (foster)*” para usted? IF YES: ¿Cuál piensa qué es la diferencia?

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- ¿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?

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- ¿Qué significa “*hijastro(a)*” para usted en esta pregunta? ¿Hay otra palabra que podría usar para describir esta relación?

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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?

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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?

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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?

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- IF R SAYS IT’S EASY: ¿Por qué le fue fácil contestarla?

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- IF R SAYS IT’S DIFFICULT: ¿Por qué le fue difícil?

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- Usted respondió: [SÍ/NO/NO SÉ] ¿Qué es lo que estaba pensando cuando decidió su respuesta?

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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?

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- ¿Piensa que se podría hacer esta pregunta de una mejor manera?

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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?

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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?

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- ¿Tuvo alguna dificultad para contestar esta pregunta?

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- ¿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?

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**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?

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- 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?

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Otra pregunta que le hice decía:

**NOACCESS**

*¿Cómo se logra entrar en la unidad?*

- ¿Qué pensó que le estaban preguntando aquí?

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- ¿Piensa que habría otra manera de hacer esta pregunta?

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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?

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- IF DON'T KNOW: ¿Qué es lo que no entiende acerca de esta pregunta?

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- 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?

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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?

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- ¿Qué significa la frase “*otros alojamientos*” para usted en esta pregunta?

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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?

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- ¿Tuvo alguna dificultad en responder a esta pregunta?

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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?

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- ¿Tuvo alguna dificultad en responder a esta pregunta?

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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?

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- ¿A qué piensa que se refieren cuando dicen “*que nosotros probemos una manera nueva de actualizar los datos detallados del censo*”?

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**Section III. Conclusion**

- En general, ¿cuál es su opinión acerca de las preguntas?

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- ¿Tiene algún otro comentario o alguna preocupación?

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**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

# ACS CATI Instrument Testing Protocol Guide – List 1 – Round 1 (Spanish)

February 4, 2008

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**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

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## **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?

- <sub>1</sub> Yes  
<sub>2</sub> No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

3. HAS THE PARTICIPANT READ AND SIGNED THE INFORMED CONSENT?

- <sub>1</sub> Yes  
<sub>2</sub> 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?

- <sub>1</sub> Yes  
<sub>2</sub> 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 empezemos.

**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><b>STATESIDE:</b> 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><b>PUERTO RICO:</b> 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>
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### INTROLET\_CP (PUERTO RICO VS. STATESIDE)

<p><b>STATESIDE:</b> 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><b>PUERTO RICO:</b> 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>
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### 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?

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- 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?

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- 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*”?

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- Estas dos declaraciones mencionaron las palabras “*información sobre la población y vivienda.*” ¿Qué significa la frase “*la población y vivienda*” para usted aquí?

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- ¿Diría usted esto de una manera diferente?

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**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?

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- IF R UNDERSTANDS TERM: ¿Habría otra palabra que usaría usted para describir esta idea?

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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?

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- 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?

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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?

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- IF NECESSARY: ¿Qué significa la frase “otros alojamientos” para usted en esta pregunta?

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**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.

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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?

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- Usted dijo \_\_\_\_\_. ¿Me puede hablar más acerca de su situación?

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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?

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- Usted dijo \_\_\_\_\_. ¿Me puede hablar más acerca de su situación?

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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?

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- Usted dijo \_\_\_\_\_. ¿Me puede hablar más acerca de su situación?

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**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?

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- ¿Hay algún otro término que preferiría usar en lugar de decir “próxima”?

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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?

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- 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?

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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?

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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?

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- 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?

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- IF R SAYS THEY ARE DIFFERENT ASK: ¿Cuál piensa que es la diferencia?

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- ¿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?

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- 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?

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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?

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- IF R SEEMS CLEAR ABOUT THE MEANING, ASK: ¿Piensa usted que hay una mejor manera de hacer esta pregunta?

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- 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?

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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*”?

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- ¿Hay otra manera que usted preferiría decir esto o le parece bien así?

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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?

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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?

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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?

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- IF YES: ¿Qué significan estas palabras para usted aquí? ¿Piensa usted que hay otras palabras que serían más adecuadas para esta situación?

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**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?

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- IF YES: ¿Qué significan estas palabras para usted aquí? ¿Piensa usted que hay otras palabras que serían más adecuadas para esta situación?

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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> *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) 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?

