

2020 Census Spanish-Speaking Enumerator Training Experiment Report

A New Design for the 21st Century

Issued March 10, 2025

Version 1.0

Prepared by Mikelyn Meyers, Renee Ellis, Andrew Raim, Patricia Goerman, Kathleen Kephart (U.S. Census Bureau); Kim Aspinwall, Patricia LeBaron, Emilia Peytcheva (RTI International)



The Census Bureau's Disclosure Review Board and Disclosure Avoidance Officers have reviewed this information product for unauthorized disclosure of confidential information and have approved the disclosure avoidance practices applied to this release. (CBDRB-FY24-CBSM002-041)

Page intentionally left blank.

Table of Contents

List of Tables.....	iii
List of Figures	iii
Executive Summary	v
1. Introduction.....	12
2. Background	12
2.1. 2010 Census Ethnographic Observations Identify Gap in NRFU Enumerator Training.....	12
2.2. Research on Enumerating Respondents Who Speak Languages Other Than English.....	13
2.3 NRFU Materials and Translations Available in Spanish	14
2.4 Standard NRFU Training.....	18
2.5 Experimental, Spanish-Speaking Enumerator Training Module.....	23
3. Methodology	25
3.1 Research Questions.....	25
3.2 Experimental Design	26
3.3 Statistical Methodology	33
3.4 Focus Group Methodology.....	34
3.5 COVID-19 Impact on Research Design	39
3.6 Schedule.....	39
4. Limitations	40
4.1 Limitations of Information on Spanish-Speaking Households	40
4.2 Field Observation Limitations	40
4.3 Training Assignment Limitations.....	40
4.4 Additional Focus Group Limitations	41
5. Results	41
5.1 Descriptive Statistics Evaluating Effect of Experimental Training on Case Outcomes	42
5.2 Multinomial Regression Model.....	44
5.3 Focus Group Results.....	47
6. Conclusions and Recommendations	63
6.1 Conclusions	63
6.2 Recommendations	67
7. Review/Approval Table.....	70
8. Document Revision and Version Control History	71

9. References	72
Appendix A: Glossary of Acronyms and Abbreviations	73
Appendix B: Full Script of the Experimental Spanish-Speaking Enumerator Training Module	74
Appendix C: 2020 Training Experiment Focus Group Moderator's Guide	120
Appendix D: Notice of Visit	126
Appendix E: Information Sheet	127
Appendix G: Language Assistance Sheet	135
Appendix H: Confidentiality Information Sheet	137
Appendix I: Spanish Messages Handout	139

List of Tables

Table 1. Training Status for Spanish-Speaking Enumerators	28
Table 2. Training Status for Non-Spanish-Speaking Enumerators.....	29
Table 3. Household Ever Contacted by a Spanish-Speaking Enumerator, by Treatment and Control Groups.....	33
Table 4. Characteristics of Control Focus Group Participants	37
Table 5. Characteristics of Treatment Focus Group Participants.....	37
Table 6. Percent of Contact Attempts That Were Successful by Enumerator Type	42
Table 7. Percent of Contact Attempts with Potentially Spanish-Speaking Households That Were Successful by Enumerator Type.....	42
Table 8. Percent of Households that Completed the 2020 Census by Experimental Group and Mode.....	43
Table 9. Percent of Potentially Spanish-Speaking Households That Completed the 2020 Census by Experimental Group and Mode	43
Table 10. Percent of Completed Cases by Attempt Number and Experimental Group	44
Table 11. Percent of Potentially Spanish-Speaking Completed Cases by Attempt Number and Experimental Group.....	44
Table 12. Log Odds of Treatment Enumerators vs. Control Enumerators Completing a Case by Contact Attempt	45
Table 13. Details of Holm Procedure for the Three Tests That Compose (1), With Family-Wise Error Rate 0.10	46

List of Figures

Figure 1. Message Excerpted from Notice of Visit	15
Figure 2. Language Identification Card Message.....	16
Figure 3. Language Assistance Sheet Message for Accessing the Translated Internet Self-Response Instrument	16
Figure 4. Language Assistance Sheet Message for Contacting CQA	17
Figure 5. Excerpt from NRFU Enumerator Training Module “Navigating the FDC” on Toggling from English to Spanish.....	19
Figure 6. Excerpt from NRFU Enumerator Training Module “Navigating the FDC” on Toggling from English to Spanish.....	19
Figure 7. Excerpt from NRFU Enumerator Training Module “Navigating the FDC” on Toggling from English to Spanish.....	20

Figure 8. Excerpt from NRFU Enumerator Training Module “Challenging Situations” on the Language ID Card	21
Figure 9. Excerpt from NRFU Enumerator Training Module “Challenging Situations” on Working with Interpreters.....	21
Figure 10. Excerpt from NRFU Enumerator Training Module “Challenging Situations” on Dispositioning Language Barrier Cases in the Field Data Capture Application	22
Figure 11. Excerpt from NRFU Enumerator Training Module “Challenging Situations” on Dispositioning Language Barrier Cases in the Field Data Capture Application	22

Executive Summary

In 2020, the Center for Behavioral Methods (CBSM), in partnership with other divisions at the U.S. Census Bureau as well as RTI International, conducted a mixed-methods experiment to evaluate the impact of an experimental Spanish-speaking enumerator training on case outcomes, enumerator efficiency, and data quality during the Nonresponse Followup (NRFU) operation for the 2020 Census. Area census offices (ACOs)¹ were assigned to demographically similar treatment and control groups. The experimental design called for enumerators in treatment ACOs to be assigned and to complete the experimental training module, while enumerators in the control ACOs would not be assigned the experimental training.

This research was motivated in part by almost 600 ethnographic observations of the 2010 Census conducted in English and non-English languages (Pan and Lubkemann, 2013). While both the 2010 Census and 2020 Census included official translations, neither operation included any standard training for bilingual enumerators on when and how to use those translated questionnaires and other non-English materials. High-level findings from the 2010 research included the observation that many bilingual enumerators translated the questionnaire on-the-fly rather than using official translations. Many bilingual enumerators also reported not having knowledge about or access to available in-language materials prepared for the 2010 Census.

Pan (2013) was particularly troubled by the implication that these findings had on the quality of the data collected about households that speak a language other than English. While interviewers neglecting to read questions verbatim is a perennial occurrence in fieldwork, she emphasized that “enumerators were far more likely to go off script in the interviews they conducted in other languages than tended to be the case when they conducted interviews with English-speaking respondents.” She reported that enumerators’ tendency to paraphrase the translations rather than reading them verbatim and to translate the questions on-the-fly without any reference to the official translations at all “posed a potential threat to data quality” based on numerous observations of “inaccurate and incomplete translation of census questions” as well as enumerators “modifying census questions or skipping some questions completely.”

In preparation for the 2020 Census, the Census Bureau devoted considerable resources to producing Spanish-language materials for Spanish-speaking enumerators to use when contacting households during the NRFU operation, including the Notice of Visit, the Information Sheet, and the official Spanish translation of the NRFU instrument available in the Field Data Capture (FDC) application. The Census Bureau also created materials designed to help enumerators when encountering a household with which they did not share a common

¹ Area census offices are temporary local offices established during the decennial census to support Census Bureau employees conducting local census operations. (U.S. Census Bureau, 2022).

language, known as a “language barrier.” These materials included the Language Identification Card and the Language Assistance Sheet.

As part of the 2020 Census, there was no specialized training provided to Spanish-speaking enumerators on administering the NRFU interview in Spanish. Standard enumerator training included brief references to toggling from English to Spanish in the FDC application, as well as the procedure to follow when encountering a language barrier.

To help address the gap in training for bilingual enumerators, CBSM researchers developed an experimental interviewer training module to support bilingual Spanish-speaking enumerators by providing them with research-based messages to use at the doorstep as well as best practices for conducting interviews in Spanish. Findings from the research conducted by CBSM staff during the decade leading up to the 2020 Census informed the design of this experimental training module for Spanish-speaking enumerators, which represented the culmination of ten years of research to provide additional support to bilingual interviewers.

The experimental training module addressed several topics, including:

- Information on the Spanish-language materials available to the enumerators.
- Information on how the official Spanish translation of the NRFU instrument was rigorously developed and extensively tested to convince enumerators to “buy into” using it.
- The requirement for Spanish-speaking enumerators to read the official Spanish translation verbatim when administering the interview in Spanish.
- Messages in Spanish to address common Spanish-speaking respondent questions and concerns on topics such as the purpose and benefits of the 2020 Census, reassuring respondents with confidentiality concerns, citizenship status concerns, etc.
- Multiple practice exercises conducted in Spanish on topics like accessing and using the Spanish translation of the NRFU instrument, introducing themselves at the doorstep, reassuring reluctant respondents, etc.

In order to evaluate the efficacy of this experimental training, this study aimed to address the following research questions:

- a. Does training for Spanish-speaking enumerators on administering the census interview in Spanish increase response rates for all cases? What about Spanish-language cases?

- b. Does training for Spanish-speaking enumerators on administering the census interview in Spanish reduce the number of contact attempts needed to complete interviews? What about Spanish-language interviews?
- c. Does training for Spanish-speaking enumerators on administering the census interview in Spanish improve data quality in Spanish-language interviews?
- To what extent do Spanish-speaking enumerators who completed the experimental training report that the additional training made them more or less successful at enumerating Spanish-speaking households? Were any techniques from their training particularly helpful?
- To what extent do Spanish-speaking enumerators who did not complete the experimental training report their training was or was not sufficient in preparing them to enumerate Spanish-speaking households?
- What types of challenges did enumerators face when completing Spanish-language interviews, and how did they handle these challenges?
- Which official translated materials did enumerators use in the field? To what extent did the enumerators find these materials to be helpful?

This report documents results of the quantitative analysis of household-level data, contact attempt-level data, and statistical significance testing using a multinomial regression model, along with qualitative analysis of the 12 focus groups conducted with NRFU enumerators. These focus groups assessed enumerators' awareness of and experiences using (or not using) official Spanish-language materials. They also gathered information on challenges enumerators faced in the field, their experiences addressing the concerns of Spanish-speaking households, and their feedback on standard enumerator training and the experimental training (when applicable).

We found evidence indicating that completing the experimental training modestly improved enumerator efficiency, particularly for potentially Spanish-speaking households. Further, findings from the log-odds ratios of our multinomial regression model demonstrated that the experimental training module had a statistically significant, positive effect on response rates on interview attempts 1 and 3. There was also limited evidence to suggest that the experimental training slightly increased the rate of successful contact attempts for Spanish-speaking households. We found no statistically significant evidence that the experimental training negatively impacted case outcomes.

Accessing and using the official translation are necessary prerequisites for standardized interviewing, and as such, are likely to have a positive correlation with data quality (Pan &

Lubkemann, 2013). Qualitative findings from enumerator focus groups indicated that almost all control enumerators were either unaware of or did not remember how to toggle to the Spanish version of the FDC application when they completed their training, despite mention of this functionality in the standard training they received. Treatment enumerators who participated in focus groups reported knowing how to access the official Spanish translation of the NRFU instrument when they completed their training. Many control enumerators mentioned translating on-the-fly rather than using the official translation even once they were aware of it and knew how to access it. Focus group discussions suggest that they were largely not cognizant of the need to read the Spanish version of the NRFU interview as worded and did not perceive this behavior as problematic. In contrast, all but one of the treatment enumerators reported using the official Spanish translation to administer the NRFU interview to Spanish-speakers, and they reported largely reading the questions as worded.

When asked about how prepared they were to administer the NRFU interview in Spanish, we found that control enumerators expressed a need for training on topics that were addressed in the experimental training. For example, they reported needing a chance to practice the interview in Spanish and needing training on how to address Spanish-speaking respondent concerns about citizenship status. Treatment enumerators favorably assessed the training module and the techniques they practiced administering the interview in Spanish. In contrast to control numerators, they largely reported feeling prepared to address Spanish-speaking respondent confidentiality concerns or concerns about immigration status. They also reported that a strength of the training was the time it gave them to become familiar with and practice skills needed to administer the NRFU interview in Spanish. Overall, findings from all 12 focus groups indicate Spanish-speaking enumerators would benefit from training on how to administer the census interview in Spanish.

This 2020 Census experiment faced several challenges, including the onset of the COVID-19 pandemic eliminating planned field observations, as well as underassignment of the experimental training. These challenges required adapting the planned methodology for conducting focus groups and completing the statistical analysis. Despite these setbacks requiring modification of the analysis planned in the experimental design, we conclude that the experimental training modestly increased response rates and enumerator efficiency. These findings may have been more pronounced if the training assignment had been completed according to the experimental design. Qualitative reports from enumerator focus groups suggest the experimental training may also have favorably impacted data quality for Spanish-language cases to the extent that the training anecdotally resulted in increased usage of the official translation.

Overall, findings suggest that the experimental training helped Spanish-speaking enumerators to administer the 2020 Census interview in Spanish more accurately and efficiently, and that implementing this training and adapting it for additional non-English languages would benefit future bilingual enumerators.

Given these findings, we document the following recommendations for training bilingual enumerators:

- **Given that the experimental training modestly increased response rates and enumerator efficiency and may have increased data quality for Spanish-language cases, we recommend offering the experimental training to all Spanish-speaking enumerators.**
- **Given the indications that the experimental training module was helpful for Spanish-speaking enumerators, we recommend adapting this training for enumerators who speak additional non-English languages.**
- **Given that the experimental training seemed to be particularly successful at making enumerators aware of available translated materials, underscoring the importance of standardized interviewing using official translations, and preparing enumerators to respond to respondent concerns about confidentiality and citizenship status, we recommend that future training for enumerators who speak non-English languages continue to incorporate content addressing these topics.**
- **Since enumerators who completed the experimental training reported hands-on practice was particularly helpful, we recommend future training for enumerators who speak non-English languages expand opportunities for practice and include a chance to administer the entire NRFU interview in the target language. Further, we recommend incorporating in-person, paired practice where possible based on enumerator feedback.**
- **Given that enumerators requested additional background on the race and ethnicity questions so they could better understand and explain them to respondents, we recommend future training for enumerators who speak non-English languages incorporate training on this topic.**
- **Given that enumerators requested training on how to reassure respondents who were concerned about reporting more household residents than are permitted by their landlord, or than have been reported to social service agencies, we recommend expanding training to include messages that address this topic in non-English languages.**

We document the following recommendations for training all enumerators on encountering language barriers:

- Given that some enumerators reported using Google Translate to complete interviews with households where the respondents spoke a language that the enumerator did not speak or reported showing the Spanish translation of their FDC device to Spanish-speaking respondents to complete interviews, we recommend expanding NRFU enumerator training on acceptable practices when encountering language barriers.
- Given that some enumerators were unaware that the Language Identification Card provides a message to non-English-speaking respondents explaining that another enumerator will contact them, we recommend revisiting the training on the utility and importance of the Language Identification Card to determine if this content can be improved.

We document the following recommendations for training all enumerators on non-language-related topics:

- Given that several enumerators noted the need for additional, realistic training on handling challenging situations, we recommend expanding content and practice on contacting apartment managers, on interviewing proxies, and on addressing respondent reports that they have already completed the census interview. We also recommend explicitly addressing the difference between acceptable strategies and unacceptable strategies for completing interviews and avoiding refusals.

We document the following recommendations for future research:

- We recommend incorporating field observations in future evaluations of enumerator training in order to directly assess the extent to which training for bilingual enumerators has adequately prepared them to administer the interview in the target language.
- We recommend continuing to document and evaluate messages that enumerators reported using successfully to gain respondent cooperation. These messages should be incorporated into future enumerator training to ensure that effective messages are shared with less experienced field staff, while inappropriate messages are discouraged.
- We recommend that a brochure for NRFU enumerators be tested in English as well as non-English languages that briefly explains the purpose and benefits of the census, and in particular includes an infographic that explains how decennial census data are used to benefit local communities. For example, it could show the number of school-

aged children in the community with an explanation that this data can be used by local officials to plan for the construction of new schools. The infographic should be adapted as needed based on the demographic characteristics of different language communities to present information that is relevant in an engaging format.

- We recommend that continued pretesting and refinements be made to NRFU questions, particularly questions on race, Hispanic origin, and housing tenure in order to ensure that the English wording as well as the wording of the translations of these questions are accessible to diverse respondents.
- We recommend field testing stickers or other indicators of enumerators' target language proficiency as a means to increase outreach in communities that speak languages other than English.
- We do not have the data to disentangle the extent to which reports of problems with the Field Data Capture or case-management systems were idiosyncratic or substantiated but recommend continuing to conduct thorough testing of systems.

1. Introduction

For several decades, the Census Bureau has conducted extensive research to better understand barriers to individuals being counted, how to engage populations that may be less likely to participate in the census, what materials work best for different subpopulations, and how enumerators should be trained to gain cooperation and address respondent concerns. Ensuring enumerators are well-equipped to conduct interviews with households that speak a language other than English is an important component of reducing differential nonresponse from non-English-speaking households.

As part of the 2020 Census Evaluation and Experiments program, researchers in CBSM developed an experimental interviewer training module for Spanish-speaking enumerators to provide them with training on administering the census interview in Spanish. Census Bureau researchers selected demographically similar pairs of census tracts with high proportions of Spanish-speaking households, and then grouped these tracts into treatment and control groups using a multistage random sampling technique with a matching algorithm. Enumerators in treatment census tracts were assigned the experimental training, while enumerators in the control group were not. Researchers used a mixed methods approach with two components to evaluate the efficacy of this experimental training: 1) conducting focus groups with Spanish-speaking enumerators in both treatment and control groups, and 2) analyzing case outcomes and contact history data using descriptive statistics and a multinomial regression model.

This report details the research employed to evaluate the effectiveness of this experimental training module for Spanish-speaking enumerators with the goal of informing future training for bilingual interviewers. The report describes details of the study, including background on the need for this work, research questions the experiment addressed, methodology for its evaluation, results, recommendations, and future directions.

2. Background

The decennial census aims to count all people living in the United States and employs different tactics to reach, motivate, and enumerate the diverse population, including those who speak languages other than English. As part of the decennial census, the Census Bureau conducted the 2020 NRFU field operation to follow up with housing units that did not self-respond to the 2020 Census by internet, mail, or phone.

2.1. 2010 Census Ethnographic Observations Identify Gap in NRFU Enumerator Training

For the 2010 Census, seven teams of bilingual ethnographers overseen by CBSM research were sent to observe a total of 586 NRFU interviews (both in English and non-English languages). Like

the 2020 Census, there was no official Census Bureau training for bilingual enumerators on when and how to use non-English supplementary materials (i.e., the Spanish Job Aid, the language identification flashcard, 2010 Census fulfillment form, and language assistance guides). An important goal of the observations and debriefing interviews was to document bilingual enumerators' behavior in the field during the administration of non-English interviews in the 2010 Census (Pan and Lubkemann, 2013). High-level findings from these observations are documented below.

- 1) Bilingual enumerators were less likely to read the questionnaire verbatim in non-English languages than when completing interviews in English.
- 2) Many bilingual enumerators did not have knowledge about or access to available in-language materials prepared for the 2010 Census.
- 3) Many enumerators were observed translating the questionnaire on-the-fly or administering the interview through ad hoc interpreters (e.g., children in the household).
- 4) Some non-English speaking respondents were concerned that participation in the census would be harmful to them in some way.

Pan (2013) was particularly troubled by the implication that these findings had on the quality of the data collected about households that speak a language other than English. While interviewers neglecting to read questions verbatim is a perennial occurrence in fieldwork, she emphasized that "enumerators were far more likely to go off script in the interviews they conducted in other languages than tended to be the case when they conducted interviews with English-speaking respondents."

Pan (2013) reported that enumerators' tendency to paraphrase the translations rather than reading them verbatim, translate the questions on-the-fly without any reference to the official translations, and communicate using ad hoc interpreters all "posed a threat to data quality." As evidence of this threat, she documented numerous observations of "inaccurate and incomplete translation of census questions" as well as enumerators "modifying census questions or skipping some questions completely." When communicating through child interpreters, she added that enumerators tended to simplify questions or skip the more complex questions like those asking about housing tenure altogether.

2.2. Research on Enumerating Respondents Who Speak Languages Other Than English

In response to these and other findings in the following years, the Census Bureau devoted considerable resources to developing and pretesting target-language materials and interviewer

training with the goal of more accurately and efficiently enumerating limited English-speaking households for the 2020 Census. CBSM led several related research initiatives, including debriefing focus groups with enumerators from census tests, debriefing focus groups with interviewers from other Census Bureau surveys, focus groups in seven languages with respondents to evaluate doorstep messages, expert reviews of NRFU enumerator training modules, designing training materials for bilingual interviewers for other surveys conducted by the Census Bureau, field observations of non-English interviews, and pretesting of English and Spanish messages relating to census participation.

To help address the gap in training for bilingual enumerators, CBSM staff developed an experimental enumerator training module to support bilingual Spanish-speaking enumerators by providing them with research-based messages to use at the doorstep as well as best practices for conducting interviews in Spanish. This report documents the findings from a mixed-methods experiment designed by CBSM staff in which a treatment group of Spanish-speaking enumerators received the experimental training in the form of a 30-minute e-learning module, while a comparable control group did not receive the training.

The overall goal of the experimental evaluation was to compare outcomes such as response rates and contact attempts across test and control groups of Spanish-speaking enumerators to evaluate the impact of the experimental training module on coverage, operational costs, and efficiency. If successful, researchers would propose adapting this training module for languages other than Spanish, and incorporating this training into other, non-decenrial survey operations.

As part of the mixed-method design, the study originally included two qualitative components: live observation of Spanish-speaking enumerators during the NRFU phase of the 2020 Census (originally scheduled for April-July 2020), and focus groups with enumerators to learn about their experiences and feedback on the extent to which their training prepared them to administer interviews in Spanish. After the onset of the COVID-19 pandemic in March 2020, the in-person observation component of the evaluation was descoped because of safety concerns, while the debriefing focus groups were conducted remotely rather than in person.

2.3 NRFU Materials and Translations Available in Spanish

In preparation for the 2020 Census, the Census Bureau developed a variety of Spanish-language materials that are relevant to the scope of this enumerator training experiment.

2.3.1. Standard Spanish Materials Available to All NRFU Enumerators

Enumerators in both the treatment and control groups had access to a standard set of translated Spanish-language materials developed by the Census Bureau, including:

- The Notice of Visit (English/Spanish).

- The Information Sheet (English/Spanish).
- The Language Identification Card (English and 59 non-English languages).
- The Language Assistance Sheet (English and 12 non-English languages).

Additionally, the FDC application included a functionality allowing enumerators to toggle to the official Spanish translation of the NRFU instrument.

Notice of Visit

Enumerators could leave the Notice of Visit (see Appendix D) at a respondent's home to inform them that an enumerator had attempted to contact them to complete the 2020 Census. The Notice of Visit had English content on one side and Spanish content on the other, and provided information on how respondents could complete the 2020 Census online or by phone (see excerpt in Figure 1).

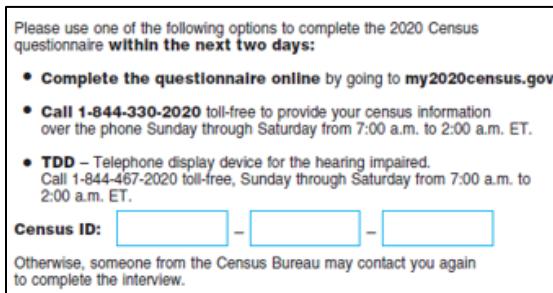


Figure 1. Message Excerpted from Notice of Visit

The Notice of Visit also included information on how the decennial census is required by law, laws that protect the respondent's confidentiality, information on Census Bureau's data protections and privacy, and a link to more information on the 2020 Census.

Information Sheet

The Information Sheet (see Appendix E) had English content on one side and Spanish content on the other and could be used by enumerators during the NRFU interview to explain to respondents who should and should not be counted when reporting the number of people living in their home. Similar to the Notice of Visit, it also included information on how the decennial census is required by law, laws that protect the respondent's confidentiality, information on Census Bureau's data protections and privacy policy, and a link to more information on the 2020 Census.

