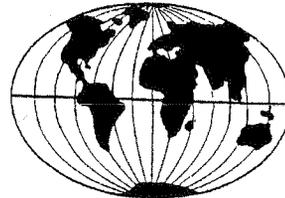E. Heeber

TESTING THE RACE ITEM FOR DEMOGRAPHIC SURVEYS

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Executive Summary

This report is based on research conducted by Development Associates, Inc. between February, 2002 and September, 2002 in response to a Census Bureau task order requesting cognitive interviews to be conducted on two versions of the race item used in demographic surveys.

The impetus for this study was the need to better understand the strengths and weaknesses of two similar versions of the race question when applied in household surveys.

The study was designed to evaluate one version of the race question stem posed as "*Please choose one or more races that you consider yourself to be,*" and a second phrased: "*Please choose one or more of these categories to describe your race,*" in the context of a standard interviewer-administered demographic survey. The main focus of the study was on comparing respondents' use of the two versions, characterized as *consider* and *describe*, used by the Census Bureau and the Bureau of Labor Statistics in demographic surveys to determine if one is more effective than the other. The two versions, in two modes, in person and telephone, were compared on general understandability and usability, communicating the choice of reporting one or more race categories for each person in the household, and fostering a conception of race as socially constructed rather than biologically determined.

The versions were to be tested using an in-person format, which included a Show Card, and a telephone mode format, which presented the question only verbally. Half of the interviews were to be conducted with each version, with the alternative version discussed in a cognitive interview following administration of the survey and cognitive debriefing on the respondent's replies to the race item in the survey. Participants were to represent the general adult population with an emphasis on minorities and multiracial persons.

Cognitive interviewers conducted a total of 57 interviews reporting on 233 household members in four sites across the country: Seattle, Washington, Dallas, Texas and Durant, Oklahoma, and the greater Washington, D.C. metropolitan area. Characterized by race and Hispanic origin, the interviews included: 9 respondents with Hispanic origins (and 17 households including members with Hispanic origins), 17 respondents who reported more than one race (and 24 households including members with more than one race), 11 American Indian or Alaska Native respondents, 10 Asian respondents, 6 Black or African American respondents, 3 White respondents and 1 Native Hawaiian or Other Pacific Islander respondent.

The overall "feel" of the question was positive for each version, however the *describe* version also generated some negative associations. The respondents were able to use both versions of the question, but had a more positive impression of it when the "consider yourself to be" phrase was used rather than "describe your race," and the response options were referred to as "races" rather than "categories."

The respondents' behavior was consistent with their impressions of the *consider* version as more encouraging of reporting more than one race category. More respondents reported more than one race for themselves and household members when interviewed using the *consider* version than those interviewed using the *describe* version.

About half of the respondents primarily used a biological or genetic approach to thinking about race and their race categories, one-quarter essentially used a social/cultural construction approach, and one-quarter used a combination of the two. When using the *consider* version, respondents were a bit more likely to use a social/cultural construction approach and the biological approach was more prevalent in interviews using the *describe* version. Proxy reporting either followed the respondent's reporting, using the same races, or was less detailed and more likely to be a social/cultural construction approach than a complete genealogical or biological approach.

Reporting problems were not related to the version of the question used in the interview or to mode of administration. The majority were the common problems that these sub- populations encounter when answering the race question, and are related to the use of the five response options. They include: (1) understanding which ethnic groups, and which common terms for various groups of people, are included in each category, (2) determining how to include Hispanic origin terms in their response, (3) determining how to indicate that the person is of "mixed" race, and (4) determining how to indicate that the person was born in the US. A second kind of reporting problem was related to the ability to choose more than one category. Some respondents did not know how detailed their report should be.

Most respondents said they understood that they had the option to choose one or more race categories. More respondents remembered these instructions when the *consider* version had been used in their interview and more respondents remembered them when they had been interviewed using the in-person mode of the question, which included a card given to them with the instructions and the categories on it. The instructions were in bolded capital letters.

While the *consider* version was more successful than the *describe* version on several dimensions, many respondents continue to have difficulty in using the question because of the small number of undefined response options available. In addition they are accustomed to other approaches to race reporting that are inconsistent with the Census Bureau's conception.

Recommendations include: a larger scale test of the volume and completeness of races reported using the two versions to determine if the *consider* version does, indeed, yield a more complete and satisfactory (from the respondent's point of view) race report; devising and testing more effective ways to convey the instructions permitting the respondent to use more than one race category for each person, and developing and testing ways to better convey the sub-populations and ethnic groups that are intended to be included within the five broad categories offered as the race item response options.

Chapter I. Introduction

In this chapter we present the study's purpose and research questions.

A.   Purpose of Research

The design and testing of data collection instruments is a key Census Bureau function. Census research staff strive to develop the most valid and reliable measures of critical concepts. Extensive research on survey methods has demonstrated that even a subtle difference in wording or physical presentation can affect responses to seemingly factual questions. Obtaining valid and reliable information from the general population on race and Hispanic origin has become increasingly difficult due to various, and changing, interpretations of these terms and of the response categories prescribed by the Office of Management and Budget (OMB) in Statistical Policy Directive 15, *Standards for Maintaining, Collecting, and Presenting Data on Race and Ethnicity*.

In preparation for upcoming demographic surveys, Census staff identified two versions of the single sentence race question that they believed would best address current conceptions of race while using OMB's terminology.   Since the Census Bureau would like to use a single standard race question on all of its demographic household surveys, it commissioned this study to provide guidance on the comparative effectiveness of the two versions.   This study was designed to use cognitive interviews to evaluate the two versions of the question for two modes of administration, in-person and by telephone. More specifically, the study was to determine which question version best satisfied three criteria: general understandability and usability, communicating the concept of race as a social identification, not a physical or biological fact, and communicating the acceptability of reporting more than one race category.

The two versions of the race question differ on the wording of the question stem. To easily distinguish between the two, we have labeled them the "consider" version and the "describe" version. These labels have been used throughout this report. The two question stems are:

Consider: Please choose one or more races that you consider yourself to be.

Describe: Please choose one or more of these categories to describe your race.

There are no differences between the two versions of the question by mode, in person or telephone administration, other than the directions and instructions required by the mode of administration, which are the same for each version by mode. These are presented below, by mode of administration:

In-Person Administration

   "Please choose one or more races that you consider yourself to be." [Interviewer shows card.]
   "Please choose one or more of these categories to describe your race." [Interviewer shows card.]

Administration by Telephone

> "I'm going to read you a list of five race categories. Please choose one or more races that you consider yourself to be."
>   [Interviewer reads list.]
>
> "I'm going to read you a list of five race categories. Please choose one or more to describe your race."
>   [Interviewer reads list.]

The two versions of the race question were evaluated using 57 face-to-face cognitive interviews on a standard demographic survey questionnaire. In total the respondents reported on 233 household members. To maximize respondent variability, the interviews were conducted in four sites across the country. Respondents were also chosen to represent varying races and Hispanic origins, ages between 18 and 65, household sizes, and educational and income levels. In addition, half of all households were expected to include at least one member who routinely reports more than one race.

B.   Research Questions

The study was organized around the three key concerns described above:

- understandability and usability;
- communicating that reporting more than one race category was now acceptable; and
- communicating the view of race as a social identity.

A more specific series of research questions was developed, elaborating on these key concerns, during the process of designing the cognitive interviewing protocol. These research questions focused primarily on definitions of terms, form version differences, question clarity, and response option clarity. It is important to note that while the focus of this study was on how respondents understand and use the race question, there are substantial and persistent differences among US residents of Hispanic origin concerning distinctions between race and Hispanic origin. Therefore, any race question intended for use with the general population must be tested in tandem with the Hispanic origin question. The complications for race reporting produced by the conceptual overlap between race and Hispanic origins will be presented with the findings in Chapter III. Exhibit I below presents the final set of research questions.

Exhibit I
Research Questions

I. Are the questions generally understandable and usable?

  1. How did the concepts "consider himself/herself to be" and "describe your race" work for respondents?
  2. Were there differences in comprehension and what were these?
  3. How were proxy responses handled?
  4. Would the same information be reported on both versions?
  5. Are there any differences between the in-person and telephone modes?
  6. Were there any unforeseen respondent problems?

II. Is the Census Bureau's concept of race and ethnicity as a social identification, rather than a biological fact, clear to respondents?

  1. How did respondents define race?
  2. How do respondents choose race categories?

III. Do the race questions communicate that respondents may select one or more response categories?

  1. Did respondents understand that they could choose more than one response option?
  2. Which question best communicates the "one or more" instruction?

In this chapter we present our approach to the study including a description of the research design and the study population.

A.   Research Design

In this section we present our approach to the design of the study including an overview, instrument content and format, cognitive testing approach, data collection schedule, and methodological issues.

1.   Overview

The objective of this study was to evaluate two versions of the single sentence race question using cognitive interviews, with the goal of determining if one version of the question was more effective than the other. Dimensions of interest were:

- The question's general understandability and usability;
- Clarity of the Census Bureau's conception of race and ethnicity as social identifications, rather than physical or biological facts; and
- Communicating the option to select one or more response categories.

The test instrument was developed by Census researchers and consisted of a section of nine demographic questions taken from a household survey. The instrument was designed to be administered in person by an interviewer reading from a paper form. Four versions of the instrument were devised which differed only in the language of the race question. The race question varied by version and mode of administration. The versions were one frequently used by the Census Bureau using the key phrase "*consider yourself to be*" and a second often used by Bureau of Labor Statistics researchers, using the key phrase "*describe your race*." The modes of administration were in person and telephone. The in person version of the question used "show cards" to display the race item instructions and response options. The telephone version relied on the spoken word to adequately convey them.

The cognitive testing took place in personal interviews with 57 respondents. Each interview was audio-taped. The interviews were conducted in four sites; Durant, Oklahoma; Seattle, Washington; Dallas, Texas; and the greater Washington, D. C. metropolitan area. The respondents were paid an honorarium of $35. See the section on the Study Population, below, for a detailed discussion of respondent characteristics.

The respondents were first interviewed, collecting data on up to five household members in each question using a grid format. Then, using cognitive techniques, respondents were asked about their ability to use the question, and their problems and concerns about it. Next, they were presented with the alternative version of the race question on a card, together with the version used in their interview on a second card, for comparison. Scripted and unscripted probes addressed the respondents' approach to choosing racial categories for him- or herself and other

household members and interpretation of the two versions of the race question and related concepts.

Each interviewer was given a supply of forms that included a predetermined proportion of in-person and telephone mode instruments, half of which were the *consider* version and half the *describe* version. They were instructed to, and did, use the forms in order. The project director maintained a log of assigned and completed interviews by site, mode, and version, to ensure that appropriate proportions of each were completed.

2. Instrument Content and Format

As noted above, the questionnaire was a standard nine question demographic form provided by the Census Bureau. Four variations of the instrument were used: a questionnaire for each version of the race question, *consider* and *describe*, in the two modes of administration, in-person and telephone. Show cards were used in the in person mode, giving the instructions to "choose one or more" and the list of response options.

The instrument was designed to capture demographic information on up to five persons per household.

In order of presentation the questions were:

- Name: first, middle, last and maiden names;
- Sex;
- Relationship to Person 1;
- Age and Date of birth: day, month and year;
- Current active military duty status (for persons age 18 or older);
- Marital status;
- Highest degree or level of school completed;
- Ethnicity: Hispanic or Latino;
- If Hispanic, group: (Mexican, Mexican-American, Chicano, Puerto Rican, Cuban, Cuban-American, or some other Hispanic or Latino group; and
- Race (White, Black or African American, American Indian or Alaska Native, Asian, or Native Hawaiian or Other Pacific Islander).

The data were collected in grid format for all household members so that all names were given first, then the sex of each household member was recorded, then the relationship of each to Person 1 was recorded, and so forth. Copies of the four instruments are included in Appendix C.

The race questions were as follows for each version and mode of administration.

Consider:
In Person: "Please choose one or more races you consider yourself to be." [Show card]
By Telephone: " I'm going to read you a list of five race categories. Please choose one or more races that you consider yourself to be." [Read list]

Describe

In Person: "Please choose one or more of these categories to describe your race." [Show card].

By Telephone: "I'm going to read you a list of five race categories. Please choose one or more to describe your race:" [Read list]

The response options for all question versions and modes were identical:

(1) White
(2) Black or African American
(3) American Indian or Alaska Native
(4) Asian
(5) Native Hawaiian or Other Pacific Islander

In addition, the telephone mode had an "other" race category printed on the questionnaire, that was not read to respondents. When respondents gave a race category other than those provided in the response options, the interviewer recorded that answer verbatim.

For all modes of administration the interviewers recorded, verbatim, for the race question only, comments or clarifications, such as "A trace." and "He's from Africa."

3.   Cognitive Testing Approach

The cognitive testing was used in two phases using both retrospective and think-aloud approaches with scripted and unscripted probes. First, immediately following the completion of the questionnaire, the respondent's approach to the race question was thoroughly discussed. Second, having established how the respondent handled and answered one version of the race question stem, the alternative wording was introduced and a discussion was conducted on it alone, and then in comparison to the original question. The probes were designed to provide information on respondents' general interpretation of the questions, their ability to choose appropriate categories and understanding the instructions to select one or more race category.

Phase One: Once the interview had been completed, respondents were asked to reflect on their thinking, comprehension, and difficulties encountered when responding to the race question for themselves and other household members. The discussion focused on how the respondent answered the race question for himself or herself, as well as other household members. In exploring the respondent's experience in the interview the following probes were used:

- In your own words, what were you asked about your race? What does that question mean to you?

- What were you thinking as you thought about answering that question? Did you have any questions when you were thinking about answering the question on race?

- When you gave the (race category/categories) for yourself or [Name] how did you decide what to choose? What problems did you have in deciding what (category or categories) to choose?

- [For a race not included in the response options]: You said that [your race/Name's race] is [other race/races]. Tell me why you didn't feel that [other race/races] fit into one of the five categories.

- What were you asked to do in the question about your race? Do you happen to remember the instructions? When I first read the question to you [read again if necessary], was it clear that you could give more than one answer if you wanted to, or did you think that you were supposed to give only one answer? ...Tell me more about that.

