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**Iterative Cognitive Testing of the 2010 Race and Hispanic Origin
Alternative Questionnaire Experiment (AQE) Reinterview**

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Abstract

Staff from the Statistical Research Division (SRD) assisted staff from Population Division (POP), Decennial Management Division (DMD), and Decennial Statistical Studies Division (DSSD) to develop and pretest the 2010 Census Race and Hispanic Origin Alternative Questionnaire Experiment (AQE) Reinterview questionnaire. This report summarizes the findings and recommendations from the three rounds of this pretest. The results and recommendations of this report will inform the 2010 Census Program for Evaluations and Experiments (CPEX). Census Bureau staff, including six members of SRD, two members of POP and one member of DSSD conducted 37 cognitive interviews in the Greater Washington D.C. and Baltimore Metropolitan areas from May through July of 2009. Six of these interviews were conducted in Spanish using the Spanish translation of the instrument.

This report highlights the findings and recommendations from each round. During the Pilot Test, it was quickly determined that the questionnaire as initially drafted was overly burdensome to respondents and that respondents were likely to mention other races or origins from their heritage, even if they did not self-identify with them. After a revision to the questionnaire, subsequent cognitive interviews allowed us to conclude that this problem was resolved. Three measures of race and origin were developed and tested that, we believe, provides a comprehensive view of respondents' reported races and origins. The first measure is an open-ended question that allows the respondent to self-identify with any races or origins. The second is a series of yes/no questions aimed at measuring identification with the Office of Management and Budget (OMB) race and origin categories. The final measure is a summary measure which attempts to gather the respondent's "usual" response to questions like these. The series of three measures was found to often capture respondents' self-identification under different circumstances and will be used to assess bias in the 2010 AQE.

Overall, what was demonstrated is that there is no single "truth" of race. This is reflected in the OMB definition that considers race a socio-politically constructed and "not anthropologically or scientifically based" (1997). In this light, we note that the open-ended measure of race seems to most closely match respondent's self-identification. Interestingly, for non-Hispanics, the reported race of their parents agrees strongly with self-identified race; even stronger than self-identification across measures, but this is not true for the Hispanics in this study. When asked "yes/no" to each OMB race category, respondents sometimes provided a more ancestral or genealogical response. Next, and importantly, the race and origins respondents choose may differ depending on which of the measures is used. About one out of every four individuals in our convenience sample changed their answer for any two of the measures asked. The agreement across measures was higher for non-Hispanics than for Hispanics, suggesting that the questions are being interpreted differently by non-Hispanics and Hispanics. This speaks directly to the difficulty of using the current measures of race and Hispanic origin.

Key words: Race, Hispanic origin, Cognitive Testing, Validity measurement

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INTRODUCTION

As a part of the 2010 Census, the U.S. Census Bureau fielded a Race and Hispanic Origin Alternative Questionnaire Experiment (AQE). As a part of this experiment, almost 500,000 housing units received an alternate questionnaire as their 2010 Census form. The goal of the AQE was to study improving the completeness and accuracy of respondent reporting to the race and Hispanic origin questions. For this study, the terms “race” and “Hispanic origin” are defined by the Office of Management and Budget (OMB, 1997).

Table 1. Racial and Ethnic Definitions from the Office of Management and Budget (1997).¹

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American	A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

As a part of the evaluation of the AQE forms, a reinterview was conducted to measure bias (or the difference) between the initial paper questionnaire responses and the phone reinterview responses (Compton, Bentley, Rastogi, and Ennis, 2010). Responses to the phone reinterview

¹ According to the OMB, respondents shall be offered the option of selecting one or more racial designations. Recommended forms for the instruction accompanying the multiple response question are "Mark one or more" and "Select one or more."

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will be used to create a single truth measure to which each panel can be compared. The difference between this reinterview response measure and the paper questionnaire responses on each panel will make up the 'response' bias measures for each panel.

The Population Division (POP), Decennial Management Division (DMD), and Decennial Statistical Studies Division worked with the Statistical Research Division (SRD) in order to develop and pretest the 2010 Census Race and Hispanic Origin AQE Reinterview (RI) questionnaire that will be used in June, following the 2010 Census. The goal of this cognitive interviewing was to test for misunderstandings or misinterpretations of questionnaire wording and to examine whether the reinterview questionnaire gathered a reliable and valid self-identification of race and Hispanic origin. This report summarizes the findings and recommendations of three rounds of iterative testing of this questionnaire. The results and recommendations are documented in this report, as well as decisions on the final 2010 Census Race and Hispanic Origin AQE RI questionnaire.

During the course of this testing, SRD hosted a “Summer at Census” series by which eight expert researchers in the areas of race and origin came to the Census Bureau to give seminars and engage in conversations regarding the current race and origin research that is underway. Some of these speakers lent ideas to this cognitive testing, and those are noted throughout the report. See Appendix F for an alphabetical listing of the “Summer at Census” researchers.

The goal of this cognitive interviewing was to test for misunderstandings or misinterpretations of questionnaire wording and to examine whether the AQE Reinterview (RI) questionnaire gathered a reliable and valid self-identification of race and Hispanic origin prior to fielding the instrument. This paper discusses the findings and recommendations from three rounds of iterative testing of this questionnaire.

METHOD

This section presents information on the actual AQE RI questionnaire, the cognitive interviewing methodology, respondents to this study, limitations to the study, and information on the Pilot Test.

1. The Questionnaire

In the AQE RI, the respondent (Person 1) answers questions about him or herself as well as a randomly selected second person in the household (Person 2), if there are two or more household members.² The final RI questionnaire consists of three methods for measuring race and Hispanic origin: (a) two open-ended questions, (b) a series of yes/no questions for Hispanic origin and race categories that appear on the census form and correspond with OMB categories (e.g., White,

² In the production instrument, the second person will be randomly selected from the household members. For the cognitive test, the interviewer picked the person he or she thought would be the most informative (or different from the respondent) to serve as the second person.

Black/African American, Asian, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander), and (c) a “summary” question that attempts to gather a typical response that the respondent usually gives when asked about race and origin after the respondent had been exposed to all of the OMB race and Hispanic origin categories.

The three methods of measuring race and origin were developed with slightly different goals, to gain a complete picture of race and origin reporting for people who may respond differently when asked about these topics in different ways. The open-ended question is aimed at gathering a relatively untainted report of race and origin. Prior to being exposed to any of the race and origin categories that the census uses, within the context of the interview, we asked how the respondent reports his or her own race and origin. The second measure, the yes/no series, exposes the respondent to each of the race and Hispanic origin categories that appear on the 2010 Census form to allow reporting of multiple races and origins (as is allowed in the 2010 Census), as well as to encourage attention to each and every option. The final “summary” question was developed after the Pilot Test to provide the respondent with an opportunity to summarize how he or she identifies, after considering each of the response categories on the census form to ensure that they had not overreported. These three measures of race and Hispanic origin are followed in the reinterview by scripted debriefing questions.

The specific questions that were tested in each round, including the Pilot Test are presented in Appendix A, B, and C, respectively. Appendix D shows the Spanish translation of the Round 2 questionnaire that was tested. Discussions of the particular questions and revisions between rounds are found in the Results section of this paper.

2. The Cognitive Interview

From May through July of 2009, 37 cognitive interviews were conducted using face-to-face interviews with a paper script that could be read over the telephone. The 2010 AQE RI was conducted with a CATI (Computer Assisted Telephone Instrument) interview. The testing was conducted in an iterative manner. As modifications to the questionnaire were needed, they were made. This resulted in three ad hoc rounds of testing, one for each iterative modification.

The protocol for the cognitive interviews combined verbal think-aloud reports with retrospective probes and debriefing. Each cognitive interview involved two interviewers working together, face-to-face with the respondent. One interviewer read the RI questionnaire as if he or she was conducting the actual phone interview. Meanwhile, another interviewer observed the interview, took notes, and later asked cognitive interview and retrospective debriefing questions after the RI questionnaire was complete. The cognitive interview and probing questions aimed to explore respondents’ understanding of the race and Hispanic origin questions, their typical response to these questions, any variation that they might have in reporting race and origin, and their sense of burden of the interview. The debriefing probes were semi-scripted, allowing the interviewer to probe on things that occurred spontaneously while also covering a set of required material.

After each interview, the cognitive interviewer listened to his or her tape and wrote a detailed summary of the interview, noting respondents' answers to each question as well as answers to the probes. The project manager used the set of interview summaries from each round for the analysis.

3. Respondents

Participants were recruited using flyers, word of mouth, and an database of participants who have not participated in a Census Bureau cognitive interview study for at least three months.³ Staff conducted screener interviews with all potential respondents over the phone in order to determine respondents' race and Hispanic origin, education level, federal government employee status, and other demographic information to determine their eligibility for the cognitive interview. We attempted to recruit respondents from as many race and Hispanic origin groups (including multiracial) as possible.

Thirty-seven people in Maryland, Virginia, and Washington, D.C. served as respondents in this study. Of the respondents, 28 were female and nine were male. Respondents had a variety of living situations that included unrelated and related household members. Table 1 shows the racial composition of these respondents.⁴ Though we were satisfied with the racial and origin diversity of respondents, we did not have any respondents that only identified as only Pacific Islander, and we only had one monoracial Asian respondent. However, multiracial respondents did include representatives from these groups.

Table 2. Racial Composition of Interview Respondents

Race/Hispanic Origin	Pilot Test	Round 1	Round 2ⁱ	Total
White		5	1	6
Black		3	3	6
Asian	1			1
AIAN	1	1		2
Pacific Islander				
Hispanic		2	10	12
Pacific Islander/White	1	1		2
Asian/White		2	1	3
Hispanic/Asian		1		1
Black/Asian		1		1
Black/American Indian			2	2
Black/White			1	1
Total	3	16	18	37

³ Respondents were automatically disqualified if they had previously participated in a study on race or origin at any point in time.

⁴ Race is defined here by the instrument's set of questions in which ask a series of yes/no questions about the census race and Hispanic origin categories (i.e., White, Black/African American, Asian, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander).

In Round 1, we recruited respondents to represent as many races and origins as possible, including multiracial respondents. Researchers interviewed sixteen respondents in Round 1. In Round 2, respondents were recruited primarily for being of Hispanic origin and multiracial. The purpose of this was to more thoroughly examine how the series of questions work for Hispanic respondents, including a newly added Hispanic debriefing probe, as well as to evaluate whether the revision of particular questions to obtain multiracial reports when appropriate. A total of eighteen respondents were interviewed for Round 2. In addition to the ten Hispanic and four multiracial respondents, four monoracial respondents were interviewed to assess respondent burden for monoracial respondents.

Our Hispanic respondents (12 total, English and Spanish speaking) included people from the following origins: Spanish, Dominican, Puerto Rican, Peruvian, Bolivian, Salvadoran, Mexican, and Guatemalan. In the second round of testing, we interviewed six respondents using a Spanish translation of the questionnaire.⁵ This was done to assess the quality of the translation and understand any differences that may occur in comprehending and responding to these questions when administered in Spanish, as opposed to English. The final CATI interview is available in both English and Spanish.

4. Limitations

This cognitive interview test is limited in a number of ways. First, this test was conducted face-to-face. The difference in the mode could impact perceived respondent burden as well as result in differences in responses attributable to the presence of an in-person interviewer or race of interviewer effects (Cotter, P.R., Cohen, J., & Coulter, 1982; Sudman & Bradburn, 1974; Hatchett & Schuman, 1975; Campbell, 1981; Weeks & Moore, 1981).

The small number of respondents in each racial group is a limitation to this study. In particular, the very small number of Spanish-speaking respondents is a limitation. With more time and resources, we could have interviewed a larger number of respondents generally, and Spanish-speakers specifically.

Respondents in this study may have inadvertently been more educated than the general population, and this may have led to better understanding within this population than one would find in the general public. Researchers noted this in the second round when interviewing Spanish-speakers who were notably less educated than the previous respondents. Because this was not measured or identified earlier in testing, we can only speculate how this may have impacted the results.

A few respondents were recruited with a newspaper ad that asked for those who are multiracial or not born in the United States. This could have impacted their later reports on race and ethnicity. If the respondent thought that multiraciality was of interest for this study, they may

⁵ The Spanish translation was not yet prepared for the Pilot or Round 1 of the test.

have been more inclined to report a multiracial identity. However, most respondents were not recruited this way.

Finally, the participants for this study were not selected at random or to be representative of the entire population of the United States. Interviews were only conducted with a convenience sample of respondents in the Washington DC metropolitan area. Because these respondents are not representative of the general U.S. population, these findings may not be applicable to the entire population.

5. Pilot Test

The approach of the initial questionnaire was to ask an open-ended question on race or origin, followed by probes asking yes/no questions to each of the 19 race and origin groups that are response options on the 2010 Census form. These groups are as follows: White, Black or African American, Mexican, Puerto Rican, Cuban, Other Hispanic, American Indian or Alaskan Native, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, or Some Other Race. (See Appendix A for the full Pilot Test AQE RI questionnaire that was used.)

We began this testing by interviewing several new Census Bureau staff members as practice interviews. Though this is not atypical, we report findings from these practice interviews, as well as the first few “real” respondents in this test which led to a revision of the questionnaire, as the Pilot Test.

Primarily based on the findings that the Pilot Test questionnaire caused respondents to show symptoms of fatigue and frustration, and that respondents sometimes seemed to report additional races or origins because so many questions were asked, the round was terminated after only three practice respondents and three “real” respondents. In addition to the burden, researchers were concerned, based on the practice interviews and the first three interviews, that respondents would report more than one race or origin because the interviewer was asking so many questions and not because they truly identified with that additional race or origin. We suspect that this could be due to conversational norms that suggest a questioner will only ask for the same information once, and if the questioner continues to ask questions, then he or she must be looking for a different response (Grice, 1975). After discussing the preliminary results of these interviews, the interdivisional AQE RI team decided that substantive revisions to the questionnaire were necessary before further cognitive testing.

RESULTS

The results are organized first by the general findings that applied to the overall questionnaire. Second, specific findings and recommendations are discussed for each question. Finally, we analyze the results as a whole and examine how “truth” can be measured.

1. General Results

1.1 When Race and Origin Differ

Overall we noted that using the term “origin” alongside the term “race” may increase the likelihood for respondents to report a country of origin. Example responses from various respondents and various points in the interview include “White Russian,” “Korean American,” and a Hispanic mother “born in New York.” One respondent, during the debriefing, reported that if she thought she was being asked for her ethnicity, she would say “Asian,” but if she thought she was asked for her race, she would say “other – Asian and White.” (She reported Filipino and White to the first and second methods of measurement in this test and “Other or Asian” to the third method.)

Some respondents also seemed to have problems reporting if they were born in a country outside the U.S., but their parents were from a third country. For example, one respondent was born in Argentina, with parents from Spain. She reported as White and Hispanic to the first two methods, but only Hispanic and Latino to the third method. Another respondent’s mother was born in Jamaica and had Asian Indian parents. This respondent reported Asian Indian for her mother in the first two methods, but reported “Jamaican” in the third method. In a third example, one respondent answered consistently throughout the measures that he was Puerto Rican, however during the debriefing the interviewer found out that his mother was actually half Cuban. The debriefing showed that he answered the whole series of questions about origin understanding them to be asking about the place he was born. In fact, this respondent reported his mother was “born in New York” when asked for her race or origin. We know from other questions that she is of Puerto Rican and Cuban descent. In the final example of this type, the respondent was a first generation immigrant to the U.S. She was born and raised in Africa, but her ancestors are from India. She reported both Asian and African in all three measures, which could be interpreted as multiracial. Though we note these problems, we do not think they can be remedied in this questionnaire. We suspect the source of the confusion stems from the need to ask for both race and origin. This finding is not unique to this questionnaire or this research. It has been found in other research as well (e.g., Fernandez, Gerber, Clifton, Higbie, & Meyers, 2009).

1.2 Respondent Burden

Overall, most respondents did not display signs of excessive burden in Round 1 or Round 2 in the ways seen in the Pilot Test.⁶ However, three of the Spanish-speaking respondents in Round 2 did demonstrate signs of frustration. One Spanish-speaking respondent sighed throughout the interview. He only had one origin or race to report – he and Person 2 were Mexican – and seemed frustrated that the interviewer kept asking questions. Another Spanish-speaking respondent also seemed over-burdened by the repetitiveness of the questions, displaying both verbal and nonverbal signs of frustration because she said she felt like she had already told the interviewer what her answers were, and she did not have anything more to report. During the

⁶Burden was measured subjectively in the cognitive interview, looking for signs of frustration, boredom or irritation.

debriefing, when asked about the interview, she commented that the interview was asking "the same question" over and over, sometimes with different choices. We do not think this is a problem specific to the Spanish translation, but rather it is one that would likely apply to many respondents of Hispanic origin who only have one origin to report to all of these questions on race and origin. This type of finding has been found in surveys who ask as few as three questions about Hispanic origin, race and ancestry (Childs, Landreth, Goerman, Norris, & Dajani, 2007). Hispanic respondents in this study who also reported a race did not seem as burdened as those who did not.

We think some of these issues may result from conversational norms that would suggest that if the interviewer (asker) is requesting more information, then the requested information must be something that has not been previously provided (Grice, 1975; Tourangeau, Rips, & Rasinski, 2000). It is possible that, like the conversational norms would suggest, respondents that only have one origin feel as though they are answering incorrectly when they are asked for the same information over and over again. This could cause the feelings of burden that we observed. Though we did not observe the same level of frustration with other monoracial respondents, we are also concerned about possibility for them to be overburdened.

1.2 Transitions

A final questionnaire-level finding involved the fact that the Round 1 questionnaire made several transitions between Person 1 and Person 2 and back again (e.g., the open-ended questions were asked about Person 1, and then Person 2, followed by the yes/no questions for Person 1, then Person 2, etc.). One respondent exhibited confusion when going back and forth between Person 1 and Person 2. This became apparent when the respondent was asked debriefing questions for Person 1 immediately after being asked race and origin questions for Person 2 – the respondent asked for clarification about who the debriefing question was about. To remedy this, we recommended that either fewer transitions should be made, or there should be transitional phrases that ease the movement from one section to the next and emphasize who the next questions will be about. A combination of these recommendations were adopted for Round 2 (See Appendix C for the AQE RI Round 2 questionnaire).

2. Question-Specific Results and Recommendations

This section on question-specific results and recommendations is organized by topic – presenting the three different methods of measuring race and origin and the scripted debriefing questions, along with rationale for their development, and results and recommendations from their testing. Appendix E contains the final AQE RI that resulted from this testing.

2.1 First Method of Measuring Race and Hispanic Origin: Open-Ended Questions

The first measure of race and Hispanic origin is comprised of two open-ended questions, allowing respondents to choose the way they self-identify without explicitly putting constraints

on their answer choices (see Appendix B, questions D1-D4). Respondents may (and likely do) bring their own assumptions to this report, but the questions do not limit in their response. If respondents were given a set of categories to choose from, they may think they are required, or may find it less burdensome, to choose among the categories given (Tourangeau, Rips, & Rasinski, 2000). This would defeat our intent of having respondents provide a self-identification that is free of any suggestive categories given by the interviewer. It also allows us to examine how detailed their responses are with no prompting on the amount of detail requested (e.g., whether the respondent self-identifies as “Asian” or “Chinese” in the absence of categories to choose from). Recognizing that respondents have preconceived notions of how to respond to questions on race and origin, this is our attempt at gathering a “pure” self-identification.

2.1.1 Open-Ended Question 1

What is your race or origin?

What is <Person 2's> race or origin?

This is the first question for each person in the open-ended question series. Results are reported here for both the first and second person in the household for this question. To see the sequence of these questions in the questionnaire, see Appendices A, B, and C.

