



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

November 9, 2016

2016 AMERICAN COMMUNITY SURVEY RESEARCH AND EVALUATION REPORT  
MEMORANDUM SERIES #ACS16-RER-18

MEMORANDUM FOR ACS Research and Evaluation Advisory Group

From: Victoria Velkoff (*signed Victoria Velkoff*)  
Chief, American Community Survey Office

Prepared by: Agnes S. Kee  
Methods Panel Coordination Branch  
American Community Survey Office

Subject: Cognitive Testing of the 2016 American Community Survey (ACS)  
Content Test Items: Briefing Report for Round 1 Interviews

Attached is the final American Community Survey Research and Evaluation report “Cognitive Testing of the 2016 American Community Survey Content Test Items: Briefing Report for Round 1 Interviews.” The Census Bureau coordinates the content development and determination process for the ACS, with input from the Office of Management and Budget (OMB) Interagency Committee for the ACS, to identify proposed content changes from the Interagency Council on Statistical Policy (ICSP) Subcommittee on the ACS. The OMB, in consultation with the Census Bureau, establishes new content determinations for the survey. Approved new content or changes to existing content are tested according to the ACS content change process. Changes are pretested using cognitive testing methods before field testing. To evaluate the modifications, the Census Bureau contracted Westat to conduct cognitive testing on the revised questions. Two rounds of testing were completed in total. This report summarizes the results from the first round of cognitive testing from June 17 through August 8, 2014 for the following topics included in the 2016 ACS Content Test.

- Hispanic origin and race;
- Telephone service;
- Computer and Internet use;
- Health insurance;
- Commuting mode;
- Time of arrival at work;
- Number of weeks worked;
- Class of worker;
- Industry and occupation; and
- Retirement income.

If you have any questions about this report, please contact Agnes Kee at 301-763-1516 or Elizabeth Poehler at 301-763-9305.

Attachment

Page intentionally left blank.

# Cognitive Testing of the 2016 American Community Survey Content Test Items

## Briefing Report for Round 1 Interviews

### Authors

#### Westat

Darby Steiger  
Cynthia Robins  
Katy Caperna Trundle  
Martha Stapleton

#### EurekaFacts

Mila Sugovic  
Michael Plotkin  
Diana Hamilton  
Ismail Nooraddini

Rodolfo Matos  
Maritza Matheus  
Bohdana Sherehiy  
Jorge Restrepo

**August 2014**

#### Prepared for:

U.S. Census Bureau  
4600 Silver Hill Road  
Washington, D.C. 20233

#### Prepared by:

Westat  
*An Employee-Owned Research Corporation*<sup>®</sup>  
1600 Research Boulevard  
Rockville, Maryland 20850-3129  
(301) 251-1500

## Acknowledgments

The authors wish to express gratitude for the large team of individuals at Westat and EurekaFacts who contributed to the successful execution of this research. This includes expert reviewers Fred Conrad, Gordon Willis, and Kerry Levin; cognitive interviewers Jennifer Anderson, Cecilia Avison, Andrew Caporaso, Jaime Castillo, Victoria Castleman, Stephanie Beauvais Denning, Jasmine Folz, Cristina Golab, Teresa Koenig, Claudia Liemann, Aaron Maitland, Jocelyn Newsome, Altagracia Ramos, Paul Weinfurter, Doug Williams; logistical coordinators Diane Best, Earlayna Batch, Karla Eisen, Mariel Leonard, Martha Popovic, Sherry Dariani; and word processing expertise from Debra Reames. We also wish to acknowledge the agencies and organizations that assisted in the execution of the Spanish language interviews: Casa de Maryland, Centro Católico, UNIDAD of Miami Beach, Mano a Mano Family Resources Center and San Diego Community College District.

# Table of Contents

<u>Chapter</u>		<u>Page</u>
	Acknowledgments .....	ii
1	Overview.....	1
2	Methods .....	3
	About This Report .....	5
3	Group 1 Topics.....	6
	3.1 Recruitment Criteria .....	6
	3.2 Hispanic Origin/Race Questions .....	7
	3.2.1 General Findings.....	8
	3.2.2 Recommendations for Round 2.....	22
	3.3 Telephone Service Question .....	28
	3.3.1 General Findings.....	28
	3.3.2 Recommendations for Round 2.....	31
	3.4 Computer Questions .....	32
	3.4.1 General Findings.....	33
	3.4.2 Recommendations for Round 2.....	39
	3.5 Internet Use Questions .....	40
	3.5.1 General Findings.....	41
	3.5.2 Recommendations for Round 2.....	49
4	Group 2 Topics.....	51
	4.1 Recruitment Criteria .....	51
	4.2 Health Insurance Questions .....	52
	4.2.1 General Findings.....	53
	4.2.2 Version or Mode Specific Findings.....	62
	4.2.3 Recommendations for Round 2.....	63
	4.3 Premium Question.....	67
	4.3.1 General Findings.....	67

<b><u>Chapter</u></b>		<b><u>Page</u></b>
	4.3.2 Recommendations for Round 2 .....	70
4.4	Subsidy Question .....	71
	4.4.1 General Findings.....	71
	4.4.2 Recommendations for Round 2 .....	78
4.5	Journey to Work: Commuting Mode Question.....	79
	4.5.1 General Findings.....	79
	4.5.2 Recommendations for Round 2 .....	85
4.6	Journey to Work: Time of Arrival Question.....	88
	4.6.1 General Findings.....	88
	4.6.2 Recommendations for Round 2 .....	98
4.7	Number Weeks Worked Questions .....	99
	4.7.1 General Findings.....	99
	4.7.2 Version or Mode Specific Findings.....	105
	4.7.3 Recommendations for Round 2 .....	106
5	Group 3 Topics.....	108
	5.1 Recruitment Criteria .....	104
	5.2 Class of Worker Questions.....	109
	5.2.1 General Findings.....	110
	5.2.2 Recommendations for Round 2 .....	117
	5.3 Industry Question .....	120
	5.3.1 General Findings.....	121
	5.3.2 Recommendations for Round 2 .....	124
	5.4 Title Question.....	131
	5.4.1 General Findings.....	131
	5.4.2 Recommendations for Round 2 .....	137
	5.5 Duties Question .....	138

<b><u>Chapter</u></b>		<b><u>Page</u></b>
	5.5.1 General Findings.....	139
	5.5.2 Recommendations for Round 2.....	145
5.6	Retirement Income Questions.....	146
	5.6.1 General Findings.....	147
	5.6.2 Recommendations for Round 2.....	160
	References.....	164
<b><u>Appendix</u></b>		
	Tested ACS Questions.....	A-1
<b><u>Tables</u></b>		
1-1	Locations and dates of Group 1 interviews.....	2
2-1	Overall targets and completed Spanish language interviews by Hispanic origin.....	4
3-1	Recruitment targets and results for the 41 Group 1 English language interviews.....	6
3-2	Recruitment results for the 19 Group 1 Spanish language interviews.....	7
3-3	Completed Group 1 interviews by language, version and mode.....	7
4-1	Recruitment targets and results for the 57 Group 2 English language interviews.....	51
4-2	Recruitment results for the 29 Group 2 Spanish language interviews.....	52
4-3	Interviews by language, version and mode of administration for Group 2.....	52
4-4	Respondents using rail commuting methods and explanations for category selected.....	81

<b><u>Tables</u></b>	<b><u>Page</u></b>
4-5 English language respondents unfamiliar with rail terms .....	82
5-1 Recruitment targets and results for the 41 Group 3 English language interviews.....	108
5-2 Recruitment targets and results for the 21 Group 3 Spanish language interviews.....	109
5-3 Interviews by language, version and mode of administration for Group 3.....	109
5-4 Preference for industry question wording .....	128
5-5 Level of specificity provided in title responses by version .....	132
5-6 English language respondents for whom title and duties are both descriptive (n=20).....	139
5-7 English language respondents who provided vague title, but descriptive duties (n=4).....	140
5-8 English language respondents for whom title is descriptive, but duties are vague (n=3).....	140
5-9 English language respondents for whom both title and duties are vague (n=4).....	141
5-10 English language respondents who had a mismatch between title and duties (n=3).....	141
5-11 Spanish language respondents who provided descriptive titles and duties (n=10) .....	141
5-12 Spanish language respondents who provided vague titles and descriptive duties (n=3) .....	142
5-13 Spanish language respondents who provided vague duties (n=4) .....	142



The American Community Survey (ACS) continuously collects demographic, economic, housing, and social data from households. These data are invaluable to Federal, state and local governments, researchers, and businesses. Given the importance of the data, and the need to ensure continuity with previous data collections, changes to the ACS are only made after rigorous testing.

In preparation for the 2016 Content Test, the U.S. Census Bureau contracted with the Westat/EurekaFacts team to conduct cognitive testing of new or revised ACS items that address the following topics:

- Hispanic origin and race;
- Telephone service;
- Computer and Internet use;
- Health insurance;
- Commuting mode;
- Time of arrival at work;
- Number of weeks worked;
- Class of worker;
- Industry and occupation; and
- Retirement income.

Westat's Instrument Design, Evaluation and Analysis (IDEA) Services and EurekaFacts conducted Round 1 cognitive interviews between June 17 and August 8, 2014 to ensure respondent comprehension of a series of items in the above list of content domains. This briefing report presents the findings and recommendations from 139 cognitive interviews conducted in English and 69 cognitive interviews conducted in Spanish across the United States.

In addition to the two languages (English and Spanish), the cognitive testing was conducted in three modes (self-administered on paper; interviewer-administered by phone; interviewer-administered

in-person) and up to three Versions of each item. The item topics were divided into three groups as well: Group 1 consisted of topics addressing Hispanic origin and race, telephone service, and computer and Internet use; Group 2 was made up of the health insurance, commuting mode, time of arrival, and weeks worked topics; and Group 3 tested the class of worker, industry and occupation, and retirement income topics. The team developed a total of 21 protocols (14 in English, 7 in Spanish (CAI only)), each one tailored to Group (1, 2, or 3), mode (paper (English only), CAPI, CATT), and Version (1, 2, or 3).

The in-person interviews were conducted across 6 different cities as shown in Table 1-1.

**Table 1-1. Locations and dates of Group 1 interviews**

**English Interviews**

<b>Location</b>	<b>Dates</b>	<b>Number of Interviews</b>
Rockville, MD	June 17– Aug 5, 2014	45
Chicago, IL	June 24-25, 2014	27
Tallahassee, FL	July 8-9, 2014	35
Oakland, CA	July 15-16, 2014	32

**Spanish Interviews**

<b>Location</b>	<b>Dates</b>	<b>Number of Interviews</b>
Rockville, MD	July 11 –Aug 8 2014	26
Chicago, IL	July 18 – July 29 2014	16
Miami, FL	July 25 – Aug 7 2014	18
San Diego, CA	July 25 – Aug 4 2014	9

After discussions with the Census Bureau and a review of background materials to establish a thorough understanding of the measurement goals of and anticipated issues with each tested item, Westat' IDEA Services developed the English language cognitive interview protocols. The protocols included an introduction and informed consent; nearly the complete ACS interview (with show cards, where appropriate); detailed interviewer instructions; selection criteria for Persons 2 and 3; the research questions for each tested item; scripted probes for each tested item; and scripted probes that asked for respondent feedback on alternate Versions of many of the tested items.

The probing approach was retrospective for Groups 2 and 3, with all probes administered after all items had been administered for up to three individuals in the household. Probes for Group 1 protocols were administered concurrently after each section of the ACS interview was completed. The probes for the Hispanic origin and race questions were administered after the household roster was completed; the probes for the telephone, computer and Internet questions were administered after the housing questions; and the probes on ancestry were administered following a subset of the detailed questions. Once the English language protocols were finalized, Westat's Translation Unit translated them and EurekaFacts reviewed them following Census guidelines for translation including the use of team translation and documentation of all proposed revisions. EurekaFacts also incorporated all probes that were unique to the Spanish language testing. As a result of the Spanish language protocol development effort, some probes were also added to the English language protocols to ensure equivalency.

Over the period spanning from June 6 to August 7, 2014, recruiters from qualitative research facilities in each location screened a total of 457 English speaking adults and 211 Spanish speaking adults to determine their eligibility for participation.

Potential respondents were first screened to ensure they did not live in group quarters and had not participated in any research focus group or interview in the past 12 months. If not, they were asked a series of 35 additional screening questions to capture overall demographics and specific characteristics of interest for each tested topic. Local facilities used their databases to identify potential respondents, along with recruiting methods such as outreach to community organizations, distribution of flyers, ad placement on list serves and in Spanish language media, and purchased lists.

The targeted demographic characteristics for the overall recruitment included a mix of categories for gender, age, education level, and Hispanic origin or race. Topic-specific recruitment targets were set for the English language interviews in order to obtain feedback from respondents with characteristics the Census Bureau felt would make it particularly difficult to interpret or respond to the tested items. Examples of such targeted characteristics included:

- Afro-Latinos, Middle Easterners/North Africans, and bilingual Asians for the Hispanic race and origin items;
- Cell phone only households for the telephone item;
- Those with satellite Internet or who live in rural areas with limited access to the Internet for the Internet items;
- Those with healthcare coverage through a State or Federal Marketplace for the health insurance items;
- Rail and multi-mode commuters for the journey to work item;
- Active duty personnel and unpaid family workers for the class of worker items; and
- Recent retirees with retirement income for the retirement income items.

More detail about the characteristics targeted for each topic appears in the Group-specific report sections below.

English interview respondents were primarily native English speakers. Spanish interview respondents were native Spanish speakers with little or no English literacy. Topic-specific targets were not set for the Spanish interviews, but overall targets were set for each of the following Hispanic origin categories: Mexican, 30 percent; Central American, 30 percent; South American, 20 percent; and Puerto Rican, Caribbean or Cuban, 20 percent. Table 2-1 below presents the overall targets and completed interviews for each Hispanic origin category.

**Table 2-1. Overall targets and completed Spanish language interviews by Hispanic origin**

Country of origin	Overall targets	Completed interviews			
		Group 1	Group 2	Group 3	Total
Mexican	21	6	8	2	16
Central American	21	6	3	2	11
South American	14	6	13	5	24
PR, Caribbean, Cuban	14	1	2	11	14
Other	NA	0	3	1	4
<b>Total</b>	<b>70</b>	<b>19</b>	<b>29</b>	<b>21</b>	<b>69</b>

Westat's IDEA Services and Census staff reviewed all screened individuals to determine whether they met any of the criteria for any of the target populations of interest. Those who were eligible for one of the three Groups were contacted by the facility to schedule an interview. Once scheduled, project staff assigned the mode, Version, and interviewer and prepared a packet of materials for the interview. The packet included the appropriate Version of the roster and detailed questions, the protocol, two copies of the consent form, and show cards if the respondent was assigned to the CAPI mode.

The methods section of the final Round 1 and 2 report will present more detailed information about the research objectives, research design and ethics, as well as information about interviewer training and data analysis.

## **About This Report**

The report presents key findings from the research questions and scripted probes as well as unanticipated issues that arose spontaneously during the interviews. Because not all respondents received all tested questions, nor did all respondents receive all the probes, denominators throughout the report shift. Six-digit numbers are provided next to all summary excerpts to identify the particular respondent associated with the remark. Those portions of the excerpts that occur within quotation marks represent respondents' verbatim statements. The Appendix shows the wording of all tested items.

The Group 1 protocols tested potential revisions to the Hispanic origin and race items, as well as household level items regarding telephone, computer and Internet use. Versions 2 and 3 of the items were tested. The full text of the items appears in the Appendix.

## 3.1 Recruitment Criteria

Table 3-1 shows the targeted respondent characteristics for the 41 Group 1 English language interviews and the number of completed English language interviews for each characteristic. The Group total for each characteristic is not presented because individual respondents may have fit more than one targeted characteristic. Table 3-2 shows the number of completed Spanish language interviews for each target characteristic; group-specific targets were not set for the Hispanic origin categories.

**Table 3-1. Recruitment targets and results for the 41 Group 1 English language interviews**

English	Target Version 2	Completed Version 2	Target Version 3	Completed Version 3	
<b>Totals</b>	<b>20</b>	<b>19</b>	<b>20</b>	<b>22</b>	
Telephone	Home service via cable with cell	4-5	8	4-5	9
	Home service via cable without cell	4-5	0	4-5	0
	Cell only	4-5	7	4-5	9
	Older people 55+	N/A	3	N/A	2
Internet	Satellite	4-5	0	4-5	3
	Rural with limited access	4-5	0	4-5	0
	Internet via another party	2-3	1	2-3	5
Race	Bilingual Hispanics (English interviews only)	2-4	6	2-4	5
	Afro-Latino	2-4	1	2-4	1
	Bilingual Asian	2-4	3	2-4	3
	MENA	2-4	3	2-4	1
	Interracial	2-4	5	2-4	6
	Non-native Black	2-4	5	2-4	4
	AI/AN, Hawaiian, Pacific Islander		0		0

**Table 3-2. Recruitment results for the 19 Group 1 Spanish language interviews**

Spanish		Completed Version 2	Completed Version 3	Completed Group
<b>Totals</b>		<b>11</b>	<b>8</b>	<b>19</b>
Telephone	Home service via cable with cell	2	1	
	Home service via cable without cell	0	0	
	Cell only	6	7	
	Older people 55+	3	1	
Internet	Satellite	0	0	
	Rural with limited access	0	0	
	Internet via another party	0	0	
Hispanic Origin	Mexican	2	4	6
	Central American	4	2	6
	South American	3	3	6
	Puerto Rican or Cuban	1	0	1

The two Versions of Group 1 items were tested in each language and under different modes of administration, as shown in Table 3-3. A total of 60 cases were completed and are included in this analysis, 30 in Version 2, and 30 in Version 3.

**Table 3-3. Completed Group 1 interviews by language, version and mode**

Version	Total			English		Spanish	
	English	Spanish	Paper	CAPI	CATI	CAPI	CATI
<b>Version 2</b>	19	11	10	6	3	5	6
<b>Version 3</b>	22	8	10	6	6	5	3
<b>Total</b>	41	19	20	12	9	10	9

## 3.2 Hispanic Origin/Race Questions

Racial classification by the Census has a long history (e.g., Census, April, 2002) and asking Americans to respond to such questions continues to pose problems with comprehension and measurement. Results from recent censuses, surveys, and research tests reveal that the current questions on race and Hispanic origin are problematic for a growing number of Americans (e.g., Terry and Fond, 2013; Childs, Terry and Ford, 2013; Smirnova and Scanlon, 2013). This is likely because of the conceptual complexity of distinguishing between “race” and “Hispanic origin” in the 1997 OMB standards. The lack of understanding or acceptance of these standards is compounded by the rapidly changing demographics of the U.S. population, the increase in immigration flows, and

the fluidity of racial and ethnic self-identification. In response to these changes, a growing number of Americans use the “Some Other Race” category on Census surveys to reflect their multi-racial and multi-ethnic backgrounds.

Based on these issues and the results of numerous studies examining how to ask these questions, Census identified two Versions for testing the race/origin questions. Version 2 asked about Hispanic origin and race in two items. Version 3 asked one question, incorporating Hispanic origin into the race categories. Version 3 also included a new category for Middle Eastern/North African. There were also some slight differences between the two versions in the examples provided for each of the race/origin categories. Table A-1 in the Appendix shows the two tested Versions.

In testing we sought to determine how well the questions fit with the way respondents think about their origin and race; preference for one version over the other; overall reactions to the examples and categories as well as those of particular sub-groups such as Hispanics, Middle Easterners and Asians; and tendency to choose more than one category.

### **3.2.1 General Findings**

#### ***One Item Versus Two Items: English Language Respondents Clearly Prefer One Item; Spanish Language Results Reveal No Clear Pattern***

Of the 14 English language respondents who indicated during screening that they were of Hispanic, Latino, or Spanish origin (one of whom was not bilingual), 7 received Version 2 (two items) first and 7 received Version 3 (one item) first. All respondents except those assigned to the CATI mode (3) were shown and asked to comment on their preference between the two versions. Nine of the 11 who were asked their preference stated a clear preference for the one-item version.

Three English language Hispanic respondents felt like the second question in the two-item version was repetitive.

R thought asking origin and race was redundant. When filling out the alternative he stopped and asked, “If I answer question 5 then why do I have to answer question 6.” ... I asked him which one he preferred and he pointed to Version 3 and said, “This one, because it just asks you one time and just lists everything out in front of you..” Then referring to Version 2



he said, “It seems like you have a trick question over here. If you’re this – then it asks you again like another way.” (510083, Paper, English, Version 3)

Yeah, I don’t like this one (Version 2), it doesn’t make sense to me.” R went on to say she always wondered why people ask if you are Hispanic and then also what your race is: “if we already check yes here why should we check something down here?... This is dumb kinda to me. ...Because it’s basically asking you ‘hey, are you Hispanic?’ ‘Yes’ ‘OK, now what’s your race?’ ‘Didn’t I just tell you I was Hispanic?’ So it’s pretty stupid to me; I hate those questions.” (310058, Paper, English, Version 3)

R answered “yes, another Hispanic, Latino, or Spanish origin” and listed Spain. For the question about race, he shrugged and smiled, and then checked “some other race” and wrote “Hispanic—from Spain.” When asked about his reaction, he explained, “It’s because I don’t see my race here.” R prefers the original wording (single-question format) for himself because it avoids the “dilemma” of the two-question format, where he is forced to mark “some other race” and write in a response that he had already given in the first question. (210034, Paper, English, Version 3)

Other English language Hispanic respondents said they preferred the one-item version because they were not sure what “race” meant in the two-item version.

“This (Version 2) is origin and then your race. This is confusing because people don’t say what is race. Race is white and black. That’s it. ...This (Version 3) is better... because it’s more specific. When you read this, ‘I am Hispanic/Latino.’” (115034, Paper, English, Version 2)

When probed about whether the questions about race and origin were the same or different [Version 2], R said “that’s why I get confused, because I don’t know is same or is different. Why keep separate?”... R answered ‘Hispanic, Latino, or Spanish origin’ on the alternate (Version 3) confidently “because in all this list, I’m more like Hispanic.” She mentions that in the original (Version 2) version of the question, she knows she needs to answer both race and origin, but does not know how to answer for race and thus likes the alternate better. (110400, Paper, English, Version 2)

One respondent is mixed race Latino and black. He was born in Columbia, only marked Latino, and stated that he only marked that “because I can relate more to being Latino. Because I am mixed race, I cannot relate to being white, or black, or African American because I was not born here.” (110515, Paper, English, Version 2)

One Hispanic respondent (210026, Paper, English, Version 3) said she preferred the one-question format because it’s “faster” and “easier,” and she found the examples to be helpful. She also commented that the term Chicano, used in the Version 2 examples, is old fashioned.

Two of the three MENA respondents preferred Version 3. The third vacillated, saying he preferred a separate category for Middle Eastern, but not combined with North African. The 4 bilingual Asian respondents were mixed in their opinion. One preferred Version 3, although no reason was provided; one preferred Version 2 because he liked the “other Asian” category; and two had no preference, saying either that the versions were the same or “either way makes sense.”

Eleven CAI respondents were presented with both versions of the Hispanic origin and race questions, including all 8 Spanish language CAPI respondents and three Spanish language CATI respondents who were read an alternate version. Four CAPI and 1 CATI respondent received Version 2 first; four CAPI and two CATI heard Version 3 first.

- Three respondents (2 CAPI and 1 CATI) preferred answering the questions about race and origin separately compared to answering race and origin as one question. One said she had a better understanding of “de origen español” (of Spanish origin) when asked “¿Es usted/¿Es (Name)> hispano(a), latino(a) o de origen español?” (120718, CAPI, Spanish, Version 3) while the other two simply explained they were more comfortable hearing the question in two parts (120704, CATI, Spanish, Version 3; 120721 CAPI, Spanish, Version 3).
- Two CAPI respondents preferred Version 3, one because “Es clara y mas especifica” (it’s clear and more specific) (120720 CAPI, Spanish, Version 2) and the other because it allowed him to give the correct answer faster (120735, CAPI, Spanish, Version 2).
- One CAPI respondent had no preference (220403, CAPI, Spanish, Version 2).
- The remaining five (3 CAPI and 2 CATI) either didn’t understand the probe or didn’t respond to it clearly enough to indicate a preference.

### **Respondents Struggle With Concepts of “Race” and “Origin”**

Not surprisingly, many respondents struggled with terminology (e.g., Childs, et al; Robbin, 1999; Hirschman, 2004). While English language Hispanic respondents tended to have difficulty verbalizing the meaning of “race” when asked to explain their answers in the two-question version, non-Hispanics had difficulty understanding the concept of “origin,” with respondents ultimately defining and operationalizing these concepts very differently.

Eight non-Hispanic respondents (none of whom self-identified solely as “White”) indicated they perceived “origin” to be referring to the cultural context in which a person was raised.

R said P2 is Indian so he put that. R noted that she is “definitely more Indian than I am” and explained she was raised around American Indian family in North Carolina. (110209, Paper, English, Version 3)

On alternate version (Version 2), R answered ‘No, not Hispanic’ and ‘Black or African American’ and wrote in ‘Muslim.’ R wrote ‘Muslim’ because she knows there’s “more than African American in me, there’s another culture.” R said that the alternate version makes more sense to her because “they can know more of my background. (110530, Paper, English, Version 3)

R said since she and husband are Chinese, her children are also Chinese. R thinks that her son would choose the same answers but wonders if his answers will change as he grows older and may identify more as American than Chinese. R equates that the extent to which her children are immersed in traditional Chinese culture with how she thinks they will identify with their origins. (110532, CAPI, English, Version 3)

At least 7 non-Hispanic respondents perceived “origin” to be referring to one’s place of birth.

R marked ‘Asian’ for race and ‘Vietnamese’ for origin without hesitation.... R mentioned that answering “origin is easy” because it’s “where you were born” and thus picks Vietnamese for this question. R said that race, culture and origin are “all in general the same” and that her answers would be “ultimately Asian, and then if it’s specific, Vietnamese.” (110219, CAPI, English, Version 2)

“It fits perfectly fine. I’m from India and I’m Asian.” R considers himself to be Asian. That’s what he normally marks on other forms, too.... He wrote in an answer of India “because it says ‘print origins.’ (110201, Paper, English, Version 3)

R...didn’t fill in the origins box. R said that he doesn’t know what the question is trying to get but he would put where he was born under ‘African American’ and his tribe under ‘American Indian.’ He also said he really didn’t quite get that was what he was supposed to do from just looking at the survey the first time. R said it’s not “clear enough” that he is supposed to put his place of birth under his race/ethnicity. (110209, Paper, English, Version 3)

White, non-Hispanic respondents whose families had been in the U.S. for generations were also confused by the “origin” question. At least four respondents decided that the question was asking them to explain where in Europe their families had originated:

R volunteered that he felt Q6 was confusing: “I just wanted to say American, because we’re American, but then it says, ‘print origins’—I’m not sure what that means. Because we were both born here, but we’re Irish from our ancestors.” While he ended up writing American/Irish, he explained, “I would have just put American... if it didn’t have this ‘for example’ thing. (210014, Paper, English, Version 2)

R answered White for race and answered that his origins are Irish, Swedish and Welsh. When asked how he came up with his answers to these questions R said “Like race? You mean white? I guess it’s always been that way... I don’t think there’s been any mixed... mother and father were white and their parents.” R went on to explain that came up with his origins by recalling things his parents had told him about their origins. (110100, CATI, English, Version 2)

“The only one I had problems with is the race – it wants you to give the origins – I have no (idea). One of my ancestors came from Britain so I knew that. But, otherwise...we’re basically all just mix-breed. I know I’ve got part Romanian in me; one of my ancestors was Jewish. That’s a little confusing...” (310001, Paper, English, Version 2)

Q5b (ethnic origin) – R wasn’t sure “how far back you want to go.” She knew that her parents and grandparents were born in America. Her great-grandparents were Russian and Hungarian. R decided her “heritage” is Eastern European. (110313, Paper, English, Version 2)

Spanish language respondents’ varied interpretations of race and origin mirrored those of non-Hispanic respondents described above. Spanish language respondents’ interpretation issues seem to be further compounded by the fact that, for many Hispanics living in the U.S., their place of birth and parents’ origin is not typically the same. There were almost equal numbers of Spanish language respondents who identified their race and origin by thinking about their own place of birth or nationality (8); their parents’ place of birth (7); or other cultural factors such as language or where they live now (9). (Note that some respondents defined it in more than way.) This was the case both when determining race and origin for oneself and for other people within their households.

- One’s own place of birth or nationality:

R said his origin was always Bolivian because he was born in Bolivia. (120704, CATI, Spanish, Version 3)

R said Mexican because she was born in Guerrero, Mexico. (520203, CATI, Spanish, Version 2)

R explained that P2 considers herself as Bolivian and Hispanic. R chose Bolivian for P2 because she was born in Bolivia. (120704, CATI, Spanish, Version 3)

R does not readily identify with the term “White” and mentioned that origin or nationality is much more relevant than a question about race because nationality defines a person (120215, CAPI, Spanish, Version 3).

- Parent’s place of birth:

R says that P2 feels Mexican because her parents are Mexican. (520203, CATI, Spanish, Version 2)

R considers the child’s parents’ origin and his roots, because they are her (and her husband’s) children. Regardless of where they (the kids) were born, that makes them Mexican. (120213, CATI, Spanish, Version 3)

- Other cultural factors:

The response was easy for the R because P2’s facial features correspond to the culture; there is no reason to associate him with another culture. (120735, CAPI, Spanish, Version 2)

R explained that P2 considers himself “Latino blanco” (White Latino). He said he is Latino because he does not speak English. He only speaks Spanish. (120718, CAPI, Spanish, Version 3)

### **Both English and Spanish Language Respondents Seemed Reluctant to Choose More Than One Race/Origin Category**

Three English language and three Spanish language respondents self-identified as being of more than one race, either at screening or during the cognitive interview. Of those, only one English language respondent chose more than one race as his answer on the ACS. In this case, the respondent reported being part Cherokee and part African American (110209, Paper, English, Version 3). He marked those two races and commented that most of the time on forms he identifies as just African American because often Native American isn’t an option. He said that he saw the instructions to mark one or more and did so. The other two English language respondents (310034, CAPI, English, Version 3; 310032, CAPI, English, Version 2) provided no explanation for why they didn’t answer with more than one race, although one did answer with two races (Black, White) at the Ancestry question. She explained that “ancestry kind of indicated I should maybe go back a little further.”

The three Spanish language mixed race respondents showed similar reluctance to mark more than one answer for their race/origin.

When answering the question about race, R thought of skin color. Based on her background, she thought of her 3 origins, which include European, African and Native Indian. She has a hard time identifying herself with those 3 because she feels she is part of all of them, but she also feels doesn't belong to any of them. Since her skin color is lighter, compared to her relatives, she chooses White as the answer (120201, CATI, Spanish, Version 2)

R chose the “other Hispanic, Latino, or Spanish” category because he considers himself Latin American and does not consider himself English. He considers himself to be a mix of races (Spanish and Mayan). He based his answer about race on the same considerations. (320653, CAPI, Spanish, Version 2)

Respondent stated that she considers herself as of “otra raza” (other race) because she is a mix of “Mejicana y Negro.” (Mexican and Black) (320654, CAPI, Spanish, Version 3)

Interestingly, this same respondent (320654) who received Version 3, had no trouble choosing “Hispanic” and “Black” for P2, her son. At least in this one case, it's clear the respondent saw and understood the instructions to choose more than one category, if appropriate.

R stated that she considers P2 as a “Latino y Negro” (Latin and Black) because P2 is a mix of a Guatemalan father and the R (mother) is a mix of “Mejicana y Negro” (Mexican Black) and R also considers P2 as an Afro-American (320654, CAPI, Spanish, Version 3).

We also interviewed three English language Afro-Latino respondents. Only one of them (112001, Paper, English, Version 3) marked both Hispanic and Black. She explained that her parents grew up in the Dominican Republic and that she was born in the U.S. She had done some research and discovered that she could trace her ancestry to Africa so she considers herself Afro-Latina/Afro-Dominican. The other two Afro-Latinos chose to answer with Hispanic only.

“If I was to tell you everything I was it would be too difficult.” Her father is Spanish, Black, and Irish and her mother is Mexican and White, but the respondent found it easier to just identify as Mexican. (510079, CAPI, English, Version 2)

R marked Hispanic in Q5 and left Q6 blank. “I’m not White, I’m not Black, I’m a couple races mixed.” He did not think any of the answer options in Q6 related to him. When asked why he did not mark Black, he said “because I can relate more to being Latino. Because I am mixed race, I cannot relate to being White, or Black, or African American because I was not born here. I don’t feel that I am from here. I’m from somewhere else.” R is Columbian and Black. (110515, Paper, English, Version 2)

### **Most English Language Respondents Found the Examples to Be Helpful, Though Some Didn’t Realize They Were Not Intended to Be an Exhaustive List**

Another goal of the Round 1 cognitive testing was to gather feedback on the specific origins provided as examples when answering the race/origin question. In general, most respondents said the examples were helpful and this is consistent with the findings reported by Martin 2002 who found that providing examples significantly increased detailed reporting of origin.

(On some surveys) R puts down “some other race or origin because I’m Haitian and it never really has Haitian on there”, but because examples were provided after each category (specifically, Jamaican – “I kind of link Jamaican with Haitian”), she classified herself as Black or African American for this survey. R later explained that she doesn’t think of herself as “black or African American” – she thinks of herself as Haitian, having grown up speaking French and Creole. “Just because I know English now doesn’t mean that’s how I grew up... I would think that’s something they’d wanna know, rather than saying you’re Black or African American and you just speak English, I would want them to know I speak a different language... It was good for the examples.” (310093, CAPI, English, Version 3)

When asked how she came up with her answer R said she isn’t Hispanic so that was easy but that Q6 “was actually really hard because I couldn’t decide whether to put ‘White’ and ‘Other,’ but next to ‘White’ it says ‘for example, German, Lebanese and Egyptian’... ‘Lebanese, Egyptian and so on’ is Middle Eastern based which is why I wrote it in... I figured ... ‘White’ meant to include Middle Eastern even if it didn’t say it.” This respondent marked “White” and wrote in “Iranian” in the two-question version. (110211, Paper, English, Version 3)

R is not used to seeing the examples on other forms, like job applications, and felt they were helpful to be able to find a response. “I don’t feel like you missed anything or somehow you can’t link something to the examples to pick a race or origin that’s best for (someone filling out the survey).” (310093, CAPI, English, Version 3)

However, consistent with findings from other cognitive testing studies (Tourangeau, et al., 2014), in some cases (8 out of 40), respondents did not view the examples as representative of a much broader category, but rather a fixed set of options from which the respondent had to choose.

R would again say “some other race” ...since Italian is not listed in the White category. (210017, CAPI, English, Version 3)

When asked her preference for the MENA category vs. the examples in the White category, R said it was a “very hard question.” R said she would prefer the (one-question version) with White examples (because) “when you think about North African, you think about dark skin. R clarified that she thinks of herself as “Persian” rather than Iranian but that if Iranian was always an option that would be “fantastic”. R wrote “Iranian” rather than “Persian” because Iranian was listed in the examples, otherwise she would have written in Persian. (210201, CAPI, English, Version 3)

### **Middle Eastern Respondents’ Reactions to Separate MENA Category**

There were only three MENA respondents in Round 1. Two of the three were very pleased to see this category and commented on how happy they were to be able to place themselves in this category instead of White. One of them, who answered with “White” and “Middle Eastern or North African,” said she didn’t see the MENA category right away, but if she had, she would’ve marked that category only. The third respondent who is Palestinian did not like that North African was included in this category, commenting that that inclusion “makes you think about dark skin.”

### **Foreign-Born English Language Respondents and Spanish Language Respondents Differ in Their Interpretation of the “White” Category When Answering for Others in the Household**

The tendency to equate being born in the U.S. as meaning one is “White” was observed in both non-Hispanic and Hispanic English speaking respondents when discussing other members of the household:

R asked “Should I mark him as English? He was born and brought up here. Is he considered English? ...He’s a U.S. citizen. I don’t know what I’m supposed to mark him as. Is he considered an Asian... is he considered white? He’s not white, the skin color. How does he fall? Normally I think white applies to American citizens. He’s not from Asian origin. It says



origin. If it had U.S. here then I would... go with U.S. Asian or something. But always Asian means you're (from) one of the Asian countries like China, India, Vietnam..."(110201, Paper, English, Version 3)

R (who is Hispanic) thinks that her sister would have chosen White because she (her sister) considers herself to be American since America is where she was born. (110290, CAPI, English, Version 2)

R was unsure if his 12-year-old daughter knew the concept of race, and thought that if she was asked, with no explanations, she might answer "white." He thought that if someone explained she was being asked about her parents' background, she might answer "Hispanic." ... R felt that the single-question format would be easier for his daughter to answer, because she would just mark "white" and continue on (without also selecting "Hispanic.") (210034, Paper, English, Version 3)

By contrast, Spanish language respondents tended to use the "White" category to indicate skin color more often than place of birth when responding about others in the household. For example, of the 6 children reported as being born in the U.S. of foreign-born parents, only 2 were marked as "White." In both these cases, the respondent also selected "Hispanic." Further, one of these respondents reported a second child born in a Central American country, and also marked that child as "White."

R based her response on: Latino because of his Latino parents and the fact that he speaks Spanish and she selected White because of his skin color. The Hispanic/Latin origin (Mexican-Nicaraguan) is based on the fact that his parents are from each of these countries. (120215, CAPI, Spanish, Version 3)

R thinks P3 is "blanco" (white) because his skin color is lighter than R. R considers P2 white because "su piel es blanca" (his skin is white). (120718, CAPI, Spanish, Version 3)

Three other respondents used "American" in combination with the parents' place of birth (Mexican-American (520203, CATI, Spanish, Version 2; 120213, CATI, Spanish, Version 3), Peruvian-American (120716, CATI, Spanish, Version 3) for their U.S.-born children. The respondent with one child born in the U.S. and the other born in Central America wrote-in "De origen Americano blanco" (of American white origin, 120718, CAPI, Spanish, Version 3) for the U.S.-born child.

## **Almost Half of Spanish Language Respondents Had Trouble Fitting Their Own or Household Members' Skin Color to the Existing Race Categories**

Not all Spanish language respondents, however, were comfortable using either the “White” or “Black” category to reflect their race. The skin tones of Hispanic populations vary widely, ranging from very light (e.g., Argentinians, whose ancestors are Northern European), to olive-toned (e.g., those from Southern European countries such as Spain and Portugal), to dark but not black skin tones among descendants of Central and South American indigenous populations. Many (7 of 19) Spanish language respondents felt that their skin tones didn’t match any of the offered categories. (Three of the 7 received Version 2 and 4 received Version 3.) Specifically, they considered themselves to be darker than “White” but lighter than “Black.” Several of these respondents would have liked to select a category that reflects their mixed race origins (mestizo, criollo, mulato, boricua).

One R from Honduras did not feel included in the races that were listed and so they selected “alguna otra raza” (other race). She first selected White, but then she said her skin color is “trigueña clara” (olive skinned). She came up with an answer by using a process of elimination of the other response options and based on her knowledge that she is not “morena” (black). (120701, CATI, Spanish, Version 2)

R indicated that they are a combination of Indian and White but answered “White”. R’s family members have green and blue eyes. R would have liked to choose “mestizo” because she is a diversity of races. (220203, CATI, Spanish, Version 2)

R indicated the categories can be confusing for some Latin Americans of darker skin; it would be difficult for them to say White. Because of her own skin color, R chose White. (120215, CAPI, Spanish, Version 3)

R considers herself to be “morena hispana” or “trigueña” (not White, which is what she selected, but olive skin tone or tanned). She thinks “trigueña” fits her better because she is not of fair skin, but she is not of a darker skin tone either. (120718, CAPI, Spanish, Version 3)

R chooses “White” as a race but feels that White people are “gringos” (Americans). R considers herself to be “mestiza” (a combination of races) but is forced to select “White” as a response which is not an accurate representation of her race. (220203, CATI, Spanish, Version 2)

She has a hard time identifying herself with European, African, and Native Indian because she feels she is part of all of them, but she also feels that she does not belong to any of them. Since her skin color is lighter, compared to

her relatives, she chooses “White” as the answer. (120201, CATI, Spanish, Version 2)

Only one of the English language Hispanic respondents discussed her answer in terms of skin tone.

“I know I’m Hispanic and Latino, but I is confused by say white or black. We came from Europe, but I’m not the color white white like you” [pointing to the fair-skinned interviewer]. (110400, Paper, English, Version 2)

### **Interpretations of “Afroamericano” and “Indigenas de las Americas” Varied Across Spanish Language Respondents**

Nine out of 17 respondents interpreted the terms, “Indigenas de las Americas” (American Indian) and “Afroamericano” (African American), as intended. Five respondents misunderstood or did not have a clear understanding of the term “Indigenas de las Americas” (American Indian). Specifically, two of them did not think about indigenous Latin American populations.

People who come from a different country than ours and who have their own dialect. The R also appeared to consider “Indigenas de las Americas” (American Indian) as those living in rural areas (120701, CATI, Spanish, Version 2).

Native populations who live in America. (120201, CATI, Spanish, Version 2)

Indians who are from the U.S., Alaska, and Native Hawaii. (220200, CAPI, Spanish, Version 3)

Maybe “Latino Americanos” (Latin Americans) would be a better term than “Indigenas de las Americas.” (120735, CAPI, Spanish, Version 2)

A humble and simple person who does not speak Spanish well. (120720, CAPI, Spanish, Version 2)

Three respondents were unfamiliar with or misunderstood the term “Afroamericano.”

An African American person is half from here (America) and half from there (Africa). (320653, CAPI, Spanish, Version 2)

Someone “de color” (of color). (220200, CAPI, Spanish, Version 3)

### **A Few Spanish Language Respondents Struggled With the Difference Between the Terms “Hispanic” and “Latino”**

A few (4) Spanish language respondents spontaneously verbalized confusion between the terms Hispanic and Latino. These respondents focused on the use of both “Hispanic” and Latino” in the race/origin questions. Two felt that “Latina” refers specifically to those from South or Central America. One thought “Hispanic” is explicitly about race, while Latino is not. One respondent was unfamiliar with both terms. While the confusion is unlikely to generate measurement error, it is noteworthy nonetheless.

R answered Version 2 with “Puerto Rican” at Q5 and “White” at Q6. She categorizes herself as Hispanic because she is from the Caribbean. R considers herself to be both Latina and Hispanic, but when R thinks of location, she thinks of herself as Hispanic. When R thinks of the word Latina, she thinks of the South America and Central America (120201, CATI, Spanish, Version 2).

R answered Version 2 with “Other Hispanic, Latino, Spanish origin” at Q5 and “Alguna otra raza (other race)” at Q6. R does not think the question was clear: “No se cual es el hispano. Los latinos somos los de Centro America y Sur America... pero no se que quiere decir con hispano. (I’m not sure what you mean by Hispanic. Latinos are from Central and South America... but to me the term Hispanic is not clear).” R decided that he was “alguna otra raza” (other race) by process of elimination (120734, CAPI, Spanish, Version 2).

R answered Version 2 with “Other Hispanic, Latino, Spanish origin” and “El Salvador” at Q5 and “Other race” and “raza Hispana (Hispanic race)” at Q6. R preferred to use the term “Latina” but felt that it is not a race while “Hispana” is a race (120720 CAPI, Spanish, Version 2)

R answered Version 3 with “Hispano, Latino, Español (Hispanic, Latino, or Spanish origin)” and “Bolivian origin.” R was unfamiliar with the terms “Latino” and “Hispanic” or the difference between the two, so it was difficult for him to assess whether his choice was an accurate representation of how he thinks about himself. He thinks of himself as Hispanic. 120704, CATI, Spanish, Version 3)

No English language Hispanic respondents raised this issue.

### **Both English and Spanish Language Respondents Found It Fairly Easy to Report Race/Origin for Family Members, Slightly Less so for Other Types of Household Members**

The majority of both English and Spanish language respondents found it easy to answer for P2 and P3, many of whom were family members.

It was easier for R to choose an answer for P2 (her son) because P2 always chooses White. R is the one who has difficulties in telling her race (220203, CATI, Spanish, Version 2)

When answering for non-family members, respondent's ability to answer with confidence seemed to depend in part on how close they felt they were with these other people.

R says that P2 (roommate) is Mexican. R says P2 feels Mexican because P2 was born in Mexico and because he maintains his Mexican heritage. R says P2 likes visiting Mexico and eats Mexican food (120734, CAPI, Spanish, Version 2)

Regardless of relationship, answering for origin seemed to pose a somewhat more of a challenge than answering for race. For example, one respondent (110515, Paper, English, Version 2) readily marked White for his roommate, but left origin blank, stating that he thought it was somewhere in Europe but did not know specifically. Another respondent (110100, CATI, English, Version 2), answering for his wife, also marked White but was only "70 to 80 percent confident" in his answer for her origins (German and English), saying, "there may be another nationality thrown in there" as well.

### **Ancestry Question is Perceived to Be Duplicative With Race/Origin**

In addition to the Hispanic origin and race questions that are asked in the household roster, respondents were asked an open-ended question about their ancestry or ethnic origin in the detailed section. The focus of the testing in this round was to determine if respondents perceived this question to be duplicative of the Hispanic race and origin items.

Fifteen of 31 English language respondents perceived the ancestry and race/origin questions to be asking about the same thing; three of 18 Spanish language respondents also thought the questions were duplicative.