Unscripted probes such as: "can you tell me more?" "how is that?" and "can you give me an example?" were used according to the interviewers' discretion.

Phase Two: After the respondent's approach to the item as administered in the interview had been established, the alternative wording of the question stem was introduced. Cognitive probes then focused on considering the "new" version alone and then jointly with the version used in the respondent's interview. Examples of probes used in this phase of the cognitive interviewing include:

- In your opinion do these two questions mean the same thing or do they mean something different? What does it mean to you to be asked to "choose one or more categories to describe your race?" What does it mean to you to be asked to "choose one or more races that you consider yourself to be?"

- [Using the alternative version] What category or categories would you use to answer this question for yourself?

- Based on what you understand each version to be asking, do you think that you should choose the same or different categories to answer them? Why/Why not?

- [Start with the version used in the respondent's interview] Earlier you said you [considered yourself to be (race/races)/ would describe yourself as (race/races)]. [Do you think that you would use (race/races) to describe your race? Do you think that that is what you consider your (race/races) to be?]

- Proxy reporting: [Use interview version] What were you thinking when I asked you which categories [Name] used to describe [his/her] race? What were you thinking when I asked you which one or more races [name] considers [him/herself] to be?

- Proxy reporting: [Start with interview version] Earlier you said that [Name] considers [him/herself] to be [race/races]. Do you think that [he/she] would use [race/races] to describe [his/her] race? / Earlier you said that [Name] would describe [him/herself] as [race/races]. Do you think that that is what [he/she] considers [his/her] [race/races] to be?

- Any household member of Spanish, Hispanic, or Latino origin: Would your answer to the race question be different if "Hispanic" was one of the race categories on the list? Why?/Why not?

Unscripted probes such as: "Can you tell me more?" "How is that?" "Can you give me an example?" "Why/ Why not?" were used according to the interviewers' discretion.

4.   Data Collection Schedule

Interviewing was conducted at four broad locations; Durant, Oklahoma; Seattle, Washington; Dallas, Texas; and the greater Washington D. C. metropolitan area. The first round of interviews were conducted in Dallas, Durant, and the greater Washington D.C. metropolitan area in February 2002. This phase of the data collection yielded 33 completed interviews. The second round of interviews was conducted in Seattle, Washington in May 2002. This round of interviews yielded 24 completed interviews.

Table II.A.1 Distribution of Interviews by Location		
Sites	**Proposed Number of Interviews**	**Actual Number of Interviews**
Dallas-Durant	15	17
Washington DC Metropolitan Area[1]	15	16
Seattle	20	24
Total	50	57

We conducted a total of 57 interviews, rather than the 50 interviews specified in the scope of work, to ensure adequate the representation of all racial and ethnic groups identified for this study. Since we cannot be sure what racial and ethnic categories a respondent will choose until the interview is conducted, it is not always possible to ensure that a specific distribution of respondent characteristics will be accommodated within a specified number of interviews. Refer to the section on the study population for a detailed discussion of the racial and ethnic composition of respondents at each site.

The distribution of the 57 interviews is as follows:

Table II. A. 2 Distribution of Interviews by Type			
Mode of Administration	**Version of Race Question**		
	Consider	**Describe**	**Total**
Telephone	8	7	15
In Person	20	22	42
Total	28	29	57

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[1] The interviews conducted in the greater Washington DC metropolitan area were conducted in Prince George's and Montgomery counties in Maryland and Fairfax, Arlington, and Prince William counties in Virginia.

5. Methodological Points

Several methodological issues were created by the study design. These included using respondents who are recruited for their expected racial and Hispanic origin identities and household compositions, paying participants an honorarium, evaluating the two alternative question stems in two administration modes, and evaluating two question stems that were not constructed in parallel formats. Each of these is discussed briefly below.

a. Recruiting Respondents

The respondents were invited to participate in the study by staff in various agencies and organizations in the sites. This facilitated recruitment as it vetted the study and the interviewers. However, it means that the participants in the study were self-selected, since study participation was not connected to any obligation. Recruiting through settings where participants receive services or have a sense of membership helps to achieve the requirement for participants who are members of certain racial and Hispanic origin groups, although recruiters cannot guarantee which racial and Hispanic origin groups a particular volunteer will report in the interview. In addition, recruiters cannot guarantee that a respondent understands and can think and speak in English well enough to participate fully. This means that the total number of interviews is likely to be larger than the minimum number called for in the study scope of work to ensure that the minimum numbers of participants in various groups are included.

b. Use of Honorarium

The respondents were paid an honorarium of $35 for their participation. This was in recognition of the value of their time and to cover any travel expenses. It is always possible that some participants volunteer only to receive the honorarium and may provide only superficial information or otherwise attempt to minimize the length of the interview. This is a rare occurrence, and the interviewer's assessment of the validity and reliability of the data is used to decide whether or not to include the data in the analysis.

c. Multiple Modes

Part of the research design was to evaluate the affect of administration mode on question understandability, usability, the respondent's approach to race, and communication of the instructions. The original scope of work called for a proportion of telephone to in-person interviews to be conducted roughly in proportion to the use of the telephone mode in the actual survey. The actual survey is in-person, with the telephone used only for follow up for nonresponse. The original proportions were at least 5 in-person interviews to each telephone interview. At the close of the first phase of data collection, for 33 completed interviews we had 5 using the telephone mode of the instrument. Since the telephone interviews were further divided between the two question versions, this resulted in a very small number of telephone interviews from which to draw any conclusions. Therefore, the proportion of telephone interviews was increased for the Seattle phase of data collection so that approximately one-third of the interviews used it. As a result, there were a total of 15 interviews using the telephone mode of administration, 8 using the *consider* version, 7 using *describe*, double the number that would have been conducted under the original scope of work. These numbers are not ideal, but do improve our confidence in drawing conclusions.

d.   Non-parallel Constructions

The two versions of the race question stem differed in three factors, obscuring our ability to directly attribute differences in interpretation or use of the questions. Main interest was on the key action words, "consider" and "describe." However, the objects of the choosing differed by version. The *consider* version gave "one or more <u>races</u>" as the object of the verb "choose," while the *describe* version used "one or more of these <u>categories</u>" as the object of the verb. Finally, the descriptors of the "races" (*consider*) and "categories" (*describe*) were different. In the *consider* version the descriptor of "races" was "consider yourself to be," while in the *describe* version the descriptor of "categories" was "to describe your race."

Listed below are all the versions of the race questions used in this study. To illustrate the different uses of the terms race and categories, they are underlined in each question stem. For simplicity, we have presented them from the point of view of the respondent ("you").

Consider – In person:
        Please choose one or more <u>races</u> you consider yourself to be.

Consider – Telephone:
    I'm going to read you a list of five <u>race categories</u>. Please choose one or more <u>races</u> that you consider yourself to be.

Describe- In person:
        Please choose one or more of these<u> categories</u> to describe your <u>race</u>.

Describe – Telephone:
    I'm going to read you a list of five <u>race categories</u>. Please choose one or more to describe your <u>race</u>.

The result of comparing two non-parallel and complex question stems was that our conclusions cannot definitive. The respondents clearly had more negative reactions to the *describe* version than to the *consider* version. They made extensive comments, also negative, on the use of the term "categories" in the *describe* version and noted that the *consider* version explicitly invited the choice of more than one race ("Please choose one or more <u>races</u> "). It may be that eliminating the term "categories" and adding "race or races" in the *describe* version would result in fewer negative and more positive comments. A more detailed discussion of this dilemma is included in the following chapters.

B.   Study Population

In this section we present a description of the study population, including an overview, the required demographics, and their geographic representation.

1.   Overview

Since the purpose of this study was to help Census researchers to decide which version of the race item question would be used in demographic surveys, the study population was to reflect, in microcosm, the US adult population. However, since certain population sub-groups are known

to have difficulties with race and Hispanic origin reporting, representatives of these groups were to be included in sufficient numbers to enable us to evaluate the strengths and weaknesses of the versions in addressing their reporting problems. It was also important to have study participants from a variety of locations nationwide to avoid biases that might be introduced into the evaluation by local or regional orientations or sensitivities. In the sections below we describe the required demographic characteristics of the study participants and their distribution nationwide.

2.   Required Characteristics

The scope of work called for a minimum of 50 interviews, 25 using each version of the race question. Among the 25 interviews using each version, about 4 in 5 were to use the instrument form with the race question printed as it would be administered in person, using a Show Card, and 1 in 5 was to use the instrument form with the question printed as it would be administered by telephone (all verbal). These proportions were revised prior to conducting the final round of interviews in Seattle to increase the number of interviews using the telephone mode to a total of about a dozen or so, or about 6 per version. Our goal was to conduct the same number of interviews, by sub-population and group, for each version of the race question, *consider* and *describe*.

a.   Race and Hispanic Origin

The 50 interviews were to include about 10 interviews with persons of Hispanic origin[2] who may be of any race. The remaining 40 interviews were to be conducted primarily with members of the minority groups. Our planned distributions were:

- Hispanic Origins: 10 interviews total, 5 with persons of Mexican or Mexican American[3] origins and 5 with other Hispanic origins.
- American Indians or Alaska Natives: 12;
- Asians: 13;
- Native Hawaiians or Other Pacific Islanders: 5;
- Blacks or African Americans: 5; and
- Whites[4]: 5.

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[2] While our intention was that the respondent would be of the designated race or Hispanic origin, in practice we required only that at least one person in the household be of the designated race or Hispanic origin. Since we were hoping that at least half of the respondents would be of more than one race or that half of all households would include at least one member of more than one race, this was a practical rule, which yielded the kind of reporting and exploration into thinking about race and Hispanic origin reporting that was the goal of the study.

[3] Not only are persons of Mexican or Mexican American origins the largest sub-population among the those of Hispanic origin, 21 of 35.3 million, according to the 2000 census, but this group also includes many members whose mixed heritage of Spanish and Mexican Indian can be difficult to report using the race item as presently constructed.

[4] White respondents were of interest only if they lived in a household where at least one person was of more than one race. The majority of mixed race residents of the US have another race mixed with White; most often mixed race people in the US are minor children in households with one White parent and one parent of another race.

b.   Multiracial Participants

Approximately half of the 50 interviews were planned to take place with a respondent who reported more than one race or with a respondent whose household included at least one member who was of more than one race.

c.   Age, Education and Income Levels and Household Size

The respondents were required to be adults between the ages of 18 and 65. While Census set no requirements on education and income levels, we sought variety, again to reflect the general population. We did require that the respondent be able to understand and speak English well enough to complete the interview and to engage in some reflective analysis about their reporting behavior. We did not require that English be the respondent's first language.

We planned to interview respondents for households of at least 3 members and 2 generations. This requirement was one we imposed to maximize our chances of collecting data on people with more than one race, as well as increasing the richness and amount of information on race and Hispanic origin reporting from each interview.

d.   Distribution of Respondents

We interviewed a total of 57 respondents reporting on 233 household members. Of the 57 interviews, 28, or 49 percent, used the *consider* version of the race item and 29, or 51 percent, used the *describe* version. There were 42 (74 percent) interviews administered using the in-person mode and 15 (26 percent) using the telephone mode. The 42 administered in-person included 20 using the *consider* version of the race item and 22 using the *describe* version. The 15 administered using the telephone mode included 8 using the *consider* version of the race item and 7 using the *describe* version.

Table II.B.1 below presents the final distribution of respondents by race and Hispanic origin compared with the planned distribution. Since we had no specific target for number of multiracial respondents, separate from the single race categories, the planned and achieved distributions are not entirely comparable. The table does highlight the difficulty we encountered in finding respondents in the Seattle, Washington area who would report their race as only Native Hawaiian or Other Pacific Islander.

Table II.B. 1
Frequency and Percent of Planned and Achieved Interviews
by Respondent's Race and Hispanic Origin

Race and Hispanic Origin	Planned	%	Achieved	%
White	5	10	3	05
Black, African American	5	10	6	11
American Indian or Alaska Native	12	24	11	19
Asian	13	26	10	18
Native Hawaiian or Other Pacific Islander	5	10	1	02
Multiracial	[10-25]	[20-50]	17	29
Hispanic- Mexican American	5	10	4	07
Hispanic- Other	5	10	5	09
Total	50	100	57	100

Table II.B.2 below presents the racial distribution of the 17 multiracial respondents. Nearly one third, 5 of 17, or 29 percent, reported themselves as White and American Indian or Alaska Native, 3 reported themselves as White and Native Hawaiian or Other Pacific Islander, 3 as White and Asian, and 3 as of more than two races.

Less than the planned half of all households, 24 or 42 percent, included at least one member who chose more than one racial category or for whom more than one race was reported. However, about 1 in 4 persons reported on, 58 of 233, or 25 percent, was multiracial.

The majority of multiracial household members were White and American Indian or Alaska Native followed by those with more than two races. Over half, 31 of 58, or 53 percent, were American Indian or Alaska Native and another race (25 White and American Indian or Alaska Native, 5 Black/African American and American Indian /Alaska Native, and 1 American Indian and Asian). Table II.B.3 below presents the frequency and percent of races for multiracial household members.

Table II.B.2
Frequency and Percent of Races of Multiracial
Respondents

Races	Frequency	Percent
White & American Indian/Alaska Native	5	28
White & Native Hawaiian/Other Pacific Islander	3	18
White & Asian	3	18
White & Black/African American	1	06
Black/African Am. & Am. Indian /Alaska Native	1	06
Black/African Am. & Other	1	06
More than 2 races	3	18
Total	17	100

Of the nine interviews conducted with respondents of Hispanic origin, six, 67 percent, included at least one household member who chose one racial category in addition to the Hispanic origin group. A total of 17 households, 30 percent, had at least one member who was of Hispanic origin and a total of 51 of 233 persons reported on, 22 percent, were of Hispanic origin.

The average household size was 4, with a range from 2 to 9. The respondents ranged in age from 17 years of age to 67 with a mean of 36 years. They were of varying educational levels from finishing the 9th grade to obtaining a Master's Degree. The average level of education attained was about one year of college.

3.   Geographical Representation

We planned to conduct the cognitive interviews in four sites and in two phases. Phase I: Site 1, Durant-Tulsa, Oklahoma; Site 2, Dallas, Texas; and Site 3, the greater Washington, D.C. metropolitan area, specifically Prince George's and Montgomery Counties, Maryland, and Fairfax, Arlington, and Prince William Counties, Virginia.