2.1.1.1 Pilot Test Findings

These questions worked well with the two monoracial participants in the Pilot Test. Both respondents reported both a pan category and a detailed category (e.g., Asian and Chinese, and Native American as well as specific tribal affiliations).

For the multiracial respondent in the Pilot Test who was half-Hawaiian and half-White, at this question, she only reported her Hawaiian heritage because, according to her, it is what she identifies with the most. The second question in this series elicited her White heritage. Thus the combination of the two questions worked best for this multiracial respondent.

Researchers noted a problem with this question when it was asked about the second household member. The initial placement of this question for Person 2 – after all questions about Person 1 – may influence how the respondent reports for Person 2, no longer having the effect of an “untainted” response. This was evidenced by one respondent providing much more detail on Person 2's race and origin for the open-ended measure after going through the entire question series about themselves.

2.1.1.2 Pilot Test Revisions

As a result of the Pilot Test, both open-ended race and origin questions for Person 2 were moved to immediately follow the open-ended race and origin question for Person 1. This was done to ensure that the open-ended response for both people was untainted by exposure to the rest of the questions.

2.1.1.3 Round 1 and 2 Findings

Having both the Person 1 and Person 2 open-ended questions at the beginning achieved the goal of gathering these data prior to revealing the census response categories. We did not find any evidence of confusion going between Person 1 and Person 2 at this point in the instrument. Because we moved the question, we no longer saw the problem with reporting more detail for the second person than the first at this question.

A few respondents paused after this question, and reported thinking the interviewer would read categories from which they could choose. This question sometimes gathered a general race or origin category – like “Hispanic” or “Asian”- rather than the more specific – like “Dominican” or “Chinese” that was reported later in the interview.

At this question particularly, researchers noted that using the term “origin” along with “race” tends to make people think of their nationality or where they were born. Using this term may increase the likelihood of respondents reporting place of birth or citizenship. For example, one respondent reported “I am from Peru” to this question without reporting an OMB race or origin. (However, she did report the race “Black” in the next open-ended question that asks her if she “identify[ied] with any other race or origin.”) The tendency to report place of birth or national origin was particularly strong when examining Person 2, particularly for immigrants reporting about a U.S.-born child (in the Spanish interviews). Spanish examples translated to English include “Person 2 was born here” then, after neutral probing, “She is American of Latino origin;” “Born here, Hispanic American;” “Born here... Her parents are Latinos, therefore, she is Hispanic, right?” This is a problem seen in other race and origin question testing, and is not unique to this instrument (e.g., Fernandez, Gerber, Clifton, Higbie, & Meyers, 2009).

Another difficulty this question poses is to people who have both an origin and a race to report. In these instances, this may seem like a double barreled question –What is your origin *or* race? If a person has an origin – e.g., Hispanic – and a race – e.g., White – what is the optimal answer to this question? Some Hispanic respondents in this test, who either identified as White or reported that they knew that they “should” report White, expressed some discomfort at this question, or reported only one answer, when they could have reported both an origin and a race. For example, in response to this question one respondent said that she was white, but comes from a Latin American family. For Person 2, this respondent simply reported that he was White, later in the interview saying that he is also Bolivian. Another respondent reported only Caucasian to this question, but to the third measure, she reported Italian and “European Spanish” descent. This respondent reported race, and not Hispanic origin, at this question. Two respondents in the Spanish interviews reported only origin to this question – Hispanic, or Latino – but then reported White also to the second method of measurement. Both answered the yes/no race question with a qualifier, however. When asked if they were white, one qualified that he was “white latino” and the other said “I think.”

2.1.2 Open-Ended Question 2

Do you identify with any other race or origin?

Does he/she identify with any other race or origin?

This is the second (and last) question in the open-ended question series. Reported here are results for both the first and second person in the household. To see how this fits into the entire questionnaire, see Appendices A, B, and C.

2.1.2.1 Pilot Test Findings

No problems were identified with this question in the Pilot Test, with the exception of the placement of these questions for the second person (described above).

2.1.2.2 Pilot Test Revisions

Along with the last question, for Person 2 this question was moved to the beginning of the interview.

2.1.2.3 Round 1 and 2 Findings

For most respondents, this question worked well and generated useful information. One respondent, in English, reported “Latino, Hispanic” to this question after answering “I don’t know” to the initial question, because the respondent did not know her father’s race or origin. For her, this question elicited some useful information (as opposed to none in the first question). For other respondents, this question also generated multiple-race reporting that was supported as self-identification by later questions in the interview and in the debriefing. One respondent reported she was from Peru to the first question, and Spanish and Black to the second question. This question also generated some repetitive reporting, for example, African American, then Black; White, then Russian. Another respondent, in Spanish, answered the term Hispanic to the first question, and the specific, Salvadoran, to this question.

In English, one respondent reported two races here that she did not repeat in the second or third methods of measuring race and origin. After a pause, she said “Indian” and “White”, while she reported just “Black” for the first open ended question as well as the second and third methods. In the cognitive portion she mentioned that her grandmother’s grandmother was Cherokee and her father’s grandfather was Irish. This respondent was fairly adamant that she could only report one race or origin to the second and third methods for measuring race and origin. In this case, we think the first measure provided a more accurate picture of her self-identification untainted by the assumption that one could usually only report one race or origin. However, it could also be argued that because of the distance of these ancestors that the second and third measures more accurately captured her own self-identification.

Particularly in the Spanish interviews, respondents sometimes answered this question as though it asked if there were people of certain races or origins that they got along with better. This caused confusion for at least one respondent. Using an example translated to English, one respondent reported that “I have friends from many different parts.” And to the question for Person 2, he said “I don’t understand the word *identify*. She gets along with everyone. In school she has friends from everywhere.” Another respondent, translated to English, stated: “I don’t

understand.” Another respondent, in English, said “I identify with people of color” to this question. This problem was not observed in any of the Pilot Test or Round 1 interviews. The problem was seen mostly with lower education individuals in Round 2. Generally, Round 2 respondents were much lower in education than those in earlier interviews.

When the respondent is asked this question about Person 2 in the household, it was more difficult for respondents reporting on babies and young children. Babies and young children usually do not define themselves in terms of race and origin. Taken literally, this question asks if the baby identifies with any other race or origin. In an example from a Spanish-language interview, translated to English, the respondent answered this question by saying “No, she’s four years old.” Respondents also reported feeling less comfortable reporting for someone else than for themselves (including reporting for someone else’s children).

2.1.2.4 Final Recommendation

We recommended eliminating the “identify with” concept because it may be problematic for people with lower education, at least in Spanish, but possibly in English as well. The interdivisional team decided to use “Are you (or Is NAME) any other race or origin?” for the final AQE RI questionnaire. This change should also alleviate the problem identified with young children because it does not ask how the young child identifies him or herself. This change is reflected in the final AQE RI in Appendix E.

2.2 Second Method of Measuring Race and Hispanic Origin: Yes/No Series

The second method of measuring race and Hispanic origin asked the respondent a series of yes/no questions that encourages them to self-report as many races or origins as they wished, while exposing them to the census race and Hispanic origin categories.

In the Pilot Test there were problems with the series that caused the almost immediate revision of the questionnaire after three interviews (see Appendix A, questions D3-D22 for the initial tested sequence). The Pilot Test revealed that response burden was likely going to be a problem for respondents. Two of the respondents seemed annoyed when asked about each of these 19 race and Hispanic origin categories, many of which did not apply to them (e.g., Are you Black, Are you White, Are you Mexican, Are you Asian, etc.). In addition to the burden, researchers were concerned, based on the practice interviews and the first three interviews, that respondents would report more than one race or origin because the interviewer was asking so many questions and not because they truly identified with that additional race or origin. We suspect that this could be due to conversational norms that suggest a questioner will only ask for the same information once, and if the questioner continues to ask questions, then he or she must be looking for a different response (Grice, 1975).

Based on these findings, to reduce respondent burden, we recommended creating branching questions that asked each general race or Hispanic origin category and followed up with the specific race or origin groups only if the respondent reports “yes” to that general category.

Thus, beginning with Round 1, the 19 yes/no race and origin questions were changed to use a branching structure. First, the respondent is asked a question about a general race or origin category (White, Black/African American, Hispanic, Asian, etc.) and then a second set of questions is administered with the specific races or origins if a person responded affirmatively to the general question. If a person responds “No” to any general question, the interviewer skips all of the follow-up questions associated with that race or origin group. For example, if the respondent is asked “Are you Asian?” and says “no,” the interviewer will skip the follow-up questions (e.g., “Are you Asian Indian?” “Are you Chinese?”). See Appendix B for exactly how this was implemented in Round 1 (Questions E1-E23).

Regarding the entire yes/no series, we noted that it is difficult for respondents to unequivocally report “yes” when they feel that the person is “half” or “partly” of that race or origin. This is especially relevant in cases where respondents acknowledge another race or origin, but do not really identify themselves with that race or origin. For example, one respondent’s mother was white, and father was African American, but she was raised in an African American culture. It seemed difficult for her to report “yes” to the question “Are you white?” without further qualifying it. It is difficult to determine what is “right” and “wrong” in these cases. If the person reports “African American” only, as a self-identification, it is not incorrect. However, she could also report both White and African American and it would still be a correct self-identification. Therein lies the difficulty with this type of measurement.

2.2.1 Yes/No Introduction

Now, I am going to ask you a series of questions about race and origin and would like you to respond to each one. You may identify with as many races and/or origins as you wish. These questions may seem repetitive, but it is important that we ask them of each person to measure the quality of our census.

2.2.1.1 Pilot Test Findings

The intent of this statement was to prepare the respondent for the upcoming burden of responding to the 19 race and origin questions that followed. However, the instruction was not sufficient in the Pilot Test to counteract the tremendous amount of time it took to answer the 19 questions on race and origin.

2.2.1.2 Round 1 and 2 Findings

After the branching structure was implemented, this introduction worked well. When probed about it, many respondents stated that what followed was what they were expecting. They made statements such as, “I know you have to be specific and give examples for things.” Overall, respondents were very positive when probed about this instruction. One of the respondents who demonstrated signs that he was later overburdened in the Spanish interview sighed at this question, indicating that he was not looking forward to the upcoming questions.

2.2.2 White Yes/No **Are you White?**

2.2.2.1 Round 1 Findings

One Hispanic respondent, in response to this question, asked at "Are you referring to White as an American person or just the color of the skin?" With neutral probing, he ended up answering "no." We hypothesized that for him and for Person 2 that he may have reported "white" if pressed or encouraged to choose a race.

2.2.2.2 Round 1 Revision

Based on this finding, an additional question was added in the debriefing section to Round 2 to attempt to encourage Hispanic respondents to choose a race. That question is presented later with the debriefing series of questions.

2.2.2.3 Round 2 Findings

Two of the Hispanic respondents interviewed in Spanish answered affirmatively to this question, but with some hesitation. Translated into English, one respondent answered "I think" to this question and other clarified that he was "White Latino." Another Spanish-speaking respondent answered "no – trigueña" which is a Spanish term used to describe "wheat-colored" skin.

2.2.3 Black or African American Yes/No **Are you Black or African American?**

2.2.3.1 Round 1 and 2 Findings

This question appeared to be more difficult for people who do not identify as "African American." For example, one respondent self-identified as African Asian, or Asian African. She is an immigrant to the US from Africa. However, roughly six generations ago her ancestors were from India. She lived in an Indian community in Africa prior to immigrating to the United States. She answered "no" to this question on "Black or African American" because she was from an African country, but of Indian origin. She answered "yes" to the Asian question and "yes" to Asian Indian. She also reported 'some other race' by saying "African, not African American, African from Africa, Asian African."

Another respondent's father was Cape Verdean. He answered "yes" to Black or African American, but reported that he was focusing on his mother's African American roots when answering this question. Debriefing showed that he identifies more as African American, or Black, than he does Cape Verdean.

A "Black Latino" respondent from Peru answered this question by stating "I am Black, but not African American." This leaves the decision of how to key the response to the interviewer. In the debriefing, the interviewer tried to encourage her to choose either a "yes" or "no" response for this question, but she said that she would either circle the word "Black" or write in "Black Latino" on a form, but would not simply mark "yes" or "no."

2.2.3.2 Final Revisions

We do not have any recommendations for changes. However, we advise that it would be beneficial to go over examples like this in interviewer training.

2.2.4 Hispanic Yes/No

Are you of Hispanic, Latino, or Spanish origin? For example, Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or another Hispanic, Latino, or Spanish origin?

Are you Mexican, Mexican American, or Chicano?

Are you Puerto Rican?

Are you Cuban?

Are you another Hispanic, Latino, or Spanish origin not yet mentioned?

If Yes → **What is that origin?**

Can you be more specific? Read if necessary: Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States (Asked if respondent reports a general term such as "Hispanic," "Latino," or "Spanish")

2.2.4.1 Round 1 Findings

One respondent said "yes" to the first question on Hispanic origin, but no to each of the follow-up questions, including "other." Previously in the open-ended measure of race and origin, she reported Dominican, and then when asked if she was another Hispanic origin not yet mentioned, she said "no," presumably because she had already mentioned her Dominican origin to the open-ended question (this would be consistent with the Grician conversational norms cited previously). This could be a problem with the rest of the "other" questions as well.

Having the question mark prior to the reading of the examples in this question (and in other similarly worded questions) decreased the likelihood that interviewers read what came after the question mark, even during the cognitive test where interviewer reading behavior is usually more precise than field interviewing behavior. Furthermore, interviewers, at times, paused when arriving at the first question mark, thus prompting respondents to answer immediately. When interviewers proceeded to read the examples, they would often be interrupted by the respondent's answer to the question.

2.2.4.2 Round 1 Revisions

We recommended that when a respondent has answered "yes" to the initial question in the series, reword all the "other" categories as follows depending on how the respondent has answered previous questions to elicit a substantive answer in all cases. If a respondent reported "yes" to one of the specific groups already, ask: "Are you another Hispanic, Latino, or Spanish origin, for example, Dominican, Salvadoran, Colombian, Spaniard, and so on?" If a respondent has not yet reported a specific origin, ask: "What is your Hispanic, Latino, or Spanish origin, for example, Dominican, Salvadoran, Colombian, Spaniard, and so on?"

Additionally, we recommended removing the “not yet mentioned” phrase from the end of the question, because sometimes the origin had been mentioned in response to the initial open-ended questions. In these cases, we still wanted the respondent to report the race or origin to this question series as well.

We also recommended including the examples in the question text and placing the question mark at the end of the entire question.

The interdivisional AQE RI team accepted these revisions for testing in Round 2. The tested questions are as follows:

Are you of Hispanic, Latino, or Spanish origin, for example, Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or another Hispanic, Latino, or Spanish origin?

Are you Mexican, Mexican American, or Chicano?

Are you Puerto Rican?

Are you Cuban?

If yes to any of the above (Mexican, Puerto Rican and Cuban),

A. Are you another Hispanic, Latino, or Spanish origin, for example, Dominican, Salvadoran, Colombian, Spaniard, and so on?

Yes → What is that origin?

If no to the above (Mexican, Puerto Rican and Cuban),

B. What is your Hispanic, Latino, or Spanish origin, for example, Dominican, Salvadoran, Colombian, Spaniard, and so on?

2.2.4.3 Round 2 Findings

In Round 2, we still noted a lot of respondent interruptions during this question - both verbal and nonverbal (e.g., head shaking negatively). However, we do not have any recommendations for changes. Perhaps interviewer training could prepare interviewers for interruptions and teach them how to deal with it.

One respondent in this round reported incorrectly to the general question. She said that she was “Caucasian” to the open-ended question, White to the yes/no question on White origin, and “no” to the general question on Hispanic origin. However, she reported that she was “European Spanish” to the third method of measurement. In the debriefing, the respondent was adamant that she was not Hispanic – understanding that to mean from Central or South America, but she was White and Spanish. Even mentioning “Spanish origin” twice in this question text did not seem to be enough to get her to report her origin to this question.

Because we used a paper script for testing, interviewers had difficulty with quickly figuring out which of these last two questions to ask (A or B above), and in several instances asked the incorrect question. This likely caused most of the remaining problems observed in Round 2.

One respondent answered “yes” to the general question, and “no” to each of the other questions including A (which was asked instead of B in error). During probing, she seemed to indicate that

she thought the list of examples was exhaustive. She said that she was from Bolivia in South America, which is “a mix of different people.” We think this error may not have happened had the respondent been asked B. For Person 2 this respondent answered “yes” to A, but was unsure how to answer since Person 2’s parents were from Bolivia, but he was born in the US. The respondent said that Bolivian is “just his origins.”

Another respondent who was incorrectly asked A, answered– “I’m not born in any of the countries. I was born here, so I get confused by these questions. I’m not Salvadoran, I wasn’t born there, so no.” She was also asked B, to which she answered, “I most closely relate to Salvadoran culture.” She is the respondent mentioned previously who was unsure of her father’s ethnic background and this seems to have caused this confusion. She did not seem confused because of the questions that she was asked, but rather because she did not know his background. Because of this, she answered with the culture where she grew up. She also answered correctly to A for Person 2, even though she should have been asked B. She reported her child as from “El Salvador” because that’s where her husband is from and that is at least a part of her heritage as well.

A third respondent, who was Spanish-speaking, answered the general question with the specific Hispanic origin – “Peru,” and then answered A incorrectly – “Hispanic or Latino” – because she didn’t identify with any of the provided responses which she viewed as an exhaustive list. This respondent was asked the follow-up question – “Can you be more specific?” – to which the respondent described that they are Latin American and Hispanic – she didn’t come from Spain and she’s from Peru. Then she asks the interviewer how she should specify. We suspect that she was confused because Peruvian is not an example. In this case, it would have been appropriate for the interviewer to verify at question A or B that she had just said she was Peruvian.

When B was asked properly, it seemed to work well.

2.2.4.4 Final Recommendations

During interviewer training, we recommend addressing the following situations: (a) children of immigrants whose parents want to report they were born here, and (b) remembering and verifying if the respondent has already reported a specific country to a previous question.

We recommend considering to use the examples as “as needed” text – not reading them in every situation. This could prevent the respondent from thinking it is an exhaustive list.

The interdivisional AQE RI team accepted the first training recommendation, but did not accept the second recommendation because it would change the stimulus that each respondent was exposed to and could create unintended effects.

2.2.5 American Indian or Alaska Native Yes/No

Are you American Indian or Alaska Native?

Yes → What is your enrolled or principal tribe?

2.2.5.1 Findings

The half-Hawaiian respondent from the Pilot Test reported “yes” to this question, but had difficulty identifying her enrolled or principal tribe because she said that Hawaiians identify themselves by district rather than tribe. She simply identified her tribe as “Hawaiian.” The respondent also reported “yes” a few questions later when asked if she was Native Hawaiian.

One respondent reported “partly” at this question, however reported “Caucasian” to all other questions. From the debriefing we know that she does not identify with her American Indian side, but she did say that her mom has a card from the tribe that they are qualified to be enrolled. She reported that her grandmother was “full Mohawken [sic].”

Another respondent displayed a similar pattern. She only reported African American for herself and for her mother (Person 2) for the first and third measurements, but reported “American Indian” at this question in the second measure for both her and her mother. In the debriefing she reported that her grandmother is enrolled in Cherokee and Blackfoot tribes, but she is not enrolled herself. From the debriefing, she states that she mostly identifies as African American because it is an “easier” response than saying multiple races. African American is also how she is often perceived by “somebody off the street.” She did not report an enrolled or principal tribe for herself. She reported her mother’s enrolled or principal tribe as Cherokee. Person 2’s mother (the respondent’s grandmother) is American Indian (enrolled in two tribes) and African American. Person 2’s father (the respondent’s grandfather) is Haitian and African American. Garrouette and Snipp – two Summer at Census scholars who specialize in research on American Indians – outlined the historical significance of defining qualification for enrollment in an American Indian tribe by blood quantum (Garrouette, 2007; Snipp, 1989). Blood quantum definitions are used to maintain the cultural integrity of individual tribes, as well as to prevent non-American Indians from claiming federal government benefits directed at federally recognized tribes. The history of such strict definitions, combined with her perception of how others view her, may explain why she reported only African American for the first and third measurements.