Both English and Spanish language respondents' interpretations of "ancestry" varied significantly.

Where the respondent is born or from (3 English; 7 Spanish)

Where ancestors or parents are from (6 English; 5 Spanish)

Where grandparents were born or from (3 English; 1 Spanish)

Ethnic group or ethnicity (2 English; 1 Spanish)

### **3.2.2 Recommendations for Round 2**

Our findings revealed that respondents are often confusing origin with place of birth, and that the problem is intensified for foreign-born parents with U.S.-born children. If respondents are first asked about place of birth, they may be less confused when responding to the race/origin questions. In fact, one English language respondent described such an experience when answering the Ancestry question.

R answered the ancestry question, "Mexican." R noted that her answer was influenced by Q6 within this section, which asked about place of birth. Since she had already reported that she was born in the United States, she felt less of a need to include the word "American" in her answer for the ancestry question. *(210026, Paper, English, Version 3)*

Based on the findings above, we suggest moving Q6 (Q7 on the Spanish questionnaire), place of birth, from the Detailed section ahead of the race/origin question and revising Version 3 of the race/origin question as shown below.

## PAPER – ENGLISH

**3** Where was this person born?

In the United States – *Print name of state.*

Outside the United States – *Print name of foreign country, or Puerto Rico, Guam, etc.*

Which categories best describe Person X? Mark (X) one or more boxes.

- White – Print origin(s), for example, German, Irish, Italian, Russian
- Hispanic, Latino, or Spanish origin – Print origin(s), for example, Mexican American, Puerto Rican, Colombian
- Black or African American – Print origin(s), for example, Jamaican, Nigerian, Somali
- Asian – Print origin(s), for example, Chinese, Asian Indian, Vietnamese
- Middle Eastern or North African – Print origin(s), for example, Lebanese, Iranian, Egyptian
- American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Mayan, Chevak Native Village
- Native Hawaiian or Other Pacific Islander – Print origin(s), for example, Native Hawaiian, Guamanian or Chamorro, Fijian
- Some other race or origin – Print race(s) and/or origin(s)

## PAPER – SPANISH

**7** ¿Dónde nació esta persona?

En los Estados Unidos – *Escriba en letra de molde el nombre del estado.*

Fuera de los Estados Unidos – *Escriba en letra de molde el nombre del país extranjero, o Puerto Rico, Guam, etc.*

¿Cuáles categorías describen mejor a la Persona 1? Marque con una (X) una o más casillas.

- Blanco(a) – Escriba el origen (orígenes), por ejemplo, alemán, irlandés, italiano, ruso
- Origen hispano, latino o español – Escriba el origen (orígenes), por ejemplo, mexicano americano, puertorriqueño, colombiano
- Negro(a) o afroamericano(a) – Escriba el origen (orígenes), por ejemplo, jamaicano, nigeriano, somalí
- Asiático(a) – Escriba el origen (orígenes), por ejemplo, chino, indio asiático, vietnamita
- Del Medio Oriente o del Norte de África – Escriba el origen (orígenes), por ejemplo, libanés, iraní, egípcio
- Indígena de las Américas o nativa de Alaska – Escriba el nombre de la tribu o tribus en las que está inscrito o tribu principal, por ejemplo, Navajo, Maya, Chevak
- Nativo(a) de Hawaii o de otra de las islas del Pacífico – Escriba el origen (orígenes), por ejemplo, Nativo de Hawaii, guameño o Chamorro, fiyiano
- Alguna otra raza u origen – Escriba la raza(s) u origen (orígenes)

**CAI – ENGLISH**

Where <were you/was NAME> born?

ENTER STATE, IF KNOWN. IF STATE NOT KNOWN, ENTER US

In what country <were you/was NAME> born?

5a. (FACE-TO-FACE): Please look at Card B and tell me which categories best describe you/NAME. You may choose one or more.

(TELEPHONE): Which of the following categories best describes <you/NAME>?

(Is <Name>/Are you) White; Hispanic, Latino, or Spanish origin; Black or African American; Asian; Middle Eastern or North African; American Indian or Alaska Native; Native Hawaiian or Other Pacific Islander; or Some other race or origin?

You said that (<Name> is/you are): (Read each answer recorded in question 5a. For example, WHITE, ASIAN, and SOME OTHER RACE OR ORIGIN.) Now I'm going to collect detailed information for each race or origin you provided. You may give one or more origins.

5b. (IF WHITE) What is (your/<NAME's>) WHITE origin or origins? For example, German, Irish, Italian, Russian

5c. (IF HISPANIC, LATINO OR SPANISH ORIGIN) What is (<Name>'s/your) HISPANIC, LATINO, OR SPANISH origin or origins? For example, Mexican American, Puerto Rican, Colombian

5d. (IF BLACK OR AFRICAN AMERICAN) What is (<Name>'s/your) BLACK OR AFRICAN AMERICAN origin or origins? For example, Jamaican, Nigerian, Somali

5e. (IF ASIAN) What is (<Name>'s/your) ASIAN origin or origins? For example, Chinese, Asian Indian, Vietnamese

5f. (IF MIDDLE EASTERN OR NORTH AFRICAN) What is (<Name>'s/your) MIDDLE EASTERN OR NORTH AFRICAN origin or origins? For example, Lebanese, Iranian, Egyptian

5g. (IF AMERICAN INDIAN OR ALASKA NATIVE) What is (<Name>'s/your) AMERICAN INDIAN OR ALASKA NATIVE enrolled or principal tribe? For example, Navajo Nation, Mayan, Chevak Native Village

5h. (IF NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER) What is (<Name>'s/your) NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER origin? For example, Native Hawaiian, Guamanian or Chamorro, Fijian

5i. (IF SOME OTHER RACE OR ORIGIN) What is (<Name>'s/your) OTHER RACE OR ORIGIN?

**FLASHCARD – ENGLISH****CARD B**

(Choose one or more categories.)

- White  
*For example, German, Irish, Italian, Russian*
- Hispanic, Latino, or Spanish origin  
*For example, Mexican American, Puerto Rican, Colombian*
- Black or African American  
*For example, Jamaican, Nigerian, Somali*
- Asian  
*For example, Chinese, Asian Indian, Vietnamese*
- Middle Eastern or North African  
*For example, Lebanese, Iranian, Egyptian*
- American Indian or Alaska Native  
*For example, Navajo Nation, Mayan, Chevak Native Village*
- Native Hawaiian or Other Pacific Islander  
*For example, Native Hawaiian, Guamanian or Chamorro, Fijian*
- Some other race or origin



**CAI – SPANISH**

¿Dónde nació <usted/NOMBRE>?

ENTER STATE, IF KNOWN. IF STATE NOT KNOWN, ENTER US

¿En qué país nació <usted/NOMBRE>?

5a.

(FACE-TO-FACE): Por favor mire la tarjeta B y dígame qué categorías le describen mejor a <usted/NOMBRE>. Puede seleccionar una o más.

(TELEPHONE): ¿Cuáles de las siguientes categorías le describen mejor a <usted/NOMBRE>?

¿Es <(Name)/usted> blanco(a); de origen hispano, latino o español; negro(a) o afroamericano(a); asiático(a); del Medio Oriente o del Norte de África; indígena de las Américas o nativo(a) de Alaska; nativo(a) de Hawaii o de otra de las islas del Pacífico; o de alguna otra raza u origen?

Usted dijo que <(Name)/usted> es:

(Lea cada respuesta seleccionada en la pregunta 5a. Por ejemplo, "BLANCO(A), ASIÁTICO(A), Y ALGUNA OTRA RAZA U ORIGEN.")

Ahora voy a recopilar información detallada sobre cada raza u origen que usted ha provisto. Usted puede dar uno o más orígenes.

5b. (IF WHITE) ¿Cuál es el origen u orígenes BLANCO(A) de <(Name)/usted>? Por ejemplo, alemán, irlandés, italiano, ruso

5c. (IF HISPANIC, LATINO OR SPANISH ORIGIN) ¿Cuál es el origen u orígenes HISPANO, LATINO O ESPAÑOL de <(Name)/usted>? Por ejemplo, mexicano americano, puertorriqueño, colombiano

5d. (IF BLACK OR AFRICAN AMERICAN) ¿Cuál es el origen u orígenes NEGRO(A) O AFROAMERICANO(A) de <(Name)/usted>? Por ejemplo, jamaicano, nigeriano, somalí

5e. (IF ASIAN) ¿Cuál es el origen u orígenes ASIÁTICO(A) de <(Name)/usted>? Por ejemplo, chino, indio asiático, vietnamita

5f. (IF MIDDLE EASTERN OR NORTH AFRICAN) ¿Cuál es el origen u orígenes DEL MEDIO ORIENTE O DEL NORTE DE ÁFRICA de <(Name)/usted>? Por ejemplo, libanés, iraní, egipcio

5g. (IF AMERICAN INDIAN OR ALASKA NATIVE) ¿Cuál es la tribu principal de INDÍGENA DE LAS AMERICAS O NATIVO(A) DE ALASKA de <(Name)/usted> o en la que está inscrito(a)? Por ejemplo, Navajo, Maya, Chevak

5h. (IF NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER) ¿Cuál es el origen u orígenes NATIVO(A) DE HAWAII O DE OTRA DE LAS ISLAS DEL PACÍFICO de <(Name)/usted>? Por ejemplo, nativo de Hawaii, guameño o Chamorro, fiyiano

5i. (IF SOME OTHER RACE OR ORIGIN) ¿Cuál es la OTRA RAZA U ORIGEN de <(Name)/usted>?

**FLASHCARD – SPANISH****TARJETA B**

(Seleccione una o más categorías)

- Blanco(a)  
*Por ejemplo, alemán, irlandés, italiano, ruso*
- Origen hispano, latino, o español  
*Por ejemplo, mexicano americano, puertorriqueño, colombiano*
- Negro(a) o afroamericano(a)  
*Por ejemplo, jamaicano, nigeriano, somalí*
- Asiático(a)  
*Por ejemplo, chino, indio asiático, vietnamita*
- Del Medio Oriente o del Norte de África  
*Por ejemplo, libanés, iraní, egipcio*
- Indígena de las Americas o Nativo(a) de Alaska  
*Por ejemplo, Navajo, Maya, Chevak*
- Nativo(a) de Hawaii o de otra de las islas del Pacífico  
*Por ejemplo, nativo de Hawaii, guameño o Chamorro, fiyiano*
- Alguna otra raza u origen

**One Item Versus Two Items**

While Round 1 English language respondents were more likely to explicitly state a preference for the one-item version, than were the Spanish language respondents, we believe that our other findings (Spanish language respondents' reluctance to choose more than one category; their struggles with choosing a race category) implicitly support what we also know from past experience (e.g., Terry and Fond, 2013; Hirschman et al, 2004; Hitlin 2007; Martin 2002; Smirnova 2013; and Terry 2013), which is that Hispanic respondents, regardless of primary language, are resistant to being asked about both race and ethnicity. Therefore, we are recommending Version 3, with one item that asks about race and ethnicity together, for Round 2 of testing.

**Wording of Race/Origin Item**

Consistent with past research (e.g., Childs et al, 2010; Sminova, 2013; Terry and Fond, 2013), our findings also indicate there was substantial confusion around the use of the terms “race” and “origin” in the two-item version, and confusion around “origin” in the one-item version. We therefore recommend more neutral wording for the race/origin question, both to mitigate the political and historical legacy of “race” (e.g., Robbin, 1999) and to perhaps reduce respondent confusion surrounding the term “origins.” Our recommendations are as follows based on mode:

- PAPER: “Which categories best describe Person X? Mark (X) one or more boxes.”
- FACE-TO-FACE: “Please look at Card B and tell me which categories best describe you/NAME.”
- TELEPHONE: Which of the following categories best describes you/NAME?

### ***Race/Origin Examples***

Our findings support retaining examples for the race categories but recommend the following revisions based on respondent feedback. In addition, we recommend deleting “and so on” from the list of examples since it is redundant with “for example.”

- **White.** The examples listed with the White category were German (Version 2 and Version 3), Irish, and English (Version 3). Note that each of these represents a country that had numerous immigrants into the United States before the 20th century, which may have been what led some White respondents to surmise that “origins” was referring to the country of their ancestors, as noted earlier. Therefore, we are suggesting Census replace one of the British Isles examples with Italian and add another European origin that represents more recent migrations (Russian).
- **Hispanic.** Providing both Mexican and Mexican American may be in part what is complicating the confusion around the definitions of race and origin. We recommend dropping Mexican from the list. Any issue around where an individual was born should be addressed by our recommendation to move the birthplace question just ahead of the race item; however, some Hispanics, especially foreign-born parents reporting for their U.S.-born children, may still want to use this category to indicate birthplace.
- **Black or African Am.** African American is currently represented in this response option as “African Am.” We recommend spelling it out (“African American”) and not including the same as an example. The next round of cognitive testing can determine if respondents write in “African American” in the space provided. For the Spanish, we recommend retaining “Afroamericano” and continuing to test it in Round 2.
- **Middle Eastern or North African.** Move this after Asian and keep wording as is. This recommendation is based on one Middle Eastern respondent who would’ve answered with MENA only (instead of “White” and “Middle Eastern or North African,” as she did) if she’d seen the MENA category right away.
- **American Indian or Alaska Native.** For the Spanish language instruments, we recommend retaining “Indigenas de las Americas” and continuing to test it in Round 2.
- **Other Respondent Categories.** There were no comments for the categories for “Asian” or “Native Hawaiian or Other Pacific Islander”. For both the Asian and

American Indian respondents, the examples were not described as problematic. No respondents were screened as Native Hawaiian or Other Pacific Islander.

## **Ancestry**

Although many respondents found the Ancestry question redundant with the race/origin questions, and it does appear so in light of the detailed Roster questions about origin, we recommend retaining it for comparison to the revised race/origin question in Round 2.

## **3.3 Telephone Service Question**

Census would like to evaluate whether revisions to the telephone service question, which collects information on type of service (regular telephone, cell phone, or both), would capture more accurate and detailed data on availability and methods of telephone communication in the 21<sup>st</sup> century. We tested the telephone question as a separate item (in the past, it has appeared as part of the facilities question) in two versions. The stem was the same for both versions; however, the instructions differed between versions. Version 2 focused on different service types while Version 3 instructions listed different equipment types. In addition, the telephone question appeared after the computer and Internet questions in Version 2, and before those questions in Version 3. Table A-2 presents the two versions by mode and language. The cognitive testing probes were intended to help understand the terminology respondents use when describing their telephone service and to explore respondents' understanding of voice over Internet.

### **3.3.1 General Findings**

With two exceptions, English and Spanish language respondents were able to answer either version of the question easily and accurately, as determined by their explanations of what they were thinking about when answering the question. The two English language respondents who had difficulty believed the question was about landlines only.

When filling out the survey, R paused at this question and asked, "This is about the telephone in the house, right? I have no telephone in my house. Only mobile, smartphone... but no telephone." R marked "no." (115034, *Paper, English, Version 2*)

When this question was asked the R said “do you mean a landline?” The R was asked what she thought and said “I think you are talking about a landline and not a personal cellphone.” The R did not hear or attend to the instruction saying what types of service to include. This household does not have a landline and calls are only made with cellphones (which are owned by each member of this household) – for this reason the I’er marked yes. (510085, CATI, English, Version 3)

Across all Group 1 respondents in both languages, there was no clear preference for one version or the other. Nor did we notice a pattern of respondents using different terminology to describe their telephone service than that presented in the ACS.

**Although Spanish Language Respondents Were Less Likely to Understand “Regular Telephone,” Landline Phones Appeared Well-Understood Across Both Populations**

Seventeen Spanish language respondents were probed about the meaning of term “teléfonos regulares” (regular phones) and “líneas fijas” (landline). About half seemed to understand the two terms. Among the other half, most seemed confused about “teléfonos regulares”:

R explained that “teléfonos regulares” (regular telephones) are phones that do not have fancy features to send text messages. It is a simple cell phone (120701, CATI, Spanish, Version 2).

R understands that a phone is used only to make calls, but “no para estar viendo cosas” (not to be used to look at things) (120718, CAPI, Spanish, Version 3, CAPI, Spanish, Version 3).

R explained that the term “teléfonos regulares” means that they are only used to make local calls while “líneas fijas” (landlines) means that you can make unlimited calls (520203, CATI, Spanish, Version 2).

R gave an example of a regular telephone as a cellphone (320653, CAPI, Spanish, Version 2).

No English language respondents had difficulty identifying what was meant by “regular telephone (landline).” Alternate descriptions included:

- House or home phone;
- Old phone/old version of telephone; and

- Phone that is attached/connected to the wall.

### **English and Spanish Language Respondents Were Mostly Unfamiliar With Voice Over Internet**

Respondents, in both languages, were much less certain about what was meant by “voice over Internet,” which was included in Version 3 of the question. At least 7 English language respondents indicated confusion or lack of knowledge about VOIP.

R says that voice over Internet is “if you’re missing your call if you’re out or you’re just unavailable to accept phone calls, somebody can leave a message. And so, you can like call back, you can see who is calling you.” (110530, Paper, English, Version 3)

R is thinking of smartphone apps that allow you to send voice memos. She demonstrated on her cell phone. (210017, CAPI, English, Version 3)

R says she has not heard of voice over Internet. “I know some people can make calls through Internet and don’t have telephone service, but I’m pretty sure that’s not what they’re talking about... you can have a cell phone or be on the computer and can make a call to someone on the computer, so I’m not sure.” (310093, CAPI, English, Version 3)

The R is not familiar with voice over Internet and has never heard of this term or VOIP. (510085, CATI, English, Version 3)

“Every phone provider is different, but I guess being able to speak on your phone over the Internet, I guess being able to press a startup button and say where you want your search to go, and it will type it in for you.” R is thinking of using the voice recognition feature on the phone. (110504, CATI, English, Version 3)

Eight Spanish language respondents expressed similar lack of familiarity with voice over Internet. This may be in part because the unacculturated Hispanic population in the U.S. does not have readily available Internet access or much experience with some of the more current technology.

R thought only about the meaning of ‘protocol’ and did not know how this applied to the survey question (120201, CATI, Spanish, Version 2).

R struggled with the terminology and began to explain that she does not care about fancy phones so this term does not mean anything to her. The respondent began to talk about the harmful effects of the Internet (120718, CAPI, Spanish, Version 3, CAPI, Spanish, Version 3).

R explained that the Internet does not have a voice (220403, CAPI, Spanish, Version 2).

While not necessarily familiar with the term ‘VOIP,’ seventeen English language respondents, ,’ were able to explain it accurately to the interviewer. They were primarily thinking about Internet-based apps that allow you to communicate with others for free, like Skype. None, however, mentioned services like Vonage or Ooma, Internet-based telephony that use a regular telephone.

“Like Skype or FaceTime?” R hasn’t heard the term “voice over Internet.” Later she noted, “I like that you added that (voice over Internet) because I get it even though I’ve never heard it. (110211, Paper, English, Version 3)

R is thinking of apps like Tango and Skype that allow you to communicate with people on smartphones. (210201, CAPI, English, Version 3)

To R, voice over Internet means “to reach people that’s long distance”. R explained this was to reach people who are not in the same city or state as her. R said she has used Skype in this way before. (310044, CATI, English, Version 3)

R said she knows she does not use voice over Internet so was not really sure what it is, but suspects that it is “something like Skype or something that comes through broadband.” (510021, CATI, English, Version 3).

### 3.3.2 Recommendations for Round 2

For Round 2, we recommend using Version 3 language, dropping the term “regular” and adding examples of what is meant by voice over Internet. For the Spanish, we further recommend using “teléfono fijo” (stationary phone) instead of the terms “líneas fijas” (landlines) and “teléfonos regulares” (regular telephones).

Given that we are recommending retaining Version 3 of the computing questions, which does not offer a separate category for smartphone, the telephone question should be asked before the computer and Internet access questions in Round 2.

#### **PAPER – ENGLISH**

**At this house, apartment, or mobile home – do you or any member of this household have telephone service from which you can both make and receive calls? Include service for land lines, cell phones, and other methods of communication such as voice over Internet (for example, Skype, Vonage).**

**PAPER – SPANISH**

En esta casa, apartamento o casa móvil, ¿tiene usted o algún miembro del hogar servicio telefónico con el cual se puedan hacer y recibir llamadas? Incluya servicios para teléfonos fijas, celulares y otros métodos de comunicación como voz sobre protocolo de Internet (por ejemplo, Skype, Vonage).

**CAPI – ENGLISH**

At this <house/apartment/mobile home/unit> – do you or any member of this household have telephone service from which you can both make and receive calls? Include service for land lines, cell phones, and other methods of communication such as voice over Internet (for example, Skype, Vonage).

**CAPI – SPANISH**

En <esta casa/este apartamento/esta casa móvil>, ¿tiene usted o algún miembro del hogar servicio telefónico con el cual se puedan hacer y recibir llamadas? Incluya servicios para teléfonos fijas, celulares y otros métodos de comunicación como voz sobre protocolo de Internet (por ejemplo, Skype, Vonage).

## 3.4 Computer Questions

The Census Bureau is concerned that the ACS question about computing devices fails to reflect changes in technology since 2009 when cognitive testing was last conducted with the current questions. Of particular concern is the terminology used to refer to smartphones (“smart mobile phones” on the current ACS) and tablets (not mentioned at all on the current ACS).

Census devised two versions of the computing devices question for Round 1 testing (see Table A-3 in the Appendix). The main differences include:

- Placement of tablet (with desktop or with other portable wireless computers);
- Placement of smartphone (by itself or with other portable wireless computer);
- Inclusion of notebook computers; and
- The addition of “that is carried or worn” to the phrase “other portable wireless computer.”

To the extent possible, we sought to understand in testing whether respondents’ answers accurately reflect the computing devices they own and, more importantly, how well they understand and consistently interpret the revised terminology.



### 3.4.1 General Findings

#### ***The List of Computing Devices, Regardless of How They're Presented In Each Version, Seems Comprehensive***

Both English and Spanish language respondents' descriptions of the computing devices they own did not reveal any additional terminology or categories to add to the existing computing devices item. Specifically, when asked about other computing devices they own that didn't fit the existing categories, most did not identify anything else. The few that did offer examples that they either seemed to understand didn't apply to this question or that Census would be unlikely to include in a revised version. All of the examples below are from English language respondents.

“Well I got a blue ray player that does hook up wirelessly...But you don't think of a blue ray player as... a computer. I use it for NetFlix – that's to watch TV.” (310001, Paper, English, Version 2)

R thought of her son's X-box, which allows him to communicate over the Internet with others, so she thought this might qualify as some other type of computer. He goes online to play with other children, but not through a computer. They cannot verbally speak to each other, but they can communicate and he can see who he's playing with. (210017, CAPI, English, Version 3)

R speculated that people with a Mac might not consider it as a desktop or laptop; he laughed, “I think the people who use a Mac want to be a little bit different, so they won't consider themselves to have a regular desktop or laptop.” He does not himself have a Mac. (210034, Paper, English, Version 3)

R thought of a Playstation, which his family uses to play games on the Internet and watch Netflix. R also mentioned SmartTVs. (510083, Paper, English, Version 3)

“Output routers are computing devices. Without that it won't work. I could've put it in here, 'c', but I didn't think of it at that point.” INT probed on why he didn't think of it and he replied, “It just didn't click.” (110201, Paper, English, Version 3)

R wasn't sure if or how to include printers. (110209, Paper, English, Version 3)

## **English Language Respondents Prefer “Laptop” Over “Laptop Computer”; Spanish Language Respondents Are Split Over “Portátil” and “Computadora Portátil”**

32 English language respondents preferred the term “laptop” to “laptop computer,” with most viewing the addition of “computer” as redundant.

“Laptop” is clearer because laptop computer “is kind of redundant and ‘laptop’ is so commonly used now. When I hear ‘laptop’ I think a computer.” (510021, CATI, English, Version 3)

“Laptops... you don’t say laptop computer. (You’d say) ‘I have a laptop’ (or) ‘I’m in the market for a laptop.’” (110201, Paper, English, Version 3)

R said that we should “make it simple” and just use the word ‘laptop’ instead of ‘laptop computer’ because otherwise it can get “too wordy” and makes people have to think too hard. “A laptop is a computer, but a type of computer.” (110219, CAPI, English, Version 2)

R doesn’t think “computer” is needed – she thinks “that could throw people off.” Laptop is sufficient. (310093, CAPI, English, Version 3)

Furthermore, some English language respondents seemed to confine their interpretation of “computer” to “desktop.”

R thinks laptop is clearer because “nobody would say laptop computer... maybe someone will get confused with the computer, actual like desktop...” (110313, Paper, English, Version 2)

R says that ‘laptop computer’ makes more sense than ‘laptop’ because “there’s a difference.” “Laptop is just the one you can carry with you and the computer is that desktop. That has to stay in the house.” To R, ‘computer’ is the same thing as ‘desktop.’ (110530, Paper, English, Version 3)

“A laptop is different from a computer because a computer sits on your desk. A laptop is portable, you can carry it from one place to the next.” (310034, CAPI, English, Version 3)

Spanish language respondents were asked for their preference between “portátil” (portable/laptop) and “computadora portátil” (portable computer/laptop). Six of 15 respondents who expressed a preference chose the term “portátil” while 8 preferred “computadora portátil.” The remaining respondent seemed to lean towards “portátil” as long as the word “computadora” was mentioned elsewhere in the question.

R states “portátil” (portable/laptop) is clearer than “computadora portátil” (portable computer/laptop) because it’s more concise but is referring to the same electronic device. (120734, CAPI, Spanish, Version 2)

R states “computadora portátil” (portable computer/laptop) is a better term because more people will understand what device you’re referring to. (320653, CAPI, Spanish, Version 2)

The respondent felt it was not difficult to understand the meaning of “portátil” (portable) as opposed to “computadora portátil” (portable computer), once the second term had already been mentioned once before. If the word “computadora” is already in the question, then “portátil” on its own is understood. (120201, CATI, Spanish, Version 2)

### **English Language Respondents Were About Evenly Divided Between Those Who Thought Tablet and Notebook Is The Same and Those Who Thought of Them as Different Devices**

Both English and Spanish language respondents were asked what, if anything, they thought was the difference between a tablet (“tableta” in Spanish) and a notebook (the same word in both languages). Of the English language respondents who were asked this probe, 11 thought they were the same and 12 thought they were different.

R does not have a tablet or notebook, but thought they were the same. R said about a year ago she tended to use the word ‘notebook’ when describing these types of devices, but now she refers to them as ‘tablets’. (510045, Paper, English, Version 2)

R doesn’t think notebooks or laptops are different from one another. R said there is no difference between a tablet and a notebook. R said the word ‘notebook’ is more familiar to R than ‘tablet.’ (310072, CAPI, English, Version 2)

R said there was no difference between a tablet and a notebook. R said she uses ‘tablet’ more. (110535, Paper, English, Version 2)

Those who did indicate a difference generally focused on the absence of a keyboard as being the hallmark of a tablet:

“A tablet doesn’t have a keyboard... they might be the same size but a notebook computer is a computer... it’s a little small computer... I see it as a computer like a desktop or a laptop but I don’t see it as a tablet.” (110211, Paper, English, Version 3)

The R said a notebook “is a laptop” and that a tablet “is exactly that, the tablets that don’t have a keyboard.” (510029, CATI, English, Version 2)

### **Most Spanish Language Respondents Thought Tablet and Notebook Were Different Devices, But a Significant Number Were Not Familiar With One or Both Terms**

Among the Spanish language respondents, nine out of 15 stated that “tableta”(tablet) or “notebook” are different devices and described their differences based on physical characteristics, usability, and processing.

R states the main difference between the two devices is the cable it uses, and its weight. (120201, CATI, Spanish, Version 2)

R describes a “tableta” (tablet) as being smaller than a notebook, but similar to a wireless computer. (320653, CAPI, Spanish, Version 2)

Five of the 15 had difficulty discussing the devices because they weren’t familiar with them.

R claims he has very little familiarity with the Tablet and none at all with Notebook (120735, CAPI, Spanish, Version 2).

R does not know what a notebook is, hence, he does not know the difference. He thinks that the tablet is like a cell phone. He believes that a tablet is more like a portable computer because it has the same stuff like YouTube, Facebook and Twitter. (522200, CATI, Spanish, Version 3)

R doesn’t know what Notebook is, therefore cannot compare with the Tablet. Understands computer and tablet, but not Notebook; he asked if it was some sort of “cuaderno de apuntes” (note pad). (120716, CATI, Spanish, Version 3)

### **While Most English Language Respondents Thought a Tablet Was More Like a Portable Wireless Computer Than Like a Laptop, We Suggest Caution in Drawing Any Conclusions**

English language respondents were next asked whether they thought a tablet was more similar to a desktop or laptop, or more like a portable wireless computer. (Spanish language respondents were not asked this probe.) Only two respondents surmised that a tablet is more like a laptop, with one indicating that all three are in the same category.

R said that a portable wireless computer is a laptop as well so a tablet is similar to those two (laptop and portable wireless computer). (510029, CATI, English, Version 2)

Another nine respondents, including some who did not own a tablet, said that they thought of tablets more as portable, wireless computers.

R has never had a tablet but pictures it being “more like a portable wireless computer” because “it’s more simple to carry with you.” (110530, Paper, English, Version 3)

A tablet is more like a portable wireless device. It’s like a gadget to me.” (110201, Paper, English, Version 3)

At least two respondents compared tablets to cellphones, which they also viewed as a type of portable, wireless computer.

R considers the tablet to be closer to a “portable wireless computer” than a desktop or laptop, but felt that it was really its own category—something closer to an “extra-large cellphone.” She defined a tablet as being handheld, having a touchscreen, and no keyboard. (210026, Paper, English, Version 3)

R said a tablet is more like a portable, wireless computer “because it’s really like a larger cell phone”. (110209, Paper, English, Version 3)

While these results are interesting, they should be interpreted cautiously because of the order of the probes. Some of these respondents had already answered the previous probe saying that tablets and notebooks were different because notebooks were like laptops (and tablets are not). With that difference defined, when next asked to compare tablets to laptops or portable wireless computers, the only sensible answer is that tablets are more like portable wireless computers.

Both English and Spanish language respondents were asked to name items that might be considered “portable wireless computers.” Many English language respondents were unable to provide examples. Those who did tended to refer to tablets, while only a small number thought of other more recent technology such as Google glasses, a fitbit, or smart watches.

A portable wireless computer that is carried or worn makes R still think of tablets and smartphones, but ‘worn’ made her think of “Google glasses.” (510021, CATI, English, Version 3)

“When hearing that I think of an iPad... or ...the fitbit, or some type of health tracking device” indicating that she conceptualizes both a tablet and a health monitor (as a portable wireless computer). (110223, Paper, English, Version 2)

Worn, like nowadays there’s watches and smart watches.” (110201, Paper, English, Version 3)

Spanish language respondents named such things as laptops, iPads, cell phones, tablets.

### **English and Spanish Language Respondents Prefer the Less Wordy “Portable Wireless Computer”**

Finally, respondents were asked their preference between “portable wireless computer” (“una computadora portátil inalámbrica”) and “portable wireless computer that is carried or worn” (“una computadora portátil inalámbrica que las personas usan o llevan consigo”). In both languages, most who expressed a preference (20 of 25 in English; 5 of 6 in Spanish) preferred “portable wireless computer,” saying that the phrase “carried or worn” was simply too wordy.

R thought “portable wireless computer” was clearer because “when you say carried or worn, it just drags it out.” (110535, Paper, English, Version 2)

He prefers the shorter phrase because it was “Short. To the point. [The other has] More words, more confusing.” (210014, Paper, English, Version 2))

She thinks that the phrase makes more sense without the clause ‘...or worn’ at the end “because ‘portable’ already indicates that it’s being carried.” (310032, CAPI, English, Version 2)

R prefers portable wireless computer – she thinks of laptop, iPad, notebooks. ‘Portable wireless computer that is carried or worn’ – “to me, that is too much”. (310034, CAPI, English, Version 3)

For R, the term “una computadora portátil inalámbrica que las personas usan o llevan consigo” (portable wireless computers that are carried or worn), seemed redundant and a double negative (120201, CATI, Spanish, Version 2)

Eleven English language respondents also indicated they were confused by the “carried or worn” phrase.

R was unfamiliar with the ‘worn’ concept. R could not think of an example of anything that is worn. (110515, Paper, English, Version 2)

R has “never heard” of a portable wireless computer that is carried or worn. (110400, Paper, English, Version 2)

“I don’t know about a ‘wireless computer that is worn’ – that doesn’t make that much sense to me because when I think of something being worn I think about Ipods being worn on your arm – I don’t necessarily think about a computer being worn.” (310032, CAPI, English, Version 2)

‘Portable wireless computer’ is clearer to R than ‘portable wireless computer that is carried or worn’ because the word worn confused R; she had no concept of what that might mean. (510045, Paper, English, Version 2)

### 3.4.2 Recommendations for Round 2

Based on our findings, we recommend testing Version 3 in Round 2, with the following revisions.

- Since respondents mostly view tablets as different from desktops and laptops, remove it from the desktop/laptop category.
- Move tablet into the smartphone or other portable wireless computer category. Respondents tend to think of smartphones and tablets as similar. Including them with the phrase “portable wireless computer” may also help respondents interpret that phrase as intended.
- We also recommend consistency in the use of either “computer” or “computing device.” Since we know that respondents tended to come up with all kinds of devices that aren’t applicable to this question when asked about other devices in their homes, we suggest using “computer” throughout.

**PAPER – ENGLISH**

At this house, apartment, or mobile home – do you or any member of this household own or use any of the following types of computers?

- a. Desktop or laptop
- b. Smartphone, tablet or other portable wireless computer
- c. Some other type of computer (Specify)

**PAPER – SPANISH**

En esta casa, apartamento, o casa móvil, ¿tiene o usa usted o algún otro miembro de este hogar alguno de las siguientes tipos de computadoras?

- a. Una computadora de escritorio o computadora portátil
- b. Smartphone, tableta u otra computadora portátil inalámbrica
- c. Algún otro tipo de computadora (Especifique)

**CAI – ENGLISH**

10a. At this <house/apartment/mobile home/unit>, do you or any member of this household own or use a desktop or laptop?

10b. (At this <house/apartment/mobile home/unit>) Do you or any member of this household own or use a smartphone, tablet or other portable wireless computer?

10c. (At this <house/apartment/mobile home/unit >) Do you or any member of this household own or use some other type of computer?

10d. What is this other type of computer?

**CAI – SPANISH**

9a. En <esta casa/este apartamento/esta casa móvil>, ¿tiene o usa usted o algún otro miembro de este hogar una computadora de escritorio o computadora portátil?

9b. (En <esta casa/este apartamento/esta casa móvil>), ¿Tiene o usa usted o algún otro miembro de este hogar un Smartphone, tableta u otra computadora portátil inalámbrica?

9c. (En <esta casa/este apartamento/esta casa móvil>), ¿Tiene o usa usted o algún otro miembro de este hogar algún otro tipo de computadora?

9d. ¿Cuál es este otro tipo de computadora?

## 3.5 Internet Use Questions

As for the computing devices questions, the Census Bureau is concerned that the ACS question about Internet access may not fully reflect changes in technology since 2009, when cognitive testing was last conducted with the current questions. We tested two versions of the Internet use questions. The key differences between them related to terminology. Version 2 used “plan purchased” while Version 3 used “paid subscription.” Also the use of “connect” and “access” varied between the two versions. The main difference between the two versions of the question about type of Internet plan was the order in which the plan types were presented. The primary testing goal was to explore how well the terminology reflects respondents’ use and understanding of current technology. We tested these questions with respondents representing a variety of Internet situations. While we were particularly interested in those with unusual circumstances such as limited Internet access or access through a third party, we did not see any differences between the findings for those sub-groups and



those for the other types of respondents. The questions tested for Internet Use are shown in Table A-4 of the Appendix.

### 3.5.1 General Findings

#### **English Language Respondents Were Split Over Whether “Paid Subscription” Or “Plan Purchased” Made More Sense To Them While a Significant Number of Spanish Language Respondents Had Trouble Understanding Either Term**

English language respondents were fairly evenly divided between those who thought the phrase ‘paid subscription’ (11) made more sense and those who favored ‘plan purchased’ (10). Some of the reasons for preferring “paid subscription” included the following:

“It seems it’s more like a month to month like a subscription or something rather than like a plan... (110100, CATI, English, Version 2)

R says the ‘plan purchased’ question is “worded, not well” because “what does that mean? It’s a plan, I mean it just doesn’t make sense. Plan purchase? Just call it a ‘plan’ then.” (110219, CAPI, English, Version 2)

R thought more people would understand “paid subscription.” She focused on the word “paid.” I think with her language barrier, she probably felt more comfortable with “paid” than “purchased.” R prefers the word subscription, describing it as “straightforward,” whereas the word “plans” connotes all of the different plans you might be offered. (210014, Paper, English, Version 2)

Several of those who preferred “plan purchased” associated “subscription” with magazines.

R said both versions make sense, but he preferred the original one (V2 (“plan purchased”) because “it’s pretty clear that you have a plan from a company.” (110515, Paper, English, Version 2)

R said the alternate version (version 2) makes more sense “because... it’s more thorough.” R also said she prefers plan purchased to subscription because when she thinks of the word subscription she thinks of books or magazine, not Internet. (310058, Paper, English, Version 3)

R added “the term subscription makes me always think of magazines... you’re subscribing to magazines... that could be a little confusing...” (110313, Paper, English, Version 2)

She herself uses the word “plan” to describe her Internet service, and said that the word “subscription” makes her think of a magazine subscription. She also felt that it made more sense to talk of having a “plan” with a provider than a “subscription,” and that that terminology was more common in commercials. (210026, Paper, English, Version 3)

Three English language CAI respondents struggled with the phrasing ‘with or without a paid subscription,’ not realizing it was an either/or question:

R didn’t catch the “with or without” part. (310034, CAPI, English, Version 3 – CAPI)

R said ‘yes’ to 11a that household members access the Internet from home. Answered “yes” initially to the “with or without paid subscription” question then switched to “with” at I’er prompting. When asked to say more the R said that she, her brother and her sister-in-law use the two laptops in the house to access the Internet. (510085, CATI, English, Version 3 – CATI)

R answered “yes” to “with or without a paid subscription”. I’er repeated the question and R said “with”. (310093, CAPI, English, Version 3 – CA PI)

Most Spanish language respondents did not express a preference for one phrase over the other. In terms of whether they perceived a difference between the two phrases, 7 of 14 thought they meant the same thing. Those who thought they were different seemed to have a better understanding of paid subscription (“una subscripcion pagada de servicio de Internet”) than plan purchased (“un plan de un proveedor de servicio de Internet”).

R explained that a plan purchased from an Internet Service provider is a plan that has more benefits like unlimited Internet access while a paid subscription to an Internet service is a monthly payment for the service. (220200, CAPI, Spanish, Version 3)

R said that the paid subscription is one that allows you to get into the system while a purchased plan allows you to see everything that you want to see, such as Google or Yahoo. (220403, CAPI, Spanish, Version 2)

R explained that the difference is that if you have a subscription you will be paying it monthly while if you have a plan you will only have it for a certain amount of time. (522200, CATI, Spanish, Version 3)

R says that the difference is that one has a slower speed than the other. When asked to describe for the services, R said that they are very economical. (520205, CATI, Spanish, Version 2)

About one-third of Spanish language respondents demonstrated some difficulty understanding either of the phrases.

R does not understand what “un plan comprador a un proveedor de servicio de Internet” means. (520203, CATI, Spanish, Version 2)

R has no idea what “un plan comprado a un proveedor de servicio de Internet” means. (520203, CATI, Spanish, Version 2)

To the R, the term “un plan comprado a un proveedor de servicio de Internet” (a plan with an Internet service provider) means that he is connected faster. (520205, CATI, Spanish, Version 2)

For R, “una suscripción pagada a un servicio de Internet” (paid subscription to an Internet service) means that R can have access from any place at her house to get information. R can connect through her iPhone or PC. (220200, CAPI, Spanish, Version 3)

R could not answer this question to the survey because it was not clear to him. R mentioned that it was confusing. R could not understand the term “suscripción” (subscription). (320653, CAPI, Spanish, Version 2)

**Most English Language Respondents Felt The Terms “Accessing” and “Connecting” Were Interchangeable While Spanish Language Respondents Were Evenly Divided**

Respondents were asked if they thought there was a difference between “accessing” (“tener acceso”) and “connecting to” (“conectarse”) the Internet. English language respondents who believed the terms were interchangeable outnumbered the “different” respondents by nearly two to one (Same=24, Different=13). Those who said the terms were different, however, offered conflicting explanations.

R said that she thinks people think “connecting” to the Internet requires some kind of step like clicking on an icon and maybe entering a password whereas “accessing” the Internet is something that is always on and you’re always connected to. (110223, Paper, English, Version 2)

Access vs connecting: “accessing would be trying to find a connection and then connecting would be actually connecting to the Internet; so you need to access it to be able to connect to it.” (110290, CAPI, English, Version 2)

Versus:

R said the difference between accessing and connecting to the Internet had to do with whether you initiate getting on the Internet “...yeah, I mean we’re always connected to it so, but accessing... we would have to initiate.” (110100, CATI, English, Version 2)

R thinks of “access” as having a password and “connecting is all about your connection.” R said that she could have access to the Internet at a company if she had the password but she still could not connect if there was a technical problem or the connection speed was too slow. (110313, Paper, English, Version 2)

Of the 10 Spanish language respondents who were asked about the difference, five felt the two terms are the same and 5 felt they had different meanings. Some examples of the differences include:

R explained that “conectarse” (connecting) is when you do not have the service and then you get it, this is before you have it installed. Having “access” is when the service is there and can be used to get onto the Internet. (120213, CATI, Spanish, Version 3, 522200, CATI, Spanish, Version 3)

R said that “tener acceso” (have access) means “que ellos han puesto para conectarse” (that they have gotten it to connect) while “conectarse al Internet” (connect to the Internet) is “para ver cosas” (to see things). (120718, CAPI, Spanish, Version 3, CAPI, Spanish, Version 3)

One R said that “tener acceso” (have access) is to sign on to the Internet while “conectarse” (to connect) is to be online all the time without the service dropping or freezing. (220200, CAPI, Spanish, Version 3)

R explained that “tener acceso” (have access) means that you have the Internet while “conectarse” (connect) means that you have it but you need to connect to the Internet. (220203, CATI, Spanish, Version 2)

It could be that the probe itself produced this effect, whereby respondents tried to articulate a difference that they would otherwise not have made.

- As with the “paid subscription” and “plan purchased” findings, we observed several Spanish language respondents who struggled in general with the terminology, particularly with the phrase “conectarse a Internet” (connect to the Internet).

R says that the phrase “conectarse a Internet” (connect to the Internet) does not make sense. (120734, CAPI, Spanish, Version 2)

One R believed that “conectarse al Internet” (connect to the Internet) means to inform yourself about non-appropriate practices for a lot of people. (520205, CATI, Spanish, Version 2, CATI, Spanish, Version 2)

For R “conectarse al Internet” (connect to the Internet) means a web of information and exploration that allows the user to get information about news, your home country, facts, information about research. It’s all about information. (120735, CAPI, Spanish, Version 2)

### **Both English and Spanish Language Respondents Experienced Difficulty With the Terms Used to Describe Different Types of Internet Access**

Respondents were asked to select from a range of options describing how they connect to the Internet at home. Regardless of the version, this question posed significant difficulties for thirteen English language respondents, with 8 indicating confusion, four unable to answer the question, and one respondent providing a clearly inaccurate response.

Mobile broadband – R says “you mean like WiFi?” R is not sure. She says “broadband is usually wireless. I want to say wireless because our phones are all wireless. (310034, CAPI, English, Version 3)

R doesn’t really know what she has, other than knowing she doesn’t have dial-up, so she just said yes to the first category and no to everything else. She had not heard of satellite Internet. (310093, CAPI, English, Version 3)

R answered ‘yes’ to mobile broadband. R did not know what question was asking for broadband/high speed connection, but eventually selected ‘no.’ R confidently answered ‘no’ to satellite and dial-up. She was confused when asked about access the Internet using some other service, R said – “the previous service that we mentioned, that was the plan service. So, we already answered that question earlier. It seems like you’re asking the question twice.” (310072, CAPI, English, Version 2)

Two respondents struggled with the word “installed.”

When hearing the ‘access thru other service’ question she says/asks: “Yes – that would be ‘Wi-Fi,’ right?” She thinks so, therefore she doesn’t understand the connection between Wi-Fi and her installed broadband. Later on the R admits that she shouldn’t have said Yes to this one after she realizes that Wi-Fi is captured by the ‘broadband...installed’ item. “I don’t know why it confused me – maybe because (the two items) were so far apart – I don’t know.” (310032, CAPI, English, Version 2)

R has Mobile broadband and broadband installed. R had difficulty with the question about broadband, which references it being “installed” in your home. Since [her service] wasn’t installed, she thought her answer was incorrect to the broadband item and should actually be no. She thinks of [her service] as “mobile” since there is no wiring and you can take it with you wherever you go. She also has [another service provider], which is a different connection for her phones. Initially when she answered the mobile broadband item, she was thinking about [the first service provider], not [the second service provider]. (210017, CAPI, English, Version 3)

As indicated in some of the examples above, many of these respondents confused WiFi with mobile broadband or broadband. Two English language respondents marked “other” and wrote in their cable provider (e.g., Verizon).

