



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

December 1, 2016

2016 AMERICAN COMMUNITY SURVEY RESEARCH AND EVALUATION REPORT
MEMORANDUM SERIES #ACS16-RER-20

MEMORANDUM FOR ACS Research and Evaluation Advisory Group

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Subject: Cognitive Testing of the 2016 American Community Survey (ACS)
Content Test Items: Briefing Report for Round 3 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 3 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. One round of testing for residents of group quarters and residents of Puerto Rico was completed from April 10 through April 29, 2015. This report summarizes the cognitive testing results for this population for the following topics included in the 2016 ACS Content Test.

- Hispanic origin and race
- Telephone service
- Computer and Internet use
- Health insurance
- Cohabitation/domestic partnership
- Commuting mode
- Time of arrival at work
- Number of weeks worked
- Class of worker
- Industry and occupation
- 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

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Cognitive Testing of the 2016 American Community Survey Content Test Items

Briefing Report for Round 3 Interviews

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June 2015

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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 cognitive interviewers Jennifer Anderson, Andrew Caporaso, Aracely De La Torre, Jasmine Folz, Diana Hamilton, Mariel Leonard, Marisol Lugo Juan, and Rodolfo Matos; logistical coordinator Sherry Dariani; and word processing expertise from Kimberly Plummer.

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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;
- Cohabitation/domestic partnership;
- Commuting mode;
- Time left for 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 208 cognitive interviews for Round 1 of testing in June-August, 2014; 120 cognitive interviews for Round 2 of testing in October-November, 2014; and 29 cognitive interviews in group quarters and 60 cognitive interviews in Puerto Rico for Round 3 of testing in April-May, 2015.

After discussions with the U.S. Census Bureau about the findings from 2 Rounds of cognitive interviews and a review of revised measurement goals and anticipated issues with each tested item, IDEA Services developed the Round 3 protocols, conducted intensive recruiting to meet the complex requirements for respondent characteristics, and conducted and analyzed 29 interviews among residents of group quarters and 60 interviews among residents of Puerto Rico.

Protocol Development

We began protocol development by modifying the English language cognitive interview protocols used in Round 2. The protocols included an introduction and informed consent; relevant portions of the American Community Survey (ACS) (with show cards for the computer-administered personal interviews (CAPI), where appropriate); detailed interviewer instructions; selection criteria for Persons 2 and 3 (in Puerto Rico only); the research questions for each tested item; and scripted probes for each tested item.

For the group quarters interviews, all item topics were included in one protocol, since the instrument only asks about one person, there is no household screener, and there is no Housing section. The team developed 4 versions of the group quarters protocols, for 2 modes of administration (Paper and CAPI) and 2 population types (institutional and non-institutional). Institutional respondents were not asked the journey to work questions or probes, since they pertain to work performed last week.

For the Puerto Rico interviews, the item topics were divided into three groups as in Rounds 1 and 2: Group 1 consisted of topics addressing Hispanic origin and race, telephone usage, and computer and Internet access; Group 2 was made up of the health insurance, cohabitation, journey to work, and weeks worked topics; and Group 3 tested the class of worker, industry and occupation, and retirement income topics. We also tested the topics in three survey modes: Paper and interviewer-administered using either the computer-administered personal interview (CAPI) or computer-administered telephone interview (CATI) instrument. The team developed 6 protocols, each one

tailored to Group (1, 2, or 3) and mode (Paper or CAI (computer-assisted interview), which combined the CAPI and CATI modes).

The probing approach was entirely retrospective in Round 3, with all probes administered after all items had been administered. For the Puerto Rico protocols, once the English language protocols were finalized, Westat's Translation Unit translated them and EurekaFacts reviewed them following the Census Bureau's guidelines for translation, including the use of team translation and documentation of all proposed revisions.

All Round 3 interview materials were reviewed and approved by the Office of Management and Budget and Westat's Institutional Review Board.

GQ Recruitment

The Census Bureau provided Westat with a list of 250 group quarters within a 2 hour driving distance of Washington, DC that had previously cooperated with a Census request. The sample was stratified by type of group quarter, including jails (state prisons, local jails and other municipal confinement facilities, correctional residential facilities), nursing homes, college housing, military barracks, and emergency/transitional shelters. Westat filtered the list by population count to focus on facilities that have at least 25 residents, and further narrowed the list to generate an initial sample of group quarters within a short driving distance of Westat's Rockville headquarters. A total of 43 group quarters were initially selected for recruitment.

Recruiting for the GQ interviews began with a letter sent on March 18, 2015 to facility administrators requesting their help with identifying respondents and scheduling interviews. Westat recruiters followed up with a telephone call to confirm that the administrator was willing to help and to provide more specific instructions about our recruiting and scheduling needs. Notably, the group quarters provided by Census had never cooperated with a cognitive interview request, so the recruiter was careful to explain that this data collection effort was different from what they may have agreed to previously. Ultimately, we were able to recruit 2 nursing homes, 1 military barrack, 1 detention facility, and 1 transitional shelter.

We had particular difficulty recruiting college campuses due to the proximity of the interviews to the end of the academic semester. In addition to contacting numerous college campuses, we posted 3

advertisements on Craigslist, posted flyers on two campuses, and exerted considerable effort spreading the word among college students known to either Westat or Census staff. After all of these efforts, only 3 students responded to the screener, and none of them were able to be scheduled.

Participating group quarters agreed to select individuals to participate in the interviews. As such, we did not administer any screening questions in advance to control the types of respondents we interviewed. Appendix A displays the characteristics of the respondents we interviewed, based on their responses to the demographic questions in the ACS itself.

PR Recruitment

Over the period spanning from March 24 to April 16, 2015, recruiters from EurekaFacts screened 211 Puerto Rico 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 additional screening questions to capture overall demographics and specific characteristics of interest for each tested topic. So as not to contaminate the cognitive interview results, we designed new questions (or borrowed questions from existing sources) to screen for the desired characteristics rather than screening with any of the tested ACS questions.

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 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 for the race and Hispanic origin items;
- Those with health care coverage through Mi Salud for the health insurance items;
- Unmarried couples for the cohabitation items;
- Academics employed by the University of Puerto Rico or Department of Education for the class of worker items;
- Those collecting retirement income for the retirement income items.

To identify potential Puerto Rican respondents, EurekaFacts utilized multiple outreach methods including its own research participant database, advertisements in the primary local Puerto Rican newspaper and in the Puerto Rican Craigslist, as well as snowballing techniques. The Westat and Census Bureau teams monitored the recruiting results on a daily basis, reviewing all screened individuals to determine whether they met any of the criteria for any of the targeted characteristics. We assigned a group and mode to those who were eligible and the facility contacted them to schedule an interview.

Based on screening results, we exceeded the recruiting goal for every targeted characteristic. Appendix B shows case-by-case screening results, along with decisions about group assignment and aggregate results on key demographic variables.

Cognitive Interview Administration

On March 31, 2015 Westat held a one-day interviewer training with four Spanish language interviewers for the Puerto Rico interviews, and on April 1, 2015, Westat held a similar training for the five group quarters interviewers. Both trainings provided background information about the overall project; summarized the Round 2 results; presented the items for Round 3 testing and associated probes along with all other interview materials and procedures; allowed opportunity to conduct at least one practice interview; and provided detailed instructions for using the interview summary template to write up the findings for each interview.

Between April 10 and April 29, 2015, the group quarters interviewing team conducted 29 in-person interviews with residents of two nursing homes, a transitional shelter, a military barrack, and a detention facility. Each interview lasted approximately 45 minutes and non-institutional respondents (shelter and barrack) were given \$25 for their travel expenses.

Between April 13 and April 23, 2015 the Puerto Rico interviewing team conducted 60 in-person interviews, including 20 for each grouping of topics. Each interview lasted approximately 1 hour and respondents were given \$40 for their travel expenses.

Table 2-1. Locations and dates of Round 3 interviews

Location	Dates	Number of interviews
Group quarter interviews		
Nursing homes	Apr 10, Apr 21, 2015	7
Transitional shelter	Apr 17, 2015	8
Military barrack	Apr 23, 2015	8
Detention facility	Apr 27, Apr 29, 2015	6
Puerto Rico interviews		
San Juan, PR	Apr 13-17, Apr 23, 2015	60

Analytic Approach

Analyses of the Round 3 interviews were based on interviewer summaries that included respondents’ verbatim answers to the ACS questions and brief but accurate descriptions of responses to the cognitive probes. These summaries were imported into NVivo, a text-based relational database for managing and analyzing large amounts of qualitative data. Westat and EurekaFacts team members then coded the summaries using a scheme that incorporated survey response process issues (e.g., comprehension, recall) and the item specific research questions that appeared in the protocols (e.g., how helpful were the examples provided with some of the items). Once all summaries were coded, numerous algorithms were run in NVivo to conduct a comprehensive analysis of responses to each tested ACS item.

As in Round 2, analysis focused primarily on those respondents whose descriptions in the follow-up probes suggested they had incorrectly answered an ACS item. This approach allowed us to pinpoint the number of respondents who had problems with each item and determine if those respondents shared any salient characteristics (e.g., if Puerto Rico respondents who double-counted their insurance were more likely to be covered by Mi Salud).

Table 2-2 shows, for each of the three topic groups and by language and mode, the number of respondents with targeted characteristics based on how they answered the ACS questions and probes. The tables are color coded by group (red for Group 1, yellow for Group 2, green for Group 3).

Table 2-2. Number of Puerto Rico respondents with targeted characteristics by language and mode

Topic	Characteristic	Total	Paper	CAPI	CATI
Hispanic origin and race	Afro-Latino	8	5	2	1
Health insurance	Mi Salud	7	3	3	1
Cohabitation and domestic partnership	Unmarried couples (same or opposite sex)	8	3	2	3
Class of worker	Non-academic, University of PR or Dept of Ed	4	2	0	2

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 that excerpt, along with the mode and language of the respondent. Those portions of the excerpts that occur within quotation marks represent respondents' verbatim statements.

Westat was provided with a Spanish translated version of the ACS, which in some cases did not match the PRCS wording exactly. The findings in this report reflect the tested wording.

Executive Summary Tables

The Executive Summary Tables that follow show the wording of all tested items, with recommendations shown with yellow highlighting. We provide the English wording for reference. Cognitive testing in Puerto Rico was conducted in Spanish only.

Group Quarters Executive Summary Tables

3.1 Hispanic Origin/Race

PAPER VERSION

ROUND 3 ENGLISH	FINAL RECOMMENDATION AND JUSTIFICATION
<p>Which categories describe you? <i>Mark all boxes that apply AND print details in the spaces below:</i></p> <p>White – <i>Print details, for example, German, Irish, English, etc.</i> _____</p> <p>Hispanic, Latino, or Spanish origin – <i>Print details, for example, Mexican or Mexican American, Puerto Rican, Colombian, etc.</i> _____</p> <p>Black or African Am. – <i>Print details, for example, African American, Jamaican, Nigerian, etc.</i> _____</p> <p>Asian – <i>Print details, for example, Chinese, Asian Indian, Vietnamese, etc.</i> _____</p> <p>American Indian or Alaska Native – <i>Print details, for example, Navajo Nation, Mayan, Chevak Native Village, etc.</i> _____</p> <p>Middle Eastern or North African – <i>Print details, for example, Lebanese, Iranian, Egyptian, etc.</i> _____</p> <p>Native Hawaiian or Other Pacific Islander – <i>Print details, for example, Native Hawaiian, Guamanian or Chamorro, Fijian, etc.</i> _____</p> <p>Some other race, ethnicity, or origin – <i>Print details.</i> _____</p>	<p>Most group quarters respondents understood the intent of the combined Hispanic origin / race question and were able to provide an answer that fit how they think of themselves. The problems we saw seemed to be idiosyncratic. Therefore, we do not recommend any revisions to the Hispanic origin / race question based on Round 3 findings.</p>

CAPI VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>Please look at Card B and choose all categories that apply.</p> <p><Is (Name)/ 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, ethnicity, or origin?</p> <p>(Card B shows what is listed below) <i>Choose all categories that apply.</i></p> <p>White <i>For example, German, Irish, English, Italian, Polish, French, etc.</i></p> <p>Hispanic, Latino, or Spanish origin <i>For example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.</i></p> <p>Black or African American <i>For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, etc.</i></p> <p>Asian <i>For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.</i></p> <p>American Indian or Alaska Native <i>For example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.</i></p> <p>Middle Eastern or North African <i>For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc</i></p> <p>Native Hawaiian or Other Pacific Islander <i>For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.</i></p> <p>Some other race, ethnicity, or origin</p> <p>You said that <(Name) is/you are>: WHITE HISPANIC, LATINO, OR SPANISH BLACK OR AFRICAN AMERICAN ASIAN AMERICAN INDIAN OR ALASKA NATIVE MIDDLE EASTERN OR NORTH AFRICAN NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</p>	<p>Same recommendations as Paper mode.</p>

CAPI VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>SOME OTHER RACE, ETHNICITY, OR ORIGIN</p> <p>Now, I'm going to collect detailed information. You may give more than one response.</p> <p>What are <(Name)'s/your> specific categories for WHITE? For example, German, Irish, English, Italian, Polish, French, etc.</p> <p>What are <(Name)'s/your> specific categories for HISPANIC, LATINO, OR SPANISH? For example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.</p> <p>What are <(Name)'s/your> specific categories for BLACK OR AFRICAN AMERICAN? For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.</p> <p>What are <(Name)'s/your> specific categories for ASIAN? For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.</p> <p>What are <(Name)'s/your> specific categories for AMERICAN INDIAN OR ALASKA NATIVE? For example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.</p> <p>What are <(Name)'s/your> specific categories for MIDDLE EASTERN OR NORTH AFRICAN? For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.</p> <p>What are <(Name)'s/your> specific categories for NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER? For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.</p> <p>What are <(Name)'s/your> specific categories for SOME OTHER RACE, ETHNICITY, OR ORIGIN?</p>	

3.2 Health Insurance and Subsidies

PAPER VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>Are you 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 – b.</i></p> <p><i>Do NOT include plans that cover only one type of service, such as dental, drug or vision plans.</i></p> <ul style="list-style-type: none"> a. Insurance through a current or former employer or union (of yours or another family member) b. Medicare, for people 65 and older, or people with certain disabilities c. Medicaid, Medical Assistance, or any kind of state- or government-assistance plan for those with low income d. Insurance purchased directly from an insurance company or through a State or Federal Marketplace, HealthCare.gov, or a similar state website (by you or another family member) e. TRICARE or other military health care f. VA (including if you have ever used or enrolled for VA health care) g. Indian Health Service h. Other type of health coverage NOT listed above – <i>Specify _____</i> <p>-----</p> <p>Do you or another family member pay a premium for this health insurance plan? <i>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.</i></p> <p>Yes No -> Skip subsidy question</p> <p>Based on family income, do you or another family member receive financial assistance through a subsidy or tax credit to help pay part or all of the cost of the premium for this plan?</p> <p>Yes No</p>	<p>While most group quarters respondents appeared to have categorized their health insurance situations accurately, some of those with TRICARE, in detention centers, homeless shelters and nursing homes had difficulty. A few of these problems can likely be attributed to cognitive impairment, especially in the case of the nursing home residents. The edit checks in the CAPI mode did or can address most of the rest of the issues. Based on these findings, we have no recommendations for revisions to the health insurance item in the group quarters questionnaire at this time.</p>

CAPI VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>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 vision plans.</p> <p>a. (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. Yes No</p> <p>b. (Are you/Is <Name>) currently covered by Medicare, for people age 65 or older or people with certain disabilities? Yes No</p> <p>c. (Are you/Is <Name>) currently covered by Medicaid, Medical Assistance, or any kind of state- or government-assistance plan for those with low incomes? Yes No</p> <p>d. (Are you/Is <Name>) currently covered by health insurance purchased directly from an insurance company or through a State or Federal Marketplace, HealthCare.gov, or a similar state website by (you/him/her) or another family member? Yes No</p> <p>e. (Are you/Is <Name>) currently covered by TRICARE or other military health care? Yes No</p> <p>f. (Are you/Is <Name>) currently covered through the Veterans' Administration (VA) or have you ever used or enrolled for VA health care? Yes</p>	<p>Same recommendations as Paper mode.</p>

CAPI VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>No</p> <p>g. (Are you/Is <Name>) currently covered through the Indian Health Service? Yes No</p> <p>h. (Are you/Is <Name>) currently covered by any other type of health coverage NOT already mentioned? Yes No</p> <p>What is the name of that health care coverage plan?</p> <p>[AFTER PARTS B-H, IF YES TO PART A AND ANY OTHER PLAN] I recorded that (you/<NAME>) have insurance through an employer or union AND (READ PLAN). Are these two different plans? Yes -> (SKIP to Premium or Daily Activities, as applicable) No</p> <p>Which of these best describes (your /<NAME>'s) plan? (READ PLAN NAMES)</p> <p>[AFTER PARTS A-H, IF YES TO BOTH C AND D] I recorded that (you/<NAME>) (have/has) Medicaid, Medical Assistance, or a state or government-assistance plan AND health insurance purchased directly from an insurance company or through a State or Federal Marketplace. Are these two different plans? Yes -> Skip to premium question No</p> <p>AFTER PART H, IF "YES" TO BOTH H AND (any other (a-g) or Specific types): I recorded that (you/<NAME>) (have/has) (<FILL PLAN TYPE (a-g)>) and (<FILL PLAN NAME PROVIDED in H> /another type of health coverage)? Are these two different plans? Yes -> Skip to premium question</p>	

CAPI VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>No</p> <p>Which of these best describes (your /<NAME>'s) plan? (READ PLAN NAMES)</p> <p>-----</p> <p><Do you/Does (Name)> or another family member pay a premium for this health insurance 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.</p> <p>Yes No -> Skip subsidy question</p> <p>Based on family income, <do you/does (Name)> or another family member receive financial assistance through a subsidy or tax credit to help pay part or all of the cost of the premium for this plan?</p> <p>Yes No</p>	

3.3 Journey to Work: Commuting Mode (Non-Institutional Only)

PAPER VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>How did you usually get to work LAST WEEK? <i>Mark ONE box for the method of transportation used for most of the distance.</i></p> <p><input type="checkbox"/> Car, truck, or van <input type="checkbox"/> Bus <input type="checkbox"/> Subway or elevated rail <input type="checkbox"/> Long-distance train or commuter rail <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 from this address → <i>SKIP to 38a</i> <input type="checkbox"/> Other method</p>	<p>Respondents had no difficulty answering this question and understood all of the categories. We recommend proceeding with this question as worded for the field test.</p>

CAPI VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p><Using Card E,> LAST WEEK, how did <(Name)/you> USUALLY get to work?</p> <p>(If <he/she/(Name)/you> usually used more than one method of transportation during the trip, report the one used for most of the distance.)</p> <p>Car, truck, or van Bus Subway or elevated rail Long-distance train or commuter rail Light rail, streetcar, or trolley Ferryboat Taxicab Motorcycle Bicycle Walked Worked from this address → <i>SKIP to weeks worked question</i> Other method</p>	<p>Same recommendations as Paper mode.</p>

3.4 Journey to Work: Time Left for Work (Non-Institutional Only)

PAPER VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>LAST WEEK, what time did your trip to work usually begin? Hour Minute a.m. p.m.</p>	<p>While a few respondents rounded their answers, it was comparable to what we saw in Round 2. None of the group quarters respondents thought this question was intrusive. We recommend proceeding with this question as worded for the field test.</p>

CAPI VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>LAST WEEK, what time did <your/(Name)'s> trip to work usually begin? (what hour)?</p> <p>(How many minutes past that hour?) (Was that AM or PM)?</p>	<p>Same recommendations as Paper mode.</p>

3.5 Number of Weeks Worked

PAPER VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>The next series of questions asks about the past 12 months, which is the period from today's date one year ago up through today.</p> <p>During the PAST 12 MONTHS (52 weeks), did you work EVERY week? Count paid vacation, paid sick leave, and military service as work.</p> <ul style="list-style-type: none"> • Yes → <i>SKIP to question 39</i> • No <p>During the PAST 12 MONTHS (52 weeks), how many WEEKS did you work? Include paid time off and include weeks when you only worked for a few hours.</p> <p>weeks _____</p>	<p>Group quarters respondents experienced the same difficulties as seen in prior rounds with misinterpreting the past 12 month timeframe.</p> <p>To make this series of questions consistent with the explanation of the timeframe in the income question, we recommend prefacing 38a, 38b and 39 with a transition statement that helps the respondent move from “last week” to “past 12 months” and helps them interpret the timeframe as intended. We also recommend moving 39 into the 38 series so that all 3 items are covered by the introductory instruction.</p> <p>Modify instruction G to skip to 38 (rather than 38a)</p> <p>38. The next series of questions asks about the past 12 months, which is the period from today's date one year ago up through today.</p> <ul style="list-style-type: none"> a. During the past 12 months (52 weeks)... (skip to 39c) b. During the past 12 months (52 weeks)... c. During the past 12 months...

CAPI VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>The next series of questions asks about the past 12 months, which is the period from today's date one year ago up through today.</p> <p>During the PAST 12 MONTHS or 52 weeks, did <(Name)/you> work EVERY week? Count paid vacation, paid sick leave, and military service as work.</p> <p>Yes SKIP NEXT QUESTION No</p> <p>During the PAST 12 MONTHS or 52 weeks, how many WEEKS did <(Name)/you> work? Include paid time off and include weeks when <(Name)/you> only worked for a few hours.</p> <p>weeks _____</p>	<p>Same recommendations as Paper mode.</p>

3.6 Class of Worker

PAPER VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>DESCRIPTION OF EMPLOYMENT. <i>The next series of questions is about the type of employment you had last week.</i></p> <p><i>If you had more than one job, describe the one at which the most hours were worked. If you did not work last week, describe the most recent employment in the past five years.</i></p> <p>Which one of the following best describes your employment last week or the most recent employment in the past 5 years? <i>Mark (X) ONE box.</i></p> <p>PRIVATE SECTOR EMPLOYEE:</p> <ul style="list-style-type: none"> ○ For-profit company or organization ○ Non-profit organization (including tax-exempt and charitable organizations) <p>GOVERNMENT EMPLOYEE:</p> <ul style="list-style-type: none"> ○ 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 <p>SELF-EMPLOYED or OTHER:</p> <ul style="list-style-type: none"> ○ Owner of non-incorporated business, professional practice, or farm ○ Owner of incorporated business, professional practice, or farm ○ Worked without pay in a for-profit family business or farm for 15 hours or more per week <p>-----</p> <p>What was the name of your employer, business, agency, or branch of the Armed Forces? _____</p>	<p>The class of worker item tested well among residents in group quarters. Most respondents appeared to interpret the questions as intended and there was no underlying pattern across the two respondents who did not answer accurately.</p>

CAPI VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p><i>[Fill- if worked last week:]</i> The next series of questions is about the type of employment <(Name)/you> had last week.</p> <p><i>[Fill- If previously reported that this person did not work last week but worked in the past 5 years:]</i> The next series of questions is about the type of employment <(Name)/you> had most recently in the past 5 years.</p> <p>If <(Name)/you> had more than one job, describe the one at which the most hours were worked.</p> <p>Let's start with the first question. Using CARD F, which one of the following best describes <(Name)'s/your> employment?</p> <p>(Card F shows what is listed below)</p> <p>Which one of the following best describes your employment? <i>(Choose one)</i></p> <p>PRIVATE SECTOR EMPLOYEE</p> <ul style="list-style-type: none"> ■ For-profit company or organization ■ Non-profit organization (including tax-exempt and charitable organizations) <p>GOVERNMENT EMPLOYEE</p> <ul style="list-style-type: none"> ■ 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 <p>SELF-EMPLOYED OR OTHER</p> <ul style="list-style-type: none"> ■ Owner of non-incorporated business, professional practice, or farm ■ Owner of incorporated business, professional practice, or farm ■ Worked without pay in a for-profit family business or farm for 15 hours or more per week 	<p>Same recommendations as Paper mode.</p>

CAPI VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>-----</p> <p>What was the name of <(Name)'s/your> employer, business, or agency?</p> <p>Which branch of the Armed Forces or Commissioned Corps did <(Name)/you> work for</p> <p>U.S. Army U.S. Navy U.S. Air Force U.S. Marine Corps U.S. Coast Guard U.S. Public Health Service National Oceanic and Atmospheric Administration (NOAA)</p>	

3.7 Industry and Occupation

PAPER VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>What kind of business or industry was this? <i>Include the main activity, product, or service provided at the location where employed. (For example: elementary school, residential construction)</i></p> <p>_____</p> <p>-----</p> <p>Was this mainly – Mark (X) ONE box.</p> <p>manufacturing?</p> <p>wholesale trade?</p> <p>retail trade?</p> <p>other (agriculture, construction, service, government, etc)?</p> <p>-----</p> <p>What was your main occupation? <i>(For example: 4th grade teacher, entry-level plumber)</i></p> <p>_____</p> <p>-----</p> <p>Describe your most important activities or duties. <i>(For example: instruct and evaluate students and create lesson plans, assemble and install pipe sections and review building plans for work details)</i> _____</p>	<p>Proceed with the current wording on the Paper versions of industry, occupation, and duties.</p>