Language Identification Card

The Language Identification Card (see Appendix F) was a six-page document. It contained an English message (see Figure 2) that had been translated into 59 non-English languages.

I work for the U.S. Census Bureau. Is someone here now who speaks English and can help us?
If not, someone may contact you who speaks _____.

Figure 2. Language Identification Card Message

The Language Identification Card was designed to serve several purposes:

- To allow the enumerator to collect the information needed to accurately record the respondent's language in the FDC so the case could be reassigned to an appropriate bilingual enumerator.
- To identify the language spoken by the household so the enumerator could share relevant translated materials, when available.
- To explain the affiliation of the enumerator as a Census Bureau representative.
- To determine if anyone who spoke English was present who could complete the 2020 Census interview at that time.
- To prepare the respondent that they may be contacted by a bilingual enumerator in the future.

Language Assistance Sheet

The Language Assistance Sheet (see Appendix G) provided brief instructions on how to access the 2020 Census Internet Self-Response (ISR) instrument online or how to call the 2020 Census Questionnaire Assistance (CQA) operation. These instructions were translated into the 12 languages supported by the ISR and CQA operations: Spanish, Chinese, Vietnamese, Korean, Russian, Arabic, Tagalog, Polish, French, Haitian Creole, Portuguese, and Japanese.

The first message was located under a graphic pointing to an image of the language toggle functionality on the website. This message (see Figure 3) contained the URL for the 2020 Census ISR instrument.

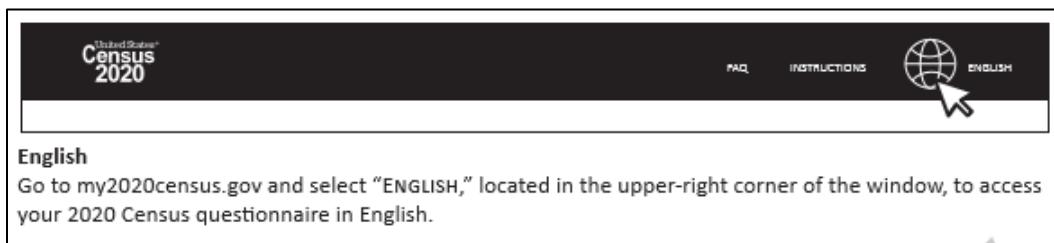


Figure 3. Language Assistance Sheet Message for Accessing the Translated Internet Self-Response Instrument

It also contained a message (see Figure 4) that included the dedicated phone number for each of 12 languages supported by the CQA operation.

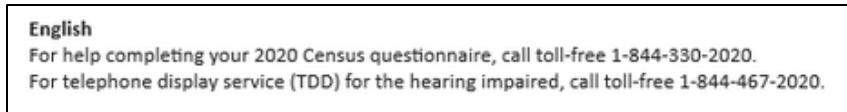


Figure 4. Language Assistance Sheet Message for Contacting CQA

Spanish Translation of NRFU Instrument in the Field Data Capture

The Census Bureau included an official Spanish translation of the NRFU instrument that enumerators could access by toggling the language of the instrument from English to Spanish in the FDC.

2.3.2. Spanish Materials Specific to Treatment Enumerators

In addition to the materials outlined in Section 2.3.1., treatment enumerators were given access to two electronic materials in Spanish that were not standard NRFU materials and thus not provided to control enumerators:

1. A Confidentiality Information Sheet.
2. A Spanish Messages Handout.

These materials were not available in print; enumerators were instructed that accessing the electronic materials was optional.

Treatment enumerators were also pointed to a website with additional Census Bureau materials designed for the partnership program. Some of these materials were translated into Spanish. Enumerators were told reviewing the resources on this website was optional.

Confidentiality Information Sheet

The Confidentiality Information Sheet (see Appendix H) was a fact sheet available in English and Spanish that the Census Bureau published online for members of the public. It included information on how the Census Bureau protects the information respondents provide.

Treatment enumerators were given a link to the Spanish version of this fact sheet to use as a resource when discussing confidentiality with Spanish-speakers.

Spanish Messages Handout

The content on the Spanish Messages Handout (see Appendix I) was developed by researchers in CBSM after conducting research with both field staff and respondents on surveying Spanish-speaking respondents. The handout provided messages in both English and Spanish on the following topics:

- Reassuring respondents with confidentiality concerns.
- Reassuring respondents who were concerned the Census Bureau might share their data with law or immigration enforcement.

- Building rapport at the doorstep.

Prior to designing this handout, CBSM researchers conducted focus groups with experienced Census Bureau interviewers who worked on a variety of Census Bureau data collection operations to ask them how they convinced reluctant Spanish-speakers to participate in Census Bureau surveys. At the request of the Census Bureau's Policy Coordination Office, CBSM researchers also conducted cognitive interviews to pretest messages in English and Spanish.² about privacy and confidentiality (see Clark Fobia, 2022).

CBSM staff used the results from both pretesting efforts to select messages for inclusion in the Spanish Messages Handout that was ultimately provided to treatment enumerators.

Website with Additional Census Bureau Materials

Treatment enumerators were also given the link to a Census Bureau website containing resources in Spanish and other languages that were developed for the partnership program. One resource on this website that was specifically mentioned during the experimental training was a Spanish glossary developed by the Decennial Census Management Division's Translation Branch to assist with communicating about the 2020 Census with Spanish-speaking respondents.

2.4 Standard NRFU Training

The standard NRFU enumerator training included both e-learning modules and classroom training and covered a variety of topics such as an overview of the purpose of the 2020 Census, enumerator tasks and responsibilities, and information on procedures such as reporting time and expenses. Enumerators also received training and practice on topics such as reading questions as worded using the programmed NRFU instrument in the FDC application and overcoming challenging situations.

Their training on administering the 2020 Census to households that spoke languages other than English covered two main topics: toggling from English to Spanish in the FDC application and the procedure to follow when encountering a language barrier, i.e., a household where the respondent did not speak any language spoken by the enumerator.

2.4.1. Standard NRFU Training on Toggling from English to Spanish in the FDC

There was no specialized training provided to Spanish-speaking enumerators, although training on navigating the FDC application included two instances when enumerators were presented with a dot to click on that popped up an explanation about toggling the application between English and Spanish (see Figures 5 and 6).

² These messages were translated by the Decennial Census Management Division's Translation Branch into Spanish.

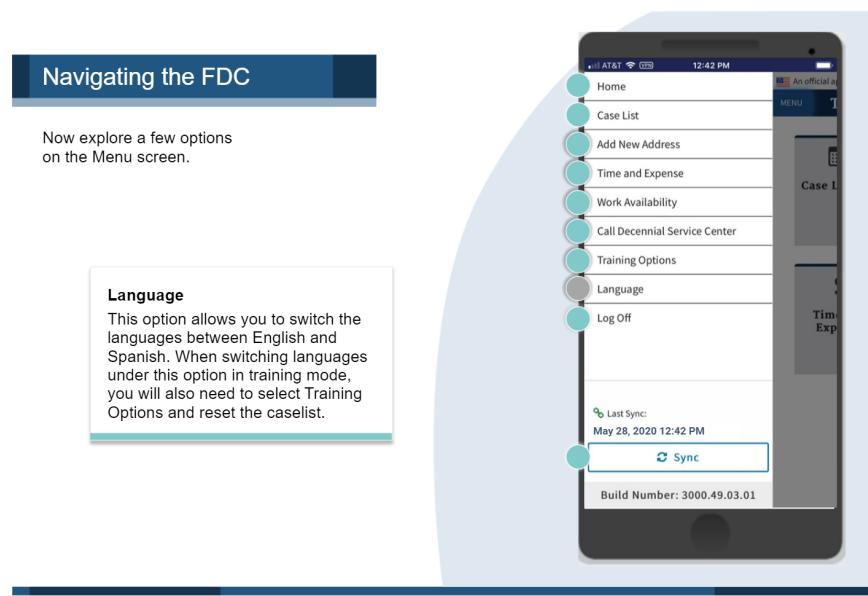


Figure 5. Excerpt from NRFU Enumerator Training Module “Navigating the FDC” on Toggling from English to Spanish

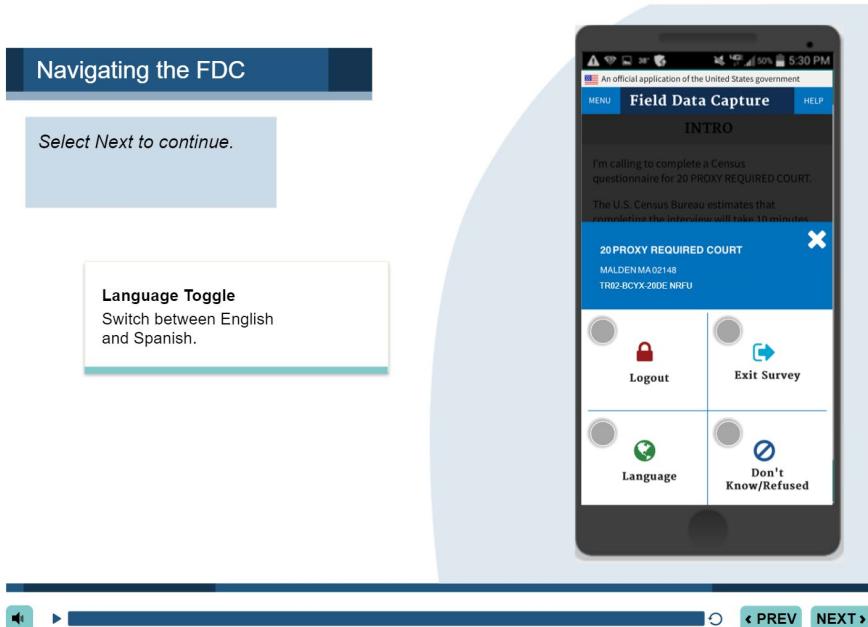


Figure 6. Excerpt from NRFU Enumerator Training Module “Navigating the FDC” on Toggling from English to Spanish

Enumerators also completed a practice exercise in which they had to select where to click on the screen to toggle the FDC if they were a Spanish-speaker who encountered a Spanish-speaking respondent (see Figure 7).

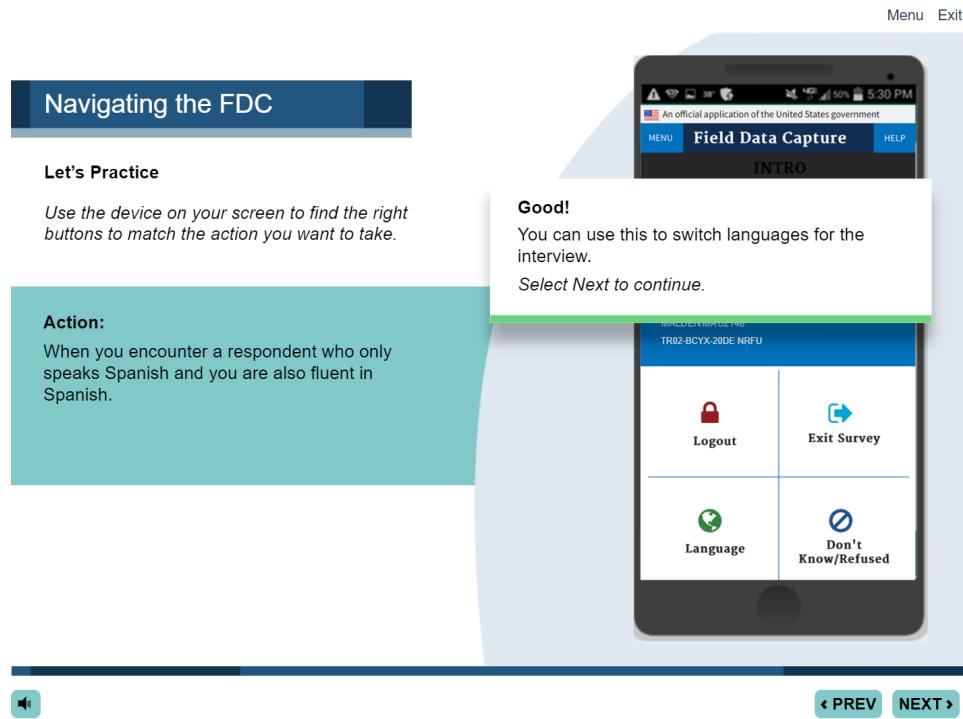


Figure 7. Excerpt from NRFU Enumerator Training Module “Navigating the FDC” on Toggling from English to Spanish

This training notably appears to omit any reference to reading the Spanish translations of the interview questions as worded.

2.4.2. Standard NRFU Training on Encountering Language Barriers

Enumerators also received training on the procedure they should follow when encountering a language barrier. In these cases, enumerators were instructed to use the Language Identification Card to record the language spoken by the household (see Figure 8).

The screenshot shows a training module titled "Language Barrier". On the left is a video frame showing a woman with long dark hair, wearing a pink shirt, looking towards the camera. To her right is a text box with the following content:

I Yes!

Even if the respondent tells you what language they speak, you should still show them the Language Identification Card because it explains why you are there and that someone will come back to complete the Census with them.

After they point to their language give them a chance to read the message on the card in that language. The language ID card asks if there is someone here now who speaks English and can help. See if they respond or if they get an interpreter from inside their home. If not, smile and tell them that someone who speaks their language will return later. Don't ask other people nearby if they can interpret because the respondent may not be comfortable having that person interpret for them.

Select Next to continue.

At the bottom right are "PREV" and "NEXT" buttons.

Figure 8. Excerpt from NRFU Enumerator Training Module “Challenging Situations” on the Language ID Card

They watched a video with some tips on working with interpreters (see Figure 9).

The screenshot shows a training module titled "Language Barrier". On the left is a video frame showing a man with dark hair, wearing a dark polo shirt, smiling. To his right is a blue arrow-shaped text box with the following content:

Best practices when working with an interpreter:

- Explain the purpose of the questionnaire to the interpreter.
- Make eye contact with the respondent.
- Speak clearly and normally.
- Pause frequently to give the interpreter time to interpret.
- Make sure the respondent, and not the interpreter, answers the questions.
- Thank them both for their help.

At the bottom right are "PREV" and "NEXT" buttons.

Figure 9. Excerpt from NRFU Enumerator Training Module “Challenging Situations” on Working with Interpreters

They also completed a practice exercise to learn how to disposition language barrier cases in the FDC application (see Figure 10).

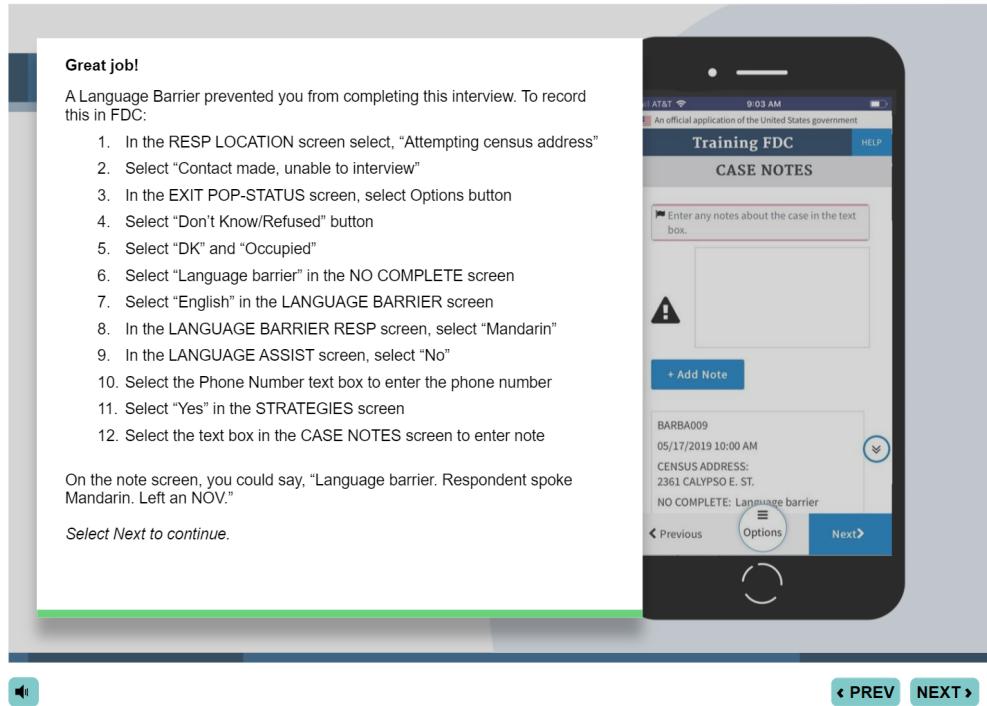


Figure 10. Excerpt from NRFU Enumerator Training Module “Challenging Situations” on Dispositioning Language Barrier Cases in the Field Data Capture Application

Finally, they were shown instructions on what to do if they encountered a language barrier and could not find an interpreter to complete the interview (see Figure 11).

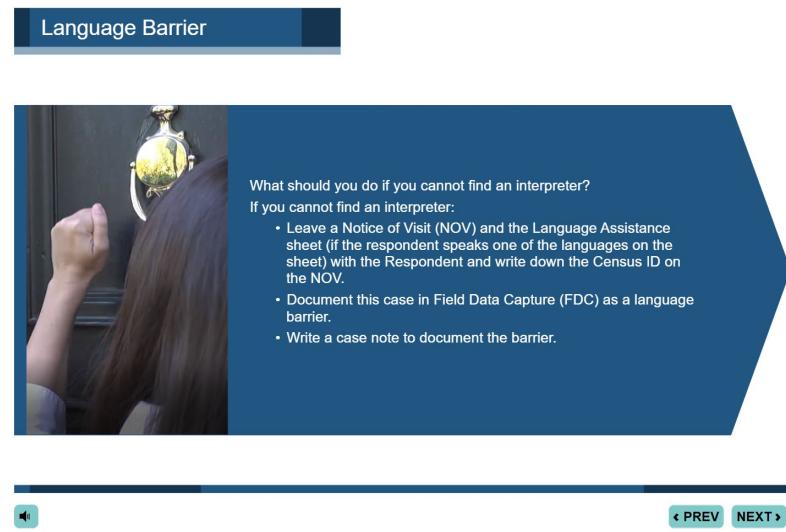


Figure 11. Excerpt from NRFU Enumerator Training Module “Challenging Situations” on Dispositioning Language Barrier Cases in the Field Data Capture Application

2.5 Experimental, Spanish-Speaking Enumerator Training Module

Findings from the research conducted by CBSM staff during the decade leading up to the 2020 Census informed the design of the experimental training module for Spanish-speaking enumerators, which represents the culmination of ten years of research to provide additional support to bilingual interviewers. The 30-minute experimental training module content was written by CBSM staff and adapted for an e-learning format in collaboration with the staff from Allen Interactions, who designed all other NRFU enumerator training. As a result, the e-learning module had the same “look and feel” as existing training and blended seamlessly with the standard enumerator training experience.

The experimental training module (see Appendix B for the Full Script of the Training Module) addressed several topics, including:

- Information on the Spanish-language materials available to the enumerators.
- Information on how the official Spanish translation of the NRFU instrument was developed.
- The requirement for Spanish-speaking enumerators to read the official Spanish translation verbatim when administering the interview in Spanish.
- Messages in Spanish to address common Spanish-speaking respondent questions and concerns.
- Practice exercises in Spanish.

While it was not feasible to field an in-person training module for this experiment, instructional content was delivered through practice exercises whenever possible rather than following a lecture format to make the training more engaging and interactive.

The language of instruction was a mixture of English and Spanish, with information on the development of materials and rationale for using them delivered in English, while role playing and practical exercises as well as specific messages were presented in Spanish.

2.5.1. Spanish-Language Materials Available to the Enumerators

The experimental training module provided an overview of the Spanish-language materials that were available to enumerators (see sections 2.3.1 and 2.3.2). The training also explained how to access and use these materials, and reminded enumerators how to access the official Spanish translation in the FDC application in order to administer the NRFU interview in Spanish.

2.5.2. Development of the Official Spanish Translation of the NRFU Instrument

While ensuring that Spanish-speaking enumerators were aware of the Spanish-language resources that were available to them and how to access them was important, researchers also

needed to convince enumerators to “buy into” using the official Spanish translation of the NRFU instrument. To support this goal, the training included an explanation of the complex purpose this translation was designed to fulfill: providing a culturally appropriate version of the NRFU instrument that was accessible to Spanish-speaking respondents from different national origins representing diverse backgrounds and education levels.

Enumerators were also given information on the development of the official translations, including that they were written by certified translators and reviewed by separate translators for quality control. They were told that the translations were carefully pretested with more than 240 Spanish-speaking respondents from different countries to test how the translations performed with real respondents in the field. They were also informed that Census Bureau interviewers participated in focus groups throughout the decade to share their feedback on the translations following census tests that took place in preparation for 2020, and that this feedback was carefully reviewed.

2.5.3. Reading the Official Spanish Translations Verbatim is Required

After explaining how to access the official translation and the careful procedures that were followed when developing the translation, enumerators were instructed that they are required to read the Spanish translations as worded, just as they are required to read the English questions as worded.

They were explicitly instructed not to translate on-the-fly, and were given examples of why translating on-the-fly can be problematic and may result in collecting information in Spanish that is not parallel to the information collected in English. They were also told that the question wording for the 2020 Census was carefully reviewed and approved by government officials and presented to the public, and that changing this wording when interviewing Spanish-speakers was misleading to respondents.

2.5.4. Messages in Spanish to Address Spanish-Speaking Respondent Questions and Concerns

In addition to instruction on accessing and the importance of using the official Spanish translation, experimental training equipped enumerators with Spanish messages (see Section 3.2.2 on message development) to use when faced with common Spanish-speaking respondent questions and concerns.

In particular, they learned about how to discuss topics in Spanish such as:

- The purpose of the 2020 Census.
- The benefits of participating in the 2020 Census.

- Reassuring respondents with confidentiality concerns.
- Reassuring respondents with concerns about immigration status.
- What it means for the Census Bureau to use respondent data to “produce statistics.”
- Avoiding refusals by using strategies like asking respondents for help.

2.5.5. Practice Exercises in Spanish

Most of the content of the training module was delivered through practice exercises, with enumerators completing:

- Four role play scenarios to practice doorstep interactions in Spanish.
- One exercise to practice toggling the FDC application to Spanish.
- One exercise to practice delivering their introduction at the doorstep in a conversational manner in Spanish.
- One knowledge check to review the skills they had learned.

Training exercises emphasized that the best way to collect high-quality information from Spanish-speakers was for all enumerators to use the official translation that the Census Bureau carefully tested and developed with the help of real respondents and field staff.

3. Methodology

The following section documents the methods used to complete this experiment, including research questions, experimental design, focus group methodology, and schedule. Please note that the numbers appearing in this evaluation report have been subjected to the U.S. Census Bureau’s approved disclosure avoidance techniques including rounding.

3.1 Research Questions

The study aimed to address the following research questions:

- Does training for Spanish-speaking enumerators on administering the census interview in Spanish increase response rates for all cases? What about Spanish-language cases?
- Does training for Spanish-speaking enumerators on administering the census interview in Spanish reduce the number of contact attempts needed to complete interviews? What about Spanish-language interviews?
- Does training for Spanish-speaking enumerators on administering the census interview in Spanish improve data quality in Spanish-language interviews?

The observer component of the experiment, which was ultimately canceled because of the COVID-19 pandemic, planned to address the following research question:

- Do observers see differences between Spanish-speaking enumerators with the experimental training and those without?

The focus group component of the experiment aimed to address the following research questions:

- To what extent do Spanish-speaking enumerators who completed the experimental training report that the additional training made them more or less successful at enumerating Spanish-speaking households? Were any techniques from their training particularly helpful?
- To what extent do Spanish-speaking enumerators who did not complete the experimental training report their training was or was not sufficient in preparing them to enumerate Spanish-speaking households?
- What types of challenges did enumerators face when completing Spanish-language interviews, and how did they handle these challenges?
- Which official translated materials did enumerators use in the field? To what extent did the enumerators find these materials to be helpful?

3.2 Experimental Design

The following section describes the experimental design for the study.