Table II.B.3
Frequency and Percent of Races
Reported for Multiracial Household Members

Races	Frequency	Percent
White & American Indian	25	43
White & Asian	7	12
Black/Af. Am. & American Indian	5	09
White & NHOPI	5	09
White & Black/African American	2	03
American Indian & Asian	1	02
Asian & Native Hawaiian	1	02
Black/African American & Other	1	02
More than 2 Races	11	18
Total	58	100

Phase II, Site 4, Seattle, Washington and environs. The planned distribution of interviews by site was:

Phase I: 30 interviews

    Dallas-Durant: 15 interviews, total:
        8 American Indian,
        5 Hispanic-Mexican American, and
        2 Black/African American.

Greater Washington, D.C. metropolitan area: 15 interviews, total:
  7 Asian,
  5 Hispanic-Not Mexican American, and
  3 Black/African American.

Phase II: 20 interviews

Seattle, environs: 20 interviews total:
  6 Asian,
  5 Native Hawaiian or Other Pacific Islander,
  4 American Indian, and
  5 White.

Table II.B.4 below presents the recruiting organizations and number of completed interviews, by site.

Table II.B.4 Recruiting Organizations[5] and Number of Interviews Per Site	
Name of Organization	**Number of Interviews**
Seattle, Washington	
Seattle Indian Health Board	8
MAVIN Foundation	4
Khmer Community Center	5
Ethnic & Cultural Center of the University of Washington	7
Sub-total	**24**
Dallas, Texas	
Black Academy of Arts	3
American Indian Center in Euless	4
Anita Martinez School	3
Sub-total	**10**
Durant, Oklahoma	
Choctaw Nation Tribal Complex	7
Sub-total	**7**
Greater Washington DC Metropolitan Area	
Chinese Community Church of Washington DC	2
Arlington County Public Schools Family Education Center	4
National Asian Pacific Legal Consortium	2
Fishing School	3
Development Associates	5
Sub-total	**16**
TOTAL	**57**

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[5] All recruiting organizations listed in this table, except for Development Associates, were used for the first time under this contract. The interviews attributed to Development Associates were recruited by word of mouth.

Table II.B.5 below presents the achieved distribution of race and Hispanic origin by site. We conducted 17 interviews in Dallas and Durant. In addition to the races and Hispanic origin groups planned, one respondent was White and four reported more than one race for themselves. In the greater Washington, D.C. metropolitan area we conducted 16 interviews. In addition to the races and Hispanic origin groups planned, two respondents were White and one was Mexican American. The 33 Dallas, Durant, and Washington, D.C. metropolitan area interviews were conducted in February, 2002. Finally, we conducted 24 interviews in Seattle. Since the Phase II Seattle interviews were conducted after the Phase I interviews, we used that site to bring all categories of respondents as close to target figures as possible. There were more interviews with multiracial respondents in Seattle than the other three sites. In part, this was due to the racial sub-populations found there and in part to more deliberate recruiting for multiracial respondents or households with members who would report more than one race.

Table II.B.5
Frequency and Percent of Interviews by
Respondent Race and Hispanic Origin and Site

Race/Hispanic Origin	Dallas, TX / Durant, OK		DC Metro		Seattle, WA	
	N	%	N	%	N	%
White	1	06	2	12	0	00
Black/African American	2	12	4	25	0	00
American Indian or Alaska Native	7	40	0	00	4	17
Asian	0	00	4	25	6	25
NHOPI	0	00	0	00	1	06
Multiracial	4	24	0	00	13	52
Hispanic Origin-Mexican American	3	18	1	06	0	00
Hispanic Origin-Other	0	00	5	32	0	00
Total Interviews	17	100	16	100	24	100

Finally, we collected information on all races and Hispanic origin groups planned, at the levels planned. Since Native Hawaiians and Other Pacific Islanders frequently report more than one race for themselves, the number of Native Hawaiians or Other Pacific Islanders is not reflected only in that category, but also in the multiracial category. Table II.B.6 below presents the distribution of race and Hispanic origin for all household members by site.

Table II.B.6
Frequency and Percent
Race and Hispanic Origin for All Household Members
by Site

Race/Hispanic Origin	Dallas / Durant		DC Metro		Seattle	
	N	%	N	%	N	%
White	4	06	12	19	7	07
Black/African American	6	09	15	24	0	00
American Indian or Alaska Native	21	32	0	00	11	11
Asian	0	00	10	16	36	35
NHOPI	0	00	0	00	2	02
Multiracial	14	21	2	03	42	39
Hispanic Origin-Mexican American	19	29	5	08	6	06
Hispanic Origin-other	2	03	19	30	0	00
Total Household Members	66	100	63	100	104	100

Chapter III. Findings

In this chapter we present the findings organized around the three main research questions and the ten sub-questions. The findings for each main question are presented in a separate section. In Section A. we present our findings concerning the understandability and usability of the race item. In Section B. we present our findings on the respondents' conception of race (and ethnicity). Finally, in Section C. we present our findings on how well the instruction to "choose one or more" response options was communicated.

A. Understandable and Usable

The first main research question was:

Are the questions generally understandable and usable?

During development of the cognitive interviewing protocol, this question was further specified into six sub-questions:

> 1. How did the concepts "consider himself/herself to be" and "describe your race" work for respondents?
> 2. Were there differences in comprehension and what were these?
> 3. How were proxy responses handled?
> 4. Would the same information be reported on both versions?
> 5. Are there any differences between the in-person and telephone modes?
> 6. Were there any unforeseen respondent problems?

Census researchers had a series of concerns about how well each of the two race question versions performed on several dimensions that make an item understandable to the largest population of respondents and usable for researchers' purposes. Each of the six sub-questions is considered in turn below.

1. Using *Consider* and *Describe*

The first understandability and usability question is:

> How did the concepts "consider himself/herself to be" and "describe your race" work for respondents?

a. How *Consider* and *Describe* Work

On the whole, the respondents were able to use both versions of the question, but had a more positive impression of it when the "consider yourself to be" phrase was used rather than "describe your race (singular)," and the response options were referred to as "races" rather than "categories." In addition, there was some sensitivity on the part of multiracial respondents, especially, for use of "races" (plural) if the instructions to "choose one or more" were sincere. In terms of the answers supplied, the *consider* version seemed to encourage the reporting of more

groups, for example both American Indian and White for someone who would use either American Indian or White in the *describe* version. Reporting difficulties are discussed in Section b. below. The precise wording of each version was:

Consider: **Please choose one or more races that you consider yourself to be**:

Describe: **Please choose one or more of these categories to describe your race**:

(1) Positive Impression: Respondents gave more positive feedback to the *consider* version of the race question than the *describe* version. Over half, 32 of 57, or 56 percent, made positive comments on the *consider* version while 4 of 57, or 7 percent, made positive comments about the *describe* version. *Consider* seemed more personal, to allow respondents to reflect on self-identity, to report their central identity, and to focus on the group or groups to which they felt allegiance.[6] There was very little negative comment on the *consider* version of the race question. It was viewed as possessing several positive traits:

- Encouraging more choice;
- Focusing on personal identity;
- Fostering freedom of expression;
- Considering feelings about race; and
- Allowing for adequate representation of multiracial respondents.

The *describe* version of the question evoked a formal, impersonal, and bureaucratic approach to race reporting. It seemed to imply a focus on more fixed traits such as bloodlines and heredity, rather than voluntary characteristics such as group affiliation(s). The term "categories" seems to have reinforced an overly deterministic view of this version of the question. The *describe* version of the question was viewed as possessing several traits:

Positive or neutral connotations:

- Objective;
- Encouraging detailed reporting; and
- Physical appearance focused.[7]

Negative connotations:

- Limiting;
- Impersonal;
- Confining;
- Not supportive of the choice of more than one response option; and
- Imposed by the government.

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[6] The *consider* version could be called the more "politically correct" of the two.

[7] Like the sense of objectivity, rather than the subjectivity of *consider*, a physical appearance focus was noted as a matter of fact, with no implied feelings that this was somehow "wrong," but simply not a preferred approach. For some, it did carry a sense of being defined by others' perceptions of the racial groups to which the respondent belongs based on physical appearance.

The *describe* version was more closely linked to determining race based on physical appearance (particularly as viewed by others) and country of origin (sometimes referred to as "nationality") than the *consider* version.

(2) "Races" Not "Categories:" To many respondents, "races" (used in the *consider* version) sounded like "groups," which was associated with a sense of voluntary affiliation. "Categories" (used in the *describe* version) was associated with "boxes" and imposing a set of response options on the respondent.[8] Also some respondents interpreted "categories" as characteristics, i.e. they expected these to include various aspects of physical appearance. These expectations were partially confirmed because the first two categories mention (skin) color: "White," and "Black or African American." Also, since the categories were read by the interviewer and not seen by the respondent, it sounds as though there are choices among those with more than one term. For example, one respondent believed that she could choose more than one from among Black and African American.

(3) "Races" Not "Race:" Only a few respondents noticed that the *describe* version used "race" (singular) as the attribute to be reported on while the *consider* version used "races" (plural). This subtle difference communicated to some respondents that the *consider* version encouraged multiple responses while the *describe* version "really only wanted one."

(4) Quantity of Reporting: Just over 4 in 10 respondents (24 of 57, or 42 percent) reported that at least one household member, including themselves, was of more than one race. There is a small difference in the number of races reported by version. A few more respondents reported more than one race when interviewed using the *consider* version than those interviewed using the *describe* version. Table III.A.1 below presents the frequency and percent of number of races reported for all household members by version of the race question used in the interview. It shows that 34 of 122 household members (28 percent) were reported as having more than one race in interviews using the *consider* version while 24 of 111 household members (22 percent) were so reported using the *describe* version. This suggests that the respondents' comments about the *consider* version language offering more latitude, therefore encouraging more reporting, were accurate - they did report more races when interviewed using the *consider* version. However the effect was small.

Table III.A. 1
Frequency and Percent of Races Reported for All Household Members by Version

Number of Races Reported	Version				Total	%
	Consider	%	Describe	%		
One	88	72	87	78	175	75
More Than One	34	28	24	22	58	25
Total	122	100	111	100	233	100

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[8] Note that the five response options were the same for both versions.

b.   Reporting Problems Using *Consider* and *Describe*

The respondents' reporting problems were not related to the version of the question used in the interview or to mode of administration. The majority were the common problems that the minority sub-populations encounter when using the race question and are related to the use of the five response options. They include: (1) understanding which ethnic groups and which common terms for various groups of people are included in the five categories, (2) determining how to include Hispanic origin terms in their response, (3) determining how to indicate that the person is of "mixed" race, and (4) determining how to indicate that the person was born in the US. A second kind of reporting problem was related to the ability to choose more than one category. Some respondents did not know how detailed their report should be. Each of these difficulties is discussed below.

The race question response options for both versions were:

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander

(1) Ethnic groups and terms: Some respondents were unsure of which non Hispanic ethnic groups should be included in the various race categories and which categories included people designated by other common terms.   For example, one respondent felt confident about reporting on his household until he got to one roommate, who was "half Jewish." He was unable to find a category among the five that seemed to include Jews. Other groups that the respondents could not easily classify into the five categories include: Cajuns/French Cajuns, West Indians, Africans, Scandinavians, Russians, English, Germans, Irish, and Scotch (sic).

Several respondents had difficulty with the White category. First, some used other terms for White, such as "Anglo"[9] and "Caucasian"[10] but weren't sure that they were included in the White category, per se. Respondents of Hispanic origin who commonly equate the terms "Anglo" and "White," were more comfortable using the White category than some respondents who used the term "Caucasian." Second, some respondents were convinced that the White category could be used only if the person was "100%," "pure blooded," or "full" White. Other respondents would use the White category only if the person were at least half White (one White parent). If a person was (multiracial) mixed with White, especially if one parent was less than 100 percent White, respondents were unsure how to report this.[11]

(2) Hispanic origin terms: Some respondents had difficulty giving a full report since they viewed Hispanic origin as included in race. In some cases the person used only a term related to Hispanic origin, such as Spanish, Latino/a, Hispanic, and Mexican American, as their race. The

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[9] Three respondents with Hispanic origins used the terms "Anglo" and "Anglo Saxon" for people who were "pure" or "100 percent" White, usually with northern European origins.

[10] Three respondents, one White, one Black, and one White and Asian, used "Caucasian" in discussing the White category.

[11] Thirty-two of the 57 respondents, 56 percent, used the White category for themselves or household members. Of these, 4 referred to a need to be "full" or "pure" to use this category.

problem then became to determine which of the five categories included Spanish or Latino people. A second difficulty in reporting on people with Hispanic origins was to determine where to report Mexican, Central, or South American Indian groups. Some respondents settled on using the American Indian or Alaska Native category, others felt this was not appropriate.

(3) Indicating "mixed" race: Using more than one of the five categories to indicate that the person was biracial, multiracial, or of "mixed" race was not a universal practice for all respondents. Some respondents wanted another way to indicate mixed race, either by using a multiple race term, such as "biracial," "multiracial," or "mixed race," or by using other, more specific terms, such as Mestizo, Sambo, Amerasian, or Eurasian.[12]

(4) Indicating US birth: Many respondents, especially first generation immigrants, wanted to indicate that their children were born in the US by adding "American" to their ethnicity, for example: Mexican American, Salvadoran American, Asian American, Cambodian American. Their inability to indicate this in the race question was puzzling to some because the term "African American" is explicitly included in a category.

(5) How much detail to include: Respondents were frequently unclear about how much was required of a particular group to qualify or make it reasonable to report it. They referred to a "trace" of a group, or "some," or a percentage, or blood quanta, to determine if it was "enough to report." Other approaches were to indicate the generation of the relative, for example a grandmother or great-grandmother. Finally, some respondents were unclear about reporting a group if it was not accentuated in everyday living or culturally a part of the person's identity. For example, when reporting on children, one might "prefer the Indian side."

2.   Comprehension of *Consider* and *Describe*

The second understandability and usability question is:

Were there differences in comprehension and what were these?