CAPI VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>What kind of business or industry was this?</p> <p>Include the main activity, product, or service provided at the location where employed. For example: elementary school, residential construction, or another kind of business.</p> <p>_____</p> <p>-----</p> <p>Was this mainly – manufacturing, wholesale trade, retail trade, or some other kind of business?</p> <p>Manufacturing Wholesale trade Retail trade Other (agriculture, construction, service, government, etc.)</p> <p>-----</p> <p>What was <(Name)'s/your> main occupation? For example: 4th grade teacher, entry-level plumber, or another occupation. _____</p> <p>-----</p> <p>Describe <(Name)'s/your> most important activities or duties. For example: instruct and evaluate students and create lesson plans, assemble and install pipe sections and review building plans for work details, or other duties.</p>	<p>The “dosing” phrase on industry, occupation, and duties (“or another ___”) is leading some CAI respondents to answer with “other,” rather than with a substantive response.</p> <p>Given that ACS interviewers are trained to follow up on anyone who says “other”, we think that will address this problem.</p>

3.8 Retirement Income

PAPER VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>Did you receive any retirement income, pensions, survivor or disability income in the PAST 12 MONTHS? <i>Include income from a previous employer or union, or any regular withdrawals or distributions from IRA, Roth IRA, 401(k), 403(b), or other accounts specifically designed for retirement.</i></p> <p>Do not include Social Security.</p> <p>Yes No</p> <p>Total amount - Dollars _____</p>	<p>Retain the current item wording because most respondents were able to answer easily and accurately about their retirement income. They also appeared to be interpreting the instructions and examples correctly.</p>

CAPI VERSION

ROUND 3 GQ (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>Did <(Name)/you> receive any survivor or disability income DURING THE PAST 12 MONTHS?</p> <p>Yes No</p> <p>What was the amount? (Do not include Social Security)</p> <p>Did <(Name)/you> receive a pension or any retirement income from a previous employer or union, or any regular withdrawals or distributions from retirement accounts such as a 401(k), 403(b), IRA, Roth IRA, or other accounts designed specifically for retirement DURING THE PAST 12 MONTHS?</p> <p>What was the amount? (Do not include Social Security) _____</p>	<p>Same recommendations as Paper mode.</p>

4

Puerto Rico Executive Summary Tables

4.1 Hispanic Origin/Race

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 PRCS (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>Which categories describe Person 1? <i>Mark all boxes that apply AND print details in the spaces below.</i></p> <p>White – <i>Print details, for example, German, Irish, English, etc.</i> _____</p> <p>Hispanic, Latino, or Spanish origin – <i>Print details, for example, Mexican or Mexican American, Puerto Rican, Colombian, etc.</i> _____</p> <p>Black or African Am. – <i>Print details, for example, African American, Jamaican, Nigerian, etc.</i> _____</p> <p>Asian – <i>Print details, for example, Chinese, Asian Indian, Vietnamese, etc.</i> _____</p> <p>American Indian or Alaska Native – <i>Print name(s) of enrolled or principal tribe(s), for example, Navajo Nation, Mayan, Native Village of Barrow Inupiat Traditional Government, etc.</i> _____</p> <p>Middle Eastern or North African – <i>Print details, for example, Lebanese, Iranian, Egyptian, etc.</i> _____</p> <p>Native Hawaiian or Other Pacific Islander – <i>Print details, for example, Native Hawaiian, Chamorro, Fijian, etc.</i> _____</p>	<p>¿Cuáles de estas categorías describen a la Persona 1? <i>Marque todas las casillas que apliquen Y escriba en los siguientes espacios su categoría específica.</i></p> <p>Blanco(a) – <i>Especifique, por ejemplo, alemán, irlandés, inglés, español, etc.</i> _____</p> <p>Origen hispano, latino o español – <i>Especifique, por ejemplo, mexicano o mexicano americano, puertorriqueño, colombiano, etc.</i> _____</p> <p>Negro(a) o Afro Latinoamericano(a) – <i>Especifique, por ejemplo, afroamericano, jamaicano, nigeriano, trigueño, etc.</i> _____</p> <p>Asiático(a) – <i>Especifique, por ejemplo, chino, indio asiático, vietnamita, etc.</i> _____</p> <p>Índigena de las Américas o nativo(a) de Alaska – <i>Escriba en letra de molde el nombre de la(s) tribu(s) en la cual está inscrita o la(s) tribu(s) principal, por ejemplo, Navajo Nation, maya, Native Village of Barrow Inupiat Traditional Government, etc.</i> _____</p> <p>Del Medio Oriente o del Norte de África – <i>Especifique, por ejemplo, libanés, iraní, egipcio, etc.</i> _____</p>	<p>PRCS respondents tended to mark “Hispanic” and nothing else, explaining that they weren’t sure what to select until they saw or heard the Puerto Rico example within the Hispanic category. Using the ACS translation of appears to run the risk of sacrificing detailed information that’s specific to Puerto Ricans. While the Web and CAI versions will have a follow-up question, the Paper version will not. As such, we recommend tailoring the PRCS with examples that are more applicable to Puerto Ricans. We do not recommend making these changes to the ACS in either English or Spanish.</p> <ul style="list-style-type: none"> ■ Add example to Black or African American category that applies to Puerto Ricans, such as “trigueño”. ■ Add “Spanish” to White category. ■ Replace “Maya” with “Taíno” in American Indian or Alaska Native category. <p>Neither Afro Americano or Africano Americano apply to Puerto Ricans. Respondents suggested using “Negro o Afro Latino” instead. We recommend either making this change, or adding Afro Latino as an example, only in the PRCS.</p>

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 PRCS (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>Some other race, ethnicity, or origin – <i>Print details.</i></p> <p>_____</p>	<p>Nativo(a) de Hawaii o de otra de las islas del Pacífico – <i>Especifique, por ejemplo, Nativo de Hawaii, Chamorro, fijiano, etc.</i> _____</p> <p>Alguna otra raza, grupo étnico u origen – <i>Especifique.</i> _____</p>	<p>Indígena de las Américas seems to work better than Indio Americano, which is seen as only applying to Native Americans in the US. We recommend maintaining this category as currently written.</p>

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCS (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>CATI: I'm going to read a list of categories. You may choose all that apply.</p> <p><Is (Name)/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, ethnicity, or origin?</p> <p>CAPI: Please look at Card B and choose all categories that apply.</p> <p>CAPI: (Card B shows what is listed below)</p> <p>Choose all categories that apply.</p> <p>White – <i>For example, German, Irish, English, Italian, Polish, French, etc.</i></p> <p>Hispanic, Latino, or Spanish origin – <i>For example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.</i></p> <p>Black or African American – <i>For example, African American, Jamaican, Haitian, Nigerian, Ethiopian,</i></p>	<p>CATI: Voy a leer una lista de categorías. Puede seleccionar todas las que apliquen.</p> <p>¿Es <(Name)/usted> blanco(a); de origen hispano, latino o español; negro(a) o afrolatinoamericano(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, grupo étnico u origen?</p> <p>CAPI: Por favor, vea la Tarjeta B y seleccione todas las categorías que apliquen.</p> <p>CAPI: (Card B shows what is listed below)</p> <p>Seleccione todas las categorías que apliquen.</p> <p>Blanco(a) – <i>Por ejemplo, alemán, irlandés, inglés, español, italiano, polaco, francés, etc.</i></p> <p>Origen hispano, latino o español – <i>Por ejemplo, mexicano o mexicano americano, puertorriqueño, cubano, salvadoreño, dominicano, colombiano, etc.</i></p> <p>Negro(a) o afroamericano/afrolatino(a) – <i>Por ejemplo, afroamericano, jamaicano, haitiano, triguero.</i></p>	<p>Same recommendations as Paper mode.</p>

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCS (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p><i>Somalian, etc.</i> Asian – For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc. American Indian or Alaska Native – For example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. Middle Eastern or North African – For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc. Native Hawaiian or Other Pacific Islander – For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc. Some other race, ethnicity, or origin</p> <p>You said that <(Name) is/you are>:</p> <p>WHITE HISPANIC, LATINO, OR SPANISH BLACK OR AFRICAN AMERICAN ASIAN AMERICAN INDIAN OR ALASKA NATIVE MIDDLE EASTERN OR NORTH AFRICAN NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER SOME OTHER RACE</p> <p>Now, I'm going to collect detailed information. You may give more than one response.</p> <p>What are <(Name)'s/your> specific categories for WHITE? For example, German, Irish, English, Italian, Polish, French, etc. _____ What are <(Name)'s/your> specific categories for HISPANIC, LATINO, OR SPANISH</p>	<p><i>nigeriano, etíope, somalí, etc.</i> Asiático(a) – Por ejemplo, chino, filipino, indio asiático, vietnamita, coreano, japonés, etc. Indígena de las Américas o Nativo(a) de Alaska – Por ejemplo, Navajo Nation, Blackfeet Tribe, maya, azteca, latino, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. Del Medio Oriente o del Norte de África – Por ejemplo, libanés, iraní, egipcio, sirio, marroquí, argelino, etc. Nativo(a) de Hawái o de otra de las islas del Pacífico – Por ejemplo, Nativo de Hawái, Samoano, Chamorro, tongano, fijiano, de la Islas Marshall, etc. Alguna otra raza, grupo étnico u origen Usted dijo que <(Name)/usted> es:</p> <p>BLANCO(A) DE ORIGEN HISPANO, LATINO O ESPAÑOL NEGRO(A) O AFROAMERICANO AFROLATINO(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 ALGUNA OTRA RAZA</p> <p>Ahora voy a recopilar información detallada. Usted puede proveer más de una respuesta.</p> <p>¿Cuáles son las categorías específicas para la respuesta de BLANCO(A) de <(Name)/usted>? Por ejemplo, alemán, irlandés, inglés, español, italiano, polaco, francés, etc. _____</p>	

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCS (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>origin? For example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc. _____</p> <p>What are <(Name)'s/your> specific categories for BLACK OR AFRICAN AMERICAN? For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, etc. _____</p> <p>What are <(Name)'s/your> specific categories for ASIAN? For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc. _____</p> <p>What are <(Name)'s/your> specific categories for AMERICAN INDIAN OR ALASKA NATIVE? For example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. _____</p> <p>What are <(Name)'s/your> specific categories for MIDDLE EASTERN OR NORTH AFRICAN? For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc. _____</p> <p>What are <(Name)'s/your> specific categories for NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER? For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc. _____</p> <p>What are <(Name)'s/your> specific categories for OTHER RACE, ETHNICITY, OR</p>	<p>¿Cuáles son las categorías específicas para la respuesta de origen HISPANO, LATINO O ESPAÑOL de <(Name)/usted>? Por ejemplo, mexicano o mexicano americano, puertorriqueño, cubano, salvadoreño, dominicano, colombiano, etc. _____</p> <p>¿Cuáles son las categorías específicas para la respuesta de NEGRO(A) O AFROAMERICANO AFROLATINO (A) de <(Name)/usted>? Por ejemplo, afroamericano, jamaicano, haitiano, trigueño, nigeriano, etíope, somalí, etc. _____</p> <p>¿Cuáles son las categorías específicas para la respuesta de ASIÁTICO(A) de <(Name)/usted>? Por ejemplo, chino, filipino, indio asiático, vietnamita, coreano, japonés, etc. _____</p> <p>¿Cuáles son las categorías específicas para la respuesta de INDÍGENA DE LAS AMÉRICAS O NATIVO(A) DE ALASKA de <(Name)/usted>? Por ejemplo, Navajo Nation, Blackfeet Tribe, maya, azteca, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo-taíno Community, etc. _____</p> <p>¿Cuáles son las categorías específicas para la respuesta de DEL MEDIO ORIENTE O DEL NORTE DE ÁFRICA de <(Name)/usted>? Por ejemplo, libanés, iraní, egipcio, sirio, marroquí, argelino, etc. _____</p> <p>¿Cuáles son las categorías específicas para la respuesta de NATIVO(A) DE HAWAII O DE OTRA DE LAS ISLAS DEL PACÍFICO de <(Name)/usted>? Por ejemplo, Nativo de</p>	

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCs (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
ORIGIN? _____	Hawaii, Samoano, Chamorro, tongano, fiyiano, de la Islas Marshall, etc. ¿Cuáles son las categorías específicas para la respuesta de ALGUNA OTRA RAZA, GRUPO ÉTNICO U ORIGEN de <(Name)/usted>?	

4.2 Telephone Service

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 PRCS (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>Can you or any member of this household both make and receive phone calls when at this house, apartment, or mobile home? <i>Include calls using cellphones, land lines, or other phone devices.</i></p> <p>Yes No</p>	<p>¿Puede usted o algún miembro del hogar hacer y recibir llamadas telefónicas cuando está en esta casa, apartamento o casa móvil? <i>Incluya llamadas hechas con teléfonos celulares, teléfonos fijos o cualquier otro tipo de teléfono.</i></p> <p>Sí No</p>	<p>Nearly all respondents were able to correctly report that they had the ability to make and receive telephone calls. Only one CAPI respondent answered the question incorrectly due to not hearing the question instructions. Overall, the issues from Round 1 and 2 seem to have been resolved by wording changes following Round 2. While no respondents reported using only VOIP, respondents correctly identified these services as falling into the category of “otro tipo de teléfono.” (other phone devices) We do not recommend making any further changes to this item.</p>

CAPI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCS (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>Can you or any member of this household both make and receive phone calls when at this [house/apartment/mobile home/unit]? Include calls using cell phones, land lines, or other phone devices.</p> <p>Yes No</p>	<p>¿Puede usted o algún miembro del hogar hacer y recibir llamadas telefónicas cuando está en [esta casa/ este apartamento /esta casa móvil/esta vivienda]? Incluya llamadas hechas con teléfonos celulares, teléfonos fijos o cualquier otro tipo de teléfono.</p> <p>Sí No</p>	<p>Same recommendations as Paper mode.</p>

4.3 Computer and Internet

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 PRCS (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>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?</p> <p>Desktop or laptop (Yes/No) Smartphone (Yes/No) Tablet or other portable wireless computer (Yes/No) Some other type of computer (Yes/No) <i>Specify</i> _____ -----</p>	<p>En esta casa, apartamento o casa móvil, ¿tiene o usa usted o algún otro miembro de este hogar alguno de los siguientes tipos de computadoras?</p> <p>Computadora de escritorio o laptop (Sí/No) <i>Smartphone</i> (Sí/No) Tableta u otra computadora de mano inalámbrica (Sí/No) Algún otro tipo de computadora (Sí/No) <i>Especifique</i> _____ -----</p>	<p>In general, respondents understand and can correctly categorize their computer devices. Some respondents who were revealed as smartphone owners during probing did not report their smartphones on the PRCS. These respondents tended to use the term ‘los celulares’ (the cell phones) to refer to their phones, but understand their phones access the Internet and accurately identify their phones as ‘teléfonos celulares’ (cellular phones). Because it was a small number of respondents, we do not recommend changing any wording on this item.</p>
<p>At this house, apartment, or mobile home – do you or any member of this household have access to the Internet?</p> <p>Yes, by paying a cell phone company or Internet service provider Yes, without paying a cell phone company or Internet service provider (SKIP to next page) No access to the Internet at this house, apartment, or mobile home (SKIP to next page) -----</p>	<p>En esta casa, apartamento o casa móvil, ¿tiene usted o algún otro miembro de este hogar acceso a la Internet?</p> <p>Sí, pagando a una compañía de teléfonos celulares o proveedor de servicio de Internet Sí, sin pagar a una compañía de teléfonos celulares o proveedor de servicio de Internet (PASE A la siguiente página) No hay acceso a Internet en esta casa, apartamento o casa móvil (PASE A la siguiente página) -----</p>	<p>The intent of the Internet access question is to find out who is paying for an Internet access plan, versus who is obtaining free access from neighbors or using WiFi networks. While Puerto Rico respondents seem to prefer the term ‘usar’ (use) over ‘acessar’ (access) and sometimes confuse ‘acessar’ (access) with Internet that is “installed” in the home, we recommend keeping the wordings as is, in order to measure the <u>ability</u> to access the Internet, rather than whether or not anyone in the household actually uses the Internet.</p>
<p>Do you or any member of this household have access to the Internet using –</p> <p>Cellular data plan for a smartphone or other mobile device? (Yes/No) Broadband (high speed) Internet service such as cable, fiber optic, or DSL service installed in this household? (Yes/No) Satellite Internet service installed in this household? (Yes/No)</p>	<p>¿Tiene usted o algún otro miembro de este hogar acceso a la Internet a través de –</p> <p>Un plan de datos celulares para un <i>smartphone</i> u otro aparato móvil? (Sí/No) Servicio de Internet de banda ancha broadband (alta velocidad) tales como servicio de cable, fibra óptica, o <i>DSL</i> instalado en este hogar? (Sí/No) Servicio de Internet por satélite instalado en este hogar? (Sí/No)</p>	<p>As in Round 2, there is some evidence that respondents are confused by the Spanish term ‘banda ancha’ (broadband). We recommend using the English term ‘broadband’ rather than ‘banda ancha’ to increase recognition and understanding. Additionally, we recommend the continued use of the term ‘alta velocidad’ (high speed) to provide clarification to respondents who do not understand either</p>

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 PRCs (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
Dial-up Internet service installed in this household? (Yes/No) Some other service? (Yes/No) <i>Specify service</i> _____	Servicio de Internet de conexión <i>Dial Up</i> instalado en este hogar? (Sí/No) Algún otro servicio? (Sí/No) <i>Especifique el servicio</i> _____	'broadband' or 'banda ancha.' Continue using 'celular' (cellular) to describe cellular data plans.

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCs (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>At this <house/apartment/mobile home/unit>, do you or any member of this household own or use a desktop or laptop computer? Yes No</p> <p>At this <house/apartment/mobile home/unit>, Do you or any member of this household own or use a smartphone? Yes No</p> <p>At this <house/apartment/mobile home/unit>, Do you or any member of this household own or use a tablet or other portable wireless computer? Yes No</p> <p>At this <house/apartment/mobile home/unit>, Do you or any member of this household own or use some other type of computer? Yes</p>	<p>En <esta casa/este apartamento/esta casa móvil/esta vivienda>, ¿tiene o usa usted o algún otro miembro de este hogar una computadora de escritorio o laptop? Sí No</p> <p>En <esta casa/este apartamento/esta casa móvil/esta vivienda>, ¿Tiene o usa usted o algún otro miembro de este hogar un smartphone? Sí No</p> <p>En <esta casa/este apartamento/esta casa móvil/esta vivienda>, ¿Tiene o usa usted o algún otro miembro de este hogar una tableta u otra computadora de mano inalámbrica? Sí No</p> <p>En <esta casa/este apartamento/esta casa móvil/esta vivienda>, ¿Tiene o usa usted o algún otro miembro de este hogar algún otro tipo de computadora?</p>	Same recommendations as Paper mode.

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCs (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>No</p> <p>What is this other type of computer? _____ -----</p> <p>At this <house/apartment/mobile home/unit>, do you or any member of this household have access to the Internet? Yes No (Skip to vehicle question)</p> <p>At this <house/apartment/mobile home/unit>, Do you or any member of this household pay a cell phone company or Internet service provider to access the Internet? Yes No (Skip to vehicle question)</p> <p>-----</p> <p>Do you or any member of this household access the Internet using cellular data plan for a smartphone or other mobile device? Yes No</p> <p>Do you or any member of this household access the Internet using broadband or high speed Internet service such as cable, fiber optic, or DSL service installed in this <house/apartment/mobile home/unit>? Yes No</p> <p>Do you or any member of this household access the Internet using a satellite Internet service</p>	<p>Sí No</p> <p>¿Cuál es este otro tipo de computadora? _____ -----</p> <p>En <esta casa/este apartamento/esta casa móvil/esta vivienda>, ¿tiene usted o algún otro miembro de este hogar acceso a la Internet? Sí No (Skip to vehicle question)</p> <p>En <esta casa/este apartamento/esta casa móvil/esta vivienda>, ¿Paga usted o algún otro miembro de este hogar a una compañía de teléfonos celulares o proveedor de servicio de Internet para acceder a la Internet? Sí No (Skip to vehicle question)</p> <p>-----</p> <p>¿Accede usted o algún otro miembro de este hogar a la Internet usando un plan de datos celulares para un <i>smartphone</i> u otro aparato móvil? Sí No</p> <p>¿Accede usted o algún otro miembro de este hogar a la Internet usando servicio de Internet de banda ancha broadband o alta velocidad, tales como servicio de cable, fibra óptica, o <i>DSL</i> instalado en <esta casa/este apartamento/esta casa móvil/esta vivienda>? Sí No</p> <p>¿Accede usted o algún otro miembro de este hogar a la</p>	

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCs (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>installed in this <house/apartment/mobile home/unit>? Yes No</p> <p>Do you or any member of this household access the Internet using a dial-up Internet service installed in this <house/apartment/mobile home/unit>? Yes No</p> <p>Do you or any member of this household access the Internet using some other service? Yes No</p> <p>What is this other type of Internet service? _____</p>	<p>Internet usando un servicio de Internet por satélite instalado en <esta casa/este apartamento/esta casa móvil/esta vivienda>? Sí No</p> <p>¿Accede usted o algún otro miembro de este hogar a la Internet usando un servicio de Internet de conexión <i>Dial Up</i> instalado en <esta casa/este apartamento/esta casa móvil/esta vivienda>? Sí No</p> <p>¿Accede usted o algún otro miembro de este hogar a la Internet usando algún otro servicio? Sí No</p> <p>¿Cuál es este otro tipo de servicio de Internet? _____</p>	

4.4 Health Insurance

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 PRCS (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>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 – b.</p> <p><i>Do NOT include plans that cover only one type of service, such as dental, drug or vision plans.</i></p> <ul style="list-style-type: none"> a. Insurance through a current or former employer or union (of yours or another family member) b. Medicare, for people 65 and older, or people with certain disabilities c. Medicaid, Medical Assistance, Mi Salud, or any kind of government-assistance plan for those with low income d. Insurance purchased directly from an insurance company (by you or another family member) e. TRICARE or other military health care f. VA (including if you have ever used or enrolled for VA health care) g. Indian Health Service h. Other type of health coverage NOT listed above <p>— <i>Specify _____</i></p>	<p>¿Tiene esta persona ACTUALMENTE cobertura 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-b.</p> <p><i>NO incluya los planes que cubren solamente un tipo de servicio, tales como planes dentales, de medicamentos o de la vista.</i></p> <ul style="list-style-type: none"> a. Seguro a través de un patrono o sindicato (unión), 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 ciertos impedimentos c. Medicaid, Medical Assistance, Mi Salud, o cualquier otro tipo de plan de asistencia gubernamental para personas con un ingreso bajo d. Seguro adquirido directamente de una compañía de seguros (por esta persona o por cualquier otro miembro de la familia) e. TRICARE o cualquier otro seguro de salud militar f. Administración de Veteranos (VA) (incluye a 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. Otro tipo de cobertura de salud NO mencionado anteriormente —<i>Especifique _____</i> 	<p>The edit checks for multiple responses on CAI seem to be working effectively. No further changes are recommended to them.</p> <p>While some respondents refer to Mi Salud as “La Reforma” or “ASES,” we recommend continuing to refer to the plan as Mi Salud, since all were able to recognize and understand that term.</p> <p>Retain all other aspects of the Round 3 versions of the health insurance questions. Round 3 findings did not strongly suggest updates to any other revisions from Round 2.</p>

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCS (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>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 vision plans.</p> <p>a. (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. Yes No</p> <p>b. (Are you/Is <Name>) currently covered by Medicare, for people age 65 or older or people with certain disabilities? Yes No</p> <p>c. (Are you/Is <Name>) currently covered by Medicaid, Medical Assistance, Mi Salud, or any kind of government-assistance plan for those with low incomes? Yes No</p> <p>d. (Are you/Is <Name>) currently covered by health insurance purchased directly from an insurance company by <you/him/her> or another family member? Yes No</p> <p>e. (Are you/Is <Name>) currently covered by TRICARE or other military health care? Yes</p>	<p>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.</p> <p>a. ¿Tiene (usted/<Name>) actualmente cobertura de un plan de seguro de salud a través de un patrono o sindicato (unión)? Incluya cobertura de patronos o sindicatos (uniones) actuales o previos (suyos/de él/de ella) o de algún otro miembro de la familia. Sí No</p> <p>b. ¿Tiene [usted/<Name>] actualmente cobertura de Medicare, para personas que tienen 65 años o más, o personas con ciertas discapacidades? Sí No</p> <p>c. ¿Tiene [usted/<Name>] actualmente cobertura de Medicaid, Medical Assistance, Mi Salud o cualquier otro tipo de plan de asistencia gubernamental para personas con un ingreso bajo? Sí No</p> <p>d. ¿Tiene [usted/<Name>] actualmente cobertura de un plan de seguro de salud comprado por <usted/él/ella> u otro miembro de la familia directamente a una compañía de seguros? Sí No</p> <p>e. ¿Tiene [usted/<Name>] actualmente cobertura de TRICARE o cualquier otro seguro de salud</p>	<p>Same recommendations as Paper mode.</p>