In the previous two cases it is difficult to conclude whether respondents were over-reporting by including their American Indian, or not. For two of the three methods of measurement, they did not report American Indian heritage, but when asked the direct question, they did report it. From information gathered in the interview, it seems like American Indian is part of their heritage, but not part of their day-to-day identity. Whether or not to include this as a measure of “truth” seems to be a subjective judgment.

One respondent reported “Indian” when asked if she identified with any other race or origin at the first method (i.e., open-ended) for measuring race and origin, but she said “No” to this question. During the second method, she reported only that she was Black or African American.

In the debriefing, she reported that the Cherokee portion of her heritage was her grandmother's grandmother (her great-great-great-grandmother). She expressed a belief that she could only report one race or origin for herself on forms and we suspect this is why she said "no" to this question on American Indian race, which is more similar to what one might see on a form than the first method. For this respondent, based on the entire interview, we believe that she does have a multiracial identity, but has overwhelming beliefs about what is and is not appropriate to report on a form.

One other respondent seemed to have misunderstood this question. She reported "Black and Cherokee" to the open-ended questions. She answered "No, Cherokee, but not Native" to this question. Based on all of the information gathered in her interview, it seems that she heard "Native American" and misinterpreted that as "Navajo American." In the debriefing, she said that Native Americans were a group distinct from the Cherokee and the Native Americans were more numerous than any other Native tribe (consistent with the view that she is confusing the words Native and Navajo). She also reported that American Indians were a mixture of white Americans and European people and that Native Americans were "one of the pure races of Indians." We do not think this is a systematic problem with the wording, but instead just an individual misunderstanding.

Another respondent who recently learned of her American Indian heritage reported it here – along with the enrolled or principal tribe of Choctaw. We do not think this is an over-report, because she reported very clearly that she is trying to think of herself as multiracial instead of monoracial after this discovery.

Another respondent answered "no" to this question during the interview, but later reported that her father is part American Indian. The only place she reported this was when asked for the race or origin of her father – "Spaniard with a mix of Indian" – she said she'd call this "Mestizo" or "Criollo" in Spanish. We think this is not problematic. Based on what she said during the course of the interview, Indian is not part of her own identity, even though it may be a part of her father's identity.

Our Spanish-speaking researchers were concerned about using the term "Indio" as a translation for "Indian" because they thought that term could be interpreted as derogatory or offensive. Respondents were probed on this in Spanish. No respondent thought it was offensive outright, but one respondent reported that racist people often use that term. Several respondents naturally used the term "Indígena" (indigenous) instead of "Indio" in the discussion; however, we did not see reason to recommend a change.

Several Spanish-speaking respondents thought "Indio Americano" referred only to indigenous people of the U.S. – not of Central or South America. One Peruvian, who responded as "Hispanic", "Peruvian", and "Some Other Race – Mestiza" to the second method, also said that she had Incan ancestors, but would not answer affirmatively to this question because she thought

it only referred to U.S. Indians. This problem has also been seen in other research (e.g., Fernandez, Gerber, Clifton, Higbie, & Meyers, 2009).

2.2.5.2 Final Recommendation

Since these issues are similar to issues that might be found with the production version of these questions on the Census 2010 form, no changes are recommended to the Reinterview Questionnaire.

2.2.6 Asian Yes/No

Are you Asian? For example, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or another Asian race or origin?

Are you Asian Indian?

Are you Chinese?

Are you Filipino?

Are you Japanese?

Are you Korean?

Are you Vietnamese?

Are you another Asian race or origin not yet mentioned?

What is that race or origin?

2.2.6.1 Pilot Test Findings

Note that the Pilot Test respondents had a different series of questions (see Appendix A). Two Pilot Test respondents were spontaneously probed on the meaning of Asian Indian. The American Indian respondent understood that the term “Asian Indian” referred to people from the country India. However, the Chinese respondent reported understanding the term to refer to people who are mixed half-American Indian and half-Asian. Because this term is used on all census forms and materials, we do not recommend a change, we just note the misinterpretation.

2.2.6.2 Round 1 Findings

During Round 1, we did not note any specific problems with this question; however, we made the same observation as with the Hispanic origin question about the examples and the placement of the question mark. Similarly, because of the possibility of someone answering that they were Asian, but not selecting a specific origin, we recommended the same changes to the “other Asian” question that we made to the Hispanic origin series.

Additionally, we recommended removing the “not yet mentioned” phrase from the end of the question “Are you another Asian race or origin?” Again, this was because sometimes the origin had been mentioned in response to the initial open ended questions. In these cases, we still wanted the respondent to report the race or origin to this series as well.

2.2.6.3 Round 1 Revisions

This question was revised, consistent with revisions for this round:

Are you Asian, for example, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or another Asian race or origin?

Are you Asian Indian?

Are you Chinese?

Are you Filipino?

Are you Japanese?

Are you Korean?

Are you Vietnamese?

If yes to any one E11-16,

Are you another Asian race or origin? What is that race or origin?

If no to E11-16,

What is your Asian race or origin?

2.2.6.4 Round 2 Findings

There was only one Asian respondent this round. She self-identifies as African Asian, or Asian African. Her ancestors came from Africa from India roughly six generations ago. She lived in an Indian community in Africa prior to immigrating to the U.S. She answered “no” to Black or African American because she is from an African country, but of Indian origin. She answered “yes” to the general Asian category and “yes” to Asian Indian – though she reported not being used to hearing the term “Asian Indian.” She also reported to Some Other Race – “African, not African American, African from Africa, Asian African.”

2.2.6.5 Final Recommendations

No revisions were made as a result of the above finding

2.2.7 Native Hawaiian or Other Pacific Islander Yes/No

Are you Native Hawaiian or other Pacific Islander? For example, Native Hawaiian, Guamanian or Chamorro, Samoan, or another Pacific Islander race or origin?

Are you Native Hawaiian?

Are you Guamanian or Chamorro?

Are you Samoan?

Are you another Pacific Islander race or origin not yet mentioned? What is that race or origin?

2.2.7.1 Pilot Test and Round 1 Findings

Note that this question series was different for the Pilot Test (see Appendix A). In the Pilot Test, one respondent identified as a Native Hawaiian, and she had no problem with the question series as administered.

In Round 1, one respondent self-identified as “Native Hawaiian or other Pacific Islander” and “Marshallese,” and not exhibit any difficulty with these questions.

Researchers noted the same potential problems as noted with the Hispanic origin and Asian question series.

2.2.7.2 Round 1 Revisions

In accordance with the changes made to other questions similar to this, the examples were moved inside the initial question text and the “other” question was revised. The Round 2 question was as follows:

Are you Native Hawaiian or other Pacific Islander, for example, Native Hawaiian, Guamanian or Chamorro, Samoan, or another Pacific Islander race or origin?

Are you Native Hawaiian?

Are you Guamanian or Chamorro?

Are you Samoan?

If yes to any one E19-21,

Are you another Pacific Islander race or origin? What is that race or origin?

If no to E19-21,

What is your Pacific Islander race or origin?

2.2.7.3 Round 2 Findings

We did not have any respondents in this round who identified as Native Hawaiian or other Pacific Islander.

2.2.8 Some Other Race Yes/No

Are you some other race or origin not yet mentioned?

Yes → What is that race or origin?

2.2.8.1 Round 1 and 2 Findings

The question on Some Other Race elicited some detailed origin data that was redundant to previously mentioned race data. One respondent in this round had previously reported White (as well as another race). To this question, she answered “Canadian.” Another respondent, who had previously reported White, reported “Middle Eastern” at this question. In both of these instances, the respondents were reporting the country of origin for their White ancestors. Though we did not note any problems with this, we suspect perhaps the inclusion of “origin” with “some other race” could make respondents more likely to provide a country of origin to this question than if the question only asked about “some other race.”

As mentioned previously, the African Asian respondent reported affirmatively to this question and said, “African, not African American, African from Africa, Asian African.”

Another respondent (a Black Latino from Peru) gave a monologue response to this question that would be open to interpretation by the interviewer if it happened in an actual interview. Here is her answer:

“No, but it’s funny because I’m Black, but my mom is mixed. My mother is Black and White. We’re talking Peruvian mixed. My grandfather was White. My grandmother was Black. So my mom is light skinned, mixed race. So when you ask me, really my race is Black, but my heritage, my blood is mixed.” [Interviewer then repeats the question] “I would say mixed. I do have, White, Black somewhere.”

We want to point out that interviewers may receive more information here than in a typical interview because of the long discussion of race and origin that these questions could inspire. This respondent was also asked the follow up – “Can you be more specific?” – to which she responded:

“Because I have a White grandfather. I mean, a White Latino grandfather. And I say White because if you see the different Spanish people, you have the regular mixed color of the Spanish population, and then you have White. White people and then Black people and then the mixed, which looks like Indian. I mean, it’s a mix and match...”

We have no changes to recommend; we want to mention again that this question and the follow-up probe may not elicit a clear-cut response.

2.2.9 Any Other Race Yes/No

We have asked you a lot of questions about your race or origin. Have I missed a race or origin you want to tell me about?

Yes→ What is that race or origin?

2.2.9.1 Pilot Test Findings

This question, combined with the overall number of the questions on race and origin in the Pilot Test had the potential to elicit over-reporting. For example, at this question the American Indian respondent reported that there may be “a little Norwegian” in his heritage according to his great-grandfather who used to tell stories of their ancestors. This respondent did not report “White” in the previous sets of race and Hispanic origin questions. It was clear from the debriefing that this respondent did not identify himself as Norwegian or White, but rather was reacting to the 20+ questions he had already been administered about race and origin. We concluded that this was a result of the conversational norms (Grice, 1975) previously mentioned in that we had created a situation where the respondent felt like he should report something else, even if he did not identify as any other race or origin because we kept asking questions.

2.2.9.2 Pilot Test Revisions

We had two recommendations stemming from this problem: 1) Reduce the total number of questions used to measure race and origin, to decrease the burden and this conversational norm problem; and 2) Add a third method of measuring race and origin that focuses the respondent on

how the person would specifically respond on a census questionnaire. This revision may also serve to correct any over-reporting.

The result agreed to by the team was to omit this question, revise the yes/no series and also to add the third method of measuring race and/or origin.

2.2.10 Person 2-Specific Findings

2.2.10.1 Round 1 Findings

The main issue identified with Person 2 that did not pertain to Person 1 is that some respondents expressed some difficulty reporting for a child. It still can be done (and some respondents did not have a problem with it), but it is sometimes awkward, especially when asking how a child would identify or report for himself or herself.

The examples of specific races and origins (Hispanic, Asian, and Other Pacific Islander) are a burden for interviewers to read and for respondents to hear, especially when read for Person 2. One respondent requested that the examples not be read, while others interrupted the interviewer.

2.2.10.2 Round 1 Revisions

We recommended only reading the examples for each race and origin group for Person 1. For Person 2, we recommend making the examples optional text for the interviewer to read as needed. The interdivisional team accepted this revision for Round 2. In Round 2, this revision performed well.

2.3 Third Method for Measuring Race and Hispanic Origin: Summary Question

After the Pilot Test, we incorporated a third method of measuring race and Hispanic origin. For this method, we attempted to gather a summary response. After hearing all of the categories presented on the census questionnaire, we attempted to ask how the respondent would self-identify (first pointing out the census context in Round 1, and then moving towards a typical or usual context in Round 2). In this question, we attempted to acknowledge the redundancy, and ask for a summary of how the respondent self-identifies.

2.3.1 Summary Question

We have asked you a lot of questions about your race or origin. I would like you to think about how you would answer the following question on a Census questionnaire.

What is your race or origin? You may report more than one.

2.3.1.1 Round 1 Findings

In Round 1, respondents gave a variety of answers to this question. Some respondents waited for response categories. Others explicitly said they weren't sure what the categories would be. Some respondents gave a general term (e.g., Asian) rather than a specific country of origin. One respondent said in the debriefing that she gave the general term "Hispanic" because she thought

if she gave the specific country – Dominican – it would get recorded as “other.” Other respondents indicated they thought the choices would be general terms. One respondent responded to the question with a clarification, “So like it says, White, African American, Hispanic and Asian, right?” Notice that these responses reflect an assumption that the categories that they could choose from on a Census questionnaire would likely be the general categories – not the specific countries of origin.

Some respondents provided the race or origin they most closely identify with, even though they had been clear before that they were multiracial and had a multiracial identity. One respondent described her answer to this question as her “cultural identity” or “ethnicity.” She said she would report both races if asked for her race or her “biological race.” Another respondent reported that her roommate was “half-Black and half-White” up until this question where she reported that her roommate would just identify herself as African American. This respondent reiterated in the debriefing that Person 2 would “acknowledge both sides” to any official form, indicating that her response to this question had been an underreport. Another respondent thought only one response could be put on forms, so she only reported one here. A different respondent, who earlier reported being half White and half Filipino, said “Other or Asian” to this question. Notice that these responses indicate that respondents may have thought that they could only report one race or origin to this question and on a census questionnaire. That multiracial respondents could report only a single race – the one they most closely identify with rather than reporting with their whole racial identity – is the most serious identified problem with this question wording as it was tested.

One respondent, when reporting for her mother as Person 2, completely changed the reported origin for her mother at this question. Her mother was Asian Indian by decent (both parents are Asian Indian), however, she had spent most of her life in Jamaica. At this question, the respondent reported that her mother would say she was “Jamaican.” Prior to this, she had reported her mother as Asian Indian. At this question, the focus of the question wording goes from what race or origin the person is (as if it is an objective characteristic) to how the person reports (which could be subjective and very different from the objective report). In the case of this respondent’s mother, her “objective” race and her subjective report would be very different (Asian Indian and Jamaican, respectively).

Again, we think some of these issues may result from the conversational norms that suggest that if the interviewer (asker) is requesting more information, then the requested information must be something that has not been previously provided (Grice, 1975; Tourangeau, Rips and Rasinski, 2000). This may result in respondents interpreting the question to ask which race or origin they most identify with, or if they have a more subjective response they would like to give.

2.3.1.2 Round 1 Revisions

We initially recommended that this question be dropped, however after discussions with the team, we agreed to test a revised version in the final round that tried to explicitly state that the respondent may have already reported the answer to this question, and emphasize that a

respondent can still report more than one. This question attempts to acknowledge any potential context effects.

I have asked you a lot of questions about your race and origin. Now I'd like you to think about what you *usually* say when asked about your race and origin. This may or may not be the same as what you've already told me. Keeping in mind that you can say more than one, what do you usually say when asked about your race and origin?

2.3.1.3 Round 2 Findings

This question performed better than the question tested in Round 1. Most respondents were able to quickly and easily answer this question, and in most cases the answer to this question was consistent with data gathered in the debriefing. However, some problems were still experienced. One Spanish-speaking respondent reported “nothing” to this question for herself and Person 2. She reportedly has only a 7th grade education, but it is not clear why she said “nothing.” She reported herself as Hispanic to the open-ended question, and White and Salvadoran to the middle section. In the debriefing, she indicated that she does not consider herself to be “White White” but that is a better option for her than Black. In the debriefing, she reiterated that she typically reports herself as Hispanic.

The Spanish-speaking respondent that got very frustrated during this interview reported himself a “legalized” Mexican at this point. Earlier in the interview he said that he had his papers “fixed here.” Asking such repetitive questions may have implied to him that the interviewer was really asking about citizenship.

This question obtained a more accurate report from one respondent, who reported “Caucasian” to the open-ended question, White to the yes/no questions (“no” to Hispanic origin), but then “Italian and Spanish” to this question. She reported explicitly that she does not consider herself Hispanic, but rather “European Spanish.”

This question sometimes got a longer answer than the other questions. Examples include: “Mauritius Islands of Indian Origin, part of Africa, so African of Indian origin;” “Black with a hint of Cherokee on my mother's side;” “I prefer not to say, Don't know, or More than one race, sometimes Latino, but I mostly refuse;” “White, parents from South America;” and “my parents are Peruvian - Latino, Hispanic-Latino.”

Sometimes this question generated less specificity than the yes/no general race and Hispanic origin questions. Examples include: “Spanish” instead of “Bolivian;” “Black Latino” instead of “Peruvian;” “Born here, but parents are Salvadoran.”

Generally, we thought that this measure of race and origin accurately portrayed how respondent usually reported – with the few problems listed above. It often gathered a more elaborate response than either the first or the third measure and based on the debriefing, in most cases it did accurately sum up how the respondent usually or typically reports.

2.4 Scripted Debriefing Questions

At the end of the AQE RI, respondents will be asked a series of scripted debriefing questions that will facilitate research in this area and analysis of the AQE experiment.

2.4.1 Specific White or Black Origin

Earlier you said you were White. What is your specific origin? For example, German, Irish, Lebanese, Egyptian, and so on.

Earlier you said you were Black. What is your specific origin? For example, African American, Haitian, Nigerian, and so on.

One of the responses you gave was White. What is your specific White origin? For example, German, Irish, Lebanese, Egyptian, and so on.

One of the responses you gave was Black. What is your specific Black origin? For example, African American, Haitian, Nigerian, and so on.

These questions were asked of respondents who reported White or Black/African American origin to the yes/no series.

2.4.1.1 Round 1 Findings

One respondent thought the example list was exhaustive. She chose from the list of examples and picked “German,” instead of reporting English, which would have been accurate. She reported that German was the closest on the list to her origin.

Researchers noted that the last two questions are worded awkwardly and they could be improved to sound more natural.

Researchers also noted during interviews that respondents who self-identify as “African American” may react negatively to the term “Black” used in isolation. Some respondents reacted negatively to using color-based terms. In some cases, it is actually incorrect to say that they reported “Black” because they, in fact, reported “African American.”

2.4.1.2 Round 1 Revisions

When asking for specific Black origin and specific White origin, we recommended changing the wording from “One of the responses you gave was X” to “Earlier, one of the things you said was that you were X”. This change will make the wording sound more natural. This change was accepted by the AQE interdivisional team.

We recommended expanding these questions to include the term “African American” as well as “Black.” This recommendation was also accepted.

Following the same logic, we recommended considering using the term “Caucasian” in addition to “White.” We did not experience the same difficulty with only using the term “White,” even in cases where the respondent had used the term “Caucasian.” However, we note the possibility for a problem. Because the census form and the AQE RI is not using the term Caucasian, this recommendation was not accepted.

After Round 1 these questions were moved to reduce the number of transitions between Person 1 and Person 2 (See Appendices B and C).

Earlier you said you were White. What is your specific origin? For example, German, Irish, Lebanese, Egyptian, and so on.

Earlier you said you were Black or African American. What is your specific origin? For example, African American, Haitian, Nigerian, and so on.

Earlier, one of the things you said was that you were White. What is your specific White origin? For example, German, Irish, Lebanese, Egyptian, and so on

Earlier, one of the things you said was that you were Black or African American. What is your specific Black origin? For example, African American, Haitian, Nigerian, and so on.