3.2.1 Selection of Treatment and Control Geographies

This experiment was designed by using the Planning Database³ to select geographic areas that were demographically similar and had similar percentages of Spanish-speaking residents in order to create treatment and control groups. Tracts that were geographically distant from each other were also preferable in order to minimize “contamination” because of households being visited by enumerators from both treatment and control groups. Tracts that overlapped with more than one ACO were excluded to minimize burden on ACO staff and census field supervisors tasked with overseeing the enumerators in this experiment.

Staff in the Center for Statistical Research and Methodology (CSRM) and CBSM began by using the Planning Database to select census tracts from three metropolitan statistical areas (MSAs) with high concentrations of Spanish-speaking households that were geographically distant from

³ The U.S. Census Bureau Planning Database (PDB) contains select operational, demographic, and socio-economic statistics from the decennial census and the American Community Survey, along with a predicted value of mail self-response (U.S. Census Bureau, 2023).

each other: Houston, Texas; Dallas, Texas; and Los Angeles, California. Houston was assigned to the treatment group, Dallas to the control group, and Los Angeles was divided into both treatment and control groups in an effort to account for potential bias in the results attributable to the geographic location rather than the training itself.

A multistage random sampling technique with a matching algorithm to select demographically similar pairs of census tracts with limited-English-speaking, Spanish-speaking households was employed using the Planning Database (Raim et al, 2023). This algorithm matched treatment and control tracts with similar demographic characteristics such as language, nativity, and population density. For selection of the Los Angeles census tracts, a constraint to the matching algorithm was included to ensure that treatment and control tracts were geographically distant from each other to minimize the incidence of households being contacted by both treatment and control enumerators (i.e., contamination between treatment and control groups).

CBSM staff then cross-walked the selected census tracts to ACOs and instructed Field Division to assign all Spanish-speaking enumerators based out of treatment ACOs to complete the experimental training module. This experimental design was based on the assumption that the adaptive design algorithm used to assign NRFU cases to enumerators would attempt to assign cases close to the enumerators' homes. Field Division was instructed not to make the experimental training module available to Spanish-speaking enumerators in control ACOs to prevent contamination between the groups. Census field supervisors working in the treatment and control ACOs were not supposed to be assigned to the training but were supposed to be briefed that some of their enumerators may be taking part in the experiment.

The onset of the COVID-19 pandemic delayed and curtailed the field period for the NRFU operation and restricted planned in-person observations. To overcome this challenge, CBSM increased the number of treatment and control ACOs to encompass the majority of the Southwestern region of the United States by adding ACOs. This modification was intended to provide more flexibility when selecting locations for field observations and focus groups.

3.2.2 Training Assignment

Census Bureau staff were instructed to assign the experimental training module to Spanish-speaking enumerators who lived in treatment ACOs. Enumerators who were assigned the experimental training module were not informed that they were taking part in an experiment. CBSM researchers purposefully assigned more ACOs to the treatment group than to the control group under the assumption that some enumerators in the treatment group who would be assigned the experimental training but would not complete it. As shown in Table 1, there were approximately three times as many Spanish-speaking enumerators based out of treatment ACOs than control ACOs.

However, the experimental training module was not assigned according to the experimental design. Of the 6,000 Spanish-speaking enumerators based out of treatment ACOs, data from the Learning Management System (LMS) showed that almost 93 percent were incorrectly not assigned the training. Ultimately, LMS data indicated that only 6 percent of the Spanish-speaking enumerators in treatment ACOs were assigned and completed the training, which severely limited the pool of treatment cases available for analysis.

Conversely, only 0.4 percent of Spanish-speaking enumerators in control ACOs were incorrectly assigned the training, and only 0.2 percent actually completed it. As such, there were very few cases in control ACOs that had to be excluded from the analysis because of enumerators completing the experimental training module after receiving an incorrect training assignment.

Table 1. Training Status for Spanish-Speaking Enumerators

	Treatment ACOs (n=6,000)	Control ACOs (n=2,000)
Assigned		
Not completed	1.1% ^[e]	0.2% ^[*]
Completed	6.0%	0.2% ^{[*][e]}
Not assigned	92.9%^{[*][e]}	99.6%

Source: U.S. Census Bureau, 2020 Census, Center for Behavioral Science Methods.

*Incorrect training assignment

^eTraining status resulted in the exclusion of the enumerator's cases from analysis.

Note: The data in this table have been rounded as part of the Census Bureau's approved disclosure avoidance practices applied to this report.

As shown in Table 2, the experimental training module was also incorrectly assigned to a small number of enumerators who did not speak Spanish, with about 0.6 percent of non-Spanish-speaking enumerators in treatment ACOs and fewer than 0.2 percent of enumerators in control ACOs being incorrectly assigned the training. These incorrect training assignments had a limited impact on analysis, which largely focused on case outcomes for attempts made by Spanish-speaking enumerators in preselected experimental geographies.⁴

⁴ A small number of Spanish-speaking enumerators were mistakenly assigned the training outside of the preselected treatment and control ACOs. Cases completed by these enumerators were excluded from analysis since the treatment and control ACOs were selected to have comparable demographic profiles.

Table 2. Training Status for Non-Spanish-Speaking Enumerators

	Treatment ACOs (n=15,500)	Control ACOs (n=7,800)
Assigned		
Not completed	0.2% ^[*]	0.1% ^[*]
Completed	0.4% ^[*]	<0.1% ^[*]
Not assigned	99.4%	99.9%

Source: U.S. Census Bureau, 2020 Census, Center for Behavioral Science Methods.

*Incorrect training assignment

Note: The data in this table have been rounded as part of the Census Bureau's approved disclosure avoidance practices applied to this report.

These incorrect training assignments may have been the result of storing information on enumerators' Spanish-speaking proficiency in a separate platform (Decennial Applicant, Personnel, and Payroll Systems) from their training assignments in the LMS. Additionally, field staff may have prioritized tasks necessary for completing the NRFU operation during the COVID-19 pandemic over tasks like following experimental training protocols.

3.2.3 Identifying Potentially Spanish-Speaking Households

During the design of the experiment, there were five indicators that we identified to designate potentially Spanish-speaking households:

- Paradata signaling the instrument language was toggled from English to Spanish.
- Contact history outcome codes indicating an enumerator encountered a (Spanish) language barrier.
- Responses to a question in the NRFU instrument asking enumerators in which language they conducted the interview.
- An operational variable showing whether a household received bilingual (English/Spanish) mail materials.
- Production data showing whether any household members were Hispanic.

Each of these five possible indicators had certain limitations. For the purposes of this experiment, we designated potentially Spanish-language households as those with one or more of the last three indicators rather than using the first two indicators for the reasons documented below. Since the experimental training also included strategies for reassuring Spanish-speaking respondents who were reluctant to participate, this designation had the added benefit of including households that might not have completed the census interview in Spanish, but that still faced similar barriers to or concerns about participating in the 2020 Census.

Paradata on Language

Based on discussions while planning paradata research on the 2020 Internet Self-Response (ISR) instrument, we had planned to leverage paradata that signaled the NRFU instrument was toggled from English into Spanish in order to identify Spanish-speaking households. We anticipated that data from language toggling would underestimate Spanish-speaking households to the extent that enumerators translated on-the-fly from English into Spanish rather than using the official Spanish translation. However, the paradata on language collected in the NRFU instrument was more limited than that collected in the ISR instrument because of a difference in the platforms that was ultimately used for each operation.

Contact History Outcome Codes

We also planned to use data from the contact history to flag cases that were dispositioned as having a Spanish language barrier. However, with more than 80 percent of cases completed on the first contact attempt, there were relatively few cases that could fall into this category. This outcome code is also less useful for identifying Spanish-speaking households in ACOs with a high proportion of Spanish-speakers because the Census Bureau purposefully recruits Spanish-speaking enumerators in those areas. As a result, there were relatively fewer monolingual, English-speaking enumerators who could potentially encounter a Spanish language barrier in the ACOs that we selected. Finally, we had findings from qualitative research conducted for other survey operations that interviewers may be reluctant to disposition cases as language barriers if they are concerned that this outcome code “counts against” their performance metrics.⁵

NRFU Question on Language of Interview

After completing an interview, enumerators were asked to select the language in which the majority of the interview was conducted. As a result, the most reliable indicator that a case was completed in Spanish occurred when enumerators selected “Spanish” as the language in this question. However, it is possible that cases flagged using this variable may represent a lower bound for interviews conducted in Spanish. For example, enumerators may not select this response if they conducted an interview partially in Spanish and partially in English, or if they translated the interview on-the-fly rather than using the official translation.

Operational Data on Spanish-Language Mail Materials

Another potential indicator that a household may be Spanish-speaking is an operational variable that signals the household was sent mail materials in both Spanish and English. However, decisions on these mailings are made about larger geographical areas and not at an

⁵ While refusals and language barriers may both be classified as “Type A” outcome codes by some Census Bureau survey operations, language barrier case outcomes do not negatively impact interviewer performance metrics in the way that refusals may.

individual household level; receipt of Spanish-language mailings does not guarantee a household is Spanish-speaking. Likewise, not receiving Spanish-language mailings does not mean that the household is not Spanish-speaking.

Production Data Showing Hispanic Household Members

Finally, a potential indicator that a household may be Spanish-speaking is whether the household contains respondents of Hispanic origin. This indicator likely overcounts Spanish-speakers because not all Hispanic respondents are Spanish-speakers.

3.2.4 NRFU Contact Attempt Data

Data on the outcome of NRFU contact attempts was obtained from the Field Operational Control System, and included outcomes such as whether the respondent refused to complete the interview, the enumerator encountered a language barrier, the case was successfully completed, etc.

There was a total of 22,798 contact attempts made to treatment households by treatment enumerators, with 17,147 occurring with the subset of potentially Spanish-speaking treatment households. There was a total of 111,377 contact attempts made to control households by control enumerators, with 76,554 occurring with the subset of potentially Spanish-speaking control households.

Our analysis of NRFU contact attempt data was limited to the first three contact attempts because many cases became proxy-eligible on the fourth attempt. Analyzing cases that were completed by proxy respondents introduced complications given that proxy respondents may not have had the same Spanish language profile as the household for which they were reporting. In addition, we found that fewer than one percent of cases had more than three contact attempts.

3.2.5 Training Case Outcomes from Non-NRFU Modes

Because of the COVID-19 pandemic, enumerators who were unable to complete the interview at the doorstep were instructed to encourage households to complete through another mode (e.g., by completing online using Internet Self-Response, by calling Census Questionnaire Assistance to complete the interview over the phone, by completing the paper questionnaire, etc.). As a result, household level analysis also incorporated case outcome data for cases completed in modes other than NRFU.

3.2.6 Final Analysis Data

The final data set linked information about:

- Enumerator training assignments and completions (from the LMS).

- Self-reported enumerator Spanish-speaking proficiency (from the Decennial Applicant, Personnel, and Payroll Systems).
- Any indicators that households were potentially Spanish-speaking.
- The outcome of NRFU contact attempts.
- Final case outcomes from other modes of completing the census interview (i.e., Internet Self-Response, Census Questionnaire Assistance, paper questionnaire).

As a result, we were able to determine the outcome of individual contact attempts as well as the final outcome for Spanish-speaking households in the experimental geographies.

3.2.7 Identifying Treatment Households and Control Households

As shown in Table 3, there were 306,000 households located in treatment ACOs that had contact with a Spanish-speaking enumerator at any point in their case history. Of these, 20,500⁶ were contacted by at least one Spanish-speaking enumerator who had completed the experimental training module, hereafter referred to as a “treatment enumerator.” These 20,500 households are considered treatment households for the purposes of this analysis.

Similarly, Table 3 shows that there were 100,000 households located in control ACOs that were ever contacted by a Spanish-speaking enumerator. Of these, fewer than 15 were never contacted by a treatment enumerator and were contacted one or more times by a Spanish-speaking enumerator who had not completed the experimental training, hereafter referred to as a “control enumerator.”⁷ After discarding households that were contacted by a treatment enumerator, the residual households are considered control households for the purposes of this analysis. (Rounding in compliance with Census Bureau disclosure avoidance practices results in a total of 100,000 control households.)

In summary, any household located in a treatment ACO that had at least one contact with a treatment enumerator was considered a treatment household. Any household located in a control ACO that had at least one contact with a control enumerator and no contacts with a treatment enumerator was considered a control household.

⁶ While most cases were completed in one contact attempt, a subset of these households may have also had contact with an enumerator who was not Spanish-speaking, or who was Spanish-speaking but had not received the experimental training.

⁷ While most cases were completed in one contact attempt, a subset of these households may have also had contact with an enumerator who was not Spanish-speaking.

Table 3. Household Ever Contacted by a Spanish-Speaking Enumerator, by Treatment and Control Groups

	Households
Households in treatment ACOs	306,000
Of these, number contacted by 1+ treatment enumerators	20,500
Of these, number that were potentially Spanish-speaking households	16,000
Households in control ACOs	100,000
Of these, number that were never contacted by a treatment enumerator	100,000 ⁸
Of these, number that were potentially Spanish-speaking households	70,500

Source: U.S. Census Bureau, 2020 Census, Center for Behavioral Science Methods.

Note: The data in this table have been rounded as part of the Census Bureau's approved disclosure avoidance practices applied to this report.

Although we designed the experiment to have more cases in the treatment group than the control group, underassignment of the training in treatment ACOs led to almost five times as many control households as treatment households (100,000 and 20,500, respectively). When combined with the indicators described in Section 3.2.3, there were 16,000 treatment households and 70,500 Control Households that were identified as potentially Spanish-speaking.

3.3 Statistical Methodology

In order to evaluate the impact of the experimental training, we planned to compare descriptive statistics at both the contact attempt- and household-level between the two experimental samples. We also planned to create a model to determine if the experimental training had a statistically significant impact on the likelihood of enumerators completing interviews with Spanish-speaking households on a given contact attempt.

The original analysis plan was partially revised when we discovered that there was contamination between treatment and control groups in the assignment of the experimental training. Households in treatment ACOs that were never contacted by a Spanish-speaking enumerator who had completed the experimental training were excluded from the analysis. The converse was true for households in control ACOs, with those that were contacted by a Spanish-speaking enumerator who had completed the experimental training excluded from the analysis.

3.3.1 Descriptive Statistics

After filtering the data for the correct experimental sample, we compared rates of successful contact attempts for treatment and control enumerators contacting households in their

⁸ Note that there is a difference of fewer than 15 households between the group meeting this condition and the total number of households in control ACOs ever contacted by a Spanish-speaking enumerator. As a result, both numbers have been rounded to 100,000 households in this table in accordance with Census Bureau disclosure avoidance practices.

respective experimental geographies. Next, we compared final case outcomes for treatment and control households. Finally, we compared the percent of case completions on attempt one, attempt one, and later attempts for treatment and control households. We also completed each of these analyses scoped to potentially Spanish-speaking cases in the experimental geographies.

3.3.2 Multinomial Regression Model

As a next step in analyzing the impact of the experimental training on case outcomes, we created a model to account for effects and interactions. A model helps to isolate and measure the impact of the experimental training on response by effectively controlling for the variation in response associated with household or enumerator characteristics such as bilingual status and ACO.

The model we created was a multinomial regression with a continuation-ratio logit link, which allows us to calculate and interpret the probability of a successful enumeration for each NRFU contact attempt in the sequence of attempts for a given potentially Spanish-speaking household. Households that were not identified as potentially Spanish-speaking or that completed the interview in a mode other than NRFU were excluded from this analysis. (The model was not formulated to capture events in modes other than NRFU. Thus, the model results were more conservative because they did not consider enumerators who encouraged respondents to complete the 2020 Census in another mode.)

There were four multinomial categories: the first three attempts in the sequence, and one additional category for “more than three attempts before the case was completed, or no successful enumeration.” Covariates in the model included factors for completion or noncompletion of the experimental training, the bilingual (Spanish-speaking) status of the enumerator, and the attempt number, as well as interactions between those three factors. Additionally, the model included a factor for the ACO of the attempt to adjust for completion rate differences among ACOs regardless of their treatment or control status. All effects in the model were fixed effects.

3.4 Focus Group Methodology

RTI project team members conducted 12 focus groups between September 21, 2020, and September 30, 2020. Focus group attendees ranged from three to eight enumerators per group.

3.4.1 Moderator’s Guide

CBSM staff, in collaboration with staff from RTI, drafted the focus group Moderator’s Guide questions for the treatment and control focus groups to collect qualitative feedback from the

enumerators on their experiences administering the 2020 Census in Spanish to Spanish-speaking respondents.

The moderator's guide (see Appendix C) opened with an introduction to the task, some ground rules to encourage participation, and an icebreaker activity on participants' experience as a survey interviewer. The groups then discussed how well enumerators thought their training prepared them to administer 2020 Census interviews to Spanish-speaking respondents and their suggestions for how to improve the training they received. The moderator's guide called for participants in treatment focus groups to answer probes on the experimental training, and for participants in control focus groups to answer probes on the general training completed by all enumerators. Questions about topics other than training were the same for both treatment and control focus groups and covered challenges that enumerators faced in the field, such as the concerns that Spanish-speakers had about participating and the messages that enumerators used to address those concerns. Both treatment and control focus groups also discussed which translated materials the enumerators used along with their feedback on those materials. The groups concluded with an open-ended probe to collect any additional information that enumerators wanted to share.

Prior to conducting the groups, the RTI project team participated in a two-hour training to review the moderator's guide, objectives of the focus groups, procedures for notetaking and recording, and a schedule for the work. The training also discussed scheduling and tracking the groups.

Project staff prepared a tracking spreadsheet to record details of each group and to track progress toward the quotas for the groups. Initial quotas, which were later revised because of recruitment challenges, called for six treatment focus groups and six control focus groups. The project team shared an updated tracking sheet with Census Bureau staff daily to track groups that had been scheduled, canceled, completed, and those that remained to be scheduled.

3.4.2 Focus Group Participant Recruitment

Staff in CBSM coordinated with regional census centers (RCCs) to recruit enumerators to participate in the focus groups. The focus groups were designed to be conducted with enumerators from all three of the originally selected MSAs and to be split evenly by treatment and control group. Once additional sites were added to the experiment in response to the COVID-19 pandemic, the Census Bureau researchers pivoted to scheduling three groups with enumerators in the Los Angeles metropolitan area who were recruited by the Los Angeles RCC and nine groups with enumerators based in Texas, Arizona, and New Mexico who were recruited by the Dallas RCC. Almost all focus group participants were fluent Spanish-speakers. At least one participant was not fluent but reported conducting interviews in Spanish.

While not always successful, Census Bureau staff attempted to assign participants to focus groups by site, with the intent to keep treatment and control enumerators in separate focus groups. We planned the focus groups to occur in the third quarter of the NRFU field period to ensure that Spanish-speaking enumerators had the opportunity to interview several Spanish-speaking households before participating in the focus groups, while also ensuring that close-out of the NRFU operation did not curtail our ability to recruit enumerators to participate.

RCC staff were instructed to recruit and schedule six eligible participants per focus group. Eligible participants had to be fluent Spanish-speakers, had to have conducted census interviews in Spanish, could not have participated in focus groups for other 2020 evaluations, and had to be based out of one of the selected treatment or control ACOs. In some cases, RCC staff were unable to ensure that six qualified enumerators attended each group, but all focus groups included at least three participants.

3.4.3 Impact of Incorrect Enumerator Training Assignments on Focus Groups

Once focus groups were underway, researchers in CBSM were notified that many, but not all, participants in treatment focus groups reported not having completed the experimental training. Initially, CBSM researchers hypothesized that the experimental training may not have been relevant for these enumerators. However, as many treatment focus group participants continued to report not having completed the experimental training, CBSM researchers began to suspect that the training was assigned incorrectly.

With the NRFU field period ending, CBSM researchers attempted to call as many of the participants that were recruited by RCC staff as possible to confirm their training status before their participation in the remaining focus groups. In most cases, we were unable to verify whether participants had completed the training before conducting the focus groups. In those circumstances, we assigned enumerators to focus groups based on whether the ACO they lived in was classified as a treatment or control ACO. We then asked them during the focus groups to confirm if they had received the experimental training, and based on the majority of responses, administered the relevant treatment or control discussion questions.

One barrier field staff who made the training assignments faced was the fact that information on enumerators' Spanish-speaking proficiency was stored in a separate system from their training assignments. This barrier also made recruitment for the focus groups challenging for RCC staff because the system that stored enumerators' training assignments was not one that many of them had access to or were familiar with. Simultaneously, RCC staff faced many competing demands carrying out the NRFU operation during the COVID-19 pandemic.

Ultimately, instead of achieving an even split, 8 of the 12 focus groups were successfully conducted as control focus groups with enumerators who had not received the experimental training (see Table 4 below).

Table 4. Characteristics of Control Focus Group Participants

Focus Group Number	ACOs Represented	Number of Participants
1	Dallas	7
2	Dallas, Phoenix*	8
3	Los Angeles	4
4	Dallas	8
5	Los Angeles, Dallas	5
6	Los Angeles	4
7	Houston*	3
8	Phoenix*, Tacoma^	7
	Total	46

Source: U.S. Census Bureau, 2020 Census, Center for Behavioral Science Methods.

*Indicates inclusion of an ACO assigned to Treatment Group according to the experimental design

[^]Indicates inclusion of an ACO that was not one of the ACOs selected for the experiment

The remaining four focus groups were conducted as treatment focus groups but contained a mixture of enumerators who had received the training and those who had not (see Table 5 below).

Table 5. Characteristics of Treatment Focus Group Participants

Focus Group Number	ACOs Represented	Number of Participants	Number who Received Experimental Training
1	Los Angeles	5	0
2	El Paso	5	2
3	Houston	5	0
4	El Paso, Houston	5	3
	Total	20	5

Source: U.S. Census Bureau, 2020 Census, Center for Behavioral Science Methods.

While we were often unable to confirm enumerators' training completion status before conducting the focus groups, after the project concluded, CBSM researchers were given access to data from the LMS and confirmed that only 5 out of 66 focus group participants had completed the experimental training module. This result is unsurprising given that only 6 percent of eligible enumerators were assigned and completed the training (see Table 1 in Section 3.2.2).

All five of the enumerators who completed the training were successfully assigned to treatment focus groups. Interestingly, 8 enumerators out of 20 in treatment focus groups mistakenly reported to the moderator that they had received the specialized training module on administering the interview in Spanish, when our records later showed they had not in fact received it. These enumerators may have been thinking of general training that all NRFU enumerators received on how to proceed in the event of encountering a language barrier at the doorstep. Conversely, one of the five enumerators who had completed the experimental training module mistakenly reported during his focus group that he had not been given any training on administering interviews in Spanish.

3.4.4 Focus Group Logistics

Focus groups were held through Zoom, with enumerators dialing in by telephone. A moderator led each focus group, with a notetaker assigned to groups as available. Moderators requested that enumerators follow specific guidelines during their participation in the groups. Enumerators were asked to respect everyone's comments and to disagree in a constructive manner. This conduct was to ensure that enumerators felt safe sharing their experiences and thoughts on the NRFU operation. Enumerators were also reminded to keep respondents' information confidential, and not mention anyone's name or address or any other identifying information. Moderators requested that enumerators take turns speaking and announce their names before speaking. Moderators called on those who had not shared as frequently to get feedback from all participants.

Notetakers were bilingual Spanish-speakers and provided real-time translation of any Spanish utterances using the chat functionality provided in Zoom in the event that the moderator was not a Spanish-speaker. Moderators did not share any information with participants through the conferencing software, and participants were not on video. In most cases, the conduct of a focus group lasted one and a half hours. In select cases, the groups took as long as two hours. Enumerators were compensated for their time by the Census Bureau at their hourly rate. Groups were recorded through Zoom. Following the groups, we used the recordings to develop formal transcripts of each group.

The project team also developed focus group summaries. The summaries described emerging themes in response to each probe in the moderator's guide, along with details of the group. Summaries and transcripts were used to develop this final project report.

Prior to conducting the first focus group, the RTI team submitted a description of the focus group methods to RTI's Institutional Review Board, which determined that this work was not research including human subjects and thus did not require a review of the research protocol or approval. This determination is often made for work involving speaking with employees to evaluate components of their employment.