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCS (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>No</p> <p>f. (Are you/Is <Name>] currently covered through the VA or [have you/has <Name>] ever used or enrolled for VA health care? Yes No</p> <p>g. (Are you/Is <Name>) currently covered through the Indian Health Service? Yes No</p> <p>h. (Are you/Is <Name>) currently covered by any other type of health coverage NOT already mentioned? Yes No</p> <p>What is the name of that health care coverage?</p> <p>[AFTER PARTS B-H, IF YES TO PART A AND ANY OTHER PLAN] I recorded that (you/<NAME>) (have/has) insurance through an employer or union AND (READ PLAN). Are these two different plans? Yes (SKIP to Daily Activities) No</p> <p>Which of these best describes (your/<NAME>'s) plan?</p> <p>[AFTER PARTS A-H, IF YES TO BOTH C AND D] I recorded that (you/<NAME>) (have/has) Medicaid, Medical Assistance, Mi Salud, or a government-assistance plan AND health</p>	<p>militar? Sí No</p> <p>f. ¿Tiene [usted/<Name>] actualmente cobertura 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)? Sí No</p> <p>g. ¿Tiene [usted/<Name>] actualmente cobertura a través del Servicio de Salud Indio (Indian Health Service)? Sí No</p> <p>h. ¿Tiene [usted/<Name>] actualmente cobertura por cualquier otro tipo de cobertura de salud que NO se haya mencionado? Sí No</p> <p>¿Cuál es el nombre de esa cobertura de salud?</p> <p>[AFTER PARTS B-H, IF YES TO PART A AND ANY OTHER PLAN] He anotado que (usted/<NAME>) tiene seguro de salud a través de un patrono o sindicato (unión) Y (READ PLAN). ¿Son dos planes diferentes? Sí (SKIP to Daily Activities) No</p> <p>¿Cuál de las siguientes mejor describe el plan (suyo /de [NAME])?</p> <p>[AFTER PARTS A-H, IF YES TO BOTH C AND</p>	

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ROUND 3 ENGLISH	ROUND 3 PRCS (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>insurance purchased directly from an insurance company. Are these two different plans? Yes (SKIP to Daily Activities) No</p> <p>Which of these best describes (your/<NAME>'s) plan?</p> <p>AFTER PART H, IF "YES" TO BOTH H AND (any other (a-g) or Specific types): I recorded that (you/<NAME>) (have/has) (<FILL PLAN TYPE (a-g)>) and (<FILL PLAN NAME PROVIDED in H>/another type of health coverage)? Are these two different plans? Yes (SKIP to Daily Activities question) No</p> <p>Which of these best describes (your/<NAME>'s) plan?</p> <p>Person 2+: I am now going to ask you some questions about (your/<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 vision plans.</p> <p>(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. Yes No Same type as Person 1</p>	<p>DJ He anotado que (usted/<NAME>) tiene Medicaid, Medical Assistance, Mi Salud o un plan de asistencia estatal o gubernamental Y seguro de salud comprado directamente a una compañía de seguros ¿Son dos planes diferentes? Sí (SKIP to Daily Activities) No</p> <p>¿Cuál de las siguientes mejor describe el plan (suyo /de [NAME])?</p> <p>AFTER PART H, IF "YES" TO BOTH H AND (any other (a-g) or Specific types): He anotado que (usted/<NAME>) tiene (<FILL PLAN TYPE (a-g)>) y (<FILL PLAN NAME PROVIDED in H>/ otro tipo de cobertura de salud)? ¿Son dos planes diferentes? Sí (SKIP to Daily Activities question) No</p> <p>¿Cuál de las siguientes mejor describe el plan (suyo /de [NAME])?</p> <p>Persona 2+: Ahora le voy a hacer preguntas acerca de (su seguro y cobertura de salud/el 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.</p> <p>¿Tiene (usted/<Name>) actualmente cobertura de un plan de seguro de salud a través de un patrono o sindicato (unión)? Incluya cobertura de patronos o</p>	

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCs (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>[IF SAME TYPE AS PERSON 1] Earlier I recorded that < Person 1 Name is/you are> currently covered by <read full type of first insurance marked for PERSON 1>. (Do you/Does <Person 2+ Name>) have this same type of health insurance or health coverage? Yes No</p> <p>I also recorded that (< Person 1 Name> is/you are) currently covered by <read full type of second insurance marked for PERSON 1>. (Do you/Does <Person 2+ Name>) have this same type of health insurance or health coverage?</p> <p>(Are you/Is <Person 2+ Name>) covered by any other health insurance plan? Do NOT include plans that cover only one type of service, such as dental, drug or vision plans.</p>	<p>sindicatos (uniones) actuales o previos (suyos/de él/de ella) o de algún otro miembro de la familia. Sí No Mismo tipo que la Persona 1</p> <p>[SI MISMO TIPO QUE LA PERSONA 1] He anotado antes que (<Person 1>/usted) tiene actualmente cobertura de <read full type of insurance marked for PERSON 1>. ¿Tiene (usted/<Person 2+ Name>) el mismo tipo de seguro de salud o cobertura de salud? Sí No</p> <p>He anotado también que (<Person 1 Name> /usted) tiene actualmente cobertura de <read full type of insurance marked for PERSON 1>. ¿Tiene (usted/<Person 2+ Name>) el mismo tipo de seguro de salud o cobertura de salud? Sí No</p> <p>¿Tiene (usted/<Person 2+ Name>) cobertura de cualquier otro plan de seguro de salud? NO incluya los planes que cubren solamente un tipo de servicio, tales como planes dentales, de medicamentos o de la vista. Sí No</p>	

4.5 Cohabitation and Domestic Partnership

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 PRCs (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>What is this person's current marital status? Now married → <i>SKIP next two questions</i> Widowed Divorced Separated Never married</p> <p>-----</p> <p>Is this person currently living with a boyfriend/girlfriend or partner in this household? Yes No</p> <p>-----</p> <p>Is this person currently in a legal union recognized by the state or local government? Yes No</p>	<p>¿Cuál es el estado civil actual de esta persona? Casado(a) actualmente → <i>PASE dos preguntas</i> Viudo(a) Divorciado(a) Separado(a) Nunca se ha casado</p> <p>-----</p> <p>¿Vive esta persona actualmente con su novio/novia o pareja en este hogar? Sí No</p> <p>-----</p> <p>¿Tiene esta persona actualmente una pareja por una unión de hecho reconocida por el gobierno estatal o local? Sí No</p>	<p>Overall, the questions about cohabitation worked well among the six respondents who were cohabitating with an unmarried partner. These respondents understood that Q19/20b “¿Vive esta persona actualmente con su novio/novia o pareja en este hogar?” (Is this person currently living with a boyfriend/girlfriend or partner in this household?) was asking if they cohabitated with a romantic partner and they were able to answer correctly. We do not recommend a change to this question.</p> <p>In spite of having varying interpretations about legal unions and civil marriage, cohabitating respondents did seem to understand that Q19/20c “¿Tiene esta persona actualmente una pareja por una union de hecho reconocida por el gobierno estatal o local?” (Is this person currently in a legal union recognized by the state or local government?) was asking if they are in a relationship legally recognized by the government and were able to answer accurately.</p> <p>We do not recommend making any changes to this question, but recommend continuing to test it with more respondents who are cohabitating.</p>

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCS (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>I will now be asking about <your/(Name)'s> marital status.</p> <p><Is (Name)/Are you> currently married, widowed, divorced, separated, or never married? Now married → <i>SKIP next two questions</i> Widowed Divorced Separated Never married</p> <p>-----</p> <p><Is (Name)/Are you> currently living with a boyfriend, girlfriend, or partner in this household? Yes No</p> <p>-----</p> <p><Is (Name)/Are you> currently in a legal union recognized by the state or local government? Yes No</p>	<p>Ahora, le voy a preguntar acerca <de su estado civil/del estado civil de (Name)>.</p> <p>¿Está <(Name)/usted> actualmente casado(a), viudo(a), divorciado(a), separado(a) o nunca se ha casado? Casado(a) actualmente → <i>PASE dos preguntas siguientes</i> Viudo(a) Divorciado(a) Separado(a) Nunca se ha casado</p> <p>-----</p> <p>¿Vive <(Name)/usted> actualmente con su novio, novia, o pareja en este hogar? Sí No → <i>PASE siguiente pregunta</i></p> <p>-----</p> <p>¿Tiene <(Name)/usted> actualmente una pareja por una unión de hecho reconocida por el gobierno estatal o local? Sí No</p>	<p>Same recommendation as Paper mode.</p>

4.6 Journey to Work: Commuting Mode

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>How did this person usually get to work LAST WEEK? <i>Mark (X) ONE box for the method of transportation used for most of the distance.</i></p> <p><input type="checkbox"/> Car, truck, or van <input type="checkbox"/> Bus <input type="checkbox"/> Subway or elevated rail <input type="checkbox"/> Long-distance train or commuter rail <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 from home → <i>SKIP to 39a</i> <input type="checkbox"/> Other method</p>	<p>¿Cómo llegó usualmente esta persona al trabajo LA SEMANA PASADA? <i>Marque (X) UNA casilla para el medio de transportación que utilizó por más distancia.</i></p> <p><input type="checkbox"/> Automóvil, camión o van <input type="checkbox"/> Autobús <input type="checkbox"/> Tren urbano <input type="checkbox"/> Tren para largas distancias o tren para áreas cercanas <input type="checkbox"/> Carro público o trolley <input type="checkbox"/> Lancha (ferry) <input type="checkbox"/> Taxi <input type="checkbox"/> Motora <input type="checkbox"/> Bicideta <input type="checkbox"/> Caminó <input type="checkbox"/> Trabajó desde el hogar → <i>PASE a la pregunta 39a</i> <input type="checkbox"/> Otro método</p>	<p>All respondents seemed to accurately report their own and household members' modes of transportation to work. While some respondents offered alternate terminology for car, bus and walked, none seemed to have any problems interpreting the these terms as intended. Thus we do not recommend making any changes to the categories or translations.</p>

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>CAPI: <Using Card G,> LAST WEEK, how did <(Name)/you> USUALLY get to work?</p> <p>(If <he/she/(Name)/you> usually used more than one method of transportation during the trip, report the one used for most of the distance.)</p> <p>Car, truck, or van Bus Subway or elevated rail Long-distance train or commuter rail Light rail, streetcar, or trolley Ferryboat Taxicab Motorcycle Bicycle Walked Worked from home → <i>SKIP to weeks worked question</i> Other method</p>	<p>CAPI: <Usando la Tarjeta G,> LA SEMANA PASADA, ¿cómo llegó <(Name)/usted> usualmente al trabajo?</p> <p>(Si <él/ella/(Name)/usted> usualmente utilizó más de un medio de transportación durante el viaje, diga cuál fue el que utilizó por más distancia.)</p> <p>Automóvil, camión, o <i>van</i> Autobús Tren urbano Tren para largas distancias o tren para áreas cercanas Carro público o <i>trolley</i> Lancha (ferry) Taxi Moto Bicicleta Caminó Trabajó desde el hogar → <i>SKIP to weeks worked question</i> Otro método</p>	<p>Same recommendations as Paper mode, unless not applicable to CATI.</p>

4.7 Journey to Work: Time Left for Work

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>LAST WEEK, what time did this person’s trip to work usually begin? Hour Minute a.m. p.m.</p>	<p>LA SEMANA PASADA, ¿a qué hora usualmente comenzó esta persona su viaje al trabajo? Hora Minutos a.m. p.m.</p>	<p>While some respondents provided time ranges or used rounding strategies, only one respondent reported any difficulty answering the question when answering for another household member. Some respondents did not think of stops they make during their commute; none of these respondents reported that the stops change their leave time.</p> <p>Three respondents thought the question was intrusive or unnecessary. Three other respondents stated that they believed that the question informed traffic patterns, and so they found nothing “personal” in answering the question.</p> <p>We do not recommend any changes to the question.</p>

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>LAST WEEK, what time did <your/(Name)’s> trip to work usually begin? -- (what hour)? (How many minutes past that hour?) (Was that AM or PM)?</p>	<p>LA SEMANA PASADA, ¿a qué hora usualmente comenzó <(Name)/usted> su viaje al trabajo? (¿Cuántos minutos pasado esa hora?) (¿Durante la mañana o por la tarde (AM o PM)?)</p>	<p>Same recommendation as Paper mode.</p>

4.8 Number of Weeks Worked

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>The next series of questions asks about the past 12 months, which is the period from today's date one year ago up through today.</p> <p>During the PAST 12 MONTHS (52 weeks), did this person work EVERY week? Count paid vacation, paid sick leave, and military service as work.</p> <p>Yes → SKIP to question 39 No</p> <p>During the PAST 12 MONTHS (52 weeks), how many WEEKS did this person work? Include paid time off and include weeks when the person only worked for a few hours.</p> <p>weeks _____</p>	<p>La siguiente serie de preguntas se refiere a los últimos 12 meses que es el período desde la fecha de hoy hace un año hasta hoy.</p> <p>Durante los ÚLTIMOS 12 MESES (52 semanas), ¿trabajó esta persona TODAS las semanas? Incluya vacaciones pagadas, licencia por enfermedad pagada, y servicio militar como trabajo.</p> <ul style="list-style-type: none"> • Sí → SKIP to question 39 • No <p>Durante los ÚLTIMOS 12 MESES (52 semanas) ¿cuántas SEMANAS trabajó esta persona? Incluya vacaciones o licencias pagadas e incluya semanas en que la persona únicamente trabajó por unas pocas horas.</p> <p>semanas _____</p>	<p>Respondents who provided details as to how they calculated the number of weeks worked (if 4 or more weeks) all assumed a 4-week month.</p> <p>Despite the repetition of the reference period in Q38b, 11 of 16 respondents still misinterpreted the reference period: 5 reported for the 2014 calendar year, while the other respondents were thinking of time periods ranging anywhere from 6 months to 12 months.</p> <p>The instructions to include paid time off seem to be working well, with 7 respondents saying they did consider paid time off when calculating weeks worked. Three of the 6 respondents who did not consider paid time off did so because they do not have paid time off.</p> <p>To make this series of questions consistent with the explanation of the timeframe in the income question, we recommend prefacing 38a, 38b and 39 with a transition statement that helps the respondent move from “last week” to “past 12 months” and helps them interpret the timeframe as intended. We also recommend moving 39 into the 38 series so that all 3 items are covered by the introductory instruction.</p> <p>Modify instruction G to skip to 38 (rather than 38a)</p> <p>38. The next series of questions asks about the past 12 months, which is the period from today's date one year ago up through today.</p>

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
		a. During the past 12 months (52 weeks)... (skip to 39c) b. During the past 12 months (52 weeks)... c. During the past 12 months...

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>During the PAST 12 MONTHS or 52 weeks, did <(Name)/you> work EVERY week? Count paid vacation, paid sick leave, and military service as work.</p> <p>Yes SKIP NEXT QUESTION No</p> <p>During the PAST 12 MONTHS or 52 weeks, how many WEEKS did <(Name)/you> work? Include paid time off and include weeks when the person only worked for a few hours.</p> <p>weeks _____</p>	<p>Durante los ÚLTIMOS 12 MESES o 52 semanas, ¿trabajó <(Name)/usted> TODAS las semanas? Incluya vacaciones pagadas, licencia por enfermedad pagada, y servicio militar como trabajo.</p> <ul style="list-style-type: none"> • Sí SKIP NEXT QUESTION • No <p>Durante los ÚLTIMOS 12 MESES o 52 semanas, ¿cuántas SEMANAS trabajó <(Name)/usted>? Incluya vacaciones o licencias pagadas e incluya semanas en que la persona únicamente trabajó por unas pocas horas.</p> <p>semanas _____</p>	<p>Same recommendations as Paper mode.</p>

4.9 Class of Worker

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>DESCRIPTION OF EMPLOYMENT. <i>The next series of questions is about the type of employment you had last week.</i></p> <p><i>If you had more than one job, describe the one at which the most hours were worked. If you did not work last week, describe the most recent employment in the past five years.</i></p> <p>Which one of the following best describes your employment last week or the most recent employment in the past 5 years? <i>Mark (X) ONE box.</i></p> <p>PRIVATE SECTOR EMPLOYEE:</p> <ul style="list-style-type: none"> ■ For-profit company or organization ■ Non-profit organization (including tax-exempt and charitable organizations) <p>GOVERNMENT EMPLOYEE:</p> <ul style="list-style-type: none"> ■ Local government (for example: city, county, or municipal) ■ State government (including school districts and state universities) ■ Active duty U.S. Armed Forces or Commissioned Corps ■ Federal government civilian employee <p>SELF-EMPLOYED or OTHER:</p> <ul style="list-style-type: none"> ■ Owner of non-incorporated business, professional practice, or farm ■ Owner of incorporated business, professional practice, or farm ■ Worked without pay in a for-profit family 	<p>DESCRIPCIÓN DEL EMPLEO. <i>La serie de preguntas que sigue es sobre el tipo de empleo que esta persona tenía la semana pasada.</i></p> <p><i>Si esta persona tenía más de un empleo, describa el empleo en el cual trabajó más horas. Si esta persona no trabajó la semana pasada, describa el empleo más reciente en los últimos cinco años.</i></p> <p>¿Cuál de las siguientes opciones describe mejor el empleo de esta persona la semana pasada o el empleo más reciente en los últimos 5 años? <i>Marque (X) UNA casilla.</i></p> <p>EMPLEADO DEL SECTOR PRIVADO:</p> <ul style="list-style-type: none"> ■ Compañía u organización con fines de lucro ■ Organización sin fines de lucro (incluso las organizaciones exentas de impuestos y las organizaciones caritativas) <p>EMPLEADO DEL GOBIERNO:</p> <ul style="list-style-type: none"> ■ Gobierno local (por ejemplo: ciudad, condado o municipio) ■ Gobierno estatal (incluso los distritos escolares y universidades estatales) ■ Servicio activo en las Fuerzas Armadas de los EE. UU. o en el Cuerpo de Comisionados ■ Empleado civil del gobierno federal <p>EMPLEADO POR CUENTA PROPIA U OTRO:</p> <ul style="list-style-type: none"> ■ Propietario(a) de un negocio, una práctica profesional o una finca no incorporada ■ Propietario(a) de un negocio, una práctica profesional o una finca incorporada 	<p>Retain the Round 3 wording for the Content Test.</p> <p>The class of worker item tested well, overall, in all three modes. Most respondents appeared to interpret the questions as intended, and there was no underlying pattern among the few respondents who did not answer accurately.</p> <p>Retain the wording for the state government example. Including “school districts” in the example helped at least one respondent to make a correct choice.</p>

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>business or farm for 15 hours or more per week</p> <p>-----</p> <p>What was the name of your employer, business, agency, or branch of the Armed Forces? _____</p>	<p>■ Trabajó sin paga en un negocio o finca de la familia con fines de lucro 15 horas o más a la semana</p> <p>-----</p> <p>¿Cuál era el nombre del patrono, negocio, agencia o rama de las Fuerzas Armadas de esta persona? _____</p>	

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p><i>[Fill- if worked last week:]</i> The next series of questions is about the type of employment <(Name)/you> had last week.</p> <p><i>[Fill- If previously reported that this person did not work last week but worked in the past 5 years:]</i> The next series of questions is about the type of employment <(Name)/you> had most recently in the past 5 years.</p> <p>If <(Name)/you> had more than one job, describe the one at which the most hours were worked.</p> <p>CATI: I am going to read 5 categories. Please pick the one that best describes <(Name)'s/your> employment – 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 or farm.</p> <p>Private company or organization Government Active duty U.S. Armed Forces or Commissioned Corps</p>	<p><i>[Fill- if worked last week:]</i> La serie de preguntas que sigue es sobre el tipo de empleo que <(Name)/usted> tenía la semana pasada.</p> <p><i>[Fill- If previously reported that this person did not work last week but worked in the past 5 years:]</i> La serie de preguntas que sigue es sobre el tipo de empleo que <(Name)/usted> tuvo más recientemente en los pasados 5 años.</p> <p>Si <(Name)/usted> tenía más de un empleo, describa el empleo en el que trabajó más horas.</p> <p>CATI: Voy a leer 5 categorías. Por favor, escoja la que mejor describa <su empleo/el empleo de (Name)> - una organización o compañía privada, el gobierno, servicio activo en las Fuerzas Armadas de los EE. UU. o en el Cuerpo de Comisionados, empleado por cuenta propia, o trabajó sin paga en un negocio o finca de la familia con fines de lucro.</p> <p>Compañía u organización privada Gobierno</p>	<p>Same recommendations as Paper mode.</p>

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>Self-employed Worked without pay in a for-profit family business or farm</p> <p>Did <(Name)/you> work for a for-profit company or non-profit organization? For-profit company Non-profit organization</p> <p>Did <(Name)/you> work for a local, state, or federal government? Local State Federal</p> <p>Was <(Name)'s/your> self-employed business, professional practice, or farm incorporated or not incorporated? Incorporated Not incorporated</p> <p>Did <(Name)/you> work without pay in this for-profit family business or farm for 15 hours or more per week? Yes No</p> <p>CAPI: Let's start with the first question. Using CARD F, which one of the following best describes <(Name)'s/your> employment? (CAPI screen shows what is listed below)</p> <p>For-profit company or organization [PRIVATE SECTOR EMPLOYEE] Non-profit organization (including tax-exempt and</p>	<p>Servicio activo en las Fuerzas Armadas de los EE. UU. o en el Cuerpo de Comisionados Empleado por cuenta propia Trabajó sin paga en un negocio o finca de la familia con fines de lucro</p> <p>¿Trabajó <(Name)/usted> para una compañía con fines de lucro o una organización sin fines de lucro? Compañía con fines de lucro Organización sin fines de lucro</p> <p>¿Trabajó <(Name)/usted> para un gobierno local, estatal o federal? Local Estatal Federal</p> <p>¿Era el negocio por cuenta propia, práctica profesional, o finca <de (Name)/suyo>, incorporado o no incorporado? Incorporado No incorporado</p> <p>¿Trabajó <(Name)/usted> sin paga para este negocio o finca de la familia con fines de lucro 15 horas o más a la semana? Sí No</p> <p>CAPI: Empezamos con la primera pregunta. Usando la TARJETA H, ¿cuál de las siguientes opciones describe mejor <su empleo/ el empleo de (Name)>? (CAPI screen shows what is listed below)</p> <p>Compañía u organización con fines de lucro [EMPLEADO</p>	

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>charitable organizations) [PRIVATE SECTOR EMPLOYEE] Local government (for example: city, county, or municipal) [GOVERNMENT EMPLOYEE] State government (including school districts and state universities) [GOVERNMENT EMPLOYEE] Active duty U.S. Armed Forces or Commissioned Corps [GOVERNMENT EMPLOYEE] Federal government civilian employee [GOVERNMENT EMPLOYEE] Owner of non-incorporated business, professional practice, or farm [SELF-EMPLOYED] Owner of incorporated business, professional practice, or farm [SELF-EMPLOYED] Worked without pay in a for-profit family business or farm for 15 hours or more per week</p> <p>-----</p> <p>What was the name of <(Name)'s/your> employer, business, or agency?</p> <p>Which branch of the Armed Forces or Commissioned Corps did <(Name)/you> work for U.S. Army U.S. Navy U.S. Air Force U.S. Marine Corps U.S. Coast Guard U.S. Public Health Service National Oceanic and Atmospheric Administration (NOAA)</p>	<p>DEL SECTOR PRIVADO] Organización sin fines de lucro (incluidas las organizaciones exentas de impuestos y las organizaciones caritativas) [EMPLEADO DEL SECTOR PRIVADO] Gobierno local (por ejemplo: ciudad, condado o municipio) [EMPLEADO DEL GOBIERNO] Gobierno estatal (incluso los distritos escolares y universidades estatales) [EMPLEADO DEL GOBIERNO] Servicio activo en las Fuerzas Armadas de los EE. UU. o en el Cuerpo de Comisionados [EMPLEADO DEL GOBIERNO] Empleado civil del gobierno federal [EMPLEADO DEL GOBIERNO] Propietario(a) de un negocio, una práctica profesional o una finca no incorporada [EMPLEADO POR CUENTA PROPIA] Propietario(a) de un negocio, una práctica profesional o una finca incorporada [EMPLEADO POR CUENTA PROPIA] Trabajó sin paga en un negocio o finca de la familia con fines de lucro 15 horas o más a la semana</p> <p>-----</p> <p>¿Cuál era el nombre del patrono, negocio o agencia de (Name)?/¿Cuál era el nombre de su patrono, negocio o agencia?</p> <p>Para qué rama de las Fuerzas Armadas o del Cuerpo de Comisionados trabajó <(Name)/usted>? Ejército de los EE. UU. Marina de los EE. UU. Fuerza Aérea de los EE. UU. Infantería de Marina de los EE. UU. Servicio de Guardacostas de los EE. UU. Servicios de Salud Pública de los EE. UU. Administración Nacional Oceánica y Atmosférica (NOAA)</p>	