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- ¿Tuvo algún problema en entender las diferencias entre las opciones de respuestas a medida que se las estaba leyendo a usted?

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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?

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- ¿Significan esos dos términos lo mismo o son diferentes para usted? ¿Qué significan?

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- 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?

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- IF NOT ALREADY DISCUSSED: ¿Qué quiere decir la palabra “*pupilo*” para usted?

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- La manera como quieren describir la palabra “*pupilo*” es una situación en que la persona paga por un cuarto y también por las comidas?

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- ¿Hay otro término que usaría usted para describir este tipo de situación? ¿Cuál es?

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TERM “COMPAÑERO(A) DE CASA O DE CUARTO”

- ¿Qué significa la frase “*Compañero(a) de casa o de cuarto*” para usted?

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- ¿Significa “*compañero(a) de casa*” lo mismo que “*compañero(a) de cuarto*” o significan cosas diferentes para usted?

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- [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?

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- ¿Ha oído decir la palabra “roommate” en inglés alguna vez? ¿Hay alguna palabra que usted usa en español que indica lo mismo?

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TERM “HIJO(A) DE CRIANZA (FOSTER)”

- En su opinión, ¿qué es un(a) “*Hijo(a) de crianza (foster)*” en esta pregunta?

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- 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?

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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?

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- IF R SAYS IT'S EASY: ¿Por qué le fue fácil contestarla?

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- IF R SAYS IT'S DIFFICULT: ¿Por qué le fue difícil?

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- Usted respondió: [SÍ/NO/NO SÉ] ¿Qué es lo que estaba pensando cuando decidió su respuesta?

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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?

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- ¿Piensa que se podría hacer esta pregunta de una mejor manera?

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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?

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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?

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- ¿Tuvo alguna dificultad para contestar esta pregunta?

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- ¿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?

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**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?*

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- *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?*

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Otra pregunta que le hice decía:

**NOACCESS**

*¿Cómo se logra entrar en la unidad?*

- *¿Qué pensó que le estaban preguntando aquí?*

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- *¿Piensa que habría otra manera de hacer esta pregunta?*

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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?

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- IF DON'T KNOW: ¿Qué es lo que no entiende acerca de esta pregunta?

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- 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?

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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?

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- ¿Qué significa la frase “*otros alojamientos*” para usted en esta pregunta?

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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?

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- ¿Tuvo alguna dificultad en responder a esta pregunta?

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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?

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- ¿Tuvo alguna dificultad en responder a esta pregunta?

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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?

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- ¿A qué piensa que se refieren cuando dicen “*que nosotros probemos una manera nueva de actualizar los datos detallados del censo*”?

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**Section III. Conclusion**

- En general, ¿cuál es su opinión acerca de las preguntas?

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- ¿Tiene algún otro comentario o alguna preocupación?

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**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

# ACS CAPI Instrument Testing Protocol Guide – List 1 – Round 1 (English)

February 4 , 2008

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**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

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## **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?

- <sub>1</sub> Yes  
<sub>2</sub> No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

3. HAS THE PARTICIPANT READ AND SIGNED THE INFORMED CONSENT?

- <sub>1</sub> Yes  
<sub>2</sub> 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?

- <sub>1</sub> Yes  
<sub>2</sub> 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?

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- 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?

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- 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?”

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- These two statements mentioned the words “*population and housing information.*” What does the phrase “*population and housing*” mean to you here?

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- Is there a different way that you would say that?

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**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?

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- IF R UNDERSTANDS TERM: Is there another word you might use to describe this idea?

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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?

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- 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?

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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?

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**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.

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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?

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- You said \_\_\_\_\_. Can you tell me more about your situation?

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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?

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- You said \_\_\_\_\_. Can you tell me more about your situation?

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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?

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- You said \_\_\_\_\_. Can you tell me more about your situation?

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**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

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 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?

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- Is there any other term you might use instead of “*next*”?

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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?

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- 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?

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- 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?

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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?  

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- 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?  

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- IF R SAYS THEY ARE DIFFERENT ASK: What do you think the difference is?  

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- 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?  

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- 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?

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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?

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- IF R SEEMS CLEAR ABOUT THE MEANING, ASK: Do you think there’s a better way of asking this?

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- 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?

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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?

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- Is there another way you would prefer to say this or do you think it’s fine as it is?

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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?

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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?

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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?