2.4.1.3 Round 2 Findings

The revisions to these questions worked well. The only possible issue identified in Round 2 is the situation where a respondent has been insistent on the use of the term “Caucasian” and the Interviewer states that “earlier you said you were White.” Though we mention this as a problem, we do not recommend a change since only the term “white” is used in the 2010 Census materials,

2.4.2 Last Chance to Report Race for Hispanic Respondents

Earlier, you said you were <FILL SPECIFIC HISPANIC ORIGIN>. People of Hispanic, Latino or Spanish origin may be of any race. Do you consider yourself White, Black or African American, American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander or Some Other Race?

- White
- Black or African American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Some Other Race
- No/None of these – Specify exactly what R said

After Round 1, this follow-up question asking for race was added to the debriefing section for respondents who report Hispanic origin only and no race in the three previous methods of measuring race and origin. This question was intended to mimic the direct request on the paper census form to answer both questions about Hispanic origin and race and that people of Hispanic origin may be of any race.

2.4.2.1 Round 2 Findings

For most respondents, this question did not serve the purpose of getting Hispanic respondents to choose a race. Of the 10 people it was asked of (including Person 1 and Person 2), only one time was a race chosen at this point in the questionnaire. This case was a Spanish-speaking respondent reporting for Person 2 who was a child born in the U.S. She reported during the debriefing that the child says that she is white because she is “from here.” The respondent did not report this race for her daughter previously, and she reportedly does not consider her daughter white.

The question did confuse several respondents who were unable to provide an answer. Most respondents answered, “no,” “none,” “nothing,” or “Latino.”

2.4.2.2 Final Recommendation

We recommended removing this question because it is non-productive in the vast majority of the cases. The team decided against the recommendation, and instead to keep this question to investigate on a larger scale whether or not Hispanic respondents can pick a race when specifically prompted to do so.

2.4.3 More Than One Race or Origin

Earlier, you reported more than one race or origin for yourself. Do you more closely identify with one of these groups?

Yes→ What is that group?

This question was asked of respondents who reported more than one race or origin. The goal of the question is to help analyze the AQE experimental data using the information as to whether or not the person identifies predominantly with one of his or her origins or races.

2.4.3.1 Round 1 and 2 Findings

This question worked well for most multiracial people. Their responses to this question were consistent with debriefing results indicating whether or not they identified more with one of their races than another. It did not work as well for people who are Hispanic and also reported a race. Some could answer, but for others it caused some difficulty (e.g., if they truly saw their origin as Hispanic and their race as White, it is difficult to more closely identify with either their race or their origin).

The Spanish-speaking researchers also noted that this question uses the high fluency term “identify” which may cause some difficulty for respondents. All Spanish respondents were debriefed on this question, whether or not they completed it during the interview. Some

respondents did misinterpret it to be asking if they get along better with people of some races or origins than of others – the same misunderstanding noted with the earlier question.

One English-speaking respondent also demonstrated a little difficulty here. She said it “depends on the situation,” then stated that if she was with her Spanish friends, she was more like them. Then she said, “I’m okay with Black people. I’m okay with Spanish people. I’m okay with White people. All of them.” This may be an indication of a similar problem, that the term “identify” can mean “get along best with” or “be most like.”

2.4.3.2 Final Recommendations

We did not recommend any changes in the question wording, because it was successful for multiracial respondents. However, we do note that it may be less useful for people who have reported both a Hispanic origin and a race.

2.4.4 Self-Perception vs. Other-Perception

Do people view your race or origin differently from how you view yourself?

Yes → How do others view your race or origin?

The goal of this question was to find out if multiracial respondents’ reporting of their own race or origin was influenced by how people *perceive* their race or origin.

2.4.4.1 Pilot Test Findings

Some respondents had different understandings of this question than intended and responded accordingly. For example, the American Indian respondent thought the question was about the extent to which others would act in a racist or prejudiced way towards him. The Hawaiian and White respondent reported “no,” but after probing, she stated that it did make her think of her past in Hawaii when she had to quantify “how Hawaiian” she was to “be considered valid, or worthy.” However, this same respondent demonstrated a better understanding to this question for Person 2, who was her daughter and had racially-ambiguous facial features.

We noted that in the practice interviews, one respondent specifically said there were two ways to interpret this question – either asking what a person looks like physically or asking if people use stereotypes. Another practice respondent answered the question as if it were asking about prejudices.

2.4.4.2 Pilot Test Revisions

We recommended that this question be rephrased to focus on race and origin reporting. For Round 1 it was changed to this:

Do you think other people would report your race or origin differently than how you report it for yourself?

2.4.4.3 Round 1 Findings

The revised question did not work well either. The responses given were inconsistent. If a person is biracial and identifies primarily with one race – some respondents said “no” because people identify them with the group they most closely identify with and some respondents said “yes” because people would not know they are mixed. Without more information, it is impossible to know what a response of “no” or “yes” means for the respondent.

Many respondents, both monoracial and multiracial, provided a racial misidentification, for example “Sometimes people mistake me for a different race. They think I’m X.” In these cases, respondents reported that it had no bearing on how they would report their own race.

2.4.4.4 Round 1 Revisions

We recommended revising the question. The team decided on the following question: **When you first meet someone, what do they think your race is?**

In addition to this question, based on recommendations from the “Summer at Census” Race and Ethnicity speakers, we also included a more complex question in the debriefing of Round 2 to measure how often a person was mistaken as a member of each different race group. This will be discussed in more detail in Section 2.4.5.

2.4.4.5 Round 2 Findings

The revised question text no longer had the problems with ambiguous responses. This question was clearly understood and respondents were able to provide a meaningful answer. However, the revised question text still sometimes generated mistaken racial identifications, for example: “Lebanon” for a Hispanic Person 2; “German or Swedish” for an Italian and Spanish respondent; and “Hispanic” for an African American and White biracial respondent.

2.4.4.6 Round 2 Recommendation

We recommended dropping the question; however the team decided to keep it because it could be an indicator of experience with prejudice, which is often a part of racial self-identity. For the final AQE RI, this question was moved, and will appear immediately before the next question on racial misclassification. See Appendix E for the placement of the question in the revised AQE RI.

2.4.5 Racial Misclassification

I have a couple more questions about how you are perceived by other people. I’m going to ask you a series of questions about how often people guess your race is something that it may not be, or may be different from your own racial identity. I’d like you to tell me if each of these happens always, usually, sometimes or never.

How often are you thought to be:

White?	Always	Usually	Sometimes	Never
Black?	Always	Usually	Sometimes	Never
Hispanic?	Always	Usually	Sometimes	Never
American Indian or Alaskan Native?	Always	Usually	Sometimes	Never
Asian?	Always	Usually	Sometimes	Never
Native Hawaiian or Other Pacific Islander?	Always	Usually	Sometimes	Never
Multiracial?	Always	Usually	Sometimes	Never
Another race not yet mentioned? <i>Please specify</i> _____	Always	Usually	Sometimes	Never

2.4.5.1 Findings

This question was tested in the debriefing as an alternative to the racial perception question. This question also elicited some information on mistaken racial identifications, but it provided a more complete picture than asking, “When you first meet someone, what do they think your race is?” It was well understood by all respondents, and was a fairly natural question for multiracial respondents to answer. Monoracial respondents did not seem to have a problem with it either, except, perhaps thinking it was funny because they had never been mistaken for another race.

The team decided to keep both the first racial perception question and this longer question and administer them at the end of the questionnaire, and only for the respondent (not attempting to get a proxy report on this data for Person 2).

2.4.6 Mother and Father's Race or Origin

What is the race or origin of your (biological) mother?

What is the race or origin of your (biological) father?

2.4.6.1 Round 1 and 2 Findings

During the first round, the team realized that respondents could report the race or origin of adoptive or step parent when asked about the race or origin of their parents. To correct for this, two additional questions were added just before the questions on race or origin of parents: 1) “Were you adopted?” and 2) “Do you have a step-parent?” If the answer to one of these questions was “yes,” then the question about parents would read: “What is the race or origin of your biological mother/father?” Because we know that the term “biological” is not always understood by respondents, particularly those of low education or English fluency, we wanted to only use the term when it was needed.

Otherwise, the questions on race or origin of parents worked well in both languages. Respondents often reported general race or origin categories, but that likely is sufficient. We think that respondents’ answers to these questions could possibly be used as an indicator of race and origin reporting reliability. If a respondent self-identifies consistently with the race or

origin of both parents, then reliable race and origin reporting would be expected. However, if the respondent reports differently to these questions than for self-identification, then we would expect less reliable race and origin reporting for this person.

In cases in which Person 1 and Person 2 are parent and child, these questions became burdensome and respondents became annoyed. If Person 2 is the biological child of Person 1, it would be possible to skip the question pertaining to the parent that has already been reported on. In one case in this round, Person 1 was a young adult, and Person 2 was his father. When the interview got to these questions, the interviewer verified the answer. We recommend that the question be skipped if a biological relationship has been established between Person 1 and Person 2 but otherwise, to ask the question.

The questions asking if the respondent was adopted or had step-parents worked fine in English. Most respondents did not react negatively and in the debriefing reported that they understood how these questions fit into the sequence. However, one respondent thought these questions came out of nowhere and could be sensitive.

The Spanish translation team decided to modify the Spanish translation of the question asking if the person was adopted to include the term “hijo de crianza” (meaning child raised by another set of parents) in addition to the term for “adopted.” The intention was to elicit whether the person was raised by his or her biological parents, or someone else. That did not work as intended. Some respondents interpreted it literally as a child who was raised – which would be any child.

2.4.6.2 Final Recommendations

We recommended using the Spanish translation only for adopted and omitting “hijo de crianza.” We also recommended adding a transition statement before the adoption and step-parent question, such as “Now we have a couple of questions about your parents.” This will prepare respondents for the slight change in topic. The team accepted these revisions for the final AQE RI.

3. Assessing “Truth”

In this section, we discuss the results gleaned from using each of these three methods of measuring race and origin. We attempt to make judgments based on the interviews that were conducted in all three rounds (understanding that some changes were made between the rounds, most notably between the Pilot Test and Round 1).

As discussed previously, it is difficult, if not impossible, to measure “true” race and origin questions because, as OMB states about race, “[the] categories represent a social-political construct... [and] are not anthropologically or scientifically based” (1997). Thus, what is being measured are beliefs about oneself that may be subject to change based on the question being asked.

When considering which of the three methods of measuring race and origin is closest to the “truth,” it is important to recognize that each method may assess different social and psychological factors associated with race and origin. In addition, because these measures were not deployed in isolation from each other or in a random way, we must think of the three measures as being complimentary rather than independent. Given this order effect we can say that the latter two methods were very likely influenced by the questions that preceded them in this test.

We examined how the respondents’ answers are categorized from each of the three measures, and an indication of how they would be coded if one only looked at the parents’ reported race. Because the data from Hispanic and non-Hispanic people are so different, we have chosen to display them separately. Tables 3 and 5 show the profile of people in this cognitive test, how the respondents’ answers are categorized from each of the three measures, and an indication of how they would be coded if one only looked at the parents’ reported race.

3.1 “Truth” for Non-Hispanic People

Table 3 presents the profile for non-Hispanic people in this study (both respondents and the second person in their household that they reported on). From the table you can see that in only four cases of 39 did the respondent report a race for the open-ended question that differed substantively from later reported races. Interestingly, in three of these cases the respondent used a generic, non-informative term (i.e., “mixed,” or “other”) instead of providing a discrete race or origin. It is important to note, however, that in these cases, the generic term expressed how the respondent thought of his or her racial identity. In three cases, additional information would have been needed to do a detailed coding of race (e.g., “Asian”). There was one case out of 39 non-Hispanic individuals reported in this study in which the person reported to be monoracial at the first method, but later reported that she was multiracial. In this case, based on respondent debriefings, the multiracial report appears to most accurately capture the person’s self identification. We saw no cases where the respondent reported that a person was multiracial to the open-ended series only to determine in the debriefing that the person self-identified primarily as monoracial. This highlights that the first measure provides an open-ended response largely uninfluenced by the race categories provided. Thus, the hypothesis that the first measure obtains a relatively “pure” view of race and origin is supported (acknowledging that no measure is ever a truly pure measure because of each person’s past experience with race and origin).

We observed two scenarios that could have possibly been considered as underreporting to this open-ended method; however, we argue that the open-ended measure was the more accurate one. In two interviews, the respondents later mentioned American Indian ancestry to the second method of measurement. We do not consider this true underreporting because in these interviews the respondents indicated that they do not identify with their American Indian ancestry.

Table 3 also shows that the second measure (“yes/no”) of race and Hispanic origin was more problematic than the first. Across all rounds, six of the 39 non-Hispanic people had races or

origins reported for them in the second series of questions that were inconsistent with debriefing reports and answers to other questions about their self-identities. Three of these individuals reported as multiracial to this second set of questions, but conveyed a “true” self-identity of being monoracial (thus over-reporting to this series). These instances happened in the Pilot Test and Round 1. Two respondents reported American Indian heritage to this series that they did not report as part of their self-identity (mentioned previously) and one respondent reported distant Norwegian ancestors. In Round 2, we saw three people who were reported as monoracial to this series, but later reported a “true” self-identity that was multiracial (thus under-reporting to this series). One respondent expressed the belief, in relation to the second and third measures, that a person could only report one origin. She did not have this concern for the open-ended measure. The other two people were reported by the same respondent (himself and his brother) as being multiracial at the first measure, but monoracial to the second and third measures. This respondent discussed only usually reporting a single race, because it was easier for people to understand.⁷ Based on what he said, we believe that his true identity included the multiracial component. Switching from monoracial to multiracial and vice versa is arguably more concerning than the predominant problem with the first method – reporting an unclassifiable response.

Table 3 shows that there were even more problems with the third, “summary” measure of race and Hispanic origin. Remember that this measure changed significantly between the rounds. Out of the 35 non-Hispanic people about whom this measure was asked, nine of them demonstrated an inconsistent response. Six people were reported to be monoracial at this question, but earlier questions had indicated that the person acknowledged being multiracial (thus under-reporting to this question). Two people reported a nonsubstantive response (i.e., “other”) to this question and one respondent reported an entirely different origin to this question (this was the case where her mother’s race is Asian Indian, but she self-identifies as Jamaican). Thus, this measure showed a tendency, in this study, to under-represent people’s races and origins.

For non-Hispanic people in this study, Table 4 illustrates (1) the agreement rate for each of the three measures of race and origin; and (2) the agreement of each measure with the reported race and origin of parents of non-Hispanic people in this study. While looking at these data, it is important to keep in mind that these are not independent measures because the order in which the questions were asked undoubtedly impacted later responses.

Table 4. Agreement Between Each Measure of Race and Origin for Non-Hispanic People.

	Open-Ended	Yes/No	Summary
Open-Ended	-	-	-
Yes/No	74% (30/39)	-	-
Summary	69% (27/35)	69% (27/35)	-
Parents	89% (31/35)	86% (30/35)	74% (26/35)

⁷ This respondent reported as “African American and Cabo Verdean” for method 1 and “African American” for the other methods, stated that he usually just says “African American” because others do not know about Cabo Verde and it’s too much of a burden to describe the country

First, it is important to keep in mind that these numbers are derived from a small convenience sample and should be used to demonstrate possibilities rather than determine truths. Given this, we can see that the agreement between the measures for the non-Hispanic population is roughly the same. One way to interpret this is that we might expect roughly one out of every four or five respondents to give a different answer when faced with any two of these measures. Whether this is too much variation for a measure to be considered valid depends on the situation at hand. In any case, this highlights the point that any report of race could be significantly different depending on how the question is asked given that the different measures each disagreed roughly a quarter of the time with each other.

Next, it is quite interesting to note that the highest agreement we see across measures occurs when we look at how the respondent reports each person's parents' race or origin. The parents' origin is most similar to how the respondent answers the open-ended and yes/no questions for themselves. How the respondent reports parents' race or origin is very likely to indicate their own self-identification (or their identification of Person 2's race or origin). In fact, in our data, how a respondent reports their (or Person 2's) parents' race is a *better* indicator of the respondents own self-identification (or their identification of Person 2's race or origin) than asking about self-identification in different ways. Said differently, how the respondent answers an open-ended versus yes/no questions about themselves disagrees *more than* how the respondent answers open-ended questions about themselves versus their parents. This lends evidence to the idea that asking about parents' race is a very good proxy for determining the "truth" of the respondent's own race.

3.1 "Truth" for Hispanic Respondents

Considering this series of questions for Hispanic respondents becomes more complex. Table 5 shows the profiles of answers given for Hispanic people in this study, across rounds, to each of the three measures of race and origin and their parental identification. The open-ended question series generated both a race and an origin for only four people. It generated origin only for 17 people and race only for two people. The second, or "yes/no," series generated race and origin for 11 people, origin only for 10 people and race only for one person. The third, or "summary," series generated race and origin for only four people again, while for two people, the respondent did not understand this question at all (in Spanish) and answered "nothing." Interestingly, when asked about the race or origin of their parents, we received race and origin data for five sets of parents, origin-only data for 18 sets and race-only data for one set.

Looking at race and origin for Hispanic people, the data suggests that the Yes/No measure gathers data of closest fit to the OMB definitions of race and origin. However, this may not match self-identification as closely as the open-ended response. We observed three respondents in Spanish interviews who identified their race or origin as Hispanic for the open-ended question, but later responded that they were "White" or "White Latino." In these instances they identified more confidently as Hispanic, but acknowledge that they may also be considered White – with a qualification or uncertainty (e.g., White Latino, or "White, I think"). In these instances, we

believe that the open-ended response more closely captured their personal self-identification than later reports based on how they provided each answer and on information provided in the debriefing.

In two interviews, the respondent only reported “White” as his or her race or origin to the open-ended measure but later acknowledged that they were also of Hispanic decent. One of these people was a Bolivian who reported this to the second and third measures. The other was the European Spanish respondent who made very clear that the term “Hispanic” was not one that she identified with and only reported her Spanish descent to the third measure. In these cases, the third measure most accurately captured their full identities.

One Hispanic respondent over-reported in the second measure, mentioning “Mixed, black and white” at the Some Other Race question. This was the only time she mentioned being “white” in the entire interview. At this point, based on what she said, she was talking about her relatives, and her ancestral line, not just her own racial identity. Once again, respondents’ responses to the first and third were more indicative of their self-identity than to the second series.

Table 6 gives the same sort of information as Table 4, this time only for Hispanic people in this study. It illustrates (1) the agreement rate for each of the three measures of race and origin and (2) the agreement of each measure with the reported race and origin of the persons.

Table 6. Agreement Between Each Measure of Race and Origin for Hispanic People.

	Open-Ended	Yes/No	Summary
Open-Ended	-	-	-
Yes/No	63% (15/24)	-	-
Summary	75% (18/24)	54% (13/24)	-
Parents	63% (15/24)	46% (11/24)	67% (16/24)

The results are strikingly different than what we saw with the non-Hispanic respondents in Table 4. The Yes/No measure has much lower agreement rates with the other two measures for Hispanics. This demonstrates that these measures are capturing different concepts of race. This is strong evidence that further research needs to be done on how to capture race and origin for Hispanic respondents because the measures are not being interpreted consistently and by Hispanics. These results suggest that the current measure of Hispanic origin should be understood as being highly sensitive to how the question is asked. For example, asking respondents how they self-identify compared with self-identification from the OMB categories only agrees approximately half the time.

Also, the Yes/No question disagreed with the person’s reporting of parents’ race or origin a majority of the time. Remember there was strong agreement between these two for non-Hispanics. Overall, the responses to questions about one’s parents’ race or origin is not consistent with the respondents’ self-identification (or identification of Person 2) among Hispanics.

DISCUSSION

Based on this research, we saw that the open-ended question series most closely assessed how respondents would self-identify their race and origin with less influence about what type of information they “should” report than the other two question series. Researchers interested in using an open-ended self-identification as “truth” should consider the possibility that respondents will use non-standard race and origin terms and may use pan terms, like “Asian” instead of specific ethnicities like “Chinese.”