4.10 Industry and Occupation

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>What kind of business or industry was this? <i>Include the main activity, product, or service provided at the location where employed. (For example: elementary school, residential construction)</i></p> <p>_____</p> <p>-----</p> <p>What was this person’s main occupation? <i>(For example: 4th grade teacher, entry-level plumber)</i> _____</p> <p>-----</p> <p>Describe this person’s most important activities or duties. <i>(For example: instruct and evaluate students and create lesson plans, assemble and install pipe sections and review building plans for work details)</i> _____</p>	<p>¿Qué tipo de negocio o industria era ésta? Induya la actividad, producto o servicio principal que se ofrecía en el lugar de empleo. (Por ejemplo: escuela primaria, construcción residencial.) _____</p> <p>-----</p> <p>¿Cuál era la ocupación principal de esta persona? <i>(Por ejemplo: maestro(a) de 4^{to} grado, plomero(a) principiante.)</i> _____</p> <p>-----</p> <p>Describa las actividades o deberes más importantes de esta persona. <i>(Por ejemplo: dar clases y evaluar a los estudiantes y planificar lecciones, montar e instalar tramos de tubería y revisar los planes de construcción para los detalles del trabajo.)</i> _____</p>	<p>When asked for their feedback on the construction example for duties, respondents found the tested wording to be more detailed and specific than alternate wording of “...y revisar las especificaciones del trabajo.”</p> <p>Proceed with the current wording on the duties example of “revisar los planes de construcción para los detalles del trabajo.”</p>

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 SPANISH (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>What kind of business or industry was this?</p> <p>Include the main activity, product, or service provided at the location where employed. For example: elementary school, residential construction or another kind of business _____</p> <p>-----</p> <p>What was <(Name)'s/your> main occupation? For example: 4th grade teacher, entry-level plumber, or another occupation. _____</p> <p>-----</p> <p>Describe <(Name)'s/your> most important activities or duties. For example: instruct and evaluate students and create lesson plans, assemble and install pipe sections and review building plans for work details, or other duties. _____</p>	<p>¿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, construcción residencial. u otro tipo de negocio. _____</p> <p>-----</p> <p>¿Cuál era la ocupación principal de (Name)?/ ¿Cuál era su ocupación principal? Por ejemplo: maestro(a) de 4^{to} grado, plomero(a) principiante u otra ocupación. _____</p> <p>-----</p> <p>Describe las actividades o deberes <de (Name)/suyos> más importantes. Por ejemplo: dar clases y evaluar a los estudiantes y planificar lecciones, montar e instalar tramos de tubería y revisar los planes de construcción para los detalles del trabajo u otros deberes. _____</p>	<p>The “dosing” phrase on industry, occupation, and duties (“or some other ____”) is leading some CAI respondents to answer “other,” rather than with a substantive response.</p> <p>Given that ACS interviewers are trained to follow up on anyone who says “other”, we think that will address this problem.</p>

4.11 Retirement Income

PAPER VERSION

ROUND 3 ENGLISH	ROUND 3 PRCs (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>Retirement income, pensions, survivor or disability income. <i>Include income from a previous employer or union, or any regular withdrawals or distributions from IRA, Roth IRA, 401(k), 403(b), or other accounts specifically designed for retirement.</i> Do not include Social Security. Yes No</p> <p>TOTAL AMOUNT for past 12 months _____</p>	<p>Ingreso de jubilación, pensiones, ingreso de sobreviviente o discapacidad. <i>Incluye ingreso de un patrono o sindicato (unión) previo, o alguna cantidad retirada o distribuida regularmente de una cuenta IRA, Roth IRA, 401(k), 403(b) u otras cuentas diseñadas específicamente para la jubilación.</i> NO incluya Seguro Social. Sí No</p> <p>CANTIDAD TOTAL en los últimos 12 meses _____</p>	<p>Retain the current item wording in both English and Spanish.</p> <p>Most respondents were able to answer easily and accurately about their retirement income and appeared to be interpreting the instructions and examples as intended.</p>

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCs (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>Did <(Name)/you> receive any survivor or disability income DURING THE PAST 12 MONTHS? Yes No</p> <p>What was the amount? (Do not include Social Security)</p> <p>Did <(Name)/you> receive a pension or any retirement income from a previous employer or union, or any regular withdrawals or distributions from retirement accounts such as a 401(k), 403(b), IRA, Roth IRA, or other accounts designed specifically for retirement DURING</p>	<p>¿Recibió <(Name)/usted> algún ingreso de sobreviviente o discapacidad DURANTE LOS ÚLTIMOS 12 MESES? Sí No</p> <p>¿Cuál fue la cantidad? (No incluya Seguro Social)</p> <p>¿Recibió <(Name)/usted> una pensión o algún ingreso de jubilación de un patrono o sindicato (unión) previo, o alguna cantidad retirada o distribuida regularmente de cuentas de jubilación tales como 401(k), 403(b), IRA, Roth IRA o de otras cuentas diseñadas</p>	<p>Same recommendations as Paper mode</p>

CAI VERSION

ROUND 3 ENGLISH	ROUND 3 PRCs (WITH FINAL CHANGES HIGHLIGHTED)	FINAL RECOMMENDATION AND JUSTIFICATION
<p>THE PAST 12 MONTHS? What was the amount? (Do not include Social Security) _____</p>	<p>específicamente para la jubilación DURANTE LOS ÚLTIMOS 12 MESES? ¿Cuál fue la cantidad? (No incluya Seguro Social) _____</p>	

Detailed Findings for Group Quarters Topics

The group quarters protocols tested potential revisions to the Hispanic origin and race items, health insurance and subsidies, journey to work, weeks worked, class of worker, industry and occupation, and retirement income questions.

5.1 Hispanic Origin/Race Questions

5.1.1 Background

While racial classification by the U.S. Census Bureau has a long history (e.g., Gauthier, 2000), results from recent censuses, surveys, and research tests reveal that asking Americans to respond to such questions poses problems with comprehension and measurement (e.g., Terry and Fond, 2013; Dusch and Meier, 2012; Smirnova and Scanlon, 2013). This is likely because of the conceptual complexity of distinguishing between “race” and “Hispanic origin” in the 1997 Office of Management and Budget (OMB) standards. People’s general lack of understanding or acceptance of these standards is compounded by 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 Bureau surveys to reflect their multiracial and multi-ethnic backgrounds.

Based on these issues and the results of numerous studies examining how to ask these questions, Round 3 tested a one-item version asking about Hispanic origin and race, using the same modified wording as Round 2 that eliminated any reference to race, ethnicity, or origin in the question text, instead asking respondents what “category” they consider themselves to be. As in Rounds 1 and 2, respondents were asked to provide details about their category to be able to understand more about their background. CAPI respondents were provided with 6 examples of each category on their show card, whereas the Paper instrument only displayed 3 examples for each category. Cognitive probes were designed to understand whether respondents understood what the overall question was asking, if the response categories allowed them to reflect how they think of themselves, and whether asking for details about their category caused them to think about race, ethnicity, ancestry, place of birth, or some other classification.

5.1.2 Overall Item Performance

The Hispanic Origin/race item was tested with 29 group quarter respondents in Round 3. Table 5-1 shows each respondent's answers to the Hispanic origin/race question.

Table 5-1. Respondents' answers to the Hispanic origin/race question

	Inst	Non-Inst
White	3 (1 CAI, 2 Paper)	2 (2 CAI)
Hispanic no other race		4 (2 CAI, 2 Paper)
Hispanic Black	1 (1 CAI)	
Hispanic White		1 (1 Paper)
Hispanic, Black, White	1 (1 CAI)	
Black or African American	6 (5 CAI, 1 Paper)	8 (6 CAI, 2 Paper)
Asian		1 (1 CAI)
American Indian or Alaska Native		
Middle Eastern or North African		
Native Hawaiian or Other Pacific Islander		
Multiracial	1 (Paper)	
Some Other Race, Ethnicity or Origin	1 (Paper)	
Total	13	16

Most respondents appeared to interpret the question as intended, regardless of mode. Only 1 respondent was confused by the question, while 14 respondents volunteered that it was easy to answer. In Rounds 1 and 2, we found that Hispanic respondents preferred a single item version and our Round 3 observations confirm that the combined item worked well. None of the 7 Hispanic respondents had any comments or concerns about the question incorporating both Hispanic origin and race.

Asking the follow-up question to collect one or more detailed categories elicited the same variety of responses as it did in Rounds 1 and 2. Among the 16 respondents who commented on what they thought the detailed category was asking, most thought it was about birth place, ancestry, origin or ethnicity (11), 4 thought it was asking for more details about their race and 1 thought it was asking about the race of people from the places in the detail examples (in this case the respondent discussed his assumption that people in Poland are White).

5.1.3 Key Findings on Q5 Category

Responses are mostly consistent with explanations of background, and are seen as a good fit

Responses to cognitive probing revealed that this question seems to have correctly identified race and origin for 27 out of the 29 respondents. Furthermore, 13 said the category they selected was a good fit for how they normally think about themselves.

Four out of 29 respondents explained in probing that their survey response does not fully fit the way they think about themselves, as described below.

- One respondent who lives in a homeless shelter marked Asian but noted that he would want to hyphenate the category to say Asian-American because "...to say that I'm solely Asian will also group me as Asian... in Asia and never left Asia but my culture is not that, my culture is American so I have more similarities to an African American here than I do a Korean in Korea." (940004, CAPI, Non-Institutional).
- Two respondents who answered "Black or African American" took issue with the term "African American" citing that they are Americans who are black and do not have a relationship with Africa.
 - One respondent who lives in a homeless shelter explained that although he answered "Black or African American" for his race that "Black is a color and African American means my parents are African and they're not. Both my parents are American." He usually thinks about himself as "American" and says his race is "black" and "never African American." (940008, CAI, Non-Institutional).
 - One respondent who lives in a nursing home answered "African American" for her race but during probing explained that it doesn't fit how she sees herself because her background is American Indian, White, and African American. When asked why she only answered "African American" she said she chose African American "because people look at your complexion a lot of times..." (920002, CAI, Institutional).
 - Finally, one respondent who lives in a homeless shelter marked all of the categories except White. During probing it became apparent he was confused by the intent of the question as he explained that he had worked with members of all selected races, including White, and that he should have selected White when filling out the form. (920006, Paper, Non-Institutional).

Multiracial respondents tend to select more than one category

Based on survey responses and probe responses, 5 respondents identified as multiracial. Of the 5 respondents who identified themselves as belonging to more than one category, 4 answered with more than one category for themselves (2 Paper, 2 CAPI) and 1 chose only 1 category.

- The respondent who identifies as multiracial but selected only one category, African American, lives in a nursing home. The respondent mentioned that Card B didn't have a category to fit what she is, explaining that her heritage is American Indian, White, and African American and she would best be represented by her mother's race, Cherokee. Since she didn't understand the instruction to choose all that apply or see "Cherokee" on the list, she chose the next closest category. (920002, CAPI, Institutional).
- Two of the four respondents who chose more than 1 category said they usually mark more than one category on forms while one barracks resident said that she usually chooses just Hispanic because she isn't given the option to also choose White. (950007, Paper, Non-institutional).

Of the remaining 24 respondents, 20 said they heard the instruction to choose all that apply and 4 missed it; none said the instruction would change their answer.

5.1.4 Key Findings on Q5 Detailed Category

Detailed categories work well for CAI, but result in missing data for paper

In the interviewer administered mode, 17 of 18 respondents provided a detailed response; in the paper mode, 3 out of 10 respondents left the write-in box(es) blank.

- The one CAPI respondent who didn't provide an answer was a nursing home resident who had selected "Black or African American" for his racial category. He noted that it was difficult for him to read the show card. When he was asked for the detailed answer he said "I don't know". (920005, CAPI, Instructional).
- 2 of the respondents who left the write-in box blank identified as "Black" and could not think of anything to write in the box.
- The third respondent who left the write-in box blank resided in jail. He checked "Black or African American" but didn't fill in the box "Because I don't like the question – I know what the standard status quo answer is supposed to be and I give that and I go in to no further detail...I glossed over it - I don't give much detail on it because I don't agree with it." (910002, Paper, Institutional).

Examples in detailed categories are limiting for some

Five out of 29 respondents seemed to interpret the examples list as finite, which in turn limited their response in some way (1 Paper, 4 CAPI) and one CAPI respondent provided an inaccurate answer because he didn't understand the intent of the examples.

- A homeless shelter resident expressed that he didn't appreciate that only the "popular" countries were listed as examples because it would make people who weren't from those countries feel left out. He wasn't sure if this list was meant to be a complete list or if other "less popular" countries would be listed later in the survey. (940004, CAPI, *Non-institutional*).
- As noted earlier, a respondent who identifies as multiracial but selected only one category, African American, lives in a nursing home. She answered African American but during probing she shared that her heritage is American Indian, White, and African American but since she didn't understand the instruction to choose all that apply or see "Cherokee" so she chose the next closest category. She affirmed that if she had seen Cherokee as an example, she would have chosen American Indian instead of African American. (920002, CAPI, *Institutional*).

Ancestry question is seen as largely duplicative of detailed category

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. As in Rounds 1 and 2, 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.

Among the 28 respondents who answered the ancestry question, 18 provided the same answer in both questions (6 Paper, 12 CAPI), and 10 provided a different response (4 Paper, 6 CAPI). Regardless of whether they provided the same answer, 14 thought it was duplicative of the detailed category on the Hispanic origin/race question (5 Paper, 9 CAPI).

5.1.5 Recommendations

Most group quarters respondents understood the intent of the combined Hispanic origin/race question and were able to provide an answer that fit how they think of themselves. The problems we saw seemed to be idiosyncratic. Therefore, we do not recommend any revisions to the Hispanic origin/race question based on Round 3 findings.

5.2 Health Insurance Questions

5.2.1 Background

The health insurance questions elicit data on type of health insurance currently held by each individual in the household. One purpose is to give Federal, state, and local policymakers accurate information about the insured and uninsured. State and local governments use these statistics to target outreach and enrollment efforts for programs like Medicare, Medicaid, and the Children's Health Insurance Program. Measuring health insurance status also helps public health agencies plan to meet current and future health care needs. We tested two versions of the health insurance question in Round 1, with the two main differences being inclusion (or not) of "Healthcare.gov" in item D (about insurance purchased directly or from the marketplace) and location of the instruction to not include plans that only cover one type of service, such as dental, drug, or vision plans. Key Round 1 findings were that almost half the Spanish language respondents couldn't correctly identify the type of insurance they have; close to one-third of English language respondents reported their insurance in more than one category; some respondents marked item A (employer-based insurance) to indicate that other family members had coverage, even if it wasn't employer based; respondents who signed up for Medicaid through a marketplace website were confused about whether to mark item B (Medicaid) or item D. We therefore recommended, and tested in Round 2, revised wording in item A, the addition of Healthcare.gov to item D, and an edit check in CAI to catch those who report more than one insurance type if one of those is employer based. Round 2 found that these revisions worked well and we continued to test them in group quarters in Round 3.

5.2.2 Overall Item Performance

The questions regarding health insurance were tested with 29 group quarter respondents in Round 3. Table 5-2 shows each respondent's answers to the health insurance question.

Table 5-2 Respondents' answers to the health insurance question

	Inst	Non-Inst
Medicaid	4 (2 CAPI, 2 Paper)	5 (3 CAPI, 2 Paper)
Medicare	2 (1 CAPI, 1 Paper)	
Medicaid & Medicare	2 (CAPI)	
Insurance through a current or former employer		
Insurance purchased directly from an insurance company or through a state or federal marketplace		
Directly from insurance company	1 (CAPI)	
Marketplace		
Medicaid & Insurance purchased through a state or federal marketplace		2 (CAPI)
Not insured	1 (CAPI)	
Tricare		6 (4 CAPI, 2 Paper)
Tricare & Insurance through a current or former employer		2 (Paper)
VA		
Medicaid & VA	1 (Paper)	
Other		
Yes to all response options	1 (Paper)	
Don't Know	1 (CAPI)	1 (CAPI)
Total	13	16

Based on answers to probes, 15 of the 29 respondents seem to have answered the health insurance question accurately. Of the 14 respondents who answered incorrectly, 9 were living in institutional group quarters (6 Detention Center, 3 Nursing Home; 4 Paper, 5 CAPI) and 5 were living in non-institutional group quarters (2 Homeless Shelter, 1 Barracks; 2 CAPI, 1 Paper). The incorrect responses are explained in detail in the next section.

5.2.3 Key Findings

Incarcerated respondents tended to give inaccurate answers

Regardless of mode, 4 incarcerated respondents provided inaccurate answers and 2 incarcerated respondents seem to have provided technically accurate responses. According to the Maryland Department of Public Safety and Correctional Services (MD DPSCS), while incarcerated in a Maryland detention facility, health coverage is provided by the facility via a contractor that uses Medicaid and is paid for by the state.¹ This could be reported by selecting 15c “Medicaid” or 15h “other type of health coverage” depending on how Census wants this population’s health coverage classified.

¹ <http://www.dpscs.state.md.us/agencies/ots.shtml>

- Two incarcerated respondents reported being covered by Medicaid (1 CAPI, 1 Paper), which is technically correct but probing revealed they were thinking of the health coverage they had prior to entering the detention center.
- The other four respondents were also thinking of whatever coverage they had prior to incarceration. One respondent reported being covered by insurance purchased directly from an insurance company (CAPI), 1 reported being covered primarily by the VA and secondarily by Medicaid (Paper), and 1 reported that she had no health coverage at all (CAPI). One respondent answered yes to Medicaid, but in probing acknowledged that he actually had “Obamacare,” explaining he wasn’t sure which category to mark Yes to but he knew that it was “Obamacare” that he had. (910002, Paper, Institutional)

Although two respondents did acknowledge during probing that while they resided in the jail their healthcare was taken care of by the facility (910001, CAPI; 910006, CAPI) the others all indicated that they were covered by the insurance arrangements they had made prior to incarceration.

CAI deduplication strategy works well for those covered by TRICARE/employer based insurance

Six of the 8 barracks residents answered “yes” to both insurance through a current or former employer and TRICARE (4 CAPI, 2 Paper). The check in the CAPI instrument for double counting mitigated the issue for those respondents who were all thinking of one plan that was best described as TRICARE. The 2 respondents who double counted on the Paper survey explained their logic during probing: one barracks resident (950003, Paper, Non-institutional) said that although he is covered by TRICARE, he is also covered by insurance his father gets through work. The other barracks resident (950007, Paper, Non-institutional) explained that although she has only one type of health insurance plan, that both answers are true since she gets TRICARE and she gets insurance through her current employer (the Navy).

Several respondents had difficulty classifying their type of insurance

Seven respondents (4 Institutional Nursing Home, 3 Non-institutional Homeless Shelter) had difficulty classifying what “type” of coverage they have. One respondent who lives in a nursing home incorrectly answered “yes” to every type of coverage but during probing explained that he has Medicare (920006, Paper, Institutional). Another nursing home resident answered “yes” to Medicare but during probing said he wasn’t sure why he gave that answer because he doesn’t have any coverage

and can't go to a hospital (920005, CAPI, Institutional). Another nursing home resident answered "no" or "not sure" for every option and during probing said he didn't know how he was covered (920004, CAPI, Institutional). Finally, a nursing home resident answered that he had Medicaid, but during probing took out his Medicare card; it was unclear if he was actually covered by Medicare and incorrectly answered, or if he had both Medicaid and Medicare and simply didn't answer with both (92003, Paper, Institutional).

Two homeless shelter residents answered "Medicaid and Insurance purchased directly from an insurance company or a state or federal marketplace" but both may have chosen that category in error. During probing one said he has two plans and really wasn't sure exactly what the purchased insurance is (940003, CAPI, Non-institutional). The other respondent explained that he has Medicare (not Medicaid) and Obamacare and emphasized that his coverage was paid for by the government, asking the interviewer to confirm that. Another resident of a homeless shelter knew he has Medicare or Medicaid but could not remember which one it was (940009, CAPI, Non-institutional).

Mixed attention is paid to the instruction "do NOT include plans that cover only one type of service, such as dental, drug or vision plans."

Nineteen of the 29 respondents were probed specifically about the instructions to not include plans that cover only one type of service. No respondents actually reported such a plan when responding to the question, but attention paid to the instruction was mixed: 13 respondents (2 Institutional, 11 Non-institutional; 9 CAPI, 4 Paper) said they noticed the instruction; 6 (3 Institutional, 3 Non-institutional; 2 CAPI, 4 Paper) said they did not notice them at all.

5.2.4 Recommendations

While most group quarters respondents appeared to have categorized their health insurance situations accurately, some of those with TRICARE, in detention centers, homeless shelters and nursing homes had difficulty. A few of these problems can likely be attributed to cognitive impairment, especially in the case of the nursing home residents. The edit checks in the CAPI mode did or can address most of the rest of the issues. Based on these findings, we have no recommendations for revisions to the health insurance item in the group quarters questionnaire at this time.

5.3 Subsidy Question

5.3.1 Background

The purpose of the subsidy question is to assess whether the insurance premiums being paid are subsidized by the government in any way. Three versions of the question were tested in Round 1: version 1 asked about premiums that are “subsidized based on family income.” Versions 2 and 3 asked about whether a tax credit or subsidy is received to help pay the monthly premium. Version 2 reminded the respondent that this tax credit or subsidy may be for “you or another family member,” whereas version 3 did not mention this specific language. 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 recommended new item wording to test in Round 2 that incorporated successful elements from all three Round 1 versions. The revised wording worked well and we continued to test the same version of the item in Round 3.

5.3.2 Overall Item Performance

Only 3 Group 3 respondents were asked question 16b and only 1 of these three had accurately replied “yes” to 16a, the other two had done so in error. The respondent who correctly got question 16b answered “no” and was not probed on his answer (*910001, CAPI, Institutional*).

5.3.3 Recommendations

With no substantive data from group quarters respondents, we are unable to make any further recommendations on this question.

5.4 Journey to Work: Commuting Mode Question

5.4.1 Background

Statistics resulting from the commuting mode question are used by metropolitan planning organizations to design programs that ease traffic problems, reduce congestion, and promote carpooling. Public transit agencies also use the data to identify areas that need transit service, and police and fire departments use them to plan for emergency services in areas where many people work. For Round 1 testing, the rail categories were slightly rearranged to reflect growing transit ridership, which reached record numbers during 2012. The light rail category was also added because it represented the sharpest increase.

We tested one version of the commuting mode question in Round 1, which incorporated the revised rail categories. We found that generally respondents were marking one answer but did not always understand some of the terms used in the question categories. We recommended removing the term “trolley bus” and revising the commuter rail and work at home categories. The version of the question we tested in Round 2 incorporated all of these recommendations. Round 2 found that respondents were still expressing confusion over the commuter rail category, so Round 3 was revised to “Long distance train or commuter rail”. Round 2 also found that respondents were marking more than one answer in spite of the instruction, so Round 3 was revised to simplify the instruction to mark only one response.

5.4.2 Overall Item Performance

The commuting mode question was tested with 11 group quarter respondents in Round 3. Table 5-4 shows each respondent’s answers to the question.

Table 5-4. Respondents' answers to the commuting mode question

	Non-Inst
Car, truck, or van	1 (CAPI)
Bus	1 (Paper)
Subway or elevated rail	1 (CAPI)
Long distance train or commuter rail	
Light rail, streetcar, or trolley	
Ferryboat	
Taxicab	
Motorcycle	
Bicycle	
Walked	7 (4 CAPI, 3 Paper)
Worked from this address	1 (Paper)
Other method	
Total	11

Overall, this question worked as intended, with 10 of 11 respondents giving accurate answers.

Respondents were familiar with the categories and there were no suggestions for alternate names of modes of transportation to work.

- One homeless shelter resident answered “bus” because that is how he usually commutes to work but during probing he remembered that last week he had gotten a ride in a car (940006, Paper, Non-institutional).
- Seven of the 8 barracks residents chose “walked”. One barracks resident chose “worked from this address”. During probing several respondents explained that technically everywhere on the base is the same address but since they actually walk to another building for their jobs they chose walked. The respondent who chose worked from this address explained that she does sometimes work in the building she lives in.

5.4.3 Recommendations

We recommend proceeding with this question as worded for the field test.