Fourteen Spanish language respondents were asked how they came up with their answer to the question about type of access. Six were unfamiliar with one or more of the terms used to describe types of Internet access.

R had a hard time understanding this question. She said she understands little about this. (120721 CAPI, Spanish, Version 3)

R answered that he did not have any of the specific types of Internet connections in Q12a – 12c. He explained by saying that in order for him to specify which type of connection he has, each one needs to be explained to him. He does not know what each of the terms means. (120716, CATI, Spanish, Version 3)

R believes these are all different types of communication with different services installed; they all have communication services. This appears somewhat complicated to her since she may have good TV reception, but bad Internet connection with some of these. Also, at this point she reversed her answer from 12c, saying she does not have Internet via satellite; in her mind this would require having a disk installed which she does not have. (120213, CATI, Spanish, Version 3)

R expressed confusion because he did not understand the difference between having a wireless cell phone data plan and having a broadband high speed Internet connection. (120201, CATI, Spanish, Version 2)

R had difficulty understanding the question because of the wording used, “el acceso que ellos tienen para conectarse al Internet” (the access they have to connect to the Internet). (120718, CAPI, Spanish, Version 3, CAPI, Spanish, Version 3)

R simply stated that they are unfamiliar with “Dial up.” (220200, CATI, Spanish, Version 3)

### **Interpretation of Broadband**

Many English language respondents were familiar with the term “broadband,” but they did not always understand what it meant. Among the Spanish language respondents, 7 of 14 were unfamiliar with the term “banda ancha” (“broadband”).

R had heard of broadband, but couldn’t describe what it was exactly: “I don’t know how the broadband works. We’ve never subscribed to that.” R would have still recognized broadband without the reference to “high speed.” (210014, Paper, English, Version 2))

R isn’t sure what broadband means but she assumes it means high speed. R said she would still know what it means if high speed wasn’t there “because I’ve heard it before.” (110211, Paper, English, Version 3)

Although familiar with the term, R was unable to define or describe broadband. She found the reference to “high speed” confusing, since she considers her satellite Internet service to be high speed. (210026)

R defined broadband as “high speed service.” He wasn’t able to define what qualified as “high speed” but knew it was a higher speed than dial-up. (210034)

He didn’t know what the term meant. He said he is illiterate about computers. (120704, CATI, Spanish, Version 3)

R believes that all connections are the same, yet he is not familiar with any of the connections named. He does not know what “banda ancha” (broadband) means but with “alta velocidad” (high speed) he says that you do not have to wait to watch a video. (522200, CATI, Spanish, Version 3)

Sixteen English language and 5 Spanish language respondents said they believed it would be helpful if “broadband” were modified by the term “high speed” (“alta velocidad”). One Spanish language respondent thought the English word “broadband” would be more useful than its translation.

When asked if he would understand what is meant by broadband if high speed wasn’t mentioned R said “Yeah, I think high speed helps but I would understand broadband, sort of”. (110100, CATI, English, Version 2))

R said he would not have known what was meant by broadband without the inclusion of high speed because he is used to hearing high speed and DSL, but that broadband is a bigger category. (110515, Paper, English, Version 2)

R says it would help to include “high speed” in front of broadband to help it distinguish from dial-up. (210017, CAPI, English, Version 3)

If “de alta velocidad” was not mentioned, he would not have understood the question. (522200, CATI, Spanish, Version 3)

R explained that “alta velocidad” (high speed) would help because it is often explained in terms of gigabytes, the more gigabytes the faster the service. (120215, CAPI, Spanish, Version 3)

R said that “alta velocidad” (high speed) simply means that it is faster. (220403, CAPI, Spanish, Version 2)

For the respondent is the same to have broadband or high speed connection. Both terms mean the same. The translation of broadband as “banda ancha” is too literal, and she would use “broadband” or “alta velocidad” (high speed). If the term banda ancha is used, it would take a person a long time to figure out. The respondent indicated that the term “broadband” would be easier to use since it’s a word that Hispanics have already become accustomed to here in the US. (120201, CATI, Spanish, Version 2)

Seventeen English language and 6 Spanish language respondents said that adding the examples of ‘DSL, fiber optic, or cable services’ helpful.

R was familiar with DSL, but unfamiliar with fiber and cable. She felt it would have been helpful to have them listed, especially if the examples replaced the reference to high speed” (210026, Paper, English, Version 3)

R thinks the DSL and cable description “does go hand in hand” and might help some people. (110209, Paper, English, Version 3)

R said it would help to mention DSL, fiber optic, or cable service because it “says the different ways to connect. (510082, CATI, English, Version 2)

Everyone knows what those terms mean (120734, CAPI, Spanish, Version 2)

Helpful to use examples in questions (220200, CAPI, Spanish, Version 3, 220403, 520205, CATI, Spanish, Version 2, CATI, Spanish, Version 2)

Familiarity with these terms (522200, CATI, Spanish, Version 3)



### 3.5.2 Recommendations for Round 2

Given that both “paid subscription” and “plan purchased” appear to be somewhat problematic, particularly in Spanish, we suggest a third alternative to the two Versions that simplifies the way people are asked about access to Internet service.

We don’t have strong evidence for the order of categories presented in either Version 2 or Version 3. However, based on our findings, we do recommend, for both English and Spanish, augmenting “broadband” with “high speed” and the other examples of different types of broadband access. In addition, we recommend dropping the word installed. We have chosen the Version 2 order for presenting these changes. Finally, we recommend choosing one word “connect” or “access” and using it consistently. In our recommendation, we chose “access” since its Spanish translation seems slightly less problematic.

Here we note that while the cognitive interview protocol included probes that were intended to get at the language respondents use to describe how they connect to the Internet, the probes unfortunately did not elicit much that was useful for making recommendations.

#### **PAPER – ENGLISH**

**At this house, apartment, or mobile home, do you or any member of this household access the Internet?**

**Yes, by paying an Internet service provider**

**Yes, without paying an Internet service provider – skip next question**

**No Internet access at this house, apartment, or mobile home skip next question**

**At this house, apartment, or mobile home – do you or any member of this household access the Internet using –**

- a. Mobile broadband or data plan for a computer, a smartphone, or other device?**
- b. High speed broadband (such as DSL, fiber optic, or cable services)?**
- c. Satellite Internet service?**
- d. Dial-up service?**
- e. Some other service (Specify service)?**

**PAPER – SPANISH**

En esta casa, apartamento o casa móvil, ¿tiene usted o algún otro miembro de este hogar acceso a Internet?  
Sí, pagándole a un proveedor de servicio de Internet

Sí, sin pagarle a un proveedor de servicio de Internet

No tiene acceso a Internet en esta casa, apartamento o casa móvil

En esta casa, apartamento o casa móvil, ¿tiene usted o algún otro miembro de este hogar acceso a la Internet a través de –

- a. Plan de banda ancha móvil (*mobile broadband*) o *data plan* para computadora, *smartphone* u otro aparato?
- b. Banda ancha de alta velocidad (tales como, DSL, fibra óptica, o servicios de cable)?
- c. Servicio de Internet por satélite?
- d. Servicio de conexión Dial Up?
- e. Algún otro servicio (*Especifique el servicio*)?

**CAI – ENGLISH**

At this <house/apartment/mobile home/unit>, do you or any member of this household access the Internet?  
(IF YES)( At this <house/apartment/mobile home/unit>), Do you or any member of this household pay an Internet service provider to access the Internet?

(IF YES to above) At this <house/apartment/mobile home/unit >, do you or any member of this household access the Internet using a mobile broadband or data plan for a computer, a smartphone, or other device?

(At this <house/apartment/mobile home/unit >), Do you or any member of this household access the Internet using high speed broadband such as DSL, fiber optic, or cable services?

(At this <house/apartment/mobile home/unit >), Do you or any member of this household access the Internet using a satellite Internet service?

(At this <house/apartment/mobile home/unit >), Do you or any member of this household access the Internet using a dial-up service?

(At this <house/apartment/mobile home/unit >), Do you or any member of this household access the Internet using some other service?

What is this other type of Internet service?

**CAI – SPANISH**

En <esta casa/este apartamento/esta casa móvil>, ¿tiene usted o algún otro miembro de este hogar acceso a Internet?

(IF YES) (En <esta casa/este apartamento/esta casa móvil>), ¿paga usted o algún otro miembro de este hogar a un proveedor de Internet para tener acceso a Internet?

IF YES to above: En <esta casa/este apartamento/esta casa móvil>, ¿Tiene usted o algún otro miembro de este hogar acceso a Internet usando un plan de banda ancha móvil (*mobile broadband plan*) o *data plan* para computadora, *smartphone* u otro aparato?

En <esta casa/este apartamento/esta casa móvil>, ¿Tiene usted o algún otro miembro de este hogar acceso a Internet usando banda ancha de alta velocidad, tales como DSL, fibra óptica, o servicios de cable?

En <esta casa/este apartamento/esta casa móvil>, ¿Tiene usted o algún otro miembro de este hogar acceso a Internet usando un servicio de Internet por satélite?

En <esta casa/este apartamento/esta casa móvil>, ¿Tiene usted o algún otro miembro de este hogar acceso a Internet usando servicio de conexión Dial Up?

En <esta casa/este apartamento/esta casa móvil>, ¿Tiene usted o algún otro miembro de este hogar acceso a Internet usando algún otro servicio?

¿Cuál es este otro tipo de servicio de Internet?

The Group 2 protocols tested potential revisions to the health insurance, journey to work and weeks worked items. Three Versions of the health insurance items were tested, along with one Version of the journey to work items and two Versions of the weeks worked items.

### 4.1 Recruitment Criteria

Tables 4-1 and 4-2 shows the targeted respondent characteristics for Group 2, along with the completed interviews for each characteristic. The Group total for each characteristic is not presented because individual respondents may have fit more than one targeted characteristic.

**Table 4-1. Recruitment targets and results for the 57 Group 2 English language interviews**

English		Target Version 1	Complete Version 1	Target Version 2	Complete Version 2	Target Version 3	Complete Version 3	Complete Group
	<b>Totals</b>	<b>20</b>	<b>18</b>	<b>20</b>	<b>18</b>	<b>20</b>	<b>21</b>	<b>57</b>
Health Insurance	Medicaid	3-5	4	3-5	4	3-5	3	
	State or Federal Market Places	4-6	4	4-6	2	4-6	5	
	Complex Families	3-5	6	3-5	12	3-5	11	
Journey to Work:								
Commuting Mode	Rail Commuters	4-5	2	4-5	3	4-5	5	
	Multi-mode	4-5	4	4-5	2	4-5	4	
Time of Arrival	Make Stops	3-4	1	3-4	8	3-4	3	
	Travel	1-2	4	1-2	8	1-2	3	
	Shift	3-4	5	3-4	4	3-4	7	
Number of weeks worked	Inconsistent work in the last 12 months	5-6	6	5-6	6	5-6	7	

**Table 4-2. Recruitment results for the 29 Group 2 Spanish language interviews**

Spanish		Complete Version 1	Complete Version 2	Complete Version 3	Complete Group
<b>Totals</b>		<b>11</b>	<b>10</b>	<b>8</b>	<b>29</b>
Health Insurance	Medicaid	1	3	0	
	State or Federal Marketplaces	3	0	1	
	Complex Families	5	7	4	
Journey to Work:					
Commuting Mode	Rail Commuters	3	1	2	
	Multi-mode	2	1	4	
Time of Arrival	Make Stops	1	4	3	
	Travel	6	5	5	
	Shift	5	5	3	
Number of weeks worked	Inconsistent work in the last 12 months	5	3	1	
Hispanic Origin	Mexican	1	5	2	
	Central American	2	1	0	
	South American	6	2	5	
	Puerto Rican or Cuban	0	2	0	

The three Versions were tested in each language and under different modes of administration, as shown in Table 4-3. A total of 86 cases were completed and are included in this analysis, 28 in Version 1, 29 in Version 2, and 29 in Version 3.

**Table 4-3. Interviews by language, version and mode of administration for Group 2**

Mode/Lang.	Total			English			Spanish	
	Paper	CAPI	CATI	Paper	CAPI	CATI	CAPI	CATI
Version 1	10	9	10	10	4	4	5	6
Version 2	8	10	10	8	5	5	5	5
Version 3	10	11	8	10	6	5	5	3
<b>Total</b>	<b>28</b>	<b>30</b>	<b>28</b>	<b>28</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>14</b>

## 4.2 Health Insurance Questions

Three versions of these items were tested in the Health Insurance module (see Appendix A, Table A-5). The purpose of this sequence of questions is to elicit data on type of health insurance currently held by each individual in the household. There are 2 key differences between the Versions of this question. The first difference is the mention of “healthcare.gov” in Version 2 (item D) when

referring to State or Federal marketplaces. The second difference is the location of the instruction to not include plans that only cover one type of service, such as dental, drug or vision plans. In Versions 1 and 3, this instruction appears in the stem of the question. In Version 2, this instruction only appears in item D.

In testing, we sought to explore how respondents understood the health insurance question overall, and specific types of health insurance. Specifically, we probed to understand whether the category referencing “state and federal marketplaces” would be associated with the Affordable Care Act, and whether the inclusion of “healthcare.gov” would help make the connection. We also explored the potential burden of asking health insurance about other related members of the household and whether different types of interviewer-administered skip patterns might ease that burden.

#### **4.2.1 General Findings**

##### ***The General Intent of the Questions Was Clearly Understood Across English Versions***

Overall, respondents generally understood that these questions were asking about the type of insurance currently held by each member of the household. Respondents in Versions 1 and 3 overwhelmingly followed the instruction to not include plans that only cover vision, dental or prescription drugs. However, several response mapping and comprehension issues arose, including problems of double counting and lack of familiarity with certain words and phrases.

##### ***Out of 21 Spanish Language Respondents Who Had Health Insurance Coverage, 10 Had Difficulties Correctly Identifying Which Type Of Insurance They Had***

Four respondents were not able to identify where their insurance coverage originated from (e.g., Medicaid, State/Federal Marketplace, Employer provided).

Another four respondents had complex situations in their households, in which different household/family members were covered by different and/or un-related health insurance sources (e.g., respondent and family member were covered by Employer provided coverage while another member of the household was covered by Medicaid).

Two double counted their coverage.

## **Many English Language Respondents Double Counted Their Coverage**

Out of 57 English language respondents who answered the health insurance items, 18 respondents erroneously indicated more than one item in the health insurance series. Probing revealed in all cases that the respondent was double counting their health insurance and actually only had one plan. Respondents double counted their coverage in a number of different ways, as described below.

Employer-based and other (Items A&H): Six respondents interpreted the “other” category as asking for the name of the health insurance company.

“We have coverage...There is one plan. That was it. That was me trying to describe what the plan is.” (110301, CAPI, English, Version 1)

R also answered Yes to “any other plan” – AETNA – R thought we were asking for the name of his provider. (110301, CATI, English, Version 2)

Employer based and Medicaid/Insurance you purchase directly (Items A&C/A&D): Five respondents, answered both “through an employer” and “Medicaid” or “insurance you purchase directly,” thinking about who is purchasing the plan (the person or the employer). Some marked yes to item A because their insurance is covered through another family member, even though it is not employer-based.

R noted that her granddaughter has a single card—a card from the State of Illinois that her granddaughter’s mother arranged for. She appears to have mistakenly answered yes to the first option because she understood the clause “OR another family member” to refer to the health insurance itself, not the employer or union (i.e., health insurance through another family member). (210015, CATI, English, Version 2)

R clarified that she only has one plan and it is through her step-father, who is “part of the union and he gets United healthcare and I’m under his plan.” R originally selected ‘yes’ to insurance purchased directly from an insurance company because “the company purchased it from an actual insurance company.” (310029, CATI, English, Version 1)

Employer based and State or Federal Marketplace (Items A&D): Three respondents answered both “through and employer” and “state or federal marketplace” since the insured’s employer is the federal government.

Employer based and Tricare (Items A&E): Two respondents answered both “through a current or former employer” and “Tricare” since they are former military, their insurance was through their former employer (the military).

Medicaid and State or Federal Marketplace (Items C&D): At least one respondent answered both “Medicaid” and “State or Federal marketplace” since the respondent used the marketplace to sign up for Medicaid.

Employer based, Medicare, Medicaid, Insurance purchased directly (Items A,B,C,D): One respondent was generally confused about how to answer for P2, and marked four of the insurance items. The respondent realized he should not have marked item A, but since P2 receives insurance through the state, he was unsure whether to mark B, C or D, so he marked all of them.

***The Instruction to Not Include Plans That Only Cover Vision, Dental, or Drugs Was Generally Followed, but Not Always Fully Understood, Especially Among Spanish Language Respondents***

Out of 40 English language respondents who were asked about the instruction, 23 respondents noticed and followed the instruction to exclude plans that only cover vision, dental, or prescription drugs when reporting on their types of health insurance; 17 respondents missed this instruction.

Twelve respondents were confused or did not quite understand the instruction. For example, two respondents were confused because their current plan already includes those types of coverage.

Two respondents thought it was clarifying that all types of coverage should be included.

R paid a lot of attention to the instruction to not include dental, drug or vision because she wanted a plan that covered everything. R said that the instruction is trying to tell you to “make sure everything is covered.”  
*(110531, CAPI, English, Version 1)*

One respondent *(310043, CATI, English, Version 1)* thought it was saying to exclude plans bought directly from insurance companies.

In spite of this confusion, there were no reports of health insurance coverage that strictly covered vision, dental or prescription drugs among the English language respondents.

Out of 23 Spanish language respondents that were asked about the instruction, 7 respondents read and followed the instruction; 16 respondents either misinterpreted or completely disregarded these instructions.

Eight respondents' interpretations of the instructions varied widely, ranging from not including any illnesses involving vision and dental, to knowing one's rights when it comes to medical insurance.

R claimed that she did pay attention and understood the instructions to exclude insurance that covered only one specific item. However, her response does not reflect that. "Si, le presté atención. Saber los derechos que tengo y lo que puedo usar del seguro." ("Yes, I did pay attention. It's about knowing what rights I have and what I can use of the insurance.") (120755, CAPI, Spanish, Version 3)

R stated he did in fact pay attention to the instructions, because they are services commonly utilized. R interpreted the instruction to mean services of dental, medication, and vision are included. (320403, CATI, Spanish, Version 3)

R interpreted the instruction to mean that many of the insurances in the market do not include those services, which in general you have to go look for somewhere else since the ones you have are not enough. After the question was re-read, R thought that the instruction meant if the insurance includes dental, vision, etc. (320300, CAPI, Spanish, Version 2).

Eight respondents completely missed or ignored the instructions to not include plans covering only vision, dental, etc. Some participants ignored the instructions as soon as they read or heard the words "Do not include..." while others who ignored the instructions later explained that they knew that their plans either did or did not cover vision, dental, etc.

R states she did not pay attention to the instructions because P2's insurance covers all dental, medications, and vision. (320206, CAPI, Spanish, Version 3)

R says that as soon as she heard "don't include" and since she don't have insurance, she didn't pay much attention. She did pick up that dental was mentioned as the first item. (120214, CAPI, Spanish, Version 1)



## **Both English and Spanish Language Respondents Tended Not to Understand Item D, Regarding State and Federal Marketplaces**

Sixteen English respondents noted that they were familiar with the term “State or Federal marketplace” and 24 respondents said they were unfamiliar with it. While most did not comment beyond saying they had never heard of the term, a few respondents elaborated on their misunderstanding, interpreting this type of health insurance to mean:

- Available to those with state or Federal jobs (310028, Paper, English, Version 3; 310041, Paper, English, Version 3; 310056, Paper, English, Version 3)
- “State government aid” (310029, CATI, English, Version 1)
- Care received at “a county hospital” (510062, Paper, English, Version 1)
- “A corporate company plan” (510063, Paper, English, Version 1)
- “A resource center where you can shop for different prices and plans” (510063, Paper, English, Version 3)
- “COBRA” (510065, CAPI, English, Version 1)
- “Self-pay insurance” (510068, CAPI, English, Version 2)
- “A choice of plans in a particular marketplace” (310041, Paper, English, Version 3)

Spanish language respondents generally were unfamiliar with the terminology underlying the Affordable Care Act, especially the terms “comprado mediante el mercado de seguros estatal o federal o cuidadodesalud.gov” (State or Federal Marketplace). Fifteen out of 29 were unfamiliar with these terms and nine misunderstood them. Fifteen Spanish language respondents had difficulty answering because of this lack of familiarity with the terminology.

The R stated simply and directly that he is not familiar with the statement ‘purchased through federal or state marketplace.’ The R never heard of ‘cuidadodesalud.gov’ (healthcare.gov). (120202, CATI, Spanish, Version 1).

R is not familiar with the phrase “comprado mediante el mercado de seguros estatal o federal o cuidadodesalud.gov?” To R, this phrase has to do with buying insurance or the ability to pay for a premium so they can give you health care. (120715, CATI, Spanish, Version 2).

## **Most English and Spanish Language Respondents Reacted Positively to the Idea of Including Healthcare.Gov in Item D, but Not All Would Interpret it as Intended**

English language respondents were more than four times as likely to feel that the addition of healthcare.gov would be helpful (30) than to believe it would not be helpful (7). Respondents felt healthcare.gov was more recognizable than “marketplaces”, and would be more likely to associate it with a term they are familiar with, Obamacare.

R thought healthcare.gov should be included because she was more familiar with that than with the phrase State or Federal marketplace. (112618, Paper, English, Version 2)

R thinks it would “absolutely” help to include healthcare.gov in the description, and that makes her think about Obamacare/ACA. (210024, CATI, English, Version 1)

R said it would help to include “healthcare.gov” in the description because if people are familiar with the website then they will understand the question better. (310056, Paper, English, Version 3)

When asked for their reactions to healthcare.gov, a few respondents mentioned examples that demonstrated they were unfamiliar with this website, such as one respondent who said perhaps this is “a less expensive way to get health care than Obama care” (310028, Paper, English, Version 3).

Three California residents thought it might be related to Medi-Cal or CA Covered.

“They assigned me to a plan but I’m not sure if it’s on the marketplace or not.” R explained that he went to “CA Covered”, but due to income was sent to government assistance site for people with low incomes. (510020, CATI, English, Version 3)

Two respondents who are unfamiliar with the website said it would be helpful to mention it so that they could look it up and learn about it.

R thinks it would help to include healthcare.gov, but had never heard of it. It would help the R so he could go look up what is meant by marketplace, but it doesn’t trigger any knowledge. (210002, CATI, English, Version 1)

R has heard of State or Federal Marketplace, but doesn’t know what it is. R said it would help to include ‘healthcare.gov’ because you could “go there” and get a “little more understanding of what it is.” (110518, Paper, English, Version 3)

Two respondents suggested referencing the Affordable Care Act in item D, two suggested referencing “exchanges”, and 14 respondents suggested referencing “Obamacare”, citing that it is more widely recognizable than State or Federal marketplaces.

R thought mentioning Obamacare would definitely make it clearer. (510068, CAPI, English, Version 2)

R doesn't think most people would recognize healthcare.gov, but they would recognize Obamacare. (310082, Paper, English, Version 3)

R thought most people would understand “Obamacare” the most among these different names. (110206, CAPI, English, Version 3)

Seven Spanish language respondents indicated that including “www.cuidadodesalud.gov” (Healthcare.gov) would help them understand the question on the State/Federal marketplaces, while only 3 felt that the addition of the Cuidadodesalud.gov website would not be helpful. One of these respondents stated that the term “ObamaCare” should be added instead of the healthcare.gov website (220404, CAPI, Spanish, Version 1).

R said the definition would be helpful, because in his opinion, the definition is simple and people will be able to understand it. (220201, CAPI, Spanish, Version 2)

R said it would be helpful to add “cuidadodesalud.gov” (healthcare.gov) to the question, because it helps clarify the question. (320206, CAPI, Spanish, Version 3)

### **Some English Language Respondents Who Had Signed Up Through the Healthcare Exchange Are Not Familiar With “Marketplace” and Most Say It Would Help To Include Healthcare.Gov**

Out of 11 English language respondents who indicated in the screener that they had signed up for health insurance through the exchange, 8 did not report any problems selecting the correct response category. This includes 6 respondents who were exposed to Versions 1 and 3 that did not mention “healthcare.gov”. Six respondents who said “Obamacare” in the screener (which asked about “Insurance through the Affordable Care Act, also known as Obamacare”) reported “Medicaid” during the cognitive interview. For some this was because they went through the marketplace to sign up for insurance and were ultimately determined eligible for Medicaid; others didn't recognize the

marketplace language and so chose Medicaid as the best description of their situation among the available choices.

R said it was easy to pick the category for his answer to this question and said it was “self-explanatory.” (110501, Paper, English, Version 1)

R said it was not difficult to find a category that matched her situation. R came up with her answer because she has care through the Affordable Care Act because she works at a job where she does not get health insurance and none of the other categories fit. She said “when I saw the word marketplace I was like yeah.” (510049, Paper, English, Version 1)

R explained that at the time of the ACA deadline, she was unemployed and therefore signed up for Medicaid in order to have some type of coverage. She did not find the question difficult to answer. (210002, CAPI, English, Version 1)

Three Obamacare recipients were unfamiliar with the term “State or Federal marketplace.” One respondent said the term made her think of the website she had used to sign up for her coverage, but she was not specifically aware of State or Federal marketplaces (110280, Paper, English, Version 1). Another respondent referred to getting her insurance through Obamacare, but was not familiar with the term “marketplace” or with healthcare.gov (510035, CATI, English, Version 3). A Chicago recipient of Obamacare explained that she is covered by the “new act” that’s low cost and was confused about whether to mark Medicaid or marketplace (310049, CAPI, English, Version 3).

Respondents who had signed up through the exchange were nearly unanimous in agreeing that including healthcare.gov would be helpful, though one respondent did note that she had not signed up through the website, so it would not have helped her (510049, Paper, English, Version 1).

R said it “might” have helped to include healthcare.gov and that it would have been easier to answer the question. He said if that had been there, it “would have been an easy check.” (110501, Paper, English, Version 1)

### **Spanish Language Respondents Found the Phrase “Esas Personas” (Those People) in Item C to Be Problematic**

A majority (19 out of 24) of Spanish language respondents found the term “esas personas” (those people) to be specifically referring to people of low income, and felt that the term was offensive and/or derogatory.

R believes there is a difference in that the first term “esas personas” (those people) is derogatory, it tends to over-emphasize the characteristic that defines the group; “para personas” (for people) is better, less derogatory. (120214, CAPI, Spanish, Version 1)

For R, “esas personas” (those people) sounds like a derogatory term. It sounds as though this is referring to low-income people or the poor. (320402, CATI, Spanish, Version 2)

To R, “esas personas” (those people) “es un término despectivo.” (contemptuous or disrespectful term). (320303, CATI, Spanish, Version 2)

Sixteen of these respondents preferred the alternative phrasing of “para personas” (for people...).

R believes there is a difference in that the first term “esas personas” (those people) is derogatory, it tends to over-emphasize the characteristic that defines the group; “para personas” (for people) is better, less derogatory (120214, CAPI, Spanish, Version 1).

R thinks the term “esas personas” (those people) refers to people who do not have a full-time job, low income as in her case - she works part time. She believes that “para personas” (for people) refers to several persons, whereas “esas personas” (those people) refers to only one person (120755, CAPI, Spanish, Version 3).

For R there is a difference. When using the term “para esas personas” (for those people) makes her think that they are being discriminated and “para personas” (for people) sounds normal, like they are all the same (320200, CAPI, Spanish, Version 3).

**Many English Language Respondents in Complex Households Had Difficulty Answering This Question Accurately About Other Household Members. Spanish Language Respondents Had Little Difficulty With This Question**

English language respondents in non-complex households were able to easily and accurately report on the health insurance coverage of other householders. While most respondents living in complex households (23) were able to answer the health insurance questions without difficulty, 10 respondents with complex households did have some type of difficulty answering about P2's or P3's health insurance coverage, including 6 who were unable to answer the question.

R said he was 70 percent certain of this answer for P2 (his brother) because “I’m not his guardian or parent. So what he does in terms of his insurance is not on my radar...unless I would be the one acting on his behalf.” (110212, Paper, English, Version 2)

R marked “yes” to Medicare and Medicaid because R knows she does have one of those but she isn’t sure which one. (310028, Paper, English, Version 3)

R answered ‘Medicaid’ for P2. R is only certain about this answer because she has had a conversation with her roommate about it before. R answered ‘no’ to all of the health insurance options because she wasn’t sure about those. (310030, Paper, English, Version 2)

“He’s getting Obamacare, but I’m not sure is it from his company like Giant, he is working for Giant.” R left the question blank. “I’m not sure he’s getting from Giant or he applied himself.” During probing, R said that he doesn’t know anything about P3’s health insurance coverage. (112844, Paper, English, Version 3)

Among Spanish language respondents, 21 out of 23 respondents found it easy to answer the question for P2 or P3.

R is 100 percent certain of his response because he has a monthly deduction on his paycheck for P2’s health coverage. (220201, CAPI, Spanish, Version 2)

R states he is very sure his wife also has insurance because they went together to sign up, and she has seen doctor. (120316, CATI, Spanish, Version 1).

R states he is very certain of his response, because he registered her through his workplace and he has a monthly deduction for her coverage. (520201, CATI, Spanish, Version 3)

## 4.2.2 Version or Mode Specific Findings

Each CAI Version had differing instructions for asking about the health insurance for persons 2 and 3. None of the English or Spanish language respondents expressed concerns about the repetitiveness of the questions for each person, and respondents did not seem to have difficulties in any one of the Versions more than others in answering for other household residents.

### 4.2.3 Recommendations for Round 2

Based on our findings we recommend some modifications to Version 3 for testing in Round 2.

- Maintain the Version 3 placement of the instruction to not include plans that cover only one type of service.
- Revise CAI item A to help clarify that coverage through another family member reported here should only be employer-based: “Are you currently covered by health insurance through an employer or union? Include coverage from current or former employers or unions of yours or another family member.” Make a similar revision to CAI item D for consistency: “(Are you/Is <Name>) currently covered by health insurance purchased directly from an insurance company or through a State or Federal Marketplace, also known as the Affordable Care Act or healthcare.gov? Include coverage purchased by (you/<him/her>) or another family member.”
- In the Spanish Item C, replace the phrase “esas personas” (those people) with the less offensive phrase “para personas” (for people).
- For both English and Spanish, include reference to the website in Item D. Our findings indicated that English language respondents would also benefit from additional mention of the Affordable Care Act. Spanish language findings did not indicate such an addition would be helpful. We propose adding it to the English as follows: “Insurance purchased directly from an insurance company or through a State or Federal marketplace, also known as the Affordable Care Act or healthcare.gov.” We’d prefer not to add it to the Spanish, as the item is already quite lengthy, but instead will test in Round 2 whether Spanish language respondents would find it additionally helpful.
- We do not have strong evidence for any of the interviewer-administered approaches working better than the others for collecting health insurance information on persons 2 and 3. However, we feel Version 3 is the cleanest approach and the least repetitive. For example, it bypasses the need to repeat person 1’s answers, unless the respondent volunteers that person 2 has the same type of insurance.
- To address the issue of double-counting that we noticed in our findings, consider adding an instruction in the Paper mode that says “If this person has only one health insurance plan, please mark “Yes” to the one item that best describes that plan.” For CAI, expand the follow-up question that’s administered when respondents say “yes” at items A and D to include any combination of more than one response.

**PAPER – ENGLISH**

Is this person CURRENTLY covered by any of the following types of health insurance or health coverage plans? Mark “Yes” or “No” for EACH type of coverage in items a – h.

*If this person has only one health insurance plan, please mark “Yes” to the one item that best describes that plan.*

*Do NOT include plans that cover only one type of service, such as dental, drug or vision plans.*

- a. Insurance through a current or former employer or union (of this person or another family member)
- b. Medicare, for people 65 and older, or people with certain disabilities
- c. Medicaid, Medical Assistance, or any kind of government-assistance plan for those with low income
- d. Insurance purchased directly from an insurance company or through a State or Federal marketplace, also known as the Affordable Care Act or healthcare.gov (by this person or another family member)
- e. TRICARE or other military health care
- f. VA (including those who have ever used or enrolled for VA health care)
- g. Indian Health Service
- h. Any other type of health insurance NOT listed above – *Specify*

**PAPER – SPANISH**

¿Tiene esta persona cobertura ACTUALMENTE de cualquiera de los siguientes tipos de seguros de salud o planes de cobertura de seguro de salud? Marque “Sí” o “No” para CADA tipo de cobertura en las respuestas a-h.

*Si esta persona solo tiene un plan de seguro de salud, por favor marque sí al ítem que mejor describe dicho plan.*

*NO incluya los planes que cubren solamente un tipo de servicios, tales como planes dentales, de medicamentos o de la vista.*

- a. Seguro a través de su empleador o sindicato (*union*), actual o previo, (de esta persona o de cualquier otro miembro de la familia)
- b. Medicare, para personas que tienen 65 años o más, o personas con ciertas discapacidades
- c. Medicaid, Medical Assistance o cualquier otro tipo de plan de estatal o asistencia gubernamental para personas con un ingreso bajo
- d. Seguro adquirido directamente de una compañía de seguro o a través del Mercado de seguros estatal o federal o CuidadoDeSalud.gov (por esta persona o por cualquier otro miembro de la familia)
- e. TRICARE o cualquier otro seguro médico militar
- f. Administración de Veteranos (VA) (incluye a esas personas que alguna vez hayan usado o se hayan registrado en el sistema de cuidado médico de la VA)
- g. Servicio de Salud Indio (Indian Health Service)
- h. Cualquier otro tipo de seguro de salud NO mencionado anteriormente - *Especifique*



## CAI – ENGLISH

I am now going to ask you some questions about (your/<Name>'s) health insurance and health coverage. Do NOT include plans that cover only one type of service, such as dental, drug or visions plans.

(Are you/Is <Name>) currently covered by health insurance through an employer or union? Include coverage from current or former employers or unions of (yours/his/hers) or another family member.

(Are you/Is <Name>) currently covered by Medicare, for people age 65 or older or people with certain disabilities?

(Are you/Is <Name>) currently covered by Medicaid, Medical Assistance, or any kind of state or government-assistance plan for those with low incomes?

(Are you/Is <Name>) currently covered by health insurance purchased directly from an insurance company or through a State or Federal Marketplace, also known as the Affordable Care Act or healthcare.gov? Include coverage purchased by (you/<him/her>) or another family member.

(Are you/Is <Name>) currently covered by TRICARE or other military health care?

(Are you/Is <Name>) currently covered through the VA or [have you/has <Name>] ever used or enrolled for VA health care?

(Are you/Is <Name>) currently covered through the Indian Health Service?

(Are you/Is <Name>) currently covered by any other health insurance or health coverage plan?

(IF OTHER) What is the name of the health care plan?

[AFTER PARTS B-H, IF YES TO PART A AND ANY OTHER PLAN] I recorded that ( you/<NAME>) (have/has) both insurance through an employer or union AND (READ PLAN). These are two different plans, is that correct?

YES

NO – Which of these best describes (your/<NAME>'s) (plan/plans)?

Person 2+:

I am now going to ask you some questions about <Person 2+ Name>'s health insurance and health coverage. Do NOT include plans that cover only one type of service, such as dental, drug or visions plans.

Is <Name> currently covered by health insurance through an employer or union? Include coverage from current or former employers or unions of (his/hers) or another family member.

(YES/NO/SAME TYPE AS PERSON 1)

IF YES OR NO: READ INSURANCE CATEGORIES AS ABOVE

(IF SAME TYPE AS PERSON 1) Earlier I recorded that you are currently covered by <read full type of first insurance marked for PERSON 1>. Does <Person 2+ Name> have this same type of health insurance or health coverage?

I also recorded that you are currently covered by <read full type of second insurance marked for PERSON 1>. Does <Person 2+ Name> have this same type of health insurance or health coverage?

Is <Person2+ Name>) covered by any other health insurance plan? Do NOT include plans that cover only one type of service, such as dental, drug or visions plans.

**CAI – SPANISH**

Ahora le voy a hacer preguntas acerca de (su seguro y cobertura de salud/el seguro y cobertura de salud de <Name>). **NO** incluya los planes que cubren solamente un tipo de servicios, tales como planes dentales, de medicamentos o de la vista.

¿Tiene (usted <Name>) cobertura actualmente de un seguro de salud a través de un empleador o sindicato (union)? Incluya cobertura de un empleador o sindicato actual o anterior (suyo/de él/ella) o algún otro pariente).

¿Tiene [usted/< Name>] cobertura actualmente de Medicare, para personas que tienen 65 años o más, o personas con ciertas discapacidades?

¿Tiene [usted/< Name>] cobertura actualmente de Medicaid, Medical Assistance u otra asistencia gubernamental de planes de seguros de salud para personas con un ingreso bajo?

¿Tiene [usted/< Name>] cobertura actualmente de un plan de seguro de salud comprado directamente a una compañía de seguros o a través del Mercado de seguros estatal o federal o [cuidadosalud.gov](http://cuidadosalud.gov)? Incluya cobertura que (usted/<él/ella>) u otro miembro de la familia haya comprado.

¿Tiene [usted/< Name>] cobertura actualmente de TRICARE o cualquier otro seguro de salud militar?

¿Tiene [usted/< Name>] cobertura actualmente a través de la Administración de Veteranos (VA) o ha usado o se ha registrado [usted/<él/ella>] alguna vez para cuidado de la salud en la Administración de Veteranos (VA)?

¿Tiene [usted/< Name>] cobertura actualmente a través del Servicio de Salud Indio (Indian Health Service)?

¿Tiene [usted/< Name>] cobertura actualmente por cualquier otro tipo de seguro de salud o plan de cobertura de seguro de salud?

(IF OTHER) ¿Cuál es el nombre del plan de seguro de salud?

[AFTER PARTS B-H, IF YES TO PART A AND ANY OTHER PLAN] He anotado que (usted/<NAME>) tiene un seguro a través de su empleador o sindicato (union) Y (READ PLAN). Estos son dos planes de seguro diferentes, ¿es esto correcto?

Sí

NO – ¿Cuál de las siguientes mejor describe el plan o planes (suyo(s) /de [NAME])?

Persona 2+:

Ahora le voy a hacer preguntas acerca del seguro y cobertura de salud de <Person 2+ Name>. **NO** incluya los planes que cubren solamente un tipo de servicios, tales como planes dentales, de medicamentos o de la vista.

¿Está <Name> actualmente cubierto por un seguro de salud a través de un empleador o sindicato (union)? Incluya cubrimiento de un empleador o sindicato actual o anterior <de él/ella> o algún otro pariente.

(Sí/NO/SAME TYPE AS PERSON 1)

IF YES OR NO: READ INSURANCE CATEGORIES AS ABOVE

(IF SAME TYPE AS PERSON 1) He anotado antes que usted tiene actualmente cobertura de <read full type of insurance marked for PERSON 1>. ¿Tiene <Person 2+ Name> el mismo tipo de seguro de salud o cobertura de salud?

He anotado también que usted tiene actualmente cobertura de <read full type of second insurance marked for PERSON 1>. ¿Tiene <Person 2+ Name> el mismo tipo de seguro de salud o cobertura de salud?

¿Tiene <Person 2+ Name> cobertura actualmente por cualquier otro tipo de seguro de salud o plan de cobertura de seguro de salud?

(IF OTHER) ¿Cuál es el nombre del plan de seguro de salud?

## 4.3 Premium Question

The purpose of the premium question is to elicit data on whether there is a monthly premium for the health insurance plan(s) held by the respondent or other household member(s). We tested two Versions of the question, and the key difference between them was the inclusion of a definition of premium in Version 1. The cognitive testing probes were designed to explore respondent comprehension of the concept of premiums.

### 4.3.1 General Findings

#### ***Spanish Language Respondents Were Generally Unfamiliar With the Terminology Concerning Premiums***

Out of 23 respondents who were asked about premiums, 13 of them were unfamiliar with the terminology used to discuss premiums. However, four of these thirteen respondents were still able to correctly answer the questions posed to them regarding premiums, despite being unfamiliar with the terminology.

For R, “cuota mensual” (monthly premium) is a cost, a payment. R is not familiar with that term. R thinks that it includes co-pays and deductibles. (320201, CAPI, Spanish, Version 1)

R defined this term “prima mensual” (monthly premium) as a set amount of money such as a discount given and it would include co-pays and deductibles. (520202, CAPI, Spanish, Version 2)

R is not familiar with the term “copagos” (copay); he does not know what it means. R said it does include deductibles, but he didn’t seem sure about his answer. (120206, CATI, Spanish, Version 1)

#### ***English and Spanish Language Respondents Overwhelmingly Found the Definition Of the Term “Premiums” to Be Helpful***

Regardless of the Version respondents were presented with, nearly all English language respondents say the definition helps them feel more certain about the response - 40 said it was helpful, 4 said it was not.

R said the definition was “pretty accurate” and that the definition helped her answer the question. (310043, CATI, English, Version 1)

R thinks the definition will help “with certain age groups” if they aren’t familiar with the terminology. R said even if someone knows what a monthly premium is, the definition would make it “clear as glass.” (310030, Paper, English, Version 2)

Among the four who said the definition would not be helpful, all agreed that this was a familiar term to them and that the definition was not needed.

R said she knew what a monthly premium was without the definition and thought that most people would too. She did not know if the definition would be helpful because she had the impression that monthly premium was a fairly common term that most people understand. (112075, Paper, English, Version 3)

Out of 23 Spanish language respondents who were asked whether they found the addition of a definition of “primas or cuotas” (premiums) to be helpful, 20 found the definition to be helpful, as compared to only two respondents who did not find it helpful. One respondent did not indicate whether or not the definition was helpful, but did misinterpret the meaning of monthly premiums, indicating that a definition may have been helpful.

Yes, because it clearly states for the individual that there is a monthly premium that must be paid in order to obtain coverage. (320403, CATI, Spanish, Version 3)

For R, the definition is helpful, but he would also like to know what a “prima” (premium) is or means. R said “no mucha gente conoce lo que es” (not many people know what this means). (320659, CATI, Spanish, Version 2)

### **Five English Language Respondents and Three Spanish Language Respondents Had Difficulty Answering the Question Because of the Reference to “Monthly” Premiums**

Some pay their premium every pay period, others pay on an annual basis. Respondents who pay premiums on an annual basis were certain that a premium is paid but were unsure whether they should answer yes or no to the question since it is not a monthly payment.

When answering, R wasn’t sure if it the premium was monthly or biannually. She knows her husband’s employer pays for some and that the

family pays for some and that it comes out of her husband's paychecks, but she wasn't sure how often it is paid. R said "I know we pay in addition to the employer paying." R said she could ask her husband, but she doesn't know herself. (110301, CAPI, English, Version 1)

R said since he paid for his amount in full for the year up front he is not paying a 'monthly' premium. (510062, Paper, English, Version 1)

R asked for clarification if this is the payment that comes out of her partner's paycheck. R commented that this is confusing because P2 has it taken out of 26 paychecks per year. So she interpreted it as not a monthly premium. She understood the notion of premium and her partner does in fact pay a premium, but the word "monthly" made her say no. (210024, CATI, English, Version 1)

Respondent selected Yes but commented on this question before probing. He noted that "so, I don't pay like a monthly premium for my Tricare, I pay an annual amount. But I guess you could say I do have a premium." (110002, Paper, English, Version 3)

Respondent noted that the bi-weekly frequency is the only option available to pay her premium, and that it is always bi-weekly; it's never monthly. "I don't pay a monthly premium, I pay a bi-weekly premium." When further probed if her bi-weekly payments made it difficult to answer the question about monthly payments, she said "Yes, I was tempted to say no, but I didn't know if there was another question following, so...I think a better question is 'Do you have to pay all or part of your health insurance through your employer?', and 'Is that deducted monthly, bi-weekly, or something else?'" (110206, CAPI, English, Version 3)

For the three Spanish language respondents who did have problems with the term "monthly premiums," only two of them actually had different payment intervals, both of which were annual premiums. The remaining respondent (120206, CATI, Spanish, Version 1) was unsure of the official payment intervals since the premiums are automatically withheld from the paycheck.

**Respondents in Both Languages Were Generally Able to Answer the Questions Regarding Premiums for P2 and P3. Eight English Language Respondents and One Spanish Language Respondent Were Unable to Answer the Premium Question for P2 or P3**

R "can't say... for certain" her answer for her sister but she "thinks she purchased it" (meaning the insurance). R said that if she did purchase it then she would have a premium. (310043, CATI, English, Version 1)

When asked this the R said she doesn't know if there is a premium for P2's health insurance plan. P2's father is court ordered to provide health insurance for P2 and the father does not share any detail about what he pays with the R. (110002, CATI, English, Version 3)

### 4.3.2 Recommendations for Round 2

- Use Version 1, with the definition, for Round 2 testing. For the Spanish, add “una prima” in the question stem to further clarify “premium.”
- Although we did not probe specifically on what to include in the definition, consider mentioning “deductibles” in it. Several Spanish language respondents were confused about whether premiums include deductibles.
- Replace “monthly” with “on a regular basis” in the definition.
- Although we didn't observe specific problems with reporting on premium across plans, we would like to discuss with Census how to address two issues:
  - For those respondents who have more than one plan, which plan should they be answering this question about? For example, should there be an instruction such as, *“If you have more than one health insurance or health coverage plan, please answer for the one you consider to be your primary plan.”*
  - For those households with more than one person on the same plan, what is the best way to ask the premium question of subsequent persons? For example, in the interviewer-administered mode, if subsequent persons are on the same plan as Person 1, and the premium question has already been answered in the Person 1 Detailed section, perhaps it should be skipped for all other persons on that plan. This issue is a little trickier for the paper questionnaire, however.