Slightly over one quarter of the respondents, 15 of 57, or 26 percent, reported that they did not see any difference between the *consider* and *describe* versions of the race question. For the most part, they explained that they felt they were expected to perform the same basic task: choose the category or race which best suited them, from the same set of five response options. The use of the same set of response options for both wordings of the question was the most critical factor in determining how they approached this question, even though the language in the stems differed.

The remaining 42 of the 57 respondents, 74 percent, did not necessarily think that the two different question stems were asking different questions, rather, the same question being asked in slightly different ways. The difference was more a matter of change of nuance than an entirely different question.

Some respondents saw *consider* as "straightforward" and *describe* as "complex," while others saw *consider* as "more convoluted" and *describe* as "clear." There was some agreement that

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[12] This included 3 respondents with Hispanic origins, 2 reporting Black and other races, 2 reporting Asian and other races, and 1 reporting American Indian and other races.

consider was more personal, "more of your own opinion," and more "culturally oriented," while *describe* was "how others see us," "genetically defined," asking for more detail, and more a "government description." Some respondents felt that *consider* was "easier to understand," while others found *describe* to be "clearer." One respondent said: "*It is easier to say who you are (for describe), than to say who you are (for consider).*"

3.   Proxy Responses

The third understandability and usability question is:

How were proxy responses handled?

In this section we discuss the two types of proxy reporting: reporting on family members and non-family members, five factors used in explaining the rationale for proxy reporting, and problems in proxy reporting.

There were two types of proxy reports: giving information on household members who were family members, and giving information on household members who were not family members. The respondents felt they could give accurate information on family members. While they were able to report from the family member's perspective, some did admit that they gave the races they felt the person <u>should</u> use rather than those that the person would report for themselves. When reporting on non family household members, in many cases the respondents said that they had had conversations about race with their roommates and therefore knew their preferences. In a few cases the respondents were unable to give complete information on non-family members because they were unsure of which category or categories to use for certain ethnicities or situations.

a.   Family Members

(1) <u>Minor Children</u>: The races of minor children were reported in one of three ways: (1) using the races of both parents jointly; (2) using a sub-set of the parents' races, or (3) a selection of parents' races mediated by the child's physical appearance and/or cultural knowledge and practices. As noted above, in most cases parents reported from the child's point of view and in some imposed their preferences on the child. One of the main reporting problems for parents was indicating US birth for their children. Many first generation immigrant parents wanted to indicate the child's US birthplace by hyphenating the parents' native country with "American," as in "Mexican-American," or "Cambodian- American."

(a) Both Parents' Races: For the most part parents gave the same races for their children as for themselves. For example, an Alaska Native respondent was very clear about the answers for the different members of his family. He reported his daughter as biracial using both his race and her mother's race (Alaska Native and American Indian). For his adopted son, he reported White and American Indian based on the son's parents as well.

Sometimes, as noted above, the parents gave a full accounting of their children's races and also explained that the children had other preferences. For example, one parent reported her children as White and American Indian, but explained that they would report themselves as American Indian only: "they claim the Indian side." She selected the two race categories so that her

reporting would be complete: she is American Indian and their father is White. Another American Indian respondent explained that her child would probably choose to report herself as only Indian because most of her friends were Indian. However, she preferred to give the child's full ethnic background, including her Asian heritage (Vietnamese, Chinese and Filipino), as the child "looks Asian; - because people ask why she looks Asian."

(b) A Sub-set of Parents' Races: Respondents explained:

>"[The children] *have my race.*"

>"*The girls are White, they use their father's race, and he is Anglo.*"

In a more complex household, a multiracial respondent explained that her children would identify themselves using categories that were different from complete parental reporting, based on their various self-identities. Her oldest son identifies himself as Black, her oldest daughter identifies herself as American Indian-Choctaw, while the youngest child identifies himself as American Indian or Brown. She explained that the schools her children attended told her to categorize the children according to their father's [American Indian] race. She "*always gives White as the last option so that their American Indian entitlements are not jeopardized.*"

(c) Selected Parents' Races Plus Other Factors: The respondents were very forthcoming in explaining the rationales for their race category choices when these choices were not obviously a combination of the parents' races. For example, an Asian-Korean and White respondent reported his daughter as [only] White "*because she has no Asian features,*" and his son as Asian and White, "*because of his eyes.*" In another situation, a biracial respondent explained that she elected to give Black and American Indian as the categories for her family based on parentage and ethnic background.

>"*For lots of African Americans, mixes are not mentioned. I have West Indian, and, of course, White somewhere, so why not* [report] *all of it?*"

(2) Other Family Members: The respondents said they knew other family members' preferences, often explaining why their natural siblings, for example, preferred different categories from those reported by the respondent. In one case, a sister explained that since she and her brother had the same parents, she easily reported their races for him as she had for herself. Another respondent explained that she did not have problems; her husband's race was "Anglo," therefore, it was easy to choose White for him. Finally, a biracial (Asian- Korean and White) respondent explained that his sisters "*were not involved in the mixed community*" and would most likely report themselves as only White.

b.   Non Family Members

The respondents often explained their choice of races for non family household members by noting that they had discussed race and preferences for racial identity. For example, one respondent explained that her roommate thinks of herself as multiracial since her parents are Portuguese, Hawaiian and Korean.

c.   Factors Used in Proxy Reporting Explanations

In explaining their choice of races for household members, the respondents frequently referred to one or more critical factors. These included: (1) origin and ethnicity, (2) culture, (3) physical appearance, (4) the person's preferences, and (5) entitlements.

(1) Origin and Ethnicity: Respondents reporting on persons of Hispanic origins often mentioned the importance of specifying origins and ethnicity in answering the race question. Sixteen respondents, 28 percent, referred to origins or ethnicity in deciding what races to report for household members. Nine respondents, 16 percent, specifically referred to country of origin or nationality as one of the factors they considered before deciding on how to report on race for other members of their households and 7, 12 percent, referred to ethnicity in explaining what they were thinking when deciding on what to report for the other members of their households. For example, a respondent reported her grandmother's race as Mexican American, explaining this is "*where she came from; her ethnicity.*" An Asian-Chinese respondent chose "American" to describe his niece since she was born in the United States, even though her parents are British and Chinese.

(2) Culture: Over one quarter of the respondents, 15 or 26 percent, specifically referred to culture as one of the factors they considered when deciding how to report on race for household members. One respondent explained that her Filipino roommate grew up in a place where there were very few Filipinos, so "*she feels she grew up White* [culturally]." Three Southeast Asian respondents explained that even though the children were of Asian lineage, they were born in the US and their first language was English and their culture "American." They believed that since US culture is very different from the culture of their Asian parents and grandparents, it would be wrong to report these children as Asian only. It was important to recognize their cultural affinity to the US and identify them as American. Finally, a Native American mother reported her biracial children as American Indian only, since they "*claim the Indian side.*"

(3) Physical Appearance: Fourteen respondents, 25 percent, explained that they considered skin color and other aspects of physical appearance when selecting races or categories for household members. For example, a parent of two biracial children expressed his difficulty with selecting their race:

> "*My son doesn't look White because of the shape of his eyes; my daughter has round eyes and no Asian features.*"

Therefore, he gave his son as White and Asian and his daughter as White only. Another parent (of Spanish and American Indian heritage) gave his son as "*only White as he is Anglo looking and was born here* [in the US]." A husband, who reports himself as White and American Indian, noted that his wife was "*more Indian looking*" than himself.

(4) The Person's Preference: Eleven respondents, 19 percent, specifically noted that they answered the race question for household members based on how the household member would respond. For example, a wife reported that her husband as only Samoan even though she knew he had several other races in his background. "*He considers himself to be only Samoan.*" Another wife explained that she was identifying her husband as Spanish. His background is "mixed," Spanish, Mexican and Mexican American, but he prefers to identify himself as Spanish. She

indicated that this was a conscious decision on his part and that she would in no way alter his race category even if there were options which could adequately define his race. Finally, a respondent reporting on his mother and stepfather explained that *"I tried to answer the way they would. They got used to Indian."*

(5) Entitlements: Six respondents, 10 percent, all American Indians, explained the importance of documenting race in securing certain entitlements for their children. This was most often referred to in conjunction with choice of school or access to resources within their respective school systems. For example, an American Indian mother explained that her daughter is biracial, American Indian and White, but she usually reports her as American Indian for any school related issue. Another mother noted that she always reported her children's races as Black and American Indian so that their entitlements would not be jeopardized. Finally, a grandmother explained that while she considers her biracial grandchild to be [only] Spanish, she identifies her as American Indian, (plus Spanish and White) to receive entitlements, particularly for school.

d.   Problems in Proxy Reporting

Proxy reporting problems were the same as problems encountered when giving self-reports. Some respondents were unsure what nationalities are included in the White category, some wanted to include references to Hispanic origins in the race question, some respondents are unsure how to report for those whose Indian background is derived from the native peoples of Mexico, Central or South America, and some respondents were unsure how to classify certain international minority groups. For example, an African American respondent with biracial children had difficulty choosing a race for her [White] Scandinavian husband, and therefore could not determine easily which categories to report for their natural children. An American Indian respondent wanted to include the notion that his wife was culturally "very American" along with the fact that her parents were originally from Mexico. He could not find a way to report her as Mexican American within the race item categories. Finally, another respondent explained that she had a problem trying to combine all the different backgrounds (Hispanic, Indian, Black and other different countries) for one household member. She decided to select American Indian as a way to combine residence in the US with the person's Central American Indian background.

4.   Reporting Differences

The fourth understandability and usability question is:

Would the same information be reported on both versions?

a.   Self Reporting

Some 9 of 57 respondents, or 16 percent, indicated that they would provide different answers in each version of the question. Even those who had indicated that the terms (consider and describe) meant something different to them, thought that they would still give the same categories when answering each version. Generally respondents who would report underline different answers in each version would give more information in the *consider* version. For example, a respondent reporting Asian and Other Pacific Islander in the *describe* version would give White, Asian and

Other Pacific Islander in the *consider* version. One respondent noted that he would give a more general answer in the *describe* version (Alaska Native and Inupiat, his people) and a more specific answer in *consider* (Alaska Native and Kawarak Muek, his tribe). Only 1 of the 9 would report fewer categories in the *consider* version: White and Native Hawaiian would become Native Hawaiian.

The proportion of those who would give the <u>same</u> answer in each version is the same for those interviewed using each version: 17 of the 28 respondents (61 percent) interviewed using the *consider* version would give the same answer to each version of the question, as would 17 of 29 (59 percent) of those interviewed using the *describe* version.

It appears that mode of administration, whether in-person or by telephone, makes no difference in the respondent's propensity to give different answers in the two versions. Because many people of Hispanic origins have difficulty answering the race question, regardless of how the question stem is phrased, this confounds comparisons of differential reporting by mode of administration among the small number of respondents interviewed using the telephone mode.

Among those who would give different answers the changes would be:

Consider to *Describe*:
- American Indian would become White (two respondents).
- White and American Indian would become White.

Describe to *Consider*:
- African American would become White, African American and American Indian.
- Asian and Other Pacific Islander would become White, Asian, and Other Pacific Islander.

Finally, one respondent indicated that while her answer would have the same two race categories in each version, the order of their importance would change (she also used the terms American Indian and Native American interchangeably). For the *consider* version, she would use White and Native American, but American Indian and White in the *describe* version.

b.   Proxy Reporting

Some 5 of the 57 respondents, or 9 percent, said that they would give different answers for household members in the *consider* and *describe* versions of the question.

Examples of changes would be:

Consider to *Describe*:
- White would become White and American Indian (children of American Indian parent).
- American Indian would become White and American Indian (children of American Indian parent).
- American Indian would become White and American Indian (adopted child of Alaska Native parent).

5.   In-Person- Telephone Differences

The fifth understandability and usability question is:

Are there any differences between the in-person and telephone modes?

To determine if there were differences in the respondents' ability to understand and use the race question by mode of administration of the question (in-person using a show card or by telephone, reading the list of races) we made four comparisons. First, looking at comprehension of the race question, we observed the respondent's approach to thinking about race and if the respondent gave usable answers. Then in considering usability, we reviewed the respondent's ability to give an answer and if the instructions to "choose one or more races" or "choose one or more of these categories" were recalled.

a.   Understanding the Question

Two indicators of item comprehension are the respondents' approach to thinking about question content and if they give usable answers, i.e. if they either use the response options given in the question or give answers that are unambiguously related to the response options, e.g. "Japanese" is a sub-group of the response option "Asian."

(1) Approach to Thinking About Question Content: Research Question II below (Section B) concerns the types of approaches respondents used in thinking about race and answering the race question. The approaches we observed were the biological or genetic approach, the social construction approach and a combination of these two. There were no differences in use of approach to the question by mode of administration. Table III C.3 below shows that about half of all respondents, regardless of question version (*consider* or *describe*) or mode of administration (in-person or telephone) used a biological approach to thinking about race when presented with the race question. The remaining half of the respondents were divided between the social construction approach and a combination of the two. See the discussion of Research Question II in part B below.

(2) Giving Usable Answers: The second indicator of item comprehension is the respondent's ability to give usable answers. The majority of the respondents, 9 of 10 (38 of 42, or 91 percent for in-person mode of administration, and 13 of 15, or 87 percent for telephone mode of administration), were able to give usable answers when reporting their races. The unusable answers were all of the same type: variations on Hispanic origin, such as Mexican, Spanish, Latina and Hispanic.[13] Table III.A.1 below presents the data.

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[13] Note that some respondents of Hispanic origin gave usable answers to the race question for themselves, such as Indian or White. Also some respondents who gave usable answers for themselves were unable to give usable answers for household members of Hispanic origin. Difficulty in assigning one or more of the five race categories to persons of Hispanic origin is independent of question version as well as mode of administration.

Table III.A.1
**Frequency and Percent of Usable Answers
by Mode of Administration**

Usable Answers	Mode of Administration				Total	%
	In-Person	%	Telephone	%		
Yes	38	91	13	87	51	90
No	4	09	2	13	6	10
Total	42	100	15	100	57	100

b.   Using the Question

Two indicators of the respondent's ability to use the item are the ability to give answers and to recall the instructions to choose "one or more."