5.5 Journey to Work: Time Left for Work Question

5.5.1 Background

Data from the time left for work item is used by transportation planners to help understand times of peak travel demand, provide transportation infrastructure to relieve congestion, and gauge potential

ridership for transit investment projects. 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 its 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. In Round 1, we tested a question that asked respondents what time they arrived at work. Our findings revealed that respondents were 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. These observations strongly suggested that the arrival time question would likely not provide as accurate a measurement of the use of transportation systems as perhaps the current time left for work question would. In hopes of reducing the sensitive nature of the current question, in Round 2 we tested a modified version that asks what time the person’s “trip to work” began, rather than what time they left home. This version worked well, and was tested again in Round 3.

5.5.2 Overall Item Performance

Overall, this question worked as intended, even for those who make stops on the way to work, travel for business, or work varying shifts. Nine respondents (9 Non-institutional; 6 CAPI, 3 Paper) answered the Time Left for Work question and were probed on it.

Several respondents use a rounding or averaging strategy to answer

Four respondents (3 CAPI, 1 Paper) indicated that they rounded when answering this question. Of the 4 respondents who gave details during probing about their rounding strategies, 2 rounded by only 5 minutes, 1 by 10 minutes, and 1 by 15 minutes. Only one regularly makes stops on the way to work, and the rounding accounted for stops.

Respondents do not find the leave for work question to be intrusive

No respondents expressed concern with being asked about what time they leave for work.

5.5.3 Recommendations

We recommend proceeding with this question as worded for the field test.

5.6 Weeks Worked Questions

5.6.1 Background

The purpose of the Weeks Worked question is to help produce an accurate picture of work experience. The statistics are used to develop policies and programs that promote employment and career development and training, as well as to measure compliance with antidiscrimination laws. Businesses use information on last year's work status to decide where to locate new plants or offices. These statistics are also used to plan employment programs for seniors under the Older Americans Act. The current question captures a categorical response; asking the question with an open-ended, and hence continuous, response option would allow Census Bureau users to create more precise earnings measures.

In Round 1, we tested a one-item version that asked how many weeks the person worked and a two-item version that asked first whether the person worked 50 or more weeks in the last 12 months. Both versions instructed respondents to include paid vacation, paid sick leave, and military service. Findings revealed that respondents tended to disregard the reference period and that those in certain kinds of situations such as part-time workers, those with multiple jobs or shift workers had great difficulty coming up with an accurate estimate of their weeks worked. Recommendations included adding a skip instruction to the "yes" option of the first question in the two-item version and clarifying the reference period with the phrase "since one year ago today." In Round 2, we tested the two-item version without a skip instruction, with expanded instructions for counting paid time off in the first item and with the emphasis switched from "did" to "weeks" in the second item. We still found a high degree of error and misreporting in responses, especially with respondents misunderstanding the reference period. Round 3 sought to further improve the item by asking first if respondents worked every week in the past 52 weeks and reminding the respondent of the timeframe in the follow-up question to ask for the number of weeks worked.

5.6.2 Overall Item Performance

The questions regarding number of weeks worked in the past 12 months were tested with 15 respondents (4 Institutional, 11 Non-institutional; 7 CAPI, 8 Paper) in Round 3.

By analyzing responses to the follow-up probes, we were able to determine whether answers to the weeks worked survey questions accurately reflected the actual number of weeks worked for 10 out of the 15 respondents (6 CAPI and 4 Paper). Of those, 8 answered seemingly accurately and 2 did not. Two respondents did not provide enough information in probing to determine if the answer was accurate, and 3 respondents did not provide any responses to probes about their answers.

Among the 8 who seemed to answer accurately, 5 were full-year workers, either working all 52 weeks, or including any paid time off in their answers.

There were no common themes from the 2 respondents who gave inaccurate answers to the number of weeks worked.

- One respondent who resides in jail asked if his work around the house or volunteer work counted and the interviewer instructed him to answer however he thought he should. This respondent explained that he hasn't worked for pay since 2012 but that he decided to include his volunteer work and guessed it had been 20 weeks. (910001, CAPI, Institutional).
- The other inaccurate answer occurred when a respondent who has been in jail during 2015 answered that he had worked all of the past 52 weeks. During probing he realized that he should have answered "no" for 38a and 16 for 38b to account for the time he's been incarcerated. (910005, Paper, Institutional).

5.6.3 Key Findings

Respondents continue to have difficulty understanding timeframe of past 12 months (52 weeks)

Regardless of whether they provided an accurate answer to the question, Round 3 respondents continued to have the same types of difficulties seen in Rounds 1 and 2 in understanding the intended timeframe for the question. Out of the 15 respondents who answered the weeks worked

question, 5 said they were thinking about a timeframe other than the past 12 months (4 CAPI, 1 Paper).

- Three respondents were thinking about the 2014 calendar year. (*1 Institutional, 2 Non-Institutional; 2 CAPI, 1 Paper*).
- Two respondents were thinking about some other timeframe, such as the portion of the current calendar year that they had been working, or more than a 12-month period. (*2 Non-institutional; 2 CAPI*).

Among the 2 who were thinking about some other timeframe who were probed on whether their answer would change if they were thinking of the past 12 months, both said their answers would remain the same (*1 Institutional, 1 Non-institutional; 1 CAPI, 1 Paper*).

Full-year workers are generally noticing instruction to include paid time off

Among the 7 respondents who said in Question 38a they worked 52 weeks in the past 12 months, 2 were probed and neither of them missed the instruction to include paid time off.

Partial-year workers demonstrate little to no difficulty in answering weeks worked

Among the 7 respondents who answered no to question 38a (working less than the full year), only 5 were probed on their answers and 3 of those seemed accurate. Of the other two, one (discussed above) counted his volunteer work and the other, who lives in a homeless shelter, seemed generally confused by the question for reasons that couldn't be discerned from probing.

5.6.4 Recommendations

Group quarters respondents experienced the same difficulties as seen in prior rounds with misinterpreting the past 12 month timeframe.

To make this series of questions consistent with the explanation of the timeframe in the income question, we recommend prefacing 38a, 38b and 39 with a transition statement that helps the

respondent move from “last week” to “past 12 months” and helps them interpret the timeframe as intended. We also recommend moving 39 into the 38 series so that all 3 items are covered by the introductory instruction.

Modify instruction G to skip to 38 (rather than 38a)

38. The next series of questions asks about the past 12 months, which is the period from today’s date one year ago up through today.

- a. During the past 12 months (52 weeks)... (skip to 39c)
- b. During the past 12 months (52 weeks)...
- c. During the past 12 months...

We recommend proceeding with this question as worded for the Content Test.

5.7 Class of Worker Question

5.7.1 Background

Statistics from the class of worker question are used to analyze employment trends; create career development programs; and determine representation within employment categories in the enforcement of equal employment opportunity. Employers may also use information on industry, occupation, and class of worker to locate businesses near potential employees in specific fields. 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.” We tested two versions in Round 1, one of which used subheadings and grouped the response categories into similar classes. There were also differences between the two versions in the wording of some response categories and the instructions. Findings revealed that respondents preferred the version with subheadings but that some still struggled with how to classify their type of employer. Further, some respondents who had more than one job didn’t answer for the same job throughout the COW and industry/occupation series. The most significant change to this item for Round 2 testing was to make it part of a series that included the industry/occupation items. This, along with some revisions to the instructions, was intended to help focus respondents on their most recent job at which they worked the most hours in the past 5 years. The revised class of

worker item tested well in Round 2. Most respondents appeared to interpret the questions as intended, and there was no underlying pattern among the nine respondents who did not answer accurately. Round 3 tested the same version of the item as Round 2.

5.7.2 Overall Item Performance

The class of worker question was tested with 20 group quarter respondents in Round 3. Table 5-7 shows each respondent's answers to the question.

Table 5-7. Respondents' answers to the class of worker question

	Institutional	Non-Institutional
For-profit	5	3
Non-profit	0	1
Active duty	0	8
Self-employed, incorporated	2	0
Self-employed, non-incorporated	1	0
Total	8	12

Probing indicates that the majority of respondents had no difficulty answering this item. Of the twenty people that answered this question, only two answered incorrectly. There was no underlying pattern across the two who answered incorrectly. One of the respondents incorrectly answered about his current military position as well as his job prior to the military, admitting that he had missed the instruction to answer only about his 'most recent' job (*950003, Paper, Non-institutional*). The second incorrect response was from a respondent who worked at her mother's daycare. This respondent answered 'owner of a non-incorporated business' rather than the correct response of 'for-profit' (*910006, CAPI, Institutional*).

We also explored respondent reactions to the formatting of this item and their interpretations of certain phrases.

- **Formatting.** The four respondents (3 Paper, 1 CAPI) who were probed about the formatting noted that the headings helped them find their "category" more easily. Additionally, five people (3 Paper, 2 CAPI) were probed about whether they noticed the word "employee" after private sector. All five noticed the word "employee."
- **Incorporated Vs. Non-Incorporated.** One of the two respondents who answered self-employed was probed on whether their company was incorporated or non-incorporated. This respondent described an incorporated business as an established

business rather than a loose unestablished business (920001, CAPI, Institutional). He correctly answered self-employed, owner of an incorporated business.

- **For-Profit Vs. Non-Profit.** Of the seven people probed about the difference between for- and non-profit, only one clearly understood that a for-profit company means that “somehow they are making money” (940001, CAPI, Non-institutional). Two CAPI respondents (910003, CAPI, Institutional; 920007, CAPI, Institutional) thought non-profit meant you get paid “under the table.” A fourth respondent explicitly stated that he was not familiar with a non-profit (910005, Paper) and fifth respondent laughed and said “there is no difference... I don’t think there is. Everyone is ‘for profit’...” (910002, Paper, Institutional). The remaining two respondents weren’t clear in their definition of a non-profit (940008, CAPI, Non-institutional; 940004, CAPI, Non-Institutional).

5.7.3 Recommendations

The class of worker item tested well among residents of group quarters. Most respondents appeared to interpret the questions as intended and there was no underlying pattern across the two respondents who did not answer accurately.

We do not recommend any changes to this item for the group quarters questionnaire.

5.8 Industry and Occupation Questions

5.8.1 Background

Data from the industry and occupation questions are used in combination with the COW question to analyze employment trends and produce statistics that guide government agencies’ employment programs and employers’ business decisions. The Census Bureau 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.

We tested two versions of the industry and occupations questions in Round 1, one of which included examples while the other provided an instruction to “be as specific as possible” with no examples. There were also slight wording differences between the two versions of the industry question. Most respondents thought the examples were helpful and for some questions, such as duties, the examples seemed to elicit more detail and be more indicative of the level of detail

required than was the phrase, “be as specific as possible.” We also found that the wording of the title question was problematic for those with no official title, whose title is specific to their industry but not really descriptive of what they do, or whose title doesn’t match their occupation. In Round 2, we tested the examples versions of the three questions, along with wording revisions in the title question (eliminating the word “title”) and the duties question (asking respondents to “describe” their duties). We also recommended using two consistent examples in all three questions, one of which was for a blue-collar occupation. Round 2 found that several respondents interpreted the examples as an exhaustive list, thus Round 3 tested the addition of closing phrases such as “or another kind of business” in both Paper and CAI.

5.8.2 Overall Performance of the Item Series

Most respondents had little difficulty interpreting and providing an adequate answer for all three industry and occupation items. Five military barracks residents did indicate difficulty, however, noting that they have many varied jobs within the military that aren’t always reflected in their job title. This sometimes resulted in vague answers or item non-response.

- One barracks respondent was unable to answer about his occupation and job duties, leaving both items blank. In probing, the respondent explained, “My job is a little bit tricky to describe because some days I can work as a technician – other days I’m doing more or less of a nurse’s work – other days I’m running around just cleaning up after people – there’s different things I do on a daily basis....I wouldn’t be able to describe it – for now I’m still a junior sailor so ‘what’s most important’ is a little bit vague for me at the moment...” (950003, Paper, Non-institutional)
- One barracks respondent was unable to provide an answer about her occupation because although she has a title of Culinary Specialist, she didn’t feel it conveyed what she actually does, which is more like hospitality work. This respondent answered vaguely about her job duties also, stating “making sure the needs of residents here are met” (950006, Paper, Non-institutional).
- One barracks respondent who answered ‘dental assistant’ as his occupation and ‘clinic management’ as his job duties found the job duties question difficult to answer, explaining “translating from the military job to a, I guess a civilian [job]...ALPO would be the term we would use in the military...Assistant Leading Petty Officer – so I would just put ‘clinic management’ – that’s probably the closest it would translate to” (950001, Paper, Non-institutional).
- One barracks respondent who answered ‘culinary specialist’ was unable to provide an answer for her most important job duties. During probing, she described her job duties as sitting at a front desk and greeting people. (950002, CAPI, Non-institutional).

- One barracks respondent who answered ‘hospital corpsman’ for occupation and ‘patient care’ for job duties noted that although to the “layman” the examples would be helpful, since he is the military, it’s hard to narrow down the job duties (950004, CAPI, Non-institutional).

Throughout this section, four Paper respondents (2 barracks, 1 shelter, 1 nursing home) seemed to randomly choose which of the industry and occupation items to answer. Although the two barracks respondents provided reasons for the items they skipped (discussed above), the shelter and nursing home respondents did not provide reasons as to why they skipped certain items.

5.8.3 Key Findings for Industry

Fifteen respondents answered the industry item (7 Paper, 8 CAPI). Three were paper barracks respondents who missed the instruction to skip this question. Of the remaining 12, 3 appeared to have answered correctly and provided adequate detail. Two respondents provided answers that may potentially be difficult for the Census Bureau to classify -- “Senior Citizens” (920007, CAPI, Institutional), and “another kind of business” (940001, CAPI, Non-institutional). One additional respondent erroneously answered “warehouse” but actually worked for a staffing company who hired warehouse workers (910002, Paper, Institutional).

During probing, seven respondents mentioned that the examples were helpful (3 Detention Center, 2 Nursing Home, 2 Shelter). However, one of those respondents still answered with “another kind of business” (940001, CAPI, Non-institutional). Four separate respondents conversely noted that the examples were unnecessary and did not help them decide on their answer (2 Shelter respondents; 2 Detention Center respondents).

5.8.4 Key Findings for Occupation

Sixteen respondents answered the occupation question (5 Paper, 11 CAPI). Most seemed to correctly interpret the question and provide an answer with an adequate level of detail. However, three of the sixteen provided answers that may potentially be difficult for the Census Bureau to classify -- “owner” (910001, CAPI, Institutional), “Clerk” (910003, CAPI, Institutional), and “Associate” (910004, Paper, Institutional). However, the detail provided in their responses to the class of worker, industry and duties questions would likely help to classify their occupations. An additional three CAPI respondents answered “another occupation.” Upon probing, two of those

three provided adequate answers, but one (940001, CAPI, Non-institutional) simply said “laboring... just pretty much bagging and prepping and getting stuff ready to get shipped out, I’d pretty much say laboring.”

Three people specifically stated that they used their job title to answer; “clerk” (910003, CAPI, Institutional), “food preparation” (940008, CAPI, Non-institutional), and “corpsman” (950005, CAPI, Non-institutional). Other respondents seemed to answer based on their primary role or on the job description provided to them during their interview.

5.8.5 Key Findings for Job Duties

Eighteen respondents answered the job duties question. Nine respondents provided vague or otherwise inappropriate responses. However, there seemed to be no underlying patterns among those that answered incorrectly.

- Four respondents provided vague responses, which included: “just run the store” (910003, CAPI, Institutional), “working different departments” (910004, Paper, Institutional), “clinic management” (950001, Paper, Non-institutional), and “making sure the needs of residents here are met” (950006, Paper, Non-institutional). The barracks respondent who answered “making sure the needs of residents here are met” decided to answer briefly because the write-in box was small.
- Two CAPI respondents answered “other duties”. One gave a sufficient response after probing (920001, CAPI, Institutional), but the other described his general duties rather than his most important (940001, CAPI, Non-institutional).
- Two respondents were unable to provide an answer, both apparently because their jobs covered so many different disparate duties that they couldn’t summarize or prioritize them (950002, CAPI, Non-institutional; 910001, CAPI, Institutional).
- One detention center respondent answered “student” at this question (despite referring to his job earlier as a forklift operator) because he did not seem to understand this was a sub-question. He was a full-time student and only a part-time worker so he felt that his most important duty generally was that he was a student (910002, Paper, Institutional).

5.8.6 Recommendations

Throughout the industry, occupation and duties items, respondents seem to find the examples limiting, resulting in some CAI respondents answering “other,” rather than a substantive response.

Two respondents reported “another kind of business” for industry, three respondents reported “another occupation” for occupation and two respondents reported “other duties” for their job duties. Given that ACS interviewers are trained to follow up on anyone who says “other”, we think that will address this problem and do not recommend any changes.

5.9 Retirement Income Questions

5.9.1 Background

The ACS income questions are used to help determine poverty levels, measure economic well-being, and gauge the need for economic assistance. State and local governments use this information to decide how to allocate funds for food, health care, and other assistance programs. The retirement income questions, specifically, were included in Round 1 testing because 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). As such, the Census Bureau would like to inform respondents to include withdrawals and distributions from DC accounts.

In Round 1, we tested multiple versions of this question. In the CAI instruments, the question wording remained the same, but its placement in relation to the survivor/disability income questions differed. In the paper instruments, the question remained the same between versions, but the fine print instructions differed. Overall, we found that Round 1 respondents were mostly able to accurately report whether they had retirement income, but that some didn’t count their pensions and their understanding of survivor income was mixed. In Round 2, we tested simplified question wording that incorporated the word “pensions” and revised instructions that streamlined the list of examples. The Round 2 revised wording worked well, and was tested again in Round 3 in group quarters.

5.9.2 Overall Item Performance

Across modes, the majority of the 26 respondents who answered about retirement, survivor, or disability income were able to do so accurately. Only one answered ‘yes’ (thinking specifically of disability income), which was accurate (*940009, CAPI, Non-institutional*).

Out of the 26 people who answered, only one respondent indicated minor confusion during probing that made it unclear whether or not the answer was accurate. Additionally, a shelter respondent who answered 'no' receives temporary disability from human and health services (940004, CAPI, Non-institutional). This respondent found the question difficult to answer because he wasn't even sure if his disability payments count as income since he is required to pay them back.

Eleven people were probed about whether moving money from one retirement account to another should count as income. Only two people believed it should count towards income, but neither provided additional information to explain their opinions (940001, CAPI, Non-institutional; 950008, CAPI, Non-institutional).

Most people were familiar with the retirement income examples, but two people mentioned that they hadn't heard of a 403b (950004, 950001).

5.9.3 Recommendations

Most respondents were able to answer easily and accurately about their retirement income and appeared to be interpreting the instructions and examples correctly.

Retain the current item wording.

Detailed Findings for Puerto Rico Topics

The Puerto Rico protocols tested potential revisions to the Hispanic origin and race items, telephone service, computers and Internet, health insurance and subsidies, cohabitation, journey to work, weeks worked, class of worker, industry and occupation, and retirement income questions.

6.1 Hispanic Origin/Race Questions

6.1.1 Background

While racial classification by the U.S. Census Bureau has a long history (e.g., Gauthier, 2000), results from recent censuses, surveys, and research tests reveal that asking Americans to respond to such questions poses problems with comprehension and measurement. (e.g., Terry and Fond, 2013; Dusch and Meier, 2012; Smirnova and Scanlon, 2013). This is likely because of the conceptual complexity of distinguishing between “race” and “Hispanic origin” in the 1997 Office of Management and Budget (OMB) standards. People’s general lack of understanding or acceptance of these standards is compounded by 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 Bureau surveys to reflect their multiracial and multi-ethnic backgrounds.

Based on these issues and the results of numerous studies examining how to ask these questions, Round 3 tested a one-item version asking about Hispanic origin and race, using the same modified wording as Round 2 that eliminated any reference to race, ethnicity, or origin in the question text, instead asking respondents what “category” they consider themselves to be. As in Rounds 1 and 2, respondents were asked to provide details about their category to be able to understand more about their background. CAPI respondents were provided with 6 examples of each category on their show card, whereas the Paper instrument only displayed 3 examples for each category. Cognitive probes were designed to understand whether respondents understood what the overall question was asking, if the response categories allowed them to reflect how they think of themselves, and whether asking for details about their category caused them to think about race, ethnicity, ancestry, place of birth, or some other classification.

In Round 3 interviews in Puerto Rico, there were some specific research goals, including a desire to understand Puerto Rican’s reactions to the term “Afroamericano” vs. “Africano Americano,” reactions to the term “Indígena de las Américas”, and whether Taíno should be included as an example in the American Indian/Alaska Native category.

6.1.2 Overall Item Performance

The Hispanic Origin/race item was tested with 20 Puerto Rican respondents in Round 3. Table 6-1.1 shows the responses to the question by mode, and Table 6-1.2 shows the responses to the open-ended follow-up question asking for detailed category. Overall, 15 out of the 20 respondents answered only as Hispanic on the one-item version, which is consistent with Round 2 findings. Furthermore, 12 out of 20 respondents answered the follow-up question with “Puerto Rican” only.

Table 6-1.1 Respondents’ answers to the Hispanic origin and race question by mode

Response to Q5	Total	Paper	CATI	CAPI
Hispanic only	15	9	1	5
Hispanic, Black	2	0	2	0
Hispanic, White	2	1	1	0
Hispanic, Black, AI/AIN	1	0	1	0

Table 6-1.2 Respondents’ answers to the detailed category for Hispanic origin and race by mode

Response to Detailed Category	Total	Paper	CATI	CAPI
Puerto Rican	12	5	2	5
Puerto Rican plus other detail	3	1	2	
“Spaniard, Afro American & Taino”	1		1	
Skipped	4	4		

6.1.3 Key Findings on Q5 Category

The combined Hispanic origin and race item leads many to mark only Hispanic

In the screener, respondents were asked if they were Hispanic, Latino or Spanish origin, and then were asked a follow-up question about their race. Table 6-1.3 compares the two-question screener response with the PRCS combined version of the question.

Table 6-1.3 Comparison of two-item screener responses to combined item PRCS response

Screener Response	PRCS Response			
	Hispanic Only	Hispanic and White	Hispanic and Black	Hispanic and multiple categories
Hispanic and White	1	1		
Hispanic and Black	6		1	
Hispanic and Other	6		1	
Hispanic and Asian	1			
Hispanic and multiple categories	1	1		1

The results are consistent with our Round 2 findings and with what Census found in the Alternative Questionnaire Experiment (AQE) re-interview. In both situations, Hispanic respondents marked a race when they were told they had to choose one, but when presented with the combined version, they tended to identify and choose only Hispanic. In the Round 3 interviews, 15 out of the 20 respondents who provided an answer to race in the screener marked only Hispanic in the combined item version of the PRCS.

Three of the 20 respondents commented on the difficulty they had selecting a response, either for themselves or for other household members, explaining that race is a complicated construct for Puerto Ricans.

- R stated he never finds a category/categories that accurately correspond with how he sees himself, and this occurs with any questionnaire he completes. R stated, “no soy blanco del todo, ni negro del todo, ni indio.” (I am not completely White, nor completely Black, nor Indian.) (Respondent answered White, Black, and American Indian/Alaska Native) (820012, CATI)
- R stated that she selected her answer by the process of elimination and none of the other categories fit her. R stated that due to the “alternativas” (alternatives) provided in the list, she selected “Origen hispano, latino o español” (Hispanic, Latino or Spanish origin) because of her language [Spanish] and the fact that she is Puerto Rican and also Latina. (820213, Paper)

- R explained that when she chose a category for P3, “ahí lo pensé como tres veces” (here I had to think about it three times over) because P3 is “hispana, pero es colorada con pequitas y no encontré ninguna de las descripciones que le hubiesen caído” (Hispanic but she is a redhead with freckles and I did not find any description that would have fit her). (Respondent answered Hispanic only for P3) (820137, CATI)

Afro-Latinos tend not to select black category

Of the 7 respondents who indicated in the screener that they were both Hispanic and Black, only one marked Black on the PRCS. All spoke about their Hispanic origins and wanting to find a category that reflected their Puerto Rican identity. Three of the 7 respondents who screened in as Hispanic and Black indicated that they were unsure how best to represent themselves in the various PRCS categories, but once they noticed the Puerto Rican example in the Hispanic category, it became easier to choose, and ultimately only selected the Hispanic category.