#### **PAPER AND CAI – ENGLISH**

Is there a premium for this plan? A premium is a fixed amount of money paid on a regular basis for health coverage. It does not include copays, deductibles, or other expenses such as prescription costs.

#### **PAPER AND CAI – SPANISH**

¿Tiene este plan una prima o cuota? Una prima o cuota es una cantidad fija de dinero que se paga con regularidad para tener cobertura de salud. No incluye los copagos, deducibles ni otros gastos, tales como los costos de las medicinas recetadas.

## 4.4 Subsidy Question

Three versions of the subsidy question were tested in Group 2. The purpose of this question is to assess whether the premiums being paid are subsidized in any way. Version 1 asks about premiums that are “subsidized based on family income.” Versions 2 and 3 ask about whether a tax credit or subsidy is received to help pay the monthly premium. Version 2 reminds the respondent that this tax credit or subsidy may be for “you or another family member” whereas Version 3 does not mention this specific language.

The cognitive probes were designed to elicit respondent comprehension of the terms “subsidy” and “tax credit” and to explore which of the three versions might be easiest to understand.

### 4.4.1 General Findings

A total of 13 respondents provided feedback on Version 1 of this question, 16 on Version 2, and 15 on Version 3. Some respondents were only able to answer the question for P2 or P3 since they themselves do not pay a premium.

#### ***Version 1: English Language Respondents Tended to Understand What “Subsidized Based on Family Income” Means; Spanish Language Respondents Were Mixed in Their Level of Understanding***

Seven English language and 3 Spanish language respondents correctly understood the notion of subsidies.

She said she thinks this means that the cost is lower. She said she has heard about the government subsidizing costs, such as subsidized housing. “The recipient is paying less” and the government or the state is subsidizing the cost. She did not think this meant it was free, but it’s a percentage that is covered. (110280, Paper, English, Version 1)

When asked what it means if the cost of a premium is subsidized, R said it’s giving her a smaller portion to pay and that the government would be subsidizing the cost. (310043, CATI, English, Version 1)

R answered Yes to this question because she understands what a subsidy is and knows she is getting a plan that is about \$400/month for \$111/month so knows it is subsidized. R said she is getting this subsidy because her income is low so she gets a little bit of support. (510049, Paper, English, Version 1)

R said that somebody explained to her “que estaba subsidiada como mil y pico que pagaban ellos” (that she received a subsidy of about a thousand dollars that was already paid by them) and that subsidy is based on a person’s tax amount (220404, CAPI, Spanish, Version 1).

R said a subsidy means the government helps pay your monthly premium because you meet certain qualifications, such as low SES, or handicap. (120316, CATI, Spanish, Version 1)

Three English language respondents misunderstood the notion of subsidies, thinking that they could be subsidized by another family member, by being eligible for Medicaid, or through SSI coverage for prescription drugs.

R defined a subsidy as being based on family income and he said that his fiancée would be subsidizing the price because she has the “on the books income.” (110501, Paper, English, Version 1)

R was thinking about the process he went through to see if he qualified for aid based on income and was therefore incorrectly thinking about a subsidy being the same as Medicaid. (510062, Paper, English, Version 1)

She was thinking of her prescription drug plan through AARP, which is directly deducted through SSI. (510063, Paper, English, Version 1)

Three Spanish language respondents had no understanding of the concept of subsidies and thus had difficulty answering the question.

R did not answer this question during the survey, because she did not know what the term subsidy meant (320657, CATI, Spanish, Version 1).

R is unfamiliar with the term which makes it hard for her to answer the question appropriately. R does not understand how subsidy works. R is not clear with what is being asked. (320205, CAPI, Spanish, Version 1).

R did not have a good understanding of health insurance subsidy questions. Interviewer had to repeat the question a few times during the interview and she mentioned that the wording of the question was confusing (320655, CATI, Spanish, Version 1).



**Version 2: English Language Respondents Were About Evenly Split Between Those Who Seemed to Correctly Interpret “Tax Credits Or Subsidy” and Those Who Were Confused By It; Nearly All Spanish Language Respondents Understood This Version**

Seven English language respondents correctly understood the notion of tax credit or subsidy based on family income. Five Spanish language respondents had a good understanding of the notion of tax credit or subsidy based on family income.

Tax credit or subsidy based on family income means, “if you have lower income, depending on a certain tax bracket, you may have received a tax credit when you file for taxes based on what you already paid into your insurance plan.” (210018, CATI, English, Version 2)

R thinks it is asking about a tax credit “on income tax if you received credit for being low income to help cover your monthly premium.” (210018, Paper, English, Version 2)

“When I went online to apply for the insurance coverage, they tell you that you’ll get a tax credit break with the amount of family members and also - I think that’s it. They don’t tell you how much...they just tell you...that you are eligible for a tax credit when tax time comes around.” (310068, Paper, English, Version 2)

R stated the definition of “un credito de impuestos o subsidio basado en el ingreso de la familia” (a tax credit or subsidy based on the family’s income) meant that the government would help alleviate the cost of the monthly premiums for those who are of low socio-economic status and need assistance (220201, CAPI, Spanish, Version 2).

R understood the question as any financial help from the government or an institution that will help a person pay the insurance premium because of insufficient income. R thought that the institution pays “algo, una parte” (some, a portion) and the family pays the rest (320300, CAPI, Spanish, Version 2).

Five English language respondents and one Spanish language respondent misinterpreted tax credit, thinking about deductions and tax breaks, or expressing general confusion about tax terminology.

R said getting a subsidy would mean that due to having a low income, you would qualify for “some sort of deduction or something.” He said that

taxpayers would be paying this deduction. (110509, CAPI, English, Version 2)

When asked what was meant by subsidy, she connected it to income tax. She observed that you need children to get tax breaks, and her only daughter was grown. (210015, CATI, English, Version 2)

“That’s too much...when you get to talking about ‘tax credits’ and stuff like that it kind of throws a person off ...makes ‘em think ‘well hmm - I don’t know if I should answer that question or not’ because when you dealin’ with the IRS and taxes and stuff -...it’ll make people confused and also a little skeptical about answering that or they may have to come back to it...” (310071, Paper, English, Version 1)

When asked what was meant by subsidy, R could not make the connection between “credito de impuestos” (tax credit) and health insurance. She associated the term with filing taxes or income tax. R understood the questions asked, however, she got confused when the term “credito de impuestos” (tax credit) was used because she does not relate it with health insurance (320300, CAPI, Spanish, Version 2).

Three English language respondents misunderstood the question, thinking it was asking about minors and health and education expenses, a tax credit for being healthy, or only applied to families and not single-person households.

R said asking about whether you or another family member “received a tax credit or subsidy based on family income” means that “if the person is a minor and they require financial assistance to continue their education and cover their necessities.” (110212, Paper, English, Version 2)

“I would think of some kind of aid or assistance for being healthy or something similar to that.” (510055, CAPI, English, Version 2)

R said the alternative question does not apply to him because “I’m a single household and it asks about family and I know about myself.” (510062, Paper, English, Version 1)

**Version 3: English Language Respondents Were Evenly Split Between Those Who Correctly Interpreted Tax Credit Or Subsidy and Those Who Were Confused By the Question. Out of the Three Spanish Language Respondents That Provided Feedback on Version 3, One Correctly Interpreted the Question and Two Misunderstood the Question**

Seven English language respondents and one Spanish language respondent correctly understood the notion of tax credit or subsidy based on family income.

“I was assuming by the question wording that it is based on lower incomes to help them pay for their health insurance. They help them, they subsidize them.” (110002, Paper, English, Version 3)

R explained this question is about people with low incomes needing financial help to pay premiums, and she does not need that help. (110206, CAPI, English, Version 3)

R stated no, because she knows that her family does not receive any breaks or assistance for their insurance. R defined a “credito de impuestos o subsidio basado en el ingreso de la familia” (tax break or subsidy based on family income) as a monetary credit of some sort that the government provides families with low incomes (320206, CAPI, Spanish, Version 3).

Three English language respondents and two Spanish language respondents were uncertain about the concept of a tax credit.

R said a tax credit is something from when you do your taxes “because you do receive tax credits when you file your taxes but I’m not sure if they’re talking about the same thing.” (310056, Paper, English, Version 3)

R answered no for P2 and said, “I said no because we tried to actually get a tax credit when we filed for her taxes and they explained to me that it would be only if it was some type of hospitalization fees. It wasn’t high enough.” She was thinking about deducting medical expenses on P2’s tax return. (510035, CATI, English, Version 3)

R said NO because he thinks he makes too much money for that. He called it at one point “family earned income credit”. (210022, CATI, English, Version 3)

When asked about what R thought of subsidies, she mentioned that is when the government gives money for which later people have to pay taxes on (320402, CATI, Spanish, Version 2).

R says that they do not pay any bills. R answered 'No' because they don't pay for anything (520308, CAPI, Spanish, Version 3).

Five English language respondents were unsure how to answer the question or did not understand it.

R said aloud "it's based on our income" and when probed on her answer, selected 'yes' to there being a tax credit/subsidy but notes that she thinks it's two different questions being asked as one. The amount is based on their income, but R knows they don't get a tax credit so she found the question confusing. (310049, CAPI, English, Version 3)

To her, this question was asking about, "Is it a tax credit based on the income meaning what the household makes? ...However everyone files separately so I'm a little unsure of the answer." She lives in a fairly complex household where everyone files separately. (510035, CATI, English, Version 3)

"I think it means that if like a certain amount of money that you make, you get charged per month for your health care. I'm not really sure." (110601, CAPI, English, Version 3)

"Because it sounds slightly strange and I don't think that is something that I have so I said No." (110510, CAPI, English, Version 3)

In her description of her understanding of the item, she seemed to suggest that an employer's contribution to a monthly premium might qualify as this type of payment help. (310061, Paper, English, Version 3)

### **Respondents' Preference Was Almost Always for the Alternate Version Shown.**

Respondents were presented with an alternate version of the question, such that Version 1 respondents were presented with Version 2 as the alternate; Version 2 respondents were presented with Version 3; and Version 3 respondents were presented with Version 1. We urge caution when interpreting these results as respondents' preference for the alternate version may have been due to the context effects of having discussed the initial version during probing.

Respondent explanations for preferring Version 1 (as compared to Version 3):

While it assumes people will understand who is subsidizing, it is clearer. Respondent notes it may help to mention that it would be subsidized by the government. (110002, Paper, English, Version 3)

Easier to understand when "Cost of the premium" is mentioned first, rather than "tax credits and subsidies". (110510, CAPI, English, Version 3)

R likes phrase “based on family income.” (210022, CATI, English, Version 3, 310048)

More clear/doesn't confuse respondent with both tax credits and subsidies. (310041, Paper, English, Version 3; 310049, CAPI, English, Version 3; 510063, Paper, English, Version 3)

Respondent explanations for preferring Version 2 (as compared to Version 1):

Does a better job explaining what is meant by subsidized. (110531, CAPI, English, Version 1)

Clearer way of asking the question. (210002, CAPI, English, Version 1; 210012, Paper, English, Version 1)

Inclusion of “tax credit” helps. (310043, CATI, English, Version 1)

Contained more information, such as “to help pay the monthly premium” and “tax credit.” (510049, Paper, English, Version 1; 510062, Paper, English, Version 1)

“La segunda forma de hacer la pregunta describe lo que es un subsidio y la definicion es mas clara” (the second way of asking the question better describes what a subsidy is and it clarifies the definition) (320657, CATI, Spanish, Version 1).

Respondent explanations for preferring Version 3 (as compared to Version 2):

More concise/does not refer to “this person or another family member.” (110212, Paper, English, Version 2; 210018, Paper, English, Version 2; 510055, CAPI, English, Version 2; 510066, Paper, English, Version 2)

More self-explanatory. (110509, CAPI, English, Version 2; 310068, Paper, English, Version 2)

Easier to answer than Version 2. (510068, CAPI, English, Version 2)

Easier to answer than Version 1 because “subsidized” is a difficult concept, particularly for non-native English speakers or those with low literacy. (110206, CAPI, English, Version 3)

R likes the phrase “to help pay the monthly premium for this plan.” (112075, Paper, English, Version 3; 110509, CAPI, English, Version 2)

Is easier to understand, because the word “prima” (premium is in the definition, and the individual will know what that question is referring to (220201, CAPI, Spanish, Version 2).

It is easier to understand, because the definition includes a brief explanation (320651, CAPI, Spanish, Version 2).

#### 4.4.2 Recommendations for Round 2

Respondents liked the emphasis on the subsidy or tax credit being based on income, which provided them with contextual clues in case they were unfamiliar with subsidies or tax credits. In many cases, the inclusion of the term, tax credit, caused some confusion but mentioning subsidies without also mentioning tax credit was equally problematic.

Based on these findings, we recommend a new Version for Round 2 that incorporates successful elements from all three versions. We would also like to discuss the same issues for the Subsidies question as for the Premium question regarding more than one health plan for any given person, or more than one household member on the same health plan.

**PAPER ENGLISH**

Because of low income levels, does this person or another family member receive any help to pay this premium through a subsidy or tax credit?

**PAPER – SPANISH**

Debido a los bajos ingresos, ¿esta persona u otro miembro de la familia recibe un crédito de impuestos o subsidio como ayuda para pagar esta prima o cuota?

**CAI – ENGLISH**

Because of low income levels, {do you/does NAME} or another family member receive any help to pay this premium through a subsidy or tax credit?

**CAI – SPANISH**

Debido a los bajos ingresos, ¿{usted/NOMBRE } u otro miembro de la familia recibe un crédito de impuestos o subsidio como ayuda para pagar esta prima o cuota?

## 4.5 Journey to Work: Commuting Mode Question

One version of the commuting mode question was tested. Its purpose is to identify the one mode each respondent uses for the longest distance of their commute. Since some modes, such as biking, walking, and even driving, serve as supplements to other modes, the testing sought to understand how those with more than one mode decided on their answer. Also, the addition of light rail as a potential transit category reflects the rapidly growing number of light rail systems across the nation. The testing investigated respondents' reactions to the reorganized rail categories.

### 4.5.1 General Findings

Forty-two English language respondents answered the journey to work question about themselves, with 27 respondents saying they travel in a car, truck or van. Among Spanish language respondents, 29 answered this item, with 12 responding car, truck or van.

#### ***Instruction to “Mark One Response” Is Generally Not a Problem***

Most of the English and Spanish language respondents followed the instruction to only mark one response. Only five English language respondents marked more than one response.

R answered car, truck, or van and sometimes subway or elevated rail. R said she primarily takes a car to work, but takes BART to work 4-5 times per month if she is going to the city after work. (510065, CAPI, English, Version 1)

R said bus and subway. R takes a bus to the metro, and then takes the metro into DC. (110509, CAPI, English, Version 2)

“It’s about half and half. I drive half-way to work and then I BART half-way. It’s about the same distance both sides.” I pushed him some more on this when I probed later on and he said that he couldn’t choose one over the other. (510066, Paper, English, Version 2)

R answered ‘bus’ and ‘subway.’ R works in different places- sometimes in DC, Virginia and Maryland. When asked if R uses one more than the other R said no, they are just “connecting.” (112844, Paper, English, Version 3)

Four English language respondents mentioned some form of variance in their commuting mode, depending on weather, family, availability of a working car, or social plans. Just one of those respondents gave more than one response when answering the question.

R takes a bus to work, but it is weather-dependent. Every once in a while she gets a ride to work, in bad weather. Bus is main form of transportation. (210018, Paper, English, Version 2)

Upon first reading the question about journey to work, R asked “Can I choose more than one? Or should I...Because sometimes I get by car and sometimes I go by bus.” R decided to answer ‘bus.’ “I live in (one city) and I work in (a different city), I just take one bus to get there.” Sometimes she takes the car with her mom because they work at the same place, but this only occurs when her mom has the day off and/or gets off of work before she does. (110601, CAPI, English, Version 3)

R said he only rides the train if his car breaks down. (510063, Paper, English, Version 3)

R answered car, truck, or van and sometimes subway or elevated rail. R said she primarily takes a car to work, but takes BART to work 4-5 times per month if she is going to the city after work. (510065, CAPI, English, Version 1)

***Rail Commuters Are Primarily Marking Subway or Elevated Rail. However, This Is Not an Indication That Other Rail Categories Can Be Removed, Since the Research Was Conducted in Only a Few Markets. None of the Respondents Marked Light Rail/Streetcar/Trolley***

Rail commuters were primarily English language speakers based in Oakland and Rockville and tended to mark subway or elevated rail to describe BART and the Metro system. One Oakland respondent mentioned MUNI and had difficulty labeling what type of transit system it is. Only one Spanish language respondent was a rail commuter.



Table 4-4. Respondents using rail commuting methods and explanations for category selected

ID	Response	Reason
510072, Paper, English, Version 2	Streetcar	"It's tricky. It's called MUNI. Some people call it train. Some people call it trolley. Some people call it street car. They're just interchangeable."
510066, Paper, English, Version 2	Commuter or long distance rail (changed to subway or elevated rail)	BART - Upon probing R changed commuter or long distance rail to subway and said he didn't see subway when he first answered.
510062, Paper, English, Version 1	Subway or elevated rail	BART - R marked subway or elevated rail because he takes BART.
510065, CAPI, English, Version 1	Subway or elevated rail	BART - R answered car, truck, or van and sometimes subway or elevated rail. R said she primarily takes a car to work, but takes BART to work 4-5 times per month if she is going to the city after work.
110509, CAPI, English, Version 2	Subway or elevated rail	R said bus and subway. R takes a bus to the metro, and then takes the metro into DC.
510068, CAPI, English, Version 2	Subway or elevated rail	R answered that she takes BART and was able to determine this was subway or elevated rail.
110510, CAPI, English, Version 3	Subway or elevated rail	R answered "3 - Subway"
112844, Paper, English, Version 3	Bus, Subway or elevated rail	R answered 'bus' and 'subway'.
320206, CAPI, Spanish, Version 3	Tren subterraneo o elevado (Subway or elevated rail)	R is driven to the train station by her son (P3) in his vehicle, then she takes the train (blue line). From her stop, she then walks 3 blocks to work.

**Several of the Terms Used in This Question Were Unfamiliar to Respondents, Though That Did Not Cause Problems Since Those Who Use Particular Methods Generally Knew Which Category Fit Their Situation Best**

As anticipated, there were regional differences in interpretation of some of the rail terms. Table 4-5 below shows the number of English language respondents unfamiliar with each of the rail terms, by overall respondents and by rail commuters. Oakland residents were more likely to be unfamiliar with all of the terms.

**Table 4-5. English language respondents unfamiliar with rail terms**

Type of rail	Number of all English language respondents (57) unsure of a rail term	Number of English language rail commuters (10) unsure of a rail term
Elevated rail	5 (CA, FL)	2 (CA)
Light rail	13 (MD, IL, FL, CA)	5 (IL, CA)
Trolley bus	4 (CA, MD)	4 (MD, CA)
Commuter rail	6 (CA, FL, IL)	1 (CA)

Light rail was the least familiar term, both among English and Spanish language respondents. Some respondents were confused as to whether light rail is the same as a trolley or street car, and were unable to differentiate it from elevated rail.

R has never heard of light rail, but figures it's similar to trolley and streetcar. (310030, Paper, English, Version 2)

R isn't sure what a light rail is but thinks it's similar to trolley. (110601, CAPI, English, Version 3)

"I don't know what a light rail and street car are...unless you mean, like, a taxi... no, taxi is down here. No I don't know what those two are." (310046, CAPI, English, Version 2)

R was able to answer subway or elevated rail, but at first she was uncertain how that differed from light rail. R was not sure if BART was light rail, commuter rail, or subway, but was able to determine commuter was longer distance. Elevated rail helped R make her final choice. R is still unclear what type of train light rail would be. R has heard of light rail before, but is unclear how it is different. (510068, CAPI, English, Version 2)

R would call light rail a streetcar. (510072, Paper, English, Version 2)

R states #5 "tren ligero" (light rail) is any train that follows tracks. (220201, CAPI, Spanish, Version 2)

For R a "tren ligero" (light rail) means that it goes fast and the metro is the same as the light railroad. (320200, CAPI, Spanish, Version 3)

R does not know the difference between "tren ligero" (light rail) and "tranvia" (streetcar). (320300, CAPI, Spanish, Version 2)

Commuter train also caused some confusion among English language respondents because of the word "commuter."

R wasn't sure about commuter train – she is a commuter, but doesn't take train, so realized it didn't apply to her. (310041, Paper, English, Version 3)

R thought about people commuting to work when he saw commuter, but couldn't picture what type of railroad this was. (510063, Paper, English, Version 3)

Upon probing about 'commuter or long-distance railroad' R admits that "I've never heard of that...I have no idea – (is that) the train?" (310061, Paper, English, Version 3)

Commuter or long distance railroad are not the same thing. Commuter is more like a metro, travels longer distances with less stops. Long distance would be across country, like Amtrak. (210018, CATI, English, Version 2)

When probed about the different rail transportations, R talked about commuter busses in addition to trains. (112844, Paper, English, Version 3)

The use of both "trolley bus" and "trolley" caused confusion for some English language respondents in Oakland. Additionally, 6 Spanish language respondents were unfamiliar with the term 'trolebus' (trolley bus), with three unable to provide a description, one claiming the term depended on where you were from, and two respondents describing it as an autobus (120708, CATI, Spanish, Version 1), or an extended length electric bus (320403, CATI, Spanish, Version 3).

R wasn't sure about a trolley bus. He had heard of trolley, but not trolley bus. (510063, Paper, English, Version 3)

R didn't understand what trolley bus means. "The trolley busy, me myself, I just thought it was a trolley...I've just haven't been that close to a trolley bus...I just know the trolley." (510066, Paper, English, Version 2)

R was confused by trolley bus. R knows what trolley is and what bus is, but trolley bus he wasn't sure about. (510072, Paper, English, Version 2)

'Tren subterráneo' (subway) was confusing for 4 Spanish language respondents in Chicago. This could be due to the fact that the metro in Chicago (as some respondents observed) is an elevated rail and can also serve a function of a commuter train for short distances.

R mentioned that in Chicago, 'tren subterráneo' is called subway and it's referred also as the "tren para largas distancias" (long-distance railroad). (310204, CATI, Spanish, Version 3)

R stated that “tren subterraneo o elevado” (above or below ground train) “Tren para areas cercanas, tren para largas distancias” (Trains for short and long distances) are the same thing. (320206, CAPI, Spanish, Version 3)

R thinks that the terms “tren subterraneo” (subway) and “tren elevado” (elevated rail) are the same, it just varies depending on the route. (320300, CAPI, Spanish, Version 2)

Four Spanish language respondents had trouble understanding the term ‘tren de larga distancia’ (long-distance railroad). One respondent was confused by the term, while the others found it to be similar to the ‘tren subterraneo’ (subway), “tren subterraneo o elevado” (Above or below ground train), and ‘tren para areas cercanas’ (trains for short distances).

R states #4: “tren de larga distancia”(long distance) is confusing and states he does not know what this means. (220201, CAPI, Spanish, Version 2)

R mentions that in Chicago category 3 is called subway and it’s referred also as the “tren para largas distancias” (long-distance railroad). (310204, CAPI, Spanish, Version 3)

R states option 3 - “tren subterraneo o elevado” (above or below ground train) and 4 – “Tren para areas cercanas, tren para largas distancias” (Trains for short and long distances) are the same thing. (320206, CAPI, Spanish, Version 3)

Three Spanish language respondents were unclear with the term ‘tranvia’ (streetcar).

For R, “tranvia” (streetcar) refers to the electrical train (220404, CAPI, Spanish, Version 1)

R does not know the difference between “tren ligero” (light rail) and “tranvia” (streetcar). (320300, CAPI, Spanish, Version 2)

Fourteen Spanish language respondents reported that the phrase ‘trabajo en el hogar’ (work at home) carried specific connotations implying un-paid domestic chores. Probing in most cases revealed a difference between ‘trabajo en el hogar’ (work at home) and ‘trabajo desde el hogar’ (work from home).

R thinks that the term work at home is related to housekeeping or that the person does not have to go to an office but can work from their house. (320300, CAPI, Spanish, Version 2)

R thinks that “trabaja en el hogar” (work at home) means to be 100 percent with the family, take care of the kids. R said that housekeeping is part of the “trabajo en en el hogar” (work at home). (310203, CATI, Spanish, Version 3)

“Trabaja desde el hogar” (works from home) refers to a person with a computer that works from home and the office is at home. (320205, CAPI, Spanish, Version 1)

“Trabaja desde el hogar” (Work from home) indicates the individual has a home office where they complete their work (320206, CAPI, Spanish, Version 3)

### **English and Spanish Language Respondents Have Little Difficulty In Reporting on Commuting Mode for Other Household Members**

Only one English language respondent (310029, CATI, English, Version 1) was unable to answer about commuting mode, when answering about a roommate.

## **4.5.2 Recommendations for Round 2**

- Change bus category to remove mention of trolley bus. The mention of trolleys in two categories is causing confusion.
- Change “Commuter or long distance railroad” to “Commuter rail or long distance train” to add clarity.
- Change the Spanish language category “trabajo en el hogar” (work at home) to “trabajó desde el hogar” (work from home). Change English to “Worked from home.”

#### **PAPER – ENGLISH**

How did this person usually get to work LAST WEEK? If this person usually used more than one method of transportation during the trip, mark (X) the box of the one used for most of the distance.

- Car, truck, or van
- Bus
- Subway or elevated rail
- Commuter rail or long-distance train
- Light rail, streetcar, or trolley
- Ferryboat
- Taxicab
- Motorcycle
- Bicycle
- Walked
- Worked from home - skip to 38a
- Other method

**PAPER – SPANISH**

¿Cómo llegó usualmente esta persona al trabajo LA SEMANA PASADA? Si esta persona usualmente utilizó más de un medio de transporte durante el viaje, marque (X) la casilla correspondiente al que utilizó por más distancia.

- Automóvil, camión, o van
- Autobús
- Tren subterráneo o elevado
- Tren para áreas cercanas, tren para largas distancias
- Tren ligero o tranvía
- Lancha (ferry)
- Taxi
- Motocicleta
- Bicicleta
- Caminó
- Trabajó desde el hogar - skip to 38a
- Otro método

**CAI – ENGLISH**

FACE-TO-FACE: Using Card G, LAST WEEK, how did {you/NAME} usually get to work?

TELEPHONE: LAST WEEK, how did {you/NAME} usually get to work?

If (you/he/she) usually used more than one method of transportation during the trip, report the one used for most of the distance.

**FLASHCARD – ENGLISH****CARD G**

How did this person usually get to work last week?

- Car, truck, or van
- Bus
- Subway or elevated rail
- Commuter rail or long-distance train
- Light rail, streetcar, or trolley
- Ferryboat
- Taxicab
- Motorcycle
- Bicycle
- Walked
- Worked from home - skip to 38a
- Other method

**CAI – SPANISH**

**FACE-TO-FACE:** Usando la Tarjeta G, ¿Cómo llegó {usted/NOMBRE} usualmente al trabajo LA SEMANA PASADA?

**TELEPHONE:** ¿Cómo llegó {usted/NOMBRE} usualmente al trabajo LA SEMANA PASADA?

Si <él/ella/NOMBRE/usted> usualmente utilizó más de un medio de transportación durante el viaje, diga cuál fue el que utilizó por más distancia.

**FLASHCARD – SPANISH**

**TARJETA G**

¿Cómo llegó usualmente esta persona al trabajo LA SEMANA PASADA?

- Automóvil, camión, o van
- Autobús
- Tren subterráneo o elevado
- Tren para áreas cercanas, tren para largas distancias
- Tren ligero o tranvía
- Lancha (ferry)
- Taxi
- Motocicleta
- Bicicleta
- Caminó
- Trabajó desde el hogar - skip to 38a
- Otro método

## 4.6 Journey to Work: Time of Arrival Question

The current item that asks respondents what time they leave home for work is reported by the Census Bureau as one of the most contentious questions on the ACS according to their Customer Service and Field representatives and Congressional Testimony. It is also often cited in the media as one of the most intrusive questions on the form. To address these concerns, we tested a question that asked instead about time of arrival at work. Data from this item could be used by transportation planners to help understand times of peak travel demand and provide transportation infrastructure to relieve congestion and gauge potential ridership for transit investment projects.

While there was only one version of this question, the cognitive probes explored how respondents came up with their answer, their level of precision, and how they handled multiple jobs or varying schedules. We also asked respondents if they felt leave time or arrival time might seem intrusive or personal, and explored whether respondents could accurately provide the arrival time of other household members.

### 4.6.1 General Findings

Answers to the time of arrival question from a total of 43 English language respondents and 26 Spanish language respondents revealed that there is a great deal of measurement error in their reports. Respondents are estimating, rounding, reporting the time they are “supposed” to start rather than the time they actually arrive, and reporting the time they “clock in” or get to their desk as opposed to the time they stop commuting. When asking for their departure time, there are sometimes discrepancies between leave time, commute time and arrival time. One respondent felt the question did not apply to her because she departs for work from her school, not her home (310030, Paper, English, Version 2). These findings suggest that the arrival time question as currently worded is not providing an accurate measurement of the use of transportation systems.

#### **Many Are Reporting the Time They Are “Supposed” to Be At Work As Opposed to Time They Actually Get to Work**

“I think people are going to put the time they are supposed to be there. I think that’s the way the brain works and the way it looks.” (510062, Paper, English, Version 1)



R answered 8:00 am. R's official start time is 8:00am. R said she rounded her answer a couple minutes. R said she gets to the parking lot at about 7:30 then walks into the office about 7:45. (510065, CAPI, English, Version 1)

10:00 is her official start time and the time she usually gets to work. The actual time depends on how the busses run. In probes, R clarified that she usually gets to work between 9:45 and 10:00. 10:00 is the latest she arrives. (210018, Paper, English, Version 2)

**Furthermore, Respondents Are More Likely to Be Thinking About the Time They Start Work, Rather Than the Time They Actually Finish Their Commute. Often, These Two Times Are Not the Same**

Twenty-eight English language respondents reported their arrival time as the time they start work. For some, this may be 10-20 minutes after they actually finish commuting.

P2 works at airport, so 11:15-11:20 means that is when she is getting to her office. She gets off subway right in the airport, but the airport is huge and it can take time for her to get from subway to office. (210002, CAPI, English, Version 1)

R thinks of arrival time as when he is sitting at his desk, he actually arrives at the building before 7 but is working at his desk at 7. R said he gets to the parking lot between as early as 6:40 and sometimes as late as 7:10. (110500, CATI, English, Version 1)

He usually arrives to work between 5:40 to 5:45. R found this item confusing because he did not realized we were looking for exact time of arrival; he thought we meant the time to start work. (210008, Paper, English, Version 1)

When probed on 'arriving to work', respondent noted that the official start time is "when I swipe my badge and enter my office. I have to sign in when I get in, so everybody does." (110002, Paper, English, Version 3)

5:30 am was the answer, but that is the time R actually starts to work. He arrives to work around 5:20. (210002, CAPI, English, Version 1)

Sixteen English language respondents reported the time they actually finish their commute. Again, several respondents note that this is not the same as the time they are actually starting their workday.

R said 8:45. R is supposed to be at work at 9:00 and tries to get there 10-15 minutes before it starts. R is thinking 8:45 is arrival time at the work site. He is rehabbing a mansion. So he arrives early to get a sense of all the work that needs to be done that day. R clarified that it is usually 8:40 or 8:45. (210002, CAPI, English, Version 1)

When explaining how he came up with his answer R said that gets to work anywhere between 7:50am and 8:15am so he just gave an average. When asked what he was thinking of when he said he arrived at work at 8am – whether that meant when he got to his desk or what – R said he was thinking of when he gets to the parking garage at his office building. R said that by the time he gets to his desk it might be another 10-15 minutes later. (110301, CATI, English, Version 2)

R said 8:15 am. R said this was the time that he walks into the building. By the time he gets to his office it might be 8:25. R said this was his arrival time and not his official start time. His official start time is 9 am, but “(he) likes to do everything early.” (110509, CAPI, English, Version 2)

R answered 7:50. This is the time he arrives in the parking lot, and he sits there or talks with other workers before heading in about 7:55 for an 8:00 official start. (210015, CATI, English, Version 2)

Eleven Spanish language respondents (out of twenty) reported their arrival time as the time they start their work. Among these, 6 respondents admitted that they reported the official time when they were supposed to start work and 3 respondents reported the time when they are usually at their desk.

When he refers to his arrival time, he states he is referring to the time at which he is at his desk. (220201, CAPI, Spanish, Version 2)

Last week he went to work at 2:00 pm. R thinks about the time he starts working. 2:00 pm is the time R’s official start time (220404, CAPI, Spanish, Version 1)

R chose his answer because he always needs to be at work at 7:00 am. He starts at that time so he needs to be there at 7:00am. When R thinks of the time he gets to work, he is referring to the time he needs to be sitting at his desk, ready to work. (310204, CATI, Spanish, Version 2)

R said she arrives at work at 3:00 am. She leaves her house at 2:40 am as it takes her 15 minutes to get there and starts at 3:00 am. When she thinks about 3:00 am, she is referring to the official time that she has to start work. (522201, CAPI, Spanish, Version 3)

## **Some Spanish Language Respondents Acknowledge They Are Rounding Their Answers**

Six out of twenty respondents estimated their arrival time, rounding their response by 5-15 minutes. However, almost all of these respondents indicated that they provided time when they normally or “usually” arrive to work.

R gave the time when he normally arrives at his job. 5:00 pm is the hour he arrives, rounding about 15 minutes. *(120206, CATI, Spanish, Version 1)*

The answer R gave was rounded up to the closest 5 or 10 minutes. *(310203, CATI, Spanish, Version 3)*

6:15 am is the time that she usually gets to work. R rounded to the nearest 5 minutes, 6:20 am. *(320205, CAPI, Spanish, Version 1)*

3:00pm is the hour R reports arriving to work; his start time isn't until 3:30. R rounded his arrival time by 10 min, though he reports arriving 30 min early daily. *(320403, CATI, Spanish, Version 3)*

R thought of the time when she gets to work, usually at 7:00 am. She rounded the time because she usually gets there a few minutes before 7:00 am, depending on traffic. *(320655, CATI, Spanish, Version 1)*

## **Those Who Are Shift Workers or Who Work At Multiple Locations Have Particular Difficulty Providing an Accurate Arrival Time**

R decided on her answer because that was when she last started work. R explained that she works at Macy's and that her shifts are always different. *(310066, Paper, English, Version 2)*

R answered 8:00am, but said “it could be midnight, it could be 2 in the morning, I just put 8am because sometimes it is.” *(510062, Paper, English, Version 1)*

During probing R also shared that he works from home “minimum twice a week” and on those days it takes him no time to commute and that he starts work at 7:30am, which is when his office officially starts for the day. *(110301, CATI, English, Version 2)*

The respondent noticed that the questions asked him to report for last week only, and P2 mainly had the 10:30 shift last week, so it was easy for him to answer. However, if it was a week where the shifts varied a lot, the respondent said he may have a little bit more difficulty answering, but said he would pick the time of the shift they worked most in the last week. (110002, Paper, English, Version 3)

R has multiple work locations and there is a big difference between travel time/arrival time between them. (112844, Paper, English, Version 3)

R has more than one work location. R expressed that there is a big difference in travel time since some of them take longer to get to. (220404, CAPI, Spanish, Version 1)

Two Spanish language respondents also could not provide a consistent time because they did not have a set schedule.

R does not have a set schedule (sounds like he is an independent contractor), therefore he did not report a specific arrival time. (120316, CATI, Spanish, Version 1)

R chose her answers based on her work schedule because sometimes she has appointments. When R answered 10:15 am she was referring to the time she has the appointment. R has different hours she needs to be at work so she does not have an official start time. (320200, CAPI, Spanish, Version 3)

**Ten English Language Respondents Reported Either Difficulty or Inability to Answer Arrival Time for P2 or P3. Six Spanish Language Respondents Said It Would Be Easier to Report Leave Time Than Arrival Time**

Difficulties were mainly due to variable work schedules for P2 or P3.

R was not able to provide an arrival time for P2 since his work is unsteady and time of arrival depends on the particular job he is doing and how he is getting there. (210018, Paper, English, Version 2)

She said it's "kind of difficult" to report for him (roommate) because his hours vary. I asked if his hours varied last week and she said she was not sure. (310046, CAPI, English, Version 2)

P3 is a truck driver. This was "very difficult" because, "He's self-employed and it's pretty random." R talked about how P3 is a truck driver who

delivers cargo to other states or cities. His commute really varies. (510055, CAPI, English, Version 2)

Respondent reported 10:30 AM for P2. He noted that reporting on what time they leave for work was easy, however, reporting on what time they arrive to work is difficult in the cases of when he is not the one taking them. In other words, he was confident in his answers for when he takes P2 and P3 to work, but not as confident in the instances when their mother takes them to work. In addition, he also noted that while he is confident in reporting 10:30, the shift times that P2 works is constantly changing and varies. (110002, Paper, English, Version 3)

This was difficult. “She works on call. So some days she don’t work and some days she does depending on the client she’s taking care of. She works by appointment.” P2 is a hair stylist and has one work location. R was reporting on the typical time but admitted it varies. (510063, Paper, English, Version 3)

During probing R explained that P2 actually starts work at different times depending on the day of the week. Even though P2 may start at different times R is very sure of his answer for whatever time she arrives at work because he knows that “she don’t like being anywhere late”. (110301, CATI, English, Version 2)

R says that P2 is a shift manager “so there is no specific time” that he works, R skipped the question. (112844, Paper, English, Version 3)

One English language respondent and 6 Spanish language respondents commented that they are more confident reporting leave time than arrival time for other householders.

R was not able to answer arrival time to work for P3. (Roommate) “I don’t know how far she drives or where she works so I just know she leaves for work.” (310029, CATI, English, Version 1)

It was hard for R to answer this question because he knows when she leaves, but doesn’t know what time she actually arrives. (120206, CATI, Spanish, Version 1)

It’s a bit complicated for R to answer this question since she doesn’t know the exact time that P2 arrives at work; it’s an estimate based on his time of departure. (120214, CAPI, Spanish, Version 1)

## **When Comparing Leave Time to Arrival Time, Discrepancies Were Often Revealed**

In probing, respondents were also asked what time they leave for work. Interviewers calculated whether their leave time plus their commuting time equaled their arrival time. For 10 English language respondents, there was a discrepancy in the answers. Respondents shared a variety of reasons for the discrepancies. Five respondents excluded certain legs of their journey in reporting their commute time, such as driving to public transportation or walking from their car to their office.

I asked about the variance between the arrive time and leave time. The leave time suggests about an hour commute and his arrival time report suggested about a 20 minute commute. It was clear that he was only thinking about in-transit time when asked about arrival. He described, “I leave at 1:45 and it takes me 20 minutes to get to work. That’s 20 minutes actually transit. If I leave at 1:45...it would take 10 minutes to get to the BART station. Another 10 minutes to get to the train. There’s time that I have to walk. Time that I have to park. Stuff like that.” (510066, *Paper, English, Version 2*)

Respondent reported “6:30” and commented that “See I answered it differently there...I answered on my commute time from the commuter lot, when I jump into the carpool until I get into the office. I omitted the 15 minutes from the ‘home to commuter lot’ time.” To summarize, in the original question, the respondent reported 45 minutes for his commute to work, starting from the time he gets to the commuter lot to the time he swipes his badge. In the alternate question, the calculated time based on the respondent’s report is 60 minutes for his commute to work, starting from home to the commuter lot to the time he swipes his badge. The alternate Version elicited a more accurate response of his commute time. (110002, *Paper, English, Version 3*)

R said traffic and getting from the parking lot to his desk account for the 15 minute discrepancy between his leave and arrive times. (110500, *CATI, English, Version 1*)

There’s about a 5 minute discrepancy between the two sets of answers. In explaining whether 7:55 (calculated arrival) is more accurate than 8am (reported arrival) she says “not necessarily as far as what I said about getting to my desk because I might stay in the car or something like that.” (310046, *CATI, English, Version 2*)

Calculated time to work was different based on arrival time and time reported leaving home. The R explained this as it depends upon whether he

needs to drop his child off at school or day care. It is usually 10 minutes if he doesn't have to take his child, but 20 if he does. (510061, CAPI, English, Version 2)

Four respondents explained that their leave time plus commute time does not add up to arrival time because they make stops along the way.

R reported that P2 leaves home at 7:30, his commute takes 15 minutes and that he arrives at 7:50. When asked about the discrepancy, she explained that he typically stops for cigarettes on his way to work. (210015, CATI, English, Version 2)

R leaves at 6:45, arrives at 7:45 and commutes 45 minutes. The 15 unaccounted minutes are because he stops to get food on the way to work. (210018, CATI, English, Version 2)

R leaves at 5:15, takes 45 minutes, arrives at 7:30. She stops at the gym along the way and did not account for this time. (510065, CAPI, English, Version 1)

R's answers to arrival time (9:00) and leave time (8:30) were inconsistent because he said it takes him about 10 minutes. R reconciled this by saying that he sometimes stops for coffee and breakfast. R then stated that the actual commute time is about 10-15 minutes. (510072, Paper, English, Version 2)

One respondent was answering about a different commuting mode than she had reported on, since she uses different modes to get to work. For the commuting mode, she answered about riding a bus, yet for the commuting time, she answered for the times in which she gets a ride to work.

R's answer was 15 minutes for commute time, so if she leaves home at 9:15, it would mean she gets to work at 9:30, not 10:00. She explained that this is the commute time if she gets a ride to work, not if she takes the bus. If she takes the bus, there is a lot of variance. The 15 minutes reflects "if my son picks me up and takes me home, and does not reflect my bus time." (This is a problem that she is mixing her commuting mode (bus) with her commuting time (ride).) (210018, Paper, English, Version 2)

## **English and Spanish Language Respondents Both Tend to Prefer Reporting Leave Time Rather Than Arrival Time**

English language respondents tend to prefer reporting the time they leave home for work (18), but many others prefer arrival time (11). The same trend was seen with Spanish language respondents, with 10 preferring leave time, and 7 preferring arrival time. Among those who prefer to report the time they leave for work, four English language respondents and five Spanish language respondents explained that leave time is more consistent than their arrival time.

It would be easier for R to answer what time he leaves for work, because he leaves at the same time every day, but he cannot always predict what time he will arrive at work. (210002, CAPI, English, Version 1)

R thinks it's easier to answer for when you leave home because it's the same time every day so she can catch the bus on time. (310043, CATI, English, Version 1)

It would be easier to answer the time of departure from home because the bus may take longer due to traffic and he doesn't always arrive at 5:00 pm. (120206, CATI, Spanish, Version 1)

Yes, the question would be easier to answer if asked what time R left his home for work. States it is easier to answer because his arrival can fluctuate at times due to traffic patterns. (320403, CATI, Spanish, Version 3)

For R it's easier to answer "la hora en que sale de su casa para el trabajo" (the time when he leaves home to work) because that way he can calculate the time he will need to stop and get gas and get to work. (320659, CATI, Spanish, Version 2)

One respondent (110002, Paper, English, Version 3) noted that he prefers leave time for reporting on others in the household, acknowledging he does not know the time they actually arrive at work.

English and Spanish language respondents who prefer to report the time they arrive at work consistently noted that they may leave earlier or later depending on weather, traffic, carpools, errands, etc., but they always know what time they need to be at work.

She thought that it was easier to answer the question about her work arrival time than it was to answer this item. "...I try and get out of the house by a certain amount of time but the objective is to get there by a certain amount of time so a question about when you arrive is easier." (110510, CAPI, English, Version 3)



Respondent preferred the first Version in that it is more consistent with what her start time is, and she “endeavors to get to work” by her start time, whereas she “could leave at 7:00 and run errands, go to Safeway or go to the bank or whatever before work, so it’s not as relevant to my time of arrival. People will often make stops along the way.” (110206, CAPI, English, Version 3)

R said it easier to answer about the time she arrives at work because “I leave the house at various times” to eat or do other things, but R’s arrival is consistent. (510068, CAPI, English, Version 2)

R preferred to be asked “A que hora llegaste?” (At what time did you arrive?) It is easier for her because sometimes she leaves (the house) but does not arrive (to work) at the exact time. (310203, CATI, Spanish, Version 3)

When coming up with an answer, R thought of the 15 minutes before he has to start working. For R, it’s easier to give his answer based on the time R gets to work. This answer is simpler and clearer. “La pregunta esta mas clara.... A que hora entra al trabajo, no a que hora sale al trabajo” (The question is clearer if it says at what time you start work as opposed at what time you leave for work). (320401, CAPI, Spanish, Version 1)

**Leave Time and Arrival Time Are Generally Not Perceived as Intrusive, However, These Findings Are Likely Underestimating the Concern, Since They Are From Willing Participants Who Have Consented to Answer Our Questions**

Among English language respondents, 36 felt neither would be intrusive, and 14 Spanish language respondents agreed. Nine English language and 6 Spanish language respondents felt that asking about either start time or leave time is intrusive.

Three English and 3 Spanish language respondents felt both questions were intrusive and were not sure why the Census Bureau was interested in this information.