(1) Giving Answers: Just 3 of the 57 respondents were unable to give an answer for themselves in the race question. All of these respondents were of Hispanic origins. As above, 9 of 10 respondents (40 of 42, or 95 percent, of in-person mode respondents and 14 of 15, or 93 percent, of telephone mode respondents) were able to give an answer to the race question for themselves. Those who could not were unable to express what they believed to be their race using the five categories provided. The respondents' ability to use the question was not related to question version (*consider* or *describe*) or mode of administration (in-person or telephone). Table III.A.2 below presents the data.

Table III.A.2
**Frequency and Percent of Giving Any Answer
by Mode of Administration**

Gave an Answer	Mode of Administration				Total	%
	In-Person	%	Telephone	%		
Yes	40	95	14	93	54	95
No	2	05	1	07	3	05
Total	42	100	15	100	57	100

(2) Recalling the "One or More" Instruction: A second indicator of ability to use the question is the ability to remember the instructions. The instructions for both versions invited the respondent to chose one or more from among the five response options. Research Question 3 below (Section C) concerns recall of the instructions. Six to seven in ten respondents (29 of 42, or 69 percent, of in-person mode respondents, and 9 of 15, or 60 percent, of telephone mode respondents) were able to recall the instructions to choose "one or more" response options. While these numbers are quite small, it appears that the respondents were better able to retain the instructions when asked the question in person. In-person administration included giving the respondent a card which contained the instructions **"CHOOSE ONE OR MORE,"** followed by the response options, thus reinforcing the spoken instructions. The telephone version was all spoken, with no repetition of the instructions. Table III.C.2 below presents the data.

6. Unforeseen Problems

The sixth understandability and usability question is:

Were there any unforeseen respondent problems?

There were no unforeseen respondent problems concerning understandability and usability of the two versions. The main understandability and usability problem was using the five response options. This difficulty has been addressed in the above discussion.

In comparing the two question versions, however, we did not anticipate the extent to which the fact that the two versions were not parallel would affect the cognitive discussions. Some respondents fixated on the term "categories" in the *describe* version and gave short shrift to a discussion of the similarities and differences between the *consider* and *describe* question stems. Also, it would have been better to have the term "races" plural in both versions, rather than singular in *describe* and plural in *consider,* although the reaction to this difference was not as pronounced as was the reaction to the term "categories." These minor differences did distract some respondents, otherwise there were no unforeseen difficulties.

B. Clarity of Race as a Social Identification

The second research question was:

Is the Census Bureau's concept of race and ethnicity as a social identification, rather than a biological fact, clear to respondents?

During development of the cognitive interviewing protocol, this question was further specified to determine how respondents defined race and how they chose race categories for themselves and others.

1. Introduction

In Statistical Policy Directive 15, OMB states "*The racial and ethnic categories set forth in the standards should not be interpreted as being primarily biological or genetic in reference. Race and Ethnicity may be though of in terms of social and cultural characteristics as well as ancestry.*" This clarifying statement does not accompany the race or Hispanic origin questions on the forms, nor does any statement of the Census Bureau's concept of race. OMB considers designation of race and Hispanic origin to be the respondent's personal decision. However, many respondents do not decide their race or Hispanic origin group(s) simply as an individual, personal (or family) matter. Societal institutions, such as schools, hospitals, and medical clinics, as well as various legal conditions, often influence what race(s) or Hispanic origin group(s) a person will report. For example, many respondents referred to the race entered on their birth certificate or explained that a parent or school teacher told them to use a certain racial category. Also, certain benefits and rights accrue to people of certain racial and Hispanic origin groups, and those wishing to receive benefits or participate in these programs are influenced to report in certain ways. Finally, one's peers and social network also influence what racial and Hispanic origin group(s) an individual will report on a given form.

For many American Indians, residents of Hawaii, and other mixed race people, race is at least partially genetic or biological. People belonging to these groups frequently are required to know their "blood quantum" or otherwise be able to document their ancestry in fractions concerning a particular racial group or groups. For example, both American Indians and Native Hawaiians have to provide genealogical evidence to be enrolled or acknowledged as a member of a federally or state-recognized American Indian tribe or to receive benefits as a Native Hawaiian. Frequently certain scholarships are awarded only to students in specific racial or ethnic groups. Finally, many respondents decide which race or races to report based on their physical appearance, as they or others perceive them.

2.   Defining Race

During the cognitive interviewing, we asked respondents what the race question meant to them and how they decided which category(ies) to report for themselves. We also asked respondents about their proxy information: how they knew which race(s) to report for other household members and how they decided what to report. Responses to these questions, and information from discussion about the racial and Hispanic origin groups of the respondents and their household members during the cognitive probing portion of each interview, gave us insight into their approaches to reporting.

Some respondents favored the notion of biological or genetic "facts," such as bloodline or lineage as determinants of their race or races. Sometimes respondents using this model gave information about the percentages of various races or sub-populations in their biological makeup, such as "1/2 Japanese and 1/2 White." Those using a biological approach appeared to believe that race was a fixed, objective fact. Briefly, keys to a biological approach were:

- facts - "bloodline," "lineage"
- fixed - parents', grandparents' races
- expressible in fractions or blood quanta - "1/2 Choctaw" "1/4 Chinese, 1/4 Korean, 1/2 White."

Other respondents emphasized a social/cultural approach to defining their race(s). This seemed to be a more relative, choice driven, orientation than the biological approach. Some respondents viewed race as determined by a social group, either one they chose or a larger group, such as "other people." For example, race might be explained as based on physical appearance, i.e. the race or races they or others believe they "look like." Another indicator of a social or cultural orientation to race was being able to speak the language or following certain practices or customs. Personal choice was evident when the respondent would say something like: "My son ignores the White side; he's all Indian in his eyes." Keys to a social approach were:

- choice - "ignoring" some heritages, "favoring" others
- how others' interpret their race based on physical appearance - "I look [race]"
- following customs, speaking the language

Finally, other respondents used a combination of the two approaches. It was not uncommon for a respondent to use one model in deciding what to report for him- or herself and a second when determining what to report for household members.

As described in the Methodology Chapter, above, the respondents were first asked about how they arrived at the information they reported for themselves, then about how they decided on the information for other household members. In the sections below we discuss the use of the biological or social/cultural approaches to racial identity, first, "self reporting," how respondents answered for themselves, and then "proxy reporting," how they decided on answers for other household members.

a.   Self Reporting

(1) All Respondents: Overall, the majority of the respondents, 30 of 57, or 53 percent, defined their race in biological or genetic terms. There were frequent references to "blood," "bloodline," and "blood quantum," as well as explanations of the categories chosen in terms of parents or grandparents' races, or the notion of "fractions" (e.g. "1/4 American Indian and 3/4 White."). For example:

"The question asks what blood runs through my family."

"Mom is a full-blooded member of the Witicha tribe, and my father was from Chicago [White]."

"I am half Palauan and half White."

Some 15 of 57 respondents, or 26 percent, used a social/cultural definition of race, such as "my group," "my culture," references to citizenship, or how "others" interpret physical characteristics such as facial features and/or skin color.

"I identify with the mixed race community."

"My three nieces are American, they were born in the US and they certainly aren't Asian culturally."

"I am a American citizen."

"My daughter has no Asian features, so I give her as White. My son doesn't look White because of his eyes, so I give his race as White and Asian."

The remaining 12 respondents, 21 percent, used a definition of race that combines the biological and social perspectives. These comments illustrate the use of the combined perspective:

"I look more Native Hawaiian than full White; even though I am half White, I only give Native Hawaiian because I identify only with Hawaiians."

"My [US born] *children are "all American," but my wife and I are Cambodian, so I consider them to be Asian-American."*

The Total column of Table III.B.1 below presents the frequency and percent of respondents using each approach.

Table III. B. 1
Frequency and Percent of Approach to Self Reporting Race
by Version

Approach	Consider	%	Describe	%	Total	%
Biological	15	53	15	52	30	53
Social	8	29	7	24	15	26
Combination	5	18	7	24	12	21
Total	28	100	29	100	57	100

(2) *Consider-Describe*: Reviewing the respondents' thinking about their race by the version of the race question used in their interview, either the *consider* question stem or the *decide* question stem, we first counted how many respondents used each approach by version. Next we counted the frequency of key terms associated with the biological or genetic approach, the social/cultural definition, or a combination biological-social approach. Finally, we counted the frequency of approach by mode of administration of the race question, in-person or telephone, by version. We found only very small differences in approach to thinking about race by version of the race question used in the interview.

Table III.B.1 above shows the frequency and percent of approach to thinking about race by version of the race question used in the interview. Of the 28 respondents interviewed using the *consider* version, just over half (15 or 53 percent), used a biological approach, 8 (29 percent), used a social approach, and 5 (18 percent), used a combination of the biological and social approaches. Among the 29 respondents interviewed using the *describe* version, 15 (52 percent), used the biological approach, 7 (24 percent) used the social approach, and 6 (24 percent) used a combination approach. Based on these distributions, it is doubtful that the language of the race question in the respondent's interview influenced his or her thinking about what race means when answering for him- or herself.

Reviewing the frequency of the use of terms associated with each approach reconfirmed that interview question version was unrelated to the approach respondents used to think about race. Respondents using a biological approach used three key terms or phrases: references to fractions ("less than 1/4 White") and being "mixed," to parents' races, and to "blood" ("blood quantum," "bloodlines," "blood."). Table III.B. 2 below shows that using fractions or being mixed was mentioned 7 times in the *consider* version and 6 times in the *describe* version. Respondents in the *describe* version were slightly more likely to cite parents' races, 6 mentions to 4 mentions, and less likely to use blood, 4 mentions to 5 mentions, than those in the *consider* version.

Those using a social/cultural definition approach to thinking about their race used four key terms or phrases: references to how they or others racially categorize their physical appearance, culture, country of origin, and ethnicity/ nationality. Respondents in the *consider* version were more likely to use ethnicity/nationality, 4 mentions to 2 mentions, than those in the *describe* version. Interpretation of physical appearance was mentioned 3 times in the *consider* version and twice in the *describe* version. Those using the *describe* version were more likely to use "culture" in their discussion, 4 mentions to 1 mention, than those using the *consider* version. Finally, country of origin was mentioned twice in each version.

Respondents using a combined biological and social approach in thinking about their race most often used references to physical appearance, fractions, and blood. Of the 5 mentions of physical appearance, 3 were in *describe* version interviews and 2 were in *consider* version interviews. Similarly, of the 5 mentions of using fractions, 3 were in *describe* version interviews and 2 were in *consider* version interviews. References to blood were evenly divided between the two versions.

(3) In-Person - Telephone: Finally, we reviewed the frequency of use of an approach by mode of administration of the race question, in-person or telephone, by version. As noted in the methodology chapter above, approximately one quarter of the interviews used the telephone version of the race question. Overall, 42 interviews were conducted using the in-person version of the race question and 15 were conducted using the telephone version. Table III.B. 3 below presents the frequency and percent of approach by version and mode of administration. We are reluctant to compare percentages on such small numbers, however, we can say that the trend over mode of administration and version is for half or so of the respondents to use the biological approach and the remaining half to be divided between the social identification approach and a combination of the biological and social. There were no differences by mode of administration question version in approach to thinking about race.

Table III.B. 2
Frequency of Use of Indicator Terms
By Version

Key Terms	Consider	Describe	Total
Biological			
fractions, mixed	7	6	13
parents' races	4	6	10
blood	5	4	9
Social			
ethnicity/nationality	4	2	6
appearance-self/others' view	3	2	5
culture	1	4	5
country origin	2	2	4
Combination			
appearance-self/others' view	2	3	5
fractions	2	3	5
blood	2	2	4

Table III.B. 3
Frequency and Percent of Approach to Self Reporting Race
by Mode of Administration and Version

Approach	Consider		Describe		Total	%
	In-Per. %	Telephone %	In-Per. %	Telephone %		
Biological	10　50	5　63	11　50	4　57	30	53
Social	6　30	2　25	5　23	2　29	15	26
Combination	4　20	1　12	6　27	1　14	12	21
Total	20　100	8　100	22　100	7　100	57	100

To summarize, when respondents discussed their thinking about race in the context of answering the race item, they were more likely to use a biological approach, although some did focus more on a socially/culturally-oriented approach, or combine the two. Further, the respondent's conception of race, whether primarily biological, social/cultural, or a combination of the two, was not related to the version of the race question in his or her interview.

b.　　Proxy reporting

　　(1) All Respondents: For the most part, the respondents used the same approach in thinking about racial categories for other household members as for themselves: 42 (74 percent) used the same approach, and 15 (26 percent) used a different approach. Those using a combined approach for themselves were most likely to use another approach when considering other household members' races. The new model was either a biological approach (8 of 15) or a social approach (7 of 15). None of the changes was to the combined approach.

Among the 30 respondents who used the biological approach for themselves, 4 (13 percent) used a social approach for household members. All explained that certain household members preferred one category or another, usually based on physical appearance. These choices were less detailed than the respondent's report on him- or herself and included fewer categories.

　　"[name] *just uses Black* [because of his skin color]. "

　　"[my son, reported as White] *is Anglo-looking like his mother and was born here."*

　　"[name] *prefers to use Alaska Native, but she looks Irish with red hair and green eyes."*

　　"*I think Black, even though his father is African, his skin color is black.*"

　　"*She probably prefers only Indian, but I give* [all of her races] *American Indian, Filipino, and Samoan, because people ask why she looks Asian.*"

Among the 15 respondents using the social approach for themselves, 3 (20 percent) used a biological approach in deciding races for household members. These answers included all groups to which the person had a blood tie. In explaining their thinking, the respondents noted that the

person's physical appearance or group identity might cause others to choose different categories or only one category for them.

> *"My sisters are not involved in the mixed race community, and use only White, but they are mixed Asian and White like I am."*

> *"[name] is White and American Indian."*

> *"My daughter uses "Human Being." Her father is Scandinavian: Swedish, Finnish, and Norwegian, so she is African American and White."*

Two thirds, 8 of 12, or 67 percent, of the respondents who used a combination of biological and social approaches in thinking about their own races used another approach when giving proxy reports. Five of these were biological approaches, 3, social. All of the biological approaches were based on parents' or more distant relatives' races. Two of the three social/cultural approaches focused on physical appearance, the third on culture. Typical explanations include:

> *"[name] is Alaska Native and American Indian."*

> *"[name] is 3/4 White, but is being raised as American Indian."*

> *"[name] is usually listed as "full Japanese," but based on her body type and facial features, she thinks she has some Native Hawaiian or Pacific Islander background."*

Table III.B.4 presents the data.