According to findings from these cognitive interviews, the Yes/No questions most closely assessed racial and ethnic ancestry consistently with the OMB classifications. These questions elicited the most detailed responses and were the most likely to reveal parents’ or grandparents’ races or origins in interviews where responses were inconsistent across methods. This effect was seen during the Pilot Test, when there were approximately 20 questions in this series, as well as in Round 1, where we used the branching structure of these questions. We did not see the effect in Round 2, possibly indicating that it would occur more for respondents with higher education and socio-economic status than for those with lower education and status.⁸ Data users who are interested in measuring racial background and origin as “truth” should acknowledge that this yes/no method may be more likely to measure genealogical race or origin than the open-ended method.

The third measure was aimed at assessing how respondents would report in a “census” or “usual” context. The “census” context (Round 1) gave insight into respondents’ preconceived notions of response options on a census as well as how they have responded to these questions in the past. These included respondents thinking they could only respond with one race or origin, and preconceived notions about what the acceptable responses would be. For example, one respondent who used the terms “Hispanic and Asian” for the first and second methods reported only “Hispanic” for the third method because she said she is usually forced to pick one race or origin on forms. The “usual” context (Round 2) gave insight into how respondents most commonly respond to race and origin questions. This particular question was interpreted in multiple ways, from responses to a written survey to responses to others (both familiar and unfamiliar people) when discussing race and origin. A respondent in Round 2 used the terms “Caucasian” and “White” for the first and second methods, but reported “Italian and European Spanish” for the third method as an elaboration to others who usually assume she is White by her physical features.

Users interested in these methods as “truth” should consider responses to these questions as highly specific to the context presented by the question text. We found the third question to be the most sensitive to the exact wording that we used, and indeed we found different results in the several different versions of the question wording that we tested. We found the final question

⁸Recall that respondents in Round 2 were generally less educated and of a lower socio-economic class than respondents in previous rounds, based on subjective assessments by the researchers. Otherwise, the question structures were largely identical between Round 1 and Round 2.

wording – which implemented a “usual” context and reminded respondents that 1) they could report the same thing they already reported, or something different, and 2) they could report more than one race or origin – worked well in this context to establish a summary of how they usually report. For this method we had a couple of interesting responses where respondents reported more than just a simple answer. In a practice interview, one respondent indicated “If it’s optional, I won’t answer. If there’s no blank, I will check White. If there is a blank, I will fill in Jew.” Similarly, another respondent told us that she usually says “I prefer not to say,” “I don’t know,” or “more than one race.” One unique aspect of asking what respondents usually say is that, while you may get an honest answer, it may not be an easily classifiable one.

In the end, we did not come up with a single true measure of race and origin. Rather, we ended with a series of three measures that we believe will show a comprehensive picture of race and origin. In no case did we find out information in the debriefing that told us that the true self-identity of a person had not been reported in at least one of the three measures. On the one hand, race reporting is captured relatively well by any one measure, especially for the non-Hispanics in our convince sample. On the other hand, the measures disagreed to some degree for all respondents, and most so for Hispanics. Overall, of the 59 people who were given all three measures, 35 of them provided the same race or origin for each (however, keep in mind that we recruited respondents for complex racial situations and this statistic is not generalizable to the population as a whole). There were only three people for whom all three measures disagreed. Two of these were reported by the same person, and they did not agree, in part, because this was the person with very low education who reported “nothing” to the third measure. She had reported Hispanic only to the first measure and White Hispanic to the second. The other person who had completely inconsistent responses was a Person 2, whose mother had a different view of their race and origin than the daughter did. There is no simple way to determine what level of agreement is acceptable. In this study, this variability was higher for Hispanics than non-Hispanics. Reports of race and origin using these measures should be seen in this light.

Table 3. Responses for Non-Hispanic People to Each Measure of Race and Hispanic Origin

Pilot Test	Open-ended	Yes/No	"Summary"	Parents
R1	Monoracial	Monoracial	NA	NA
R2	Monoracial	Multiracial	NA	NA
R3 P1	Multiracial	Multiracial	NA	NA
R3 P2	Multiracial	Multiracial	NA	NA
Round 1	Open-ended	Yes/No	"Summary"	Parents
R1 P1	Multiracial - "mixed"	Multiracial	Multiracial	Multiracial
R1 P2	Monoracial	Monoracial	Monoracial	Monoracial
R3 P1	Multiracial	Multiracial	"Other" or Monoracial	Multiracial
R3 P2	Monoracial	Monoracial	Monoracial	Monoracial
R4P1	Monoracial	Monoracial	Monoracial	Monoracial
R4 P2	Multiracial	Multiracial	Monoracial	Multiracial
R5 P1	Monoracial	Multiracial	Monoracial	Monoracial
R6 P2	Monoracial	Monoracial	Monoracial	Monoracial
R7 P1	Multiracial	Multiracial	Multiracial	Multiracial
R7 P2	Monoracial	Monoracial	Different origin	Monoracial
R8 P1	Monoracial	Monoracial	Monoracial	Monoracial
R10 P1	Monoracial	Monoracial	Monoracial	Monoracial
R10 P2	Monoracial	Monoracial	Monoracial	Monoracial
R11 P1	Monoracial	Monoracial	Monoracial	Monoracial
R11 P2	Monoracial	Monoracial	Monoracial	Monoracial
R12 P1	Monoracial	Multiracial	Monoracial	Monoracial
R12 P2	Monoracial	Multiracial	Monoracial	Multiracial
R13 P1	Monoracial	Monoracial	Monoracial	Monoracial
R13 P2	Monoracial	Monoracial	Monoracial	Monoracial
R14 P1	Monoracial	Monoracial	Monoracial	Monoracial
R14 P2	Monoracial	Monoracial	Monoracial	Monoracial
R15 P1	Monoracial	Monoracial	Monoracial	Monoracial
R16 P1	Monoracial	Monoracial	Monoracial	Monoracial
R16 P2	Monoracial	Monoracial	Monoracial	Monoracial
Round 2	Open-ended	Yes/No	"Summary"	Parents
R1 P1	Multiracial	Monoracial	Monoracial	Multiracial
R4 P1	"Other"	Multiracial	"Other"	Multiracial
R4 P2	"Other"	Multiracial	Monoracial	Multiracial
R6 P1	Multiracial	Multiracial	Multiracial	Multiracial
R7 P1	Multiracial	Monoracial	Monoracial	Multiracial
R7 P2	Multiracial	Monoracial	Monoracial	Multiracial

R9 P1	Multiracial	Multiracial	Multiracial	Multiracial
R9 P2	Monoracial	Monoracial	Monoracial	Monoracial
R11 P1	Monoracial	Monoracial	Monoracial	Monoracial
R12 P1	Multiracial	Multiracial	Multiracial	Multiracial
R12 P2	Multiracial	Multiracial	Multiracial	Multiracial

Table 5. Responses for Hispanic People to Each Measure of Race and Hispanic Origin

Round 1	Open-ended	Yes/No	"Summary"	Parents
R2	Hispanic White	Hispanic White	Hispanic	Hispanic
R6 P1	Hispanic Asian	Hispanic Asian	Hispanic	Hispanic
R8 P2	Hispanic	Hispanic Asian	Hispanic	Hispanic Asian
R9 P1	Hispanic	Hispanic	Hispanic	Hispanic
R9 P2	Hispanic	Hispanic	Hispanic	Hispanic - origins
Round 2	Open-ended	Yes/No	"Summary"	Parents
R2 P1	Hispanic Black	Hispanic, "Mixed" Black, White	Hispanic Black	Hispanic - origins
R3 P1	Hispanic White	Hispanic White	Hispanic White	Hispanic and Indian
R3 P2	White only	Hispanic White	White, South American	Hispanic and Indian
R5 P1	Hispanic, DK	Hispanic White	Hispanic or DK/REF	White and DK
R5 P2	Hispanic	Hispanic	Hispanic	Hispanic, White
R8 P1	White only	White only	Hispanic White	Hispanic White
R10 P1	Hispanic	Hispanic	Hispanic	Hispanic
Spanish	Open-ended	Yes/No	"Summary"	Parents
R1 P1	Hispanic	Hispanic White	Nothing	Hispanic
R1 P2	Hispanic	Hispanic White	Nothing	Hispanic
R2 P1	Hispanic	Hispanic White	Hispanic	Hispanic
R2 P2	Hispanic	Hispanic White	Hispanic	Hispanic
R3 P1	Hispanic	Hispanic and Mestiza	Hispanic	Hispanic
R3 P2	Hispanic	Hispanic	Hispanic	Hispanic
R4 P1	Hispanic	Hispanic	Hispanic	Hispanic
R4 P2	Hispanic	Hispanic	Hispanic	Hispanic
R5 P1	Hispanic	Hispanic	Hispanic	Hispanic
R5 P2	Hispanic	Hispanic	Hispanic	Hispanic
R6 P1	Hispanic	Hispanic	Hispanic	Hispanic
R6 P2	Hispanic	Hispanic	Hispanic	Hispanic

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Appendix A

Race and Hispanic Origin Alternative Questionnaire Experiment (AQE) Reinterview Pilot Test

AQE Reinterview for Cognitive Test

May 5, 2009

A1. **Hello, I'm (your Name) from the U.S. Census Bureau. We recently conducted the 2009 Census. Now we're doing a study to find out how well we did our job. This interview should take about 7 minutes to complete.**

A3. **Did you live or stay at <ADDRESS> on April 1, 2009?**

Yes – *continue*

No – *conduct interview about address where R stayed on April 1, 2009*

A6. **Your response to this survey is protected by law under Title 13 of the United States Code. This is the same law that protects your privacy. No one outside the Census Bureau will see your answers.**

B1. **We need to list people living or staying there on April 1, 2009. We want to list people where they usually live and sleep. For example, college students and armed forces personnel should be listed where they live and sleep most of the time.**

Let's start with you, what is your first name? Middle initial? Last name?

What is the first name of the next person who was living and sleeping there on April 1, 2009? Middle initial? Last name?

Anyone else? (*List entire roster*)

B2. **We do not want to miss any people who might have been staying there on April 1st. Were there any additional people that you didn't mention, for example:**

Babies or foster children?

If yes, What is that child's first name? Middle initial? Last name? Any other children?

Any other relatives?

If yes, What is that person's first name? Middle initial? Last name? Anyone else?

Roommates or any other nonrelatives??

If yes, What is that person's first name? Middle initial? Last name? Anyone else?

How about anyone staying here on April 1st who had no other permanent place to live?

If yes, What is that person's first name? Middle initial? Last name? Anyone else?

B3a. Now thinking of all the people you just mentioned, in April, (Were you/ was anyone) living in college housing or living away for the military?

Yes – if more than one person in household – **Who was living away?**

No -

B3b. On April 1, 2009, (were you/ was anyone) in a place like a nursing home or a jail or prison?

Yes – **Who was away?**

No

C1. We are going to ask information about you and one other person in the household, <Name>.

Read if necessary: We have randomly selected <NAME> from your household. We are selecting only one other person because we want to keep the interview short.

C2. What was your age on April 1, 2009?

Read aloud when necessary: If you don't know the exact age, please estimate.

Make sure the respondent gives the age in completed years as of April 1, 2009. Do not round up.

Do not enter age in months.

For babies less than 1 year old, enter 0 as the age.

C3. How about <Name>? What was <Name's> age on April 1, 2009?

Read aloud when necessary: If you don't know the exact age, please estimate.

Make sure the respondent gives the age in completed years as of April 1, 2009. Do not round up.

Do not enter age in months.

For babies less than 1 year old, enter 0 as the age.

C4. How is <NAME> related to you?

1-Husband or wife

2-Son or daughter - **Is <NAME> your biological son or daughter, adopted son or daughter, OR stepson or stepdaughter?**

1-Biological son or daughter

2- Adopted son or daughter

3- Stepson or stepdaughter

4-Foster son or daughter (DO NOT READ)

3- Brother or sister

4- Father or mother

5-Grandchild

6-Parent-in-law

- 7-Son-in-law or daughter-in-law
- 8-Other relative
- 9-Roomer or boarder
- 10-Housemate or roommate
- 11-Unmarried partner
- 12-Other nonrelative
- Don't Know
- Refused

C5. Is <NAME> male or female?

Ask or verify sex. Do not enter/record sex based upon observation or responses to other items.

D1. What is your race or origin?

D2. Do you identify with any other race or origin?

D3. Now, I am going to ask you a series of questions about race and origin and would like you to respond to each one. You may identify with as many races and/or origins as you wish. These questions may seem repetitive, but it is important that we ask them of each person to measure the quality of our census.

D4. Are you White?

- Yes
- No
- Don't know
- Refused

D5. Are you Black or African American?

- Yes
- No
- Don't know
- Refused

D6. Are you Mexican, Mexican American, or Chicano?

- Yes
- No
- Don't know
- Refused

D7. Are you Puerto Rican?

- Yes
- No
- Don't know
- Refused

D8. Are you Cuban?

- Yes
- No
- Don't know
- Refused

D9. Are you another Hispanic, Latino, or Spanish origin not yet mentioned?

- Yes → **What is that origin?** _____
- No
- Don't know
- Refused

D9A. *If respondent reports a general term such as "Hispanic," "Latino," or "Spanish" to question 9, then ask:*

Can you be more specific? For example: Dominican, Salvadoran, Colombian, Spaniard, and so on.

[Read if necessary: Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States](#)

D10. Are you American Indian or Alaska Native?

- Yes → **What is your enrolled or principal tribe?** _____
- No
- Don't know
- Refused

D11. Are you Asian Indian?

- Yes
- No
- Don't know
- Refused

D12. Are you Chinese?

- Yes
- No
- Don't know

Refused

D13. Are you Filipino?

- Yes
- No
- Don't know
- Refused

D14. Are you Japanese?

- Yes
- No
- Don't know
- Refused

D15. Are you Korean?

- Yes
- No
- Don't know
- Refused

D16. Are you Vietnamese?

- Yes
- No
- Don't know
- Refused

D17. Are you another Asian race or origin not yet mentioned?

- Yes → **What is that race or origin?** _____
- No
- Don't know
- Refused

D18. Are you Native Hawaiian?

- Yes
- No
- Don't know
- Refused

D19. Are you Guamanian or Chamorro?

- Yes
- No
- Don't know
- Refused

D20. Are you Samoan?

- Yes
- No
- Don't know
- Refused

D21. Are you another Pacific Islander race or origin not yet mentioned?

- Yes → **What is that race or origin?** _____
- No
- Don't know
- Refused

D22. Are you Some other race or origin not yet mentioned?

- Yes → **What is that race or origin?** _____
- No
- Don't know
- Refused

D22b. *If respondent reports biracial, multiracial, mixed, mestizo to question D22, then ask:*
Can you be more specific?

D23. Interviewer Question: Did Respondent report:

- White only → D24
- Black only → D25
- White and another race or origin → D26
- Black and another race or origin → D27
- Neither white nor black → D28

D24. *If respondent reports White only, then ask:*

Earlier you said you were White. What is your specific origin? For example: German, Irish, Lebanese, Egyptian, and so on.

D25. *If respondent reports Black only, then ask:*

Earlier you said you were Black. What is your specific origin? For example: African American, Haitian, Nigerian, and so on.

D26. *If respondent reports multiple responses including White, then ask:*

One of the responses you gave was White. What is your specific White origin? For example: German, Irish, Lebanese, Egyptian, and so on.

D27. *If respondent reports multiple responses including Black, then ask:*

One of the responses you gave was Black. What is your specific Black origin? For example: African American, Haitian, Nigerian, and so on.

D28. We have asked you a lot of questions about your race or origin. Have I missed a race or origin you want to tell me about?

- Yes → **What is that race or origin?** _____
- No
- Don't know
- Refused

E1. Now I'm going to ask you some questions about <Name>.

E2. What is <Name's> race or origin?

E3. Does he/she identify with any other race or origin?

E4. Is [he/she] White?

- Yes
- No
- Don't know
- Refused

E5. Is [he/she] Black or African American?

- Yes
- No
- Don't know
- Refused

E6. Is [he/she] Mexican, Mexican American, or Chicano?

- Yes
- No
- Don't know
- Refused

E7. Is [he/she] Puerto Rican?

- Yes
- No
- Don't know
- Refused

E8. Is [he/she] Cuban?

- Yes
- No
- Don't know
- Refused

E9. Is [he/she] of another Hispanic, Latino, or Spanish origin not yet mentioned?

- Yes → **What is that origin?** _____
- No
- Don't know
- Refused

E9A. *If respondent reports a general term such as "Hispanic," "Latino," or "Spanish" to question 9, then ask:*

Can you be more specific? For example: Dominican, Salvadoran, Colombian, Spaniard, and so on. [Read if necessary: Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States](#)

E10. Is [he/she] American Indian or Alaska Native?

- Yes → **What is your enrolled or principal tribe?** _____
- No
- Don't know
- Refused

E11. Is [he/she] Asian Indian?

- Yes
- No
- Don't know
- Refused

E12. Is [he/she] Chinese?

- Yes
- No

- Don't know
- Refused

E13. Is [he/she] Filipino?

- Yes
- No
- Don't know
- Refused

E14. Is [he/she] Japanese?

- Yes
- No
- Don't know
- Refused

E15. Is [he/she] Korean?

- Yes
- No
- Don't know
- Refused

E16. Is [he/she] Vietnamese?

- Yes
- No
- Don't know
- Refused

E17. Is [he/she] of another Asian race or origin not yet mentioned?

- Yes → **What is that race or origin?** _____
- No
- Don't know
- Refused

E18. Is [he/she] Native Hawaiian?

- Yes
- No
- Don't know
- Refused

E19. Is [he/she] Guamanian or Chamorro?

- Yes
- No
- Don't know
- Refused

E20. Is [he/she] Samoan?

- Yes
- No
- Don't know
- Refused

E21. Is [he/she] of another Pacific Islander race or origin not yet mentioned?

- Yes → **What is that race or origin?** _____
- No
- Don't know
- Refused

E22. Is [he/she] of Some other race or origin not yet mentioned?

- Yes → **What is that race or origin?** _____
- No
- Don't know
- Refused

E22b. *If respondent reports biracial, multiracial, mixed, mestizo to question 22, then ask:*
Can you be more specific?

E23. Interviewer Question: Did Respondent report:

- White only* → E24
- Black only* → E25
- White and another race or origin* → E26
- Black and another race or origin* → E27
- Neither white nor black* → E28

E24. *If respondent reports White only for Second Person, then ask:*

Earlier you said <Name> was White. What is his/her specific origin? For example: German, Irish, Lebanese, Egyptian, and so on.

E25. *If respondent reports Black only for Second Person, then ask:*

Earlier you said <Name> was Black. What is his/her specific origin? For example: African American, Haitian, Nigerian, and so on.

E26. *If respondent reports multiple responses, including White, for the Second Person, then ask:*

Earlier you said one of <Name's> responses was White. What is that specific White origin? For example: German, Irish, Lebanese, Egyptian, and so on.

E27. *If respondent reports multiple responses, including Black, for the Second Person, then ask:*

Earlier you said one of <Name's> responses was Black. What is that specific Black origin? For example: African American, Haitian, Nigerian, and so on.

E28. We have asked you a lot about how <Name> identifies his/her race or origin. Have I missed a race or origin you want to tell me about for him/her?

- Yes → **What is that race or origin?** _____
- No
- Don't know
- Refused

F1. I just have a few more questions....

F2. Do people view your race or origin differently from how you view yourself?

- Yes → **How do others view your race or origin?** _____
- No
- Don't know
- Refused

F3. *If respondent reports Middle Eastern or North African descent in Some Other Race, but did not report as White, Black, etc., then ask:*

F4a. Do you consider yourself White?