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- 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?

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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?

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- 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?

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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?

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TERM “FOSTER CHILD”

- In your opinion, what is a “*Foster child*” in this question?

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- 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?

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- 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?

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- 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?

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- What is a stepson or stepdaughter to you in this question? Is there another word you might use to describe that relationship?

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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?

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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?

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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?

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- IF R SAYS IT’S EASY: Why is it easy to answer it?

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- IF R SAYS IT’S DIFFICULT: Why is it difficult?

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- You answered: [YES/NO/DON'T KNOW] What were you thinking about when you decided on your answer?

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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?

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- Can you think of a way to improve the question?

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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?

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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?

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- Did you have any difficulty answering this question?

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- 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?

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**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?

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- 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?

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Another question I asked you was:

**NOACCESS**

*How is access to the sample unit achieved?*

- What did you think this question was asking?

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- Is there another way you might ask this question?

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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?

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- IF DON'T KNOW: What is it that you don't understand about this question?

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- **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?

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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?

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- What does the phrase “*other living quarters*” mean to you in this question?

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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?

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- Did you have any difficulty answering this question?

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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?

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- Did you have any difficulty answering this question?

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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?

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- What do you think they mean by “for us to examine a new way to update the detailed census data”?

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**Section III. Conclusion**

- What is your overall opinion about the questions?

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- Do you have any other comments or concerns?

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**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

# ACS CATI Instrument Testing Protocol Guide – List 1 – Round 1 (English)

February 4, 2008

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**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

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## **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?

- <sub>1</sub> Yes
- <sub>2</sub> No → (SKIP TO QUESTION 3)

2. PLEASE SPECIFY:

3. HAS THE PARTICIPANT READ AND SIGNED THE INFORMED CONSENT?

- <sub>1</sub> Yes  
<sub>2</sub> 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?

- <sub>1</sub> Yes  
<sub>2</sub> 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?

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- 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?

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- 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?”  

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- These two statements mentioned the words “*population and housing information.*” What does the phrase “*population and housing*” mean to you here?  

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- Is there a different way that you would say that?  

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**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?

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- IF R UNDERSTANDS TERM: Is there another word you might use to describe this idea?

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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?

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- 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?

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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?

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- IF NECESSARY: What does the phrase “*other living quarters*” mean to you in this question?

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**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.

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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?  
\_\_\_\_\_

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**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?

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- Is there any other term you might use instead of “*next*”?

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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?

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- 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?

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- 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

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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?  

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- 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?  

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- IF R SAYS THEY ARE DIFFERENT ASK: What do you think the difference is?  

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- 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?  

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- 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?

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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?

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- IF R SEEMS CLEAR ABOUT THE MEANING, ASK: Do you think there’s a better way of asking this?

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- 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.

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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?

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- Is there another way you would prefer to say this or do you think it’s fine as it is?

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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?

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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?

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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?

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- 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?

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**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?

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- 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?

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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?

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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?

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- Are those two terms the same or different to you? What do they mean?

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- 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?

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- Is there another term you would use to describe this kind of situation? What is it?

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#### TERM “HOUSEMATE OR ROOMMATE”

- What does the phrase “*Housemate or roommate*” mean to you?

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- Does “*housemate*” mean the same thing as “*roommate*” or are they different things to you?

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- 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?

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#### TERM “FOSTER CHILD”

- In your opinion, what is a “*Foster child*” in this question?

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- 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?

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**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?

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**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?

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- 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?

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- What is a “*stepson or stepdaughter*” to you in this question? Is there another word you might use to describe that relationship?

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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?

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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?

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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?

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- IF R SAYS IT'S EASY: Why is it easy to answer it?

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- IF R SAYS IT'S DIFFICULT: Why is it difficult?

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- You answered: [YES/NO/DON'T KNOW] What were you thinking about when you decided on your answer?

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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?

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- Can you think of a way to improve the question?

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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?

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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?

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- Did you have any difficulty answering this question?

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- 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?

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**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?

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- IF DON'T KNOW: What is it that you don't understand about this question?

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- 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?

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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?

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- What does the phrase “*other living quarters*” mean to you in this question?

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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?

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- Did you have any difficulty answering this question?

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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?

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- Did you have any difficulty answering this question?

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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?

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- Do you have any other comments or concerns?

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**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

## 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.*

# 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.*

# 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

# 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