R thought that both leave time and arrive time questions are awkward, and may be intrusive, as he does not see “what bearing would it have on the Census.” (210018, CATI, English, Version 2)

R said that if the Census was asking anything else beyond how many people live in the home that is an invasion of privacy. (510062, Paper, English, Version 1)

R said the questions sounds like “como que lo estan chequeando que hora sales de tu casa y que haces camino al trabajo” (like they’re checking on you – what time you leave your home and what you do on your way to work). (320659, CATI, Spanish, Version 2)

Five English language respondents felt it would be more intrusive to ask about leave time than arrival time.

She felt that asking what time you left home might be more intrusive, “because it’s as though you’re being watched.” (210012, Paper, English, Version 1)

R thought both questions were a little intrusive because they were like “stalking; you know what time I leave every day.” (510065, CAPI, English, Version 1)

R feels it is more intrusive to ask about the time you leave home, due to concerns about crime. (210018, Paper, English, Version 2)

Just one English language and one Spanish language respondent felt arrival time might be more intrusive, both for the same reason of accountability.

When asked to explain, R said that he works for the Federal Government and he is supposed to start at a certain time so if he truthfully answers that he usually leaves or arrives late he fears that his boss could find out. (110301, CATI, English, Version 2)

R thinks they make a person think about whether they’re punctual or not. R thinks about whether she’s on time or not, and that her answers can be used to criticize her. (320300, CAPI, Spanish, Version 2)

## 4.6.2 Recommendations for Round 2

Given that ACS respondents perceive a significant level of intrusion by asking the “time leaving home” question, we recommend keeping the “time of arrival” question even though cognitive testing revealed a great deal of potential measurement error. We suggest a revised version that provides more instruction. It is likely that respondents will still experience difficulty reporting accurately on other household members’ time of arrival at work.

**PAPER – ENGLISH**

**LAST WEEK**, what time did this person usually arrive at work? Please think about what time the commute ended, **NOT** the time work actually began. Please round to the nearest five minutes.

**PAPER – SPANISH**

**LA SEMANA PASADA**, ¿a qué hora usualmente llegaba esta persona al trabajo? Por favor piense acerca del momento en que terminó su viaje, y **NO** en el momento en el que realmente comenzó a trabajar. Redondee a los cinco minutos más cercanos.

**CAI – ENGLISH**

**LAST WEEK**, what time did {you/NAME} usually arrive at work? Please think about what time (your/his/her) commute ended, **NOT** the time (you/he/she) actually began work. Please round to the nearest five minutes.

**CAI – SPANISH**

**LA SEMANA PASADA**, ¿a qué hora usualmente llegaba {usted/NOMBRE} al trabajo? Por favor piense acerca del momento en que terminó (su viaje/el viaje de él/ella), y **NO** en el momento en el que realmente (usted/él/ella) comenzó a trabajar. Redondee a los cinco minutos más cercanos.

## 4.7 Number Weeks Worked Questions

The purpose of the Weeks Worked question is to provide the Census Bureau with a continuous measure of hours worked. The current question only captures a categorical response; asking the question as a continuous measure would allow Census users to create more precise earnings measures.

Two versions of the weeks worked question were tested in Group 2. Versions 1 and 3 prefaced the weeks worked question with an item determining whether the person worked 50 or more weeks in the last 12 months. Version 2 simply asks how many weeks the person worked. All Versions instructed respondents to include paid vacation, paid sick leave, and military service.

Probes were designed to capture the level of accuracy in responses, how respondents handle time off, and their ability to answer the question about other members of the household.

### 4.7.1 General Findings

Fifty-one English language respondents and 25 Spanish language respondents answered the question(s) about how many weeks they, or other household members, worked in the past 52 weeks.

While most English language respondents (35) provided what they felt was an accurate response reflecting 12 months of work (including 22 respondents who worked 50+ weeks), many of these respondents were thinking about the 2013 calendar year rather than the past 52 weeks. Nine respondents were thinking about some timeframe that was either shorter than 52 weeks (such as the 2014 calendar year thus far), or longer than 52 weeks (such as January 2013 to present). These were primarily respondents who only worked part of the year (less than 50 weeks). Three respondents preferred to provide their answer in months, rather than weeks; two respondents thought about total days worked in the past year and divided their response by 5 to obtain weeks, and two respondents were unable to provide an answer at all.

Just 8 of the 25 Spanish language respondents answered the question accurately based on their responses to probes. Nine respondents were thinking about a timeframe that was shorter than 52 weeks, and 8 respondents were using a calendar year as their reference period rather than the past 52 weeks. Two of these respondents were actually using the 2012 calendar year, rather than 2013.

### ***Regardless of Version or Language, Respondents Tended to Disregard the Timeframe Instruction In the Question***

Six English language respondents were thinking about the 2014 calendar year, which would equate to around 26 weeks maximum, since the interviews were conducted in June and July.

When she answered “no” the timeframe she was thinking of was Jan. 1, 2014 to now, and she has not been working in that time. The she realized on her own, she was thinking of the timeframe wrong and thought the question was asking about the calendar year for 2013, which then led her to change her answer to ‘yes.’ She also said, to be honest, she did not want to have to calculate weeks in 38b. *(110280, Paper, English, Version 1)*

R reported working 4 weeks. R mistakenly was thinking about calendar year 2014, so January-June 2014. In that time he only worked 4 weeks and then was laid off. When he went back and thought about the last year (June to June), his answer would have been “at least 30 weeks...yeah it’d be close to 30 weeks. If I was at home I would have looked at a calendar.” *(110501, Paper, English, Version 1)*

Three English language respondents and 9 Spanish language respondents were thinking about a calendar year rather than the past 52 weeks. For most, this calendar year was 2013, but for two

Spanish language respondents, they thought about 2012. Several indicated that their answers would have been the same had they followed the instructions to answer about the past 52 weeks.

44 weeks because R takes 2 months off without pay. R was thinking January to December. If he had been thinking the last 52 weeks (6/13 – 5/14) he would have come up with the same number of weeks. (210008, *Paper, English, Version 1*)

R has worked the entire last year. R said he was thinking about January 2013 to January 2014 as the timeframe for the question. When interviewer informed him the last 52 weeks would be July 2013 to present, R said his answer would not be any different. (110509, *CATI, English, Version 2*)

R added all the weeks worked....R thought of January 2012 through December 2012. (320401, *CATI, Spanish, Version 1*)

When thinking about the past 52 weeks, R thought about a full year from January 2012 through December 2012. Her response would have not been different if she was thinking from July 2013 to June 2014. (522201, *CATI, Spanish, Version 3*)

Three English respondents (including a parent, a student, and a teacher) were thinking about the academic school year, which would sum to less than 52 weeks.

R later said she was thinking since the start of the school year (she didn't teach any classes last fall) and wasn't thinking about any classes she may have taught last summer. Therefore, R wasn't really answering for the past 12 months. She was thinking in terms of her children's school year and may have left out weeks worked last summer in her answer. (110301, *CATI, English, Version 1*)

Four English language respondents were thinking about some other timeframe that did not equate to 52 weeks.

R was thinking of May – August 2013. And she said she doesn't know why she answered the way she did. Her answer would be different – 8 weeks – if she had been thinking of the past 52 weeks. (310050, *CATI, English, Version 2*)

R answered 8 weeks. She said she was thinking of May 1 2014 to the time of the interview, because she started the job on May 1. She wasn't thinking of the whole year. R said if she was thinking of the past 52 weeks her answer would be 28 weeks because she worked 20 weeks in 2013. (310066, *Paper, English, Version 2*)

R said she worked 28 weeks. R said she only worked part of the year so she just added up the weeks that she did work. R was thinking of just 2014. R said her answer would be different if she was including the previous 52 weeks – 40 weeks. (310056, Paper, English, Version 3)

Two English language respondents were thinking about some a longer timeframe than the past 52 weeks, starting in January 2013 through part of 2014 (510072, Paper, English, Version 2; 110518, Paper, English, Version 3).

R was thinking of the one client she had from January 2013-March 2014 “so it’s actually more than 52 weeks.” (110518, Paper, English, Version 3)

Seven Spanish language respondents used an estimation strategy to determine the number of weeks worked during the past 52 weeks. Some thought about recent months to help them project out the number of weeks worked during the year.

R was thinking of the last three months, from May to July to provide calculation. (320659, CATI, Spanish, Version 2)

R based her answer on the fact that it was very little time. She thought about her taxes; that seemed to help her recall the number of weeks. She considered from May to December more or less. (120755, CAPI, Spanish, Version 3)

R decided her answer because she did a multiplication, four times ten and added 8 more weeks. R gave an average of weeks. (320205, CAPI, Spanish, Version 1)

R worked between 24 to 30 weeks. She thought about the last 6 months she worked; the dates being from January 2014 to June 2014. Then R calculated the number of weeks by adding 4 to 5 weeks per month and multiplying that by 6 months. When asked to answer specifically the amount of weeks, R responded 30. R used the greater amount because she sometimes worked overtime. (520201, CATI, Spanish, Version 3)

**Most Respondents Either Followed the Instructions to Include Paid Time Off, or Explained That They Are Not Paid for Time Off, so They Did Not Pay Attention to the Instruction. Three English and 3 Spanish Language Respondents Did Not Follow the Instructions**

R did not include paid time off for sick leave, vacation or government holidays so he subtracted 8 weeks from 52. INT reread the question several times before R understood that the question wanted him to include paid time off and R said he did not hear/understand the question properly and that if he had his answer would have been 52 weeks. (110301, CATI, English, Version 2)

R first answered 50 weeks before P'er had finished the question then answered 48 weeks because she thought we were asking her to exclude vacation and sick leave, before finally saying all 52 weeks when the question was reread in its entirety. (510065, CAPI, English, Version 1)

Yes, R factored in paid vacation, and sick leave to his estimate of 52 weeks. (220201, CAPI, Spanish, Version 2)

**Respondents In Certain Situations Like Part-Time Work, Shift Workers, and Those Who Held More Than One Job During the Year Had Greater Difficulty Answering This Question**

English language respondents who only worked part of the year, either because of seasonal work or because of a layoff, expressed difficulty coming up with an accurate number.

R had difficulty coming up with the weeks worked in the past 12 months- "3 months? I can't really add that up too quick." R eventually answered "90 days." R came up with this because she works a seasonal job January 3-April 15 (for taxes). R's answer would not be different if she thought about past 52 weeks. (110531, CAPI, English, Version 1)

Upon hearing the question, the R asked, "During the past year?" She hesitated, and said, "The whole year, basically, because I just got laid off in March." When pressed for a number, R hesitantly answered 24 weeks or "somewhere around there." During probing, R changed her answer to 18 weeks, answering only for the weeks she worked in 2014 before being laid off in March 2014. She struggled to calculate weeks, even when asked to think about May 2013 to June 2014. Based on her description of her work schedule (full time worker, who was laid off at the end of March and then

worked part-time in May), it appears a more accurate answer would have been closer to 42-44 weeks. (210015, CATI, English, Version 2)

R started a new job seven months prior so she had difficulty deciding whether or not she had worked there for 50 or more weeks. R eventually answered '52 weeks' after realizing she didn't have to only include the one job. (310020, CAPI, English, Version 3)

One English language respondent was unable to provide an answer at all while another who initially answered incorrectly didn't want to perform the calculations needed to correct her answer.

Once she understood the correct timeframe, she said she could calculate out the correct number of weeks, but it would not be a calculation that she would want to have to do. (110280, Paper, English, Version 1)

R was "not really sure" how many weeks she worked in the past 52 weeks. "I wouldn't know the weeks exactly" but has been working there for a year so she would be able to answer in years but not in weeks. (110601, CAPI, English, Version 3)

Seven Spanish language respondents who were shift workers either estimated their number of weeks worked, or expressed difficulties in giving their answers.

R knows that he worked all year; that's the basis for his answer, but he cannot provide the exact number of weeks. R hesitated, but then said he considered the period between June and July. After thinking about it however he said from June to June more or less. There seemed to be some confusion. (120206, CATI, Spanish, Version 1)

R said she worked at least 50 weeks in the past 52 weeks. She said she works 57 hours each month but when asked how she calculated it, she could not answer. R was confused. (520308, CAPI, Spanish, Version 3)

### **Several Respondents Had Difficulty Providing an Accurate Response for Other Members of the Household**

Eight English language respondents noted that they had difficulty accurately report the number of weeks worked for another member of their household. Additionally, 4 English language respondents said they were unable to provide a response at all. For three of these respondents, the person they were unable to answer for was a roommate.



R wrote in 25. P2 (brother) started his job within the past 12 months. But his work is not consistent every week and so he had to estimate the weeks worked and he also did not know exactly when he started this job. R said this was “rather difficult” because he didn’t know exactly when he started and he didn’t know how consistent it was. (110212, Paper, English, Version 2)

If forced in to an exact number she says she would report ‘30’ and that this was difficult to answer about her roommate. (310046, CAPI, English, Version 2)

R said that P3 (father) worked 36 weeks. “It’s a bit difficult because it varies a lot. I just took a rounded guess.” (510055, CAPI, English, Version 2)

Only one Spanish language respondent acknowledged difficulty in answering this question about other household members for a person did not work a full-time schedule. Others provided responses that they were confident in.

It was hard for R to determine the number of hours that P2 worked because his schedule is inconsistent. (320201, CAPI, Spanish, Version 1)

P2 worked 35 weeks in the last 12 months. P2 worked approximately 32 hours per week usually each week. R based his answer on the fact that he knows P2 works 4 days a week and has 3 days off. (320401, CAPI, Spanish, Version 1)

## 4.7.2 Version or Mode Specific Findings

Versions 1 and 3 included an item asking whether the respondent had worked at least 50 out of the past 52 weeks. This question caused confusion for two English language respondents – one was confused about whether their answer to the Weeks Worked question should be based on 50 weeks or all 52 weeks. The other said she had worked 50+ weeks but then only reported 36 weeks.

R had to clarify the time frame- “out of 50?” I’ER clarified “out of the 52 weeks in the past year”- and R answered “probably about forty” weeks. (310029, CATI, English, Version 1)

R said yes to 50+ weeks but then said that she worked 36 weeks. R said she works for the school and she multiplied the number of months she worked by 4 weeks in a month to come up with her answer. When asked about why she answered yes to having worked 50 or more weeks in the past year, R couldn’t remember why she answered the way she did. (310043, CATI, English, Version 1)

Partial-year workers took different approaches to answering the question. Two English language respondents added up the total number of days and divided by 5. One of these respondents was read CAPI Version 1, which included the phrase “even for a few days”. The other was shown paper Version 2, which did not mention this phrase.

R worked 3 weeks in the past 12 months. R was thinking about the number of days he worked. A few weeks, he only worked 2 days. R was thinking about 5 days in a work week, so he added up the days and divided by 5. (210002, CAPI, English, Version 1)

For P2, R said 10 weeks. R was calculating weeks worked based on days worked, assuming 5 days in a week. Her response reflects 50 days of work in the past 12 months, spanning over more than 10 weeks. (210018, Paper, English, Version 2)

### 4.7.3 Recommendations for Round 2

The purpose of the gate question is unclear in Versions 1 and 3, especially as it’s not acting as a true gate question. All but one of the English language respondents who worked 50 or more weeks wrote in 50-52 weeks in the follow up question.

- Reword the gate question to clarify timeframe. Include the more specific description of paid time off in the gate question, so everyone sees it (if those who answer “yes” to it are routed past the follow-up).
- Use the gate question to siphon off the yes responses (those who were full-time or nearly full-time over the past 52 weeks).
- Retain the phrase “even for a few hours” to ensure respondents understand to include partial weeks worked.

#### **PAPER – ENGLISH**

**Over the PAST 52 WEEKS, that is, since one year ago today, did this person work 50 or more weeks? Count paid vacation, paid sick leave, and military service as work.**

- 1 Yes – SKIP TO NEXT QUESTION**
- 2 No - CONTINUE**

**Over the past 52 weeks, how many WEEKS did this person work, even for a few hours, including any paid time off?**

**PAPER – SPANISH**

Durante las **ÚLTIMAS 52 SEMANAS**, es decir, un año atrás desde hoy, ¿trabajó esta persona 50 semanas o más? Incluya vacaciones pagadas, licencia por enfermedad pagada y servicio militar como trabajo.

- 1 Sí – SKIP TO NEXT QUESTION
- 2 No – CONTINUE

Durante las **ÚLTIMAS 52 SEMANAS**, ¿cuántas semanas trabajó esta persona aunque haya sido por algunas horas, incluso tiempo libre pagado?

**CAI – ENGLISH**

Over the **PAST 52 WEEKS**, that is, since one year ago today, did {you/NAME} work 50 or more weeks? Count paid vacation, paid sick leave, and military service as work.

- 1 Yes – SKIP TO NEXT QUESTION
- 2 No - CONTINUE

Over the past 52 weeks, how many **WEEKS** did {you/NAME} work, even for a few hours, including any paid time off?

**CAI – SPANISH**

Durante las **ÚLTIMAS 52 SEMANAS**, es decir, un año atrás desde hoy, ¿Trabajó {usted/NOMBRE} 50 semanas o más? Incluya tiempo libre pagado como trabajo.

- 1 Sí – SKIP TO NEXT QUESTION
- 2 No – CONTINUE

Durante las **ÚLTIMAS 52 SEMANAS** ¿cuántas **SEMANAS** trabajó {usted/NOMBRE} aunque haya sido por algunas horas, incluso tiempo libre pagado?

The Group 3 protocols tested potential revisions to items that asked about class of worker, industry and occupation and retirement income. Versions 1 and 2 of the items were tested. The full text of the items appears in the Appendix.

### 5.1 Recruitment Criteria

Table 5-1 shows the targeted respondent characteristics for the 41 Group 3 English language interviews and the number of completed English language interviews for each characteristic. The Group total for each characteristic is not presented because individual respondents may have fit more than one targeted characteristic. Table 5-2 shows the number of completed Spanish language interviews for each target characteristic; group-specific targets were not set for the Hispanic origin categories.

**Table 5-1. Recruitment targets and results for the 41 Group 3 English language interviews**

English		Target Version 1	Completed Version 1	Target Version 2	Completed Version 2	Total
	<b>Totals</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>21</b>	<b>41</b>
Class of Worker	Employed		8		15	
	Not employed but worked in the past 5 years	2-3	9	2-3	3	
	Not employed 5+ years	2-3	3	2-3	3	
	Unpaid family workers	2-3	3	2-3	0	
	Active Duty	2-3	1	2-3	1	
	Self-employed	2-3	2	2-3	4	
Industry and Occupation	Occupation (Manager or Teacher)	2-3	0	2-3	3	
	Multiple Industry Employers	1	0	1	0	
	WAH	1	1	1	2	
Retirement Income	SSI only	2-3	8	2-3	5	
	Recent Retirees with RI	2-3	3	2-3	0	
	Near retirement	4-5	9	4-5	8	

Table 5-2. Recruitment targets and results for the 21 Group 3 Spanish language interviews

Spanish		Completed Version 1	Completed Version 2	Total
	<b>Totals</b>	<b>10</b>	<b>11</b>	<b>21</b>
Class of Worker	Employed	4	4	
	Not employed but worked in the past 5 years	4	1	
	Not employed 5+ years	3	6	
	Unpaid family workers	0	1	
	Active Duty	0	0	
	Self-employed	0	2	
Industry and Occupation	Occupation (Manager or Teacher)	0	0	
	Multiple Industry Employers	0	0	
	WAH	0	1	
Retirement Income	SSI only	2	3	
	Recent Retirees with RI	0	2	
	Near retirement	5	2	
Hispanic Origin	Mexican	0	2	
	Central American	1	1	
	South American	2	3	
	Puerto Rican or Cuban	7	4	
	Other	0	1	

The two Versions of Group 3 items were tested in each language and under different modes of administration, as shown in Table 5-3. A total of 62 cases were completed and are included in this analysis, 30 in Version 1, and 32 in Version 2.

Table 5-3. Interviews by language, version and mode of administration for Group 3

Mode/Lang.	Total			English			Spanish	
	Paper	CAPI	CATI	Paper	CAPI	CATI	CAPI	CATI
Version 1	11	7	12	11	4	5	3	7
Version 2	11	12	9	11	5	5	7	4
<b>Total</b>	<b>22</b>	<b>19</b>	<b>21</b>	<b>22</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>11</b>

## 5.2 Class of Worker Questions

The Census Bureau has observed that respondents tend to be confused by the current Class of Worker (COW) question and several of the response categories, such as “unpaid family worker” and

“active duty military status.” Census aimed to reduce the wordiness of the response categories by grouping them into similar classes.

Two versions of the question were tested on paper. Version 1 used three sub headings to describe the types of employers (“Private Sector,” “Government,” “Self-employed or Other”) and response options were more concisely worded. Version 2 had no sub headings, used more words to describe each category, and provided a category for “did not work for pay in the past 5 years”.

Additionally, the paper version tested two different introductions to the COW group of questions. Version 1 had a very specific instruction on how to answer the Class of Worker and Industry and Occupation item series, to “describe clearly this person’s main job activity or business last week.” Version 2 had a more general instruction and introduced the series of questions as being about “the type of business this person worked for and the type of work this person did.”

Two versions of the question also were tested on the CAI instruments. The main difference between the two versions was whether the active duty category mentioned “Commissioned Corps Service” and whether there was a follow-up item asking for branch of the military.

Interviewers were trained to ask about any respondent difficulties with the skip patterns in this series of questions, particularly for those who are not currently employed but have been in the past five years; to probe on how the respondent decided on their answer; any terminology difficulties with respondents who are self-employed, employed by government, are on active duty, or work for a non-profit; and to gather feedback on the alternate version of the paper instrument.

## **5.2.1 General Findings**

### ***Instructions Leading Into the Work-Related Question Were Generally Followed Correctly By All but Three English Language Respondents Who Were Working or Had Worked In the Past 5 Years***

A total of 34 English language and 15 Spanish language respondents were currently working or had worked in the past five years and thus answered the class of work question. All but one of the English language respondents holding multiple jobs generally followed the instructions correctly to think about the job where they worked the most hours; none of the Spanish language respondents

held multiple jobs. In addition, 2 English language respondents who weren't current working had difficulty.

- One respondent had difficulty because she has two jobs that she works over a 12 month period: one during the school year and one during the summer months. She answered questions regarding last week's work about her current summer job, but answered questions about her most recent job for the job she holds during the school year. She explained that since the labor force questions prior to COW were asking about the past 12 months, that led her to continue to think about her campus job when answering 41-46. She was thinking about "what job took up most of the past 12 months". (210021, Paper, English, Version 2)
- A second respondent was thinking about all of the jobs she has had over the past 5 years, rather than her most current job. She answered "employee of a for-profit, private sector company or organization" and "self-employed in own incorporated business, professional practice, or farm". (110286, Paper, English Version 2)
- The third respondent had retired from her main job in January and is now a freelance writer. She chose to answer for the job she'd retired from because "If I'm not mistaken, I recall the question...asked for the one that you made the most amount of money or worked the most amount of hours. The other job is extremely part-time, it doesn't provide a significant amount of income." She should have been answering about her current employment rather than the job from which she had retired. (110533, CAPI, English Version 1)

Spanish language respondents were confused by the use of the imperfect past tense in the stem of the question "La serie de preguntas que sigue es sobre el tipo de negocio para el cual usted trabajaba y el tipo de trabajo que usted hacía. Si usted tuvo más de un empleo, describa el empleo en el que más horas a la semana trabajó".

### **Six English Language and Five Spanish Language Respondents Had Difficulty Selecting Which Category Best Fit Their Type of Employer**

Six English language respondents who selected the for-profit, non-profit, incorporated or nonincorporated answer category had difficulty doing so. All were paper respondents except 1.

R debated between state and non-incorporated business and answered "Own non-incorporated business." R works for an early intervention program and is not sure if it is state government or her own business. She is a provider so she is self-employed, and the state government hires her to be an interpreter on home visits. (210020, Paper, English, Version 1)

“Private sector.” R works for her private college. R did not notice the “state colleges/universities” under “state government.” She questioned whether she should have chosen that category, but ultimately realized that her college is a private school, so she would not be considered a state employee. (210021, Paper, English Version 2)

R almost selected “For-profit,” but kept reading specifically saying: “I almost ticked for-profit though because I’m in a for-profit business really, but I know it’s self-employment.” (510038, Paper, English, Version 1)

R selected “private organization or company.” She wasn’t sure if it was non-profit or for-profit. R (now retired) had worked at Kraft Foods. She described the business as “dealing with cookies, crackers, and candy.” (210032, CAPI, English, Version 2)

R was unsure how to classify his job as a laborer for a temp agency. Before answering, R asked “Are you familiar with ‘temp services’? ‘Labor pools’...? Would that fall under the category of ‘company or organization?’” He initially thought that none of the available categories captured this type of employment. He knew that this type of work was not ‘non-profit’ but continued to explain his confusion: “I’m really kind of lost...It’s a company or organization but it’s not [in the] private sector. It could be ‘self-employed’ or ‘others’ but I don’t know how temp service [would be categorized].” (310007, Paper, English, Version 1)

R answered employee of a non-profit, private sector. R had an internship while taking a course. “It was through Alameda County Behavioral Health Care. This was my internship job. You go to class and sit around your classmates and do classwork for 6 months. But the other 3 months they’ll send you out to a job.” R thought this might have been some kind of county job, but R considered it non-profit. (510058, Paper, English, Version 2)

Two Spanish language respondents were unsure if their jobs fell into one of the government categories. One respondent works for an organization that is funded through local government, and the other works for a social service organization that she thought might fall under government.

R says that her choice is ‘government’ because she considers that this company provides assistance to elderly that can’t find work or need assistance. She thinks that “[company]” may receive assistance from the county government, but was not sure. When R said it was “local government”, R was talking about where “[company]” was providing the training (the location), but not necessarily about the employer. She’s working (doing training) at [a nutritional center] through “[company]” from [city]. (220208, CAPI, Spanish, Version 1)



R said that when choosing her answers that the government category was the best fit she could think of. R said she was not sure if her job would fall into the government category. R thought of the childcare center where she works at. R worked specifically with children, and people of all ages worked there. R said that this is an international center called [NAME] that cares for children as well as the elderly. R described this workplace as a non-profit organization because it gives a social service for people with low-income level. (220220, CATI, Spanish, Version 2)

Two of the other Spanish respondents that had difficulty could not choose an answer because they were unfamiliar with the terminology used in the question (220202, CAPI, Spanish, Version 2 and 220213, CAPI, Spanish, Version 1). The other Spanish respondent worked in a restaurant but could not determine how to classify this type of employer (220104, CAPI, Spanish, Version 2).

### **Self-Employed Individuals Seem to Be Able to Classify Their Businesses As Incorporated Or Not Incorporated**

Among the 6 English language respondents who were self-employed, five understood the distinction between incorporated and not incorporated and were able to correctly classify their businesses. The sixth self-employed respondent, however, had no idea what distinguished the two and so guessed at her response:

“Self-employed, not incorporated.” R understands that an incorporated business has filed papers with the federal or state government to incorporate” and that is not the case for a non-incorporated business. (110282, CAPI, English, Version 1)

“Self-employed caterer, incorporated.” R said an incorporated business is “the hierarchy of a company from the owner which could be the CEO... with maybe a secretary or a manager... it’s just like a hierarchy”. R said her business is incorporated. (110286, Paper, English Version 2)

“Own non-incorporated business.” R says her business is not a corporation. R is self-employed and said she was non-incorporated because she has not set up the taxes or paperwork to be incorporated. (210020, Paper, English, Version 1)

“Self-employed e-Bay business, not incorporated.” R said incorporated means “have officially gone through government channels to get a business license, incorporation papers, legal (stuff).” R decided to choose non-incorporated for his business because “I don’t have any of that,” thinking

about what he just described for an incorporated business. (110505, Paper, English, Version 2)

“Own non-incorporated business.” The R said the difference between incorporated and non-incorporated business is “the paperwork, the legal structure and the liabilities.” The R continued saying that as a self-employed person this is a way to separate personal assets from business assets and legal liability. An incorporated business would have a business license with the state/county. Since this R currently receives income from overseas she is not incorporated and has not done the paperwork to keep her business license up-to-date. (510038, Paper, English, Version 1)

R does not understand or know what incorporated or non-incorporated means. She was confused by those items. She selected “self-employed in own incorporated business” at random between the 2 options because she does consider herself self-employed and those were her only 2 options. (210309, Paper, English, Version 2)

Among Spanish language respondents, three classified themselves as self-employed. Only one of them, however, was able to indicate whether the business was incorporated or not incorporated (120709, CATI, Spanish, Version 1). One respondent was confused about how to answer the question, saying he worked for someone else occasionally, but did not think he works for a company (120739, CATI, Spanish, Version 2). This respondent did not understand the difference between incorporated and non-incorporated businesses. The third respondent reported being self-employed, but the follow-up items were not administered correctly, so the person was not asked if the business was incorporated or not.

**Two English Language Respondents Were Screened Into The Active Duty Category, Although Only One Was Able to Answer the Questions. She Suggested That “Commissioned Corps” May Not Need the Word “Service” After It**

One respondent who was screened in because of an active duty personnel in her household reported that her husband has been on deployment for more than two months, She thus realized he should not be included in the household roster, and therefore questions were not asked about him. The respondent who did provide feedback on the active duty category had no problems with it, but when shown Version 2, volunteered that the word “service” was not needed after “Commissioned Corps”(112824, Paper, English, Version 1).

### **Several Respondents Had Difficulty Reporting on Class of Work For Other Members of Their Household, Particularly Spanish Language Respondents**

While most English language respondents did not have any problems providing the type of employer for P2 or P3, 8 respondents expressed difficulty with this task because they did not fully understand the type of employer for P2 or P3's employment situation. Two respondents were not able to provide any response to the question, while 6 were able to at least provide minimal information about what the person does. Importantly, all of the 8 respondents were attempting to report on family members (e.g., spouse, child), suggesting that difficulty with responding for P2 or P3 is not necessarily correlated with the respondent's "closeness" to those members of the household.

A majority of Spanish language respondents (8 of 12) expressed difficulty providing an answer to these questions about P2 or P3. In most cases, the respondents had limited knowledge or did not know enough details about the type of employer that the person works for. Out of the 8 cases who had difficulties, 6 respondents were providing employer information for an immediate family member such as a wife, husband, or brother. Only in two cases the relationship to the respondent was a roommate (120711, CATI, Spanish, Version 1) or some other relative (120203, CAPI, Spanish, Version 2).

It was not easy for R to answer for P3 because R does not ask P3 about his job. (220202, CAPI, Spanish, Version 2 – spouse)

R did not know any information about P2. (120711, CATI, Spanish, Version 1 - roommate)

R considered it to be more difficult to answer for P3 because of the categories given. R mentioned that P3 works for an agency that provides services for the county, so it was hard for R to decide if P3 works for a private or non-profit company. (120203, CAPI, Spanish, Version 2 - other relative)

### **Among English Language Respondents, Paper Version 1, With Sub-Headings, Is Preferred**

Among the 18 respondents who were assigned to the paper mode and were shown the two versions of the COW question, 13 preferred Version 1 (with sub headings), regardless of which version the

respondent was shown first. Respondents said they liked the headers and appreciated the more concise wording.

R likes how the ALT version “breaks it down... it’s in green and sectioned off”. R marked “own business” under Self Employed. R said it was clear she was supposed to mark just one “because... ..it just looks more defined here with the different sections and it being bolded.” (110286, Paper, English Version 2)

R liked the alternate better – she liked the breakdown on the categories. “You can just jump right to the category that you need to and it automatically narrows down the choices and you don’t even have to read everything.” R did not think the subheadings would suggest that you needed to pick something in each category. She said it was clear to just pick one. (112544, Paper, English, Version 2)

R liked the original version better because Version 2 is too wordy and “will confuse people”. R said “the shorter the phrases, the better... the less you have to read... they’re divided up... to me, the categories are helpful.” R said it was clear that you are only supposed to pick one answer. (112824, Paper, English, Version 1)

R decided that he preferred the version he answered first (v1) because it is broken up into sections (private sector, government, etc.) and that made more sense to him. (210028, Paper, English, Version 1)

- Four respondents who first were exposed to Version 1 (with sub-headings) said they preferred Version 2 (with no headings).

R preferred the alternate version, which she found easier to understand. The original format looked like 3 individual questions (one for each section) that she needed to answer. (210311, Paper, English, Version 1)

R felt that alternate version was simpler. She liked that the self-employed categories had the word “self-employed” in them. “It’s more clear to me.” She found the alt version easier to understand the choices (without the headings). (210020, Paper, English, Version 1)

Regarding the alternative: “I think it actually works out better with [pinning] the main headers directly related to the question or next to the question. So, for instance, how it has ‘own non-incorporated’ right there [in the response option] – if somebody gets confused by the different headers – it’s easier if it’s stated in the actual choice.” (310035, Paper, English, Version 1)

She liked Version 2 because, “It just gives a little more clarification as to what the differentiation is between the choices. (510039, Paper, English, Version 1)

- One respondent recommended a hybrid approach, using the sub-headings from Version 1 and the category wording from Version 2.

R thought that the alternate version, which included the phrase “private sector” in the first two response options, “narrows it down” a bit, which might be helpful for some respondents. When asked about the categories, he acknowledged that the categories did make it “quicker” for him to answer for his wife, because he could go directly to the government category and identify what type of government employee. He suggested using the categories from the original and the wording from the alternate version. (210035, Paper, English, Version 1)

- One respondent who received Version 1 (210311, Paper, English, Version 1) and one who preferred Version 1 were both tempted to mark more than one response.

R liked the versions with the headers though thinks she might end up marking more than one box. R said the language in the alt version is “clearer ...and a more concise representation of these jobs.” For her mom, she might be tempted to mark that she is both part of her own incorporated business and she is working for a for-profit company. (210021, Paper, English Version 2)

## 5.2.2 Recommendations for Round 2

We recommend using the introduction, instructions and question stem from Version 2 and the response categories from Version 1 (including the Version 1 formatting for the paper mode).

- Findings indicate that respondents are taking cues from prior questions in answering subsequent items in the series on COW. We thus recommend the following changes to the introduction for Round 2:
  - Use the introduction in the current Version 2, which orients the respondent to the *series* of questions, rather than simply the next item in the group.
  - In addition, because some respondents had difficulty determining which job to be answering about, emphasize in the introduction that the focus should be on the job held “last week.”
  - In the Spanish version, change the wording of the tense from the imperfect past tense (“trabajaba”, which translates into used to work) in question 40a to a conjugation that better conveys that the respondent should provide answers to the job worked in the previous week (“trabaja and trabajó”).
- For CAI, we recommend asking respondents about military branch separate from the name of their employer or business, which is consistent with the approach used in CAI Version 1 in the first round of testing.

- Although only one respondent commented on the active duty item, we recommend implementing her suggestion for Round 2, removing “service” from Commissioned Corps in both paper and CAI versions.

**PAPER – ENGLISH**

**41 – 46 CURRENT OR MOST RECENT JOB OR BUSINESS** The next series of questions are about the type of business this person worked for last week and the type of work this person did. If this person had more than one job last week, describe the one at which the most hours were worked. If this person did not work last week, give information for the last job or business in the past five years.

41. Which one of the following best describes this person’s current or most recent job or business in the past 5 years? *Mark (X) ONE box.*

**PRIVATE SECTOR employee:**

**For-profit** company or organization

**Non-profit** organization (including tax-exempt and charitable organizations)

**GOVERNMENT employee:**

**Local government** (for example: city or county school district)

**State government** (including state colleges/universities)

**Active duty** U.S. Armed Forces or Commissioned Corps

**Federal government** civilian employee

**SELF-EMPLOYED or OTHER:**

**Own non-incorporated** business, professional practice, or farm

**Own incorporated** business, professional practice, or farm

Worked **without pay** in a **for-profit** family business or farm for 15 hours or more per week

What was the name of this person’s employer, business, agency, or branch of the Armed Forces?

**PAPER – SPANISH**

41-46 EMPLEO O NEGOCIO ACTUAL O MÁS RECIENTE. La siguiente serie de preguntas que sigue es sobre el tipo de negocio para el cual esta persona trabajó y el tipo de trabajo que hizo. Si esta persona tenía más de un empleo, describa el empleo en el cual trabajó más horas. Si esta persona no tenía empleo la semana pasada, dé la información para el último empleo o negocio en los últimos cinco años.

41 ¿Cuál de las siguientes categorías describe mejor el empleo o negocio actual o más reciente de esta persona en los últimos 5 años? Marque (X) una casilla.

**Empleado del SECTOR PRIVADO:**

Para una compañía u organización **con fines de lucro**

Para una organización **sin fines de lucro** (incluidas las organizaciones exentas de impuestos y caritativas)

**Empleado del GOBIERNO:**

**Gobierno local** (por ejemplo: distrito escolar de la ciudad o condado)

**Gobierno estatal** (incluyendo universidades estatales)

**Servicio activo** en las Fuerzas Armadas de los EE. UU. o en Cuerpo de Comisionados

Empleado civil del **gobierno federal**

**EMPLEADO POR CUENTA PROPIA u OTRO:**

Negocio, práctica profesional o finca **propia no incorporada**

Negocio, práctica profesional o finca **propia incorporada**

Trabajó **sin pago** en un negocio o finca de la familia **con fines de lucro** 15 horas o más a la semana

¿Cuál era el nombre del empleador, negocio, agencia o rama de las Fuerzas Armadas de esta persona?

**CAI – ENGLISH**

The next series of questions are about the type of business <you/NAME> worked for last week and the type of work that <you/he/she> did. If <you/he/she> had more than 1 job last week, describe the one at which the most hours were worked. If <you/he/she> did not work last week, give information for the last job or business in the past five years.

I am going to read 5 categories. Please pick the one that best describes who <you/he/she> worked for - a private organization or company, government, active duty U.S. Armed Forces or Commissioned Corps, self-employed, or worked without pay in a for-profit family business.

Was this a for profit company or a non-profit organization?

Was this for local, state, or the federal government?

Was <your/NAME's> self-employed business, professional practice, or farm incorporated or not incorporated?

Did <you/NAME> work without pay in this for-profit family business or farm for 15 hours or more per week?

What was the name of <your/NAME's> employer, business, or agency?

Which branch of the Armed Forces or Commissioned Corps did <you/NAME> work for?

### CAI – SPANISH

La serie de preguntas que sigue es sobre el tipo de negocio para el cual <usted/NOMBRE> trabajó y el tipo de trabajo que <usted/ él/ella> hizo.

(Si <usted/ él/ella> tenía más de 1 empleo, describa el empleo en el cual trabajó más horas. Si <usted/ él/ella> no tenía empleo la semana pasada, dé la información del último empleo o negocio en los últimos cinco años.)

Voy a leer 5 categorías. Por favor, escoja la que mejor describe <su empleo/el empleo de (Name)> - una organización o compañía privada, el gobierno, servicio activo en las Fuerzas Armadas de los EE. UU., empleo por cuenta propia, o trabajo sin paga en un negocio de familia .

¿Era esta una organización sin fines de lucro o una compañía con fines de lucro?

¿Era para el gobierno local, estatal o federal?

¿Era el negocio por cuenta propia, práctica profesional, o finca de usted incorporado o no incorporado?

¿Trabajó usted sin paga para este negocio o finca de la familia con fines de lucro 15 horas o más a la semana?

¿Cuál era el nombre de su empleador negocio o agencia?

¿Para qué rama de las Fuerzas Armadas o del Cuerpo de Comisionados trabajó usted?

## 5.3 Industry Question

Census is concerned that the current list of industries is antiquated and lengthy, resulting in respondent confusion, irritation, and increased burden. Moreover, providing examples at all may bias response. Some respondents may misunderstand the examples as the full set of possible responses, then leave the field entirely blank, believing that none of the examples apply.

Two versions of the industry question were tested. Version 1 of both paper and CAI asked “What kind of place was this job or business” and included examples. Version 2 of all modes asked “What kind of business or industry was this” and provided an instruction to “be as specific as possible”, with no examples. The follow-up probes were designed to understand how respondents understood what the question was asking for, how helpful the examples were in Version 1, and how the phrase “be as specific as possible” was being interpreted.



### 5.3.1 General Findings

**Version 1 Generated Useful Responses, Although Some Respondents Were Thinking About a Location Rather Than a Type of Business. Four Out of 9 Spanish Language Respondents Provided Responses That Were Less Than Ideal, Being Either Vague, Limited by the Provided Examples, or Describing the Physical Work Location**

Sixteen English language and 9 Spanish language respondents who were employed, or had been employed in the past 5 years, were asked this version of the question.

Nine English language and three Spanish language respondents provided enough detail in their answers that we believe could reasonably be classified by Census:

- “Dog walking and pet sitting service” (110217, CATI, English, Version 1)
- “Public health/school health” (110533, CAPI, English Version 1)
- “Shoe store” (210311, Paper, English, Version 1)
- “Fast food restaurant” (310014, CAPI, English, Version 1)
- “Retail clothing store” (310035, Paper, English, Version 1)
- “Elementary school” (310055, CAPI, English, Version 1)
- “Temp agency” (510039, Paper, English, Version 1)
- “Public middle school” (510064, CATI, English, Version 1)
- “Technician/installer” (210028, Paper, English, Version 1)
- “Residential construction” (120709, CATI, Spanish, Version 1)
- “Daycare” (220213, CAPI, Spanish, Version 1)
- “Radio Station on the Internet” (220214, CATI, Spanish, Version 1)

Three English and two Spanish language respondents gave answers that could be difficult for Census to classify:

- “Think tank” (112824, Paper, English, Version 1)

- “Labor pool” (310007, Paper, English, Version 1)
- “Professional services” (510038, Paper, English, Version 1)
- “Service” (220316, CATI, Spanish, Version 1)
- “other type of business” (120711, CATI, Spanish, Version 1)
- “Employment Agency” (220103, CATI, Spanish, Version 1)

One English language respondent misinterpreted the examples as a list of options from which he had to choose. The respondent worked in a high school, but initially answered “elementary school”, which was the example most like where he works. (210025, CATI, English, Version 1)

Three English and one Spanish language respondents assumed the question was asking them about the location, rather than the classification of their business. Even when hearing or reading the instruction and examples in the question, two of the respondents still felt the examples were suggestive of a place rather than a type of business.

R said these questions don’t really apply to her since they own an entertainment business and thus do not ‘work’ at their location; they are hired to perform at other places. Her business does not have “a set location; it’s not a business where people come to us, we go to them.” They do their paperwork in their home, but they do not provide their service there. But R said it was very easy for her to answer nursing home for location of work since that is where they perform. (110282, CAPI, English, Version 1)

R was thinking about the “place where I do my job.” “Where do I do my job? What type of a place?” Because she does her job in homes, she wrote down “home visit”. (210020, Paper, English, Version 1)

R wrote down ‘warehouse’ for her answer. She was thinking about the place or where work occurred. (510043, Paper, English, Version 1)

When asked about P2 and P3, two additional English language respondents were thinking about a place or location, rather than a type of business.

R seemed to interpret ‘place’ in this question as the location where the work was completed, not P2’s employer. R said P2 works in a federal office building where he moved furniture. (110217, CATI, English, Version 1)

P2 works for a staffing agency but said that her kind of place was a “factory”. P2 works for a company that sends out direct mail of catalogs.  
(210025, CATI, English, Version 1)

When Version 2 paper respondents were shown Version 1, two respondents commented that they were thinking of an atmosphere or physical place, rather than a classification of the type of business or industry.

R said he doesn’t like the alternate version because it made him think to describe what the atmosphere of the “place” is. For example, if thinking about a restaurant he might answer “well it’s kind of dark and they smoke a lot...everyone’s rude.” Given this, R felt that the current version seemed to better get at what he thought the survey wanted to know. R said the word “place” in the alternate version is a “big turnoff.” R thought it might be ideal to combine, “old heading, new final sentence” instead of “be as specific as possible.” (110505, Paper, English, Version 2)

R thought the alternate (which uses the term ‘place’) implied a physical place like office building. She liked the original version (V2) better in that sense, but preferred the inclusion of the examples that are in V1. She said the examples were helpful in knowing what type of description to include.  
(112544, Paper, English, Version 2)

### **English Language Respondents Were Divided About the Helpfulness of the Examples Provided In Version 1. The Examples Were Mostly Seen as Helpful to Version 1 Spanish Language Respondents**

Five English language respondents in Version 1 and 3 in Version 2 who were later shown Version 1 said they found the examples helpful in understanding exactly what Census was interested in:

R found the examples to be very helpful. Without them, she would have interpreted the question “What kind of place...?” to be asking about the work environment (e.g., “the atmosphere”) or type of location (e.g. urban).  
(210311, Paper, English, Version 1)

She thought these were very helpful. “Because like in a school, clothing store, fast food restaurant I guess it’s giving you an idea of where – what to put. That was kind of easy.” (510043, Paper, English, Version 1)

“Examples would have been very helpful” because R would have known what direction the question is going. They would have “guided” her to what type of level of specificity the question is looking for. (210401, CAPI, English, Version 2)

Three English language respondents did not find the examples to be at all useful:

She did not think the examples were really helpful because they did not relate to her type of work. “I think the selections...there should be more. There is nothing about office support.” (510039, Paper, English, Version 1)

R said the examples were “not helpful at all. ...because I work for a very specific type of facility and I don’t think it would necessarily be listed here either... I just don’t think maybe there’s not enough alternative listed here” R also said that, to her, activities, products and services are very different. (112824, Paper, English, Version 1)

R thought it was “wordy” to have examples and “it assumes that the person that’s filling this out is an idiot.” (112500, Paper, English, Version 2)

Five out of eight Spanish language respondents who were probed about the examples found the examples to be helpful, though two felt they were not applicable to the jobs most people hold.