Table III.B. 4
Frequency and Percent of Change
in Approach to Determining What Race(s) to Report

Approach	Changed	%	Unchanged	%	Total	%
Biological	4 (to Social)	13	26	87	30	100
Social	3 (to Biological)	20	12	80	15	100
Combination	8 (5 to Bio, 3 to Social)	67	4	33	12	100
Total	15	26	42	74	57	100

(2) *Consider-Describe*: Finally, we reviewed changes in approach to proxy reporting race by version of the race question used in the respondent's interview. Of the 15 respondents who changed approaches, 7 were interviewed using the *consider* version and 8 were interviewed using the *describe* version. Of the 8 changing to a biological approach, 5 were interviewed using the *describe* version and 3 using *consider*. Among the 7 respondents changing to a social approach, 4 were interviewed using the *consider* version and 3 using *describe*. These numbers are quite small. There does not appear to be a pattern of change in approach related to the version of the race question asked in the interview. Table III.B. 5 below shows the frequency and percent of change in approach to proxy reporting race by version of the question used in the respondent's interview.

Table III.B. 5
Frequency and Percent of Change
in Approach to Proxy Reporting Race
by Version

Approach Changed to:	Consider	%	Describe	%	Total	%
Biological	3	43	5	63	8	53
Social	4	57	3	37	7	47
Combination	0	00	0	00	0	00
Total	7	100	8	100	15	100

To summarize, just over 1 in 4 respondents used a different approach in thinking about which races to report for other household members than they used in conceptualizing their own race. It appears that respondents who changed their approach made these decisions based on their perceptions of how the household member thinks or how they believe the household member should think. These reports were not related to the version of the race question used in the respondent's interview.

3.   Choosing Categories

During the cognitive interviewing we asked the respondents to give the rationale for their particular choice of racial categories for themselves. We also asked them to explain their choices of categories for other household members. These explanations were categorized into four strategies. First, some respondents explained their choices in terms of what they "usually" use or being "fully" only of that category. Second, some respondents described their choice in terms of selecting from more than one salient option, or using a "social construction" strategy. The third decision strategy was based on the race(s) of the respondent's parents. Finally, some respondents were unable to choose a race category and left the question blank.

a.   Self Reporting

(1) All Respondents: Deciding race category based on habit, or on being "full blooded" was the most common explanation, accounting for the choice of 22 of the 57 respondents, or 39 percent.

> "*I am full Alaska Native. It was easy* [to choose a race category.]"
> "*I am full Native American, registered Makah.*"
>
> "*White. I am from Salvador, but I am used to being considered White.*"

Selecting one or more categories using a social construction strategy was also common, accounting for the choices of 20 of the 57 respondents, or 35 percent.

> "*I am Black with some American Indian in my background, but not enough to report and I don't think of myself as American Indian.*"

"White. I am mixed with Cajun and American Indian, but not enough to count."

"American Indian. Actually, I am more White by blood quantum, but I prefer to be only American Indian."

Just 9 of 57 respondents, 16 percent, chose their races based on their parents' race(s).

"White and Asian. I use both of my parents' races: White and Japanese."

"African American and White. My mother is Italian and Irish and my father is African American."

Finally, 6 of the 57, 11 percent, were unable to choose any category. All of these respondents were of Hispanic origin. They were all unsure how to report their races since all have Mexican, Central, or South American Indian ancestry that they wanted to report and did not believe that any of the categories included this group.

"None of those. I am Indian and White from Mexico. I'm not sure that the American Indian group applies to Mesoamerican Indians."

"I'm Hispanic."

Table III.B. 6 presents the data.

Table III.B. 6 Frequency and Percent for Explanation of Choice of Respondent's Race Categories by Version						
Explanation	**Consider**	**%**	**Describe**	**%**	**Total**	**%**
Usual/Full	9	32	13	45	22	39
Social Con.	9	32	11	38	20	35
Parents' Races	7	25	2	07	9	16
Unsure	3	11	3	10	6	11
Total	28	100	29	100	57	100

    (2) *Consider-Describe*: When we compared the respondents' explanations for choice of racial categories by version used in their interview, either the *consider* question stem or the *decide* question stem, we found differences by version. In Table III.B.6 we see that a few more respondents interviewed using the *describe* version explained their choice of race category as their "usual" response, used "full blooded," or otherwise indicated that one race was obvious, than those interviewed using the *consider* version. Thirteen of 29 (45 percent) of the respondents using the *describe* version gave a "usual" or "full" explanation compared to 9 of 28 (32 percent) of those interviewed using the *consider* version. Similarly, 11 of 29 (38 percent) of those using the *describe* version gave "social construction" explanations of their choice of race categories compared to 9 of 28 (32 percent) of those using the *consider* version. Finally, fewer respondents using the *describe* version explained their choice of race categories by referring to

their parents' races than those interviewed using the *consider* version. Only 2 of 29 (7 percent) of the respondents interviewed using the *describe* version used the parents' races explanation compared to 7 of 28 (25 percent) of those interviewed using the *consider* version. Finally, 3 respondents (11 percent and 10 percent) using each version were unable to choose a race category or categories.

To summarize, in actually choosing the categories to answer the race item for themselves, respondents were somewhat more likely to describe their choice as their "usual" choice or based on being full-blooded, or only one category, in interviews using the *describe* version of the question than when interviewed using the *consider* version. They were also somewhat less likely to refer to their parents' races as determinants of their choice in the *describe* version compared to the *consider* version.

b.   Proxy Reporting

We also coded the strategies used to choose racial categories for household members. In some situations these differed from the strategy used to decide the respondent's own categories and in some situations the strategy differed by household member. Table III.B.7 presents the data for all cases and by version of the instrument used in the respondent's interview.

<table>
<tr><td colspan="7">Table III.B. 7
Frequency and Percent for
Explanation of Choice of Proxy Race Categories
by Version</td></tr>
<tr><td>Explanation</td><td>Consider</td><td>%</td><td>Describe</td><td>%</td><td>Total</td><td>%</td></tr>
<tr><td>Social Con.</td><td>14</td><td>50</td><td>15</td><td>51</td><td>29</td><td>50</td></tr>
<tr><td>Usual/Full</td><td>9</td><td>32</td><td>8</td><td>28</td><td>17</td><td>30</td></tr>
<tr><td>Parents' Races</td><td>5</td><td>18</td><td>4</td><td>14</td><td>9</td><td>16</td></tr>
<tr><td>Unsure</td><td>0</td><td>00</td><td>2</td><td>07</td><td>2</td><td>04</td></tr>
<tr><td>Total</td><td>28</td><td>100</td><td>29</td><td>100</td><td>57</td><td>100</td></tr>
</table>

(1) All Respondents: The social construction strategy was most commonly used for household members' race categories. That is, rather than a complete genealogical account of each household member's race categories, more respondents explained that the household member simply used or preferred certain categories. This strategy was used by 29 of 57 (51 percent) respondents. Examples include:

"[the children are] *American Indian.* "[one parent is White and American Indian].

"*[name] is mixed, Asian and White; the American Indian part is not part of his folklore".* [one parent is White and American Indian, the other is Asian].

The second most common strategy was the "usual" or "full" one where the race or races chosen are described either as what the household member uses most of the time, or the category is a

single one and the person is "full" [blooded], or otherwise eligible to use only one. This strategy was used by 17 of 57 (30 percent) respondents. Examples include:

"[the children are] *Asian - Cambodian, they prefer Cambodian- American.*"

"[name] *is full Asian.*"

"[name] *is White; only White.*"

Less commonly used was the strategy of determining the household member's racial categories based on his or her parents'. This was used by 9 of 57 (16 percent).

Finally, only 2 of 57 (4 percent) respondents were unsure of how to choose racial categories for other household members.

"[name] *is half Jewish; I don't know what to do about that.*"

(2) *Consider -Describe*: Comparing the strategies employed to choose racial categories for household members by the version of the race question used in the respondent's interview, we found no differences between versions. As Table III.B. 7, above, shows, the social construction strategy was most often used in both versions. It was used by half of each group of respondents: 14 of 28 (50 percent) interviewed using the *consider* version and 15 of 29 (51 percent) interviewed using the *describe* version. The "usual" or "full" strategy was used by considerably fewer respondents. Nine of 28 respondents (32 percent) interviewed using the *consider* version used this strategy as did 8 of 29 (28 percent) interviewed using the *describe* version. Parents' races as a strategy was employed by still fewer respondents. Some 5 of 28 (18 percent) interviewed using the *consider* version relied on this approach as did 4 of 29 (14 percent) interviewed using the *describe* version. Finally, 2 of the 29 (7 percent) interviewed using the *describe* version were unsure of how to choose races for household members while none of those interviewed using the *consider* version were unable to choose racial categories for household members.

To summarize, when choosing which categories to report in the race question for household members, respondents were more likely to use the social construction strategy. The second most commonly used strategy combined aspects of the social construction and biological approaches: the rationale was either that the category (ies) was one usually used by the household member or that the person was "full-blooded" or otherwise unmistakably a member of a group (or groups). A third strategy was using the person's parents' races as determinants. These approaches were not related to the version of the race item used in the respondent's interview.

Our analysis of respondents' thinking about race categories for themselves and other household members and of the rationale for their actual choice of answers in the race question shows that they did not universally apply the Census Bureau's concept of race and ethnicity as social identities, rather than biologically-based facts.

C.   Communicating the Directions to Use One or More Response Options

The final research question was:

Do the race questions communicate that respondents may select one or more response categories?

During development of the cognitive interviewing protocol, this question was further specified to determine if respondents understood that they could choose more than one response option and which version of the question best communicated these instructions.

1.   Introduction

For the first time, the Census 2000 questionnaires officially permitted respondents to use more than one category to answer the race question. A key concern of this study was to determine how well this was conveyed by the two versions of the race item, if one version was more effective in this, and if one mode of administration[14] was more effective than the other.

2.   Respondents' Understanding That More Than One Response Option was Permissible

During the cognitive interviewing we used several probes to detect whether the respondent understood that the choice of more than one race category was permitted. The interviewer asked the respondent questions such as:

- What were you asked to do in the question about your race?

- When I first read the question to you [read again if necessary] was it clear that you could give more than one answer if you wanted to, or did you think that you were supposed to give only one answer?-Tell me more about that.

Most respondents said they understood that they had the option to choose one or more race categories. Of the 57 respondents, 38 (67 percent) said they heard and understood these instructions whereas 19 (33 percent) did not remember hearing "or more." Most of the respondents who recalled that they were able to choose one or more race categories stated that the instructions were very clear, and proceeded to choose more than one as appropriate. Respondents who recalled the one or more response option said:

"You can choose more than one if you are multiracial."

"It's like check all that apply."

"It was clear."

"Absolutely."

---

[14] In-person or telephone. Although all interviews were conducted in person, for about one in four the question used the telephone format for that version (*consider* or *describe*).

Most of the respondents who did not recall hearing the option to choose "one or more" categories or races[15] were very sure that they had been instructed to choose only one category. These respondents explained that either past experience or their belief that race is a unitary phenomenon led them to believe that the choice of only one race was appropriate. Comments included:

> *"I thought I should choose one among the five."*

> *"I'm sure you said "choose one.""*

> *"In my own experience, they really only want one."*

> *"Only one applies to me."*

> *"You can only have one race."*

Those who did not remember hearing the "one or more" instructions gave two main explanations. First, some were so focused on retaining the content of the categories or the names of the races and trying to decide which applied to them, that they failed to remember the instructions. Second, some were so concerned with the sense that none of the categories or races named applied to them as they listened that they did not retain the instructions. Examples of their comments include:

> *"I was focused on choosing which one applies to me."*

> *"I was thinking about the categories and the sense that I do not belong to any of them."*

> *"I wasn't listening, I started thinking about what "race" is for me."*

Two of the 19 respondents who did not remember the instructions actually did choose more than one race or category for themselves, despite not recalling the "one or more" instructions.

To summarize, about 2 of 3 respondents reported that they remembered the instructions, either "choose one or more races" or "choose one or more of these categories."

3. Which Version Best Communicated the "One or More" Instructions?

To answer this question, we first reviewed the data to determine if were differences in recall by version. Then we reviewed the recall data by version and mode of administration (in-person and telephone).

(a) Question Version

To determine which question version best communicated the instructions we compared recall by version. Table III.C.1 below presents the frequency and percent of respondents who recalled

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[15] Note that depending on the version of the question the "one or more" applied to either "categories" (*describe* version) or "races" (*consider* version).

hearing the one or more instruction by version of the question used in their interview. Of the 28 respondents interviewed using the *consider* version, 20 (71 percent) remembered that they could "choose one or more races" while 8 (29 percent) did not. Likewise 18 of the 29 (62 percent) interviewed using the *describe* version recalled that they could "choose one or more of these categories," and 11 (38 percent) did not. This shows that the *consider* version better communicated the "one or more" instruction,[16] however, based on these data we cannot say whether the improved communication was a result of the use of "consider" over "describe" or "races" over "categories," or a combination of the two sets of key terms.

Those who did not remember the "one or more" instruction gave somewhat different explanations for this, related to the version of the question used in their interviews. Respondents who did not recall the instructions who were interviewed using the *describe* version were sure that they were instructed to choose only one category. Those who were interviewed using the *consider* version explained that they did not recall hearing the instructions because they were focused on the categories and which one(s) applied to them:

Table III.C.1
Frequency and Percent of Respondents
Who Recalled Hearing the Instruction to "Choose One or More"
by Version

Recalled Hearing "One or More"	Version			
	Consider	%	Describe	%
Yes	20	71	18	62
No	08	29	11	38
Total	28	100	29	100

Respondents who were interviewed using the *describe* version:

"It is clear they are asking for just one race."

"It is very hard having to choose one of them."

"It wasn't clear you could pick one or more----put two together."