3.5 COVID-19 Impact on Research Design

The onset of the COVID-19 pandemic delayed and curtailed the field period for the NRFU operation and restricted planned in-person observations. The Census Bureau and RTI International evaluated the feasibility and safety of conducting in-person observations during the COVID-19 pandemic, before ultimately deciding to cancel that component of the project.

Census Bureau protocols instituted several rules pertaining to enumeration and observation. For example, Census Bureau determined that enumerators would not enter respondents' homes while conducting their work, and that observers and enumerators should not travel together in the same car. This restriction was likely to prove logistically challenging in high-density areas or during assignments that traversed different areas.

RTI planned to employ subcontractors to assist with conducting observations. RTI's Infectious Disease Response Team (IDRT) also developed guidelines for fieldwork during the COVID-19 pandemic. These guidelines allowed fieldwork to proceed in a given state once that state achieved a number of metrics. Metrics were largely related to infection rates at the state level. In states where fieldwork was allowed, additional constraints on fieldwork were instituted: observers were not allowed to travel on public transportation and were prohibited from entering apartment buildings, lobbies, stairways, or elevators.

Areas of focus for the Spanish-speaking Enumerator Training Experiment included Texas, Arizona, and California. When researchers were finalizing plans for conducting this fieldwork in August of 2020, these states' infection rates were well above the thresholds set by RTI's IDRT. Therefore, the project team reached a decision to remove in-person observation from the project plans. Qualitative evaluation of the training was therefore based solely on the conduct of focus groups. The following considerations factored into this decision:

- COVID-19 rates in states of interest that exceeded RTI metrics for in-person work.
- Uncertainty about the field period of NRFU operations, which made waiting to see if metrics improved a suboptimal solution.

Following this decision, project plans were revised to accommodate the change in scope.

3.6 Schedule

The NRFU operation was planned to begin in April 2020 with the Early NRFU phase and would have focused on enumerating students and staff living near universities (U.S. Census Bureau, 2019). The next phase of the NRFU operation would have begun in May and run through July 2020. However, because of the COVID-19 pandemic, the NRFU operation launched in July, and after some uncertainty regarding the length of the field period, ultimately concluded in October

2020 (U.S. Census Bureau, 2020). Focus groups were conducted with NRFU enumerators between September 21, 2020, and September 30, 2020.

4. Limitations

Limitations to this evaluation of the Spanish-Speaking Enumerator Training Experiment are documented below.

4.1 Limitations of Information on Spanish-Speaking Households

The indicators available to identify Spanish-speaking households had known data quality issues (documented in Section 3.2.3), which made narrowing analysis to Spanish-speaking households error-prone. However, the ACOs selected for this experiment were demographically similar and had high concentrations of Spanish-speaking households, which enabled some comparisons between treatment and control groups that did not require narrowing the analysis to Spanish-speaking households.

4.2 Field Observation Limitations

The cancellation of the field observations did not allow us to gather firsthand information about the experience of interviewing Spanish-speaking respondents. Instead, we relied on a mixed methods approach of quantitative analysis and enumerator feedback to assess the efficacy of the experimental training.

4.3 Training Assignment Limitations

The experimental training module was not assigned according to the experimental design. Ultimately, only 6 percent of the Spanish-speaking enumerators in treatment ACOs completed the training, which severely limited the pool of treatment enumerators and therefore treatment households available for analysis.

Similarly, Census Bureau staff were largely not able to determine which enumerators had completed the experimental Spanish-speaking enumerator training before conducting the focus groups. As a result of this uncertainty, we were not able to meet the objective of hosting six focus groups with enumerators who had completed the experimental training. Instead, only 4 of the 12 focus groups were assigned as treatment groups, and most of the participants had not completed the experimental training module.

During the focus groups, 8 of the 20 enumerators reported completing the experimental training when they had not, perhaps because of social desirability concerns. At least one enumerator reported being unable to recall whether they had attended a training devoted to Spanish-language interviewing topics, perhaps because their training had occurred too long ago, or had consisted of too many modules for them to be certain. One enumerator who had completed the experimental training reported he had not, which may indicate it was not salient

to him or that he was unable to devote much attention to the e-learning module when completing it.

Without being able to consistently verify participants' completion of the training module before conducting the focus groups, it was difficult to collect accurate feedback in a group discussion format on the strengths and weaknesses of the experimental training module. Further, conducting the focus groups without an accurate understanding of who participated in the experimental training resulted in limited findings. Ideally, moderators would have worked with the five experimental training participants to develop a robust understanding of their experiences conducting NRFU interviews and the role of their training in that experience. However, these participants were a minority of the participants in their group. Although moderators did not know which participants had completed the training while they conducted the focus groups, researchers were able to concentrate on findings from the five enumerators confirmed to have completed the training (using LMS data) when they analyzed the focus group transcripts.

4.4 Additional Focus Group Limitations

Most enumerators attended training in August 2020, while focus groups took place at the end of September 2020. Although the timing of the focus groups was appropriate to gather information about NRFU operations, more than a month had passed since training. This lag may have impacted enumerators' recall of the details of their training.

Recruitment goals called for enumerators (and not field supervisors) to participate as focus group attendees. However, a field supervisor did attend one focus group. As participants were discussing their approaches to fieldwork, she intervened to remind them of correct procedures and noted that their behaviors contrasted with training. The moderator reminded participants that they should share their experiences freely about what actually occurred during NRFU operations, even if that departed from guidance received during training. Enumerators did not express hesitancy during the remainder of the group, but it is possible that the supervisor's presence had a stifling effect on that group.

All focus groups were conducted over Zoom, but Census Bureau policy only allowed enumerators to use the phone function rather than to participate as part of a videoconference. As a result, often it was unclear to which materials interviewers referred when providing feedback on what worked well in the field and what materials needed improvement.

5. Results

Results of the effect of experimental training on case outcomes, analysis of the statistical model, and findings from the enumerator focus groups are documented below.

5.1 Descriptive Statistics Evaluating Effect of Experimental Training on Case Outcomes

Analysis documenting the effect of the experimental training on outcomes at the contact-level and household-level is documented below. Note that significance testing was completed with the multinomial regression model (see results in Section 5.2) rather than the descriptive statistics, and as a result descriptive statistics are presented without specifying statistical significance.

5.1.1 Contact-Level Results

To evaluate the effect of the experimental training module on case outcomes, we first compared rates of successful outcomes (i.e., those that resulted in a completed interview) across all contact attempts (see Table 6). We found that 72 percent of contact attempts made by treatment as well as control enumerators resulted in completed interviews in their respective groups.⁹

Table 6. Percent of Contact Attempts That Were Successful by Enumerator Type

	Treatment Enumerator Contact Attempts (n = 22,798)	Control Enumerator Contact Attempts (n = 111,377)
Successful Outcome	72%	72%

Source: U.S. Census Bureau, 2020 Census, Center for Behavioral Science Methods.

While no difference in contact attempt outcomes by enumerator type was detected, treatment enumerators completed cases at a slightly higher rate than control enumerators (80 percent compared to 79 percent)¹⁰ when attempting to interview households that were flagged as potentially Spanish-speaking (see Table 7 below).

Table 7. Percent of Contact Attempts with Potentially Spanish-Speaking Households That Were Successful by Enumerator Type

	Treatment Enumerator Contact Attempts at Potentially Spanish- Speaking Households (n = 17,147)	Control Enumerator Contact Attempts at Potentially Spanish-Speaking Households (n = 76,554)
Successful Outcome	80%	79%

Source: U.S. Census Bureau, 2020 Census, Center for Behavioral Science Methods.

⁹ See section 3.2.7 for the definition of treatment households and control households.

5.1.2 Household-Level Results

Next, we analyzed household-level data to compare final outcomes across treatment and control groups. As shown in Table 8, we found that 84 percent of households across both treatment and control groups completed the 2020 Census during a NRFU contact attempt, while an additional 3 percent completed in other modes after a NRFU contact attempt.

Table 8. Percent of Households that Completed the 2020 Census by Experimental Group and Mode

	Treatment Households (n = 20,500)		Control Households (n = 100,000)	
	In NRFU	In Any Mode	In NRFU	In Any mode
Completions	84%	87%	84%	87%

Source: U.S. Census Bureau, 2020 Census, Center for Behavioral Science Methods.

Note: The data in this table have been rounded as part of the Census Bureau's approved disclosure avoidance practices applied to this report.

Table 9 shows the results of narrowing the scope of this analysis to potentially Spanish-speaking households. Similarly, we found that 89 percent of households in both the treatment and control groups completed the 2020 Census during a NRFU contact attempt, while an additional 2 percent completed in other modes after a NRFU contact attempt.

Table 9. Percent of Potentially Spanish-Speaking Households That Completed the 2020 Census by Experimental Group and Mode

	Potentially Spanish-Speaking Treatment Households (n = 16,000)		Potentially Spanish-Speaking Control Households (n = 70,500)	
	In NRFU	In Any Mode	In NRFU	In Any Mode
Completions	89%	91%	89%	91%

Source: U.S. Census Bureau, 2020 Census, Center for Behavioral Science Methods.

Note: The data in this table have been rounded as part of the Census Bureau's approved disclosure avoidance practices applied to this report.

We found that the data contained too many outliers to complete an analysis of the average number of attempts needed to complete a case across experimental groups. Instead, the results of analyzing the percent of completed cases by attempt number are shown in Table 10. We found that completed cases in the treatment group were slightly more likely to have been completed on the first attempt compared to the control group (85 percent compared to 83 percent, respectively).

Table 10. Percent of Completed Cases by Attempt Number and Experimental Group

	Completed Treatment Cases (n = 17,000)	Completed Control Cases (n = 84,500)
Completed on Attempt 1	85%	83%
Completed on Attempt 2	12%	14%
Completed on Attempt 3+	3%	3%

Source: U.S. Census Bureau, 2020 Census, Center for Behavioral Science Methods.

Note: The data in this table have been rounded as part of the Census Bureau's approved disclosure avoidance practices applied to this report.

Table 11 shows a slightly larger difference between the treatment and control groups when we limited the scope of this analysis to potentially Spanish-speaking households, with 86 percent of completed cases in the treatment group having been completed on the first attempt compared to 83 percent of cases in the control Group. Additionally, slightly fewer cases in the treatment group required three or more attempts compared to the control group (3 percent and 4 percent, respectively).

Table 11. Percent of Potentially Spanish-Speaking Completed Cases by Attempt Number and Experimental Group

	Potentially Spanish-Speaking, Completed Treatment Cases (n = 14,000)	Potentially Spanish-Speaking, Completed Control Cases (n = 62,500)
Completed on Attempt 1	86%	83%
Completed on Attempt 2	11%	13%
Completed on Attempt 3+	3%	4%

Source: U.S. Census Bureau, 2020 Census, Center for Behavioral Science Methods.

Note: The data in this table have been rounded as part of the Census Bureau's approved disclosure avoidance practices applied to this report.

5.2 Multinomial Regression Model

Results from the multinomial regression model are documented below.

5.2.1 Log-Odds Ratios and Confidence Intervals

To determine if effects of the experimental training were statistically significant, we calculated the log-odds ratios and confidence intervals for the model. A log-odds ratio larger than zero¹¹ indicates that the odds of case completion are greater for an enumerator who completed the experimental training than for one who did not complete the training, given that the enumerators are bilingual, from a common ACO, and are making a common contact attempt at a potentially Spanish-speaking household (one, two, or three). Similarly, a log-odds ratio smaller than zero¹² indicates the opposite—that odds are greater for the enumerator who did not

¹¹ The finding is significant with type I error = 0.10 (when considered in isolation of other tests) when both endpoints are greater than zero.

¹² The finding is significant when both endpoints are less than zero.

complete the training, all other factors being equal. The finding is not statistically significant when zero is contained in the interval.

Table 12 displays the estimates of the log-odds ratios with their associated confidence intervals for each contact attempt.

Table 12. Log Odds of Treatment Enumerators vs. Control Enumerators Completing a Case by Contact Attempt

	90% CI		
	Estimate	Low	High
ϑ_l^{Bil}	0.102 ^[*]	0.031	0.172
ϑ_2^{Bil}	-0.053	-0.162	0.057
ϑ_3^{Bil}	0.783 ^[*]	0.520	1.046

Source: U.S. Census Bureau, 2020 Census, Center for Statistical Research and Methodology.

*Statistically significant at p<0.10

The results indicate that enumerators who completed the experimental training were more effective in completing cases for attempts one and three than those who did not complete the training given the positive log-odds ratios that are significantly larger than zero. While the point estimate for attempt two has a log-odds ratio slightly smaller than zero, this finding is not statistically significant (i.e., zero is contained in the interval).

The fact that the log-odds ratio is larger for attempt three than attempt one suggests a greater effect for the experimental training in later contact attempts. These findings suggest that the experimental training may provide a modest advantage to Spanish-speaking enumerators on the first contact attempt but may have a greater positive effect when attempting cases that were not completed on prior attempts (e.g., because of language barriers, noncontacts, or refusals).

5.2.2 Holm Procedure

After calculating the log-odds ratios, we set up the hypothesis test in Test (1) to make a formal statement about the association of training and response rates for cases attempted by bilingual enumerators. While the three log-odds ratios are computed from a common model, statements about their significance levels are separate. Therefore, a Holm procedure is used to combine the multiple, individual test statistics while ensuring that the type I error of this test is controlled at 0.10.

The test was set up to assume (in H_0) that the training was either positively associated or not associated with response rate (i.e., that it “does no harm”) when cases were attempted by bilingual (Spanish-speaking) enumerators. We analyzed the data for evidence that would cause us to reject H_0 : rejection would indicate that the training decreased response rates and therefore had a harmful effect. As a result, failure to reject H_0 would be the most favorable outcome for the experimental training as it would indicate that the training did not have a harmful effect.

Let l be a number in the sequence of NRFU contact attempts, $l = 1, \dots, L$, where successful enumeration within up to $L = 3$ attempts was considered in the analysis. Let ϑ_l^{Bil} be the log odds ratio for trained compared to untrained bilingual (Spanish-speaking) enumerators to complete a case on the l^{th} attempt under our model.

$$(1) \quad H_0: \bigcap_{l=1}^L [\vartheta_l^{\text{Bil}} \geq 0] \quad \text{versus} \quad H_1: \bigcup_{l=1}^L [\vartheta_l^{\text{Bil}} < 0]$$

Results of the Holm Procedure are shown in Table 13.

Table 13. Details of Holm Procedure for the Three Tests That Compose (1), With Family-Wise Error Rate 0.10

¹³ Test	Adjusted					
	Estimate	SE	z-value	p-value	Significance	Decision
H_{02}	-0.053	0.067	-0.790	0.215	0.034	Do not reject
H_{01}	0.102	0.043	2.364	0.991	0.050	Do not reject
H_{03}	0.783	0.160	4.899	>0.999	0.100	Do not reject

Source: U.S. Census Bureau, 2020 Census, Center for Statistical Research and Methodology.

Our findings in Table 13 indicate that there is insufficient evidence to reject H_0 . Therefore, there is insufficient evidence to conclude that response rates were negatively associated with training in the first three attempts. These findings are favorable when evaluating the experimental training.

¹³ Note that the hypotheses in column “Test” are ordered by p-value (rather than order of attempt number) according to the Holm procedure.

5.3 Focus Group Results

As discussed above, some enumerators who did not complete the experimental training took part in treatment focus groups. For purposes of analysis, feedback from enumerators who did not complete the experimental training was grouped with findings from the control focus groups.

For most focus group discussion topics and themes, we present the findings by contrasting the responses of treatment and control enumerators, with the exception of topics that were only discussed by enumerators in one experimental group.

5.3.1. Feedback on NRFU Enumerator Training

For the first discussion topic, training, we documented feedback from control enumerators on the standard set of training modules all enumerators received to prepare them to administer the NRFU interview during the 2020 Census. We asked treatment enumerators about the experimental training they completed, although in many cases they also volunteered feedback on the standard NRFU training.

Overall Thoughts on Standard NRFU Enumerator Training [Control Enumerators Only]

Feedback on standard NRFU enumerator training was polarized. Although some participants were satisfied with the training and found it helpful, others felt they were not prepared for conducting fieldwork.

Overall Thoughts on Experimental Training [Treatment Enumerators Only]

Enumerators found the experimental training to be informative in building rapport with Spanish-speaking respondents and explaining the 2020 Census to Spanish-speaking respondents. Some enumerators mentioned that having an in-person classroom training would have been beneficial.

Awareness of How to Access the Official Spanish Translation

During their respective focus groups, treatment and control enumerators discussed whether they knew how to access the official Spanish translation. This functionality was briefly mentioned in the standard NRFU enumerator training. The experimental training included additional instruction on how to access the translation along with a practice exercise and extensive discussing of accessing the official translation to read the questions as worded in Spanish.

Control Enumerators

Several control enumerators reported that the ability to toggle the NRFU instrument between English and Spanish was not covered during the standard training they received. In fact, only 1 of the 46 enumerators seemed to remember learning about the language toggle function during training, but this enumerator reported this skill was not discussed much during training.

Several control enumerators reported that they translated the NRFU instrument themselves before realizing they could switch languages. As an extreme example, one reported being unable to figure out how to switch the language of the NRFU instrument from English to Spanish until two weeks into conducting interviews out in the field. Once they discovered this functionality, a majority of the control enumerators appreciated the ability to switch between English and Spanish within the FDC application. Several noted that allowing respondents to see the translated NRFU instrument on their screen put respondents at ease.

Among the few who stated that they discovered this functionality but did not find it useful, one found the process for toggling the NRFU instrument to Spanish confusing and admitted to using this functionality only twice. Another noted that she used the English version of the NRFU instrument to input responses because it was easier for her to interact with. One reported the functionality was not useful because memorizing the translated questions in Spanish and administering them from memory was easier in the enumerator's opinion.

Treatment Enumerators

All five treatment enumerators reported knowing how to access the official Spanish translation.

Awareness that Enumerators are Meant to Read the Official Spanish Translation as Worded

Control Enumerators

Control enumerators did not report receiving any guidance that they should use the official Spanish translation, or that it was important to read the Spanish version of the questions as worded.

One control enumerator who was not a fluent Spanish-speaker noted that Google Translate helped him interview Spanish-speaking respondents, but admitted this was not part of the training he received. Another control enumerator reported not reading the official Spanish translation or translating on-the-fly, but rather conversing with respondents in Spanish and filling in answers later.

Although several control enumerators commented that they did not think it was problematic for them to translate on-the-fly, many reported appreciating the official Spanish translation available within the FDC application once they became familiar with it.

Treatment Enumerators

Four of the five treatment enumerators reported relying on the translated instrument rather than translating on-the-fly. Further, they reported that respondents largely understood the language contained within the official Spanish translation.

Only one of the five treatment enumerators reported that he did not use the translated instrument and preferred to translate on-the-fly instead. Although he knew how to access it, he felt as though the wording of the official translation was too formal and complex, and in his

opinion, households would relate better to the interview if he translated it into Spanish using his own words.

Techniques and Preparation for Administering the NRFU Interview in Spanish

Control Enumerators

Control enumerators felt that speaking Spanish helped significantly in gaining cooperation.

However, they reported that they needed opportunities to practice administering the NRFU interview in Spanish before conducting their fieldwork.

Despite this limitation of the standard NRFU enumerator training, they reported that some techniques in the standard training were applicable for building rapport with Spanish-speaking respondents. For example, they noted that training on how to start the conversation was very useful (e.g., materials such as the A+ Model book). They found techniques such as telling a joke, finding something in common with the respondent, or speaking the same language to be helpful in gaining cooperation. Many found the “Quick Connect Method” from the standard training all enumerators receive to be helpful and noted it helped them improve their interactions with people and overcome language barriers.

Even though some control enumerators noted that the standard training did not prepare them well for conducting interviews in Spanish, most reported still feeling prepared to deal with hesitations and concerns from the Spanish-speaking community because of their own Hispanic background and from living in Hispanic communities. However, some techniques that they reported using to reassure reluctant respondents may have jeopardized data quality. For example, when respondents were hesitant to provide information, one control enumerator reported encouraging respondents to provide partial or any information, regardless of whether that information was accurate.

Treatment Enumerators

One treatment enumerator noted that role play of the interview in Spanish was particularly helpful because it provided time to practice and become familiar with the interviewing process in Spanish.

Training Topics to Add to Standard NRFU Enumerator Training

Control Enumerators

Control enumerators had various opinions on training. Some felt there was not enough time to cover all materials and found the training experience too complex, while others found the training to be too long. Despite concerns about the length of the training, control enumerators provided several suggestions on additional topics that should be included in training.

They noted that the lack of “hands on” training made it difficult to feel immediately comfortable in the field. Enumerators suggested that more time for role playing was needed,

and acknowledged the need for a Zoom meeting, especially for first-time enumerators, to be able to practice with others.¹⁴ Designing training with more diverse learning styles in mind was also recommended, including more hands-on experience, role-playing exercises, paired practice to refine the approach, and more videos to demonstrate how to gain cooperation in the field and deal with special situations.

Control enumerators felt it was especially important to add role playing and practice exercises in Spanish since the standard training does not include any Spanish practice for bilingual enumerators. They suggested that having scenarios like mock interviews in Spanish would have helped prepare them to interview Spanish-speaking households. Control enumerators felt the Census Bureau should conduct training on interviewing Spanish-speaking households in Spanish rather than English to allow sufficient time for bilingual enumerators to practice in Spanish.¹⁵

Other training topics proposed by enumerators included additional training on entering data and notes in the FDC application; dealing with apartment managers, proxies, refusals, and vacant lots; additional training on handling Spanish cases for monolingual English-speaking enumerators; and addressing negative reactions to the census related to immigration fears. Immigration fears were a particularly prominent concern, and control enumerators felt that personalizing the conversation and speaking the same language helped them gain respondents' trust but were concerned how such situations were handled by non-Spanish-speaking enumerators. Some control enumerators noted that respondents were worried they would be asked about citizenship status and noted that additional training on how to address such concerns was needed.¹⁶

One enumerator pointed out that the cultural aspect was missing from the training she received, and she found it was important to first greet Spanish-speaking respondents and encourage them to speak with you to build rapport. Independently, several enumerators suggested adding a greeting to the Spanish interview script programmed in the FDC application, such as “¡Buenos días!”¹⁷ One non-native Spanish-speaker noted that it would have been

¹⁴ Because of the COVID-19 pandemic, portions of the enumerator training had to be changed from an in-person format to a conference call format.

¹⁵ The experimental training module included content in both English and Spanish. Training for enumerators on introducing themselves at the doorstep and practice exercises were provided in Spanish. Training on messages to address respondent concerns was provided in both English and Spanish. Training on some topics like the importance of using the official translations rather than translating on-the-fly was provided in English.

¹⁶ The experimental training module included messages from pretesting research conducted with Spanish-speaking respondents and from focus group research conducted with Spanish-speaking interviewers. These messages were designed to reassure Spanish-speakers who had concerns about reporting citizenship status.

¹⁷ It was unclear to researchers where they recommended adding this greeting since the FDC application appears to include a similar greeting.

helpful to have some information on Hispanic culture in order to know how to best approach respondents.

Some control enumerators who reported using Google Translate with respondents who spoke neither English nor Spanish commented that it would have been helpful to learn how to handle such cases during training. One enumerator added that having some guidance on when to switch languages would have been helpful in situations where respondents started in one language but were not fluent enough to complete the whole interview.

Finally, control enumerators noted needing training to address respondent comprehension issues with the race question. Many commented that Hispanic respondents tended to be uncomfortable with that question and felt they were being singled out. Respondents did not understand the question because they saw themselves only as Latino, and not Black, White, or Some Other Race. Many control enumerators reported feeling uncomfortable asking that question and suggested changing it from asking about “origin” to “ancestry” or “country of origin.” Another suggestion was to incorporate an explanation for the difference between race and Hispanic origin in the Help section. One control enumerator suggested adding a “Refused” or “Don’t know” option to the race/ethnicity questions. Control enumerators suggested that explaining during training why the race question was included and asked the way it was would be helpful.