- R stated if she had not seen the response option ‘Hispanic, Latino, Spanish origin,’ she would have answered ‘Black or African American.’ R mentioned that in the question they are specifying the ‘nationality’ of the person..., and since they included ‘Puerto Rico’ in the question, she answered ‘Puerto Rican.’ (820025, Paper)
- Had the Puerto Rican example not been there, the respondent indicated she would have had to think of her “ascendencia” (ancestry) and she would have selected several, such as “De origen hispano, latino, o español” (Hispanic, Latin, or Spanish origin), “Negro o afroamericano” (Black or African American) and “indígena de las américas o nativo de Alaska” (American Indian or Alaskan Native) (820002, CAPI).
- R explained that she became confused by the inclusion of the terms “hispano, latino o español” (Hispanic, Latin or Spanish) because Puerto Ricans have “tres razas: africano, español y Indio” (three races: African, Spanish and Indian). R then added that when she saw “puertorriqueño” (Puerto Rican) as one of the examples, she knew what category to choose. (820078, Paper)

One Afro-Latino respondent explained that he only selected Hispanic even though “yo también me considero negro” (I also consider myself Black). When he was probed on why he did not select Black or African American as well, he stated, “Porque yo no soy afroamericano; yo soy ‘afrolatino;’ yo soy de latino américa. La opción debería ser, ‘negro o afrolatino’” (Because I am not Afro-American, I am ‘Afro-Latino;’ I am from Latin America. The option should read, ‘Black or Afrolatino’). Additionally, this respondent stated that he did not see Puerto Rican listed as one of the examples for Black or African American, therefore he did not select that category. “Creéme, si yo hubiera visto puertorriqueño en la lista de ejemplos por negro, yo hubiera seleccionado esa categoría, en lugar de ‘origen hispano, latino o español.’” (Believe me, if I had seen Puerto Rican in the list of

Black examples, I would have picked that category instead of ‘Hispanic, Latino, or Spanish Origin.’). (820011, Paper)

Puerto Ricans prefer Hispanic category to be listed first

When asked to comment on the order of the categories, 4 out of 20 respondents questioned why “White” was listed first in a survey for Puerto Ricans. These respondents preferred that Hispanic be listed first in the PRCS, rather than White.

- R explained that, if this questionnaire was designed for Puerto Rico, the first category should have been “Origen hispano, latino o español” (Hispanic, Latino or Spanish Origin) rather than White). (820225, Paper)
- R stated that the list looks fine, but found it peculiar to see the word “blanco” (White) listed first. She knows that a lot of people consider themselves “blanco” (White), but that is in other countries, and that White being the first choice in Puerto Rico, “eso no cabe” (it does not fit). (820002, CAPI)

Detailed Categories Work Well for CAI, But Result in Missing Data for Paper

As in Round 2, Paper respondents to the PRCS often left the detailed category response blank. While all 10 CAI respondents answered the detailed follow-up question, 4 out of the 10 Paper respondents left their detailed category blank. These respondents explained that they thought the write-in was there for them to provide more detail if needed, but that since their own category was listed, they did not need to write anything.

- R stated that she thought the blank space was there so that if someone did not find their ‘nationality’ listed as one of the examples, that person could then write down their nationality on the blank space. (820078, Paper)
- R indicated that she had not noticed the blank space on Question 5. She then explained that she had thought that perhaps the blank spaces were for writing in combinations of categories such as “Latino-español” (Latin-Spanish) or “Latino-indio” (Latin-Indian). When asked by the interviewer why R had not written anything down in the blank space, she answered that she thought “era suficiente con lo que esta ‘latino’” (it was enough to just have ‘Latino’). (820325, Paper)

“Afro Americano” and “Africano Americano” carry similar meanings; neither term sways Afro-Latinos to select black category

All respondents were asked for feedback on the term “afroamericano” as the translation of “African American” in the Black category. They were also asked if “africano americano” means the same thing, and whether that term might change the way they answered the question. Twelve out of 20 respondents said that “afroamericano” and “africano americano” mean the same thing to them, namely Black people living in the United States, regardless of whether they were born there or had immigrated from Africa. Five additional respondents noted that “afroamericano” refers specifically to Americans (and not Puerto Ricans), while only 2 respondents thought “africano americano” referred just to Americans. Conversely, 5 respondents noted that “africano americano” could refer to Black people from all of the “Americas,” or said that it was a better term to refer to Puerto Ricans.

- R stated that “afroamericano” (Afro-American) is a person born in the United States and “africano americano” (African American) is a person born in Puerto Rico; both of them, however, have dark skin. (820056, Paper)

Focusing specifically on the 12 respondents who indicated on the screener that they were “Negro o Afro Latino”, “Mestizo”, or “Trigueño” but who only marked “Hispanic” on the PRCS, only one of these respondents said she would have changed her answer if “africano americano” had been used rather than “afro Americano”. Two of the 12 noted that “africano americano” is a better term for Puerto Rico, but they still would not have changed their answer. Three of these 12 noted that both terms refer to the U.S., and two noted that Afro Latino or Trigueño would have been better choices for wording. The remaining said that their answer still would have remained only “Hispanic,” even if the wording had changed to “africano americano.”

- R was probed on how R would describe a Black person from Puerto Rico. R stated he would describe them as “trigueño, negro, mullato.” (trigueño, black or mullato). (820012, CATI)

Preference for broader “Indígena” term vs. “Indio Americano”

All respondents were asked for feedback on the term “Indígena de las Americas” for the category of American Indian or Alaska Native. They were also asked if “Indio Americano” means the same thing, and which term they prefer. Overall, 14 respondents thought the terms had different meanings, and 5 thought they had the same meaning. Respondents were more likely to say that

“Indígena de las Americas” referred to all of the Americas or to native peoples more generally (14 out of 20 respondents), whereas “Indio Americano” was more often interpreted as only referring to Native Americans in the U.S. (10 out of 19 respondents).

- “Yo entiendo que el término ‘indio americano’ son los indios rojos de los estados unidos.” (To my understanding, the term ‘American Indian’ [means] the red skinned Indians from the United States.) He would prefer “indio de las americas” (American Indian). (820012, CATT)
- R said he understands “indio americano” (American Indian) as being related to North America, but stated that an “indio de las americas” (Indian of the Americas) as comprising someone from all the Americas (including Central American, etc.). (820110, CAPI)
- R stated “no, para mí no es lo mismo. ‘Indígena de las Americas’ son de aquí, del Caribe y ‘Indígena Americano’ son de allá, de afuera.” (No, for me it is not the same. ‘Natives of the Americas’ are from here, from the Caribbean and ‘American Natives’ are from there, from outside of Puerto Rico). (820121, CAPI)
- R explained that “indio americano” referred to the “indios de la guerra de los vaqueros y los indios” (the Indians from the war between the Cowboys and Indians), meaning the Native Americans from the United States and that “indígena de las américas” (Indigenous of the Americas) was more appropriate for a “Latino.” (820225, Paper)

When asked for their preference, 8 respondents said they did not have a preference, but based on their explanations, “indígena de las Americas” is likely to be a more applicable translation for Puerto Ricans.

Some Puerto Ricans would like to see Taíno added as an example

Puerto Ricans were asked to consider whether Taíno should be added as an example in the American Indian or Alaska Native category. Among the 4 respondents who commented on the meaning of the term, all see Taíno as “the original people of Puerto Rico.” (820012, CATT) As such, one respondent felt the term is antiquated and commented “no vas a ver a nadie con taparrabo” (You are not going to see anyone wearing a loin cloth). (820221, CAPI)

Five respondents said that if Taíno were included as an example in American Indian or Alaska Native, they may have marked the category because Taíno is part of their origin.

- R stated that if the Taíno group had been included in the list, she would have thought about it, and possibly would have made it a little harder in making the decision, but she probably would have included it in her answer. R added that she feels it is very important to her because in her family there is “constancia de una pequeña línea de sangre que es Taíno (presence of a small blood line that is Taíno). (820002, CAPI)
- R stated he would have liked to see Taíno, on the list of indigenous people. R further stated it would be difficult to find someone who identifies with the examples listed because Aztecs and Mayans are civilizations that no longer exist. R stated to be Taíno means to be a real Puerto Rican because they were the original people of Puerto Rico. (820012, CATI)

“Grupo étnico” is different from “where are you from”

In the category for “some other race, ethnic group, or origin”, 12 respondents commented on the meaning of “grupo étnico,” providing a variety of responses about their interpretation:

- (5) People who share similar physical characteristics or customs, culture or traditions
- (2) Another way to ask about race
- (1) Where you are from
- (1) Ethnicity
- (1) Descendants
- (1) Origin, culture, race

One respondent noted that ethnic group refers to the “costumbres, la manera de vivir” (customs, the way of living), explaining that this term is opposite to the questionnaire where it seems it refers to “de dónde eres” (where are you from). (820110, CAPI)

Several respondents provided additional suggestions for revising the Hispanic origin and race item

Several respondents made suggestions for additional examples that should be added in Puerto Rico, including adding “trigueño”, Afro-Latino, or Puerto Rican to the list of Black examples, adding Puerto Rican and Spanish to the list of White examples, adding Incas and a South American

indigenous example to AI/AN, and adding a “Latino Americano” category. One respondent suggested adding a new category for “Hispana de Color”.

- R mentioned “dice blanco, y específica, alemán, irlandés, e inglés, que son las tres bases de la piel blanca. Debería incluir español en la lista de blancos también, porque en general la gente de España es blanca.” (It says White, and then specifies German, Irish, and English which are the three bases for White skin. R stated further that Spain should also be listed as an example because, in general, people from Spain are White.)
- Additionally, R stated that he did not see Puerto Rican listed as one of the examples for Black or African American, therefore he did not select that category. “Créeme, si yo hubiera visto puertorriqueño en la lista de ejemplos, yo hubiera seleccionado esa categoría, en lugar de ‘origen hispano, latino o español.’” (Believe me, if I had seen Puerto Rican in the list of examples, I would have picked that category instead of ‘Hispanic, Latino, or Spanish Origin.’) [R was referring to the Black or African American category.] (820011, *Paper*)
- When prompted by the interviewer, R stated that she would have liked to see the following option added to the list: “Hispana de Color” (Hispanic, of Color). R then added that she had sometimes seen lists that contained the term “Trigueña” (slang term for someone with light brown skin) and that had this option been present, R would have chosen it rather than Black. R explained that Negro (Black) means someone that is “negro, negro, negro, negro” (very black) and that R’s skin, rather, is “trigueña, como leche con chocolate” (trigueña, like milk with chocolate). (820137, *CATI*)

Respondents have little difficulty answering combined race/origin question for other household members

As in Rounds 1 and 2, respondents had relatively little difficulty providing the category for other members of their household. In Round 3, 15 out of 16 respondents said it was easy to answer this for another household member, and just one respondent had difficulty answering about his aunt.

- R answered White (Spaniard) for his aunt and stated that she is a little lighter skinned than he is, but he commented that she probably would have selected both White and Hispanic. He stated it was difficult to select an answer for P2 because, “para mucha gente, esa pregunta la responden como ellos se sienten. Alguna persona se puede ver negro, pero no se quieren identificarse como negro, por alguna razón, entonces seleccionan la categoría indio. Yo creo que la gente contesta esta pregunta como ellos se sientan más cómodos.” (Many people answer this question according to how they feel about themselves. A person might look Black, but maybe they do not want to self-identify as Black for some reason, therefore they select Indian American. I think most people answer this question according to how they feel most comfortable identifying themselves. (820012, *CATI*)

6.1.4 Recommendations

PRCS respondents tended to mark “Hispanic” and nothing else, explaining that they weren’t sure what to select until they saw or heard the Puerto Rico example within the Hispanic category. Using the ACS translation of appears to run the risk of sacrificing detailed information that’s specific to Puerto Ricans. While the Web and CAI versions will have a follow-up question, the Paper version will not. As such, we recommend tailoring the PRCS with examples that are more applicable to Puerto Ricans. We do not recommend making these changes to the ACS in either English or Spanish.

- Add example to Black or African American category that applies to Puerto Ricans, such as “trigueño”.
- Add “Spanish” to White category.
- Replace “Maya” with “Taíno” in American Indian or Alaska Native category.

Neither Afro Americano or Africano Americano apply to Puerto Ricans. Respondents suggested using “Negro o Afro Latino” instead. We recommend either making this change, or adding Afro Latino as an example, only in the PRCS.

Indígena de las Américas seems to work better than Indio Americano, which is seen as only applying to Native Americans in the US. We recommend maintaining this category as currently written.

6.2 Telephone Question

6.2.1 Background

Under the Communications Act, the Federal Communications Commission requires data about the number of households having telephone service to measure the extent of universal access to telephone service. State and local agencies use these data to develop plans that deliver emergency telephone service and help assess the extent to which elderly and low-income households have access to communication in case they need emergency medical or crime prevention services. As well, the Administration on Aging uses data about telephone service as a measure of social isolation among the elderly, one of the factors cited in the Older Americans Act as a source for “greatest social need.”

Data collected during the 2011 ACS identified an anomaly in the estimated number of occupied households lacking a telephone in rural counties within the state of Georgia. To address this issue and to incorporate the changing types of telephone service that are currently available, the question was presented separately from the facilities question and more detailed instructions about the types of telephone service to include were added. In Round 2, we recommended removing mention of types of telephone service from the question so that respondents remain focused on what it's really asking, which is their ability to contact emergency services from their homes and communicate with others over the phone. The question was revised for Round 3 testing in Puerto Rico to ask "Can you or any member of this household both make and receive phone calls when at this house, apartment, or mobile home?"

6.2.2 Overall Item Performance

The telephone question was tested with 18 of the 20 Puerto Rico (10 Paper, 3 CATI, 5 CAPI) respondents in Round 3. Seventeen out of 18 respondents reported having the ability to make and receive calls. One respondent who answered "No," revealed during probing that she has a cell phone, but was thinking of whether or not she has a "telefono de linea o tierra" (landline). She explained she did not hear the instructions to include cell phones, land lines, or other phone devices (820002, CAPI).

When asked what was meant by "other phone devices," respondents offered a variety of answers, including:

- "Cualquier otro tipo de teléfono que no sea celular" (any other type of phone that is not a cell) such as home phones (6 respondents), office phones (1 respondent), or satellite phones (1 respondent).
- Calls over the Internet from a computer device such as a tablet or iPod (4 respondents).
- Other "artefacto de comunicación" (communication device) such as fax machines (1 respondent), beepers (1 respondent), and broadband radio (2 respondents).

6.2.3 Recommendations

Nearly all respondents were able to correctly report that they had the ability to make and receive telephone calls. Only one CAPI respondent answered the question incorrectly due to not hearing the question instructions. Overall, the issues from Round 1 and 2 seem to have been resolved by wording changes following Round 2. While no respondents reported using only VOIP, respondents correctly identified these services as falling into the category of “otro tipo de teléfono.” We do not recommend making any further changes to this item.

6.3 Computer and Internet Questions

6.3.1 Background

The Census Bureau is concerned that the ACS question regarding computing devices and Internet access fail 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).

In Round 2, we recommended using the word “laptop”, rather than “computadora portátil” (portable computer) in Spanish testing; eliminating the standalone smartphone question that was tested in the CATI mode in Round 2 and adding “smartphone” back in to the question about devices; asking about whether respondents “have access to the Internet” rather than whether they “access the Internet”; and rewording the type of access question to use the phrase “cellular data” rather than “mobile broadband”. Round 3 tested whether these changes were understood and easy for Puerto Rican respondents to answer, and whether they prefer English terms of “laptop” and “broadband” over the equivalent Spanish terms.

6.3.2 Computer Devices

6.3.2.1 Overall Item Performance

The computer devices question was tested with 20 Puerto Rico respondents (10 Paper, 5 CATI, 5 CAPI) in Round 3.

Respondents had mixed responses to the use of English terms to describe their computer devices; all respondents understood and used the terms ‘laptop’ and ‘tablet’ but some respondents had difficulty with the term ‘smartphone.’ Almost all respondents used the term ‘celular’ (cellular) to refer to their phones.

Most respondents understand and accurately categorize their computer devices

For 18 of the 20 respondents, their answers appeared to accurately reflect their computing devices, based on their responses to the probes. Two respondents miscategorized their portable computing devices:

- One respondent listed his tablet as ‘other computer device’ (820092, *Paper*).
- One respondent listed her laptop as a ‘tablet’ and her desktop as ‘other computer device.’ This respondent also misreported her nephew’s smartphone (820243, *CATI*).

Two respondents listed their gaming systems as ‘other computer device’ because they use them to connect to the Internet (820110, *CAPI*; 820272, *CATI*). One of these respondents also considered his cable box to be a computer device because it connects to the Internet and is programmable (820110, *CAPI*).

Some Respondents do not understand the English term ‘smartphone’

Four respondents did not indicate in Q11 they had a smartphone, but revealed in probing that they actually do have a smartphone.

- One respondent did not report having a smartphone but later used the term ‘smartphone’ to describe how he accesses the Internet (820225, *Paper*).
- Three respondents said they had ‘los celulares’ (the cellphones) but did not report smartphones, but later mentioned they could access the Internet on their phone (820078, *Paper*; 820221, *CAPI*; 820243, *CATI*)

Respondents understand and use the English term ‘laptop’ rather than ‘computadora portátil’ (portable computer)

All 20 respondents were able to understand and explain the English term ‘laptop.’ Ten respondents (3 Paper, 4 CATI, 2 CAPI) reported either preferring the term ‘laptop’ or explained that it was the term they used. Only one respondent explicitly said she does not use the term ‘laptop;’ she uses the term ‘computadora’ (computer) to refer to all types of computers (820002, CAPI).

Respondents understand and use ‘celular’ to refer to their cellular phones

Almost all (17) respondents used the term ‘celular’ to refer to their cellular phones; 2 respondents were not probed on the terminology they use to refer to their phones (820243, CATI; 820272, CATI) and 1 respondent referred to his cell phone as a “teléfonos regulares” (regular telephone) (820238, Paper). Two respondents used the term ‘móvil’ (mobile) in addition to ‘celular’ (cellular) (820002, CAPI; 820110, CAPI)

6.3.2.2 Recommendations

In general, respondents understand and can correctly categorize their computer devices, though some do not report having a smartphone, even though in later questions and in probing they refer to having cell phones that access the Internet. These respondents tended to use the term “los celulares” (the cellphones) to refer to their phones, but understand their phones access the Internet. Because it was a small number of respondents, we do not recommend changing any wording on this item.

6.3.3 Internet Access

6.3.3.1 Overall Item Performance

The Internet access question was tested with 20 Puerto Rico respondents (10 Paper, 5 CAPI, 5 CATI) in Round 3.

While 16 out of 20 respondents correctly classified their Internet access as paid, without paying, or not having access, 4 respondents misreported their Internet access. Two respondents said they did

not have Internet access when, in probing, they acknowledged they do pay for access via their phones' data plans (820002, CAPI; 820078, Paper). The other 2 respondents said they do not have Internet access, but in probing, mentioned they access the Internet by using their neighbors' or free WiFi (820225, Paper; 820244, CAPI).

All 4 of these respondents said that they were thinking of Internet installed in the home, which they do not have. One respondent specifically stated she was confused by the phrasing 'at this house/this apartment...?' (820002, CAPI). The respondent added that the term "access to the Internet" was confusing for her because she wondered if it meant in the house through a "línea terrestre" (landline) or did it mean "móvil en tu teléfono" (mobile on your telephone) which she can access at all times.

Respondents note a difference between 'access' and 'use'

Ten respondents were probed on whether there is a difference between 'Do you have access to the Internet?' and 'Do you use the Internet?' Seven respondents said there is a difference while 3 said there is no difference.

Respondents who indicated a difference correctly reported that a person can have access to the Internet but not use it, or that a person can use it but not have access. In 2 cases, 'access' to the Internet was interpreted as installed in the home (820078, Paper; 820225, Paper); in 2 cases it was interpreted as paid Internet (820243, CAPI; 820325, Paper).

Two of the respondents who misreported their Internet access stated there is a difference between accessing and using the Internet; 1 respondent who does not pay for access but uses free WiFi would have answered "Yes" if he had been asked "¿Usa la Internet?" (Do you use the Internet?) (820225, Paper).

When asked which term they prefer, 'accessar' (access) or 'usar,' (use) 8 preferred 'usar' (use) because it would make the question simpler or easier, including 1 respondent who did not count her cell phone data plans as access to the Internet (820002, CAPI). Five preferred 'accessar,' (access) mainly because they say it sounds more professional or indicates a higher level of education.

6.3.3.2 Recommendations

The intent of this question is to find out who is paying for an Internet access plan, versus who is obtaining free access from neighbors or using WiFi networks. While Puerto Rico respondents seem to prefer the term ‘usar’ (use) over ‘accessar’ (access) and sometimes confuse ‘accessar’ (access) with Internet that is “installed” in the home, we recommend keeping the wording as-is, in order to measure the ability to access the Internet, rather than whether or not anyone in the household actually uses the Internet.

6.3.4 Type of Internet Access Questions

6.3.4.1 Overall Item Performance

Questions regarding type of Internet access were tested with 20 Puerto Rico respondents in Round 3. As shown in Table 6-3, 12 respondents indicated they access the Internet with a cellular data plan, 11 using broadband, 3 using satellite, and 2 using dial-up.

Table 6-3. Responses to type of Internet access question by mode

Responses	Total	Paper	CATI	CAPI
Cellular Data Plan	12	6	3	3
Broadband	11	4	5	2
Satellite	2	1	0	1
Dial Up	2	2	0	0

Most respondents were able to correctly identify their type of Internet access, with just 4 respondents misreporting (1 CATI, 1 CAPI, 2 Paper). Two of these respondents reported having satellite Internet in addition to broadband (820121, CAPI; 820272, CATI), but during probing, both revealed they were confusing their WiFi with satellite.

Two other respondents incorrectly reported having dial-up access:

- One respondent answered “Yes” to both broadband and dial-up because “son prácticamente lo mismo” (they are pretty much the same), indicating he has a modem at home (820092, Paper).
- One respondent answered “Yes” to dial-up but in probing said that she has DSL and WiFi (820325, Paper)

Respondents with broadband were confused by ‘banda ancha’ (broadband) and express slight preference for ‘broadband’

Among the 11 respondents who indicated that they use broadband (high speed) to access the Internet, 4 respondents were able to correctly describe what is meant by the term “banda ancha,” (broadband) and 4 respondents were not familiar with the term or could not describe in their own words what it means. (The remaining 3 were not asked this probe). Respondents indicated they were more familiar with the term “alta velocidad” (high speed) than “banda ancha” (broadband). Just 3 of the broadband respondents were asked for their preference between the English and Spanish terms. Two said they preferred the English “broadband” and the third preferred to only refer to it as “alta velocidad” (high speed).

Respondents understand data plans; have slight stated preference for ‘data’ instead of ‘datos’

Five respondents with cell phones explained what they thought was meant by the phrase “un plan de datos celulares” (cellular data plan) (question was asked only with CAI respondents). Four respondents correctly understood “un plan de datos celulares” (cellular data plan) to mean Internet access provided by a cell phone company. One respondent stated it means “un servicio más amplio” (a broader service) and suggested a better phrase might be “un servicio de Internet para datos celulares” (an Internet service for cellular data) (820317, Paper).

Both Paper and CAI respondents were asked for their preference between “un plan de datos celulares” (cellular data plan) or “datos celulares” (cellular data). Of the 10 respondents with cell phones who answered, 7 said they preferred “un plan de datos celulares” (cellular data plan) while 3 said they preferred “datos celulares” (cellular data). Three respondents stated during probing that they preferred the use of the word “data,” including two who preferred the phrase “un plan de data celulares” (cellular data plan) (820002, CAPI; 820110, CAPI; 820220, CATT).

6.3.4.2 Recommendations

As in Round 2, there is some evidence that respondents are confused by the Spanish term ‘banda ancha’ (broadband). The use of the term ‘alta velocidad’ (high speed) appears to provide clarification

to respondents who do not understand ‘banda ancha’ (broadband) We recommend using the English term ‘broadband’ rather than ‘banda ancha’ to increase recognition and understanding.

We also recommend continuing to use ‘celular’ (cellular) to describe data plans.

6.4 Health Insurance Questions

6.4.1 Background

The health insurance questions elicit data on type of health insurance currently held by each individual in the household. One purpose is to give Federal, state, and local policymakers accurate information about the insured and uninsured. State and local governments use these statistics to target outreach and enrollment efforts for programs like Medicare, Medicaid, and the Children’s Health Insurance Program. Measuring health insurance status also helps public health agencies plan to meet current and future health care needs. We tested two versions of the health insurance question in Round 1, with the 2 main differences being inclusion (or not) of “Healthcare.gov” in item D (about insurance purchased directly or from the marketplace) and location of the instruction to not include plans that only cover one type of service, such as dental, drug, or vision plans. Key Round 1 findings were that almost half the Spanish language respondents couldn’t correctly identify the type of insurance they have; close to one-third of English language respondents reported their insurance in more than one category; some respondents marked item A (employer-based insurance) to indicate that other family members had coverage, even if it wasn’t employer based; respondents who signed up for Medicaid through a marketplace website were confused about whether to mark item B (Medicaid) or item D. We therefore recommended, and tested in Round 2, revised wording in item A, the addition of Healthcare.gov to item D, and an edit check in CAI to catch those who report more than one insurance type if one of those is employer based. Round 2 found that these revisions worked well. In Round 3 interviews in Puerto Rico, we were particularly interested in testing reactions to adding “Mi Salud” to the Medicaid category.