The examples were useful for R. (220214, CATI, Spanish, Version 1)

Examples were helpful because they helped him understand the questions a little more clearly as he listened to them. (520307, CAPI, Spanish, Version 1)

For R, the examples were good. He also mentioned that he’d never worked in areas related to those examples given. (120711, CATI, Spanish, Version 1)

R believes that the examples are useful but he is not sure about how many people in the U.S. are linked to those types of activities. R thinks the questions need to be adjusted to the type of employments more popular within the majority of the population. (220103, CATI, Spanish, Version 1)

One Spanish language respondent felt that the given examples were not helpful (120709, CATI, Spanish, Version 1) and one respondent was confused by both the probe and the examples. (220213, CAPI, Spanish, Version 1)

R talks about her workplace. R describes it as a school where small children go to get education. R considered the examples confusing because she thought that school starts at elementary. In her opinion the daycare is a place where the kids learn but it is not a school. R thinks that if the examples were not given she would not have been confused. (220213, *CATI, Spanish, Version 1*)

One Spanish language respondent felt that the provided examples were categories to choose from.

To R, the examples were helpful to answer the question and she thinks this is reflected in her answer. Even though she selected the fast food restaurant category, R says that she works at a dining hall that provides meals to elderly people and the example was the closest one she thought of that is similar to her situation. (220208, *CATI, Spanish, Version 1*)

Four Spanish language respondents felt the examples were not broad enough, and that they generally did not apply to the respondents' work.

R wished he had received an example related to a professional person and other types of employers (120709, *CATI, Spanish, Version 1*).

R thinks that the examples were not useful because she is not part of any of them. (220204, *CATI, Spanish, Version 1*).

### **Version 2 is Generating Reasonable Responses, Both Among English and Spanish Language Respondents**

Eighteen English language and 9 Spanish language respondents received Version 2. Thirteen English and 7 Spanish language respondents gave descriptive answers that Census would likely be able to classify:

- Food service/senior companion (110286, *Paper, English Version 2*)
- DOD/Navy (110523, *CATI, English, Version 2*)
- A program through the ticket to work that helps senior citizens or people with a disability find housing and support (110611, *CATI, English, Version 2*)
- Financial advisor (112500, *Paper, English, Version 2*)
- Law firm (112544, *Paper, English, Version 2*)

- Service organization for the blind (210009, Paper, English, Version 2)
- Health clinic (210019, CAPI, English, Version 2)
- Collegiate institution (210021, Paper, English Version 2)
- Pharmacy (210401, CAPI, English, Version 2)
- Department of Homeland Security – TSA (310022, CATI, English, Version 2)
- Development research center for children (310054, CATI, English, Version 2)
- Mental health clinic (510034, Paper, English, Version 2)
- Daytime treatment center (510058, Paper, English, Version 2)
- Restaurant (120203, CAPI, Spanish, Version 2)
- Clothing Alterations (120308, CAPI, Spanish, Version 2)
- Babysitting (120313, CAPI, Spanish, Version 2)
- Fast Food Restaurant (220104, CAPI, Spanish, Version 2)
- Painter (220202, CAPI, Spanish, Version 2)
- Childcare (220220, CATI, Spanish, Version 2)
- Waitress (220501, CATI, Spanish, Version 2)

Six respondents, including 1 Spanish language respondent, gave answers that we believe it would be difficult for Census to classify:

- Sales (110505, Paper, English, Version 2)
- Product (210032, CAPI, English, Version 2)
- Retail (210309, Paper, English, Version 2)
- Entertainment (210029, CATI, English, Version 2)
- Chore provider (510053, CAPI, English, Version 2)
- Electricity (120739, CATI, Spanish, Version 2)

## **English and Spanish Language Respondents Differed In Their Interpretations of the Instruction to “Be As Specific As Possible” In Version 2**

Across languages, respondents either thought the phrase meant to be specific/precise/give as many details as possible (112544, Paper, English, Version 2; 110523, CATI, English, Version 2; 120739, CATI, Spanish; Version 2) or to be clear/concise (110286, Paper, English Version 2; 220211, CAPI, Spanish, Version 2; 120203, CAPI, Spanish, Version 2; 120308, CAPI, Spanish, Version 2; 120313, CAPI, Spanish, Version 2)

Three English language respondents said they had not noticed the instruction, or didn't take it into account when answering the question. After probing, two offered that they would have made their responses more specific, while one maintained that his response was “sales” (110505, Paper, English, Version 2).

R did not read the instruction; she just read the bold print. But she thinks it means “tell me more about it.” As in be more descriptive. She envisions it as narrowing down the answer from a broad answer such as “retail” to “retail and bridal apparel.” (210309, Paper, English, Version 2)

R said “pharmacy.” Be as specific as possible to R meant to narrow it down (get to the point) to where she specifically works; i.e., pharmacy. On a second reading of the question she would have probably answered pharmacy and retail. (210401, CAPI, English, Version 2)

## **English Language Respondents Assigned to the Paper Mode Who Answered the Industry Question Were Shown the Alternate Version and Were Asked for Their Feedback**

Version 1 English language respondents overwhelmingly preferred Version 2, while Version 2 respondents were divided. Respondents liked the examples in Version 1, but preferred the clearer wording of Version 2.

**Table 5-4. Preference for industry question wording**

Order Shown	Alternative Preferred	
	Version 1	Version 2
Version 1 - 2	1	6
Version 2 - 1	5	4

- English language respondents who preferred Version 1 (“What kind of place is this job or business?”) primarily liked it because of the examples that were provided.

R likes the example in the alt version. She thinks it is much clearer. She doesn’t like the word “place”. She would still answer as “college” even with the example. For her mom, she would still put “real estate agency”. R also notes that it doesn’t give you a lot of lines to be specific. She thinks the use of the word “place” is more “colloquial” and might be understood by more people. (210021, Paper, English Version 2)

The alternate version (v1) is easier to understand. The question makes more sense because of the examples. If R had seen the example, women’s clothing store, she would have put down “bridal apparel.” Or she would have put for P2 “custom office furniture.” The examples would have guided her on what she is being asked. (210309, Paper, English, Version 2)

R preferred the original wording, explaining that the examples made the question “clearer” as opposed to the “vague” wording of the alternate. She also felt that the words “place” and “job” were “simpler” words than the phrase “business or industry” used in the alternate version. (210311, Paper, English, Version 1)

- English language respondents who preferred Version 2 (“What kind of business or industry was this?”) liked the specificity of the question, though several noted they would prefer to see the wording from Version 2 combined with the examples from Version 1. Several felt that the use of “place” in Version 1 was referring to location or atmosphere.

R said she prefers the Version 2 “because it sounds more professional” – R prefers what kind of business over what kind of place. R said she would change her answer from think tank to research and she would add “service” to military for P2 because that’s closer to what he does – there is a whole military but he is in the service part. (112824, Paper, English, Version 1)

I showed him the alternative and he says that in this one he noticed the ‘include the main activity...’ instruction while, in the original item he did not see it. He thought that the alternative question stem (...business or industry...?) “maybe sounds a little better....I think this one actually



sounds, for lack of a better word, more legit.” (310035, Paper, English, Version 1)

R preferred the original question wording, but the examples in the alternative question. R preferred the original version of this question because she liked how it was worded “business or industry” instead of what kind of place was this job or business because “what kind of place might not be as specific,” but then R commented that the alternative version does “give more examples so maybe that would be helpful for some folks.” R thought the examples were helpful because “someone working at a fast food restaurant might just put food industry” in the original version. (510034, Paper, English, Version 2)

### **Several Respondents Had Difficulty or Were Unable to Provide a Response for P2 or P3**

Five English language and four Spanish language respondents had difficulty providing details about the business or industry for P2 or P3. This includes two Spanish language respondents who were entirely unable to answer about P2 or P3.

When asked about the kind of job or business P2 works for, R said this is difficult because she doesn’t know for sure for what industry P2 works. She said “She said “she works in IT. That’s her interest” “So I’m assuming” that’s what she does. (110402, CAPI, English, Version 2)

R said, “I don’t know. I’ve never even been there.” (P3 works at Legoland.) When asked Q44, he thought it was a retail business. During probing, he explained that he had “heard” that they have a playground, stuff for sale, and perhaps even rides, “but I don’t know what they do exactly.” (210019, CAPI, English, Version 2)

R answered, “construction.” The R found it “very difficult” because while she knows it’s construction work, she doesn’t know “what else going on there that she [her daughter] do.” (210032, CAPI, English, Version 2)

“Breakfast café” because that is only thing R could think about. “That is what they do there.” It was a little complicated to answer the question for P3 because R does not really know what the company does except for the coffee service part. (210029, CATI, English, Version 2)

R thinks it was difficult to answer questions about P2 because P2 work at a home and R could not identify a category for P2’s job. P2 works at someone else’s house taking care of three children. (120203, CAPI, Spanish, Version 2)

### 5.3.2 Recommendations for Round 2

Overall, respondents had favorable comments regarding the examples provided in Version 1. Even among those who did not find the examples helpful for themselves, none had difficulty answering the question and believed the examples might be useful for others. In addition, the language to “Be as specific as possible” had multiple meanings to respondents. While Version 1, which included examples, was not unanimously preferred over Version 2, the examples seemed to have more potential to help respondents understand the level of detail desired. We thus recommend including examples in the Round 2 testing.

Like the teacher example, we recommend that any examples that are used be consistent between the business/industry, title, and duties questions. This will allow the respondent to get a better sense of how the questions fit together. Rather than using “women’s clothing store” or “fast food restaurant”, we suggest using a construction-related example for which parallel examples are provided in the title and duties questions. Three examples were provided in business or industry, one example was provided in title, and two were provided in duties. We recommend being consistent and providing two examples in each question.

**Business or Industry:** “For example, elementary school, or construction”  
**Title:** “For example, 4th grade teacher, or plumber”  
**Duties:** “For example, instructing and evaluating students in math, or installing new plumbing in buildings”

The Version 1 language “What kind of place was this job or business” was misinterpreted by several respondents as a location or atmosphere, whereas Version 2’s “What kind of business or industry was this” did not seem to cause any confusion. We recommend using Version 2 question wording for all modes in Round 2.

#### **PAPER AND CAI – ENGLISH**

What kind of business or industry was this? *Include the main activity, product, or service provided at the location where employed. (For example, elementary school, or construction)*

#### **PAPER AND CAI – SPANISH**

¿Qué tipo de negocio o industria era ésta? *Incluya la actividad, producto o servicio principal que se ofrecía en el lugar de empleo. Por ejemplo: escuela primaria o construcción).*

## 5.4 Title Question

Two versions of the title question were tested. Version 1 of both paper and CAI included examples. Version 2 of all modes offered no examples, but provided an instruction to “be as specific as possible.”

Probes were designed to explore how helpful the examples were and whether the instruction to “be as specific as possible” was understood.

### 5.4.1 General Findings

#### ***Regardless of the Inclusion of an Example or an Instruction to Be Specific, Both Versions Resulted In Some Vague Responses***

A total of 34 English language respondents and 17 Spanish language respondents provided a title. As shown in the actual responses to Versions 1 and 2 below, the example in Version 1 did not always motivate respondents to be more precise in their response. Version 2 respondents were similarly limited in their detail with the prompt to “be as specific as possible”. Our coding of what is specific and what is vague is loosely determined. Without knowing how Census actually classifies these titles, we provide our assessment of whether we think Census might be able to use the title. Once respondents provide a description of their duties, some of the vague titles become clearer. This analysis, however, looks only at the title and whether the response was sufficient.

Table 5-5. Level of specificity provided in title responses by version

Version 1		Version 2	
Specific	Vague	Specific	Vague
<b>ENGLISH</b>			
Dog walker	Entertainer	Legal assistant	Manager
Interpreter	Prep	Computer programmer	Teacher
Construction worker	Unit administrator	HR assistant	Teacher's aide
Customer service cashier		Pharmacy team leader	Assistant
Pre-K Teacher		School health room technician	Scene shop employee
CEO		Behavioral Health Clinician I	
Admin Assistant		In-home health care worker	
Package sorter		Caterer/owner	
Technician/installer		Computer analyst	
Cashier		Data entry clerk	
Paraprofessional-special ed 6th-8th grade		Receptionist	
Teacher's assistant		Transportation Security Officer	
		Lab technician	
		Machine operator	

Table 5-5. Level of specificity provided in title responses by version (continued)

Version 1		Version 2	
Specific	Vague	Specific	Vague
<b>SPANISH</b>			
Food service and cleaning maintenance worker	Clerk	Busboy	Paints
Infant assistant	Clerk	Tailor Assistant	
Customer Service Rep	Maintenance Helper	Babysitter	
	"Particular and rustic"	Electrician	
		Dishwasher	
		Housekeeper	
		Childcare Provider	
		Office Assistant	

**Asking for “Main Occupation or Title” Is Causing Some Confusion for English Language Respondents Whose Title Is Not Descriptive of Their Occupation, or Those Who Are Not Currently Working In Their “Main” Field**

Twenty-eight of the 34 English language respondents who answered this question had no difficulty answering the question. However, 6 respondents noted that their title is different from their occupation and needed to make a judgment as to which one to provide. For some, their title was specific to their industry, and was not viewed to be descriptive of what they actually do at their jobs. This could be problematic if the question aims to collect how a respondent would describe his/her job to someone in a few words if that listener was not a technical expert in their field.

“Human Resources Assistant (HR Assistant)” –R focused on the word title, and skipped the word occupation in the question. R mentioned that because the question says -occupation OR title- she chose to ignore occupation and to focus on title. R recommended that the question ask about “occupation AND title” if the Census wants the respondents to “be as specific as possible.” (210029, CATI, English, Version 2)

“Manager” – When looking at the question, R focused on the word title. The words main occupation in the question got “pushed aside.” That was mostly because there is an OR in there. If the question has said just main occupation she would have listed the different things she does (tend the customers, answer the phone, etc.), but because it had “or title,” it was easier and shorter to just answer with one word, “manager.” (210309, Paper, English, Version 2)

“CEO” - “I’m always confused when anybody asks a question that says occupation or title, because I think a title is very different from your occupation.” She finds title is specific to your company and occupation is what you do. The respondent provided ‘CEO’ since the question gave her a choice of occupation or title and she chose the shortest. If the question had only asked for occupation the R would have said “International Economic Development Consultant” or “Professional Services” if speaking to someone who is not knowledgeable of her industry. (510038, Paper, English, Version 1)

Two English language respondents noted that their title is not necessarily descriptive of what their job or occupation actually is.

R answered “Behavioral Health Clinician I.” R thought an example would have been helpful, but would not have changed her answer because her answer is the title that they use at work. If she had more space to be more specific she may have included “social worker” in her answer and added

“that’s not the title they gave us, but that’s what I consider myself.” R’s main occupation is social work, but title stood out more than occupation so was thinking about her title. (510034, Paper, English, Version 2)

“Data entry clerk.” R gave her official title that the job gave her but explained that this is not what her job really is. R does put information into the computer but also travels and meets with people to do her job. (110611, CATI, English, Version 2)

One English language respondent erroneously switched from thinking about his most recent job to thinking about his main job. In the class of worker questions, the respondent noted he has multiple jobs. He chose to answer about his self-employed eBay business, since he had been on vacation from his government job the week before. In the industry question, he answered “Sales”, regarding his EBay business. R noted that he has difficulty saying who his employer is and what his title is as a self-employed worker. But in the title question, he switched to thinking about his government job and answered “computer analyst”. He comments, “it says ‘MAIN’ occupation or business.” R noted that he makes more money at the computer analyst job, so he answered about that one. (110505, Paper, English, Version 2)

In the Spanish language versions, 11 out of 17 respondents had no difficulty answering this question. However, six respondents did have some troubles. Three respondents gave answers that were not pertinent to the question being asked (120711, CATI, Spanish, Version 1; 220103, CATI, Spanish, Version 1; 220204, CATI, Spanish, Version 1).

When asked this question, R said his occupation was very “particular y rústico” (particular and rustic). It seems R could not identify one specific work title for himself. (120711, CATI, Spanish, Version 1)

R thinks it was useful the example given, but R disagrees with the example. R suggested to use “maestro de enseñanza primaria” (primary school teacher.) R expresses that the example is very useful because primary school is the most difficult and the most “remunerada” (paid.) (220103, CATI, Spanish, Version 1)

The remaining two respondents did not know their official titles (220220, CATI, Spanish, Version 2; 220226, CATI, Spanish, Version 2).

R thinks that the right title would be an Assistant since the person does everything. R said that she didn’t know the specific name the company calls someone at her level. R explained that for the company R is a volunteer. So R thinks she should be called una “asistente voluntaria” (volunteer assistant). (220220, CATI, Spanish, Version 2)

R answered that she does various things at the office, like make copies, prepare documents, call the patients and create registrations. There is no official title to what R does. (220226, CATI, Spanish, Version 2)

**Respondents in Both Versions Had Mixed Views About Whether Examples Are Needed In This Question, But None Felt The Inclusion of an Example Was a Bad Idea**

Five Version 1 English language respondents, who were provided with the example of “4th grade teacher,” thought the example was helpful. Only one respondent seemed to have been directly affected by the example, initially responding “teacher”, and ultimately changing her response to “Pre-K teacher” after hearing the example read to her.

R said Technician/Installer. The example was helpful because it was short and simple. (210028, Paper, English, Version 1)

R answered package sorter. Examples were pretty helpful, because it helps to “specify what are you.” (510043, Paper, English, Version 1)

Seven Version 2 English language respondents, who were not initially provided an example, felt it would be helpful to include an example. One respondent acknowledged it would not have helped with her response, but could have helped with her response for P2 (210309, Paper, English, Version 2).

When asked, R said examples (more than one) would be helpful if “that’s the level of granularity you want.” Otherwise he would be inclined to answer with “teacher” rather than “4th grade teacher.” (110505, Paper, English, Version 2)

R wrote in “Assistant”. R explained she’s a secretary and that it would help to have examples in the question because “you don’t know what kind of assistant I am. I could be the president of the company or the assistant to my coworker.” (110523, CATI, English, Version 2)

“Computer programmer” – R starts by saying he doesn’t think an example is needed because people know what their title is. But then he thinks of examples like foreman or manager that are rather vague and realizes an example might be helpful to encourage more detail. (210009, Paper, English, Version 2)

Four Version 1 respondents and 3 Version 2 respondents felt that the example would not be helpful to them, though at least one acknowledged it could be helpful to others. One felt it was “overkill” (310022, CATI, English, Version 2).

Only one English language respondent commented that she would have liked to have seen more examples. (110282, CAPI, English, Version 1)

Four out of 10 Spanish language respondents found the examples to be helpful.

R said that the example given were “excelente” (excellent). R said that the “maestra de cuarto grado” example was clear. (220208, CAPI, Spanish, Version 1)

R thinks the example was useful because the example is very specific. (220213, CAPI, Spanish, Version 1)

### **The Instruction In Version 2 to “Be As Specific As Possible” Is Being Interpreted In Two Contradictory Ways By English Language Respondents**

The instruction in Version 2 to “Be as specific as possible” appeared without any examples. Some English language respondents thought the instruction “to be as specific as possible” meant to provide as much information as possible. For paper respondents, this could be contradictory, since there is only one line provided. The amount of space provided is a visual clue to how much detail is being requested (Smyth, et al, 2009). One respondent felt prompted to “write an essay” about what she did at her job, which would not be possible (or necessary) with only one line of text. Others thought it meant to be concise and precise about their exact title, and nothing else.

R answered ‘Receptionist’ as her job title. R said that including ‘be as specific as possible’ prompts someone to “write an essay” about what they did at their job. (112500, Paper, English, Version 2)

For her means to narrow it down to the most precise word as opposed to expanding on what the occupation or title is. (210029, CATI, English, Version 2)

R provided her exact title “Pharmacy team leader.” Be as specific as possible to R meant that she needed to provide her exact title and nothing else. (210401, CAPI, English, Version 2)



R gave “In-home Health Care Worker” as her title. When asked to be specific R thought she needed to be more specific than when we asked her to describe her business or industry because of the duplication of the ‘be specific’ instruction. (510053, CAPI, English, Version 2)

### **Several Respondents Had Difficulty Reporting for P2 or P3.**

Five English language respondents and three Spanish language respondents had difficulty or were unable to provide a response for P2 or P3. Four of the English respondents and one of the Spanish respondents were the same people who also had difficulty answering about P2 or P3’s class of work or industry.

R again said, “I don’t know.” Although P3 talked about what he did at work, the R did not know his title. (210019, CAPI, English, Version 2)

Barista/Cashier. R did know P3’s specific title. R, in this case, described what P3 does (occupation). It was difficult to come up with a title. Again, she mentioned the “or” in the question as an invitation to ignore either the occupation or the title. (210029, CATI, English, Version 2)

R had difficulty giving an answer. She hesitated, and explained that her daughter had done many different things, including cleaning, “scabbing” (putting up scaffolding for the construction workers to climb on), flagging. She didn’t know her daughter’s title. (210032, CAPI, English, Version 2)

Difficult to answer for P2. She is “assistant office manager”, but he doesn’t know what that includes. “That’s what she tells me, but I have no idea.” (210301, CATI, English, Version 1)

R left blank. She was unsure of her mother’s job title. (210311, Paper, English, Version 1)

## **5.4.2 Recommendations for Round 2**

In general, respondents were able to provide a specific enough title that we think Census could classify the response. There were several respondents in both Version 1 and Version 2, however, whose responses were notably vague. Neither the examples provided in Version 1 nor the instruction to “be as specific as possible” seemed to alleviate this problem. For Round 2 we propose testing the examples again in the Version 1 wording, with the following revisions:

- In order to provide examples that cover a broader range of respondent experience, add one more example at the level of specificity of 4th grade teacher. From the Spanish language perspective, a more traditionally blue-collar example might be helpful, such as “plumber,” which would build upon the proposed new example for business/industry (construction).
- Our findings seem to suggest that respondents are thinking of titles as being specific to industry or employer and not necessarily understandable to the outside world. We believe the intent of the question is to collect from respondents how they would describe their job to someone who was not familiar with their industry. Thus we recommend asking the respondent to “describe” the occupation or title.

Finally, the instruction to “Be as specific as possible” has two interpretations (provide as much detail as possible and be as precise and concise as possible), neither of which seems to be very helpful in the context of providing a title or occupation. Therefore we recommend removing this instruction.

**PAPER – ENGLISH**

Please describe this person’s main occupation or title. *(For example: 4th grade teacher, or plumber)*

**PAPER – SPANISH**

Por favor describa la ocupación o título principal de esta persona. *(Por ejemplo: maestro(a) de 4to grado o plomero.)*

**CAI – ENGLISH**

Please describe <your/NAME’s> main occupation or title. For example, fourth grade teacher, or plumber.

**CAI – SPANISH**

Por favor describa <su ocupación o título principal/la ocupación o título principal de <NOMBRE>>. Por ejemplo: maestro(a) de 4to grado o plomero.

## 5.5 Duties Question

Two versions of the duties question were tested. Version 1 included examples; Version 2 provided an instruction to “be as specific as possible”, with no examples.

Interviewers were instructed to probe on how respondents decided on the level of detail to provide, the helpfulness of examples, and how they interpreted the instruction to “be as specific as possible.”

## 5.5.1 General Findings

### ***Most Respondents Are Providing a Rich Level of Detail About Their Job Duties, But Some Are Vague In Both Title and/or Duties***

The 34 English language respondents who provided data about their job duties are segmented below into five groups: those who provided adequate descriptions of both title and duties (n=20), those who provided vague titles but descriptive duties (n=4), those who provided adequate titles but vague duties (n=3), those who provided vague responses to both (n=4), and those who had a mismatch between their title and their duties (n=3).

**Table 5-6. English language respondents for whom title and duties are both descriptive (n=20)**

Title	Duties
<b>Version 1</b>	
Interpreter	Interpretation for therapy in home visits (210020, Paper, English, Version 1)
Admin Assistant	E-mail correspondence, travel arrangements, and meeting and event planning (510039, Paper, English, Version 1)
Cashier	Assisting customers at the cash reg. Bagging items. Counting down money at closing time. (210311, Paper, English, Version 1)
Customer Service Cashier	'Transactions' and 'organizing the store' (310035, Paper, English, Version 1)
Pre-K Teacher	Handwriting, reading, math, language, art (310055, CAPI, English, Version 1)
School health room technician	Providing urgent and daily care for sick and injured students; activities of daily living - diabetics, asthmatics (110533, CAPI, English Version 1)
Package Sorter	Sorting packages and removing misleads (510043, Paper, English, Version 1)
Dog Walker	Pick up poop, walk dogs, I provide some basic training for the dogs, and take daily notes for their parents (110217, CATI, English, Version 1)
Paraprofessional-special ed 6th through 8th grade	Instructional assistant; clerical support for special education department (510064, CATI, English, Version 1)
<b>Version 2</b>	
In-home health care worker	Cleaning, food prep, laundry, vacuuming, shopping, massage therapy, and whatever else P2 needs (510053, CAPI, English, Version 2)
Computer analyst	Support others with computer network and software issues (210019, CAPI, English, Version 2)
Behavioral Health Clinician I	Provide therapy to adults and youth and facilitate depression group (510034, Paper, English, Version 2)
Caterer/owner	Handling day to day of business, Customer Service, Cooking, Serving etc (110286, Paper, English Version 2)
Legal assistant	Legal support: typing, mailing, filing (112544, Paper, English, Version 2)
HR Assistant	Maintaining employee information up to date and orientation (210029, CATI, English, Version 2)

**Table 5-6. English language respondents for whom title and duties are both descriptive (n=20) (continued)**

<b>Title</b>	<b>Duties</b>
<b>Version 2</b>	
Transportation Security Officer	Baggage Screening and Passenger Screening (310022, CATI, English, Version 2)
Lab technician	Draw labwork for patients, and process it. (210019, CAPI, English, Version 2)
Machine operator	Feeding the machine and packing into cartons (210032, CAPI, English, Version 2)
Receptionist	Front desk and client services. (112500, Paper, English, Version 2)
Pharmacy team leader	Supervising technicians and technician (210401, CAPI, English, Version 2)

Although the titles were not adequate for some respondents, the descriptions of duties that these four respondents provided were likely sufficient for Census to be able to classify the occupation.

**Table 5-7. English language respondents who provided vague title, but descriptive duties (n=4)**

<b>Title</b>	<b>Duties</b>
Unit Administrator	Processing contracts (112824, Paper, English, Version 1)
Teacher's aide	Putting equipment out, serving lunch, and cleaning up (510058, Paper, English, Version 2)
Scene shop employee	Constructing scenic designs and theatrical design input (210021, Paper, English Version 2)
Assistant	Time keeping, travel arrangement, answer phones (110523, CATI, English, Version 2)

Three out of 34 English language respondents provided a descriptive title, but what we consider to be a vague description of their job duties.

**Table 5-8. English language respondents for whom title is descriptive, but duties are vague (n=3)**

<b>Title</b>	<b>Duties</b>
Construction worker	Hard work (310007, Paper, English, Version 1)
Technician/installer	Trouble shooter (210028, Paper, English, Version 1)
Computer programmer	Provide reports for members and officers (210009, Paper, English, Version 2)

Four English language respondents provided both vague titles and vague descriptions of their duties. We feel this set of responses would be most challenging for Census to try to classify the occupation.

**Table 5-9. English language respondents for whom both title and duties are vague (n=4)**

<b>Title</b>	<b>Duties</b>
Entertainer	Entertaining residents (110282, CAPI, English, Version 1)
Prep	Prepare the foods for the crew members (310014, CAPI, English, Version 1)
Teacher's assistant	Instructing (210025, CATI, English, Version 1)
Teacher	Supervising children/overseeing children. (310054, CATI, English, Version 2)

The responses to title and duties also revealed that three respondents had a mismatch between their title and the job they actually do. Our earlier recommendation to change “title” to “job” may have helped these respondents provide a title that was more reflective of the type of work they do.

**Table 5-10. English language respondents who had a mismatch between title and duties (n=3)**

<b>Title</b>	<b>Duties</b>
CEO	Researching, writing, consulting (510038, Paper, English, Version 1)
Manager	Sales (210309, Paper, English, Version 2)
Data entry clerk	Go to rehabilitation centers or old folks home to get residents interested in program (110611, CATI, English, Version 2)

Regardless of version and mode, 13 out of 17 Spanish language respondents provided a good level of detail regarding the work that they do. Ten of these 13 provided both an adequate title and a matching description of their job duties, three respondents did not provide an adequate title but the list of duties was sufficiently descriptive. The table below shows some examples of the titles provided by respondents and how they described their job duties.

**Table 5-11. Spanish language respondents who provided descriptive titles and duties (n=10)**

<b>Title</b>	<b>Duties</b>
Busboy	To set up tables, refill drinks, organize menus, pick up plates (120203, CAPI, Spanish, Version 2)
Tailor Assistant	Take garment measurements and fix clothes (120308, CAPI, Spanish, Version 2)
Babysitter	Take care of children and look out for them (120313, CAPI, Spanish, Version 2)
Dishwasher	Prepare salads and wash dishes (220104, CAPI, Spanish, Version 2)
Child Care Provider	Taking care of children; feeding them, making them take naps, playing with them (220220, CATI, Spanish, Version 2)
Maintenance	Repair office equipment, maintain a clean office (220316, CATI, Spanish, Version 1)
Customer Service Representative	Take phone orders and process refunds (520307, CAPI, Spanish, Version 1)
Food Service Worker	Serve food (220208, CAPI, Spanish, Version 1)
Infant Assistant	Take care of children (220213, CAPI, Spanish, Version 1)
Clerk	Filing, data entry (220214, CATI, Spanish, Version 1)

Although the titles were not adequate for three respondents, the descriptions of duties that three respondents provided were sufficient:

**Table 5-12. Spanish language respondents who provided vague titles and descriptive duties (n=3)**

Title	Duties
Helper	Construction related tasks (e.g, painting) (120709, CATI, Spanish, Version 1)
No title given	Cleaning services at Metro stations where people wait to catch the train. R also threw salt on the ground to help melt the snow during winter time (120711, CATI, Spanish, Version 1)
Painting	To paint the outside of houses (220202, CAPI, Spanish, Version 2)

Four Spanish language respondents gave vague answers that would be difficult to classify, such as:

**Table 5-13. Spanish language respondents who provided vague duties (n=4)**

Title	Duties
Electrician, Plumber, Carpenter	“Trabajo” (work) (120739, CATI, Spanish, Version 2)
Cleaning the areas, offices	To do everything perfectly, try to do things the best way possible (220219, Version 2)
Clerk	To work with Microsoft programs on the computer, including Word and Excel (220103, CATI, Spanish, Version 1)
Office Assistant	To conduct a nutritional survey (220226, CATI, Spanish, Version 2)

***The English Language Paper Survey Provided Respondents With Three Lines on Which to Write the Duties Associated With Their Jobs. Several Respondents Viewed Those Three Lines As an Indication of How Much Detail They Should Provide***

- Seven English language respondents said they focused just on their most important responsibilities that would fit in the space provided.
- Two English language paper respondents provided three examples since 3 lines were provided on the questionnaire.
- One respondent aimed to fill in all of the space provided.

### ***In Both Languages, More Respondents Than Not Found the Examples Helpful to Clarify the Level of Detail Desired for Describing Job Duties***

Out of 27 English language respondents who were asked for feedback on the examples (“For example, instructing and evaluating students, creating lesson plans.”), respondents were divided about whether or not the examples were needed to answer the question.

- 16 thought examples were helpful guides to know what level of detail to provide in the response, including 5 respondents who initially saw or heard Version 1 (with the examples) and 11 who did not initially see the examples in Version 2.

R said it would help to include the examples because “if I just put down general office duties you won’t know what I do.” (110523, CATI, English, Version 2)

“Computer programmer” – R starts by saying he doesn’t think an example is needed because people know what their title is. But then he thinks of examples like foreman or manager that are rather vague and realizes an example might be helpful to encourage more detail. (210009, Paper, English, Version 2)

“Pretty good. They’re helpful, because they’re giving me a clear example of what I do. I need to be specific.” (510043, Paper, English, Version 1)

- 11 English language respondents thought the examples were too narrow and that people would know what their job duties are without needing examples, including 5 Version 1 respondents and 6 Version 2 respondents.

R said it would not have been helpful to provide examples because “there are so many kinds of things that people do.” Providing examples seemed to be too difficult given the number of types of things people do. (110505, Paper, English, Version 2)

“They were OK...I’m just used to...” he explains that his duties, like his job title, are pretty clear and familiar to him and therefore, like the job title item, the examples did not influence his decision so much. (310035, Paper, English, Version 1)

Out of 21 Spanish language respondents who answered this question, 11 responded to the probe about how helpful (or not) the examples were. Six out of 11 indicated that they considered the examples provided in the question to be helpful, as indicated in the following excerpts from interviewers’ notes”

R thinks the examples gave her a better idea of what she needed to do. (220219, *Version 2*)

R said the examples helped her answer the question. (220214, *CATI, Spanish, Version 1*)

R said the examples were helpful because they helped him to think about the question and the answer. (520307, *CATI, Spanish, Version 1*)

Similar to the English language respondents, 3 out of the 11 indicated that the examples included in the question were not needed:

R did not find it to be useful to provide examples because each person is conscious of what they do. (120203, *CATI, Spanish, Version 2*)

R thought that the examples given were not helpful. R prefers to give similar examples to a person's profession. (120709, *CATI, Spanish, Version 1*)

R did not need the examples because the question asked about what her duties are. (220213, *CATI, Spanish, Version 1*)

The 2 remaining respondents who were probed about the value of the examples gave unclear responses to the probe.

### ***Both English and Spanish Language Respondents Tended to Have Some Difficulty Describing the Job Duties of P2 and P3***

Many respondents were able to easily provide job duty information for other household members because the person frequently talks about what they do at their job. For 10 English language respondents, however, this proved to be a difficult task.

R answered DK for P3. She said this was difficult for her to answer as she has no idea what P3 duties were. "Because he was a high school student and I would say he probably assisted someone in that company in what he was doing; wherever they needed him or anything, that's what he did." (110402, *CATI, English, Version 2*)

R did not fill out this series for P2 because he just started his job. But she realized later in the probes that she probably could have shared what his main duties are. ("Transportation for handicapped people.") (210020, *Paper, English, Version 1*)



R wrote, “moving trailers to new location to make room for incoming trains.” She found this difficult to answer: “I just know he moves things.”  
(210311, Paper, English, Version 1)

Five out of 12 Spanish language respondents did not know much about their household members and considered answering the questions to be fairly difficult. In 3 of the 5 cases, the R was living in a complex household and therefore had limited knowledge about P2 or P3’s work. Importantly, the majority of these respondents were unable to answer for their relatives, suggesting that response burden is not correlated with P2 or P3’s “closeness” to the respondent.

R said it was difficult for R to answer because it would not be the same as if P2 was answering the question herself. (120308, CAPI, Spanish, Version 2-wife)

R explained that P2 has to take care of the children and do the household chores. It was hard for answer to answer because of the limited options.  
(120203, CAPI, Spanish, Version 2-other relative)

R could not describe P2’s main job duties because R does not know them  
(120313, CAPI, Spanish, Version 2-brother).

R did not know any information about P2 (120711, CATI, Spanish, Version 1-roommate)

## 5.5.2 Recommendations for Round 2

As noted with the previous COW questions, the provision of examples helped many respondents report a sufficient level of detail when answering the question. Although numerous respondents also indicated that they would have been able to answer the question without the examples, none reported the examples to be problematic. Thus, we recommend that examples be included in the question to be tested in Round 2. We have provided new examples that continue the flow of examples provided for the 4th grade teacher and the plumber.

Providing three lines for open-ended responses seemed to prompt most respondents to put in enough detail that analysts could understand and classify their answers. We thus recommend that the Round 2 question also offer 3 lines for respondents to write in their answers.

Consistent with previous recommendations, we recommend removing the instruction to “be as specific as possible.” With the amount of space provided on paper, and the examples that are provided, we do not think this language is needed.

**PAPER – ENGLISH**

What were this person’s most important activities or duties? (*For example: instructing and evaluating students in math, or installing plumbing in new buildings*)

**PAPER – SPANISH**

¿Cuáles eran las actividades o deberes más importantes de esta persona? (*Por ejemplo: dar clases de matemáticas y evaluar a los estudiantes o instalar la plomería en edificios nuevos.*)

**CAI – ENGLISH**

What were <your/NAME’s> most important activities or duties? For example, instructing and evaluating students in math, or installing plumbing in new buildings.

**CAI – SPANISH**

¿Cuáles eran las actividades o deberes más importantes de <usted/<NOMBRE>>? Por ejemplo: dar clases de matemáticas y evaluar a los estudiantes o instalar la plomería en edificios nuevos.

## 5.6 Retirement Income Questions

Federal surveys have lagged in addressing newer forms of retirement income, namely defined contribution plans (DC). Incomes from DC plans are now on par with income from defined benefit plans (DB). Census would like to inform respondents to include withdrawals and distributions from DC accounts.

Multiple versions of this question were tested. In the CAI instruments the question wording remained the same, but the order of the question differed. In Version 1 the question appeared after the question about survivor or disability income, whereas in Version 2 it appeared before. In the paper instruments the question remained the same between versions, but the fine print instructions differed. Version 1 contains a more specific “DO NOT include” instruction and examples of retirement accounts.

## 5.6.1 General Findings

### ***Among the Few English Language Respondents Who Reported Retirement Income, Some Were Confused By the Missing Reference to “Pensions”. In Addition, Respondents Were Not Always Willing (or Able) to Calculate Their Annual Retirement Income and Instead Reported a Monthly Figure***

Among the 41 English language respondents in Group 3, 24 answered ‘no’ to this question because they are too young to be retired. Two respondents were “near retirement” (age 55 or older) and thus made up one of the subgroups of interest. Of the remaining 15 respondents, six were categorized as “recent retirees” (retired less than two years ago) and nine were less-recent retirees (retired more than two years ago).

#### ***Respondents Near Retirement (n=2)***

There were two respondents identified as “near retirement” based on their age of 55 or older. One respondent (*110282, CAPI, English, Version 1*) reported retirement income while the other (*510038, Paper, English, Version 1*) did not. The one who reported income stated that she had withdrawn money from her 401(k) in the past 12 months, while the other reported that she had not started “drawing down” on her retirement accounts yet because she is not retired. Both of these respondents received Version 1 of this question (one CAI and one paper) and neither had any difficulty answering.

#### ***Recent Retirees (Less Than 2 Years Retired) (n=6)***

There were six respondents identified as “recent retirees,” which was defined as being retired for two years or less. Two reported retirement income, but both had some difficulty formulating a response:

For the amount, R didn’t want to do the math – “you’re going till June so it’s six months of retirement pay, at \$1500 a month, if you can do the math....I’m just thinking about... I’m confused between net and gross but the total amount of retirement income before taxes is the figure that I gave you approximately... I don’t know the exact amount.” (*110533, CAPI, English Version 1*)

R said “I have IRA” after I read the question the first time. She then asked me to read the question again. I read up to “retirement accounts” and she cut me off and answered no. During probing she discussed how she receives money from her pension and her social security. This question did not make her think about the income she received from her pension even though it is an important part of her income. She receives about \$800 per month from her pension. The pension was not mentioned until we talked about her total income at question 47. (510032, CATI, English, Version 1)

A third respondent (112500, Paper, English, Version 2) reported at screening that he had retirement income, but answered “no” when asked about retirement income on the survey. (He was not probed on the reason for the discrepancy.) The other three respondents’ (110611, CATI, English, Version 2; 310007, Paper, English, Version 1; 510053, CAPI, English, Version 2) screening answers and survey responses were consistent, with all three reporting no retirement income.

### **Less Recent Retirees (More Than 2 Years Retired) (n=9)**

There were 9 respondents identified as “less recent retirees,” which was defined as being retired for more than two years. Seven reported retirement income at screening, although only six reported so when responding to this survey item. One of these respondents initially answered that she did not have any retirement income, but changed her answer after a careful re-reading of the question:

The first time through on Version 2 R did not report any retirement income “Because I’m looking at it as retirement. I don’t have retirement. Survivor, disability payments I don’t have that or retirement account withdrawals or distributions I guess I did not read that closely enough. Because I do get distributions from the IRA.” R explained that she did not have her own retirement account; however, she mentioned contributing to an IRA. Apparently she did not think IRA counted with this subitem. R also did not report retirement income from ex-husbands retirement account. Even if she did know to count IRAs here she wouldn’t know how much to report. “My financial advisor says you have to withdraw. I say ok and he does it.” (510025, Paper, English, Version 2)

The other five respondents who answered “yes” varied in their approach to providing dollar amounts, with some thinking about a monthly amount, and others providing a 12-month total.

R reported “1954” at 46g (Social Security or Retirement Income). When asked, he explained that it was a monthly rather than annual total. ...He failed to note the instruction to report the total amount for the past 12 months. During probing, he pointed out that “TOTAL AMOUNT” was

much larger than the reference to the “past 12 months.” He suggested either increasing the size or underlining to emphasize the timeframe. The R mentioned that he receives two pensions, but that he didn’t see a place to report it. He was looking for the word “pension,” and even when he re-read 46g, he didn’t feel that it fit there. ...He marked “none” at Q47, not considering his retirement to be income. During probing, he re-read the item and only then noticed the instruction to add entries 46a-46h. (210035, Paper, English, Version 1)

About \$2,000 a month. R was thinking about pension. R is getting ready to collect on 401k when he turns 70 in a few months. (210301, CATI, English, Version 1)

\$29520.00 [12-month total] R came up with her answer because she receives two checks every month. One comes from the state... and one comes from [her former employer]. (310014, CAPI, English, Version 1)

R calculated the amount by thinking about how much money she gets each month – the county sends a check for \$615 on the first of the month and the state sends a check for \$2246 on the third Wednesday of the month. R noted, “It sticks in my mind because that’s how I put them in my checkbook under a figure called ‘monthly fixed income.’” ... She also receives Social Security, but knew not to include that amount at this item. (110524, Version 2, Paper)

\$20,520 – then changed to \$26,520 after he later remembered about his IRA. R noted that this is a gross amount, and that it might help to make note to report gross, not net, income. R knows it as a monthly figure, so he brought out calculator and multiplied it x12. R was thinking about pension. No other sources of retirement income. R forgot to include his IRA – when he saw “retirement,” he did not think about IRA, he only thought about pension. He pulls \$500 a month out of his IRA to pay for taxes. (210009, Paper, English, Version 2)

### **Retirees With SSI Only (n=5)**

There were five retired respondents who reported Social Security as their only form of retirement income in the screener. Four of the five correctly reported “no other retirement income.” All of these respondents received the CAI instrument and had no difficulty answering this question. A fifth respondent, who also received the CAI instrument, realized during probing that she has income from a pension (\$800/month) and an IRA.:

R did not include the income from the IRA because she only gets involuntary distributions and does not rely on this income. I asked if she gets money from this and she talked about the mandatory distribution once you reach a certain age. “When you reach 71 there is a distribution.” She really only intends to use the money from the IRA in an emergency. ... She’s taken about \$700 from her IRA in the past 12 months due to the involuntary distribution, but did not report this anywhere. (510032, CATI, English, Version 1)

It should be noted that this same respondent was a recent retiree and also failed to correctly report her pension income on this question (see above).

Of the 19 Group 3 Spanish language respondents, 7 are 55+ but not retired (no retirement income); 1 is a recent retiree but with no retirement income; and 5 are less recent retirees, 2 with social security benefits only, one with both social security and other retirement income, and 3 with no reported retirement income (either on the ACS or during probing). Thus, only three Spanish language respondents reported retirement income, and for none of these did we observe difficulties answering the retirement income questions.

### **Understanding of “Survivor” Income Is Mixed**

Thirteen English language respondents answered the probe where they were asked to define survivor income. None of these respondents reported receiving such income, thus their varied level of understanding of the term should be interpreted with this in mind. Seven defined survivor income appropriately, noting that it results from the death of a spouse or parent. Examples included:

“That would be income like from if your husband was deceased you’d receive his social security” (110402, CAPI, English, Version 2)

“Surviving children or family members receive the monthly retirement payments of someone who has passed away before collecting retirement benefits” (210401, CAPI, English, Version 2)

“If a spouse died you would get their social security or life insurance” (310022, CATI, English, Version 2)

Of the remaining six respondents, one respondent did not know what this type of benefit was, but commented that they would know if they were receiving it (210019, CAPI, English, Version 2). Another reported that it was “very specific government social security survivor benefits or life

insurance” but could not define it more specifically than that (110282, CAPI, English, Version 1). And a third was thinking broadly of retirement income:

“I guess if you retired and have money saved up, and when you retire, you can draw it down. You get so much every month.” (210032, CAPI, English, Version 2)

The three other respondents incorrectly described some other form of government aid.