Respondents who were interviewed using the *consider* version:

"I was thinking about choosing one of the categories and not expecting to find any category that is appropriate for a Hispanic."

"I was concerned about choosing which one applies to me."

---

[16] As noted in the chapter on study methodology, the two question versions were not parallel. The *consider* version instructed the respondent to "Please choose one or more races..." while the *describe* version instructed "Please choose one or more of these categories..."

"I was thinking about the categories and the sense that I do not belong to any of them."

To summarize, respondents interviewed using the *consider* version of the race question had better recall of the "one or more" instructions than those interviewed using the *describe* version.

(b)   Question Mode

Each question version was also asked in two different modes, in-person and telephone. Therefore, we reviewed the data to see if there might be a relationship between recalling the instructions and the mode version of the question. Table III.C.2 presents the frequency and percent of respondents who recalled hearing the instructions by mode. Among the 42 respondents interviewed using the in-person mode, 29 (69 percent) recalled the instructions and 13 (31 percent) did not. Among the 15 respondents interviewed using the telephone mode, 9 (60 percent) recalled the instructions and 6 (40 percent) did not. This shows that the in-person mode better communicated the instructions. Note, however, that in-person administration included giving the respondent a card which contained the instructions **"CHOOSE ONE OR MORE,"** followed by the respondent options, thus reinforcing the spoken instructions. The telephone version was all spoken, with no repetition of the instructions.

Table III.C.2 Frequency and Percent of Respondents Who Recalled Hearing the Instruction to "Choose One or More" by Mode				
Recalled Hearing "One or More"	**Mode**			
	In Person	**%**	**Telephone**	**%**
Yes	29	69	9	60
No	13	31	6	40
Total	42	100	15	100

Those who did not recall the "one or more" instructions gave different explanations for this, which were related to the mode of the question used in their interview. Most respondents who were interviewed using the in-person mode thought that they were directed to choose only one race category. About half of those respondents who were interviewed in the telephone mode were sure they were instructed to choose only one and the other half did not hear the instructions because they were focused on understanding the categories and applying them to themselves.

To summarize, those who were interviewed using the *consider* version and the in-person mode were better able to recall the "one or more" instructions.

Finally, we compared recall for both version and mode jointly. Although the total number of interviews conducted under the two versions and the two modes is quite small, especially in the telephone mode (a total of 15 interviews) we present the frequency and percent for recall of the instructions by version and mode in Table III.C.3 below. Here we see that the in-person mode had the highest percentage of recall for respondents interviewed using the *consider* version: 16 of 20 (80 percent) compared to 13 of 22 (59 percent) for the *describe* version. The difference in recall between the *consider* and *describe* versions in the telephone mode is just one person: 5 of

7 (71 percent) of those interviewed using the *describe* version remembered the instructions compared to 4 of 8 (50 percent) of those interviewed using the *consider* version.

Table III.C. 3
Frequency and Percent of Respondent Recall of Instructions
by Version and Mode

Recalled Instructions	In-Person				Telephone			
	Consider	%	Describe	%	Consider	%	Describe	%
Yes	16	80	13	59	4	50	5	71
No	4	20	9	41	4	50	2	29
Total	20	100	22	100	8	100	7	100

The main focus of this study was on comparing two versions of the stem of the race question, characterized as *consider* and *describe*, used by the Census Bureau in demographic surveys to determine if one is more effective than the other. The two versions, in two modes, in person and telephone, were compared on general understandability and usability, fostering a conception of race as socially constructed rather than biologically determined, and communicating the choice of reporting one or more race categories for each person in the household. While the *consider* version was more successful than the *describe* version on several dimensions, many respondents continue to have difficulty in using the question because of the small number of undefined response options available. In addition they are accustomed to other approaches to race reporting that are inconsistent with the Census Bureau's conception.

In this chapter we present a summary of the findings, our conclusions, and recommendations.

A.   Summary

The study was guided by three main research questions:

1. **Are the questions generally understandable and usable?**
2. **Is the Census Bureau's concept of race and ethnicity as a social identification, rather than a biological fact, clear to respondents?**
3. **Do the race questions communicate that respondents may select one or more response categories?**

1.   Understandable and Usable

The overall "feel" of the question was positive for each version, however the *describe* version also generated some negative associations. The respondents were able to use both versions of the question, but had a more positive impression of it when the "consider yourself to be" phrase was used rather than "describe your race," and the response options were referred to as "races" rather than "categories."

The majority of the respondents were able to give usable answers. Unusable answers were all of the same type: variations on Hispanic origin, such as Mexican, Spanish, Latina and Hispanic. They did not vary by version.

The respondents' behavior was consistent with their impressions of the *consider* version as more encouraging of reporting multiple race categories. More respondents reported more than one race for themselves and household members when interviewed using the *consider* version than those interviewed using the *describe* version.

About 16 percent of respondents said they would provide different answers in each version of the question. Generally those who would report <u>different</u> answers in each version would give more information in the *consider* version.

The respondents were better able to retain the instructions to choose one or more response options when asked the question using the in person mode. This mode included giving the respondent a card which contained the instructions **CHOOSE ONE OR MORE**, followed by the response options, thus reinforcing the spoken instructions.

Reporting problems were not related to the version of the question used in the interview or to mode of administration. The majority were the common problems that these sub-populations encounter when using the race question and are related to the use of the five response options. They include: (1) understanding which ethnic groups and which common terms for various groups of people are included in the categories, (2) determining how to include Hispanic origin terms in their response, (3) determining how to indicate that the person is of "mixed" race, and (4) determining how to indicate that the person was born in the US. A second kind of reporting problem was related to the ability to choose more than one category. Some respondents did not know how detailed their report should be.

2. Is the Census Bureau's concept of race and ethnicity as a social identification, rather than a biological fact, clear to respondents?

The respondents' approaches to talking about race and explanations for racial category choice sometimes differed. In discussion, half of the respondents defined race in biological or genetic terms, with references to "blood," "bloodline," and "blood quantum," as well as explanations of the categories chosen in terms of parents or grandparents' races, or the notion of "fractions" (e.g. "1/4 American Indian and 3/4 White."). Just over 1 in 4 used a social definition of race, such as "my group," "my culture," and citizenship. Race assigned based on physical appearance and/or how the respondent believes others classify her or him (usually based on facial features and/or skin color) was also considered to be a social construction. Finally, about 1 in 5 used a definition of race that combined the biological and social perspectives. Approach to thinking about race was not related to the version of the question used in the respondent's interview or to the mode of administration of the question.

In explaining their actual choices of categories some respondents spoke in terms of what they "usually" use or being "fully" only of that category. Others described their choice in terms of selecting from more than one salient option, or using a "social construction" strategy. The third decision strategy was based on the race(s) of the respondent's parents. Finally, some respondents were unable to choose a race category and left the question blank. All of these respondents were of Hispanic origin. They were all unsure how to report their races since all have Mexican, Central, or South American Indian ancestry and did not believe that any of the categories included them.

There was a relationship between explanations of choice of racial categories and version of the race question used in the interview. More respondents interviewed using the *describe* version explained their choice of race category as their "usual" response, described themselves as "full blooded," or otherwise only of one race for whom the choice of category was obvious, than those interviewed using the *consider* version.

In thinking about proxy reporting, some 3 in 4 respondents used the same approach to the racial categories for other household members as for themselves. Those using a combined approach for themselves were most likely to change to another approach when considering other

household members' races. These were evenly divided between the biological approach and the social approach. None of the changes was to the combined approach.

When actually choosing race categories for household members, the social construction strategy was used by half of the respondents. Rather than a complete genealogical account of each household member's race categories, more respondents explained that the household member simply used or preferred certain categories.

3. Do the race questions communicate that respondents may select one or more response categories?

Most respondents said they understood that they had the option to choose one or more race categories. More respondents remembered the instructions when the *consider* version had been used in their interview and more respondents remembered them when they had been interviewed using the in person mode of the question, which used a card with the instructions on it in bolded capital letters.

B. Conclusions

1. Consider v Describe

There is a preference for the *consider* version of the race item; it seems more accepting of individual differences and perceptions than the *describe* version, qualities that respondents value. Also, there were no negative associations with any of the terms in this version.

Use of the *consider* version will probably generate more reports of more than one race than the *describe* version, for two reasons. First, the language of the *consider* version is perceived as encouraging reporting more than one race. Second, more respondents recalled the instructions to choose "one or more" races when interviewed using the *consider* version than the *describe* version.

Race, per se, is such a powerful concept and such a pervasive identity that many respondents do not attend to nuances of question wording and response option language when formulating a reply to a question about their race, rather, they give their habitual reply.

2. Race as a Social Identification

Racial identity among residents of the US is a complex phenomenon determined by many influences, and is, perhaps, fluid over time for some groups.

Respondents from the sub-populations represented in this study will continue to have difficulty reporting their racial identities in Census' demographic surveys as long as the current five major race categories, expressed as category labels with no qualifying information, are used as the sole response options.

C.   Recommendations

1.   Test the finding that the *consider* version yields more reporting of more than one race than the *describe* version.

2.   Evaluate more ways to express the "choose one or more" instructions so that recall levels are improved. For example, since the in-person version, which uses a card handed to the respondent with the instructions in bolded capital letters, was more effective than the telephone version, where the instructions were only read once to the respondent, perhaps the instructions should be repeated twice in the telephone version.

3.   Continue to evaluate ways to convey to respondents the variety of groups that can be classified under the five race categories offered as response options.

4.   If the Census Bureau wishes to deemphasize the biological approach to racial identity, evaluate ways to present the first two race categories (White and Black or African American) so that color is not the first thing the respondent hears. For example, "White" could become "Caucasian, Anglo, or White," and "Black or African American" could become "African American or Black".

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Appendix A
Sample Cognitive Interview Summary
Interview Summary: Testing the Race Item for Demographic Surveys

NW# 16. Khmer Community/Refugee Assistance Center, Seattle, WA. Thuong, 61, has a four person household. He is ¼ Chinese, ¾ Cambodian, born in Vietnam. His wife and two children are Cambodian. He has been in this country for 12 years, fled from the Khmer Rouge to Vietnam where he spent 12 years in repatriation camp before immigrating to the US. Interviewer: Diana Davis. Observer: none. Form version: Telephone, Describe.

Respondent on his or her own data

1.   What does the race question mean to this respondent? The fact of his US citizenship is very important to Thuong. While he readily and easily places himself in the categories provided as an Asian, racial identity includes very strong themes of nationality and culture for him. Therefore Asian is not enough to accurately describe his race - he would use Cambodian and Chinese for that – and it does not appropriately describe his American-born children, who are both "very American."

2.   What problems or hesitations did R have in deciding what answer to give on the race question? Really none; he feels that the Asian category, which includes an entire continent, and embraces people as different as Asian Indians and Chinese, Cambodians, Vietnamese, and so forth, is much too broad; but he is able to use it for official purposes.

3.   If respondent has more than one race: How did R decide what race categories to choose? NA

4.   Did the respondent remember the Choose One or More instructions? No. He was more caught up in his approach to race, culture, ethnicity, country of birth, and related issues; among the categories offered in this question, only one, Asian, has any relevance to him.

Proxy Reporting

1.   What problems did the respondent have with proxy reporting? He was able to easily place his Cambodian-born wife and US -born children in the Asian category, however, his children are so "American" culturally, that he feels that this should somehow be acknowledged. He gave examples of his son playing basketball and having friends of all races and ethnicities, and his daughter being a cheerleader, yet his daughter (18) speaks both Cambodian and English and enjoys Cambodian dress, food, and so forth when they visit Cambodia, compared to his son (16), who avoids this. He would feel better about a category for his children that was labeled "Asian-American."

2.   Thinking on Describe: As above, his children are best described as Asian and American; especially when comparing the two children: one is by choice definitely both Cambodian and American and the other is by choice only American, in that he identifies only with American culture.

3.   Deciding what to report: No problem given the categories available.

4.   Answers for both versions: For Thuong Consider and Describe are two sides of the same coin and he uses a descriptive term, Asian, and a personal conception of self, both Cambodian and American and only American, in discussing how his children think about race.

Comparing Describe and Consider

1.   Compare Consider and Describe: as just above, sees them as interrelated aspects of race. Thuong views D. are more about your origins, where you came from, and C. as your opinion, based on your way of life, culture, and so forth. This is the basis for his view that Asian American is the best category for his children.

2.   Is questionnaire answer what R would give to other version? He describes himself using the Asian category and considers himself to be a citizen of the US whose nationality is Cambodian.

Appendix B
Sample Cognitive Interview Coding Sheets

I.   Questionnaire

1.   In your own words, what were you asked about your race?

      What does that question mean to you? [read again if necessary]

2.   What were you thinking as you thought about answering the question on race?

      Did you have any questions when you were thinking about answering the question on race?

3.   Instructions to choose One or More

      What were you asked to do in the question about your race? Do you happen to remember the instructions?

      When I first read the question on race to you [read again if necessary] was it clear that you could give more than one answer if you wanted to, or did you think that you were supposed to give only one answer? -

            Tell me more about that

4.   If R reported **more than one** race:

      When you gave the [categories] for [yourself/ Name] how did you decide what to choose?

      What problems did you have in deciding what [categories/race categories] to choose?

5.   If race reported is **not** one of the 5 categories:

      You said that [your race/Name's race] is _____. Tell me why you didn't feel that [RACE GROUP/S] fit into one of the 5 categories.

II. Comparing two versions of the race item stem

1. In your opinion do these two questions mean the same thing or do they mean something different? [How is that?/Can you tell me more?]

   What does it mean to you to be asked to "<u>choose one or more categories to describe your race</u>?" [Can you tell me more?/ Can you give me an example?]

   What does it mean to you to be asked to "<u>choose one or more races that you consider yourself to be</u>?" [Can you tell me more? / Can you give me an example?]

2. Using the version **not** in the interview completed earlier:
   What [categories/race categories] would <u>you</u> use to answer this question for yourself?

3. Based on what you understand each version to be asking, do you think that you should choose the same or different categories to answer them? - Why is that?

4. **D**: Earlier you said that you would <u>describe</u> yourself as [category/ies]. Do you think that that is what you <u>consider you race(s) to be</u>?