6.4.2 Overall Item Performance

The questions regarding health insurance were tested with 20 Puerto Rico respondents in Round 3. Seven of the 20 respondents were screened in as recipients of Mi Salud in order to test how well that

terminology fits within the Medicaid category. Table 6-4 shows each respondent's answers to the health insurance question.

Table 6-4. Respondents' answers to the health insurance question by mode

	Total	Paper	CAPI	CATI
Insurance through a current or former employer	4	2	1	1
Medicare	1			1
Medicaid/Mi Salud	6	3	1	2
Insurance purchased directly from an insurance company or through a state or federal marketplace	2	1		1
Other	1	1		
Multiple responses	3		3	
Not insured	3	3		
Total	20	10	5	5

Based on answers to probes, 16 of the 20 Puerto Rican respondents answered the health insurance question correctly. Of the 4 respondents who answered incorrectly, three incorrectly marked more than one response when they only had one plan. Each had their own idiosyncratic reason for indicating more than one plan.

- Respondent marked both 15a (employer based) and 15d (insurance purchased directly). The plan she gets through her work is the main health insurance she uses, and the second plan is in case of an emergency, only if there would be an occurrence of an illness such as cancer, then this plan would take effect and be an extra coverage for her. After further probing, interviewer confirmed the second plan was actually a life insurance policy. (820313, CAPI)
- Respondent marked both 15b (Medicare) and 15c (Medicaid). Respondent stated, “yo entiendo que no,” (I understand, no [plans are not different]). “Yo entiendo que por mi edad, yo califico para el plan que me leyó [Medicare].” (I understand that because of my age, I qualify for the plan you read [Medicare].” Respondent clarified that she only has Mi Salud, and is not covered by Medicare. (820104, CAPI)
- Respondent marked both 15a (employer based) and 15c (Mi Salud). Respondent stated that he had not understood the question at first: “Yo contesté que ‘sí’ porque tengo el del gobierno, pero después entendí que eso es como si de un trabajo me hubieran dado [seguro]” (I first answered ‘yes’ because I have [insurance] through the government, but I later understood that [the question was referring to] a job giving it to me [insurance]). Respondent added that upon hearing Question 15c mention the terms “Medicaid,” “Medical Assistance” and “Mi Salud,” he realized he had made a mistake in answering ‘yes’ to Question 15a. (820024, CAPI)

One additional respondent incorrectly categorized the type of insurance she has as “some other type” rather than as insurance through an employer. This respondent misunderstood the instruction that the employer-based insurance could be through employment of another family member.

- Respondent stated, “a mi mami automáticamente le sacan de su cheque para el seguro mío y de mi hermano” (my mom’s paycheck gets an automatic withdrawal for my and my brother’s insurance.) Respondent explained how she understood option A and stated, “[it means] si me dan a mí, un seguro de parte de un patrono o unión. Como la pregunta era para la ‘persona uno,’ yo pensé que solo me aplicaba a mí” ([it means] if I am given an insurance on behalf of my patron or union. Since the question was pertaining to ‘person one’, I thought it only applied to me.) (820008, Paper)

6.4.3 Key Findings

Mi Salud terminology is recognized; also referred to as “La Reforma” and “ASES”

Eight respondents reported insurance coverage through Medicaid or Mi Salud. With the exception of two respondents who accidentally marked an additional category (employer-based for 820024; Medicare for 820104), the other six individuals covered under Mi Salud or a government plan for low-income individuals correctly selected 15c. Each indicated that selecting a response was “easy.”

While none of these 8 respondents had any difficulty recognizing Mi Salud, 4 of them noted that they also recognize the plan as “La Reforma” since it is administered by “Oficina de la Reforma” (Office of the Reform).

Three of the 8 Mi Salud recipients also referred to Mi Salud as “ASES”. One of them pointed out that “lo cambiaron... Ahora se llama ‘ASES’” (they changed it... Now, it is called ‘ASES’). This respondent further explained that they changed it in the area where he lives, which is “Triple S” (Triple S), noting that they divided it by sections, and San Juan and Guynabo have a different health care system than his. (820029, Paper) According to another of these respondents, “ASES” stands for “acceso a mi salud” (access to Mi Salud) (820109, Paper).

When respondents who are not covered by Mi Salud were asked to share what they know about Mi Salud, all were familiar with the program and had no difficulty correctly identifying it.

- R stated: “Antes era Medicaid pero ahora es puertorriqueño, pero los fondos son los mismos. Le pusieron ese nuevo nombre, pero los fondos son federales. Es una versión Boricua del Medicaid” (Before it was Medicaid but now it is Puerto Rican, but the funds are the same. They gave it a new name, but the funds [it gets] are Federal. It is a Boricua [another word for Puerto Rican] version of Medicaid). R stated that Mi Salud is Medicaid but with a different Puerto Rican name. (820013, Paper)

Medicaid Category is Generally Understood; Some Confuse Medicaid and Medicare

One of the research questions for Round 3 was whether adding Mi Salud to the Medicaid category in Puerto Rico might confuse respondents when they are coming up with their answer to the health insurance items. We did not find any evidence that the addition of Mi Salud causes confusion, in fact, it seems to help add clarity to the category. Out of 14 respondents who were asked about the category, 11 understood what it was referring to, with 3 of the 11 acknowledging that this category is asking about “La Reforma,” coverage offered by the government. The remaining 3 respondents out of 14 were confused by the difference between Medicare and Medicaid. They did not show any signs of confusion by the addition of Mi Salud to the category.

Mixed attention is paid to the instruction “Do NOT include plans that cover only one type of service, such as dental, drug or vision plans.”

Fourteen out of 20 respondents were probed specifically about the instructions to not include plans that cover only one type of service. No respondents actually reported such a plan when responding to the question, but attention to the instruction was mixed: 10 respondents said they noticed or heard the instruction (6 Paper, 3 CAPI, 1 CATT), 3 said they did not notice or heard them at all (3 Paper); and 1 CAPI respondent misinterpreted what the instruction was trying to convey.

Respondents are able to answer for other household members

All respondents were able to answer the health insurance question for other household members, and all reported that they were certain of their answers. None of the respondents answered that other householders had the “same insurance as person 1” so there was no testing of the CAI skip patterns for that situation.

6.4.4 Recommendations

The edit checks for multiple responses on CAI seem to be working effectively. No further changes are recommended to them.

While some respondents refer to Mi Salud as “La Reforma” or “ASES”, we recommend continuing to refer to the plan as Mi Salud, since all were able to recognize and understand that term.

Retain all other aspects of the Round 3 versions of the health insurance questions. Round 3 findings did not strongly suggest updates to any other revisions from Round 2.

6.5 Cohabitation/Domestic Partnership Questions

6.5.1 Background

The Census Bureau asks marital status questions to help Federal, state, and local agencies as well as businesses understand marriage trends, family well-being, and policies and programs that may be affected by marriage trends such as tax policies and financial assistance programs. Given that many states have now legalized same-sex marriage, the Census Bureau needs to be ready to provide data on emerging family forms, such as same-sex marriage and domestic partnerships. Therefore, in an effort to improve measurement of cohabiting partnerships and perhaps, by extension, measurement of children’s living arrangements, two new questions were added after the marital status question. The first asks whether the person is living with a boyfriend/girlfriend or partner in the household and the second asks whether the person is in a registered domestic partnership or civil union. These questions were tested in Round 2 with Spanish language respondents only, but we did not gather feedback from enough respondents to be able to make recommendations.

Research goals in Round 3 were to understand how unmarried couples answer the questions, and what “legal unions” mean to Puerto Ricans.

6.5.2 Overall Item Performance

Of the 7 respondents who were pre-screened as being part of an unmarried cohabitating couple, 6 answered the PRCS as cohabitating (3 Paper, 2 CAPI, 1 CATT) – 1 respondent who reported cohabitating during screening, reported he was married on the PRCS (820270, *Paper*).

6.5.3 Key Findings

Respondents who cohabit accurately report their relationship status

The 6 respondents who reported cohabitating on the PRCS were asked “¿Tiene esta persona actualmente una pareja por una unión de hecho reconocida por el gobierno estatal o local?” (Is this person currently in a legal union recognized by the state or local government?). One respondent did not understand this question so did not answer it; during probing he emphasized he was not married (820024, *CAPI*). The remaining 5 respondents appeared to have understood the question; all said that the question was asking if their relationship was legally recognized by the state. During probing, 3 respondents explained their answers:

- One respondent who answered “No” emphasized he was not married (820055, *CATT*)
- One respondent answered “No” because while she considers herself to have a “unión de hecho” (common-law marriage), her relationship is not legally recognized by the state because her partner is still legally married (820013, *Paper*)
- One respondent answered “Yes”; she has cohabited for more than 10 years with her partner. She explained that after 10 years of living together, a couple has all the same rights as a married couple except for Social Security. She said that no paperwork is necessary for her to be in a legally recognized union; she would only need to file paperwork if she split up with her partner (820114, *CAPI*)

Respondents have conflicting definitions of “unión de hecho reconocida por el gobierno estatal o local” (common-law marriage recognized by state or local government), ‘unión legal’ (legal union), and ‘matrimonio civil’ (civil marriage)

The 6 respondents who reported cohabitating were asked to explain what the terms ‘unión de hecho reconocida por el gobierno estatal o local’ (common-law marriage recognized by state or local government), ‘unión legal’ (legal union), and ‘matrimonio civil’ (civil marriage) meant. Four respondents focused on the legal status of the relationship, but offered contradictory descriptions:

- One respondent thought ‘unión de hecho reconocida por el gobierno estatal o local’ (common-law marriage recognized by state or local government) meant that the government has not recognized the relationship (820013, Paper)
- Three respondents thought ‘unión de hecho reconocida por el gobierno estatal o local’ (common-law marriage recognized by state or local government) meant the relationship has some sort of “legal status” certified by a “legal document” issued by the government (820055, CATI; 820101, Paper; 820230, Paper)

The respondent who reported that she was in a “unión de hecho” explained it as a common law marriage (820114, CAPI). The remaining respondent said he was not sure what “unión de hecho” (common-law marriage) meant (820024, CAPI).

The 6 respondents were split between whether or not ‘matrimonio civil’ (civil marriage) and ‘unión legal’ (legal union) were the same or different, and why. Three respondents reported that the terms were slightly different, although each explained the distinction differently:

- One respondent said that a ‘matrimonio civil’ (civil marriage) and a ‘unión legal’ (legal union) are similar but that in a ‘matrimonio civil’ (civil marriage) the couple is married by a judge and in a ‘unión legal’ (legal union) the couple is married in a church (820101, Paper).
- One respondent said a ‘matrimonio civil’ (civil marriage) meant the couple had a “fiesta” (party), while a ‘unión legal’ (legal union) was “más sencillo” (simpler) (820024, CAPI).
- One respondent said at first that a ‘matrimonio civil’ (civil marriage) and a ‘unión legal’ (legal unions) are the same, but then said that ‘matrimonio’ (marriage) is “específicamente dictada para una unión entre hombre y mujer” (specifically dictated for the union between a man and a woman) but a ‘unión legal’ (legal union) can be between any legal “entidad” (entities). He said in other countries there are “uniones legales entre parejas del mismo sexo” (legal unions between same-sex couples) but these are not marriages (820055, CATI).

Two additional cohabitating respondents said that a ‘matrimonio civil’ (civil marriage) and ‘unión legal’ (legal union) are the same (820114, *CAPI*), with one adding that a ‘unión de hecho’ (common-law marriage) is for same-sex couples (820230, *Paper*). The sixth respondent reiterated that ‘unións legales’ (legal unions) are recognized by the government but ‘unións de hecho’ (common-law marriages) are not (820013, *Paper*).

6.5.4 Recommendations

Overall, the questions about cohabitation worked well. Respondents who cohabitated understood that Q19/20b “¿Vive esta persona actualmente con su novio/novia o pareja en este hogar?” (Does this person currently live with a boyfriend/girlfriend or partner in this household?) was asking if they cohabitated with a romantic partner and are able to answer correctly. We do not recommend a change to this question.

In spite of having varying interpretations about legal unions and civil marriage, cohabitating respondents did seem to understand that Q19/20c “¿Tiene esta persona actualmente una pareja por una union de hecho reconocida por el gobierno estatal o local?” (Is this person currently in a legal union recognized by the state or local government?) was asking if they are in a relationship legally recognized by the government and were able to answer accurately. We do not recommend making any changes to this question.

6.6 Journey to Work: Commuting Mode Question

6.6.1 Background

Statistics resulting from the commuting mode question are used by metropolitan planning organizations to design programs that ease traffic problems, reduce congestion and promote carpooling. Public transit agencies also use the data to identify areas that need transit service, and police and fire departments use them to plan for emergency services in areas where many people work. For Round 1 testing, the rail categories were slightly rearranged to reflect growing transit ridership, which reached record numbers during 2012. The light rail category was also added because it represented the sharpest increase.

We tested one version of the commuting mode question in Round 1, which incorporated the revised rail categories. We found that generally respondents were marking one answer but did not always understand

some of the terms used in the question categories. We recommended removing the term ‘trolley bus’ and revising the commuter rail and work at home categories. The version of the question we tested in Round 2 incorporated all of these recommendations. Based on Round 2 findings, we recommended reversing the order of the commuter/long distance rail category, and clarifying the instruction to mark only one response.

6.6.2 Overall Item Performance

The question about commuting mode was tested with 17 Puerto Rico respondents in Round 3. Eleven respondents (6 Paper, 4 CAPI, 1 CATI) described their journey to work, including mode of transportation. All but one said “automóvil, camion, o van” (car, truck, or van), and one respondent said “Trabajé desde el hogar” (Worked from home). Two respondents noted during probing that they commuted by both “automóvil, camion, o van” (car, truck, or van) and “tren” (train) or “carro público” (public car). Both respondents marked only one answer: “automóvil, camion, o van” (car, truck, or van) (820024, CAPI), (820008, Paper).

Respondents offer alternate terminology for commuting modes

Five respondents indicated that they think of a car as a “carro” rather than an “automovil.”

While only one respondent’s wife uses a bus, 7 respondents mentioned they use the term “guagua” to refer to the bus. Several noted that this is a colloquial term used in Puerto Rico.

One respondent noted that the category “tren para largas distancias o tren para áreas cercanas” (long distance train or commuter train) was a little confusing because she thinks it is the same train running those distances, either short or long depending how far one wants to go. (820313, CAPI)

One respondent stated the option “Caminó” (walked), should read instead “Camino” (road) [without the accent]. R explained that the question should include an option for ‘road’ instead of “caminó” [past tense of walk] (820268, Paper).

6.6.3 Recommendations

All respondents seemed to report their mode of transportation to work accurately. While some respondents offered alternate terminology for terms like car, bus and walked, none seemed to have any problems answering the question accurately for themselves or other family members. Thus we do not recommend making any changes to the categories or translations.

6.7 Journey to Work: Time Left for Work Question

6.7.1 Background

Data from the time left for work item is used by transportation planners to help understand times of peak travel demand, provide transportation infrastructure to relieve congestion and gauge potential ridership for transit investment projects. 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. In Round 1, we tested a question that asked respondents what time they arrived at work. Our findings revealed that respondents were estimating, rounding, and 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. These observations strongly suggested that the arrival time question would likely not provide as accurate a measurement of the use of transportation systems as perhaps the current time left for work question would. In hopes of reducing the sensitive nature of the current question, in Round 2 we tested a modified version that asks what time the person’s ‘trip to work’ began, rather than what time they left home.

6.7.2 Overall Item Performance

Ten respondents provided an answer to the question about time left for work (6 Paper, 3 CAPI, 1 CATI). All ten respondents said they leave from home; one respondent says she also sometimes leaves from school (*820008, Paper*). While some respondents make stops along the way to work, none said that these stops would change their answer to the question. Two respondents reported they travel to multiple work locations, however both said that all the sites are in the same area and

thus their leave time does not change (820024, CAPI, 820230, Paper). No respondents reported difficulty providing an answer.

Respondents use different strategies to determine their leave time

Six respondents provided an exact response that reflects the actual time they leave for work every day. As in Round 2, some respondents provided a time range while others used a rounding strategy. Two respondents answered with a range. One respondent who answered “6:20 or 6:30” explained that the time she leaves varies on what time she gets up (820313, CAPI); the other respondent provided a range for her boyfriend, answering that he leaves between 7:00 and 7:15 am.

Four respondents (1 Paper, 3 CAPI) reported rounding the time they leave for work. All 4 provided details during probing about their rounding strategies: 2 rounded by 10 min (820268, Paper, 820024, CAPI), and 2 rounded by 15 min (820104, CAPI; 820313, CAPI). None of these respondents provided clarification as to why they rounded their answers.

Most respondents do not find the leave for work question to be intrusive

As in Round 2, most respondents said that they did not find the “leave for work” question to be intrusive. As noted in prior reports, it is important to keep in mind that these findings are among those who have volunteered for this task and may be more willing to share this type of information than others in the broader population. Of the 13 who commented on this, 10 said it was not intrusive, including 3 respondents who think it is useful information that can be used to inform traffic patterns (820104, CAPI; 820114, CAPI; 820142, CATI).

Only 3 respondents expressed concern about the sensitivity of the question. One respondent thought some people might interpret the question as asking how punctual they are (820148, Paper). One respondent thought the question was “innecesaria” (unnecessary) and was not sure why the information might be necessary, but did not mind answering the question (820268, Paper). One respondent said, “averiguando, me sentí un poco incómodo” (yes, when probed, I felt a bit uncomfortable) but did not elaborate further (820270, Paper).

Respondents do not have difficulty reporting for other household members

Twelve respondents reported for other household members. Two respondents did not provide an answer for when the other household member leaves for work (820029, Paper; 820148, Paper), while 1 respondent answered with a range, as noted earlier (820114, CAPI).

Of the 11 respondents who commented on whether answering for other household members was easy or difficult, 10 said it was easy. Only one respondent said it was difficult, because the respondent does not always see when the other household member leaves for work (820148, Paper).

6.7.3 Recommendations

While some respondents provided time ranges or used rounding strategies, only one respondent reported any difficulty answering the question for another household member. Some respondents did not think of stops they make during their commute; however, none of these respondents reported that the stops change their leave time.

Three respondents thought the question was intrusive or unnecessary. However, 3 respondents stated that they believed the question informed traffic patterns, and so they found nothing “personal” in answering the question.

We do not recommend any changes to the question.

6.8 Weeks Worked Questions

6.8.1 Background

The purpose of the Weeks Worked question is to help produce an accurate picture of work experience. The statistics are used to develop policies and programs that promote employment and career development and training, as well as to measure compliance with antidiscrimination laws. Businesses use information on last year’s work status to decide where to locate new plants or offices. These statistics are also used to plan employment programs for seniors under the Older Americans Act. The current question captures a categorical response; asking the question with an open-ended,

and hence continuous, response option would allow Census users to create more precise earnings measures.

In Round 1 we tested a one-item version that asked how many weeks the person worked and a two-item version that asked first whether the person worked 50 or more weeks in the last 12 months. Both versions instructed respondents to include paid vacation, paid sick leave, and military service. Findings revealed that respondents tended to disregard the reference period and that those in certain kinds of situations such as part-time workers, those with multiple jobs or shift workers had great difficulty coming up with an accurate estimate of their weeks worked. Recommendations included adding a skip instruction to the “yes” option of the first question in the two-item version and clarifying the reference period with the phrase “since one year ago today.” In Round 2 we tested the two-item version without a skip instruction, with expanded instructions for counting paid time off in the first item and with the emphasis switched from the word “did” to the word “weeks” in the second item.

6.8.2 Overall Item Performance

The question for weeks worked was tested with 19 Puerto Rican respondents in Round 3. Seventeen respondents answered for themselves (9 Paper, 4 CAPI, 4 CATI), while 2 only answered probes for other members of the household.

During screening, respondents were asked “En los últimos 12 meses, ¿ha tenido periodos prolongados de desempleo?” (In the past 12 months, have you had any extended periods of unemployment?). One respondent answered the question on the screener, but did not provide any responses to the number of weeks worked in the past 12 months questions on the PRCS (820228, CATI). Table 6-8 compares the screener response with the PRCS version of the question, excluding this one respondent.

Table 6-8. Comparison of screener responses to weeks worked PRCS response

Screener Response	PRCS Response			
	Total	Worked consistently over past 12 months	Inconsistent worker	Did not work
Worked consistently over past 12 months	6	5	1	0
Inconsistent worker	13	2	8	3
Total	19	5	10	3

Five out of the 13 workers who had screened in as inconsistent workers reported either working consistently over the past 12 months (2), or not working at all in the past 12 months (3). Additionally, one worker screened in as not having had extended periods of unemployment, but reported only working 32 weeks (820055, CATI).

Three respondents out of the 17 who reported for themselves made mistakes when answering this set of questions. Two respondents inaccurately reported working a full year; 1 respondent did not count a part-time job towards her number of weeks worked.

- One respondent answered yes to having worked the entire year, but in probing indicated she had not worked since the prior July and that she had misunderstood the question. She had worked in April-July of 2014 so should have answered for just those months. (820013, Paper)
- One respondent answered yes to having worked the entire year, but missed the skip pattern and wrote in 4 weeks for her number of weeks worked. While she did not explain why she misunderstood the filter question, she did note that she missed the skip instruction. She had just started working 4 weeks ago. (820008, Paper)
- One respondent said she had not worked for 5 months, so calculated she had worked for 32 weeks. However, she later stated that she had not included a part-time job and that she had only stopped working fully for 2 months. The respondent said she did not consider the part-time job important to include in her answer (820268, Paper)

Additionally, one respondent answered in days rather than weeks, responding “one day”, which was accurately all he had worked in the prior 12 months. (820058, CATI)

6.8.3 Key Findings

Respondents calculate less than full year work based on 4-week ‘months’

Among the 10 respondents who worked less than 52 weeks, 4 used an incorrect strategy to calculate the number of weeks. Three respondents simply multiplied the number of months they had worked by 4 weeks (820024, CAPI; 820055, CATI; 820142, CATI). One respondent calculated her response of 32 weeks by multiplying the 5 months she had been out of work by 4 weeks and subtracted that number from the 52 weeks in the year (820268, Paper).

Respondents continue to have difficulty understanding time frame of “past 12 months (52 weeks)”

Fifteen respondents commented on the timeframe they were thinking of when answering the question. Only 5 respondents were correctly thinking of the past 12 months. Five respondents said they were answering for the calendar year January to December 2014; another 5 respondents gave a number of different time frames:

- One respondent answered for January 2014 to April 2015 (820142, CAPI)
- Two respondents answered for November 2014 to April 2015 (820024, CAPI; 820268, Paper)
- One respondent answered for September 2014-2015 (820029, Paper)
- One respondent answered for July 2013-2014. During probing, she said that the question would be more clear if it asked for dates of a specific time period (820013, CATI)

Only 3 respondents reported they would have changed their answer if they were thinking of the past 52 weeks:

- One respondent thought the time frame was for only 11 months (820104, CAPI);
- One respondent said he would have reported working for 2 fewer days because of Holy Thursday and Good Friday, which had taken place the week before (820201, CATI);
- One respondent who was thinking of the timeframe of July 2013-July 2014 said that if she had thought of the past 52 weeks she would have changed her answer and reported that she worked for 4 months (820013, Paper).

Most respondents read, follow instructions to count paid time off

Seven respondents stated they saw the instructions to count paid time off as part of their weeks worked. Six respondents stated they did not consider paid sick leave, paid vacation time, or military service when answering; however, all 6 reported they had seen the instructions to count paid time off. Three respondents said the categories did not apply to them (820101, Paper; 820114, CAPI; 820268, Paper).

Few respondents find it difficult to answer for other household members

Twelve respondents answered for other household members. Seven respondents found it easy; 1 respondent had difficulty thinking in terms of weeks rather than years (820057, *Paper*), while 1 respondent found it “very difficult” since the other household member is unemployed (820148, *Paper*).

6.8.4 Recommendations

Respondents who provided details as to how they calculated the number of weeks worked (if 4 or more weeks) all assumed a 4-week month.

Despite the repetition of the reference period in Q38b, 11 of 16 respondents still misinterpreted the reference period: 5 reported for the 2014 calendar year, while the other respondents were thinking of time periods ranging anywhere from 6 months to 12 months.

The instructions to include paid time off seem to be working well, with 7 respondents saying they did consider paid time off when calculating weeks worked. Three of the 6 respondents who did not consider paid time off did so because they do not have paid time off.

To make this series of questions consistent with the explanation of the timeframe in the income question, we recommend prefacing 38a, 38b and 39 with a transition statement that helps the respondent move from “last week” to “past 12 months” and helps them interpret the timeframe as intended. We also recommend moving 39 into the 38 series so that all 3 items are covered by the introductory instruction.

Modify instruction G to skip to 38 (rather than 38a)

38. The next series of questions asks about the past 12 months, which is the period from today’s date one year ago up through today.

- a. During the past 12 months (52 weeks)... (skip to 39c)
- b. During the past 12 months (52 weeks)...
- c. During the past 12 months...