- Yes
- No
- Don't know
- Refused

F4b. Do you consider yourself Caucasian?

- Yes
- No
- Don't know
- Refused

F4c. Do you think other people consider you White or Caucasian?

- Yes
- No
- Don't know
- Refused

F5. *If respondent reports Caribbean or African descent in Some Other Race, but did not report White, Black, etc., then ask:*

F5a. Do you consider yourself Black?

- Yes
- No
- Don't know
- Refused

F5b. Do you consider yourself African American?

- Yes
- No
- Don't know
- Refused

F5c. Do you think other people consider you either Black or African American?

- Yes
- No
- Don't know
- Refused

F6. *If respondent reports multiple races or origins then ask:*

You reported more than one race or origin for yourself. Do you more closely identify with one of these groups?

- Yes → **What is that group?** _____
- No
- Don't know
- Refused

F7. What is the race or origin of your mother?

F8. What is the race or origin of your father?

G1. Do people view <PERSON 2 Name's> race or origin differently from how he/she views himself/herself?

- Yes → **How do others view his/her race or origin?**
- No
- Don't know
- Refused

G5. *If respondent reports multiple races or origins for Person 2 then ask:*

You reported more than one race or origin for <NAME>. Does he/she more closely identify with one of these groups?

- Yes→ **What is that group?** _____
- No
- Don't know
- Refused

(Relationship based skip pattern:)

G6. What is the race or origin of <Name's> mother?

G7. What is the race or origin of <Name's> father?

H4. Thank you. We have reached the end of the interview. I appreciate you sharing your thoughts and time to assist us with our research.

Appendix B

Race and Hispanic Origin Alternative Questionnaire Experiment (AQE) Reinterview Round 1

AQE Reinterview for Cognitive Test

May 26, 2009

- A1. **Hello, I'm (your Name) from the U.S. Census Bureau. We recently conducted the 2009 Census. Now we're doing a study to find out how well we did our job. This interview should take about 7 minutes to complete.**
- A3. **Did you live or stay at <ADDRESS> on April 1, 2009?**
 Yes – *continue*
 No – *conduct interview about address where R stayed on April 1, 2009*
- A6. **Your response to this survey is protected by law under Title 13 of the United States Code. This is the same law that protects your privacy. No one outside the Census Bureau will see your answers.**
- B1. **We need to list people living or staying there on April 1, 2009. We want to list people where they usually live and sleep. For example, college students and armed forces personnel should be listed where they live and sleep most of the time.**

Let's start with you, what is your first name? Middle initial? Last name?

What is the first name of the next person who was living and sleeping there on April 1, 2009? Middle initial? Last name?

Anyone else? (*List entire roster*)

B2. We do not want to miss any people who might have been staying there on April 1st. Were there any additional people that you didn't mention, for example:

Babies or foster children?

If yes, What is that child's first name? Middle initial? Last name? Any other children?

Any other relatives?

If yes, What is that person's first name? Middle initial? Last name? Anyone else?

Roommates or any other nonrelatives??

If yes, What is that person's first name? Middle initial? Last name? Anyone else?

How about anyone staying here on April 1st who had no other permanent place to live?

If yes, What is that person's first name? Middle initial? Last name? Anyone else?

B3a. Now thinking of all the people you just mentioned, in April, (Were you/ was anyone) living in college housing or living away for the military?

Yes – if more than one person in household – **Who was living away?**

No -

B3b. On April 1, 2009, (were you/ was anyone) in a place like a nursing home or a jail or prison?

Yes – **Who was away?**

No

C1. We are going to ask information about you and one other person in the household, <Name>.

Read if necessary: We have randomly selected <NAME> from your household. We are selecting only one other person because we want to keep the interview short.

C2. What was your age on April 1, 2009?

Read aloud when necessary: If you don't know the exact age, please estimate.

Make sure the respondent gives the age in completed years as of April 1, 2009. Do not round up.

Do not enter age in months.

For babies less than 1 year old, enter 0 as the age.

C3. How about <Name>? What was <Name's> age on April 1, 2009?

Read aloud when necessary: If you don't know the exact age, please estimate.

Make sure the respondent gives the age in completed years as of April 1, 2009. Do not round up.

Do not enter age in months.

For babies less than 1 year old, enter 0 as the age.

C4. How is <NAME> related to you?

1-Husband or wife

2-Son or daughter - **Is <NAME> your biological son or daughter, adopted son or daughter, OR stepson or stepdaughter?**

1-Biological son or daughter

2- Adopted son or daughter

3- Stepson or stepdaughter

4-Foster son or daughter (DO NOT READ)

3- Brother or sister

4- Father or mother

5-Grandchild

- 6-Parent-in-law
- 7-Son-in-law or daughter-in-law
- 8-Other relative
- 9-Roomer or boarder
- 10-Housemate or roommate
- 11-Unmarried partner
- 12-Other nonrelative
- Don't Know
- Refused

C5. Is <NAME> male or female?

Ask or verify sex. Do not enter/record sex based upon observation or responses to other items.

D1. What is your race or origin?

D2. Do you identify with any other race or origin?

D3. What is <Name's> race or origin?

D4. Does he/she identify with any other race or origin?

E1. Now, I am going to ask you a series of questions about race and origin and would like you to respond to each one. You may identify with as many races and/or origins as you wish. These questions may seem repetitive, but it is important that we ask them of each person to measure the quality of our census.

E2. Are you White?

- Yes
- No
- Don't know
- Refused

E3. Are you Black or African American?

- Yes
- No
- Don't know
- Refused

E4. Are you of Hispanic, Latino, or Spanish origin? For example, Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or another Hispanic, Latino, or Spanish origin?

- Yes Go to E5
- No Go to E9
- Don't know
- Refused

E5. Are you Mexican, Mexican American, or Chicano?

If respondent reports that he/she is Mexican, Mexican American, or Chicano in E4, then verify. You said you are Mexican, Mexican American, or Chicano.

- Yes
- No
- Don't know
- Refused

E6. Are you Puerto Rican?

- Yes
- No
- Don't know
- Refused

E7. Are you Cuban?

- Yes
- No
- Don't know
- Refused

E8. Are you another Hispanic, Latino, or Spanish origin not yet mentioned?

- Yes → **What is that origin?** _____
- No
- Don't know
- Refused

E8A. *If respondent reports a general term such as "Hispanic," "Latino," or "Spanish" to question E8, then ask:*

Can you be more specific? For example: Dominican, Salvadoran, Colombian, Spaniard, and so on.

Read if necessary: Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States

E9. Are you American Indian or Alaska Native?

- Yes → **What is your enrolled or principal tribe?** _____
- No
- Don't know
- Refused

E10. Are you Asian? For example, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or another Asian race or origin?

- Yes Go to E11
- No Go to E18
- Don't know
- Refused

E11. Are you Asian Indian?

If respondent reports that he/she is Asian Indian in E10, then verify. You said you are Asian Indian.

- Yes
- No
- Don't know
- Refused

E12. Are you Chinese?

- Yes
- No
- Don't know
- Refused

E13. Are you Filipino?

- Yes
- No
- Don't know
- Refused

E14. Are you Japanese?

- Yes
- No
- Don't know
- Refused

E15. Are you Korean?

- Yes
- No
- Don't know

Refused

E16. Are you Vietnamese?

- Yes
- No
- Don't know
- Refused

E17. Are you another Asian race or origin not yet mentioned?

- Yes → **What is that race or origin?** _____
- No
- Don't know
- Refused

E18. Are you Native Hawaiian or other Pacific Islander? For example, Native Hawaiian, Guamanian or Chamorro, Samoan, or another Pacific Islander race or origin?

- Yes Go to E19
- No Go to E23
- Don't know
- Refused

E19. Are you Native Hawaiian?

If respondent says that he/she is Native Hawaiian in E18, then verify. You said you are Native Hawaiian.

- Yes
- No
- Don't know
- Refused

E20. Are you Guamanian or Chamorro?

- Yes
- No
- Don't know
- Refused

E21. Are you Samoan?

- Yes
- No
- Don't know
- Refused

E22. Are you another Pacific Islander race or origin not yet mentioned?

- Yes → **What is that race or origin?** _____

- No
- Don't know
- Refused

E23. Are you Some other race or origin not yet mentioned?

- Yes → **What is that race or origin?** _____
- No
- Don't know
- Refused

E23A. *If respondent reports biracial, multiracial, mixed, mestizo to question E23, then ask:*
Can you be more specific?

E24. Interviewer Question: Did Respondent report:

- White only → E25
- Black only → E26
- White and another race or origin → E27
- Black and another race or origin → E28
- Neither white nor black → E29

E25. *If respondent reports White only, then ask:*

Earlier you said you were White. What is your specific origin? For example, German, Irish, Lebanese, Egyptian, and so on.

E26. *If respondent reports Black only, then ask:*

Earlier you said you were Black. What is your specific origin? For example, African American, Haitian, Nigerian, and so on.

E27. *If respondent reports multiple responses including White, then ask:*

One of the responses you gave was White. What is your specific White origin? For example, German, Irish, Lebanese, Egyptian, and so on.

E28. *If respondent reports multiple responses including Black, then ask:*

One of the responses you gave was Black. What is your specific Black origin? For example, African American, Haitian, Nigerian, and so on.

E29. We have asked you a lot of questions about your race or origin. I would like you to think about how you would answer the following question on a Census questionnaire.

What is your race or origin? You may report more than one.

F1. Now I'm going to ask you some questions about <Name>.

F2. Is [he/she] White?

- Yes
- No
- Don't know
- Refused

F3. Is [he/she] Black or African American?

- Yes
- No
- Don't know
- Refused

F4. Is [he/she] of Hispanic, Latino, or Spanish origin? For example, Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or another Hispanic, Latino, or Spanish origin?

- Yes Go to F5
- No Go to F9
- Don't know
- Refused

F5. Is [he/she] Mexican, Mexican American, or Chicano?

If respondent says that <Name> is Mexican, Mexican American, or Chicano in F4, then verify. You said <Name> is Mexican, Mexican American, or Chicano.

- Yes
- No
- Don't know
- Refused

F6. Is [he/she] Puerto Rican?

- Yes
- No
- Don't know
- Refused

F7. Is [he/she] Cuban?

- Yes
- No
- Don't know
- Refused

F8. Is [he/she] another Hispanic, Latino, or Spanish origin not yet mentioned?

- Yes → **What is that origin?**
- No
- Don't know
- Refused

F8A. *If respondent reports a general term such as "Hispanic," "Latino," or "Spanish" to question F8, then ask:*

Can you be more specific? For example: Dominican, Salvadoran, Colombian, Spaniard, and so on.

Read if necessary: Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States

F9. Is [he/she] American Indian or Alaska Native?

- Yes → **What is [his/her] enrolled or principal tribe?**
- No
- Don't know
- Refused

F10. Is [he/she] Asian? For example, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or another Asian race or origin.

- Yes Go to F11
- No Go to F18
- Don't know
- Refused

F11. Is [he/she] Asian Indian?

If respondent says that <Name> is Asian Indian in F10, then verify. You said <Name> is Asian Indian.

- Yes
- No
- Don't know
- Refused

F12. Is [he/she] Chinese?

- Yes
- No
- Don't know
- Refused

F13. Is [he/she] Filipino?

- Yes
- No
- Don't know
- Refused

F14. Is [he/she] Japanese?

- Yes
- No
- Don't know
- Refused

F15. Is [he/she] Korean?

- Yes
- No
- Don't know
- Refused

F16. Is [he/she] Vietnamese?

- Yes
- No
- Don't know
- Refused

F17. Is [he/she] another Asian race or origin not yet mentioned?

- Yes → **What is that race or origin?**
- No
- Don't know
- Refused

F18. Is [he/she] Native Hawaiian or other Pacific Islander? For example, Native Hawaiian, Guamanian or Chamorro, Samoan, or another Pacific Islander race or origin.

- Yes Go to F19
- No Go to F23
- Don't know
- Refused

F19. Is [he/she] Native Hawaiian?

If respondent says that <Name> is Native Hawaiian in F18, then verify. You said <Name> is Native Hawaiian.

- Yes
- No
- Don't know
- Refused

F20. Is [he/she] Guamanian or Chamorro?

- Yes
- No
- Don't know
- Refused

F21. Is [he/she] Samoan?

- Yes
- No
- Don't know
- Refused

F22. Is [he/she] another Pacific Islander race or origin not yet mentioned?

- Yes → **What is that race or origin?**
 - No
 - Don't know
 - Refused

F23. Is [he/she] Some other race or origin not yet mentioned?

- Yes → **What is that race or origin?**
- No
- Don't know
- Refused

F23A. If respondent reports biracial, multiracial, mixed, mestizo to question F23, then ask:

Can you be more specific?

F24. Interviewer Question: Did Respondent report:

- White only → F25
- Black only → F26
- White and another race or origin → F27
- Black and another race or origin → F28
- Neither white nor black → F29

F25. *If respondent reports White only for Second Person, then ask:*

Earlier you said <Name> was White. What is his/her specific origin? For example: German, Irish, Lebanese, Egyptian, and so on.

F26. *If respondent reports Black only for Second Person, then ask:*

Earlier you said <Name> was Black. What is his/her specific origin? For example: African American, Haitian, Nigerian, and so on.

F27. *If respondent reports multiple responses, including White, for the Second Person, then ask:*

Earlier you said one of <Name's> responses was White. What is that specific White origin? For example: German, Irish, Lebanese, Egyptian, and so on.

F28. *If respondent reports multiple responses, including Black, for the Second Person, then ask:*

Earlier you said one of <Name's> responses was Black. What is that specific Black origin? For example: African American, Haitian, Nigerian, and so on.

F29. We have asked you a lot about how <Name> identifies his/her race or origin. I would like you to think about how <Name> would answer the following question on a Census questionnaire.

What is your race or origin? You may report more than one.

G1. I just have a few more questions....

G2. Do you think other people would report your race or origin differently than how you report it for yourself?

- Yes → **How would other people report your race or origin?** _____
- No
- Don't know
- Refused

G5. *If respondent reports multiple races or origins then ask:*

You reported more than one race or origin for yourself. Do you more closely identify with one of these groups?

- Yes → **What is that group?** _____
 - No
 - Don't know
 - Refused

G6. What is the race or origin of your mother?

G7. What is the race or origin of your father?

H1. Do you think other people would report <NAME>'s race or origin differently than how he/she would report it for him/herself?

- Yes → **How would other people report his/her race or origin?** _____
- No
- Don't know
- Refused

H5. *If respondent reports multiple races or origins for Person 2 then ask:*

You reported more than one race or origin for <NAME>. Does he/she more closely identify with one of these groups?

- Yes → **What is that group?** _____
 - No
 - Don't know
 - Refused

(Relationship based skip pattern:)

H6. What is the race or origin of <Name's> mother?

H7. What is the race or origin of <Name's> father?

I4. Thank you. We have reached the end of the interview. I appreciate you sharing your thoughts and time to assist us with our research.

Appendix C

Race and Hispanic Origin Alternative Questionnaire Experiment (AQE) Reinterview Round 2

AQE Reinterview for Cognitive Test Interviewer Protocol – Round 2

July 9, 2009

- A1. **Hello, I'm (your Name) from the U.S. Census Bureau. We recently conducted the 2009 Census. Now we're doing a study to find out how well we did our job. This interview should take about 7 minutes to complete.**
- A6. **Your response to this survey is protected by law under Title 13 of the United States Code. This is the same law that protects your privacy. No one outside the Census Bureau will see your answers.**
- A3. **Did you live or stay at <ADDRESS> on April 1, 2009?**
 Yes – *continue*
 No – *conduct interview about address where R stayed on April 1, 2009*
- B1. **We need to list people living or staying there on April 1, 2009. We want to list people where they usually live and sleep. For example, college students and armed forces personnel should be listed where they live and sleep most of the time.**

Let's start with you, what is your first name? Middle initial? Last name?

What is the first name of the next person who was living and sleeping there on April 1, 2009? Middle initial? Last name?

Anyone else? (*List entire roster*)

B2. We do not want to miss any people who might have been staying there on April 1st. Were there any additional people that you didn't mention, for example:

Babies or foster children?

If yes, What is that child's first name? Middle initial? Last name? Any other children?

Any other relatives?

If yes, What is that person's first name? Middle initial? Last name? Anyone else?

Roommates or any other nonrelatives?

If yes, What is that person's first name? Middle initial? Last name? Anyone else?

How about anyone staying there on April 1st who had no other permanent place to live?

If yes, What is that person's first name? Middle initial? Last name? Anyone else?

B3a. (Now thinking of all the people you just mentioned,) in April, (Were you/ was anyone) living in college housing or living away for the military?

Yes – if more than one person in household – **Who was living away?**

No -

B3b. On April 1, 2009, (were you/ was anyone) in a place like a nursing home or a jail or prison?

Yes – **Who was away?**

No

Read if more than 2 person household:

C1. We are going to ask for information about you and one other person in the household, <Name>.

Read if necessary: We have randomly selected <NAME> from your household. We are selecting only one other person because we want to keep the interview short.

C2. What was your age on April 1, 2009?

Read aloud when necessary: If you don't know the exact age, please estimate.

Make sure the respondent gives the age in completed years as of April 1, 2009. Do not round up.

Do not enter age in months.

For babies less than 1 year old, enter 0 as the age.

C3. How about <Name>? (What was <Name's> age on April 1, 2009?)

Read aloud when necessary: If you don't know the exact age, please estimate.

Make sure the respondent gives the age in completed years as of April 1, 2009. Do not round up.

Do not enter age in months.

For babies less than 1 year old, enter 0 as the age.

C4. How is <NAME> related to you?

1-Husband or wife

2-Son or daughter - **Is <NAME> your biological son or daughter, adopted son or daughter, OR stepson or stepdaughter?**

1-Biological son or daughter

2- Adopted son or daughter

3- Stepson or stepdaughter

4-Foster son or daughter (DO NOT READ)

3- Brother or sister

4- Father or mother

- 5-Grandchild
- 6-Parent-in-law
- 7-Son-in-law or daughter-in-law
- 8-Other relative
- 9-Roomer or boarder
- 10-Housemate or roommate
- 11-Unmarried partner
- 12-Other nonrelative
- Don't Know
- Refused

C5. Is <NAME> male or female?

Ask or verify sex. Do not enter/record sex based upon observation or responses to other items.

D1. What is your race or origin?

D2. Do you identify with any other race or origin?

D3. What is <Name's> race or origin?

D4. Does he/she identify with any other race or origin?

E1. Now, I am going to ask you a series of questions about race and origin and would like you to respond to each one. You may identify with as many races and/or origins as you wish. These questions may seem repetitive, but it is important that we ask them of each person to measure the quality of our census.

E2. Are you White?

- Yes
- No

E3. Are you Black or African American?

- Yes
- No

E4. Are you of Hispanic, Latino, or Spanish origin, for example, Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or another Hispanic, Latino, or Spanish origin?

- Yes Go to E5
- No Go to E9

E5. (Ask or verify.) Are you Mexican, Mexican American, or Chicano?

- Yes
- No

E6. (Ask or verify.) Are you Puerto Rican?

- Yes
- No

E7. (Ask or verify.) Are you Cuban?

- Yes
- No

E8A. If yes to any one E5-E7,

Are you another Hispanic, Latino, or Spanish origin, for example, Dominican, Salvadoran, Colombian, Spaniard, and so on?

- Yes → **What is that origin?** _____
- No

E8B. If no to E5-E7,

What is your Hispanic, Latino, or Spanish origin, for example, Dominican, Salvadoran, Colombian, Spaniard, and so on?