“Survivor income is if you go through a hurricane. About a year ago, they were giving out survivor funds after the flood we had. I applied for it but didn’t get it.” (210025, CATI, English, Version 1)

“Something like food stamps ...handouts...such as, what you call that?...food stamps...child support...alimony...” (310055, CAPI, English, Version 1)

It depends on my income or social welfare you mean?...That’s what it means to me...I never been on welfare. I work hard.” (510032, CATI, English, Version 1)

Three out of six currently retired Spanish language respondents answered the question on survivor/disability and were probed on their understanding of the question “Recibió usted alguna pensión para viudos y dependientes de fallecidos o pensión por incapacidad durante los últimos 12 meses?” (Did you receive a pension for being a dependent of a deceased or for a disability, during the last 12 months?). Two of the respondents seemed to understand the question, and one did not.

R thought of a spouse’s death and the benefits that a person receives as a result. (220220, CATI, Spanish, Version 2)

R said that in this question they’re asking about three types of pension: divorce, death, and “incapacidad” (inability). (220501, CATI, Spanish, Version 1)

R says she only receives her pension. R does not seem to understand the questions. (520403, CAPI, Spanish, Version 2)

**Overall, Spanish Language Respondents Reported the Terms “Incapacidad” (Inability) and “Discapacidad” (Disability) Has Having Distinct Meanings Although These Results Varied By Version. Additionally, Almost Half of the Sample Endorsed Either One or Both Terms As Offensive**

Eighteen of the 19 Group 3 Spanish language respondents were probed on their reactions to the terms “incapacidad” (inability) and “discapacidad” (disability)” in the survivor/disability income question. Eight reported the terms as having distinct meaning. The respondents were not consistent however, in exactly how the two terms were distinct.

To R, “incapacidad” (inability) is when a person is sick and he/she takes a few days off, and it’s temporary, while “discapacidad” (disability) is when a person is not in a good condition to do a specific job. For instance a person who is in a wheelchair and can’t use their legs (220211, CAPI, Spanish, Version 2)

According to R, “incapacidad” (incapacity) is someone who cannot do any type of work, while “discapacidad” (impairment) is someone who has one limitation. R gives the example of someone being in a wheelchair but working with his hands. R thinks that both terms offensive (220213, CAPI, Spanish, Version 1)

R prefers the terms “minusválido” (disabled) which means that a person has a type of “invalidéz” (disability) but they are not “inválidos” (invalid). R thinks that “incapacitado” (incapable) sounds too harsh (220226, CATI, Spanish, Version 2)

One third of the respondents (six out of 18) who were asked this question stated either one, or both, terms were offensive.

For R, the term, “incapacidad” (inability) is a person that cannot work or fend for themselves, but “discapacidad” (disability) is that a person is missing a limb. R prefers the word “discapacidad” (disability). R thinks both terms are the same and both terms are offensive (220204, CATI, Spanish, Version 1)

R does not think the terms are offensive. R prefers the term “misusválido” (disabled) which means that a person has a type of “invalidéz” (disability) but that they are not “inválidos” (invalid). R think that “incapacitado” (incapable) sounds too harsh (220226, CATI, Spanish, Version 2)



## **Understanding of Terms Used to Describe Retirement Income**

Of the 15 English language respondents who reported they were retired, 13 were probed on their familiarity and understanding of the terms used to describe retirement income. Overall, respondents said that they had “heard of” or were “familiar with” most of the terms, but the answers recorded by interviewers did not necessarily indicate that respondents actually *understood* the different types of retirement accounts. Examples of their responses to the probe are below:

“I’m familiar with retirement accounts. I’m not familiar with the specifics of what the difference between one or the other is.” (110533, CAPI, English, Version 1, retired less than two years)

R is familiar with the examples but she doesn’t know “for sure”. (110611, CATI, English, Version 2, retired less than two years)

R said she has heard of all of these. (310014, CAPI, English, Version 1, retired more than two years)

When asked about the examples, R didn’t seem to have any issue with them saying, “Those are working terms for everybody else in the world, they don’t apply to me. So I am accustomed to having them tossed in my general direction and I move right on...it’s not going to slow me down.” (110524, Paper, English, Version 2, retired more than two years)

Of the six Spanish language respondents who were retired, four were probed on their familiarity with the examples. One was familiar but didn’t know what they meant;<sup>9</sup> two said they were not familiar with any of them.

R has heard about the different examples but does not know what they mean because she does not know how to read. (520403, CAPI, Spanish, Version 2)

R answered no to the question because R has not received any of those aids. R only receives the check from the Social Security and is not familiar with the examples used in the question. (220202, CAPI, Spanish, Version 2)

R is not familiar with the different form names. R does not know them. (220211, CAPI, Spanish, Version 2)

Specific types of accounts emerged as problematic for several English and Spanish language respondents. For example, five English language respondents (210301, CATI, English, Version 1; 310060, Paper, English, Version 1; 110402, CAPI, English, Version 2; 210032, CAPI, English, Version 2;

510025, Paper, English, Version 2) and one Spanish language respondent (220501, CATI, Spanish, Version 1), all of whom had been retired for more than two years, said they did not know what a 403(b) account was. Two of the English language respondents (310060, Paper, English, Version 1; 510025, Paper, English, Version 2) also indicated not knowing what SEP, KEOGH, and SIMPLE accounts are.

Two English language respondents were near retirement. One “said the examples were very helpful and that she was familiar with all those types of accounts.” (110282, CAPI, English, Version 1). It is unclear from the interviewer’s notes, however, if this respondent’s familiarity also entailed understanding. The second respondent, however, “found the examples familiar saying some of these ‘I don’t need and they don’t apply to me, but I know what they are.’” (510038, Paper, English, Version 1) Elsewhere in this section of the survey she noted that the KEOGH is for self-employed individuals, the only retiree or near-retiree who explicitly defined this term.

Three of the 7 Spanish language respondents who were near retirement said they were unfamiliar with all of retirement income examples (220103, CATI, Spanish, Version 1; 220226, CATI, Spanish, Version 2; 220316, CATI, Spanish, Version 1). One respondent was only familiar with the term 401(k) (220204, CATI, Spanish, Version 1) and one respondent was familiar with all the terms except 403(b) (220208, CAPI, Spanish, Version 1). Only one respondent was familiar with all of the examples (220219, CATI, Spanish, Version 2).

### **Lump Sum Rollovers**

Thirteen of the fifteen English language retirees and both near-retirees were probed on their understanding of the term “rollover” and whether or not this would count as income. Seven respondents, including both near-retirees, correctly described the term and said that simply rolling the money into a new account would not be considered income.

R had heard of this term and defined it as “taking money from a retirement account and moving it to a different retirement account managed by a different bank or company.” R said this would not be taking money out of the account or using that money, just moving money to a different account. R would not have counted rollover as income in this question. (110282, CAPI, English, Version 1)

“It means if you have an IRA account” or you change jobs, you can take your IRA with you and roll it over or roll it into something else because if

you take it out you will have to pay taxes as if it's "ordinary income."  
(112500, Paper, English, Version 2, Version 1)

R was familiar with the term rollover, having once needed to rollover money from one account to another to avoid a penalty. R did not consider money rolled over from one retirement account to another to be income. He pointed out that he had never gotten to "touch" the money and concluded, "That's not income. Income means I get to play with it. [laughs] Well, at least I get to watch it go past." (210035, Paper, English, Version 1)

Three respondents appeared to understand the concept of a rollover, but said they would count it as income.

R said, "When you have a set amount of money and you put it into another account." R said that she would count this as income. (510025, Paper, English, Version 2)

R has heard of it and said a rollover means "you got some money and they want to roll it over to make it bigger or to add to other accounts, then that's what they'll do." R said she wouldn't count it as income but that the IRS would. (110611, CATI, English, Version 2)

R is familiar with rollover and explained it as when you roll over your 401k from one account to another when you change jobs, for example. R said he would count a rollover as income. (310060, Paper, English, Version 1)

The remaining five respondents did not have a good understanding of the term:

R said that, to her, roll over is a retirement account that keeps growing or "rolling over". When asked if she would include a roll over as income she said yes, that she would have to. (310014, CAPI, English, Version 1)

It was difficult to tell with her language ability, but she appeared to be talking about leaving money in the bank from year to year without getting interest. "No interest and the same things in your account... If I have an account in the bank and the expiration date comes and they're looking for interest. If you have high interest you can extend it for one year or two years." (510032, CATI, English, Version 1)

R was familiar with term rollover: "I believe you can move a certain amount of money on top of taxes before the tax cuts in." However, R thought it wasn't something that would be feasible for her because she is over 72, which is when she believes the money needs to be taken from a retirement account. R said if she were to roll over money from one account to another she would count it as income. (110524, Paper, English, Version 2)

She described a rollover as “a certain amount of money that you could put into the account and every so often it will rollover and accumulate more money, interest, and stuff on it.” When asked, the R said the money rollovered within the same account. (210032, CAPI, English, Version 2)

R described roll over as “maybe every job put together... it’s on your permanent record.” R acknowledged that she is not really very knowledgeable of this topic, but she thought if money was rolled over it would be tax exempt because it would not be considered income. (510053, CAPI, English, Version 2)

In the Spanish language CAI instruments, the concept of rollovers were referred to as “reinvertir” (reinvest). Respondents are generally unfamiliar with the term “reinvertir” (reinvest). Furthermore, one respondent reported they have not heard the term in the context of retirement accounts.

Three out of six retired respondents, were probed on whether or not they heard the term “reinvertir” (reinvest) in the context of retirement. One respondent did not understand the term (220202, CAPI, Spanish, Version 2), one respondent had never heard of the term (520403, CAPI, Spanish, Version 2), while another respondent reported having never heard the term in the context of retirement accounts (220501, CATI, Spanish, Version 1).

### **Understanding of the Distinction Between Retirement Income and Contributions to a Retirement Account**

Among English language respondents, both near-retirees and 13 of the 15 individuals who were retired were probed on the distinction between retirement contributions and retirement income. All respondents except one (a long-term retiree who only had Social Security income) were familiar with the terms and were able to make a clear distinction between them.

R has heard of this and defined this term as “adding money to a retirement account.” R said this was not the same as retirement income because you are adding money to an account and not taking it out until a later date. R had not included contributions to a retirement account in her answer. (110282, CAPI, English, Version 1, near-retiree)

R talked about her IRA when she was working. “When I had the IRA’s I was eligible to add X amount to the account.” Contributions and retirement income are different. Contributions are, “money that I would be contributing myself to my IRAs” and retirement income would be “the amount that I have accumulated in my account when I was working.” (510025, Paper, English, Version 2)

R said she was familiar with the term “contributions” but that it has “no direct meaning” because she’s “already retired.” R seemed to understand it, describing it as “some income investment into future income in exchange for a tax-protected amount right now -- that you would have a tax advantage for having made that investment.” When asked how it was different than a retirement account, R said, “retirement is what you’re getting now, in my case, it’s not prospective.” (110524, Paper, English, Version 2)

R said a contribution to a retirement account is when they take out 10 percent of your check and put into your IRA or 401k for later in life. R said a contribution is different from retirement income in that he gets his retirement income from the VA to live off of. R doesn’t think that when people contribute to an IRA they are using it month to month – it’s to save. (310060, Paper, English, Version 1)

Eight retired or near-retired Spanish language respondents were probed on their understanding of the difference between terms “contribuciones a una cuenta de retiro” (contributions to a retirement account) and “ingreso de retiro” (retirement income). One appeared to understand the distinction; the other seven had difficulty.

For R, “contribuciones a una cuenta de retiro” (contributions to a retirement account) is something that her bank has suggested her to, open a bank account and save money for the future, but R has not done it. R thinks it’s different from the retirement income because R believes the company you work for has to pay for it and the employees gets discounted every week or 15 days (220204, CATI, Spanish, Version 1, near-retiree)

The other respondents were unable to distinguish the two terms because they either misunderstood or were unfamiliar with the terms, as illustrated below.

R has not heard the term contributions to a retirement account. R thinks it is “una ayuda que despues del retiro puede aumentar” (a help that after the retirement it can increase). (220103, CATI, Spanish, Version 1, near-retiree)

R has not heard the term contributions to a retirement account. For R, the retirement account income is the “ingreso de jubilados” (income of retired people) (220202, CATI, Spanish, Version 2)

R also didn’t know the term “ingreso de una cuenta de retiro” (retirement account income) (220220, CATI, Spanish, Version 2)

R could not provide an answer on the difference between the two terms. (220501, CATI, Spanish, Version 1)

### **The Terms “Antiguo Empleador,” (Former Employer) “Empleador Anterior,” (Former Employer) and “Empleador Previo” (Previous Employer) Are Different According to Spanish Language Respondents**

Eight of the 13 Spanish language respondents who were near-retired or retired were probed on their preference among three terms for “former employer” -- “antiguo empleador,” “empleador anterior,” and “empleador previo.” The ACS currently uses “antiguo empleador” in both versions of the retirement question. Four respondents preferred the term “antiguo empleador” (220501, CATI, Spanish, Version 1; 220204, CATI, Spanish, Version 1; 220202, CAPI, Spanish, Version 2; 220220, CATI, Spanish, Version 2), two preferred the term “empleador anterior” (220213, CAPI, Spanish, Version 1; 220219, CATI, Spanish, Version 2), and two preferred the term “empleador previo” (220103, CATI, Spanish, Version 1, 200208). One respondent indicated the term anterior refers only to the last employer,” while “empleador previo” refers to any past employer.

### **Version Preference**

Four English language retirees (two Version 1, two Version 2) completed the paper survey and thus were asked to compare the Version 1 retirement income question (with the examples) with the Version 2 format (no examples). Both Version 1 respondents said they preferred the alternate version and both cited potential issues with the examples as the basis for their preference:

R prefers the alternate version, without the examples. R felt that the list of examples might be misinterpreted by some respondents as an exclusive list and that they may mistakenly exclude anything not specifically listed. (210035, Paper, English, Version 1)

R prefers the ALT version because it’s shorter and he didn’t hear anything in it that he didn’t know about, like with the Original, R added with all the letters and numbers in the retirement account examples: “If you ain’t an accountant or you ain’t got no accountant you might be in a little trouble... trying to figure out all that.” (310060, Paper, English, Version 1)

The two Version 2 respondents did not state a clear preference for one version or the other:

“They say the same thing, I don’t know.” R says the alternate is “a lot to read.” R said that they “certainly named everything that there is to name” which may be good for some people. R knows what all of the retirement account examples are. (112500, Paper, English, Version 2)

R thinks the statement to not include SS is not needed since it was already asked about earlier. He already knew to exclude SS since he had reported it in 47d. He doesn't think the "do not include" instruction needs to be there because its either retirement or retirement accounts vs. social security. This is anything having to do with retirement other than social security. "Rolling over" – R does not have any comment on this. He would like to see it reference the word "pensions". (210009, Paper, English, Version 2)

Neither of the near-retirees completed the paper survey and thus were not asked to compare the two question versions.

### **Reporting on P2 and P3**

Only two English-language respondents indicated that the P2 living in their households had retirement income:

P2 gets \$80 a month in a pension from a prior employer. He multiplied x 12 to get the answer. (210009, Paper, English, Version 2)

R hesitated when answering this entire series of items about income for her mother, but ultimately selected "yes" and wrote "3000." She explained, "I know she's been put on disability and I just saw the word disability." She was not sure of the amount, but her estimate included the last few months (since her mother was put on disability). (210311, Paper, English, Version 1)

Six English-language respondents were asked about retirement income for P3 and all six said no without indicating any difficulty answering the question. In three cases, the respondent noted that P3 was not yet of retirement age. In one case, the respondent said that P3 was not working:

"For P3 would just be a saving account. He does not work to have a retirement account." (210309, Paper, English, Version 2)

Spanish language respondents did not have any difficulty reporting on P2 and P3's retirement income, but only because most of P2 and P3 did not have any retirement income. Twelve out of 14 respondents who had a second person living in the household answered the question regarding whether or not P2 or P3 had a retirement account. Only 2 respondents reported any retirement income for P2 or P3. One respondent found it easy to answer, using P2's pension by age:

It was easy for R to answer because she knew that P2's [husband] pension is by age. R thought about whether P2 had other income sources or

pensions. R knows that P2 only has the pension by age and no other ones.  
This is why R's answer was no. (220211, CAPI, Spanish, Version 2)

The other respondent was unable to answer for P2 and P3, his roommates, because he did not know any information about them (120711, CATI, Spanish, Version 1).

## 5.6.2 Recommendations for Round 2

While we were only able to test the retirement income questions with a small number of respondents, their reactions suggest a number of recommendations worth testing in Round 2.

For the paper instrument, we recommend using Version 1 that includes the examples of retirement accounts. We do, however, recommend several changes be made to those examples.

- Add the word “pension”, which seems to be more commonly understood than “employer plans”.
- Cut down examples for paper to be consistent with CAI examples, removing SEP, KEOGH and SIMPLE accounts.

For paper, we also recommend splitting the survivor and disability payments out of retirement, to be more consistent with CAI. We are concerned that some respondents may not be thinking of survivor and disability payments and may only be thinking about retirement income. For Round 2, we recommend recruiting some retirees who are on disability to see how they answer these questions.

- By removing reference to “survivor or disability payments”, the remaining language would be “Retirement or retirement account withdrawals or distributions”. We think this should be simplified to “Retirement account withdrawals or distributions.”

For CAI, we recommend adding a reference to pensions as we mention “retirement income from a previous employer or union.”

While we did not gather any respondent feedback on the preferred order of the CAI survivor/disability and retirement income items, we recommend putting the survivor/disability question first. This will better ensure that respondents are not thinking about these types of payments when answering about retirement income.



For both modes, we recommend removing the reference to rollovers. Spanish language retirees had difficulty understanding this instruction. While 3 English language retirees say they would count it as income, we think their responses were more hypothetical, rather than a reaction to the specific instruction to NOT include rollovers. It may also further reduce respondent confusion by eliminating one of two conflicting instructions (“DO NOT INCLUDE” and “INCLUDE”) in the same question, particularly on the paper versions.

Furthermore, we recommend clarifying the instruction in both modes to not include Social Security.

- For paper, we recommend adding this to the bolded part of the question
- For CAI, we recommend adding it to the question text for disability, and removing the parentheses in the retirement income amount question.

Finally, all items in the income series on CAI (not just related to survivor and retirement income) should allow respondents to report their income at an interval that is easiest for the respondent.

Spanish speaking respondents had difficulties understanding terminology used in the question:

- “Ingreso de retiro” (retirement income) and “ingreso de retiro del empleador” (employer retirement income) were confusing to respondents. We propose exploring additional new words such as “ingreso por jubilación” (retirement income) during Round 2 testing. The word “retiro” also carries the meaning of withdrawal, possibly adding to or causing respondent confusion.
- Respondents had difficulty with the term “contribuciones a una cuenta de retiro” (contributions to a retirement account). We propose testing “contribuciones o depósitos en una cuenta de jubilación.”
- Since results on the terms “antiguo empleador”, “empleador anterior” and “empleador previo” are inconclusive we propose retesting the term “empleador previo” in Round 2, with variants as for “antiguo empleador.”

**PAPER – ENGLISH**

(new). **Survivor or disability income, other than Social Security.**

Yes  
No

Amount received \$ \_\_\_\_\_ Is this for 1 month  or 12 months ? (PLEASE CHECK ONE BOX)

**g. Retirement account withdrawals or distributions, other than Social Security.** Retirement accounts include pensions or employer plans, 401(k), 403(b), IRA or Roth IRA, or other accounts designed specifically for retirement savings.

Yes  
No

Amount received \$ \_\_\_\_\_ Is this for 1 month  or 12 months ? (PLEASE CHECK ONE BOX)

**PAPER – SPANISH**

(new). **Seguro por sobreviviente o discapacidad, aparte del Seguro Social.**

Sí  
No

Cantidad recibida \$ \_\_\_\_ ¿Es para 1 mes  o para 12 meses ? (MARQUE UN RECUADRO)

**g. Cantidad retirada o distribuida de una cuenta de jubilación, aparte del Seguro Social.**

Las cuentas de jubilación incluyen pensiones o planes de empleadores, cuentas, 401(k), 403(b), IRA o Roth IRA u otras cuentas de jubilación diseñadas específicamente para ahorros para la jubilación.

Sí  
No

Cantidad recibida \$ \_\_\_\_ ¿Es para 1 mes  o para 12 meses ? (MARQUE UN RECUADRO)

**CAI – ENGLISH**

**46g1a. Did <you/NAME> receive any survivor or disability income, other than Social Security, DURING THE PAST 12 MONTHS?**

Yes  
No

**46g1b. What was the amount received? \$ \_\_\_\_\_ Is this for 1 month  or 12 months ?**

**46g2a. Did <you/Name> receive a pension or any retirement income from a previous employer or union, or income from retirement accounts such as a 401(k), 403(b), IRA or Roth IRA, or other accounts, NOT including Social Security, designed specifically for retirement savings DURING THE PAST 12 MONTHS?**

Yes  
No

**46g2b What was the amount received? \$ \_\_\_\_\_ Is this for 1 month  or 12 months ?**

**CAI – SPANISH**

46g1a. ¿Recibió <(Name)/usted> algún ingreso por sobreviviente o discapacidad, aparte del Seguro Social, DURANTE LOS ÚLTIMOS 12 MESES?

Sí

No

46g1b. Cantidad recibida \$ \_\_\_\_ ¿Es para 1 mes  o para 12 meses ?

46g2a. ¿Recibió <(Name)/usted> alguna pensión u otro ingreso de jubilación de un antiguo empleador o sindicato, o ingreso de cuentas de jubilación tales como 401(k), 403(b), IRA o Roth IRA o de otras cuentas de jubilación diseñadas específicamente para ahorros para la jubilación (SIN incluir el Seguro Social) DURANTE LOS ÚLTIMOS 12 MESES?

46g2b. Cantidad recibida \$ \_\_\_\_ ¿Es para 1 mes  o para 12 meses ?

## References

- Compton, E., Bentley, M., Ennis, S., and Rastogi, S. (February 28, 2013). *2010 census race and Hispanic origin alternative questionnaire experiment*. US Census Bureau.
- Dusch, G., and Meier, F. (June 13, 2012). *2010 Census content reinterview survey evaluation report*. US Census Bureau.
- Frank, R., Akresh, I.R., and Lu, B. *Latino immigrants and the U.S. racial order: How and where do they fit in?* Unpublished.
- Gauthier, J.G. (2000). *Measuring America: The decennial censuses from 1790 to 2000*. U.S. Dept. of Commerce, Economics and Statistics Administration, US Census Bureau.
- Hirschman, C. (2004). The origins and demise of the concept of race. *Population and Development Review*, 30(3), 385-415.
- Hirschman, C., Alba, R., and Farley, R. (2000). The meaning and measurement of race in the U.S. Census: Glimpses into the future. *Demography*, 37(3), 381-393.
- Hitlin, S., Brown, J.S., and Elder, G.H., Jr. (2007). Measuring Latinos: Racial vs. ethnic classifications and self-understandings. *Social Forces*, 86(2), 587-600.
- Hunter Childs, J., Terry, R., Jurgenson, N., Clifton, M., and Higbie, G. (2010). *Iterative cognitive testing of the 2010 race and Hispanic origin Alternative Questionnaire Experiment (AQE) reinterview: Study series*. (Survey Methodology #2010-13). Report Issued: November 15, 2010.
- Martin, E. (2002). The effects of questionnaire design on reporting of detailed Hispanic origin in Census 2000 mail questionnaires. *Public Opinion Quarterly*, 66, 582-593.
- Mathur, R., Grundy, E., and Smeeth, L. (2013). *Availability and use of U.K.-based ethnicity data for health research*. National Center for Research Methods Working Paper.
- Robbin, A. (1999). The problematic status of U.S. statistics on race and ethnicity: An imperfect representation of reality. *Journal of Government Information*, 26(5), 467-483.
- Skerry, P. (2000). *Counting on the Census? Race, group identity, and the evasion of politics*. Washington, DC: Brookings Institution Press.
- Smirnova, M., and Scanlon, P. (2013). *2013 Census test cognitive interview report: Study series*. (Survey Methodology #2013-18). Report Issued: July 16, 2013.
- Smyth, J.D., Dillman, D.A., Christian, L.M., & McBride, M. (2009). Open-Ended Questions in Web Surveys: Can Increasing the Size of Answer Boxes and Providing Extra Verbal Instructions Improve Response Quality? *Public Opinion Quarterly*, nfp029.
- Terry, R.L., and Fond, M. (2013). Experimental U.S. Census Bureau race and Hispanic origin survey questions: Reactions from Spanish speakers. *Hispanic Journal of Behavioral Sciences*, 35, 524. Originally published online September 5, 2013, DOI: 10.1177/0739986313499007.

## **Appendix**

### **Tested ACS Questions**

# Appendix

## Tested ACS Questions

Table A-1. ACS questions tested for Hispanic Origin/Race

	Version 2	Version 3
Paper English	<p>5. Is {PERSON} of Hispanic, Latino, or Spanish origin?</p> <p><input type="checkbox"/> No, not of Hispanic, Latino or Spanish origin</p> <p><input type="checkbox"/> Yes, Mexican, Mexican Am., Chicano</p> <p><input type="checkbox"/> Yes, Puerto Rican</p> <p><input type="checkbox"/> Yes, Cuban</p> <p><input type="checkbox"/> Yes, another Hispanic, Latino or Spanish origin - <i>Print origin(s), for example, Salvadoran, Dominican, Colombian, and so on</i></p> <p>6. What is {PERSON}'s race?</p> <p><input type="checkbox"/> White - <i>Print origin(s), for example, German, Lebanese, Egyptian, and so on.</i></p> <p><input type="checkbox"/> Black or African Am. - <i>Print origin(s), for example, African American, Jamaican, Nigerian, and so on.</i></p> <p><input type="checkbox"/> American Indian or Alaska Native - <i>Print name of enrolled or principal tribe(s), for example, Navajo Nation, Mayan, Chevak Native Village, and so on.</i></p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Vietnamese</p> <p><input type="checkbox"/> Native Hawaiian</p> <p><input type="checkbox"/> Filipino</p> <p><input type="checkbox"/> Korean</p> <p><input type="checkbox"/> Samoan</p> <p><input type="checkbox"/> Asian Indian</p> <p><input type="checkbox"/> Japanese</p> <p><input type="checkbox"/> Guamanian or Chamorro</p> <p><input type="checkbox"/> Other Asian - <i>Print origins for example, Pakistani, Cambodian, Hmong, and so on</i></p> <p><input type="checkbox"/> Other Pacific Islander - <i>Print origins, for example, Tongan, Fijian, Marshallese, and so on</i></p> <p><input type="checkbox"/> Some other race - <i>Print race(s) or origin(s)</i></p> <p>Q13. What is this person's ancestry or ethnic origin? (For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.)</p>	<p>6. What is Person 1's race or origin? <i>Mark (X) one or more boxes AND print the specific race(s) and/or origin(s).</i></p> <p><input type="checkbox"/> White - <i>Print origin(s), for example, German, Irish, English, and so on.</i></p> <p><input type="checkbox"/> Hispanic, Latino, or Spanish origin - <i>Print origin(s), for example, Mexican or Mexican American, Puerto Rican, Colombian, and so on.</i></p> <p><input type="checkbox"/> Black or African Am. - <i>Print origin(s), for example, African American, Jamaican, Nigerian, and so on.</i></p> <p><input type="checkbox"/> Asian - <i>Print origin(s), for example, Chinese, Asian Indian, Vietnamese, and so on.</i></p> <p><input type="checkbox"/> American Indian or Alaska Native - <i>Print name of enrolled or principal tribe(s), for example, Navajo Nation, Mayan, Chevak Native Village, and so on.</i></p> <p><input type="checkbox"/> Middle Eastern or North African - <i>Print origin(s), for example, Lebanese, Iranian, Egyptian, and so on.</i></p> <p><input type="checkbox"/> Native Hawaiian or Other Pacific Islander - <i>Print origin(s), for example, Native Hawaiian, Guamanian or Chamorro, Fijian, and so on.</i></p> <p><input type="checkbox"/> Some other race or origin - <i>Print race(s) and/or origin(s).</i></p> <p>Q13. What is this person's ancestry or ethnic origin? (For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.)</p>

Table A-1. ACS questions tested for Hispanic Origin/Race (continued)

	Version 2	Version 3
CAI English	<p>5a. &lt;Are you/Is (Name)&gt; of Hispanic, Latino, or Spanish origin?</p> <p>5b. (FACE-TO-FACE): Please look at Card B and choose one or more origins. &lt;Are you/Is (Name)&gt; Mexican, Mexican American, Chicano; Puerto Rican; Cuban; or of some other Hispanic, Latino, or Spanish origin?</p> <p>(TELEPHONE): You may choose one or more origins. &lt;Are you/Is (Name)&gt; Mexican, Mexican American, Chicano; Puerto Rican; Cuban; or of some other Hispanic, Latino, or Spanish origin?</p> <p>5c. (IF OTHER) What is that origin or origins? For example, Salvadoran, Dominican, Colombian, and so on.</p> <p>6a. (FACE-TO-FACE): Please look at Card C and choose one or more races. For this survey, Hispanic origin is not a race. (TELEPHONE): I'm going to read a list of races. You may choose one or more races. For this survey, Hispanic origin is not a race.</p> <p>(Is &lt;Name&gt;/Are you) White; Black or African American; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; or Some other race?</p> <p>6b. (IF WHITE) What is (your/&lt;NAME's&gt;) WHITE origin or origins? For example, German, Lebanese, Egyptian, and so on.</p> <p>6c. (IF BLACK OR AFRICAN AMERICAN) What is (&lt;Name&gt;'s/your) BLACK OR AFRICAN AMERICAN origin or origins? For example, African American, Jamaican, Nigerian, and so on.</p> <p>6d. (IF AMERICAN INDIAN OR ALASKA NATIVE) What is (&lt;Name&gt;'s/your) AMERICAN INDIAN OR ALASKA NATIVE enrolled or principal tribe? For example, Navajo Nation, Mayan, Chevak Native Village, and so on.</p> <p>6e. (IF ASIAN) &lt;Is (Name)/Are you&gt; Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, or of some other Asian origin?</p> <p>6f. (IF OTHER ASIAN) What is that other Asian origin or origins? For example, Pakistani, Cambodian, Hmong, and so on.</p>	<p>5a. (FACE-TO-FACE): Please look at Card B and choose one or more races or origins. OR (TELEPHONE): I'm going to read a list of races and origins. You may choose one or more.</p> <p>(Is &lt;Name&gt;/Are you) White; Hispanic, Latino, or Spanish origin; Black or African American; Asian; American Indian or Alaska Native; Middle Eastern or North African; Native Hawaiian or Other Pacific Islander; or Some other race or origin?</p> <p>5b. (IF WHITE) What is (your/&lt;NAME's&gt;) WHITE origin or origins? For example, German, Irish, English, and so on.</p> <p>5c. (IF HISPANIC, LATINO OR SPANISH ORIGIN) What is (&lt;Name&gt;'s/your) HISPANIC, LATINO, OR SPANISH origin or origins? For example, Mexican or Mexican American, Puerto Rican, Colombian, and so on.</p> <p>5d. (IF BLACK OR AFRICAN AMERICAN) What is (&lt;Name&gt;'s/your) BLACK OR AFRICAN AMERICAN origin or origins? For example, African American, Jamaican, Nigerian, and so on.</p> <p>5e. (IF ASIAN) What is (&lt;Name&gt;'s/your) ASIAN origin or origins? For example, Chinese, Asian Indian, Vietnamese, and so on.</p> <p>5f. (IF AMERICAN INDIAN OR ALASKA NATIVE) What is (&lt;Name&gt;'s/your) AMERICAN INDIAN OR ALASKA NATIVE enrolled or principal tribe? For example, Navajo Nation, Mayan, Chevak Native Village, and so on.</p> <p>5g. (IF MIDDLE EASTERN OR NORTH AFRICAN) What is (&lt;Name&gt;'s/your) MIDDLE EASTERN OR NORTH AFRICAN origin or origins? For example, Lebanese, Iranian, Egyptian, and so on.</p>

Table A-1. ACS questions tested for Hispanic Origin/Race (continued)

	Version 2	Version 3
CAI English	<p>6g. (IF NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER) (Is &lt;Name&gt;/Are you) Native Hawaiian, Samoan, Guamanian or Chamorro, or of some other Pacific Islander origin?</p> <p>6h. (IF OTHER PACIFIC ISLANDER) What is that other Pacific Islander origin or origins? For example, Tongan, Fijian, Marshallese, and so on.</p> <p>6i. (IF SOME OTHER RACE OR ORIGIN) What is (&lt;Name&gt;'s/your) other race group or groups?</p> <p>Q13. What is this person's ancestry or ethnic origin? (For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.)</p>	<p>5h. (IF NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER) What is (&lt;Name&gt;'s/your) NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER origin? For example, Native Hawaiian, Guamanian or Chamorro, Fijian, and so on.</p> <p>5i. (IF SOME OTHER RACE OR ORIGIN) What is (&lt;Name&gt;'s/your) OTHER RACE OR ORIGIN?</p> <p>Q13. What is this person's ancestry or ethnic origin? (For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.)</p>
CAI Spanish	<p>5a. ¿Es [&lt;Nombre&gt;/ usted] de origen hispano, latino o español?</p> <p>5b. (FACE-TO-FACE): Por favor, vea la Tarjeta B y seleccione una o más orígenes. (TELEPHONE): Puede seleccionar una o más de uno. ¿Es [&lt;Nombre&gt;/ usted] mexicano(a), mexicano(a) americano(a) o chicano(a); puertorriqueño(a); cubano(a); o de otro origen hispano, latino o español?</p> <p>5c. (IF OTHER) ¿Qué origen u orígenes son? Por ejemplo, salvadoreño, dominicano, colombiano, etc.</p> <p>6a. (FACE-TO-FACE): Por favor, vea la Tarjeta C y seleccione una o más razas. Para esta encuesta, origen hispano no es una raza. (TELEPHONE): 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.</p> <p>¿Es &lt;(Name)/ usted&gt; de raza blanco(a); negro(a) o afroamericano(a); indígena de las Américas o nativo(a) de Alaska; asiático(a); nativo(a) de Hawaii o de otra de las islas del Pacífico; o de alguna otra raza?</p> <p>Usted dijo que &lt;(Name)/usted&gt; es: (Lea cada respuesta seleccionada en la pregunta 5a. Por ejemplo, "BLANCO(A), ASIÁTICO(A), Y ALGUNA OTRA RAZA.")</p> <p>Ahora voy a recopilar información detallada sobre cada raza que usted ha provisto. Usted puede dar uno o más orígenes.</p>	<p>5a. (FACE-TO-FACE): Por favor, vea la Tarjeta C y seleccione una o más razas u orígenes. (TELEPHONE): Voy a leer una lista de categorías de razas y orígenes. Puede seleccionar una o más de una.</p> <p>¿Es &lt;(Name)/usted&gt; blanco(a); de origen hispano, latino o español; negro(a) o afroamericano(a); asiático(a); indígena de las Américas o nativo(a) de Alaska; del Medio Oriente o del Norte de África; nativo(a) de Hawaii o de otra de las islas del Pacífico; o de alguna otra raza u origen?</p> <p>Usted dijo que &lt;(Name)/usted&gt; es: (Lea cada respuesta seleccionada en la pregunta 5a. Por ejemplo, "BLANCO(A), ASIÁTICO(A), Y ALGUNA OTRA RAZA U ORIGEN.")</p> <p>Ahora voy a recopilar información detallada sobre cada raza u origen que usted ha provisto. Usted puede dar uno o más orígenes.</p>



Table A-1. ACS questions tested for Hispanic Origin/Race (continued)

	Version 2	Version 3
CAI Spanish	<p>6b. (IF WHITE) ¿Cuál es el origen u orígenes BLANCO(A) de &lt;(Name)/usted&gt;? Por ejemplo, alemán, libanés, egipcio, etc.</p> <p>6c. (IF BLACK OR AFRICAN AMERICAN) ¿Cuál es el origen u orígenes NEGRO(A) O AFROAMERICANO(A) de &lt;(Name)/usted&gt;? Por ejemplo, afroamericano, jamaicano, nigeriano, etc.</p> <p>6d. (IF AMERICAN INDIAN OR ALASKA NATIVE) ¿Cuál es la tribu principal de INDÍGENA DE LAS AMERICAS O NATIVO(A) DE ALASKA de &lt;(Name)/usted&gt; o en la que está inscrito(a)? Por ejemplo, Navajo Nation, Maya, Chevak Native Village, etc.</p> <p>6e. (IF ASIAN) ¿Es &lt;(Name)/usted&gt; chino(a), Filipino(a), indio(a) asiático(a), vietnamita, coreano(a), japonés(esa) o de algún otro origen asiático?</p> <p>6f. (IF OTHER ASIAN) ¿Cuál es ese otro origen asiático? Por ejemplo, paquistaní, camboyano, hmong, etc.</p> <p>6g. (IF NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER) ¿Es &lt;(Name)/usted&gt; nativo(a) de Hawaii; samoano(a); guameño(a) o chamorro(a); o de otro de las islas del Pacífico?</p> <p>6h. (IF OTHER PACIFIC ISLANDER) ¿Cuál es ese otro origen de las islas del Pacífico? Por ejemplo, tongano, fiyiano, de la islas Marshall, etc.</p> <p>6i. (IF SOME OTHER RACE OR ORIGIN) ¿Cuál es &lt;el otro grupo o grupos raciales de (Name) /su otro grupo o grupos raciales&gt;?</p> <p>13. ¿Cuál es la ascendencia u origen étnico de usted?</p> <p>(Lea si es necesario: Por ejemplo, italiano, jamaicano, africano americano, camboyano, de Cabo Verde, noruego, dominicano, franco-canadiense, haitiano, coreano, libanés, polaco, nigeriano, mexicano, taiwanés, ucraniano, entre otros.)</p>	<p>5b. (IF WHITE) ¿Cuál es el origen u orígenes BLANCO(A) de &lt;(Name)/usted&gt;? Por ejemplo, alemán, irlandés, inglés, etc.</p> <p>5c. (IF HISPANIC, LATINO OR SPANISH ORIGIN) ¿Cuál es el origen u orígenes HISPANO, LATINO O ESPAÑOL de &lt;(Name)/usted&gt;? Por ejemplo, mexicano o mexicano americano, puertorriqueño, colombiano, etc.</p> <p>5d. (IF BLACK OR AFRICAN AMERICAN) ¿Cuál es el origen u orígenes NEGRO(A) O AFROAMERICANO(A) de &lt;(Name)/usted&gt;? Por ejemplo, afroamericano, jamaicano, nigeriano, etc.</p> <p>5e. (IF ASIAN) ¿Cuál es el origen u orígenes ASIÁTICO(A) de &lt;(Name)/usted&gt;? Por ejemplo, chino, indio asiático, vietnamita, etc.</p> <p>5f. (IF AMERICAN INDIAN OR ALASKA NATIVE) ¿Cuál es la tribu principal de INDÍGENA DE LAS AMERICAS O NATIVO(A) DE ALASKA de &lt;(Name)/usted&gt; o en la que está inscrito(a)? Por ejemplo, Navajo Nation, Maya, Chevak Native Village, etc.</p> <p>5g. (IF MIDDLE EASTERN OR NORTH AFRICAN) ¿Cuál es el origen u orígenes DEL MEDIO ORIENTE O DEL NORTE DE ÁFRICA de &lt;(Name)/usted&gt;? Por ejemplo, libanés, iraní, egipcio, etc.</p> <p>5h. (IF NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER) ¿Cuál es el origen u orígenes NATIVO(A) DE HAWAII O DE OTRA DE LAS ISLAS DEL PACÍFICO de &lt;(Name)/usted&gt;? Por ejemplo, nativo de Hawaii, guameño o Chamorro, fiyiano, etc.</p> <p>5i. (IF SOME OTHER RACE OR ORIGIN) ¿Cuál es la OTRA RAZA U ORIGEN de &lt;(Name)/usted&gt;?</p> <p>12. ¿Cuál es la ascendencia u origen étnico de usted?</p> <p>(Lea si es necesario: Por ejemplo, italiano, jamaicano, africano americano, camboyano, de Cabo Verde, noruego, dominicano, franco-canadiense, haitiano, coreano, libanés, polaco, nigeriano, mexicano, taiwanés, ucraniano, entre otros.)</p>

Table A-2. ACS questions tested for Telephone Service

	Version 2	Version 3
Paper English	12. At this house, apartment, or mobile home – do you or any member of this household have telephone service from which you can both make and receive calls? <i>Include voice service from the telephone company, cell phone provider, cable company, or any other voice provider.</i>	9. At this house, apartment, or mobile home – do you or any member of this household have telephone service from which you can both make and receive calls? <i>Include service for regular telephones (land lines), cell phones, and other methods of communication such as voice over Internet.</i>
CAI English	12. (At this <house/apartment/mobile home/unit >, ) Do you or any member of this household have telephone service from which you can both make and receive calls? Include voice service from the telephone company, cell phone provider, cable company or any other voice provider.	9. At this <house/apartment/mobile home/unit>—do you or any member of this household have telephone service from which you can both make and receive calls? Include service for regular telephones/land lines, cell phones, and other methods of communication such as voice over Internet.
CAI Spanish	12. En <esta casa/este apartamento/esta casa móvil>, ¿tiene usted o algún miembro del hogar servicio telefónico con el cual se puedan hacer y recibir llamadas? Incluya servicios de voz de la compañía telefónica, proveedor de teléfono celular, compañía de cable o cualquier otro proveedor de servicios de voz.	9. En esta <esta casa/este apartamento/esta casa móvil>, ¿tiene usted o algún miembro del hogar servicio telefónico con el cual se puedan hacer y recibir llamadas? Incluya servicios para teléfonos regulares o líneas fijas, celulares y otros métodos de comunicación como voz sobre protocolo de Internet.