Control enumerators felt they also needed additional safety training. One enumerator reported being threatened with a gun, while another reported being grabbed from behind. Yet another enumerator reported that information about her presence in the neighborhood was shared online. In such situations, enumerators talked to their supervisors but reported not feeling their concerns were handled well. One enumerator noted the lack of clear training on how to handle respondents who had COVID-19. Some enumerators recalled having training on this topic, but others did not.

Treatment Enumerators

Although not specifically related to the experimental training, some treatment enumerators reported that they needed additional training on working with the maps used to locate housing units.

Training Topics to Add to Experimental Training [Treatment Enumerators Only]

Some treatment enumerators noted that increasing the amount of hands-on practice and role-playing in the experimental training would have been helpful. Similar to the control enumerators, treatment enumerators felt unprepared to answer respondent questions about reporting race.

Confidence in the Field

Control Enumerators

Control enumerators' self-reported confidence in the field seemed to vary with experience. Not surprisingly, enumerators with 2010 Census experience reported being more confident. First-time enumerators admitted to being nervous initially but gaining confidence over time with experience. They noted it took a few days of practice in the field to become comfortable in both languages, and that being bilingual definitely gave them more confidence with Spanish-speaking households.

Control enumerators' assessments of the training they received seemed to have a significant impact on their confidence in the field. Many felt they were not sufficiently trained on how to handle refusals and people slamming doors in their faces. Having training on how to locate difficult addresses, such as back houses, or how to decide if it was appropriate to open gates to people's homes would have been helpful in the field. Some enumerators also mentioned safety concerns associated with the risk of sexual assault or COVID-19 and lack of training on these topics. Furthermore, enumerators felt unprepared on how to add new cases when housing units were discovered that were not listed, how to work in group homes or how to indicate that a household had already completed the interview online.

Enumerators reported that calls from their supervisors were encouraging. Several acknowledged that looking professional (i.e., equipped with a 2020 Census badge, phone, and bag) helped with their confidence as well.

Treatment Enumerators

Treatment enumerators reported that completing the experimental training module made them feel more confident conducting fieldwork, particularly with Spanish-speaking households.

5.3.2 Challenges with Nonresponse Followup Work

Enumerators in both the treatment and control groups described challenges conducting NRFU interviews for the 2020 Census.

Comparison of Experiences with Spanish- and English-Speaking Households

In some cases, enumerators were able to offer some comparisons between their experiences interviewing English-speaking and Spanish-speaking respondents.

Control Enumerators

Control enumerators identified select differences in their experiences with interviewing English-speaking and Spanish-speaking households. Many noted that the Spanish language interviews took longer. They attributed the length to finding more residents of a household in Spanish-speaking homes and to the length of the questions when translated into Spanish compared to

English. Some noted that respondents were more at ease with a Spanish-speaking enumerator and that their shared language was beneficial in gaining cooperation and building rapport.

Control enumerators noted that Spanish-speaking respondents were not as likely to be familiar with the decennial census and required an explanation of the benefits of participation. As a result, they reported needing to work harder to gain cooperation from Spanish-speakers. Furthermore, they reported that Spanish-speaking respondents were more likely to be suspicious about the presence of the enumerator than English-speaking respondents. This attributed this suspicion to concerns about participating in the 2020 Census (covered in the next section).

Control enumerators also discussed differences in comprehension of the 2020 Census questions themselves. Many reported that Hispanic respondents were confused about how to report their race, with most seeking to describe themselves as Hispanic. As in previous decennial censuses, race and ethnicity were separate questions in the 2020 Census.

Treatment Enumerators

When compared to interviews conducted with English-speaking respondents, treatment enumerators reported feeling unprepared to respond to questions that Spanish-speaking respondents had about reporting race.

Spanish-Speakers' Concerns About Participating in the 2020 Census

Enumerators reported common concerns voiced by Spanish-speaking households they contacted during the NRFU operation.

Control Enumerators

Control enumerators reported that many Spanish-speaking households' concerns about participating revolved around unfamiliarity with the decennial census and its goal. They reported that some Spanish-speaking respondents confused the 2020 Census NRFU operation with voter registration drives; others had not heard of the decennial census and required information about the purpose and benefits of participating.

Control enumerators reported that many Spanish-speaking households mentioned concerns about immigration. Specifically, they expressed concerns that the census visit was related to immigration status, citizenship status, or the U.S. Immigration and Customs Enforcement (ICE) agency. Further, they reported that Spanish-speaking respondents were worried that information they provided during the interview would be shared with other government agencies for purposes of determining immigration status or deportation. Control enumerators noted that they were not given any training on how to deal with immigration concerns.

Control enumerators reported that other concerns they often encountered among Spanish-speakers were related to respondents' housing situation. They reported that some Spanish-

speaking respondents were worried about reporting the number of people in their household, either because they had restrictions from their landlord, or because the social services they received were related to the number of people residing in the home. They reported that some Spanish-speaking respondents were concerned that revealing a count of who lived in their home would result in negative consequences for their household.

Control enumerators reported that some Spanish-speaking respondents also had specific questions about the need for information collected during the interview. Some questioned why the Census Bureau was collecting names or the race of household members; others were not familiar with the exact information that would be requested during the interview and had general fears about the extent of data that would be requested. One control enumerator mentioned that the experiences of some Spanish-speaking respondents with corrupt governments in their countries of origin may have influenced their view of the 2020 Census effort.

Several control enumerators noted that reluctance and suspicion were not limited to Spanish-speaking households. Enumerators encountered issues with mistrusting government from English-speakers in suburban, high-income areas. Additional respondent concerns were related to COVID-19, resulting in nonresponse or respondents keeping their distance as they took part in the interview.

Treatment Enumerators

Treatment enumerators seemed to encounter similar respondent questions and concerns when contacting Spanish-speaking households as control enumerators. For example, they noted Spanish-speaking respondents expressed concerns about citizenship status. However, in contrast to control enumerators, treatment enumerators largely reported feeling prepared to address Spanish-speaking respondent concerns.

Messages Used to Alleviate Spanish-Speaking Respondents' Concerns

Enumerators were asked how they responded to concerns expressed by Spanish-speaking respondents.

Control Enumerators

Control enumerators reported relying on a variety of messages and materials to gain cooperation from Spanish-speakers. Almost all control enumerators discussed the importance of emphasizing confidentiality. Messages they reported using were directly related to concerns that households had, or concerns they anticipated a household might have.

Control enumerators reported that they commonly encountered immigration fears during their work and often preemptively let Spanish-speaking respondents know that they would not share their information with other government agencies. Most found it effective to assure

households of confidentiality and to emphasize that the Census Bureau was not interested in their citizenship status.

Because they reported that many Spanish-speaking households were not aware of the 2020 Census, control enumerators reported discussing benefits of participating in the 2020 Census with them. This discussion often focused on benefits to local areas, such as schools and social services.

Control enumerators also crafted messages on their own, tailoring them to the situations that they encountered in the field. Some messages were shared and discussed during training and team meetings. Messages included the following points:

- You can refuse to answer the question.
- The information you provide is between you, me, and the Census Bureau.
- We do not share personally identifying information.
- The decennial census only happens every ten years, and the count is important because it brings federal funds to your local area.
- We are here to make sure you are counted.
- Completing the 2020 Census does not just benefit your community; it also benefits your children and spouse.

Control enumerators built rapport with household members by finding common ground with them. They would ask them about their day, discuss their gardens, or compliment them in some way. They noted that they consistently needed to think on their feet. One approach to avert refusals was to speak quickly to get and keep the attention of the respondent; another was to make a personal plea for assistance by convincing the respondents that they would help the enumerator by participating.

Control enumerators also relied on a couple of materials to gain the cooperation and trust of household members. Use of the Spanish-language Notice of Visit (Appendix D) and the Spanish Information Sheet (Appendix E) was often cited as critical to enumerators' success. The Information Sheet explained that the information provided during the interview was confidential and would not be shared with any other government agency, and the enumerators shared this sheet with respondents frequently.

Control enumerators described a strategy for gaining cooperation—prominently displaying their 2020 Census bag and 2020 Census badge to convey the legitimacy of their presence.

Some control enumerators conveyed to respondents that incomplete or incorrect information was sufficient to complete the interview. For example, they let respondents know that they did not have to provide their names, or they could report a nickname or a fake name during the interview. Others found that inviting the household member to follow along on the device was a helpful way to add transparency to the process. In these cases, control enumerators would show the phone to household members and let them view both the questions on the screen and the responses being entered.

Treatment Enumerators

Similar to control enumerators, treatment enumerators cited strategies such as underscoring confidentiality and the benefit of the census to the local community.

Gaining Cooperation from Those who Reported Having Completed the 2020 Census Online

Enumerators discussed general challenges with fieldwork that were not necessarily related to interviewing in Spanish or working with a Spanish-speaking population, including gaining cooperation from respondents who reported having completed the 2020 Census online.

Control Enumerators

Control enumerators noted that respondents frequently stated that they had completed the 2020 Census online and did not want to complete it again in person. Enumerators worked with respondents, letting them know that there might have been an issue with the initial completion. However, this group of respondents was particularly challenging to interview. Enumerators reported that they often did not understand why they were contacted after submitting the form online. It was unclear whether these respondent reports were accurate or inaccurate. Respondents may have been confusing the 2020 Census with another survey like the American Community Survey or may have been claiming to have completed the 2020 Census in order to avoid having to speak with the enumerator. Alternatively, those cases may have been newly assigned to the NRFU workload in error, may have resulted from a lag in removing existing cases from the NRFU workload after completion in another mode, or may have been the result of other issues that led to duplication. Control enumerators across focus groups consistently reported that handling respondents claiming to have already completed the 2020 Census online was one of the biggest challenges they faced.

Treatment Enumerators

Treatment enumerators also mentioned challenges interviewing households that reported they had already completed the 2020 Census online. Like the control enumerators, treatment enumerators reported that this resulted in frustrated household members who felt as though they were being harassed and were not inclined to complete the interview for a “second time.”

Case Management

Enumerators discussed challenges they faced with case management.

Control Enumerators

Control enumerators reported often being assigned to return to households that had recently refused or noted that they were not available for an interview. This resulted in respondents who were frustrated with another visit, and at times, were hostile to enumerators.

Enumerators reported wishing that more activities to manage cases took place at the supervisor level. Some enumerators thought that case dispositions should have been assigned after considering information left by enumerators in the case notes.

For the most part, enumerators felt they were sent back to the same cases too often, including when case notes indicated that prior attempts resulted in hostile refusals. In some cases, households reported to enumerators that they were being harassed and that their requests to not be contacted again went unheard. Enumerators reported that they often told respondents that if they completed the interview at that time, they would not receive any more visits.

Similarly, enumerators described challenges with finding housing units such as back houses, or determining which specific unit was intended if the cases did not align with unit numbers in the building.

One participant noted that accessing cases and predicting the order in which they would be shown was difficult. Several enumerators agreed that accessing the cases through maps was more efficient and helped with trip planning. Another enumerator reported difficulty with accessing cases through the maps and may not have known about this feature. This enumerator reported looking at the map of where they were working and looking for additional cases nearby but being unable to access those cases through the map.

Treatment Enumerators

Treatment enumerators reported that they were unable to remove cases that they felt had already completed the 2020 Census online from their case assignments. They would have preferred to be able to remove such cases but were instructed to attempt to complete the NRFU interview.

Apartment Managers [Control Enumerators Only]

Enumerators cited working with apartment managers as a major challenge that had the potential to affect a large number of case assignments. As trained, enumerators sought to gain access to gated complexes from apartment managers; however, their expectations that apartment managers would assist them often did not match reality.

Enumerators also sought help from apartment managers to navigate apartment complexes, identify vacant units, and orient themselves to the unit numbering. Apartment managers were often not available on weekends or in the evenings when the enumerators visited. Enumerators

reported that challenges in gathering this information from managers delayed progress with interviewing in apartment complexes and resulted in gaps in enumeration.

Proxies [Control Enumerators Only]

When enumerators were unable to reach respondents after a certain number of contact attempts, they were instructed to seek information about these households from neighboring units (referred to as “proxies”). Enumerators noted that gaining participation from proxies was difficult. Proxies were generally hesitant to provide information about other households, and enumerators felt ill-equipped to gain their cooperation. Further, enumerators often were not able to find suitable proxies or find neighbors at home; thus, they reported that instructions to close a case through proxy reports were often infeasible. They also reported being unable to indicate when a proxy address had refused to participate and thus the same household could be contacted to serve as a proxy multiple times. Supervisors often encouraged enumerators to find a proxy, despite enumerators reporting that proxies were not available.

Enumerators also noted that COVID-19-related delays in the field period caused issues with the validity of proxy reports, such that proxies often had a hard time remembering who lived at the unit on April 1, 2020. If someone had moved in or out, proxies were not able to recall which residents were living at the address in April 2020.

Enumerators also mentioned that they would like to be able to determine if a household they were seeking to serve as a proxy was also selected for NRFU operations. They described a scenario where they sought cooperation from a household to serve as proxy for a neighboring unit one day, and then a few days later received an assignment to interview that same household.

5.3.3 Translations

One goal of the focus groups was to understand which materials Spanish-speaking enumerators leveraged to gain cooperation and complete the 2020 Census interview with Spanish-speaking respondents. Focus group moderators sought to gauge enumerators’ awareness of the translated materials available to them, to what extent they found those materials helpful or unhelpful, and whether they recommended the development of any additional materials based on challenges they encountered in the field. Some Spanish-speaking enumerators also shared feedback on specific Spanish phrasing in the NRFU instrument.

It should be noted that interviewer feedback on question wording for both English and translated questions is subject to similar limitations. First, interviewer feedback may reflect stylistics preferences rather than substantive problems in the question wording. Second, suggestions to make wording more conversational may introduce colloquial or regional elements that are not suitable when representing the federal government. Third, proposals for

simpler question wording may result in question scopes that do not align with the concepts that are included or excluded in the original question wording. Despite these caveats, interviewers' feedback can provide qualitative insights into the performance of questions in the field. For example, enumerators can report which questions respondents often asked them to clarify before respondents could answer, or which questions enumerators often had to repeat to respondents. This information can help identify questions that could benefit from additional review or testing.

Enumerator feedback on Spanish-language materials is documented below.

Use of Translated Materials

Enumerators were asked about their usage of the Spanish-language materials.

Control Enumerators

Control enumerators mentioned using the Spanish Notice of Visit (NOV), the Spanish Information Sheet, and the Language Assistance Sheet (see Appendix G). The Spanish NOV and the Spanish Information Sheet seemed to be the most helpful and commonly used across control enumerators who participated in focus groups.

One enumerator reported using a yellow doorhanger that said, "Yes to the Census 2020," and contained Spanish text. (This doorhanger may have been distributed to enumerators by partnership or community groups.)

Treatment Enumerators

All treatment enumerators reported being aware of and using the available Spanish translated materials. Overall, they reported these materials were useful, and frequently mentioned the NOV and the Spanish Information Sheet.

Materials That Were Not Helpful

Enumerators provided feedback on some materials that they found to be unhelpful.

Control Enumerators

Some enumerators reported their opinion that the translation of the NRFU instrument should be more conversational; given the study's focus on Spanish-language materials, it was unclear if these enumerators would also have preferred for the English materials to be more conversational. Additionally, some control enumerators reported that the NOV was difficult for some Spanish-speakers to understand.

Some suggested creating materials for non-Spanish-speaking enumerators so they could inform potential respondents that an enumerator who spoke Spanish would contact them to complete the 2020 Census. The Language Identification Card was designed to fill that role, but the

standard NRFU enumerator training that informed enumerators about this card may not have been relevant for enumerators.

Treatment Enumerators

Although treatment enumerators were aware of and largely reported using the official Spanish translation to administer the NRFU interview, some mentioned sometimes needing to reword questions to help respondents understand them. One treatment enumerator suggested simplifying the Spanish translation of the NRFU instrument, reporting that Hispanic respondents were more reluctant to participate when they did not understand the questions. It was unclear whether this enumerator had a similar opinion about the English NRFU instrument's complexity.

Enumerators also reported that the following topics were sensitive for some Hispanic respondents: ethnicity, race, and date of birth.

Suggestions for New Materials

Treatment and control enumerators provided suggestions about new materials that the Census Bureau should consider developing, including some identifier for enumerators who speak Spanish.

Control Enumerators

Among the suggested materials suggested by control enumerators were a tag or a sticker that indicated the enumerator spoke Spanish and a “cheat sheet” or brochure on the benefits of participating in the 2020 Census. Many enumerators commented on the need to explain to respondents the importance of the decennial census, so they felt that having materials that do that would be helpful. Some suggested adding text about immigration to make Spanish-speaking respondents comfortable; others noted the benefit of presenting an easy-to-read graph using decennial census data, for example, on the number of Hispanics in the community, or a visual map of how many people would benefit from the 2020 Census data.

Treatment Enumerators

Similarly, treatment enumerators suggested developing an “Hablo español” [I speak Spanish] badge or sticker, and a card or information sheet in Spanish that explains what the decennial census is and the importance of participation.

Feedback on the Official Spanish Translation of the 2020 Census NRFU Instrument

When enumerators gave negative feedback about the official translation, moderators attempted to probe enumerators in order to document which specific phrases or questions they considered to be problematic and why, as well as whether they suggested any specific revisions.

Control Enumerators

Although many control enumerators reported that both the English and Spanish questions were too long and complicated, they noted that the Spanish questions were even “wordier,”¹⁸ more technical, and more difficult to read than the English. Almost all reported they needed to paraphrase the questions to shorten the interview, make them easier to understand, and to make the interview more conversational. A few commented that they had to translate on-the-fly because their respondents used a “different dialect” of Spanish. When respondents reported such concerns with the official translation, they were probed to document specific examples.

They identified the following specific questions and terms as problematic: (1) the question on housing tenure, which they found convoluted in general but specifically mentioned the translation for “mortgage”;¹⁹ (2) the inclusion of the English word “roommate” following the Spanish term; and (3) the separation of the constructs for race and ethnicity into two questions, which they reported many Spanish-speakers found confusing. One participant noted the discrepancy between date formats used in the United States and other countries and suggested using the data format predominant in Spanish-speaking countries for the Spanish version of the FDC application.

Additionally, they commented that the translation was too formal and high register²⁰ for respondents to understand. Some suggested scripting both formal and informal pronouns²¹ (e.g., “tú” [you – informal/familiar] and “usted” [you – formal]), as well as different “dialects”²² of Spanish.

¹⁸ Spanish translations may be longer on average than English source text for a variety of reasons, including the more periphrastic syntax (i.e., using more words to express the same idea compared to an alternative phrasing using fewer words) of Spanish compared to English. For example, compare the English phrase “Ana’s mother” to the Spanish equivalent, “la mamá de Ana”. Such differences point to the necessity of ensuring English source text is written in plain language whenever possible.

¹⁹ They suggested “pago de la casa” [house payment], which would not be an appropriate translation for the English term “mortgage.” For example, the scope of this alternative translation would erroneously include rental payments.

²⁰ In this context, “register” is a sociolinguist term referring to the variety of language used in a given context, specifically in terms of the formality or the education level necessary to make the wording accessible. For example, “erroneous” would be a higher register equivalent of the term “mistaken.”

²¹ Such revisions would be unusual for Census Bureau data collections because they increase the risk that a Spanish-speaking enumerator may be perceived as inappropriately informal when speaking on behalf of the federal government, or that the enumerator may inadvertently offend a respondent who speaks a regional variety of Spanish with different conventions for pronoun formality.

²² Maintaining multiple translations for different regional varieties would be unusual, but not unheard of. In general, Spanish dialects are considered to be mutually intelligible such that the version control challenges may outweigh any added benefit of creating versions of the survey instrument. Additionally, scripting multiple versions of the Spanish translation may create logistical difficulties for enumerators in geographic regions with Spanish-speaking respondents from many national origins. In these cases, enumerators would need to be familiar with administering the instrument in each regional version and would be tasked with selecting the appropriate version

Interviewers noted that having certain key words translated for them, or having a small dictionary on the device screen, might have been helpful in dealing with different dialects of Spanish-speakers or when encountering language barriers. (They were unaware of the glossaries produced in Spanish and other languages by the Census Bureau.)

Treatment Enumerators

Aside from one treatment enumerator who reported paraphrasing the questions rather than reading the official translation verbatim, treatment enumerators largely reported reading the content provided and approving of most of the official translation.

5.3.4 Additional Comments

At the end of the focus group, enumerators were invited to provide additional comments on topics that were not previously discussed.

Control Enumerators

Enumerators noted that the FDC application continually crashed, and the device had to be restarted. They were also frustrated by a character limit on the notes field, which prevented enumerators from leaving case notes that were as detailed as some felt were necessary.

Enumerators noted that having a phone to collect data was helpful, but text on the screen could be hard to read and a larger font or the ability to change the font size would have been useful. One enumerator noted that the phone battery life was not sufficient for an eight-hour shift. Another enumerator mentioned that she had to use her own phone to identify units because some were not showing on the map or in the notes.

One enumerator noted that frequent changes of supervisors was problematic. She reported she was often unable to reach a supervisor or get timely answers to questions. During her tenure, she reported having 12 supervisors. Other enumerators noted they had problems getting through to the RCC and were “bounced around a lot”—for example, one was unable to get her bonus.

In terms of questionnaire content, enumerators were concerned that respondents found the race and ethnicity questions confusing. Many respondents chose “other” as their race.

Enumerators suggested an advertisement campaign tailored toward Hispanics on the census and the question of race, in particular. Enumerators also made suggestions for including questions on improvements respondents would like to see in their communities (roads, transportation, schools, etc.), and asking about intentions to vote as methods for demonstrating the importance of the 2020 Census.

of the Spanish instrument at the doorstep without information in advance about which dialect a particular respondent speaks.

One enumerator felt she was assaulted because someone took pictures of her and her car and put them on Facebook to warn others. She expressed concerns about whether respondents could take legal action against her for trespassing in the course of attempting to contact a household to complete the 2020 Census.

Treatment Enumerators

A few enumerators reported that their supervisor was too busy to support them, they needed more support than provided, or their supervisor did not support them adequately. Enumerators noted that communities with outreach efforts like “Yes to census” signs were more willing to participate. They did not specify whether these efforts were organized by the Census Bureau or by local communities.

Enumerators also suggested adding “Hablo español” [I speak Spanish] to the badges of Spanish-speakers and providing a plastic sleeve to make the badge sturdier. They noted that having the 2020 Census badge, the 2020 Census bag, and the card for the car dashboard were helpful in establishing legitimacy.

Enumerators reiterated their frustration with the case assignment system sending them to addresses multiple times that reported already having completed the 2020 Census.

6. Conclusions and Recommendations

The following section presents conclusions and recommendations from the quantitative and qualitative analysis of the 2020 Spanish-speaking Enumerator Training Experiment.

6.1 Conclusions

Conclusions about the impact of the experimental training on case outcomes, data quality, and enumerator preparedness, along with key insights from enumerator focus groups, are documented below.

6.1.1 Discussion of Quantitative Findings

Our analysis of descriptive statistics comparing rates of completing the 2020 Census at the household-level did not detect substantive differences across experimental groups. Findings at the contact attempt-level were very modest, with a 1 percent increase in successful contact attempts found for potentially Spanish-speaking households in the treatment group compared to those in the control group.

We found slightly more evidence to suggest that completing the experimental training may have improved enumerator efficiency, with two percent fewer cases completed cases having required a second contact attempt for the treatment group compared to the control group. This effect was slightly more pronounced when we limited the scope of the analysis to

potentially Spanish-speaking households, with a 3 percent decrease in completed cases that required a second contact attempt. While these improvements in outcomes and efficiency for the treatment group are relatively small, even a 2 to 4 percent reduction in the number of cases requiring additional contact attempts seems likely to offset the cost of an additional, specialized training module for bilingual enumerators.