- _____
- None

E8C. If respondent reports a general term such as “Hispanic,” “Latino,” or “Spanish” to question E8 A or B, then ask:

Can you be more specific?

Read if necessary: Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States

E9. Are you American Indian or Alaska Native?

- Yes → **What is your enrolled or principal tribe?** _____
- No

E10. Are you Asian, for example, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or another Asian race or origin?

- Yes Go to E11
- No Go to E18

E11. (Ask or verify.) Are you Asian Indian?

- Yes
- No

E12. (Ask or verify.) Are you Chinese?

- Yes
- No

E13. (Ask or verify.) Are you Filipino?

- Yes
- No

E14. (Ask or verify.) Are you Japanese?

- Yes
- No

E15. (Ask or verify.) Are you Korean?

- Yes
- No

E16. (Ask or verify.) Are you Vietnamese?

- Yes
- No

E17A. If yes to any one E11-16,

Are you another Asian race or origin?

- Yes → **What is that race or origin?** _____
- No

E17B. If no to E11-16,

What is your Asian race or origin?

- None _____

E18. Are you Native Hawaiian or other Pacific Islander, for example, Native Hawaiian, Guamanian or Chamorro, Samoan, or another Pacific Islander race or origin?

- Yes Go to E19
- No Go to E23

E19. (Ask or verify.) Are you Native Hawaiian?

- Yes
- No

E20. (Ask or verify.) Are you Guamanian or Chamorro?

- Yes
- No

E21. (Ask or verify.) Are you Samoan?

- Yes
- No

E22A. If yes to any one E19-21,

Are you another Pacific Islander race or origin?

- Yes → **What is that race or origin?** _____
- No

E22B. If no to E19-21,

What is your Pacific Islander race or origin?

- None _____

E23. Are you Some other race or origin not yet mentioned?

- Yes → **What is that race or origin?** _____
- No

E23A. If respondent reports biracial, multiracial, mixed, mestizo to question E23, then ask:
Can you be more specific?

E24. I have asked you a lot of questions about your race and origin. Now I'd like you to think about what you *usually* say when asked about your race and origin. This may or may not be the same as what you've already told me. Keeping in mind that you can say more than one, what do you usually say when asked about your race and origin?

F1. Now I'm going to ask you some questions about <Name>.

F2. Is [he/she] White?

- Yes
- No

F3. Is [he/she] Black or African American?

- Yes
- No

F4. Is [he/she] of Hispanic, Latino, or Spanish origin? (For example, Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or another Hispanic, Latino, or Spanish origin?)

- Yes Go to F5
- No Go to F9

F5. (Ask or Verify) Is [he/she] Mexican, Mexican American, or Chicano?

- Yes
- No

F6. (Ask or Verify) Is [he/she] Puerto Rican?

- Yes
- No

F7. (Ask or Verify) Is [he/she] Cuban?

- Yes
- No

F8A. If yes to any one F5-7,

Is [he/she] another Hispanic, Latino, or Spanish origin, for example, Dominican, Salvadoran, Colombian, Spaniard, and so on?

- Yes → **What is that origin?** _____
- No

F8B. If no to F5-7,

What is [his/her] Hispanic, Latino, or Spanish origin, for example, Dominican, Salvadoran, Colombian, Spaniard, and so on?

- None _____

F8C. If respondent reports a general term such as “Hispanic,” “Latino,” or “Spanish” to question F8A or B, then ask:

Can you be more specific?

Read if necessary: Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States

F9. Is [he/she] American Indian or Alaska Native?

- Yes → **What is [his/her] enrolled or principal tribe?** _____
 No

F10. Is [he/she] Asian? (For example, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or another Asian race or origin.)

- Yes Go to F11
 No Go to F18

F11. (Ask or Verify) Is [he/she] Asian Indian?

- Yes
 No

F12. (Ask or Verify) Is [he/she] Chinese?

- Yes
 No

F13. (Ask or Verify) Is [he/she] Filipino?

- Yes
 No

F14. (Ask or Verify) Is [he/she] Japanese?

- Yes
 No

F15. (Ask or Verify) Is [he/she] Korean?

- Yes
 No

F16. (Ask or Verify) Is [he/she] Vietnamese?

- Yes
 No

F17A. If yes to any one F11-16,

Is [he/she] another Asian race or origin?

- Yes → **What is that race or origin?** _____
 No

F17B. *If no to F11-16,*
What is [his/her] Asian race or origin?

None _____

F18. Is [he/she] Native Hawaiian or other Pacific Islander? For example, Native Hawaiian, Guamanian or Chamorro, Samoan, or another Pacific Islander race or origin.

Yes Go to F19

No Go to F23

F19. (Ask or Verify) Is [he/she] Native Hawaiian?

Yes

No

F20. (Ask or Verify) Is [he/she] Guamanian or Chamorro?

Yes

No

F21. (Ask or Verify) Is [he/she] Samoan?

Yes

No

F22A. *If yes to any one F19-21,*

Is [he/she] another Pacific Islander race or origin?

Yes → **What is that race or origin?** _____

No

F22B. *If no to F19-21,*

What is [his/her] Pacific Islander race or origin?

None _____

F23. Is [he/she] Some other race or origin?

Yes → **What is that race or origin?** _____

No

F23A. *If respondent reports biracial, multiracial, mixed, mestizo to question F23, then ask:*
Can you be more specific?

F24. I have asked you a lot of questions about [NAME]’s race and origin. Now I’d like you to think about what [He/She] usually says when asked about [His/Her] race and origin. This may or may not be the same as what you've already told me. Keeping in mind that you can say more than one, what does [He/She] usually say when asked about [His/Her] race and origin?

G1. Now, I just have a few more questions about you.

G2. Interviewer Question: Did Respondent report:

- White only → G3
- Black only → G4
- White and another race or origin → G5
- Black and another race or origin → G6
- Hispanic only (no race reported in checkboxes → G7
- Neither white, black, nor Hispanic only → G8

G3. If respondent reports White only, then ask:

Earlier you said you were White. What is your specific origin? For example, German, Irish, Lebanese, Egyptian, and so on. → G8

G4. If respondent reports Black or African American only, then ask:

Earlier you said you were Black or African American. What is your specific origin? For example, African American, Haitian, Nigerian, and so on. → G8

G5. If respondent reports multiple responses including White, then ask:

Earlier, one of the things you said was that you were White. What is your specific White origin? For example, German, Irish, Lebanese, Egyptian, and so on. → G6 or G8

G6. If respondent reports multiple responses including Black or African American, then ask:

Earlier, one of the things you said was that you were Black or African American. What is your specific Black origin? For example, African American, Haitian, Nigerian, and so on. → G8

G7. *If respondent reports Hispanic only and no race, then ask:*

Earlier, you said you were <FILL SPECIFIC HISPANIC ORIGIN>. People of Hispanic, Latino or Spanish origin may be of any race. Do you consider yourself White, Black or African American, American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander or Some Other Race?

- White
- Black or African American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Some Other Race

G8. *If respondent reports multiple races or origins then ask:*

Earlier, you reported more than one race or origin for yourself. Do you more closely identify with one of these groups?

- Yes→ **What is that group?** _____
- No

G9. **When you first meet someone, what do they think your race is?**

G10a. **Were you adopted?**

- Yes
- No

G10b. **Do you have a step-parent?**

- Yes
- No

Fill “biological” only if adopted or step parent is “Yes”

G11. **What is the race or origin of your (biological) mother?**

G12. **What is the race or origin of your (biological) father?**

H1. Now, I just have a few more questions about <NAME>.

H2. Interviewer Question: Did Respondent report for P2:

- White only → H3
- Black only → H4
- White and another race or origin → H5
- Black and another race or origin → H6
- Hispanic only (no race reported in checkboxes → H7
- Neither white, black, nor Hispanic only → H8

H3. *If respondent reports White only, then ask:*

Earlier you said <NAME> was White. What is <NAME's> specific origin? For example, German, Irish, Lebanese, Egyptian, and so on. → H8

H4. *If respondent reports Black or African American only, then ask:*

Earlier you said <NAME> was Black or African American. What is <NAME>'s specific origin? For example, African American, Haitian, Nigerian, and so on. → H8

H5. *If respondent reports multiple responses including White, then ask:*

Earlier, one of the things you said was that <NAME> was White. What is <NAME's> specific White origin? For example, German, Irish, Lebanese, Egyptian, and so on. → H6 or H8

H6. *If respondent reports multiple responses including Black or African American, then ask:*

Earlier, one of the things you said was that <NAME> was Black or African American. What is <NAME's> specific Black origin? For example, African American, Haitian, Nigerian, and so on. → H8

H7. *If respondent reports Hispanic only and no race, then ask:*

Earlier, you said <NAME> was <FILL SPECIFIC HISPANIC ORIGIN>. People of Hispanic, Latino or Spanish origin may be of any race. Does <he/she> consider <him/her>self White, Black or African American, American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander or Some Other Race?

- White
- Black or African American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Some Other Race

H8. *If respondent reports multiple races or origins for Person 2 then ask:*

Earlier, you reported more than one race or origin for <NAME>. Does he/she more closely identify with one of these groups?

- Yes → **What is that group?** _____
 No

H9. **When <NAME> first meets someone, what do they think his/her race is?**

H10a. **Was <NAME> adopted?**

- Yes
 No

H10b. **Does <NAME> have a step-parent?**

- Yes
 No

(Relationship based skip pattern:)

Fill “biological” only if adopted or step parent is “Yes”

H11. **What is the race or origin of <Name’s> (biological) mother?**

H12. **What is the race or origin of <Name’s> (biological) father?**

I4. **Thank you. We have reached the end of the interview. I appreciate you sharing your thoughts and time to assist us with our research.**

Appendix D

Spanish Race and Hispanic Origin Alternative Questionnaire Experiment (AQE) Reinterview Round 2

Protocol for 2010 Race Reinterview Cognitive Interviewing Protocol – Spanish interviews **July 22, 2009**

- D1. ¿Cuál es la raza u origen de usted?
- D2. ¿Se identifica usted con alguna otra raza u origen?
- D3. ¿Cuál es la raza u origen de <NAME>?
- D4. ¿Se identifica él/ella con alguna otra raza u origen?
- E1. Ahora, le voy a hacer una serie de preguntas sobre raza y origen, y me gustaría que respondiera a cada una de ellas. Usted se puede identificar con tantas razas y/o tantos orígenes como desee. Estas preguntas pueden parecer repetitivas, pero es importante que se las hagamos a cada persona para determinar la calidad de nuestro censo.
- E2. ¿Es usted blanco(a)?
 Yes
 No
- E3. ¿Es usted negro(a) o africano(a) americano(a)?
 Yes
 No
- E4. ¿Es usted de origen hispano, latino o español; por ejemplo, mexicano(a), mexicano(a) americano(a), o chicano(a); puertorriqueño(a); cubano(a); o algún otro origen hispano, latino o español?
 Yes
 No
- E5. ¿Es usted mexicano(a), mexicano(a) americano(a), chicano(a)?
 Yes
 No
- E6. ¿Es usted puertorriqueño(a)?
 Yes
 No

- E7. ¿Es usted cubano(a)?
 Yes
 No
- E8A. *If yes to any one E5-E7,*
¿Es usted de otro origen hispano, latino o español, por ejemplo, dominicano, salvadoreño, colombiano, español, etc.?
 Yes → ¿Cuál es ese origen?
 No
- E8B. *If no to E5-E7,*
¿Cuál es su origen hispano, latino o español; por ejemplo, dominicano, salvadoreño, colombiano, español, etc.?

 None
- E8C. *If respondent reports a general term such as “Hispanic,” “Latino,” or “Spanish” to question E8A or B, then ask:*
¿Puede usted ser más específico?
Read if necessary: El origen se puede ver como la herencia cultural, el grupo de nacionalidad, el linaje o el país de nacimiento de la persona o los padres de la persona o sus ancestros antes de su llegada a los Estados Unidos.
- E9. ¿Es usted indio(a) americano(a) o nativo(a) de Alaska?

 Yes → ¿Cuál es su tribu principal o tribu en la que está inscrito(a)?
 No
- E10. ¿Es usted asiático(a); por ejemplo, indio(a) asiático(a), chino(a), filipino(a), japonés (esa), coreano(a), vietnamita, o de otra raza u origen asiático?
 Yes
 No
- E11. ¿Es usted indio(a) asiático(a)?
 Yes
 No
- E12. ¿Es usted chino(a)?
 Yes
 No

E13. ¿Es usted filipino(a)?

Yes

No

E14. ¿Es usted japonés(esa)?

Yes

No

E15. ¿Es usted coreano(a)?

Yes

No

E16. ¿Es usted vietnamita?

Yes

No

E17A. *If yes to any one E11-16,*

¿Es usted de otra raza u origen asiático?

Yes → ¿Cuál es esa raza u origen?

No

E17B. *If no to E11-16,*

¿Cuál es su raza u origen asiático?

None

E18. ¿Es usted nativo(a) de Hawaii o de otra raza u origen de las islas del Pacífico; por ejemplo, nativo(a) de Hawaii, guameño(a) o chamorro, samoano(a), o de otra raza u origen de las islas del Pacífico?

Yes

No

E19. ¿Es usted nativo(a) de Hawaii?

Yes

No

E20. ¿Es usted guameño(a) o chamorro?

Yes

No

E21. ¿Es usted samoano(a)?

Yes

No

E22A. *If yes to any one E19-21,*

¿Es usted de otra raza u origen de las islas del Pacífico?

Yes → ¿Cuál es esa raza u origen?

No

E22B. *If no to E19-21,*

¿Cuál es su raza u origen de las islas del Pacífico?

None

E23. ¿Es usted de alguna otra raza u origen que no se haya mencionado todavía?

Yes → ¿Cuál es esa raza u origen?

No

E23A. *If respondent reports biracial, multiracial, mixed, mestizo to question E23, then ask:*

¿Puede ser más específico?

E24. Le he hecho muchas preguntas sobre su raza y origen. Ahora, me gustaría que pensara sobre lo que usted usualmente dice cuando le preguntan sobre su raza y origen. Esto, puede o no ser lo mismo que ya me ha dicho. Entonces, teniendo en mente que puede decir más de una, ¿qué dice usted usualmente cuando le preguntan sobre su raza y origen?

F1. Ahora le voy a hacer algunas preguntas sobre <Name>.

F2. ¿Es [él/ella] blanco(a)?

Yes

No

F3. ¿Es [él/ella] negro(a) o africano(a) americano(a)?

Yes

No

F4. ¿Es [él/ella] de origen hispano, latino o español; por ejemplo: mexicano(a), mexicano(a) americano(a), o chicano(a); puertorriqueño(a); cubano(a); o algún otro origen hispano, latino o español?

Yes

No

- F5. ¿Es [él/ella] mexicano(a), mexicano(a) americano(a), chicano(a)?
 Yes
 No
- F6. ¿Es [él/ella] puertorriqueño(a)?
 Yes
 No
- F7. ¿Es [él/ella] cubano(a)?
 Yes
 No
- F8A. *If yes to any one F5-7,*
 ¿Es [él/ella] de otro origen hispano, latino o español, por ejemplo, dominicano, salvadoreño, colombiano, español, etc.?
 Yes → ¿Cuál es ese origen?
 No
- F8B. *If no to F5-7,*
 ¿Cuál es su origen hispano, latino o español, por ejemplo, dominicano, salvadoreño, colombiano, español, etc.?
 None
- F8C. *If respondent reports a general term such as “Hispanic,” “Latino,” or “Spanish” to question F8, then ask:*
¿Puede usted ser más específico?
 Read if necessary: El origen se puede ver como la herencia cultural, el grupo de nacionalidad, el linaje o el país de nacimiento de la persona o los padres de la persona o sus ancestros antes de su llegada a los Estados Unidos.
- F9. ¿Es [él/ella] indio(a) americano(a) o nativo(a) de Alaska?
 Yes → ¿Cuál es su tribu principal o tribu en la que está inscrito(a)?
 No
- F10. ¿Es [él/ella] asiático(a); por ejemplo: indio(a) asiático(a), chino(a), filipino(a), japonés (esa), coreano(a), vietnamita, o de otra raza u origen asiático?
 Yes
 No

F11. ¿Es [él/ella] indio(a) asiático(a)?

Yes

No

F12. ¿Es [él/ella] chino(a)?

Yes

No

F13. ¿Es [él/ella] filipino(a)?

Yes

No

F14. ¿Es [él/ella] japonés(esa)?

Yes

No

F15. ¿Es [él/ella] coreano(a)?

Yes

No

F16. ¿Es [él/ella] vietnamita?

Yes

No

F17A. *If yes to any one F11-16,*

¿Es [él/ella] de otra raza u origen asiático?

Yes → ¿Cuál es esa raza u origen?

No

F17B. *If no to F11-16,*

¿Cuál es su raza u origen asiático?

None

F18. ¿Es [él/ella] nativo(a) de Hawaii o de otra raza u origen de las islas del Pacífico; por ejemplo, nativo(a) de Hawaii, guameño(a) o chamorro, samoano(a), o de otra raza u origen de las islas del Pacífico?

Yes

No

F19. ¿Es [él/ella] nativo(a) de Hawaii?

Yes

No

F20. ¿Es [él/ella] guameño(a) o chamorro?

- Yes
 No

F21. ¿Es [él/ella] samoano(a)?

- Yes
 No

F22A. *If yes to any one F19-21,*

¿Es [él/ella] de otra raza u origen de las islas del Pacífico?

- Yes → ¿Cuál es esa raza u origen?
 No

F22B. *If no to F19-21,*

¿Cuál es su raza u origen de las islas del Pacífico?

- None

F23. ¿Es [él/ella] de otra raza u origen?

- Yes → ¿Cuál es esa raza u origen?
 No

F23A. *If respondent reports biracial, multiracial, mixed, mestizo to question F23, then ask:*

¿Puede ser más específico?

F24. Le he hecho muchas preguntas sobre la raza y el origen de [NAME]. Ahora, me gustaría que pensara sobre lo que [él/ella] usualmente dice cuando le preguntan sobre su raza y origen. Esto puede o no ser lo mismo que ya me ha mencionado. Teniendo en mente que puede o no decir más de una, ¿qué es lo que [él/ella] usualmente dice cuando le preguntan sobre su raza y origen?

G1. Sólo tengo algunas preguntas más sobre usted.

G2. Did Respondent report:

- White only → G3
 Black only → G4
 White and another race or origin → G5
 Black and another race or origin → G6
 Hispanic only (no race reported in checkboxes → G7
 Neither white, black nor Hispanic only → G8

- G3. *If respondent reports White only, then ask:*
 Antes usted dijo que era blanco(a). ¿Cuál es su origen específico? Por ejemplo, alemán, irlandés, libanés, egipcio, etc. → G8
- G4. *If respondent reports Black or African American only, then ask:*
 Antes usted dijo que era negro(a) o africano(a) americano(a). ¿Cuál es su origen específico? Por ejemplo, africano americano, haitiano, nigeriano, etc. → G8
- G5. *If respondent reports multiple responses including White, then ask:*
 Antes una de las respuestas que usted dijo fue que usted era blanco(a). ¿Cuál es su origen blanco específico? Por ejemplo: alemán, irlandés, libanés, egipcio, etc. → G6 or G8
- G6. *If respondent reports multiple responses including Black or African American, then ask:*
 Antes una de las respuestas que usted dijo fue que usted era negro(a) o africano(a) americano(a). ¿Cuál su origen negro específico? Por ejemplo: africano americano, haitiano, nigeriano, etc. → G8
- G7. *If respondent reports Hispanic only and no race, then ask:*
 Antes usted dijo que era <FILL SPECIFIC HISPANIC ORIGIN>. Las personas de origen hispano, latino o español pueden ser de cualquier raza. ¿Se considera usted blanco(a), negro(a) o africano(a) americana(a), indio(a) americano(a) o nativo(a) de Alaska, asiático(a), nativo(a) de Hawái o de otra de las islas del Pacífico o alguna otra raza?
- Blanco(a)
 - Negro(a) o Africano(a) Americano(a)
 - Indio(a) Americano(a) o Nativo(a) de Alaska
 - Asiático
 - Nativo(a) de Hawái o de otra isla del Pacífico
 - Alguna otra raza
- G8. *If respondent reports multiple races or origins then ask:*
 Antes usted reportó más de una raza u origen para sí mismo. ¿Se identifica usted más de cerca con uno de estos grupos?
- Yes → ¿Cuál es ese grupo?
 - No
- G9. Cuándo otra persona lo(la) conoce por primera vez, ¿de qué raza piensa que es usted?