Table A-3. ACS questions tested for Computer Use

	Version 2	Version 3
Paper English	<p>9. At this house, apartment, or mobile home – do you or any member of this household own or use any of the following computing devices?</p> <p>a. Desktop, laptop, or notebook computer</p> <p>b. Smartphone</p> <p>c. Tablet or other portable wireless computer that is carried or worn</p> <p>d. Some other type of computer (Specify)</p>	<p>10. At this house, apartment, or mobile home – do you or any member of this household own or use any of the following computing devices?</p> <p>a. Desktop, laptop, or tablet</p> <p>b. Smartphone or other portable wireless computer</p> <p>c. Some other type of computer (Specify)</p>
CAI English	<p>9a. At this &lt;house/apartment/mobile home/unit&gt;, do you or any member of this household own or use a desktop, laptop, or notebook computer?</p> <p>9b. (At this &lt;house/apartment/mobile home/unit&gt;) Do you or any member of this household own or use a smartphone?</p> <p>9c. (At this &lt;house/apartment/mobile home/unit &gt;) Do you or any member of this household own or use a tablet or other portable wireless computer that is carried or worn?</p> <p>9d. (At this &lt;house/apartment/mobile home/unit &gt;) Do you or any member of this household own or use some other type of computer?</p> <p>9e. What is this other type of computer?</p>	<p>10a. At this &lt;house/apartment/mobile home/unit&gt;, do you or any member of this household own or use a desktop or laptop computer, or tablet?</p> <p>10b. (At this &lt;house/apartment/mobile home/unit&gt;) Do you or any member of this household own or use a smartphone or other portable wireless computer?</p> <p>10c. (At this &lt;house/apartment/mobile home/unit &gt;) Do you or any member of this household own or use some other type of computer?</p> <p>10d. What is this other type of computer?</p>
CAI Spanish	<p>9a. En &lt;esta casa/este apartamento/esta casa móvil&gt;, ¿tiene o usa usted o algún otro miembro de este hogar una computadora de escritorio, computadora portátil o mini portátil (notebook)?</p> <p>9b. (En &lt;esta casa/este apartamento/esta casa móvil&gt;), ¿Tiene o usa usted o algún otro miembro de este hogar un smartphone?</p> <p>9c. (En &lt;esta casa/este apartamento/esta casa móvil&gt;),¿Tiene o usa usted o algún otro miembro de este hogar una tableta u otra computadora de mano inalámbrica que sea portátil o se lleve puesta?</p> <p>9d. (En &lt;esta casa/este apartamento/esta casa móvil&gt;), ¿Tiene o usa usted o algún otro miembro de este hogar algún otro tipo de computadora?</p> <p>9e. ¿Cuál es este otro tipo de computadora?</p>	<p>10a. En &lt;esta casa/este apartamento/esta casa móvil&gt;, ¿tiene o usa usted o algún otro miembro de este hogar una computadora de escritorio, computadora portátil o tableta?</p> <p>10b. ( En &lt;esta casa/este apartamento/esta casa móvil&gt;, ¿Tiene o usa usted o algún otro miembro de este hogar un smartphone u otro tipo de computadora portátil inalámbrica?</p> <p>10c. ( En &lt;esta casa/este apartamento/esta casa móvil&gt;), ¿Tiene o usa usted o algún otro miembro de este hogar algún otro tipo de computadora?</p> <p>10d. ¿Cuál es este otro tipo de computadora?</p>

Table A-4. ACS questions tested for Internet Use

	Version 2	Version 3
Paper English	<p><b>10.</b> At this house, apartment, or mobile home – do you or any member of this household connect to the Internet?            ___ Yes, with a plan purchased from an Internet service provider            ___ Yes, without a plan purchased from an Internet service provider → SKIP to question 12            ___ No Internet access at this house, apartment, or mobile home → SKIP to question 12</p> <p><b>11.</b> At this house, apartment, or mobile home – do you or any member of this household access the Internet using –            a. Mobile broadband or data plan for a computer, smartphone or other device?            b. Broadband (high speed) installed in the house, apartment, or mobile home?            c. Satellite Internet service?            d. Dial-up service?            e. Some other service? (Specify service)</p>	<p><b>11.</b> At this house, apartment, or mobile home – do you or any member of this household access the Internet?            ___ Yes, with a paid subscription to an Internet service            ___ Yes, without a paid subscription to an Internet service → SKIP to question 13            ___ No Internet access at this house, apartment, or mobile home → SKIP to question 13</p> <p><b>12.</b> At this house, apartment, or mobile home – do you or any member of this household connect to the Internet using –            a. Mobile broadband plan for a smartphone, computer, or other device?            b. Dial-up service?            c. Satellite Internet service?            d. Broadband (high speed) installed in the house, apartment, or mobile home?            e. Some other service? (Specify service)</p>
CAI English	<p><b>10a.</b> At this &lt;house/apartment/mobile home/unit&gt;, do you or any member of this household connect to the Internet?</p> <p><b>10b.</b> (At this &lt;house/apartment/mobile home/unit &gt;) Do you or any members of this household connect to the Internet with or without a plan purchased from an Internet service provider?</p> <p><b>11a.</b> At this &lt;house/apartment/mobile home/unit &gt;, do you or any member of this household access the Internet using a mobile broadband or data plan for a computer, a smartphone, or other device?</p> <p><b>11b</b> (At this &lt;house/apartment/mobile home/unit &gt;) Do you or any member of this household access the Internet using a broadband or high speed connection installed in this &lt;house/apartment/mobile home&gt;?</p> <p><b>11c.</b> (At this &lt;house/apartment/mobile home/unit &gt;) Do you or any member of this household access the Internet using a satellite Internet service?</p>	<p><b>11a.</b> At this &lt;house/apartment/mobile home/unit&gt;, do you or any member of this household access the Internet?</p> <p><b>11b.</b> (At this &lt;house/apartment/mobile home/unit &gt;) Do you or any member of this household access the Internet with or without a paid subscription to an Internet service?</p> <p><b>12a.</b> At this &lt;house/apartment/mobile home/unit &gt;, do you or any member of this household connect to the Internet using a mobile broadband plan for a smartphone, computer, or other device?</p> <p><b>12b</b> (At this &lt;house/apartment/mobile home/unit &gt;) Do you or any members of this household connect to the Internet using a dial-up service?</p> <p><b>12c.</b> (At this &lt;house/apartment/mobile home/unit &gt;) Do you or any members of this household connect to the Internet using a satellite Internet service?</p>

Table A-4. ACS questions tested for Internet Use (continued)

	Version 2	Version 3
CAI English	<p><b>11d.</b> (At this &lt;house/apartment/mobile home/unit &gt;) Do you or any member of this household access the Internet using a dial-up service?</p> <p><b>11e.</b> (At this &lt;house/apartment/mobile home/unit &gt;) Do you or any member of this household access the Internet using some other service?</p> <p><b>11f.</b> What is this other type of Internet service?</p>	<p><b>12d.</b> (At this &lt;house/apartment/mobile home/unit &gt;) Do you or any members of this household connect to the Internet using broadband installed in this &lt;house/apartment/mobile home&gt;?</p> <p><b>12e.</b> (At this &lt;house/apartment/mobile home/unit &gt;) Do you or any members of this household connect to the Internet using some other service?</p> <p><b>12f.</b> What is this other type of Internet service?</p>

Table A-5. ACS questions tested for Health Insurance

	Version 1	Version 2	Version 3
Paper English	<p><b>15.</b> Is this person CURRENTLY covered by any of the following types of health insurance or health coverage plans? <i>Mark "Yes" or "No" for EACH type of coverage in items a – h. Do NOT include plans that cover only one type of service, such as dental, drug, or vision plans.</i></p> <p>a. Insurance through a current or former employer or union (of this person or another family member)</p> <p>b. Medicare, for people 65 and older, or people with certain disabilities</p> <p>c. Medicaid, Medical Assistance, or any kind of government-assistance plan for those with low income</p> <p>d. Insurance purchased directly from an insurance company or through a State or Federal marketplace (by this person or another family member)</p>	<p><b>16.</b> Is this person CURRENTLY covered by any of the following types of health insurance or health coverage plans? <i>Mark "Yes" or "No" for EACH type of coverage in items a – h.</i></p> <p>a. Insurance through a current or former employer or union (of this person or another family member)</p> <p>b. Medicare, for people 65 and older, or people with certain disabilities</p> <p>c. Medicaid, Medical Assistance, or any kind of government-assistance plan for those with low income</p> <p>d. Insurance purchased directly from an insurance company or through a State or Federal Marketplace or HealthCare.gov (by this person or another family member) Do NOT include plans that cover only one type of service, such as dental, drug, or vision plans.</p>	<p><b>15.</b> Is this person CURRENTLY covered by any of the following types of health insurance or health coverage plans? <i>Mark "Yes" or "No" for EACH type of coverage in items a – h. Do NOT include plans that cover only one type of service, such as dental, drug, or vision plans.</i></p> <p>a. Insurance through a current or former employer or union (of this person or another family member)</p> <p>b. Medicare, for people 65 and older, or people with certain disabilities</p> <p>c. Medicaid, Medical Assistance, or any kind of government-assistance plan for those with low income</p> <p>d. Insurance purchased directly from an insurance company or through a State or Federal marketplace (by this person or another family member)</p>

Table A-5. ACS questions tested for Health Insurance (continued)

	Version 1	Version 2	Version 3
Paper English	<p>e. TRICARE or other military health care</p> <p>f. VA (including those who have ever used or enrolled for VA health care)</p> <p>g. Indian Health Service</p> <p>h. Any other type of health insurance NOT listed above – Specify</p>	<p>e. TRICARE or other military health care</p> <p>f. VA (including those who have ever used or enrolled for VA health care)</p> <p>g. Indian Health Service</p> <p>h. Any other type of health insurance NOT listed above – Specify</p>	<p>e. TRICARE or other military health care</p> <p>f. VA (including those who have ever used or enrolled for VA health care)</p> <p>g. Indian Health Service</p> <p>h. Any other type of health insurance NOT listed above – Specify</p>
CAI English	<p>15a. I am now going to ask you some questions about your health insurance and health coverage. Do NOT include plans that cover only one type of service, such as dental, drug, or vision plans.</p> <p>Are you currently covered by health insurance through a current or former employer or union of yours or another family member?</p> <p>15b. Are you currently covered by Medicare, for people age 65 or older or people with certain disabilities?</p> <p>15c. Are you currently covered by Medicaid, Medical Assistance, or any kind of state or government-assistance plan for those with low incomes?</p> <p>15d1. Are you currently covered by health insurance purchased directly from an insurance company or through a State or Federal Marketplace by you or another family member?</p> <p>15d2. (IF YES TO 15a AND 15d1) I recorded that you have both insurance through an employer or union AND insurance directly purchased through an insurance company. These are two different plans, is that correct?</p>	<p>16a. I am now going to ask you some questions about your health insurance and health coverage. Do NOT include plans that cover only one type of service, such as dental, drug, or vision plans.</p> <p>Are you currently covered by health insurance through a current or former employer or union of yours or another family member?</p> <p>16b. Are you currently covered by Medicare, for people age 65 or older or people with certain disabilities?</p> <p>16c. Are you currently covered by Medicaid, Medical Assistance, or any kind of state or government-assistance plan for those with low incomes?</p> <p>16d1. Are you currently covered by health insurance purchased directly from an insurance company or through a State or Federal Marketplace or Healthcare.gov by you or another family member?</p> <p>16d2. (IF YES TO 16a AND 16d1) I recorded that you have both insurance through an employer or union AND insurance directly purchased through an insurance company. These are two different plans, is that correct?</p>	<p>15a. I am now going to ask you some questions about your health insurance and health coverage. Do NOT include plans that cover only one type of service, such as dental, drug, or vision plans.</p> <p>Are you currently covered by health insurance through a current or former employer or union of yours or another family member?</p> <p>15b. Are you currently covered by Medicare, for people age 65 or older or people with certain disabilities?</p> <p>15c. Are you currently covered by Medicaid, Medical Assistance, or any kind of state or government-assistance plan for those with low incomes?</p> <p>15d1. Are you currently covered by health insurance purchased directly from an insurance company or through a State or Federal Marketplace by you or another family member?</p> <p>15d2. (IF YES TO 15a AND 15d1) I recorded that you have both insurance through an employer or union AND insurance directly purchased through an insurance company. These are two different plans, is that correct?</p>

Table A-5. ACS questions tested for Health Insurance (continued)

	Version 1	Version 2	Version 3
CAI English	<p>15e. Are you currently covered by TRICARE or other military health care?</p> <p>15f. Are you currently covered through the VA or have you ever used or enrolled for VA health care?</p> <p>15g. Are you currently covered through the Indian Health Service?</p> <p>15h. Are you currently covered by any other health insurance or health coverage plan?</p> <p>15i. (IF OTHER) What is the name of the health care plan?</p> <p>Instruction G</p> <p>IF PERSON 1 HAS EXACTLY ONE KIND OF INSURANCE, MARK IT IN Q15a1 FOR PERSON 2 ON PAGE 13 AND PERSON 3 ON PAGE 22</p>	<p>16e. Are you currently covered by TRICARE or other military health care?</p> <p>16f. Are you currently covered through the VA or have you ever used or enrolled for VA health care?</p> <p>16g. Are you currently covered through the Indian Health Service?</p> <p>16h. Are you currently covered by any other health insurance or health coverage plan?</p> <p>16i. What is the name of the health care plan?</p>	<p>15e. Are you currently covered by TRICARE or other military health care?</p> <p>15f. Are you currently covered through the VA or have you ever used or enrolled for VA health care?</p> <p>15g. Are you currently covered through the Indian Health Service?</p> <p>15h. Are you currently covered by any other health insurance or health coverage plan?</p> <p>15i. (IF OTHER) What is the name of the health care plan?</p> <p>Instruction G</p> <p>MARK PERSON 1's TYPE OF INSURANCE IN Q15a2 FOR PERSON 2 ON PAGE 13 AND PERSON 3 ON PAGE 22</p>
CAI Spanish	<p>*15a. Ahora le voy a hacer preguntas acerca de su seguro y cobertura de seguro de salud. NO incluya los planes que cubren solamente un solo tipo de servicios, tales como planes dentales, de medicamentos o de la vista.</p> <p>¿Tiene usted cobertura actualmente de un plan de cobertura de seguro de salud a través de su empleador o sindicato (union), actual o previo, o por uno de otro miembro de la familia?</p> <p>*15b. ¿Tiene usted cobertura actualmente de Medicare, para personas que tienen 65 años o más, o personas con ciertas discapacidades?</p>	<p>*16a. Ahora le voy a hacer preguntas acerca de su seguro y cobertura de seguro de salud. NO incluya los planes que cubren solamente un tipo de servicios, tales como planes dentales, de medicamentos o de la vista.</p> <p>¿Tiene usted cobertura actualmente de un plan de cobertura de seguro de salud a través de su empleador o sindicato (union), actual o previo, o por uno de otro miembro de la familia?</p> <p>*16b. ¿Tiene usted cobertura actualmente de Medicare, para personas que tienen 65 años o más, o personas con ciertas discapacidades?</p>	<p>*15a. Ahora le voy a hacer preguntas acerca de su seguro y cobertura de seguro de salud. NO incluya los planes que cubren solamente un tipo de servicios, tales como planes dentales, de medicamentos o de la vista.</p> <p>¿Tiene usted cobertura actualmente de un plan de cobertura de seguro de salud a través de su empleador o sindicato (union), actual o previo, o por uno de otro miembro de la familia?</p> <p>*15b. ¿Tiene usted cobertura actualmente de Medicare, para personas que tienen 65 años o más, o personas con ciertas discapacidades?</p>

Table A-5. ACS questions tested for Health Insurance (continued)

	Version 1	Version 2	Version 3
CAI Spanish	<p><b>*15c.</b> ¿Tiene usted cobertura actualmente de Medicaid, Medical Assistance u otra asistencia gubernamental de planes de seguros de salud para esas personas con un ingreso bajo?</p> <p><b>*15d1.</b> ¿Tiene usted cobertura actualmente de un plan de seguro de salud comprado por usted u otro miembro de la familia directamente a una compañía de seguros o al Mercado de seguros estatal o federal?</p> <p><b>15d1-SKIP</b></p> <p>Si la respuesta es “Sí” a la pregunta 15a y 15d1, vaya a la pregunta 15d2.</p> <p>De lo contrario, vaya a la pregunta 15e.</p> <p><b>*15d2.</b> He anotado que usted tiene un seguro a través de su empleador o sindicato (unión), y también un seguro adquirido directamente de una compañía de seguros. Estos son dos planes de seguro diferentes, ¿correcto?</p> <p><b>*15e.</b> ¿Tiene usted cobertura actualmente de TRICARE o cualquier otro seguro de salud militar?</p> <p><b>*15f.</b> ¿Tiene usted cobertura actualmente a través de la Administración de Veteranos (VA) o ha usado o se ha registrado usted alguna vez para cuidado de la salud en la Administración de Veteranos (VA)?</p> <p><b>*15g.</b> ¿Tiene usted cobertura actualmente a través del Servicio de Salud Indio (Indian Health Service)?</p>	<p><b>*16c.</b> ¿Tiene usted cobertura actualmente de Medicaid, Medical Assistance u otra asistencia gubernamental de planes de seguros de salud para esas personas con un ingreso bajo?</p> <p><b>*16d1.</b> ¿Tiene usted cobertura actualmente de un plan de seguro de salud comprado por usted u otro miembro de la familia directamente a una compañía de seguros o a través del Mercado de seguros estatal o federal o CuidadoDeSalud.gov?</p> <p><b>16d1-SKIP</b></p> <p>Si la respuesta es “Sí” a la pregunta 16a y 16d1, vaya a la pregunta 16d2.</p> <p>De lo contrario, vaya a la pregunta 16e.</p> <p><b>*16d2.</b> He anotado que usted tiene un seguro a través de su empleador o sindicato (union) y también un seguro adquirido directamente de una compañía de seguros. Estos son dos planes de seguro diferentes, ¿es esto correcto?</p> <p><b>*16e.</b> ¿Tiene usted cobertura actualmente de TRICARE o cualquier otro seguro de salud militar?</p> <p><b>*16f.</b> ¿Tiene usted cobertura actualmente a través de la Administración de Veteranos (VA) o ha usado o se ha registrado usted alguna vez para cuidado de la salud en la Administración de Veteranos (VA)?</p> <p><b>*16g.</b> ¿Tiene usted cobertura actualmente a través del Servicio de Salud Indio (Indian Health Service)?</p>	<p><b>*15c.</b> ¿Tiene usted cobertura actualmente de Medicaid, Medical Assistance u otra asistencia gubernamental de planes de seguros de salud para esas personas con un ingreso bajo?</p> <p><b>*15d1.</b> ¿Tiene usted cobertura actualmente de un plan de seguro de salud comprado por usted u otro miembro de la familia directamente a una compañía de seguros o al Mercado de seguros estatal o federal?</p> <p><b>15d1-SKIP</b></p> <p>Si la respuesta es “Sí” a la pregunta 15a y 15d1, vaya a la pregunta 15d2.</p> <p>De lo contrario, vaya a la pregunta 15e.</p> <p><b>*15d2.</b> ¿He anotado que usted tiene un seguro a través de su empleador o sindicato (unión), y también un seguro adquirido directamente de una compañía de seguros. Estos son dos planes de seguro diferentes, ¿es esto correcto?</p> <p><b>*15e.</b> ¿Tiene usted cobertura actualmente de TRICARE o cualquier otro seguro de salud militar?</p> <p><b>*15f.</b> ¿Tiene usted cobertura actualmente a través de la Administración de Veteranos (VA) o ha usado o se ha registrado usted alguna vez para cuidado de la salud en la Administración de Veteranos (VA)?</p> <p><b>*15g.</b> ¿Tiene usted cobertura actualmente a través del Servicio de Salud Indio (Indian Health Service)?</p>



Table A-5. ACS questions tested for Health Insurance (continued)

	Version 1	Version 2	Version 3
CAI Spanish	<p>*15h. ¿Tiene usted cobertura actualmente por cualquier otro tipo de seguro de salud o plan de cobertura de seguro de salud?</p> <p>*15i. ¿Cuál es el nombre del plan de seguro de salud?</p>	<p>*16h. ¿Tiene usted cobertura actualmente por cualquier otro tipo de seguro de salud o plan de cobertura de seguro de salud?</p> <p>*16i. ¿Cuál es el nombre del plan de seguro de salud?</p>	<p>*15h. ¿Tiene usted cobertura actualmente por cualquier otro tipo de seguro de salud o plan de cobertura de seguro de salud?</p> <p>*15i. ¿Cuál es el nombre del plan de seguro de salud?</p>

Table A-6. ACS questions tested for Health Insurance Premiums

	Version 1	Version 2	Version 3
Paper English	<p>16a. Is there a monthly premium for this plan? A monthly premium is a fixed amount of money people pay each month to have health coverage. It does not include copays or other expenses such as prescription costs.</p>	<p>17a. Is there a monthly premium for this plan?</p>	<p>16a. Is there a monthly premium for this plan?</p>
CAI English	<p>16a. Is there a monthly premium for this plan? A monthly premium is a fixed amount of money people pay each month to have health coverage. It does not include copays or other expenses such as prescription costs.</p>	<p>17a. Is there a monthly premium for this plan?</p>	<p>16a. Is there a monthly premium for this plan?</p>
CAI Spanish	<p>16a. ¿Tiene este plan una cuota mensual? Una cuota mensual es una cantidad fija de dinero que se paga todos los meses por la cobertura de salud. No incluye los copagos u otros gastos, tales como los costos de las medicinas recetadas.</p>	<p>17a. ¿Tiene este plan una cuota mensual?</p>	<p>16a. ¿Tiene este plan una cuota mensual?</p>

Table A-7. ACS questions tested for Health Insurance Subsidies

	Version 1	Version 2	Version 3
Paper English	16b. Is the cost of the premium subsidized based on family income?	17b. Do you or another family member receive a tax credit or subsidy based on family income to help pay the monthly premium?	16b. Is there a tax credit or subsidy based on family income to help pay the monthly premium for this plan?
CAI English	16b. Is the cost of the premium subsidized based on family income?	17b. Do you or another family member receive a tax credit or subsidy based on family income to help pay the monthly premium?	16b. Is there a tax credit or subsidy based on family income to help pay the monthly premium for this plan?
CAI Spanish	16b. ¿Está subsidiada su cuota mensual debido al ingreso de la familia?	17b. ¿Usted u otro miembro de la familia recibe un crédito de impuestos o subsidio basado en el ingreso de la familia como ayuda para pagar la prima mensual?	16b. ¿Hay un crédito de impuestos o subsidio basado en el ingreso de la familia como ayuda para pagar la prima mensual?

Table A-8. ACS questions tested for Journey to Work: Commuting Mode

	Version 1	Version 2	Version 3
Paper English	<p>30. How did this person usually get to work LAST WEEK? <i>If this person usually used more than one method of transportation during the trip, mark (X) the box of the one used for most of the distance.</i></p> <p><input type="checkbox"/> Car, truck, or van  <input type="checkbox"/> Bus or trolley bus  <input type="checkbox"/> Subway or elevated rail  <input type="checkbox"/> Commuter or long-distance railroad  <input type="checkbox"/> Light rail, streetcar, or trolley  <input type="checkbox"/> Ferryboat  <input type="checkbox"/> Taxicab  <input type="checkbox"/> Motorcycle  <input type="checkbox"/> Bicycle  <input type="checkbox"/> Walked  <input type="checkbox"/> Worked at home - skip to 38a  <input type="checkbox"/> Other method</p>	<p>31. How did this person usually get to work LAST WEEK? <i>If this person usually used more than one method of transportation during the trip, mark (X) the box of the one used for most of the distance.</i></p> <p><input type="checkbox"/> Car, truck, or van  <input type="checkbox"/> Bus or trolley bus  <input type="checkbox"/> Subway or elevated rail  <input type="checkbox"/> Commuter or long-distance railroad  <input type="checkbox"/> Light rail, streetcar, or trolley  <input type="checkbox"/> Ferryboat  <input type="checkbox"/> Taxicab  <input type="checkbox"/> Motorcycle  <input type="checkbox"/> Bicycle  <input type="checkbox"/> Walked  <input type="checkbox"/> Worked at home - skip to 39a  <input type="checkbox"/> Other method</p>	<p>30. How did this person usually get to work LAST WEEK? <i>If this person usually used more than one method of transportation during the trip, mark (X) the box of the one used for most of the distance.</i></p> <p><input type="checkbox"/> Car, truck, or van  <input type="checkbox"/> Bus or trolley bus  <input type="checkbox"/> Subway or elevated rail  <input type="checkbox"/> Commuter or long-distance railroad  <input type="checkbox"/> Light rail, streetcar, or trolley  <input type="checkbox"/> Ferryboat  <input type="checkbox"/> Taxicab  <input type="checkbox"/> Motorcycle  <input type="checkbox"/> Bicycle  <input type="checkbox"/> Walked  <input type="checkbox"/> Worked at home - skip to 38a  <input type="checkbox"/> Other method</p>

Table A-8. ACS questions tested for Journey to Work: Commuting Mode (continued)

	Version 1	Version 2	Version 3
CAI English	<p>30. FACE-TO-FACE: Using Card G, LAST WEEK, how did you USUALLY get to work? TELEPHONE: LAST WEEK, how did you USUALLY get to work? (If you usually used more than one method of transportation during the trip, report the one used for most of the distance.)</p> <p><input type="checkbox"/> Car, truck, or van <input type="checkbox"/> Bus or trolley bus <input type="checkbox"/> Subway or elevated rail <input type="checkbox"/> Commuter or long-distance railroad <input type="checkbox"/> Light rail, streetcar, or trolley <input type="checkbox"/> Ferryboat <input type="checkbox"/> Taxicab <input type="checkbox"/> Motorcycle <input type="checkbox"/> Bicycle <input type="checkbox"/> Walked <input type="checkbox"/> Worked at home - skip to 38a <input type="checkbox"/> Other method</p>	<p>31. FACE-TO-FACE: Using Card G, LAST WEEK, how did you USUALLY get to work? TELEPHONE: LAST WEEK, how did you USUALLY get to work? (If you usually used more than one method of transportation during the trip, report the one used for most of the distance.)</p> <p><input type="checkbox"/> Car, truck, or van <input type="checkbox"/> Bus or trolley bus <input type="checkbox"/> Subway or elevated rail <input type="checkbox"/> Commuter or long-distance railroad <input type="checkbox"/> Light rail, streetcar, or trolley <input type="checkbox"/> Ferryboat <input type="checkbox"/> Taxicab <input type="checkbox"/> Motorcycle <input type="checkbox"/> Bicycle <input type="checkbox"/> Walked <input type="checkbox"/> Worked at home - skip to 39a <input type="checkbox"/> Other method</p>	<p>30. FACE-TO-FACE: Using Card G, LAST WEEK, how did you USUALLY get to work? TELEPHONE: LAST WEEK, how did you USUALLY get to work? (If you usually used more than one method of transportation during the trip, report the one used for most of the distance.)</p> <p><input type="checkbox"/> Car, truck, or van <input type="checkbox"/> Bus or trolley bus <input type="checkbox"/> Subway or elevated rail <input type="checkbox"/> Commuter or long-distance railroad <input type="checkbox"/> Light rail, streetcar, or trolley <input type="checkbox"/> Ferryboat <input type="checkbox"/> Taxicab <input type="checkbox"/> Motorcycle <input type="checkbox"/> Bicycle <input type="checkbox"/> Walked <input type="checkbox"/> Worked at home - skip to 38a <input type="checkbox"/> Other method</p>
Flash-cards English	<p>CARD G How did this person usually get to work LAST WEEK?</p> <ol style="list-style-type: none"> <li>1. Car, truck, or van</li> <li>2. Bus or trolley bus</li> <li>3. Subway or elevated rail</li> <li>4. Commuter or long-distance railroad</li> <li>5. Light rail, streetcar, or trolley</li> <li>6. Ferryboat</li> <li>7. Taxicab</li> <li>8. Motorcycle</li> <li>9. Bicycle</li> <li>10. Walked</li> <li>11. Worked at home</li> <li>12. Other method</li> </ol>	<p>CARD G How did this person usually get to work LAST WEEK?</p> <ol style="list-style-type: none"> <li>1. Car, truck, or van</li> <li>2. Bus or trolley bus</li> <li>3. Subway or elevated rail</li> <li>4. Commuter or long-distance railroad</li> <li>5. Light rail, streetcar, or trolley</li> <li>6. Ferryboat</li> <li>7. Taxicab</li> <li>8. Motorcycle</li> <li>9. Bicycle</li> <li>10. Walked</li> <li>11. Worked at home</li> <li>12. Other method</li> </ol>	<p>CARD G How did this person usually get to work LAST WEEK?</p> <ol style="list-style-type: none"> <li>1. Car, truck, or van</li> <li>2. Bus or trolley bus</li> <li>3. Subway or elevated rail</li> <li>4. Commuter or long-distance railroad</li> <li>5. Light rail, streetcar, or trolley</li> <li>6. Ferryboat</li> <li>7. Taxicab</li> <li>8. Motorcycle</li> <li>9. Bicycle</li> <li>10. Walked</li> <li>11. Worked at home</li> <li>12. Other method</li> </ol>

Table A-8. ACS questions tested for Journey to Work: Commuting Mode (continued)

	Version 1	Version 2	Version 3
CAI Spanish	<p>30. FACE-TO-FACE: Usando la Tarjeta G, ¿Cómo llegó usted usualmente al trabajo LA SEMANA PASADA? TELEPHONE: ¿Cómo llegó usted usualmente al trabajo LA SEMANA PASADA? (Si usted usualmente utilizó más de un medio de transportación durante el viaje, diga cuál fue el que utilizó por más distancia.)</p> <p><input type="checkbox"/> Automóvil, camión, o van <input type="checkbox"/> Autobús o trolebús <input type="checkbox"/> Tren subterráneo o elevado <input type="checkbox"/> Tren para áreas cercanas, tren para largas distancias <input type="checkbox"/> Tren ligero o tranvía <input type="checkbox"/> Lancha (ferry) <input type="checkbox"/> Taxi <input type="checkbox"/> Motocicleta <input type="checkbox"/> Bicicleta <input type="checkbox"/> Caminó <input type="checkbox"/> Trabajó en el hogar - Vaya a la pregunta 38a <input type="checkbox"/> Otro método</p>	<p>31. FACE-TO-FACE: Usando la Tarjeta G, ¿Cómo llegó usted usualmente al trabajo LA SEMANA PASADA? TELEPHONE: ¿Cómo llegó usted usualmente al trabajo LA SEMANA PASADA? (Si usted usualmente utilizó más de un medio de transportación durante el viaje, diga cuál fue el que utilizó por más distancia.)</p> <p><input type="checkbox"/> Automóvil, camión, o van <input type="checkbox"/> Autobús o trolebús <input type="checkbox"/> Tren subterráneo o elevado <input type="checkbox"/> Tren para áreas cercanas, tren para largas distancias <input type="checkbox"/> Tren ligero o tranvía <input type="checkbox"/> Lancha (ferry) <input type="checkbox"/> Taxi <input type="checkbox"/> Motocicleta <input type="checkbox"/> Bicicleta <input type="checkbox"/> Caminó <input type="checkbox"/> Trabajó en el hogar - Vaya a la pregunta 39 <input type="checkbox"/> Otro método</p>	<p>30. FACE-TO-FACE: Usando la Tarjeta G, ¿Cómo llegó usted usualmente al trabajo LA SEMANA PASADA? TELEPHONE: ¿Cómo llegó usted usualmente al trabajo LA SEMANA PASADA? (Si usted usualmente utilizó más de un medio de transportación durante el viaje, diga cuál fue el que utilizó por más distancia.)</p> <p><input type="checkbox"/> Automóvil, camión, o van <input type="checkbox"/> Autobús o trolebús <input type="checkbox"/> Tren subterráneo o elevado <input type="checkbox"/> Tren para áreas cercanas, tren para largas distancias <input type="checkbox"/> Tren ligero o tranvía <input type="checkbox"/> Lancha (ferry) <input type="checkbox"/> Taxi <input type="checkbox"/> Motocicleta <input type="checkbox"/> Bicicleta <input type="checkbox"/> Caminó <input type="checkbox"/> Trabajó en el hogar - Vaya a la pregunta 38a <input type="checkbox"/> Otro método</p>
Flash-cards Spanish	<p>Tarjeta G ¿Cómo llegó usted usualmente al trabajo LA SEMANA PASADA?</p> <p>1. Automóvil, camion, o van 2. Autobús o trolebús 3. Tren subterráneo o elevado 4. Tren para áreas cercanas, tren para largas distancias 5. Tren ligero o tranvía 6. Lancha (ferry) 7. Taxi 8. Motocicleta 9. Bicicleta 10. Caminó 11. Trabajó en el hogar 12. Otro método</p>	<p>Tarjeta G ¿Cómo llegó usted usualmente al trabajo LA SEMANA PASADA?</p> <p>1. Automóvil, camion, o van 2. Autobús o trolebús 3. Tren subterráneo o elevado 4. Tren para áreas cercanas, tren para largas distancias 5. Tren ligero o tranvía 6. Lancha (ferry) 7. Taxi 8. Motocicleta 9. Bicicleta 10. Caminó 11. Trabajó en el hogar 12. Otro método</p>	<p>Tarjeta G ¿Cómo llegó usted usualmente al trabajo LA SEMANA PASADA?</p> <p>1. Automóvil, camion, o van 2. Autobús o trolebús 3. Tren subterráneo o elevado 4. Tren para áreas cercanas, tren para largas distancias 5. Tren ligero o tranvía 6. Lancha (ferry) 7. Taxi 8. Motocicleta 9. Bicicleta 10. Caminó 11. Trabajó en el hogar 12. Otro método</p>

Table A-9. ACS questions tested for Journey to Work: Time of Arrival

	Version 1	Version 2	Version 3
Paper English	32. What time did this person usually arrive at work LAST WEEK?	33. What time did this person usually arrive at work LAST WEEK?	32. What time did this person usually arrive at work LAST WEEK?
CAI English	32. LAST WEEK, what time did you usually arrive at work (-what hour)? (How many minutes past the hour?) (Was that AM or PM?)	33. LAST WEEK, what time did you usually arrive at work (-what hour)? (How many minutes past the hour?) (Was that AM or PM?)	32. LAST WEEK, what time did you usually arrive at work (-what hour)? (How many minutes past the hour?) (Was that AM or PM?)
CAI Spanish	32. LA SEMANA PASADA, ¿a qué hora usualmente llegaba usted al trabajo? (¿Cuántos minutos después de esa hora?) (¿Durante la mañana o por la tarde (AM o PM)?)	33. LA SEMANA PASADA, ¿a qué hora usualmente llegaba usted al trabajo? (¿Cuántos minutos después de esa hora?) (¿Durante la mañana o por la tarde (AM o PM)?)	32. LA SEMANA PASADA, ¿a qué hora usualmente llegaba usted al trabajo? (¿Cuántos minutos después de esa hora?) (¿Durante la mañana o por la tarde (AM o PM)?)

Table A-10. ACS questions tested for Number of Weeks Worked

	Version 1	Version 2	Version 3
Paper English	38a. During the PAST 12 MONTHS (52 weeks), did this person work 50 or more weeks? Count paid time off as work.  38b. How many weeks DID this person work, even for a few hours, including paid vacation, paid sick leave, and military service?	39. During the PAST 12 MONTHS (52 weeks), how many WEEKS did this person work? Count paid vacation, paid sick leave, and military service.	38a. During the PAST 12 MONTHS (52 weeks), did this person work 50 or more weeks? Count paid time off as work.  38b. How many weeks DID this person work, even for a few hours, including paid vacation, paid sick leave, and military service?
CAI English	38a. During the PAST 12 MONTHS or 52 weeks, did you work 50 or more weeks? Count paid time off as work.  38b. How many weeks DID you work, even for a few hours, including paid vacation, paid sick leave, and military service?	39. During the PAST 12 MONTHS or 52 weeks, how many WEEKS did you work? Count paid vacation, paid sick leave, and military service.	38a. During the PAST 12 MONTHS or 52 weeks, did you work 50 or more weeks? Count paid time off as work.  38b. How many weeks DID you work, even for a few hours, including paid vacation, paid sick leave, and military service?
CAI Spanish	38a. Durante los ÚLTIMOS 12 MESES ó 52 semanas, ¿trabajó usted 50 semanas o más? Incluya tiempo libre pagado como trabajo.  38b. ¿Cuántas semanas TRABAJÓ usted aunque haya sido por algunas horas, incluso vacaciones pagadas, licencia por enfermedad pagada y servicio militar?	39. ¿Durante los ÚLTIMOS 12 MESES o 52 semanas, ¿cuántas SEMANAS trabajó usted? Incluya vacaciones pagadas, licencia por enfermedad pagada y servicio militar.	38a. Durante los ÚLTIMOS 12 MESES ó 52 semanas, ¿trabajó usted 50 semanas o más? Incluya tiempo libre pagado como trabajo.  38b. ¿Cuántas semanas TRABAJÓ usted aunque haya sido por algunas horas, incluso vacaciones pagadas, licencia por enfermedad pagada y servicio militar?

Table A-11. ACS questions tested for Class of Worker

	Version 1	Version 2
Paper English	<p><b>40 – 45 CURRENT OR MOST RECENT JOB OR BUSINESS</b> Describe clearly this person’s main job activity or business last week. If this person had more than one job, describe the one at which this person worked the most hours. If this person had no job or business last week, give information for his/her last job or business.</p> <p><b>40.</b> Which one of the following best describes this person’s current or most recent job or business in the past 5 years? Mark (X) ONE box.</p> <p><b>PRIVATE SECTOR employee:</b>  <input type="checkbox"/> For-profit company or organization  <input type="checkbox"/> Non-profit organization (including tax-exempt and charitable organizations)</p> <p><b>GOVERNMENT employee:</b>  <input type="checkbox"/> Local government (for example: city or county school district)  <input type="checkbox"/> State government (including state colleges/universities)  <input type="checkbox"/> Active duty U.S. Armed Forces or Commissioned Corps service  <input type="checkbox"/> Federal government civilian employee</p> <p><b>SELF-EMPLOYED or OTHER:</b>  <input type="checkbox"/> Own non-incorporated business, professional practice, or farm  <input type="checkbox"/> Own incorporated business, professional practice, or farm  <input type="checkbox"/> Worked without pay in a for-profit family business or farm for 15 hours or more per week</p> <p><b>41.</b> What was the name of this person’s employer, business, agency, or branch of the Armed Forces?</p>	<p><b>41 – 46 CURRENT OR MOST RECENT JOB OR BUSINESS</b> The next series of questions are about the type of business this person worked for and the type of work this person did. If this person had more than one job, describe the one at which the most hours were worked. If this person did not work last week, give information for the last job or business in the past five years.</p> <p><b>41.</b> Which one of the following best describes this person’s current or most recent job or business in the past 5 years? Mark (X) ONE box.</p> <p><input type="checkbox"/> Employee of a for-profit, private sector company or organization  <input type="checkbox"/> Employee of a non-profit, private sector organization (including tax-exempt and charitable organizations)  <input type="checkbox"/> Local government employee (for example: city or county school district)  <input type="checkbox"/> State government employee (including state colleges/universities)  <input type="checkbox"/> Active duty U.S. Armed Forces or Commissioned Corps service  <input type="checkbox"/> Federal government civilian employee  <input type="checkbox"/> Self-employed in own non-incorporated business, professional practice, or farm  <input type="checkbox"/> Self-employed in own incorporated business, professional practice, or farm  <input type="checkbox"/> Worked without pay in a for-profit family business or farm for 15 hours or more per week  <input type="checkbox"/> Did not work for pay in the past 5 years (for example: homemaker, unpaid intern)</p> <p><b>42.</b> What was the name of this person’s employer, business, agency, or branch of the Armed Forces?</p>

Table A-11. ACS questions tested for Class of Worker (continued)

	Version 1	Version 2
CAI English	<p>40a. The next series of questions are about the type of business you worked for and the type of work that you did. If you had more than 1 job, describe the one at which the most hours were worked. If you did not work last week, give information for the last job or business in the past five years.</p> <p>I am going to read 5 categories. Please pick the one that best describes who you worked for - a private organization or company, government, active duty U.S. Armed Forces or Commissioned Corps service, self-employed, or worked without pay in a for-profit family business.</p> <p>40b. Was this a for profit company or a non-profit organization?</p> <p>40c. Was this for local, state, or the federal government?</p> <p>40d. Was your self-employed business, professional practice, or farm incorporated or not incorporated?</p> <p>40e. Did you work without pay in this for-profit family business or farm for 15 hours or more per week?</p> <p>41a. What was the name of your employer, business, or agency?</p> <p>41b. Which branch of the Armed Forces or Commissioned Corps did you work for?</p>	<p>41a. The next series of questions are about the type of business you worked for and the type of work that you did. If you had more than 1 job, describe the one at which the most hours were worked. If you did not work last week, give information for the last job or business in the past five years.</p> <p>I am going to read 5 categories. Please pick the one that best describes who you worked for - a private organization or company, government, active duty U.S. Armed Forces, self-employed, or worked without pay in a for-profit family business.</p> <p>41b. Was this a non-profit organization or a for-profit company?</p> <p>41c. Was this for local, state, or the federal government?</p> <p>41d. Was this self-employment incorporated or not incorporated?</p> <p>41e. Did you work without pay in this for-profit family business or farm for 15 hours or more per week?</p> <p>42. What was the name of your employer, business, agency, or branch of the Armed Forces?</p>
CAI Spanish	<p>40a. La serie de preguntas que sigue es sobre el tipo de negocio para el cual usted trabajaba y el tipo de trabajo que usted hacía. Si usted tenía más de 1 empleo, describa el empleo en el que más horas a la semana trabajó. Si usted no trabajó la semana pasada, dé la información sobre el último empleo o negocio en los últimos cinco años.</p>	<p>41a. La serie de preguntas que sigue es sobre el tipo de negocio para el cual usted trabajaba y el tipo de trabajo que usted hacía. (Si usted tenía más de 1 empleo, describa el empleo en el cual trabajó más horas. Si usted no tenía empleo la semana pasada, dé la información del último empleo o negocio en los últimos cinco años.)</p>

Table A-11. ACS questions tested for Class of Worker (continued)

	Version 1	Version 2
CAI Spanish	<p>Voy a leer 5 categorías. Por favor, escoja la que mejor describe para quién usted trabajaba - una organización o compañía privada, el gobierno, servicio activo en las Fuerzas Armadas de los EE. UU. o el servicio del Cuerpo de Comisionados, empleo por cuenta propia o trabajo sin paga en un negocio de la familia con fines de lucro.</p> <p>40b. ¿Era esta una organización sin fines de lucro o una compañía con fines de lucro?</p> <p>40c. ¿Era para el gobierno local, estatal o federal?</p> <p>40d. ¿Era el negocio por cuenta propia, práctica profesional, o finca de usted incorporado o no incorporado?</p> <p>40e. ¿Trabajó usted sin paga para este negocio o finca de la familia con fines de lucro 15 horas o más a la semana?</p> <p>41a. ¿Cuál era el nombre de su empleador negocio o agencia?</p> <p>41b. ¿Para qué rama de las Fuerzas Armadas o del Cuerpo de Comisionados trabajó usted?</p>	<p>Voy a leer 5 categorías. Por favor, escoja la que mejor describe para quién usted trabajaba - una organización o compañía privada, el gobierno, servicio activo en las Fuerzas Armadas de los EE. UU., empleo por cuenta propia, o trabajo sin paga en un negocio de familia.</p> <p>41b. ¿Era esta una compañía con fines de lucro o una organización sin fines de lucro?</p> <p>41c. ¿Era este empleo del gobierno local, estatal o federal?</p> <p>41d. ¿Era este empleo por cuenta propia incorporado o no incorporado?</p> <p>41e. ¿Trabajaba usted sin paga en este negocio o finca de la familia con fines de lucro por 15 horas o más a la semana?</p> <p>42. ¿Cuál era el nombre del empleador, negocio, agencia o rama de las Fuerzas Armadas de usted?</p>

Table A-12. ACS questions tested for Industry and Occupation

	Version 1	Version 2
Paper English	<p>42. What kind of place was this job or business? Include the main activity, product, or service provided at the location where employed. (For example: elementary school, women's clothing store, fast food restaurant)</p>	<p>43. What kind of business or industry was this? Include the main activity, product, or service provided at the location where employed. Be as specific as possible.</p>
CAI English	<p>42. What kind of place was this job or business? Include the main activity, product, or service provided at the location where employed. For example, elementary school, women's clothing store, fast food restaurant.</p>	<p>43. What kind of business or industry was this? Include the main activity, product, or service provided at the location where employed. Be as specific as possible.</p>
CAI Spanish	<p>42. ¿Qué tipo de lugar era este empleo o negocio? Incluya la actividad, producto o servicio principal que se ofrecía en el lugar de empleo. Por ejemplo: escuela primaria, tienda de ropa de mujer, restaurante de comida rápida.</p>	<p>43. ¿Qué tipo de negocio o industria era ésta? Incluya la actividad, producto o servicio principal que se ofrecía en el lugar de empleo. Sea tan específico(a) como pueda.</p>



Table A-13. ACS questions tested for Duties

	Version 1	Version 2
Paper English	45. What were this person's most important activities or duties? Be as specific as possible. (For example: instructing and evaluating students, creating lesson plans)	46. What were this person's most important activities or duties? Be as specific as possible.
CAI English	45. What were <your/NAME's> most important activities or duties? Be as specific as possible. For example, instructing and evaluating students, creating lesson plans.	46. What were <your/NAME's> most important activities or duties? Be as specific as possible.
CAI Spanish	45. ¿Cuáles eran las actividades o deberes más importantes de <usted/NOMBRE>? Sea tan específico(a) como pueda. Por ejemplo: dar clases y evaluar a los estudiantes, planificar lecciones.	46. ¿Cuáles eran las actividades o deberes más importantes de <usted/NOMBRE>? Sea tan específico(a) como pueda.

Table A-14. ACS questions tested for Retirement Income

	Version 1	Version 2
Paper English	46g. Retirement, survivor, disability payments, or retirement account withdrawals or distributions. DO NOT include Social Security or amounts rolled over into other retirement accounts. Retirement accounts include employer plans and IRA, Roth IRA, 401(k), 403(b), SEP, KEOGH, SIMPLE accounts.	47g. Retirement, survivor, disability payments, or retirement account withdrawals or distributions. DO NOT include amounts rolled over into other retirement accounts.
CAI English	46g1a. Did <you/NAME> receive any survivor or disability income DURING THE PAST 12 MONTHS?  46g1b. What was the amount? (Do not include Social Security.)  46g2a. Did <you/NAME> receive any retirement income from a previous employer or union or income from retirement accounts such as a 401(k), 403(b), IRA, or other accounts designed specifically for retirement savings DURING THE PAST 12 MONTHS? Do not include amounts rolled over into other retirement accounts.  46g2b. What was the amount? (Do not include Social Security.)	47g1a. Did <you/NAME> receive any retirement income from a previous employer or union or income from retirement accounts such as a 401(k), 403(b), IRA, or other accounts designed specifically for retirement savings DURING THE PAST 12 MONTHS? Do not include amounts rolled over into other retirement accounts.  47g1b. What was the amount? (Do not include Social Security.)  47g2a. Did <you/NAME> receive any survivor or disability income DURING THE PAST 12 MONTHS?  47g2b. What was the amount? (Do not include Social Security.)

Table A-14. ACS questions tested for Retirement Income (continued)

	Version 1	Version 2
CAI Spanish	<p>46g1a. ¿Recibió &lt;usted/NOMBRE&gt; alguna pensión para viudos(as) y dependientes de fallecidos o pensión por incapacidad DURANTE LOS ÚLTIMOS 12 MESES?</p> <p>46g1b. ¿Cuál fue la cantidad? (No incluya Seguro Social.)</p> <p>46g2a. ¿Recibió &lt;usted/NOMBRE&gt; algún ingreso de retiro de un antiguo empleador o sindicato o ingreso de cuentas de retiro tales como 401(k), 403(b), IRA o de otras cuentas de retiro diseñadas específicamente para ahorros de retiro DURANTE LOS ÚLTIMOS 12 MESES? NO incluya cantidades transferidas a otras cuentas de retiro</p> <p>46g2b. ¿Cuál fue la cantidad? (No incluya Seguro Social.)</p>	<p>47g1a. ¿Recibió &lt;usted/NOMBRE&gt; algún ingreso de retiro de un antiguo empleador o sindicato o ingreso de cuentas de retiro tales como 401(k), 403(b), IRA o de otras cuentas de retiro diseñadas específicamente para ahorros de retiro DURANTE LOS ÚLTIMOS 12 MESES? NO incluya cantidades transferidas a otras cuentas de retiro</p> <p>47g1b. ¿Cuál fue la cantidad? (No incluya Seguro Social.)</p> <p>47g2a. ¿Recibió &lt;usted/NOMBRE&gt; alguna pensión para viudos(as) y dependientes de fallecidos o pensión por incapacidad DURANTE LOS ÚLTIMOS 12 MESES?</p> <p>47g2b. ¿Cuál fue la cantidad? (No incluya Seguro Social.)</p>