Results from the log-odds ratios of our multinomial regression model demonstrate that the experimental training had a statistically significant, positive effect on completion rates on attempts one and three. Our findings suggested that the effect was greater for cases not completed on prior attempts that required a third contact attempt. These results supplement findings from the Holm Procedure, which did not find that the experimental training decreased the likelihood of Spanish-speaking enumerators completing cases. Taken together, these results demonstrate that the experimental training not only did not harm response rates, but in fact modestly increased the likelihood that Spanish-speaking enumerators would complete cases when compared to Spanish-speaking enumerators who did not complete the experimental training module.

6.1.2 Discussion of Qualitative Findings

Although the focus groups included fewer treatment enumerators than initially planned, they still provided valuable insights into treatment and control enumerators' awareness and reported usage of the official Spanish translation, their readiness to administer the NRFU interview in Spanish after completing their training, their feedback on the official Spanish translation of the NRFU instrument, and their recommendations for updating the standard NRFU enumerator training and improving case assignments.

Awareness and Usage of Official Spanish Translation

Qualitative findings from enumerator focus groups indicate that almost all control enumerators were either unaware of or did not remember how to toggle to the Spanish version of the FDC application when they completed their training, despite mention of this functionality in the standard training they received. In contrast, the treatment enumerators reported knowing how to access the official Spanish translation of the NRFU instrument when they completed their training.

Many control enumerators mentioned translating on-the-fly rather than using the official translation even once they were aware of it and knew how to access it. Focus group discussions suggest that they were largely not aware of the need to read the Spanish version of the NRFU instrument as worded and did not perceive this behavior as problematic. One enumerator who was mistakenly recruited for a focus group despite not being a fluent Spanish-speaker reported using machine translation to complete Spanish interviews.

All but one of the treatment enumerators reported using the official Spanish translation to administer the NRFU interview to Spanish-speakers, and they reported largely reading the questions as worded. Some mentioned needing to paraphrase questions when respondents did not understand them. The treatment enumerator who reported not using the official Spanish translation stated that he preferred to translate the interview on-the-fly.

Reading survey questions verbatim, in English as well as non-English languages, is typically associated with increased data quality when compared to improvising question content. As such, accessing and using official translations is likely to be positively associated with data quality (Pan & Lubkemann, 2013). Practices that were reported in control focus groups like translating-on-the-fly or using Google Translate may have negatively impacted the quality of the data collected for some Spanish-language interviews. These reports suggest that control enumerators did not fully understand the concept of or need for standardized interviewing in Spanish. In contrast, treatment enumerators seemed to have a better awareness of the requirement that they adhere to the official translation, which had been tested and reflected a thoughtful development process.

Readiness to Administer the NRFU Interview in Spanish

When asked about how prepared they were to administer the NRFU interview in Spanish, we found that control enumerators expressed a need for training on topics that were addressed in the experimental training. For example, they reported needing a chance to practice the interview in Spanish and needing training on how to address Spanish-speaking respondent concerns about citizenship status. In addition to reporting that they needed more training on addressing respondent concerns, some mentioned using strategies that may have jeopardized data quality like encouraging respondents to provide partial or inaccurate information.

The small number of treatment enumerators we were able to debrief with favorably assessed the training module and the techniques they practiced administering the interview in Spanish. In contrast to control enumerators, they largely reported feeling prepared to address Spanish-speaking respondent confidentiality concerns or concerns about immigration status. They also reported that a strength of the training was the time it gave them to become familiar with and practice skills needed to administer the NRFU interview in Spanish.

Based on the feedback of treatment and control enumerators, we conclude that adding guidance to the experimental training on answering Spanish-speaking respondent's questions about the race and ethnicity questions would be helpful. We also conclude that the training should include content to help enumerators address Spanish-speaking respondents' concerns about reporting more people living in their home than are allowed by landlords or are reported on documentation for receiving social services. Empowering enumerators to respond to these concerns is important to help prevent erroneous omissions from the roster.

Enumerator Feedback on the Spanish Translation of the NRFU Instrument

We documented some enumerator feedback on specific Spanish wording that they considered to be problematic in the NRFU instrument. Spanish-speaking enumerators can offer helpful insights into which questions they noticed Spanish-speaking respondents struggling to answer, but we note that there are important caveats to consider when interpreting their feedback on translations. For example, they may provide feedback that represents a stylistic preference rather than a substantive problem. They may also recommend revising translations in an effort to make them more conversational; these suggested revisions may be more colloquial or regional than would be recommended in representing the U.S. government. At times their recommendations for shortening or simplifying question wording may not be parallel to the concepts that are included or excluded in the English source text. While these are important limitations to feedback field staff may provide on official translations, their sense of which questions are too complex, confusing, or not conversational can be a source of qualitative information on the performance of questions in the field. Overall, enumerators reported that Spanish-speaking respondents seemed to struggle to answer the race and ethnicity questions, and to a certain extent, the housing tenure question.

Additional Enumerator Feedback on NRFU Training and the NRFU Operation

When discussing the standard training completed by all NRFU enumerators, many suggested conducting training in person, increasing the opportunities for role playing and hands on practice, reducing the amount of content that enumerators are expected to retain, and providing more training on handling refusals, proxy interviews, language barriers, and apartment managers.

Enumerators across focus groups consistently reported that handling respondents claiming to have already completed the 2020 Census online was one of the biggest challenges they faced. They also expressed frustration with the case assignment algorithm.

6.1.3. Implications of Spanish-Speaking Enumerator Training Experiment Results

This 2020 Census experiment faced several challenges, including the onset of the COVID-19 pandemic eliminating planned field observations, as well as the underassignment of the experimental training. These challenges required adapting the planned methodology for conducting focus groups and completing the statistical analysis.

Despite these setbacks, we still found modest statistical evidence that the training improved response rates and enumerator efficiency in the field. These findings may have been more pronounced if the training assignment had been completed according to the experimental design.

Qualitative reports from enumerator focus groups suggest the experimental training may also have favorably impacted data quality for Spanish-language cases to the extent that the training anecdotally resulted in increased usage of the official translation. Treatment enumerators also seemed well prepared to administer the NRFU interview in Spanish, while control enumerators reported that they needed training on topics that were discussed in the experimental training module.

Overall, findings suggest that the experimental training helped Spanish-speaking enumerators to administer the 2020 Census interview in Spanish, and that implementing this training and adapting it for additional non-English languages would benefit future bilingual enumerators.

6.2 Recommendations

Recommendations based on findings from our statistical analysis and on feedback collected during enumerator focus groups are documented below.

6.2.1 Recommendations for Bilingual Enumerator Training

We recommend expanding the experimental training by revising it to include additional content and making it available to more bilingual enumerators.

1. Given that the experimental training modestly increased response rates and enumerator efficiency and may have increased data quality for Spanish-language cases, we recommend offering the experimental training to all Spanish-speaking enumerators.
2. Given the indications that the experimental training module was helpful for Spanish-speaking enumerators, we recommend adapting this training for enumerators who speak additional non-English languages.
3. Given that the experimental training seemed to be particularly successful at making enumerators aware of available translated materials, underscoring the importance of standardized interviewing using official translations, and preparing enumerators to respond to respondent concerns about confidentiality and citizenship status, we recommend that future training for enumerators who speak non-English languages continue to incorporate content addressing these topics.
4. Since enumerators who completed the experimental training reported hands-on practice was particularly helpful, we recommend future training for enumerators who speak non-English languages expand opportunities for practice and include a chance to administer the entire NRFU interview in the target language. Further, we recommend incorporating in-person, paired practice where possible based on enumerator feedback.
5. Given that enumerators requested additional background on the race and ethnicity questions so they could better understand and explain them to respondents, we

recommend future training for enumerators who speak non-English languages incorporate training on this topic.

6. Given that enumerators requested training on how to reassure respondents who were concerned about reporting more household residents than are permitted by their landlord, or than have been reported to social service agencies, we recommend expanding training to include messages that address this topic in non-English languages.

6.2.2 Recommendations for Standard Enumerator Training on Encountering Language Barriers

We recommend revising the training provided to all NRFU enumerators on encountering language barriers to help increase the saliency and efficacy of this content.

1. Given that some enumerators reported using Google Translate to complete interviews with households where the respondents spoke a language that the enumerator did not speak or reported showing the Spanish translation of their FDC device to Spanish-speaking respondents to complete interviews, we recommend expanding NRFU enumerator training on acceptable practices when encountering language barriers.
2. Given that some enumerators were unaware that the Language Identification Card provides a message to non-English-speaking respondents explaining that another enumerator will contact them, we recommend revisiting the training on the utility and importance of the Language Identification Card to determine if this content can be improved.

6.2.3 Recommendations for Standard NRFU Enumerator Training on Non-Language-Related Topics

We recognize that it would be challenging to revise NRFU enumerator training to include additional content given the prodigious amount of information already covered in a relatively short period of time. However, enumerators provided concrete feedback on situations that they felt unprepared to encounter that lead us to recommend expanding the training to support them with these challenges.

- Given that several enumerators noted the need for additional, realistic training on handling challenging situations, we recommend expanding content and practice on contacting apartment managers, on interviewing proxies, and on addressing respondent reports that they have already completed the census interview. We also recommend explicitly addressing the difference between acceptable strategies and unacceptable strategies for completing interviews and avoiding refusals.

6.2.4 Recommendations for Future Research

Although researchers were able to adapt the methods originally planned for this experiment in order to obtain useful results despite underassignment of the experimental training and the onset of the COVID-19 pandemic, there are still topics that would be best addressed with future research.

1. We recommend incorporating field observations in future evaluations of enumerator training in order to directly assess the extent to which training for bilingual enumerators has adequately prepared them to administer the interview in the target language.
2. We recommend continuing to document and evaluate messages that enumerators reported using successfully to gain respondent cooperation. These messages should be incorporated into future enumerator training to ensure that effective messages are shared with less experienced field staff, while inappropriate messages are discouraged.
3. We recommend that a brochure for NRFU enumerators be tested in English as well as non-English languages that briefly explains the purpose and benefits of the census, and in particular includes an infographic that explains how decennial census data are used to benefit local communities. For example, it could show the number of school-aged children in the community, with an explanation that this data can be used by local officials to plan for the construction of new schools. The infographic should be adapted as needed based on the demographic characteristics of different language communities to present information that is relevant in an engaging format.
4. We recommend that continued pretesting and refinements be made to NRFU questions, particularly questions on race, Hispanic origin, and housing tenure in order to ensure that the English wording as well as the wording of the translations of these questions are accessible to diverse respondents.
5. We recommend field testing stickers or other indicators of enumerators' target language proficiency as a means to increase outreach in communities that speak languages other than English.
6. We do not have the data to disentangle the extent to which reports of problems with the Field Data Capture or case-management systems were idiosyncratic or substantiated but recommend continuing to conduct thorough testing of systems.

7. Review/Approval Table

The individuals or groups that appear in the table below have reviewed and approved this operational assessment report.

Role	Approval Date
Field Division Decennial Data Collection Branch	9/22/2023
Decennial Census Management Division (DCMD) ADC for Nonresponse, Evaluations, and Experiments	10/31/2023
Decennial Research Objectives and Methods (DROM) Working Group	10/31/2023
Center for Behavioral Science Methods ADC for Emerging Methods and Applications	12/21/2023
Decennial Census Management Division Research Branch	1/17/2024
Decennial Census Management Division (DCMD) Chief of Translation Branch	2/27/2024
Decennial Communications Coordination Office (DCCO)	3/01/2024
Disclosure Review	3/14/2024
Public Information Office (PIO)	

8. Document Revision and Version Control History

The table below includes entries for each major version of this operational assessment report along with a brief description of the version and/or any changes made to the preceding version.

Internal Report: Revision and Version Control History

Version/Editor	Date	Version Description/Revisions
1.1 CBSM	8/30/2023	Draft report
1.2 FLD	9/22/2023	Decennial Data Collection SME review
2.1 CBSM	10/13/2023	Implementing reviewer recommendations
2.2 DROM	10/24/2023	DROM review
2.3 DCMD	10/26/2023	Translation Branch SME preliminary review
2.4 DCMD	10/31/2023	Quality process review
3.1 CBSM	12/10/2023	Implementing reviewer recommendations
3.2 CBSM	12/21/2023	ADC Review
4.1 DCCO	1/17/2024	DCCO Preliminary Review
4.2 CBSM	2/08/2024	Implementing reviewer recommendations
4.3 DCMD	2/27/2024	Translation Branch SME final review
4.4 CBSM	2/28/2024	Implementing reviewer recommendations
4.5 DCCO	3/01/2024	DCCO final clearance
4.5 CNMP	3/01/2024	Posted to internal memorandum series

External Report: Revision and Version Control History

Version/Editor	Date	Version Description/Revisions
1.0 CBSM	3/02/2024	Implementing preliminary DAO and IP reviewer recommendations
1.1 CBSM		Final DAO and IP review
1.2 CBSM		Implementing reviewer recommendations
2.0 DRB		DRB review
2.1 CBSM		Implementing reviewer recommendations
3.0 CBSM		CBSM policy review
3.1 CBSM		Implementing reviewer recommendations
4.0 DCMD		Research branch review
4.1 CBSM		Implementing reviewer recommendations
5.0 DCCO		DCCO preliminary review
5.1 CBSM		Implementing reviewer recommendations
6.0 PIO		508 compliance review
6.1 CBSM		Implementing reviewer recommendations
7.0 DCCO		DCCO final clearance
7.0 CNMP		Posted to external memorandum series

9. References

- Clark Fobia, A., Meyers, M., Hernandez, A., and Lykke, L. (2022). “Final Report of the Privacy Act Cognitive Testing Project.” Survey Methodology Research Report Series, 2022-07. Available at <https://www.census.gov/library/working-papers/2022/adrm/rsm2022-07.html>.
- Pan, Y., & Lubkemann, S. (2013). “Observing Census Enumeration of Non-English Speaking Households in the 2010 Census: Evaluation Report.” Available at <https://www2.census.gov/programs-surveys/decennial/2010/program-management/5-review/cpex/2010-cpex-249.pdf>.
- Raim, A., Matthew, T., Sellers, K., Ellis, R, and Meyers, M. (2023). “Design and Sample Size Determination for Experiments on Nonresponse Followup using a Sequential Regression Model.” Journal of Official Statistics. Available at <https://sciendo.com/issue/JOS/39/2>
- U.S. Census Bureau. (2019). “2020 Early Nonresponse Followup Universe.” Memorandum for the Record. Available at https://www2.census.gov/programs-surveys/decennial/2020/program-management/memo-series/2020-memo-2019_27.pdf.
- U.S. Census Bureau. (2020). *2020 census operational adjustments due to COVID-19*. Available at <https://www.census.gov/programs-surveys/decennial-census/decade/2020/planning-management/operational-adjustments.html>.
- U.S. Census Bureau. (2022). “Regional Census Centers (RCCs).” Available at <https://www.census.gov/programs-surveys/decennial-census/decade/2020/about/rccs.html>.
- U.S. Census Bureau. (2023.) “Planning Database (2015, 2016, 2018-2022).” Available at <https://www.census.gov/data/developers/data-sets/planning-database.html>.

Appendix A: Glossary of Acronyms and Abbreviations

Acronym	Definition
ACO	Area Census Office
ADC	Assistant Division Chief
CBSM	Center for Behavioral Science Methods
CSRM	Center for Statistical Research and Methodology
DAO	Disclosure Avoidance Officer
DCCO	Decennial Communications Coordination Office
DRB	Disclosure Review Board
DROM	Decennial Research Objectives and Methods
FDC	Field Data Capture
ICE	Immigration and Customs Enforcement
IDRT	Infectious Disease Response Team
IP	Information Produce
LA	Los Angeles
LMS	Learning Management System
MSA	Metropolitan Statistical Area
NOV	Notice of Visit
NRFU	Nonresponse Followup
PIO	Public Information Office
RCC	Regional Census Center

Appendix B: Full Script of the Experimental Spanish-Speaking Enumerator Training Module

Client:

United States Census Bureau

Course Name:

NRFU Onboarding

Module:

Spanish Bilingual

Type the date of approval & approver's name below:

Date:

Signature:

Approval of this document indicates that the development team can proceed to the next phase(s) based on the content in this document. **Changes to this document after it has been approved may be considered Change Orders.** Changes requested after the script review cycle may be out of scope and require discussion and/or a Change Order.

Please carefully review all the details in this document and clearly state the revisions necessary to create a final document. If more than one person reviews this document, please consolidate the feedback. Please add reviewers' initials by their comments.

Allen Interactions | Studio Corvus
1120 Centre Pointe Drive
Mendota Heights, MN 55120
651-203-3700

Document History

Designer	<i>Suzanne Zahorski</i>
Writer	<i>Nick Tichawa</i>
Producer	<i>Betty Fu</i>
Graphic Lead	<i>Randall Wannamaker</i>
Program Lead	<i>Randall Wannamaker</i>
Notes	

Date	Action	Initials
------	--------	----------

Global Items: Resources

Menu	Resources:	Navigation	Exit:
[See "Screen Headings" in Contents below.]	<ul style="list-style-type: none">- <i>Spanish NOV [PDF]</i>- <i>Spanish Information Sheet [PDF]</i>- <i>Classroom Spanish Messages Handout [PDF]</i>- <i>Confidentiality Information Sheet in Spanish</i> [https://census.gov/content/dam/Census/library/factsheets/2019/dec/2020-confidentiality-factsheet-sp.pdf]- <i>Additional Resources</i> [https://census.gov/programs-surveys/decennial-census/2020-census/planning-management/promo-print-materials.html]	<i>Back / Next arrow buttons</i>	X

Contents of Training

Topic	Screen Numbers	Screen Heading	Treatment
Introduction	1 – 2	Welcome to Administering the Census in Spanish	Text/Image/Audio
Spanish Materials	3	Spanish Materials	Multiselect
Choose Avatar	4	Choose Your Enumerator	Path Menu
Spanish Interviews (1)	5	Spanish Interviews	Branching Conversation
Spanish Toggle	6	Spanish Toggle	Systems Task Model
Spanish Interviews (2 – 4)	7 – 9	Spanish Interviews	Branching Conversation
Doorstep Practice	10	Doorstep Introduction in Spanish	Text/Image
How was the Translation Developed?	11	How was the Translation Developed?	Locked Select Reveal / Process Model
Knowledge Check	12	Knowledge Check	Multiple Choice
Conclusion	13	Conclusion	Text/Image/Audio

A few notes:

- **Highlighted** items need to be translated
- **Purple** items will be VO only
- Items with **purple** headers and black text will be both VO and on-screen text
- **Green** items will not be included in the course. They are just for reference within the script.

Welcome and Purpose (Screens 1 - 2)

Treatment: Text/Image/Audio		
Text on Screen		Dev/Media Instructions
Screen Heading:	Welcome to Administering the Census in Spanish	Animated Imagery with VO.
Screen #:	Voiceover Script	On Screen
1	<p>Welcome to Administering the Census in Spanish.</p> <p>This training module will allow you to practice different types of Spanish-speaking respondent situations.</p>	<p>This module will help you practice different types of Spanish-speaking respondent situations.</p>
	NRFU_ESB_1.mp3	
2	<p>This module will help you focus on gaining cooperation from Spanish-speaking respondents.</p> <p>You'll also learn why it's important to use official Census translations during interviews to get high quality data from respondents during the Census interview.</p> <p>Plan to spend about 20 minutes to complete this module.</p> <p>Select Next to continue.</p>	<p>This module will help you:</p> <ul style="list-style-type: none"> Gain cooperation from Spanish-speaking respondents Get high quality data from respondents Learn the importance of using official Census translations <p>Select Next to continue.</p>
	NRFU_ESB_2.mp3	

Spanish Materials and How to Access Them (Screen 3)

Treatment: Multiselect		
Text on Screen		Dev/Media Instructions
Answers	Correct	Feedback
<i>Screen Heading:</i> <i>Spanish Materials</i>		
<i>Question: (VO + Text)</i> <i>Did you know that Census provides you with Spanish materials that you can use while enumerating? See if you know which items are available in Spanish.</i> <i>Select all that apply.</i>		
<i>Information Sheet</i>	x	<i>That's right! / That's not right.</i>
<i>Notice of Visit (NOV)</i>	x	<i>The Census has translated all of your primary tools into Spanish, including the:</i> <ul style="list-style-type: none">● <i>Information Sheet</i>● <i>NOV</i>● <i>FDC application</i>
<i>Census ID badge</i>		
<i>Field Data Capture application (FDC)</i>	x	
Final Feedback (VO)	Final Feedback (On-screen Text)	

.The translation of these three items will give you the tools you need to be effective as enumerators of Spanish-speaking respondents.

.The Information Sheet and the Notice of Visit are available for download in the Resources menu. You'll practice accessing the Spanish version of the FDC later in this module.

Additional, optional resources are available online in the Additional Resources link in the Resources tab. Those optional resources include a Confidentiality Information Sheet in Spanish and a Spanish Messages Handout. While these materials are not available in print, they include helpful phrases to use when having conversations with Spanish-speaking respondents who are concerned about their confidentiality.

The messages on the Spanish Messages Handout were developed by conducting focus groups with experienced Census Bureau interviewers, asking how to convince reluctant Spanish-speakers to participate. We also tested the messages with Spanish-speaking respondents.