   C: Earlier you said that you <u>consider yourself to be</u> [category/ies]. Do you think that you would use [category/ies] to<u>describe</u> your race?

Proxy Reporting

1. used **D**: What were you thinking when I asked you which categories [Name] uses to describe [his/her] race?

   used **C**: What were you thinking when I asked you which one or more races [Name] considers [him/herself] to be?

2. used **D**: Earlier you said that [Name] would describe [him/herself] as [category/ies]. Do you think that that is what [he/she] considers his/her race(s) to be?

   used **C**: Earlier you said that [Name] considers [him/herself] to be [category/ies]. Do you think that [he/she] would use [category/ies] to describe [his/her] race?

3. Any Spanish, Hispanic, or Latino origin:
   Would your answer to the race question be different if Hispanic was one of the race categories on this list? Why or why not?

Telephone – Describe

T-D

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CHECKPOINT ⇨ RESPONDENT (PERSON 1) MUST BE 18 YEARS OF AGE OR
OLDER

1. What are the names of all the people living or staying here? Start with yourself.

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
First Name					
Middle Name					
Last Name					
Maiden Name					

Ask if necessary :
2. [Are you/is NAME] male or female?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Male					
Female					

3. What is [NAME 's] relationship to [Person 1]?

Spouse (Husband/Wife)
Unmarried Partner
Child } *If R says "child" or "son/daughter"*
Grandchild
Parent (Mother/Father)
Brother/Sister
Other Relative of Reference Person   (uncle, cousin, mother-in-law, father-in-law, etc.)
Housemate/Roommate
Roomer/Boarder
Other Non-relative of Reference Person

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Spouse (Husband/Wife)					
Unmarried Partner					
Child					
Grandchild					
Parent (Mother/Father)					
Brother/Sister					
Other Relative of Reference Person					
Housemate/Roommate					
Roomer/Boarder					
Other Non-Relative of Reference Person					

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4. What [is your/is NAME's] age and date of birth?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Age					
Month					
Date					
Year of birth					

CHECKPOINT ⇨ Is [NAME] age 18 or older?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Age 18 or Older *Go To 5*					
Under 18 *Go To 6*					

5. [Are you/is NAME] currently on active duty in the U.S. Armed Forces, the Military Reserves or the National Guard?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Yes					
No					

6. [Are you/is NAME] now married, widowed, divorced, separated or never married?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Married					
Widowed					
Divorced					
Separated					
Never married					

Accept only one response.

7. What is the highest degree or level of school you [NAME] have [has] COMPLETED? (If currently enrolled, mark the previous grade or highest degree received)

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
None					
Nursery school to 4th grade					
5th - 6th grade					
7th - 8th grade					
9th grade					
10th grade					
11th grade					
12th grade; **NO DIPLOMA**					
HIGH SCHOOL GRADUATE - high school DIPLOMA or the equivalent GED)					
Some college credit, but less than 1 year					
1 or more years of college, no degree					
Associates degree (i.e. AA, AS)					
Bachelor's degree (i.e. BA, AB ,BS)					
Master's degree (i.e. MA, MS, MEng, MEd, MSW, MBA)					
Prof. degree (i.e. MD, DDS, DVM, LLB, JD)					
Doctorate degree (i.e. Ph.D, EdD)					

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8a. [Are you/is NAME] Hispanic or Latino?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Yes					
No					

Accept only one response.

8b.[Are you/is NAME] Mexican, Mexican-American, Chicano, Puerto Rican, Cuban or Some other Hispanic or Latino group? (If Some other Hispanic or Latino group, specify, record response verbatim)

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Mexican					
Mexican-American					
Chicano					
Puerto Rican					
Cuban					
Some other Hispanic or Latino group: Specify Verbatim					

U.S. Bureau of the Census

9. I am going to read you a list of five race categories.
Please choose one or more to describe [your/NAME's] race:
White; Black or African American; American Indian or Alaska Native;
Asian; OR Native Hawaiian or Other Pacific Islander.

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
White					
Black or African American					
American Indian or Alaska Native					
Asian					
Native Hawaiian or Other Pacific Islander					
DO NOT READ NONE OF THE ABOVE/ SOMETHING ELSE: Specify R's Response Verbatim					

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In Person – Describe

IP-D

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CHECKPOINT ⇨ RESPONDENT (PERSON 1) MUST BE 18 YEARS OF AGE OR OLDER

1. What are the names of all the people living or staying here? Start with yourself.

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
First Name					
Middle Name					
Last Name					
Maiden Name					

Ask if necessary :
2. [Are you/is NAME] male or female?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Male					
Female					

3. What is [NAME 's] relationship to [Person 1]?

Spouse (Husband/Wife)
Unmarried Partner
Child } *If R says "child" or "son/daughter"*
Grandchild
Parent (Mother/Father)
Brother/Sister
Other Relative of Reference Person   (uncle, cousin, mother-in-law, father-in-law, etc.)
Housemate/Roommate
Roomer/Boarder
Other Non-relative of Reference Person

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Spouse (Husband/Wife)					
Unmarried Partner					
Child					
Grandchild					
Parent (Mother/Father)					
Brother/Sister					
Other Relative of Reference Person					
Housemate/Room mate					
Roomer/Boarder					
Other Non-Relative of Reference Person					

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4. What [is your/is NAME's] age and date of birth?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Age					
Month					
Date					
Year of birth					

CHECKPOINT ⇨ Is [NAME] age 18 or older?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Age 18 or Older *Go To 5*					
Under 18 *Go To 6*					

5. [Are you/is NAME] currently on active duty in the U.S. Armed Forces, the Military Reserves or the National Guard?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Yes					
No					

6. [Are you/is NAME] now married, widowed, divorced, separated or never married?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Married					
Widowed					
Divorced					
Separated					
Never married					

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Accept only one response.

7. What is the highest degree or level of school you [NAME] have [has] COMPLETED? If currently enrolled, mark the previous grade or highest degree received.

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
None					
Nursery school to 4th grade					
5th - 6th grade					
7th - 8th grade					
9th grade					
10th grade					
11th grade					
12th grade, **NO DIPLOMA**					
HIGH SCHOOL GRADUATE - high school DIPLOMA or the equivalent GED)					
Some college credit, but less than 1 year					
1 or more years of college, no degree					
Associates degree (i.e. AA, AS)					
Bachelor's degree (i.e. BA, AB ,BS)					
Master's degree (i.e. MA, MS, MEng, MEd, MSW, MBA)					
Prof. degree (i.e. MD, DDS, DVM, LLB, JD)					
Doctorate degree (i.e. Ph.D, EdD)					

U.S. Bureau of the Census

8a. [Are you/is NAME] Hispanic or Latino?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Yes					
No					

Accept only one response.

8b.[Are you/is NAME] Mexican, Mexican-American, Chicano, Puerto Rican, Cuban or Some other Hispanic or Latino group? (If Some other Hispanic or Latino group, specify, record response verbatim)

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Mexican					
Mexican-American					
Chicano					
Puerto Rican					
Cuban					
Some other Hispanic or Latino group: Specify Verbatim					

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9. Please choose one or more of these categories to describe [your/NAME's] race.

SHOW FLASHCARD

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
White					
Black or African American					
American Indian or Alaska Native					
Asian					
Native Hawaiian or Other Pacific Islander					

Thank you.

Telephone – Consider

T-C

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CHECKPOINT ⇨ RESPONDENT (PERSON 1) MUST BE 18 YEARS OF AGE OR
OLDER

1. What are the names of all the people living or staying here? Start with yourself.

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
First Name					
Middle Name					
Last Name					
Maiden Name					

Ask if necessary :
2. [Are you/is NAME] male or female?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Male					
Female					

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3. What is [NAME 's] relationship to [Person 1]?

Spouse (Husband/Wife)
Unmarried Partner
Child } *If R says "child" or "son/daughter"*
Grandchild
Parent (Mother/Father)
Brother/Sister
Other Relative of Reference Person   (uncle, cousin, mother-in-law, father-in-law, etc.)
Housemate/Roommate
Roomer/Boarder
Other Non-relative of Reference Person

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Spouse (Husband/Wife)					
Unmarried Partner					
Child					
Grandchild					
Parent (Mother/Father)					
Brother/Sister					
Other Relative of Reference Person					
Housemate/Room mate					
Roomer/Boarder					
Other Non-Relative of Reference Person					

U.S. Bureau of the Census

4. What [is your/is NAME's] age and date of birth?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Age					
Month					
Date					
Year of birth					

CHECKPOINT ⇨ Is [NAME] age 18 or older?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Age 18 or Older *Go To 5*					
Under 18 *Go To 6*					

5. [Are you/is NAME] currently on active duty in the U.S. Armed Forces, the Military Reserves or the National Guard?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Yes					
No					

6. [Are you/is NAME] now married, widowed, divorced, separated or never married?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Married					
Widowed					
Divorced					
Separated					
Never married					

U.S. Bureau of the Census

Accept only one response.

7. What is the highest degree or level of school you [NAME] have [has] COMPLETED? (If currently enrolled, mark the previous grade or highest degree received)

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
None					
Nursery school to 4th grade					
5th - 6th grade					
7th - 8th grade					
9th grade					
10th grade					
11th grade					
12th grade, **NO DIPLOMA**					
HIGH SCHOOL GRADUATE - high school DIPLOMA or the equivalent GED)					
Some college credit, but less than 1 year					
1 or more years of college, no degree					
Associates degree (i.e. AA, AS)					
Bachelor's degree (i.e. BA, AB ,BS)					
Master's degree (i.e. MA, MS, MEng, MEd, MSW, MBA)					
Prof. degree (i.e. MD, DDS, DVM, LLB, JD)					
Doctorate degree (i.e. Ph.D, EdD)					

8a. [Are you/is NAME] Hispanic or Latino?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Yes					
No					

Accept only one response.
8b.[Are you/is NAME] Mexican, Mexican-American, Chicano, Puerto Rican, Cuban or Some other Hispanic or Latino group? (If Some other Hispanic or Latino group, specify, record response verbatim)

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Mexican					
Mexican-American					
Chicano					
Puerto Rican					
Cuban					
Some other Hispanic or Latino group: Specify Verbatim					

Development Associates, Inc.

U.S. Bureau of the Census

9. I'm going to read you a list of five race categories.
Please choose one or more races that [you/NAME] consider(s)
[yourself/himself/herself] to be:
White; Black or African American; American Indian or Alaska Native;
Asian; OR Native Hawaiian or Other Pacific Islander.

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
White					
Black or African American					
American Indian or Alaska Native					
Asian					
Native Hawaiian or Other Pacific Islander					
DO NOT READ NONE OF THE ABOVE/ SOMETHING ELSE: Specify R's Response Verbatim					

Thank you.

In Person – Consider   IP-C

Testing the Demographic Survey Form

Development Associates, Inc.
February, 2002

Testing the Demographic Survey Form

CHECKPOINT ⇨ RESPONDENT (PERSON 1) MUST BE 18 YEARS OF AGE OR OLDER

1. What are the names of all the people living or staying here? Start with yourself.

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
First Name					
Middle Name					
Last Name					
Maiden Name					

Ask if necessary :
2. [Are you/is NAME] male or female?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Male					
Female					

U. S. Bureau of the Census

3. What is [NAME 's] relationship to [Person 1]?

Spouse (Husband/Wife)
Unmarried Partner
Child } *If R says "child" or "son/daughter"*
Grandchild
Parent (Mother/Father)
Brother/Sister
Other Relative of Reference Person   (uncle, cousin, mother-in-law, father-in-law, etc.)
Housemate/Roommate
Roomer/Boarder
Other Non-relative of Reference Person

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Spouse (Husband/Wife)					
Unmarried Partner					
Child					
Grandchild					
Parent (Mother/Father)					
Brother/Sister					
Other Relative of Reference Person					
Housemate/Roommate					
Roomer/Boarder					
Other Non-Relative of Reference Person					

Testing the Race Item for Demographic Surveys
Final Report, December, 2002

U. S. Bureau of the Census

4. What [is your/is NAME's] age and date of birth?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Age					
Month					
Date					
Year of birth					

CHECKPOINT ⇨ Is [NAME] age 18 or older?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Age 18 or Older *Go To 5*					
Under 18 *Go To 6*					

5. [Are you/is NAME] currently on active duty in the U.S. Armed Forces, the Military Reserves or the National Guard?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Yes					
No					

6. [Are you/is NAME] now married, widowed, divorced, separated or never married?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Married					
Widowed					
Divorced					
Separated					
Never married					

U. S. Bureau of the Census

Accept only one response.
7. What is the highest degree or level of school you [NAME] have [has] COMPLETED? (If currently enrolled, mark the previous grade or highest degree received)

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
None					
Nursery school to 4th grade					
5th - 6th grade					
7th - 8th grade					
9th grade					
10th grade					
11th grade					
12th grade, **NO DIPLOMA**					
HIGH SCHOOL GRADUATE - high school **DIPLOMA** or the equivalent GED)					
Some college credit, but less than 1 year					
1 or more years of college, no degree					
Associates degree (i.e. AA, AS)					
Bachelor's degree (i.e. BA, AB ,BS)					
Master's degree (i.e. MA, MS, MEng, MEd, MSW, MBA)					
Prof. degree (i.e. MD, DDS, DVM, LLB, JD)					
Doctorate degree (i.e. Ph.D, EdD)					

Testing the Demographic Survey Form   4

U. S. Bureau of the Census

8a. [Are you/is NAME] Hispanic or Latino?

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Yes					
No					

Accept only one response.

8b.[Are you/is NAME] Mexican, Mexican-American, Chicano, Puerto Rican, Cuban or Some other Hispanic or Latino group? (If Some other Hispanic or Latino group, specify, record response verbatim)

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
Mexican					
Mexican-American					
Chicano					
Puerto Rican					
Cuban					
Some other Hispanic or Latino group: Specify Verbatim					

U. S. Bureau of the Census

9. Please choose one or more races that [you/NAME] consider(s) [yourself/himself/herself] to be.

SHOW FLASHCARD

	Person 1 Respondent	Person 2	Person 3	Person 4	Person 5
White					
Black or African American					
American Indian or Alaska Native					
Asian					
Native Hawaiian or Other Pacific Islander					

Thank you.