G10a. ¿Fue Ud. adoptado(a) o es hijo(a) de crianza?

Yes

No

G10b. ¿Tiene a un padrastro o a una madrastra?

Yes

No

Fill “biological” only if adopted or step parent is “Yes”

G11. ¿Cuál es la raza u origen de su madre (biológica)?

G12. ¿Cuál es la raza u origen de su padre (biológico)?

H1. Sólo tengo algunas preguntas más sobre <Name>.

H2. Interviewer Question: Did Respondent report:

White only → H3

Black only → H4

White and another race or origin → H5

Black and another race or origin → H6

Hispanic only (no race reported in checkboxes → H7

Neither white nor black → H8

H3. *If respondent reports White only for Second Person, then ask:*

Antes usted dijo que <NAME> era blanco(a). ¿Cuál es su origen específico? Por ejemplo: alemán, irlandés, libanés, egipcio, etc.

H4. *If respondent reports Black or African American only for Second Person, then ask:*

Antes usted dijo que <NAME> era negro(a) o africano(a) americano(a). ¿Cuál es su origen específico? Por ejemplo, africano americano, haitiano, nigeriano, etc.

H5. *If respondent reports multiple responses, including White, for the Second Person, then ask:*

Antes una de las respuestas que usted dijo fue que <NAME> era blanco(a). ¿Cuál es su origen blanco específico? Por ejemplo, alemán, irlandés, libanés, egipcio, etc.

H6. *If respondent reports multiple responses, including Black or African American, for the Second Person, then ask:*

Antes una de las respuestas que usted dijo fue que <NAME> era negro(a) o africano(a) americano(a). ¿Cuál es su origen negro específico? Por ejemplo: africano americano, haitiano, nigeriano, etc.

H7. *If respondent reports Hispanic only and no race, then ask:*
Antes, usted dijo que <NAME> era <FILL SPECIFIC HISPANIC ORIGIN>. Las personas de origen hispano, latino, o español, pueden ser de cualquier raza. ¿Se considera <él/ella> blanco(a), negro(a) o africano(a) americano(a), indio(a) americano(a) o nativo(a) de Alaska, asiático, nativo de Hawaii o de otra de las islas del Pacífico, o de alguna otra raza?

- Blanco(a)
- Negro(a) o africano(a) americano(a)
- Indio(a) Americano(a)
- Asiático
- Nativo de Hawaii o de otra isla del Pacífico
- Alguna otra raza

H8. *If respondent reports multiple races or origins for Person 2 then ask:*
Antes usted reportó más de una raza u origen para <Name>. ¿Se identifica <Name> más de cerca con uno de estos grupos?

- Yes → ¿Cuál es ese grupo?
- No

H9. Cuándo otra persona lo/la conoce por primera vez, ¿de qué raza piensa que es él (ella)?

H10a. ¿Fue él(ella) adoptado(a) o es hijo(a) de crianza?

- Yes
- No

H10b. ¿Tiene a un padrastro o a una madrastra?

- Yes
- No

(Relationship-based skip pattern)

Fill “biological” only if adopted or step parent is “Yes”

H11. ¿Cuál es la raza u origen de su madre (biológica)?

H12. ¿Cuál es la raza u origen de su padre (biológico)?

Appendix E

Race and Hispanic Origin Alternative Questionnaire Experiment (AQE) Reinterview Final
Version

Race and Hispanic Origin Alternative Questionnaire Experiment (AQE) Reinterview

August 24, 2009

- A1. **Hello, I'm (your Name) from the U.S. Census Bureau. We recently conducted the 2009 Census. Now we're doing a study to find out how well we did our job. This interview should take about 8 minutes to complete.**
- A2. **Your response to this survey is protected by law under Title 13 of the United States Code. This is the same law that protects your privacy. No one outside the Census Bureau will see your answers.**
- A3. **Did you live or stay at <ADDRESS> on April 1, 2009?**
 Yes – *continue*
 No – *conduct interview about address where R stayed on April 1, 2009*

B1. We need to list people living or staying there on April 1, 2009. We want to list people where they usually live and sleep. For example, college students and armed forces personnel should be listed where they live and sleep most of the time.

Let's start with you, what is your first name? Middle initial? Last name?

What is the first name of the next person who was living and sleeping there on April 1, 2009? Middle initial? Last name?

Anyone else? (*List entire roster*)

B2. We do not want to miss any people who might have been staying there on April 1st. Were there any additional people that you didn't mention, for example:

Babies or foster children?

If yes, What is that child's first name? Middle initial? Last name? Any other children?

Any other relatives?

If yes, What is that person's first name? Middle initial? Last name? Anyone else?

Roommates or any other nonrelatives?

If yes, What is that person's first name? Middle initial? Last name? Anyone else?

How about anyone staying there on April 1st who had no other permanent place to live?

If yes, What is that person's first name? Middle initial? Last name? Anyone else?

B3a. (Now thinking of all the people you just mentioned,) in April, (Were you/ was anyone) living in college housing or living away for the military?

Yes – if more than one person in household – **Who was living away?**

No -

B3b. On April 1, 2009, (were you/ was anyone) in a place like a nursing home or a jail or prison?

Yes – **Who was away?**

No

Read if more than 2 person household:

C1. We are going to ask for information about you and one other person in the household, <Name>.

Read if necessary: We have randomly selected <NAME> from your household. We are selecting only one other person because we want to keep the interview short.

C2. What was your age on April 1, 2009?

Read aloud when necessary: If you don't know the exact age, please estimate.

Make sure the respondent gives the age in completed years as of April 1, 2009. Do not round up.

Do not enter age in months.

For babies less than 1 year old, enter 0 as the age.

C3. How about <Name>? (What was <Name's> age on April 1, 2009?)

Read aloud when necessary: If you don't know the exact age, please estimate.

Make sure the respondent gives the age in completed years as of April 1, 2009. Do not round up.

Do not enter age in months.

For babies less than 1 year old, enter 0 as the age.

C4. How is <NAME> related to you?

1-Husband or wife

2-Son or daughter - **Is <NAME> your biological son or daughter, adopted son or daughter, OR stepson or stepdaughter?**

1-Biological son or daughter

2- Adopted son or daughter

3- Stepson or stepdaughter

4-Foster son or daughter (DO NOT READ)

- 3- Brother or sister
- 4- Father or mother
- 5-Grandchild
- 6-Parent-in-law
- 7-Son-in-law or daughter-in-law
- 8-Other relative
- 9-Roomer or boarder
- 10-Housemate or roommate
- 11-Unmarried partner
- 12-Other nonrelative
- Don't Know
- Refused

C5. Is <NAME> male or female?

Ask or verify sex. Do not enter/record sex based upon observation or responses to other items.

D1. What is your race or origin?

D2. Are you any other race or origin?

D3. What is <Name's> race or origin?

D4. Is he/she any other race or origin?

E1. Now, I am going to ask you a series of questions about race and origin and would like you to respond to each one. You may identify with as many races and/or origins as you wish. These questions may seem repetitive, but it is important that we ask them of each person to measure the quality of our census.

E2. Are you White?

- Yes
- No

E3. Are you Black or African American?

- Yes
- No

E4. Are you of Hispanic, Latino, or Spanish origin, for example, Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or another Hispanic, Latino, or Spanish origin?

- Yes Go to E5
- No Go to E9

E5. (Ask or verify.) Are you Mexican, Mexican American, or Chicano?

- Yes
- No

E6. (Ask or verify.) Are you Puerto Rican?

- Yes
- No

E7. (Ask or verify.) Are you Cuban?

- Yes
- No

E8A. If yes to any one E5-E7,

Are you another Hispanic, Latino, or Spanish origin, for example, Dominican, Salvadoran, Colombian, Spaniard, and so on?

- Yes → **What is that origin?** _____
- No

E8B. If no to E5-E7,

What is your Hispanic, Latino, or Spanish origin, for example, Dominican, Salvadoran, Colombian, Spaniard, and so on?

- None _____

E8C. If respondent reports a general term such as “Hispanic,” “Latino,” or “Spanish” to question E8 A or B, then ask:

Can you be more specific?

Read if necessary: Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States

E9. Are you American Indian or Alaska Native?

- Yes → **What is your enrolled or principal tribe?** _____
- No

E10. Are you Asian, for example, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or another Asian race or origin?

- Yes Go to E11
- No Go to E18

E11. (Ask or verify.) Are you Asian Indian?

- Yes
- No

E12. (Ask or verify.) Are you Chinese?

- Yes
- No

E13. (Ask or verify.) Are you Filipino?

- Yes
- No

E14. (Ask or verify.) Are you Japanese?

- Yes
- No

E15. (Ask or verify.) Are you Korean?

- Yes
- No

E16. (Ask or verify.) Are you Vietnamese?

- Yes
- No

**E17A. If yes to any one E11-16,
Are you another Asian race or origin?**

- Yes → **What is that race or origin?** _____
- No

**E17B. If no to E11-16,
What is your Asian race or origin?**

- None _____

E18. Are you Native Hawaiian or other Pacific Islander, for example, Native Hawaiian, Guamanian or Chamorro, Samoan, or another Pacific Islander race or origin?

- Yes Go to E19
- No Go to E23

E19. *(Ask or verify.)* **Are you Native Hawaiian?**

- Yes
- No

E20. *(Ask or verify.)* **Are you Guamanian or Chamorro?**

- Yes
- No

E21. *(Ask or verify.)* **Are you Samoan?**

- Yes
- No

E22A. *If yes to any one E19-21,*

Are you another Pacific Islander race or origin?

- Yes → **What is that race or origin?** _____
- No

E22B. *If no to E19-21,*

What is your Pacific Islander race or origin?

- None _____

E23. **Are you Some other race or origin not yet mentioned?**

- Yes → **What is that race or origin?** _____
- No

E23A. *If respondent reports biracial, multiracial, mixed, mestizo to question E23, then ask:*
Can you be more specific?

E24. **I have asked you a lot of questions about your race and origin. Now I'd like you to think about what you *usually* say when asked about your race and origin. This may or may not be the same as what you've already told me. Keeping in mind that you can say more than one, what do you usually say when asked about your race and origin?**

F1. **Now I'm going to ask you some questions about <Name>.**

F2. **Is [he/she] White?**

- Yes
- No

F3. Is [he/she] Black or African American?

- Yes
- No

F4. Is [he/she] of Hispanic, Latino, or Spanish origin? (For example, Mexican, Mexican American, or Chicano; Puerto Rican; Cuban; or another Hispanic, Latino, or Spanish origin?)

- Yes Go to F5
- No Go to F9

F5. (Ask or Verify) Is [he/she] Mexican, Mexican American, or Chicano?

- Yes
- No

F6. (Ask or Verify) Is [he/she] Puerto Rican?

- Yes
- No

F7. (Ask or Verify) Is [he/she] Cuban?

- Yes
- No

F8A. If yes to any one F5-7,

Is [he/she] another Hispanic, Latino, or Spanish origin, for example, Dominican, Salvadoran, Colombian, Spaniard, and so on?

- Yes → **What is that origin?** _____
- No

F8B. If no to F5-7,

What is [his/her] Hispanic, Latino, or Spanish origin, for example, Dominican, Salvadoran, Colombian, Spaniard, and so on?

- None _____

F8C. If respondent reports a general term such as “Hispanic,” “Latino,” or “Spanish” to question F8A or B, then ask:

Can you be more specific?

Read if necessary: Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States

F9. Is [he/she] American Indian or Alaska Native?

- Yes → **What is [his/her] enrolled or principal tribe?** _____
- No

F10. Is [he/she] Asian? (For example, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or another Asian race or origin.)

- Yes Go to F11
- No Go to F18

F11. (Ask or Verify) Is [he/she] Asian Indian?

- Yes
- No

F12. (Ask or Verify) Is [he/she] Chinese?

- Yes
- No

F13. (Ask or Verify) Is [he/she] Filipino?

- Yes
- No

F14. (Ask or Verify) Is [he/she] Japanese?

- Yes
- No

F15. (Ask or Verify) Is [he/she] Korean?

- Yes
- No

F16. (Ask or Verify) Is [he/she] Vietnamese?

- Yes
- No

F17A. If yes to any one F11-16,

Is [he/she] another Asian race or origin?

- Yes → **What is that race or origin?** _____
- No

F17B. If no to F11-16,

What is [his/her] Asian race or origin?

- None _____

F18. Is [he/she] Native Hawaiian or other Pacific Islander? For example, Native Hawaiian, Guamanian or Chamorro, Samoan, or another Pacific Islander race or origin.

- Yes Go to F19
- No Go to F23

F19. (Ask or Verify) Is [he/she] Native Hawaiian?

- Yes
- No

F20. (Ask or Verify) Is [he/she] Guamanian or Chamorro?

- Yes
- No

F21. (Ask or Verify) Is [he/she] Samoan?

- Yes
- No

F22A. If yes to any one F19-21,

Is [he/she] another Pacific Islander race or origin?

- Yes → **What is that race or origin?** _____
- No

F22B. If no to F19-21,

What is [his/her] Pacific Islander race or origin?

- None _____

F23. Is [he/she] Some other race or origin not yet mentioned?

- Yes → **What is that race or origin?** _____
- No

F23A. *If respondent reports biracial, multiracial, mixed, mestizo to question F23, then ask:*
Can you be more specific?

F24. I have asked you a lot of questions about [NAME]'s race and origin. Now I'd like you to think about what [He/She] usually says when asked about [His/Her] race and origin. This may or may not be the same as what you've already told me. Keeping in mind that you can say more than one, what does [He/She] usually say when asked about [His/Her] race and origin?

G1. Now, I just have a few more questions about you.

G2. If respondent reports White only, then ask:

Earlier you said you were White. What is your specific origin? For example, German, Irish, Lebanese, Egyptian, and so on. → G8

G3. If respondent reports Black or African American only, then ask:

Earlier you said you were Black or African American. What is your specific origin? For example, African American, Haitian, Nigerian, and so on. → G8

G4. If respondent reports multiple responses including White, then ask:

Earlier, one of the things you said was that you were White. What is your specific White origin? For example, German, Irish, Lebanese, Egyptian, and so on. → G5 or G8

G5. If respondent reports multiple responses including Black or African American, then ask:

Earlier, one of the things you said was that you were Black or African American. What is your specific Black origin? For example, African American, Haitian, Nigerian, and so on. → G8

G6. If respondent reports Hispanic only and no race, then ask:

Earlier, you said you were <FILL SPECIFIC HISPANIC ORIGIN>. People of Hispanic, Latino or Spanish origin may be of any race. Do you consider yourself White, Black or African American, American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander or Some Other Race?

- White
- Black or African American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Some Other Race
- No/None of these – Specify exactly what R said _____

G7. If respondent reports multiple races or origins then ask:

Earlier, you reported more than one race or origin for yourself. Do you more closely identify with one of these groups?

- Yes→ **What is that group?** _____
- No

G8. Now we have a couple of questions about your parents.

G9a. Were you adopted?

- Yes
- No

G9b. Do you have a step-parent?

- Yes
- No

Fill “biological” only if adopted or step parent is “Yes”

G10. What is the race or origin of your (biological) mother?

G11. What is the race or origin of your (biological) father?

G12. Now I have a couple questions about how you are perceived by other people.

G13. When you first meet someone, what do they think your race is?

G14. Now, I’m going to ask you a series of questions about how often people guess your race is something that it may not be, or may be different from your own racial identity. I’d like you to tell me if each of these happens always, usually, sometimes or never.

How often are you thought to be:

White?	Always	Usually	Sometimes	Never
Black?	Always	Usually	Sometimes	Never
Hispanic?	Always	Usually	Sometimes	Never
American Indian or Alaskan Native?	Always	Usually	Sometimes	Never
Asian?	Always	Usually	Sometimes	Never
Native Hawaiian or Other Pacific Islander?	Always	Usually	Sometimes	Never
Multiracial?	Always	Usually	Sometimes	Never
Another race not yet mentioned? Please specify	Always	Usually	Sometimes	Never

H1. Now, I just have a few more questions about <NAME>.

H2. If respondent reports White only, then ask:

Earlier you said <NAME> was White. What is <NAME's> specific origin? For example, German, Irish, Lebanese, Egyptian, and so on. → H8

H3. If respondent reports Black or African American only, then ask:

Earlier you said <NAME> was Black or African American. What is <NAME's> specific origin? For example, African American, Haitian, Nigerian, and so on. → H8

H4. If respondent reports multiple responses including White, then ask:

Earlier, one of the things you said was that <NAME> was White. What is <NAME's> specific White origin? For example, German, Irish, Lebanese, Egyptian, and so on. → H5 or H8

H5. If respondent reports multiple responses including Black or African American, then ask:

Earlier, one of the things you said was that <NAME> was Black or African American. What is <NAME's> specific Black origin? For example, African American, Haitian, Nigerian, and so on. → H8

H6. If respondent reports Hispanic only and no race, then ask:

Earlier, you said <NAME> was <FILL SPECIFIC HISPANIC ORIGIN>. People of Hispanic, Latino or Spanish origin may be of any race. Does <he/she> consider <him/her>self White, Black or African American, American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander or Some Other Race?

- White
- Black or African American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Some Other Race
- No/None of these – Specify exactly what R said _____

H7. If respondent reports multiple races or origins for Person 2 then ask:

Earlier, you reported more than one race or origin for <NAME>. Does he/she more closely identify with one of these groups?

- Yes→ **What is that group?** _____
- No

H8. Now we have a couple of questions about <Name's> parents.

H9a. Was <NAME> adopted?

- Yes
- No

H9b. Does <NAME> have a step-parent?

- Yes
- No

(Relationship based skip pattern:)

Fill "biological" only if adopted or step parent is "Yes"

H10. What is the race or origin of <Name's> (biological) mother?

H11. What is the race or origin of <Name's> (biological) father?

4. Thank you. We have reached the end of the interview. I appreciate you sharing your thoughts and time to assist us with our research.

Appendix F.
Summer at Census Speakers

Name	Affiliation	Research Areas
Elijah Anderson, Ph.D.	Yale University	African American Studies, Sociology
Eduardo Bonilla-Silva, Ph.D.	Duke University	Latin American Studies, Sociology
Eva Marie Garroutte, Ph.D.	Boston College	American Indian Studies, Sociology
Matthew Frye Jacobson, Ph.D.	Yale University	European American Studies, History
Art Sakamoto, Ph.D.	University of Texas at Austin	Asian American Studies, Sociology
Kerry Ann Rockquemore, Ph.D.	University of Illinois at Chicago	Multiracial Identity, Sociology
Matthew Snipp, Ph.D.	Stanford University	American Indian Studies, Sociology
Gabrielle Tayac, Ph.D.	National Museum of the American Indian	American Indian Studies, History

ⁱ Six of the Hispanic respondents were interviewed in Spanish using the Spanish translation.