.These helpful translations are available in the Resources menu:

- The Information Sheet*
- Notice of Visit*

Additional Resources are not available for print but include phrases to use when having conversations in Spanish. These resources include:

- Spanish Confidentiality FAQ*
- Spanish Glossary*
- Spanish Messages Handout*
- Additional Resources*

Enumerator Chooses Avatar for Practice Scenarios (Screen 4)

Treatment: Path Menu		
Text on Screen		Dev/Media Instructions
Screen Heading: <i>Choose Your Enumerator</i>		<i>Show full body images of Juan and Ana. These are selectable and will lead down the path of that character.</i>
Question: (VO + Text) <i>Before you go through the following series of scenarios, choose your enumerator. Select Juan or Ana now.</i>		
Answers	Notes	
<i>Juan</i>		
<i>Ana</i>		

Role Playing Interview 1 - Not Using Translation On-the-Fly (Screen 5)

Treatment: Branching Conversation	
Text on Screen	Dev/Media Instructions
<p>Screen Heading: Spanish Interviews (1 of 4)</p> <p>Intro Popup: (VO + Text) Hi [Ana / Juan] You are about to practice going to a series of addresses and enumerating them in Spanish. See if you can give the best responses to get a completed interview. When you arrive at the door, the respondent speaks to you in Spanish. As you do the enumeration in Spanish, she tells you that she and her husband own the house. You take their names, ask if anyone else lives there, and continue through FDC. [BEGIN]</p>	<p>Audio: Intro Popup will also be VO.</p> <p>Media: Intro popup has respondent at the door media. Ideally show enumerator with female respondent at the door. Additionally, show the full phone with English screenshot of UNDERCOUT FDC screen:</p> 
<p>On-screen prompt: Listen to the respondent, then choose the best way to respond.</p>	<p>VO Respondent has headshot in circle with speech bubble.</p>
R1-1 (Respondent VO)	Enumerator Response Options

<p><i>No, no vive nadie más aquí.</i> [No, nobody else lives here.]</p>	<p><i>E1-1A – Best</i> [Goes to R1-2A]</p>	<p><i>No queremos dejar de contar a ninguna persona, tales como bebés, niños, nietos, hijos de crianza (foster), personas que no sean parientes, compañeros de casa o de cuarto, o cualquier persona sin un lugar permanente donde vivir. ¿Había otras personas ADICONALES que usted no haya mencionado todavía?</i></p> <p><i>[We don't want to miss anyone, like babies, children, grandchildren, {a colloquial way of rendering "Foster child"} (Foster), people who are not relatives, roommates or housemates {rendered as compañeros de casa o de cuarto"}, or any person without a permanent place to live. Were there any ADDITIONAL people that I have not mentioned yet?]</i></p>
	<p><i>E1-1B – Worst</i> [Goes to R1-2C]</p>	<p><i>No queremos excluir a nadie. Por ejemplo, queremos contar a bebés, niños, nietos, hijos de crianza, personas que no son parientes, compañeros de cuarto o a cualquier persona que no tiene un sitio permanente donde vivir. ¿Había otras personas que no mencionó todavía?</i></p> <p><i>[We don't want to exclude anyone. For example, we want to count babies, children, grandchildren, {a colloquial way of rendering "foster child"}, people who are not relatives, roommates {rendered as compañeros de cuarto} or anyone who did not have a permanent location to live. Were there other people you haven't mentioned yet?]</i></p>
	<p><i>E1-1C – Middle</i> [Goes to R1-2B]</p>	<p><i>We do not want to miss any people, such as babies, children, grandchildren, foster children, nonrelatives, roommates, or any people without a permanent place to live. Were there any ADDITIONAL people that you did not mention yet?</i></p>
R1-2A (Respondent VO)	Enumerator Response Options	Final Feedback

<p><i>¿Sabe? Sí tuvimos un compañero de casa viviendo con nosotros el 1 de abril.</i> <i>[You know, we actually did have un compañero de casa living with us on April 1st.]</i></p>	<p><i>E1-2A - Correct</i></p>	<p><i>Muy bien! ¿Podría decirme el nombre completo de esa persona?</i> <i>[OK, great! Could you please tell me their full name?]</i></p>	<p><i>Pretty good job!</i> <i>You did a great job navigating that conversation. You may have caught that “roommates” doesn’t neatly always translate to “compañeros de cuarto.”</i> <i>Still, you should not have been attempting to translate “on the fly.” You need to be following the prompts exactly as they are written in Spanish in FDC.</i> <i>Let’s practice changing the language to Spanish in FDC now.</i> <i>Select Retry to try the conversation again, or select Next to continue.</i></p>
---	-------------------------------	---	--

	<i>E1-2B - Incorrect</i>	<p><i>No entiendo por qué no me dijo eso antes. ¿Cómo se llama esa persona?</i> <i>[I'm not sure why you didn't tell me that before. OK, what is their name?]</i></p>	<p><i>Not quite.</i></p> <p><i>You started strong. You may have caught that "roommates" doesn't always neatly translate to "compañeros de cuarto."</i></p> <p><i>Still, you should not have been attempting to do your own translation "on-the-fly." You might use a word or phrase that people from certain countries wouldn't understand well. You could also make wording changes that may violate the approved language of the Census. It is misleading to respondents when enumerators ask different questions than what the Census Bureau tells the public we will ask.</i></p> <p><i>Additionally, remember to keep your demeanor and comments positive. Be patient with respondents.</i></p> <p><i>Let's practice changing the language to Spanish in FDC now so you know how to get to the official Spanish translation.</i></p> <p><i>Select Retry to try the conversation again, or select Next to continue.</i></p>
R1-2B (Respondent VO)	Enumerator Response Options		Final Feedback

R1-2C (Respondent VO)	Enumerator Response Options	Final Feedback
<p>Bueno, otra persona estuvo viviendo con nosotros, pero ella no comparte nuestro dormitorio. Tenemos diferentes dormitorios y camas y todo.</p> <p>[Well, we had someone else living with us, but she doesn't share our room. We have different rooms and beds and everything.]</p>	<p>E1-2B – Incorrect</p>	<p>Cuando dije "compañero de cuarto", no fue mi intención que usted lo tomara tan literalmente.</p> <p>[OK, when I said "compañero de cuarto," I didn't mean for you to take that so literally.]</p> <p>No. Repeating the language that a respondent did not understand is not helpful. Additionally, you should not have been doing your own translation (translating "on-the-fly"). By following the Spanish script in FDC, you would have known that "roommates" shouldn't only be literally translated as "compañeros de cuarto." When enumerators translate on-the-fly, they make wording changes that could violate the approved language of the Census. It is misleading to respondents when enumerators ask different questions than what the Census Bureau tells the public we will ask. Let's practice changing the language to Spanish in FDC now so you know how to get to the official Spanish translation. Select Retry to try the conversation again, or select Next to continue.</p>
	<p>E1-2C – Correct</p>	<p>¡Lo siento! Estaba traduciendo la pregunta del inglés al español y creo que usé la palabra equivocada. Solo voy a cambiar esto a español y le leeré la pregunta otra vez de la manera en que está escrita.</p> <p>[I'm sorry! I was translating the English question into Spanish and I think I used the wrong word. I'll just switch this over to Spanish and read the question to you again the way it's written.]</p> <p>Good recovery! You're right, you should not have been translating on-the-fly. By following the Spanish script in FDC, you would have known that "roommates" shouldn't only be literally translated as "compañeros de cuarto." Let's practice changing the language to Spanish in FDC now so you know how to get to the official Spanish translation. Select Retry to try the conversation again, or select Next to continue.</p>

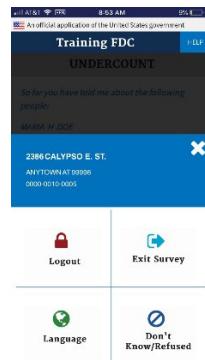
<p><i>Lo siento pero no comprendo lo que me está diciendo. No hablo inglés.</i></p> <p>[I'm sorry but I don't understand what you're saying. I don't speak English.]</p>	<p><i>E1-2D - Incorrect</i></p>	<p><i>Soy bilingüe y olvidé que estábamos hablando en español. Usted debería aprender inglés también.</i></p> <p>[Oh, I'm bilingual and forgot we were speaking Spanish. You should really learn to speak English too.]</p>	<p><i>No, that was terrible.</i></p> <p><i>You should never speak to a respondent this way. Also, if you're enumerating in Spanish, you should have been following the FDC in Spanish. You should not have been doing your own translation (translating "on-the-fly"). This can cause wording changes that could violate the approved language of the Census. It is misleading to respondents when enumerators ask different questions than what the Census Bureau tells the public we will ask.</i></p> <p><i>Let's practice changing the language to Spanish in FDC now so you know how to get to the official Spanish translation.</i></p> <p><i>Select Retry to try the conversation again, or select Next to continue.</i></p>
	<p><i>E1-2E – Correct</i></p>	<p><i>¡Lo siento! Olvidé cambiar el cuestionario a español así que se lo estaba leyendo en inglés. Déjeme corregirlo y le volveré a hacer la pregunta.</i></p> <p>[I'm sorry! I forgot to switch the questionnaire to Spanish so I was just reading you the English. Let me fix that and I'll ask you again.]</p>	<p><i>OK, decent recovery.</i></p> <p><i>If you're enumerating in Spanish, you should have been following the FDC in Spanish the whole time. You should not have been doing your own translation (translating "on-the-fly"). This can cause wording changes that could violate the approved language of the Census. It is misleading to respondents when enumerators ask different questions than what the Census Bureau tells the public we will ask.</i></p> <p><i>Let's practice changing the language to Spanish in FDC now so you know how to get to the official Spanish translation.</i></p> <p><i>Select Retry to try the conversation again, or select Next to continue.</i></p>

Hands On Practice Exercise 1 - Toggling the FDC to Spanish and Instruction to Use the Official Translation (Screen 6)

Treatment: Systems Task Model		
Text on Screen		Dev/Media Instructions
Action	Resulting Screen	
Screen Heading: <i>Spanish Toggle</i>		<i>Audio:</i> <i>Onscreen text and Final Feedback will be VO.</i>
Onscreen Text: (+VO)	<p><i>It is important to use the FDC in Spanish when you are performing the interview in Spanish. That way, you are not tempted to translate on-the-fly and can easily follow the script provided in FDC.</i></p> <p><i>Select within FDC to change the language to Spanish.</i></p>	<i>Interaction:</i> <i>Task model with multiple try agains.</i> <i>FEEDBACK:</i> <i>Incorrect (1st and 2nd attempts):</i> <i>That is not the correct location.</i> <i>Try again.</i> <i>Incorrect (3rd attempt):</i> <i>[Highlight correct spot with same pulsing box used in other modules.]</i>
Beginning Screen: 		<i>Correct:</i> <i>[Show next screen.]</i>

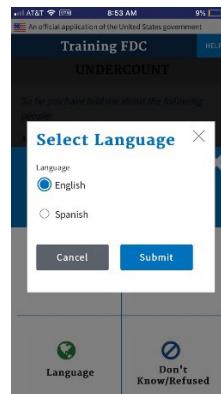
Select Options.

SB-2.jpg



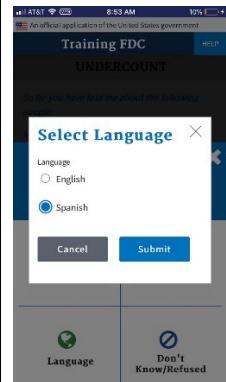
Select Language.

SB-3.jpg



Select Spanish.

SB-4.jpg



Select Submit.

SB-5.jpg



Final Feedback (VO)

Final Feedback (On-Screen Text)

.Great job!

You successfully toggled to Spanish view in FDC. This is important because you should not be translating on-the-fly, meaning do not translate questions into Spanish yourself. Instead, you are required to read the questions exactly as they are written, just like in English.

As we will see a little later, lots of time and effort went into developing the official translation, and the language nuances matter.

For example, when the example we just looked at was tested with Spanish-speakers from different countries, some Spanish-speakers thought that “compañeros de cuarto” meant people have to literally share a room or even a bed to choose that answer! The official translation says “compañeros de casa o de cuarto” to fix that difference in interpretation between English and Spanish.

Select Next to continue.

.Great job!

You successfully toggled to Spanish view in FDC. Remember:

- Do not translate on-the-fly*
- Read the questions as written*

For example, roommate ≠ compañero de cuarto.

*The less literal translation, **compañero de casa o de cuarto** (house companion or room companion) was better understood by some Spanish-speakers in testing and is used in your FDC application.*

Role Playing Interview 2 - Using the Official Translation, Explaining the Purpose and Benefits of the Census in Spanish, How to Reassure Respondents in Spanish When Respondents Mention Confidentiality Concerns (Screen 7)

Treatment: Branching Conversation	
Text on Screen	Dev/Media Instructions
<p>Screen Heading: Spanish Interviews (2 of 4)</p> <p>Intro Popup: (VO + Text)</p> <p><i>Let's continue practicing interviews!</i></p> <p><i>For these next scenarios, you will not be given any direction from the FDC. Don't worry about getting these right or wrong. These scenarios are meant to:</i></p> <ul style="list-style-type: none"> <i>Show you why the Census Bureau chose specific words when translating materials into Spanish [and]</i> <i>Give you tips for overcoming respondent concerns in Spanish</i> <p><i>When you arrive at the door, the woman answers the door and speaks to you in Spanish. You introduce yourself and try to start administering the Census, but the respondent has concerns.</i></p> <p><i>[BEGIN]</i></p>	<p><i>Media:</i></p> <p><i>In the Intro popup, show the enumerator with female respondent at the door.</i></p> <p><i>Audio:</i></p> <p><i>Intro Popup and Final feedback will also be VO.</i></p>
<p>On-screen Prompt</p> <p><i>Listen to the respondent, then choose the best way to respond.</i></p>	

<p>Interaction Audio:</p>	<p>R: ¿Sí? ¿Qué desea? [Yes? What do you want?]</p> <p>E: Buenos días. Disculpe que la moleste. Soy [Ana / Juan] de la Oficina del Censo de los Estados Unidos. Aquí está mi identificación. La Oficina del Censo de los Estados Unidos está llevando a cabo el censo de población en todo el país, y estoy aquí para completar un cuestionario del Censo para 123 Main St. La entrevista tomará alrededor de 10 minutos. Este aviso explica que sus respuestas son confidenciales. ¿Me podría decir si usted vive aquí, en 123 Main St.? [Good morning. Sorry to bother you. I'm [Ana / Juan] from the US Census Bureau. Here is my ID. The U.S. Census Bureau is conducting a nationwide Census right now, and I am here to complete a Census questionnaire for 123 Main St. The interview will take about 10 minutes. This notice explains your answers are confidential. May I please ask, do you live here at 123 Main St.?]</p> <p>R: ¿De qué se trata esto del censo? [What is this census about?]</p> <p>E: Cada diez años el gobierno de los Estados Unidos hace un censo. Un censo es un cuestionario para contar a todas las personas que están viviendo en los Estados Unidos. El Censo es muy importante. Los resultados se van a usar para que cada comunidad reciba los fondos federales que le corresponden para muchos programas y servicios públicos. [Every ten years the United States government conducts a census. A census is a questionnaire to count everyone who is living in the United States. The Census is very important. The results from the Census will be used so that each community gets its fair share of federal funding for many programs and public services.]</p> <p>R:</p>
---	---

.Sí, pero no hablo muy bien en inglés y no estoy segura si puedo completar bien las preguntas del censo.

[But I don't speak English very well and I am not sure I can complete the Census questions well.]

E:

Tengo las preguntas del censo en español y la voy a ayudar a completarlas. Las preguntas son fáciles. Solamente necesitamos saber cuántas personas viven en el hogar y algunos datos básicos sobre cada uno, como el sexo, la edad, etc.

[The Census questionnaire is in Spanish, and I will help you complete it. The questions are easy. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc.]

R:

.¡Pero esa es información personal!

[But that is private information!]

R2-1 (End of Initial VO)	Enumerator Response Options
<p><i>R:</i></p> <p><i>.¡Pero esa es información personal!</i></p> <p><i>[But that is private information!]</i></p>	<p><i>E2-1A – Middle</i></p> <p><i>[Goes to R2-2A]</i></p> <p><i>Todos los datos se van a agrupar y se van a presentar en forma de estadísticas, para que otros no sepan lo que usted contestó. Esto quiere decir que las respuestas que usted nos dé son confidenciales y su información personal no se va a dar a conocer. La Hoja Informativa que le di tiene más información sobre eso justo aquí.</i></p> <p><i>[All the data are grouped together and presented in statistical format so others cannot tell what you said. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed. The Information Sheet I gave you has more information about that right here.]</i></p>

	<p><i>E2-1B – Worst [Goes to R2-2B]</i></p> <p>Sí, entiendo que usted esté ocupada. Podría volver más tarde en un horario que a usted le sea más conveniente. Pero en realidad no voy a ocupar mucho de su tiempo. Las preguntas del censo se pueden responder en unos 10 minutos.</p> <p>[I understand you are busy. I can come back later when it is more convenient for you. I won't take up a lot of your time though. The Census questions take approximately 10 minutes to complete.]</p>
	<p><i>E2-1C – Best [Goes to R2-2C]</i></p> <p>Sus respuestas son confidenciales. La Oficina del Censo solo compartirá sus respuestas con personas que han jurado de por vida proteger la confidencialidad de sus datos. Violar la confidencialidad de una persona entrevistada es un delito federal con una sentencia de hasta cinco años en una prisión federal y una multa de hasta \$250,000.</p> <p>[Your answers are confidential. The Census Bureau will only share your responses with individuals who have been sworn for life to protect the confidentiality of your data. Violating the confidentiality of a respondent is a federal crime with a sentence of up to five years and a fine of up to \$250,000.]</p>
R2-2A	Final Feedback
<p>¿Qué quiere decir con presentadas en forma de estadística? No estoy segura de querer participar.</p> <p>[What do you mean by presented in a statistical format? I'm not sure about participating.]</p>	<p>Pretty close.</p> <p>Good job reassuring the respondent and showing her where on the Information Sheet she can find out more about confidentiality.</p> <p>But telling respondents that their answers will be presented in a statistical format might be confusing for some respondents.</p> <p>Next time, try reassuring the respondent that you are "jurado de por vida" or sworn for life to protect his or her confidentiality, and that you could go to prison or have to pay a fine if you break the rules. That kind of personal guarantee may help the respondent feel more comfortable.</p> <p>Select Retry to try the conversation again, or select Next to continue.</p>
R2-2B	Final Feedback

<p><i>.iDije que la información es privada! {door slams}</i> <i>[I said that information is private!]</i></p>	<p><i>No, this response was way off.</i></p> <p><i>The respondent did not say anything about being too busy. Make sure you listen to the respondent carefully and answer any of her concerns directly.</i></p> <p><i>Also, you forgot to show her where on the Information Sheet she can find out more about confidentiality.</i></p> <p><i>Next time, try reassuring the respondent that you are “jurado de por vida” or sworn for life to protect his or her confidentiality, and that you could go to prison or have to pay a fine if you break the rules. That kind of personal guarantee may help the respondent feel more comfortable.</i></p> <p><i>Select Retry to try the conversation again, or select Next to continue.</i></p>
<p>R2-2C</p> <p><i>Bueno, entonces empecemos.</i> <i>[Alright. Let's get started then.]</i></p>	<p>Final Feedback</p> <p><i>Excellent answer!</i></p> <p><i>You did a great job reassuring the respondent that you are “jurado de por vida” or sworn for life to protect their confidentiality. Saying that you could go to prison or have to pay a fine if you break the rules provides a personal guarantee. Next time, you can also show respondents where on the Information Sheet they can find out more about confidentiality.</i></p> <p><i>Select Retry to try the conversation again, or select Next to continue.</i></p>

Role Playing Interview 3 – How to Reassure Respondents in Spanish Who Mention Concerns about Immigration Status (Screen 8)

Treatment: Branching Conversation	
Text on Screen	Dev/Media Instructions
Screen Heading: <i>Spanish Interviews (3 of 4)</i>	
Scenario Text: <i>When you arrive at the door, the respondent opens the door a crack and peeks his head out. You follow the prompt in FDC and tell her you are from the U.S. Census Bureau.</i> <i>[BEGIN]</i>	
On-Screen Prompt: <i>Listen to the respondent, then choose the best way to respond.</i>	

Interaction Audio:	<p><i>E:</i></p> <p>Buenos días. Disculpe que lo moleste. Soy [Ana / Juan] de la Oficina del Censo de los Estados Unidos. Aquí está mi identificación. La Oficina del Censo de los Estados Unidos está llevando a cabo el censo de población en todo el país, y estoy aquí para completar un cuestionario del Censo para 456 Main St. La entrevista tomará alrededor de 10 minutos. Este aviso explica que sus respuestas son confidenciales. ¿Me podría decir si usted vive aquí, en 456 Main St.?</p> <p>[Good morning. Sorry to bother you. I'm [Juan/Ana] from the US Census Bureau. Here is my ID. The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for 456 Main St. The interview should take about 10 minutes. This notice explains your answers are confidential. May I please ask, do you live here at 456 Main St.?]</p> <p><i>R:</i></p> <p>¿Por qué necesita hablar conmigo la Oficina del Censo?</p> <p>[Why does the Census Bureau need to talk to me?]</p> <p><i>E:</i></p> <p>Cada diez años el gobierno de los Estados Unidos lleva a cabo un censo, lo cual es un cuestionario para contar a todas las personas que están viviendo en los Estados Unidos. El gobierno de los Estados Unidos usa esa información para hacer planes y tomar decisiones sobre los programas y servicios para cada comunidad.</p> <p>[Every ten years the United States government conducts a Census, which is a questionnaire to count everyone who is living in the United States. The United States government uses the information to make plans and decisions about the programs and services for each community.]</p> <p><i>R:</i></p> <p>¿El gobierno? Yo no quiero que el gobierno tenga mi información personal. No soy ciudadano de los Estados Unidos, así que no creo que debería hacerlo. Yo no quiero correr ningún riesgo.</p> <p>[Government? I don't want the government to know my personal information. I am not a U.S. citizen, so I don't think I should do it. I don't want to take any risks.]</p>
-------------------------------	--

R3-1 (Respondent VO from above)	Enumerator Response Options	
R3-2A (Respondent VO)	Enumerator Response Options	
<p>.R:</p> <p><i>[¿El gobierno? Yo no quiero que el gobierno tenga mi información personal. No soy ciudadano de los Estados Unidos, así que no creo que debería hacerlo. Yo no quiero correr ningún riesgo.]</i></p> <p><i>[Government? I don't want the government to know my personal information. I am not a U.S. citizen, so I don't think I should do it. I don't want to take any risks.]</i></p>	<p>E3-1A – Best [Goes to R3-2A]</p> <p>E3-1B – Middle [Goes to R3-2B]</p> <p>E3-1C – Worst [Goes to R3-2C]</p>	<p><i>El Censo cuenta a todos, incluyendo a las personas que no son ciudadanos. Ninguna de las preguntas de este cuestionario será sobre el estatus de inmigrante. Por ley, la Oficina del Censo no puede compartir sus respuestas con ICE. Sus respuestas no pueden usarse para hacer cumplir las leyes de inmigración.</i></p> <p><i>[The Census counts everyone, including non-citizens. None of the questions in this questionnaire will ask about immigration status. By law, the Census Bureau cannot share your answers with ICE. Your answers cannot be used for immigration enforcement.]</i></p> <p><i>La ley protege su privacidad y mantiene confidenciales sus respuestas. La Hoja Informativa que le di tiene más información sobre eso justo aquí. Puedo garantizarle personalmente que no tiene nada por lo que preocuparse. Su información personal está segura con la Oficina del Censo.</i></p> <p><i>[The law protects your privacy and keeps your answers confidential. The Information Sheet I gave you has more information about that right here. I can give you my personal assurance that you have nothing to worry about. Your personal information is safe with the Census Bureau.]</i></p> <p><i>La ley requiere que usted participe. Por favor, abra su puerta y hable conmigo. No tiene nada que ocultar, ¿no?</i></p> <p><i>You are required by law to participate. Please open your door and speak to me. You don't have anything to hide, do you?</i></p>

¿Qué ley es esa? [What law is that?]	E3-2A – Correct [Goes to R3-3A]	<p><i>La Hoja Informativa que le di dice que su información está protegida por el Título 13 Todos los empleados de la Oficina del Censo hemos jurado de por vida mantener confidenciales sus respuestas. Si yo comparto alguna información privada, me van a mandar a la cárcel o multar, o ambas cosas.</i></p> <p><i>Todos los empleados de la Oficina del Censo hemos jurado de por vida mantener confidenciales sus respuestas. Si yo comparto alguna información privada, me van a mandar a la cárcel o multar, o ambas cosas.</i></p> <p><i>[The Information Sheet I gave you says that your information is protected by Title 13. All the Census Bureau employees have taken an oath for life to keep your questionnaire answers confidential. If I disclose any private information, I will go to jail or pay a fine, or both!]</i></p>
	E3-2B – Incorrect [Goes to R3-3B]	<p><i>Está en la Constitución. Su información está completamente protegida. De todos modos, nunca le diría a alguien que usted no es ciudadano. Se supone que no debería hablar sobre sus respuestas con nadie. Por favor, confíe en mí y solo respóndame unas preguntas. ¿Podemos empezar?</i></p> <p><i>[It's in the Constitution. Your information is definitely protected. Anyway, I would never tell anyone you're not a citizen. I'm not supposed to talk about your answers. Please trust me and just answer a few questions for me. Can we get started?]</i></p>
R3-2B (Respondent VO)	Enumerator Response Options	
<i>Esto no dice nada sobre compartir mis respuestas con ICE. [This doesn't say anything about sharing my answers with ICE.]</i>	E3-2C – Incorrect [Goes to R3-3C]	<p><i>Está en la Constitución. Su información está protegida por el Título 13. De todos modos, nunca le diría a alguien que usted no es ciudadano. Por favor, confíe en mí y solo respóndame unas preguntas. Las preguntas se completan en unos 10 minutos. ¿Podemos empezar?</i></p> <p><i>[It's in the Constitution. Your information is protected by Title 13. Anyway, I would never tell anyone you're not a citizen. Please trust me and just answer a few questions for me. The questions take approximately 10 minutes to complete. Can we get started?]</i></p>