6.9 Class of Worker Question

6.9.1 Background

Statistics from the class of worker question are used to analyze employment trends; create career development programs; and determine representation within employment categories in the enforcement of equal employment opportunity. Employers may also use information on industry, occupation, and class of worker to locate businesses near potential employees in specific fields. 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.” We tested two versions in Round 1, one of which used subheadings and grouped the response categories into similar classes. There were also differences between the two versions in the wording of some response categories and the instructions. Findings revealed that respondents preferred the version with subheadings but some still struggled with how to classify their type of employer. Further, some respondents who had more than one job didn’t answer for the same job throughout the COW and industry/occupation series. The most significant change to this item for Round 2 testing was to make it part of a series that included the industry/occupation items. This, along with some revisions to the instructions, was intended to help focus respondents on their most recent job at which they worked the most hours in the past 5 years. The revised class of worker item tested well in Round 2. Most respondents appeared to interpret the questions as intended, and there was no underlying pattern among the nine respondents who did not answer accurately. Round 3 had the same research goals as Round 2, but also explored the wording of the examples for the state government category.

6.9.2 Overall Item Performance

The questions regarding class of worker were tested with 20 Puerto Rican respondents in Round 3. Table 6-9 shows how respondents answered the question.

Table 6-9. Responses to the class of worker question by mode

	Total	Paper	CAPI	CATI
For-profit company	3	1	1	1
Non-profit organization	2		2	
Government (no specification)	2			2
Federal government	1		1	
State government	5	4		1
Local government	1	1		
Owner of non-incorporated business	1	1		
No response	5	3	1	1
Total	20	10	5	5

The majority of respondents across mode and language seemed to have answered this item accurately based on probing. Of the 14 respondents who were probed on their answer to the class of worker item, 12 seemed to answer accurately, and 2 respondents provided potentially inaccurate answers. One respondent answered “state government,” but explained that he works for the Department of Family Services which provides services to the city and community. It is possible that this respondent does work for a state agency, but was not probed on whether local government might have been a more accurate response (820107, Paper). The second respondent answered “non-profit”, but explained she is a “private employee” at a hospital, and was unsure whether to classify the hospital as for-profit or non-profit (820322, CAPI).

Additionally, 2 Paper respondents should have answered the class of worker and industry/occupation series but skipped past the series of questions based on a misunderstanding. One respondent read Q24 regarding military services and assumed that the rest of the questions in the section referred to military services. Since he responded he was never in the military service, he did not answer the rest of the questions about work (820204, Paper). The other respondent explained that because Q37 asked if he had worked in the “Last twelve months”, and his answer was “No”, he assumed that all of the following questions were pertaining to that period of time (820210, Paper).

We also explored respondent reactions to formatting of this item, findings specific to certain populations that may be more likely to have difficulty classifying their type of employer (e.g., more than one job in the past week; didn’t work in the past week), interpretation of certain phrases, and ease or difficulty answering for other household members.

- **Formatting.** Across both Paper and CAPI modes, all 11 respondents who provided a class of work reported that the formatting with the category headings and the bolded words helped them more quickly locate the category they were looking for. None of the respondents provided more than one response. One respondent thought it might help to add examples next to each category (820322, CAPI).

- **University employees.** Four respondents were recruited because they work for the University of Puerto Rico or the Puerto Rico Department of Education (2 in academic roles and 2 in non-academic roles).
 - One of the respondents (820204) was unfortunately the respondent who skipped past this series of questions because she thought they were all pertaining to the military.
 - One former school district employee said she picked the state government category specifically because it said “incluso los distritos escolares y universidades estatales” (including school districts and state universities), pointing out that she had worked for a school district.
 - Another respondent who works for the Department of Education said she prefers the existing terminology “incluso los distritos escolares y universidades estatales” (including school districts and State universities), rather than “incluso universidades estatales” (including State universities).
- **Terminology.** The one self-employed respondent correctly understood the difference between incorporated and not-incorporated (820043, *Paper*). The five respondents who worked in the private sector were probed on the difference between for-profit and non-profit organizations. Most had a general understanding that ‘for-profit organizations’ goal is to make profit and that non-profit organizations provide services without making any profit. One respondent who considered herself a “private employee” classified the hospital she works at as “non-profit” because in her mind companies that are non-profit “no se están beneficiando” (are not benefitting). The respondent did not seem sure whether the hospital actually is for-profit or non-profit. (820322, *CAPI*)
- **Other household members.** Ten respondents answered for other household members. Seven of them found it easy to provide an answer. However, 3 shared that they had difficulty answering for one or more other household members. Two did not provide specifics on why it was difficult, but the third had trouble choosing between for-profit and owner of business.
 - Respondent stated that it was difficult to answer a category for P2 because the description of employment for him “caería dentro de aquí [Compañía u organización con fines de lucro] pero también caé acá [Propietario(a) de un negocio, una práctica profesional o una finca incorporada]” (Would fall in here [For-profit company or organization,] but also falls here [Owner of incorporated business.])insert ID and mode

6.9.3 Recommendations

Retain the Round 3 wording for the Content Test.

The class of worker item tested well, overall, in all three modes. Most respondents appeared to interpret the questions as intended, and there was no underlying pattern among the few respondents who did not answer accurately.

Retain the wording for the state government example. Including “school districts” in the example helped at least one respondent to make a correct choice.

6.10 Industry and Occupation Questions

6.10.1 Background

Data from the industry and occupation questions are used in combination with the COW question to analyze employment trends and produce statistics that guide government agencies’ employment programs and employers’ business decisions. The Census Bureau 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.

We tested two versions of the industry and occupations questions in Round 1, one of which included examples while the other provided an instruction to “be as specific as possible” with no examples. There were also slight wording differences between the two versions of the industry question. Most respondents thought the examples were helpful and for some questions, such as duties, the examples seemed to elicit more detail and be more indicative of the level of detail required than was the phrase, “be as specific as possible.” We also found that the wording of the title question was problematic for those with no official title, whose title is specific to their industry but not really descriptive of what they do, or whose title doesn’t match their occupation. In Round 2, we tested the examples versions of the three questions, along with wording revisions in the title question (eliminating the word “title”) and the duties question (asking respondents to “describe” their duties). We also recommended using two consistent examples in all three questions, one of which was for a blue-collar occupation. The examples worked well, but we recommended adding a closing phrase onto the examples, which was incorporated into Round 3 in each of the items (for example, “or other type of business”).

6.10.2 Overall Performance of the Item Series

The questions regarding industry and occupation were tested with 20 Puerto Rican respondents in Round 3.

Overall, this series of items asking for respondents' industry, occupation, and duties worked well. Most of the 20 respondents who answered appeared to interpret the items as intended and to provide answers that reflected their job situations.

6.10.3 Key Findings for Industry

A total of 15 respondents were eligible to answer the industry question along with probes about how they came up with those answers. Most said this question was straightforward and reported no difficulties answering it. However, 4 out of the 15 respondents who provided a categorization of their class of work did not provide an answer to the industry question. Three were paper respondents, and one was a CATI respondent who told the interviewer “No sé contestar esto” (I do not know how to answer this). (820236, CATI) Two of the Paper respondents explained that the past tense nature of the question confused them.

- R stated that if the question would have been in present tense instead of being in past tense, R would have described her job as “de servicios al pueblo” (community services). R stated that the question should read: “¿Qué tipo de negocio o industria es?” (What kind of business or industry is it?). (820003, Paper)
- R did not answer question 39c because, “no entendí” (I did not understand). R clarified it was because of the way the question was framed in the past tense. So even though R does not work for the department anymore, the department still exists. The words “era ésta” (was this) confused him.

The third Paper respondent, who works for state government, was confused by the question's focus on business and industry.

- When asked why R had not included an answer in this question, R explained that she became confused by the words “negocio” (business) and “industria” (industry) in the question. R re-read the question, and explained that since she worked for an “agencia del gobierno” (government agency), to her, “negocio” (business) and “industria” (industry) are not related to her job. R explained further that she viewed these two as separate entities, saying to them [Puerto Ricans] jobs like hers are “agencias o

departamentos del gobierno de Puerto Rico.” (agencies or departments of the government of Puerto Rico). (820035, *Paper*)

Among the 10 who provided a response to the industry question, only one respondent answered with a potentially vague response of “Recopilar data para propósitos de infraestructura” (Gather data for infrastructure purposes). In and of itself, this response might be difficult to classify, however, the other responses provided by the respondent to the class of worker, title, and duties would help to classify that she is employed by the Federal government (Census Bureau) as an interviewer who verifies data gathered by other interviewers.

During probing, 8 of the 20 respondents commented on whether the examples provided for industry and occupation were helpful. Only 1 respondent reported that the examples were useful, with 7 others elaborating that either they didn’t need to consult the examples because they already knew what their answers were, or that the examples did not relate to their fields (which was particularly noted by the government employees). As in Round 2, the examples did not appear to limit any of their responses.

Eighteen of the 20 respondents commented on whether the terms “escuela elemental” or escuela primaria” are the same or different, and which term they prefer. Thirteen out of the 18 respondents thought the terms meant the same thing, whereas 2 respondents noted they had different meanings. One respondent explained that “escuela elemental” covers 1st through 3rd grades, whereas “escuela primaria” covers 1st through 8th grades (820210, *Paper*). The other respondent thought “escuela elemental” refers to kindergarten through 6th grade and “escuela primaria” from 7th through 9th grade. (820303, *Paper*) All of the 10 respondents, who were asked for their preference, said they prefer the term “escuela elemental.”

Fifteen of the 20 respondents answered the industry question for other household members, with most reporting that it was easy to do so. Two CATI respondents answered only as “other” and did not provide any detail. Later, when probed, both respondents provided information about the industry, with one explaining that because the examples did not include her boyfriend’s occupation, she answered “other.” (820236, *CATI*) One other respondent had difficulty reporting work information for her brother, who has not worked since 2013, at which point he was employed at a Lottery Agency. (820215, *CATI*)

6.10.4 Key Findings for Occupation

Most of the 15 respondents who answered the occupation question seemed to interpret the item as intended, and provided an answer with what appeared to be sufficient level of detail, regardless of mode. Only 1 respondent provided an answer of “other,” because “no era ninguna de las que usted me había mencionado” (it was not any of the ones you had mentioned). (820322, CAPI)

We note that 3 out of the 15 respondents reported that the answer they gave was actually their job title. These titles included “coordinadora interagencial de asuntos públicos” (Interagency Coordinator of Public Affairs) (820020, CATI), “gerente de capacitación empresarial” (Business Training Manager) (820036, Paper), and “facilitador (Supervisor)” (facilitator, (Supervisor)). (820262, Paper)

Of the 6 respondents who commented on whether the occupation examples were helpful, 5 thought they were and just 1 thought they weren’t helpful. According to one respondent who is a bus driver, the examples gave her an idea in terms of what kind of professions the question was referring to. (820003) Two respondents noted that the 4th grade teacher example could be more helpful if it were more inclusively labeled just as “maestro” (teacher).

Fifteen respondents were able to provide an answer for other household members, and of them, 12 reported that it was easy to do so. Two CATI respondents answered as “other occupation”, with one clarifying in probing that her boyfriend “cuida los detalles de la infraestructura del hotel” (is responsible for the details of the hotel infrastructure), and the other explaining in probing that the examples do not include her boyfriend’s specific job, a refrigeration technician.

6.10.5 Key Findings for Job Duties

Of the 15 respondents who answered the duties question, 13 provided details about their job responsibilities. Only 2 respondents provided minimal responses that could make it difficult for the Census Bureau to understand their roles. Both respondents answered “other duties.” Notably, one was a CATI respondent who had said “don’t know” to the industry question (820236) and the other was a CAPI respondent who had also said “other” to the occupation question. (820322)

As in Round 2, for this question we also analyzed the number of words per answer as one indicator of the level of detail provided. We found that CAI and Paper respondents used a similar number of words to describe their duties (7.1 words for CAI and 7.3 words for Paper).

Of the 6 respondents who provided feedback on the examples, 5 felt the examples were helpful in coming up with their main activities or duties and 1 felt the examples were not helpful, as she already knew what she would say for her duties. (820017, *Paper*).

Respondents were asked to comment on the wording of the construction example (“revisar los planes de construcción para los detalles del trabajo”) and whether they prefer revised wording of “...y revisar las especificaciones del trabajo.” Eight respondents commented on the wording, with 5 preferring the original language of “planes de construcción” and 3 preferring the revised wording of “las especificaciones del trabajo.” Those who preferred the original wording liked that it was more detailed and specific and that the word “especificaciones” could have many different meanings. One respondent suggested that it would be preferable to use the word “planos” (blueprints) in the original wording rather than “planes” (plans) (820020, *CATI*). Those who preferred the revised wording did not provide reasoning for their selection.

Thirteen respondents were able to provide an answer for other household members, and of them, 9 reported that it was easy to do so. Two CATI respondents provided the vague response of “Other,” one of whom was a respondent who had also answered “Other” for his own duties. (820236, *CATI*)

Another respondent used some of the exact language from the examples to describe her boyfriend’s job duties, “revisar los detalles de trabajo” (review work details). In probing, the respondent indicated he “takes care of hotel infrastructure,” which is still a somewhat vague response. (820115, *CATI*)

6.10.6 Recommendations

The “closing” phrase on industry, occupation, and duties (“or some other ___”) is leading some CAI respondents to answer “other,” rather than with a substantive response. Given that ACS interviewers are trained to follow up on anyone who says “other”, we think that will address this problem and do not recommend any changes.

Proceed with the current wording on the duties example of “revisar los planes de construcción para los detalles del trabajo.” Most respondents preferred this wording, saying they felt it was more detailed.

6.11 Retirement Income Questions

6.111 Background

The ACS income questions are used to help determine poverty levels, measure economic well-being, and gauge the need for economic assistance. State and local governments use this information to decide how to allocate funds for food, health care, and other assistance programs. The retirement income questions, specifically, were included in Round 1 testing because 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). As such, the Census Bureau would like to inform respondents to include withdrawals and distributions from DC accounts.

In Round 1, we tested multiple versions of this question. In the CAI instruments, the question wording remained the same, but its placement in relation to the survivor/disability income questions differed. In the paper instruments, the question remained the same between versions, but the fine print instructions differed. Overall, we found that Round 1 respondents were mostly able to accurately report whether they had retirement income, but that some didn't count their pensions and their understanding of survivor income was mixed. In Round 2, we tested simplified question wording that incorporated the word “pensions” and revised instructions that streamlined the list of examples. The wording worked well, and was tested in Round 3 in Puerto Rico.

6.112 Overall Item Performance

The questions regarding retirement income were tested with 20 Puerto Rico respondents in Round 3. Twelve of the 20 respondents were recruited based on having either social security (n=3) or other types of retirement income (n=9). Seven of the 9 respondents who indicated on the screener that they had some other type of retirement income responded “yes” on the PRCS to having retirement income. The 8th respondent skipped the retirement income question, and the 9th said “no” to the question, indicating he did not even receive “un centavo” (a cent) of retirement income.

Additionally, one respondent who had said “no” to the screener question did indicate on the PRCS that he has retirement income, though he may have been thinking about the benefits he receives from his employer, rather than income. The respondent is 49 years old and has owned his own business for 18 years. He noted that he has a 401k account and spoke about the benefits that both he and his girlfriend receive from their jobs, which may imply that he was thinking about his accounts rather than his income (820043, *Paper*). Because of this potential confusion, this respondent has been excluded from the analysis of those receiving retirement income.

6.113 Key Findings

Retirees are familiar with at least some of the retirement examples

When asked for their feedback on the retirement examples, the 7 respondents receiving retirement income commented that they were familiar with at least some of the examples, particularly IRA and 401k. Three of those receiving retirement income noted that they were unfamiliar with specific terms, including:

- Roth IRA (820035, *Paper*; 820303, *Paper*)
- 403b (820035, *Paper*; 820043, *Paper*; 820303, *Paper*)
- 401k (820035, *Paper*)

Two respondents had suggestions for the examples:

- One respondent thought the examples should be organized by those provided by private companies vs. those provided by the government. The respondent said that in Puerto Rico, a Government retirement is different than a retirement from private companies. Private companies commonly use the 401(k), etc., and with the Government it is a regular government pension. (820112, *CAPI*)
- One respondent thought that no examples were needed at all, because the phrase “Ingreso de jubilación or retiro” (Retirement or pension income) is enough information to make the question clear. (820215, *CAPI*)

Retirees understand concept of “regular withdrawals”

Among the seven respondents who reported retirement income, 6 seemed to understand what was meant by “distribuida regularmente.” One respondent misunderstood the phrase to be referring to “Le sacan dinero del sueldo de alguna cantidad para el IRA” (they take a quantity of money out of the salary for the IRA), also “planes de ahorro” (saving plans).

Respondents reporting survivor or disability income are thinking about social security disability income

Two respondents reported survivor or disability income, but both were thinking about social security disability income. When providing an answer, both respondents answered “yes” to the questions related to these two areas. In probing, one respondent noted she was confused by the reference to disability in the item, saying “Es un poco confuso/complejo porque en Puerto Rico no usamos ese término [“discapacidad” (disability)]” (It is a little confusing and complex, because in Puerto Rico we do not use that term [“discapacidad” (disability)]). R stated further “Yo estaba hablando del Seguro Social” (I was referring to Social Security). (820020, CATI). The other respondent also referenced that she receives a regular payment from Social Security for a disability. (820112, CAPI)

Non-retirees do not think of rollovers as income

Four respondents who are not currently receiving retirement income answered the probe asking whether transferring or “rolling” retirement from one account to another would count as retirement income. Three of them understood that this would not be considered income. One of these respondents said it could be counted as income because she thinks of it as earnings (820020, CATI).

Respondents show no difficulty answering for other household members

Seventeen respondents answered for other household members and 14 of those respondents were probed on their answers. All 14 respondents indicated it was easy to answer whether or not other household members receive retirement income.

6.114 Recommendations

Retain the current item wording in both English and Spanish.

Most respondents were able to answer easily and accurately about their retirement income and appeared to be interpreting the instructions and examples as intended. Retain the current item wording in both English and Spanish.

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Appendix

Recruiting Results and Respondent Demographics

GQ Characteristics

Westat ID	GQ Type	Demographics: Gender	Demographics: Education	Demographics: Age Category	Demographics: Race/Ethnicity
920001	Nursing home	Male	Some college	65+	Black
920002	Nursing home	Female	High school	65+	Black
920003	Nursing home	Male	High school	50-64	Black
920004	Nursing home	Male	Less than HS	50-64	Black
920005	Nursing home	Male	Less than HS	65+	Black
940006	Shelter	Male	High school	50-64	Black
940007	Shelter	Male	Some college	30-39	Hispanic only
940008	Shelter	Male	Some college	18-29	Black
940009	Shelter	Male	High school	50-64	Black
940001	Shelter	Male	High school	50-64	Black
940002	Shelter	Male	High school	40-49	Black
940003	Shelter	Male	High school	50-64	Black
940004	Shelter	Male	College	30-39	Asian
920006	Nursing home	Male	Less than HS	65+	Black
920007	Nursing home	Female	High school	50-64	Black
950001	Barracks	Male	High school	18-29	Hispanic only
950002	Barracks	Female	Some college	18-29	Hispanic only
950003	Barracks	Male	High school	18-29	Hispanic only
950004	Barracks	Male	Some college	18-29	White
950005	Barracks	Male	College	18-29	White
950006	Barracks	Female	Some college	18-29	Black
950007	Barracks	Female	High school	18-29	Hispanic, White
950008	Barracks	Male	Some college	18-29	Black
910001	Detention Center	Male	Some college	50-64	White
910002	Detention Center	Male	College	50-64	Black
910003	Detention Center	Male	Some college	18-29	Hispanic, Black
910004	Detention Center	Female	Some college	18-29	White
910005	Detention Center	Male	Less than HS	30-39	White
910006	Detention Center	Female	High school	18-29	White, Hispanic, Black

GQ Demographics

GQ Demographics	Totals	Jails Paper	Jails CAI	Nursing Home Paper	Nursing Home CAI	Shelter Paper	Shelter CAI	Barracks Paper	Barracks CAI
Gender									
Male	22	2	2	2	3	1	7	2	3
Female	7	1	1	0	2	0	0	2	1
Education									
Less than High School	4	1	0	1	2	0	0	0	0
High school or GED	12	0	1	1	2	1	4	3	0
Some college	10	1	2	0	1	0	2	1	3
College	3	1	0	0	0	0	1	0	1
Graduate/Professional Degree	0	0	0	0	0	0	0	0	0
Age									
18-29	12	1	2	0	0	0	1	4	4
30-39	3	1	0	0	0	0	2	0	0
40-49	1	0	0	0	0	0	1	0	0
50-64	9	1	1	1	2	1	3	0	0
65+	4	0	0	1	3	0	0	0	0
Race/Ethnicity									
Hispanic no other race	4	0	0	0	0	0	1	2	1
Hispanic Black (Afro-Latinos)	1	0	1	0	0	0	0	0	0
Hispanic White	1	0	0	0	0	0	0	1	0
Hispanic Other	1	1	0	0	0	0	0	0	0
White	5	1	2	0	0	0	0	0	2
Black	16	1	0	2	5	1	5	1	1
MENA	0	0	0	0	0	0	0	0	0
Asian	1	0	0	0	0	0	1	0	0
Other	0	0	0	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0	0	0	0
TOTAL	29								

PR Characteristics

FACILITY RID	Westat RID	Hispanic Origin / Race	Selection	Health Insurance	Weeks Worked	Cohabitation / Domestic Partnership	Selection	Class of Worker		Industry and Occupation		Retirement income	Selection
		Afro-Latino		Mi Salud	Inconsistent worker	Unmarried couples (same or opposite sex)		Work Full-time/Part-time	Worked at all in past 5 years	Work for University or Dept of Ed	Academic/ Non-Academic	Retirement income	
820002	16	1	1		1			1					
820003	19							1					3
820008	31				1		2		1				
820011	37	1	1		1				1				
820012	41		1		1			1					
820013	52				1	1	2		1				
820017	58							1					3
820020	63					1			1			1	3
820024	69			1	1	1	2	1					
820025	70	1	1		1				1				
820029	78			1	1		2		1				
820035	85				1				1			1	3
820036	86								1			1	3
820043	93					1			1				3
820055	123					1	2		1				
820056	127		1	1		1		1					
820057	129			1			2	1					
820058	133			1	1		2						
820078	215	1	1		1	1						1	
820092	237		1	1				1					
820101	9				1	1	2		1				
820104	22			1			2		1				
820105	30							1					3
820107	38											1	3
820109	47				1		2		1				
820110	48		1		1			1					
820112	50											1	3
820114	53				1	1	2		1				
820115	56			1		1		1		1	1		3
820121	72		1		1				1				
820137	179		1	1				1					
820142	216				1		2		1				
820148	231			1			2	1					
820201	11						2	1					
820204	24							1		1	1	1	3
820206	36											1	3
820210	102				1				1			1	3
820213	108		1					1					
820215	113				1			1				1	3
820220	118	1	1	1	1			1					
820221	119		1			1			1			1	
820222	120				1				1			1	3
820225	124	1	1	1					1				
820228	128				1		2		1				
820229	130			1	1		2		1				
820230	131					1	2	1					
820236	140							1		1	1		3
820238	144	1	1		1				1				
820243	157		1						1			1	
820244	162	1	1		1				1			1	
820262	188	1						1		1	1		3
820268	195				1		2		1				
820270	199				1	1	2	1					
820272	203		1					1					
820303	253											1	3
820310	265											1	3
820313	269				1		2	1					
820317	273		1									1	
820322	278				1				1				3
820325	281		1	1	1				1				

PR Demographics

Puerto Rico Demographics	Totals	Group 1 Paper	Group 1 CAPI	Group 1 CATI	Group 2 Paper	Group 2 CAPI	Group 2 CATI	Group 3 Paper	Group 3 CAPI	Group 3 CATI
Gender										
Male	24	6	1	1	5	2	3	4	2	
Female	36	4	4	4	3	3	4	6	2	6
Education										
Less than Secondary	3	1					1			1
Secondary	15	3	2	1		3	1	2	2	1
Some University	16	1		1	5	1	1	5	1	1
University Graduate	26	5	3	3	3	1	4	3	1	3
Age										
18-29	4		1	1	1		1			
30-39	12	5	1	1	2	1	2			
40-49	11	1	2	1	2			3		2
50-64	26	4		2	2	4	3	5	3	3
65+	7		1		1		1	2	1	1
Race/Ethnicity										
Hispanic no other race	6				3	1	2			
Hispanic Black (Afro-Latinos)	8	4	2	1				1		
Hispanic White	29	1		1	4	3	4	7	4	5
Hispanic Other	16	4	3	3	1	1	1	2		1
White	0									
Black	0									
Asian	0									
Other	0									
Multiracial	1	1								
TOTAL	60	10	5	5	8	5	7	10	4	6