	<p>E3-2D – Correct [Goes to R3-3D]</p>	<p><i>Por ley, la información que usted proporcione en esta encuesta no puede ser usada por agencias del cumplimiento de las leyes de inmigración, como ICE. El censo es fácil y es seguro. El Censo cuenta a todos, incluyendo a las personas que no son ciudadanos, y ninguna de las preguntas de este cuestionario será sobre el estatus de inmigrante.</i></p> <p><i>[By law, the information you provide in this survey cannot be used for immigration enforcement by agencies like ICE. The Census questionnaire is easy and safe. The Census counts everyone, including non-citizens, and none of the questions in this questionnaire will ask about immigration status.]</i></p>
R3-2C (Respondent VO)	<p>Final Feedback</p>	
<i>No tengo que decirle nada. {Door slams.} [I don't have to tell you anything.]</i>	<p><i>Wrong.</i></p> <p><i>Do not ask if people have anything to hide.</i></p> <p><i>Instead, start by reassuring the respondent about not being a citizen and explaining that the Census counts everyone. You also should show where he could find more information about his confidentiality on the Information Sheet.</i></p> <p><i>Remember, none of the questions on the Census will ask about immigration status. The Census Bureau will never share a respondent's personally identifiable information with ICE, and none of the information given to the Census Bureau can be used for immigration enforcement.</i></p> <p><i>Select Retry to try the conversation again, or select Next to continue.</i></p>	
R3-3A (Respondent VO)	<p>Final Feedback</p>	
<i>Bueno. Puede hacerme las preguntas. [Okay. You can ask me the questions.]</i>	<p><i>Excellent answer!</i></p> <p><i>You did a good job listening to the respondent's fear and reassuring him about ICE. Showing him where he could find more information about his confidentiality on the Information Sheet was a nice touch!</i></p> <p><i>Remember, none of the questions on the Census will ask about immigration status, and everyone, including non-citizens, need to be counted. The Census Bureau will never share a respondent's personally identifiable information with ICE, and none of the information given to the Census Bureau can be used for immigration enforcement.</i></p> <p><i>Select Retry to try the conversation again, or select Next to continue.</i></p>	
R3-3B (Respondent VO)	<p>Final Feedback</p>	

<p><i>.Creo que mejor hablo con mi hijo. Él nació aquí y sabrá si está bien que le responda estas preguntas.</i></p> <p><i>[I think I'd better talk to my son. He was born here and he'll know if it's okay for me to answer these questions.]</i></p>	<p><i>Almost!</i></p> <p><i>You started strong by listening to the respondent's fear, reassuring him about ICE, and explaining that the Census counts everyone.</i></p> <p><i>However, when he asked which law protected him, you should have shown him where on the Information Sheet he could find out more about confidentiality and told him about Title 13.</i></p> <p><i>Remember, none of the questions on the Census will ask about immigration status. The Census Bureau will never share a respondent's personally identifiable information with ICE, and none of the information given to the Census Bureau can be used for immigration enforcement.</i></p> <p><i>Select Retry to try the conversation again, or select Next to continue.</i></p>
<p>R3-3C (Respondent VO)</p> <p><i>Le mostraré este papel a mi hijo. Él nació aquí y sabrá si está bien que le responda estas preguntas.</i></p> <p><i>[I'll show my son this paper. He was born here and he'll know if it's okay for me to answer these questions.]</i></p>	<p>Final Feedback</p> <p><i>Not quite.</i></p> <p><i>It is better to begin by reassuring the respondent about not being a citizen instead of just telling him the Information Sheet has more information on it. When he asked for more information about ICE, you missed a chance to share with him that participating in the Census is safe and easy, and everyone, including non-citizens, needs to be counted.</i></p> <p><i>Remember, none of the questions on the Census will ask about immigration status. The Census Bureau will never share a respondent's personally identifiable information with ICE, and none of the information given to the Census Bureau can be used for immigration enforcement.</i></p> <p><i>Select Retry to try the conversation again, or select Next to continue.</i></p>
<p>R3-3D (Respondent VO)</p>	<p>Final Feedback</p>

<p><i>Bueno, si está seguro de que nunca se compartirá con la migra, creo que puedo responder las preguntas.</i></p> <p><i>[Okay, if you're sure it's never shared with la migra, I guess I can answer the questions.]</i></p>	<p><i>Good recovery!</i></p> <p><i>It would have been better if you started out by reassuring the respondent about not being a citizen instead of just telling him the Information Sheet has more information on it. But great job recovering by explaining how his information is protected and that participating in the Census is safe and easy for everyone, including non-citizens.</i></p> <p><i>Remember, none of the questions on the Census will ask about immigration status. The Census Bureau will never share a respondent's personally identifiable information with ICE, and none of the information given to the Census Bureau can be used for immigration enforcement.</i></p> <p><i>Select Retry to try the conversation again, or select Next to continue.</i></p>
--	---

Role Playing Interview 4 – Spanish Messages Explaining Producing Statistics, Leveraging the Spanish Information Sheet to Discuss Confidentiality, and Giving Examples of Benefits to Community (Screen 9)

Treatment: Branching Conversation		
Text on Screen		Dev/Media Instructions
Screen Heading:	<i>Spanish Interviews (4 of 4)</i>	<i>Media:</i> <i>Ideally show enumerator with male respondent at the door.</i> <i>Additionally, show the full phone with English screenshot:</i>
Scenario Text:	<i>When you arrive at the doorstep, the respondent speaks Spanish. You explain that you work for the US Census Bureau and you are there to complete the Census questionnaire. You hand him the information sheet and he starts to read it. The respondent is not familiar with how the Census Bureau will use his answers.</i> [BEGIN]	
On-screen prompt:	<i>Listen to the respondent, then choose the best way to respond.</i>	
R4-1 (Respondent VO)		Enumerator Response Options
<i>Esto dice, "Por ley, la Oficina del Censo solo puede usar sus respuestas para producir estadísticas". ¿Qué significa eso de veras? [This says, "By law, the Census Bureau can only use your response to produce statistics." What does that mean really?]</i>	E4-1A – Best [Goes to R-2A]	<i>Tomamos las respuestas de todos los hogares de los Estados Unidos y las juntamos para hacer una "estadística". Por ejemplo, podríamos hacer una estadística con el número de niños de su condado. Este número podría ayudar a su comunidad a saber dónde se necesita construir más escuelas. Nunca se comparten su nombre ni su dirección.</i> [We take the answers of all households in America and puts them together to make a "statistic." So, we might make a statistic with the number of children in your county. This number could help your community know where more schools need to be built. Your name and address is never shared.]
	E4-1B – Worst [Goes to R-2B]	<i>Todos saben lo que son las estadísticas. ¿Nunca estudió estadísticas en la escuela? ¿No tienen un Censo en su país? De todos modos, no tiene que preocuparse por nada.</i> [Everyone knows what statistics are. Didn't you ever take statistics in school? Don't they have a Census in your country? Anyway, you don't need to worry about anything.]

	E4-1C – Middle [Goes to R-2C]	<p><i>Eso significa que la Oficina del Censo divulgará información sobre su hogar en formato de estadística sin revelar los nombres ni las direcciones reales de las personas encuestadas. La Oficina del Censo nunca compartirá los nombres ni las direcciones de las personas que respondieron las preguntas del Censo.</i></p> <p><i>[That means the Census Bureau will release information about your household in a statistical format without revealing the actual names and addresses of respondents. The Census Bureau will never share the names or addresses of anyone who answered the Census questions.]</i></p>
R4-2A	Feedback	<p><i>Great answer!</i></p> <p><i>It's important to explain to respondents that when the Census Bureau produces statistics, individual households' answers are added together with the answers of other households, and that the Census Bureau will never release information that could identify a particular individual. Nice work giving a specific example of a benefit for the respondent's community that could come from Census Bureau statistics.</i></p> <p><i>Select Retry to try the conversation again, or select Next to continue.</i></p>
R4-2B	Feedback	<p><i>That's not the correct answer!</i></p> <p><i>You never want to make respondents feel bad for not knowing how the Census works in the United States. It's important to always be polite and to answer respondents' questions respectfully.</i></p> <p><i>Next time, try explaining to respondents that when the Census Bureau produces statistics, individual households' answers are added together with the answers of other households, and that the Census Bureau will never release information that could identify a particular individual. Give a specific example of a benefit for the respondent's community that could come from Census Bureau statistics.</i></p> <p><i>Select Retry to try the conversation again, or select Next to continue.</i></p>
R4-2C	Feedback	

<p><i>Sigo sin entender y eso no suena seguro. No, gracias. {Closes door.}</i> [I still don't understand and that doesn't sound safe. No thank you.]</p>	<p><i>Not quite.</i> <i>This was a good try, but since the respondent didn't know what "produce statistics" means, he probably won't know what it means for the Census Bureau to put information in a "statistical format."</i> <i>Next time, try explaining to respondents that when the Census Bureau produces statistics, individual households' answers are added together with the answers of other households, and that the Census Bureau will never release information that could identify a particular individual. Give a specific example of a benefit for the respondent's community that could come from Census Bureau statistics.</i> <i>Select Retry to try the conversation again, or select Next to continue.</i></p>
--	---

Hands On Practice Exercise 2 – Practice Introducing Yourself at the Doorstep in Spanish (Screen 10)

Treatment: Text/Image	
Text on Screen	Dev/Media Instructions
<p>Screen Heading: <i>Doorstep Introduction in Spanish</i></p> <p>Onscreen Text: (VO + Text)</p> <p><i>The first time you read something out loud, it can be easy to trip up and make mistakes. It's important for you to sound confident and conversational at the doorstep in English and Spanish. Take a minute to read along with this introduction. Try saying it out loud a few times.</i></p> <p><i>[BEGIN]</i></p>	
<p>On-screen prompt:</p> <p><i>Read the following Introduction out loud a few times. When you are satisfied with your practice, select Next to continue.</i></p>	
<p>On-screen Text:</p> <p><i>Buenos días/Buenas tardes. Soy [YOUR NAME] de la Oficina del Censo de los Estados Unidos. [Show your badge.] Estoy aquí para completar un cuestionario del Censo para 123 Main St. La entrevista tomará alrededor de 10 minutos. [Hand respondent the Information Sheet and point to Confidentiality Notice.] Este aviso explica que sus respuestas son confidenciales. ¿Es esta 123 Main St.?</i></p> <p><i>[Hello, I'm [YOUR NAME] from the US Census Bureau. [Show your badge.] I'm here to complete a census questionnaire for 123 Main St. The interview should take about 10 minutes. [Hand respondent Information Sheet and point to Confidentiality Notice.] This notice explains that your answers are confidential. Is this 123 Main St.?)</i></p>	
Final Feedback (VO + Text)	Notes

Census Bureau interviewers shared a few other things they say to break the ice at the doorstep with Spanish-speakers:

- *El Censo de los Estados Unidos mandó una carta avisando que yo vendría a este hogar para el censo de 2020. ¿La recibió? [The U.S. Census sent you a letter letting this household know that I would be coming for the 2020 Census. Did you receive this?]*
- *Por favor, me podría ayudar con mi trabajo para la Oficina del Censo? [Could you please help me with my work for the U.S. Census Bureau?]*
- *Si me lo permite, me gustaría pedirle un poco de su tiempo para hacerle unas preguntas. [If you allow me, I would like to take a little of your time to ask you some questions.]*

.Keep practicing! Speaking confidently will help you convince respondents to participate in the Census. You can try practicing your introduction on your own time in front of the mirror in the morning or with a friend or family member.

Select Next to continue.

Encouraging Enumerators to “Buy Into” the Official Spanish Translation - Explaining the Multistep Translation Process (Screen Number 11)

Treatment: Locked Select/Reveal Process Interaction		
Text on Screen		Dev/Media Instructions
Screen Heading:	<i>How was the Translation Developed?</i>	<i>Timeline-style media. Four locked spots along the timeline. Each spot has a number and associated heading.</i>
Onscreen Text:	<i>The Spanish translation of the 2020 Census has gone through a multistep process with the goal of producing a translation that is culturally appropriate for Spanish-speakers from different countries with different education levels.</i>	<i>Selecting each spot reveals the feedback text for that spot. Final feedback appears either as final reveal, or as following screen.</i> <i>Audio:</i> <i>Onscreen Text and Final feedback will be VO.</i>
Timeline Spot	Feedback	
1. Certified Translators	<i>The translation was completed by certified translators.</i> <i>The first people to work on this translation were certified translators. Once they had completed a draft of the questionnaire, different translators reviewed it for quality control.</i>	
2. Pretesting Interviews with Spanish Speakers	<i>Researchers interviewed Spanish-speaking respondents to pretest the translation.</i> <i>Researchers tested the Spanish translation by conducting interviews with Spanish-speakers from different countries. Over the past 10 years, researchers have tested this translation by conducting 243 interviews with real respondents in the field.</i>	

3. Focus Groups with Census Interviewers	<p><i>Census interviewers participated in focus groups to share their feedback on the translation following Census Tests.</i></p> <p><i>After each Census Test, interviewers participated in focus groups to share their feedback on how well the Census questionnaire and any translations worked when they were interviewing respondents. Each recommendation they made was reviewed, and changes were made to the translations based on what interviewers said respondents understood or were confused by.</i></p>
Final Feedback (VO + Text)	Notes

By learning why and how this translation was developed, we hope this section has helped you understand why it's so important that you read the Spanish questions exactly as they are written and inspired you to do so.

The goal is to collect parallel information across languages.

Remember, the best way to be sure that we collect high-quality information from Spanish-speakers is for all enumerators to use the translation that the Census Bureau carefully tested and developed with the help of real respondents and interviewers.

Audio:

Final feedback will be VO.

Knowledge Check Question 1 – Why Use the Official Translation? (Screen 12)

Treatment: Knowledge Check			
Text on Screen		Dev/Media Instructions	
Screen Heading:	<i>Knowledge Check</i>	Audio: <i>Popup text is also VO.</i>	
Popup Text: (VO + Text)	<i>Now it's time for a brief quiz. These questions are meant to reinforce your understanding of the concepts you've learned so far. No one will see your score but you. It is meant to give you an idea of your progress and let you know what concepts you may want to review in preparation for your post-training assessment.</i>		
<i>Question 1</i>			
<i>Which of the following are reasons why you should use the official translation instead of translating the questions yourself into Spanish? Select all that apply.</i>			
Answers		Correct	Feedback
<i>.Translations were tested to ensure Spanish-speakers from different countries understand them</i>		X	<i>CORRECT: Correct That's right! Lots of hard work went into developing this translation, and it's important that you read the questions exactly as worded just like you would in English. Select Next to continue.</i>
<i>.Many people, including certified translators and Spanish-speaking interviewers, worked on the translation</i>		X	
<i>.The Census Bureau doesn't want you to sound conversational when you talk to respondents</i>			
<i>.You must read the questions exactly as worded in Spanish, just like in English</i>		X	

.Questions were approved by the US government; if you change the wording, it's misleading to the public	X	<p><i>.INCORRECT:</i></p> <p><i>.Incorrect</i></p> <p><i>.That's not quite right! The translations were carefully tested with Spanish-speakers from different countries. Lots of people, including certified translators and Spanish-speaking interviewers, worked together to make the translation high quality and conversational. The questions were approved by the US government, so the wording shouldn't be changed. Just like in English, you always have to read the questions as they are written in Spanish.</i></p> <p><i>.Select Next to continue.</i></p>
---	---	---

Knowledge Check Question 2 – Strategies to Practice Administering the Interview in Spanish (Screen Number 12)

Question 2		
<p><i>What can you do if you need more practice convincing reluctant Spanish-speakers to participate?</i></p> <p><i>Select all that apply.</i></p>		
Answers	Correct	Feedback
<i>Practice what you'll say to introduce yourself at the doorstep out loud with yourself or a friend or family member</i>	X	<p><i>CORRECT:</i></p> <p><i>Correct</i></p> <p><i>That's right! Practice your introduction in Spanish so you sound confident, and look over the Spanish Messages Handout in your resources tab if you want to review the material in this training module.</i></p> <p><i>Select Next to continue.</i></p>
<i>Don't worry about it! Just ignore the respondents if they have concerns and start asking the survey questions</i>		<p><i>INCORRECT:</i></p> <p><i>Incorrect</i></p> <p><i>That's not right! It's important to listen to respondents and respond to their concerns. Try practicing your introduction in Spanish so you sound confident, and looking over the Spanish Messages Handout in your resources tab if you want to review the material in this training module.</i></p> <p><i>Select Next to continue.</i></p>

Knowledge Check Question 3 - Spanish Messages and Materials to Reassure Respondents with Confidentiality Concerns (Screen 12)

Question 3		
<i>Which of the following could you do to reassure a Spanish-speaker who is worried about their confidentiality?</i>		
Answers	Correct	Feedback
<i>Tell them you are pretty sure no one will share their answers.</i>		<p><i>CORRECT:</i></p> <p><i>Correct</i></p> <p><i>That's right! It's important to show them the Information Sheet. We also know from talking to Spanish-speaking interviewers and Spanish-speaking respondents that the personal guarantee that you are "jurado de por vida" [sworn for life] and could be fined or imprisoned if you violate their confidentiality makes people feel better, and so does knowing that Census Bureau is required "por ley" [by law] to protect their confidentiality.</i></p> <p><i>Select Next to continue.</i></p>
<i>Tell them you are "jurado de por vida" [sworn for life] to protect their confidentiality and could get punished if you violate their confidentiality</i>	X	<p><i>INCORRECT:</i></p> <p><i>Incorrect</i></p> <p><i>That's not right! It's important to show them the Information Sheet. We also know from talking to Spanish-speaking interviewers and Spanish-speaking respondents that the personal guarantee that you are "jurado de por vida" [sworn for life] and could be fined or imprisoned if you violate their confidentiality makes people feel better, and so does knowing that Census Bureau is required "por ley" [by law] to protect their confidentiality.</i></p> <p><i>Select Next to continue.</i></p>
<i>Show them the Information Sheet and point to the section on confidentiality</i>	X	<p><i>INCORRECT:</i></p> <p><i>Incorrect</i></p> <p><i>That's not right! It's important to show them the Information Sheet. We also know from talking to Spanish-speaking interviewers and Spanish-speaking respondents that the personal guarantee that you are "jurado de por vida" [sworn for life] and could be fined or imprisoned if you violate their confidentiality makes people feel better, and so does knowing that Census Bureau is required "por ley" [by law] to protect their confidentiality.</i></p> <p><i>Select Next to continue.</i></p>

Knowledge Check Question 4 - Spanish Messages to Reassure Respondents with Immigration Status Concerns (Screen 12)

Question 4		
<i>What can you say if a respondent is concerned that they shouldn't participate because they aren't a citizen?</i>		
Answers	Correct	Feedback
<i>Let them know that the Census counts everyone, including citizens and non-citizens</i>	<input checked="" type="checkbox"/>	<p><i>CORRECT:</i></p> <p><i>Correct</i></p> <p><i>That's right! The Census counts everyone, whether they are a citizen or not, and it's important for everyone to participate. The Census Bureau will never share their answers with ICE, and ICE can't use their answers for immigration enforcement.</i></p> <p><i>Select Next to continue.</i></p>
<i>Reassure them that by law, the Census Bureau cannot share their answers with ICE</i>	<input checked="" type="checkbox"/>	<p><i>INCORRECT:</i></p> <p><i>Incorrect</i></p> <p><i>That's not right! The Census counts everyone, whether they are a citizen or not, and it's important for everyone to participate. The Census Bureau will never share their answers with ICE, ICE can't use their answers for immigration enforcement, and none of the questions will ask about their immigration status.</i></p> <p><i>Select Next to continue.</i></p>
<i>Ask them why they aren't a citizen. Then they wouldn't have to worry</i>		
<i>Reassure them that their answers cannot be used for immigration enforcement by ICE, and none of the questions will ask about their immigration status</i>	<input checked="" type="checkbox"/>	

Knowledge Check Question 5 – Which Spanish Materials Are Available to Enumerators? (Screen 12)

Question 5		
<i>Which resources are available for you to use in Spanish?</i>		
Answers	Correct	Feedback
<i>The FDC</i>	X	<i>CORRECT:</i> <i>Correct</i>
<i>The notice of visit</i>	X	<i>That's right! The Census questionnaire is available in Spanish in the FDC. You can also leave a notice of visit in Spanish or give the respondent the Information Sheet and point to the Spanish text. Your additional resources tab has a Spanish Messages Handout and you can access a website for Census partners that has additional Spanish materials.</i> <i>Select Next to continue.</i>
<i>The information sheet</i>	X	
<i>The Spanish Messages Handout</i>	X	
<i>Materials on this website for Census partners: https://census.gov/programs-surveys/decennial-census/2020-census/planning-management/promo-print-materials.html</i>	X	<i>INCORRECT:</i> <i>Incorrect</i> <i>Not quite! The Census questionnaire is available in Spanish in the FDC. You can also leave a notice of visit in Spanish or give the respondent the Information Sheet and point to the Spanish text. Your additional resources tab has a Spanish Messages Handout and you can access a website for Census partners that has additional Spanish materials.</i> <i>Select Next to continue.</i>

Conclusion - Recap, Resources, and Using the Official Translation (Screen 13)

Treatment: Text/Image/Audio	
Text on Screen	Dev/Media Instructions
Screen Heading: <i>Conclusion</i>	Animated Imagery with VO.
Screen #: Voiceover Script	On Screen

<p><i>You've completed the module on administering the Census in Spanish!</i></p> <p><i>In this module, you practiced responding to different types of Spanish-speaking respondent situations, including interviewing respondents who are concerned about their confidentiality or worried that their answers might be shared with other government agencies.</i></p> <p><i>This module helped you focus on gaining cooperation from these Spanish-speaking respondents in order to get high quality data from respondents during the census interview. Remember, you can always refer to the Spanish Messages Handout in your resources tab if you need extra practice convincing a reluctant respondent to participate in Spanish.</i></p> <p><i>You also learned the importance of using the official Census Spanish translations during interviews and not translating on-the-fly. Now you know that the translations were carefully tested, and that when you translate on your own you might pick a word or phrase that's not understood by Spanish-speakers from certain countries. We want to make sure that people who answer in different languages are being asked and answering the same questions. You also know that the question wording was approved by government officials, and it's misleading to respondents if you ask questions differently than what the Census Bureau tells the public we will ask.</i></p> <p><i>We hope this lesson has given you a greater appreciation for why you should always use the Spanish translation provided by the Census Bureau. Now you'll be prepared to administer the 2020 Census in Spanish with confidence.</i></p> <p><i>Select Exit to close this module.</i></p>	<p><i>Congratulations!</i></p> <p><i>You practiced responding to different types of situations, including respondents who:</i></p> <ul style="list-style-type: none"> • <i>Are concerned about their confidentiality</i> • <i>Are fearful of the government</i> <p><i>Don't forget that you can access the Spanish Messages Handout in your additional resources tab if you want extra practice!</i></p> <p><i>You learned the importance of using the official Census Spanish translations instead of translating on the fly:</i></p> <ul style="list-style-type: none"> • <i>The translations were carefully tested</i> • <i>We want to make sure we collect parallel information across languages</i> • <i>The question wording was approved by government officials, and changing it is misleading to respondents</i> <p><i>Now you'll be prepared to administer the 2020 Census in Spanish with confidence.</i></p> <p><i>Select Exit to close this module.</i></p>
--	---

Appendix C: 2020 Training Experiment Focus Group Moderator's Guide

Date: _____ / _____ / _____

Start time: _____ AM / PM

Moderators: _____

Group ID Number: _G_____

Group Type: Test / Control

Mode: Online (audio and video)

MODERATOR: THIS IS A GUIDE TO HELP YOU LEAD THE DISCUSSION. YOU CAN MODIFY AND ADAPT THESE QUESTIONS TO MEET SITUATIONAL NEEDS DURING EACH SESSION.

SECTION I: INTRODUCTION (10 minutes)

Welcome! Thank you for talking with us today. My name is [MODERATOR NAME] and I'm here with my colleague, [NOTETAKER NAME]. I will be guiding our discussion today on 2020 Census training and challenges you experienced in the field. [NOTETAKER NAME] will take notes so we don't miss anything important.

We work for [the Census Bureau in the Center for Behavioral Science Methods/RTI International]. [We have a couple of other people from Census Bureau observing our conversation today and also helping us make sure we don't miss anything.] We'll be recording our session so we can make sure to get all your feedback. Does anyone have any questions about that before we get started?

We really appreciate that you are taking this time out of your day to share your feedback on the training for the 2020 Census. You're our eyes and ears in the field and you know what worked well and what didn't work well, so thank you for being here.

We have three goals today. First, we'd like to hear from you about how well your training prepared you for interviewing Spanish-speakers. Second, we'd like to hear about any challenges you faced in the field interviewing Spanish-speakers and how you overcame those challenges. Finally, we'd like to hear about any translated materials you used in the field and how helpful they were for performing your job.

RULES

We have a few ground rules for our discussion:

- **First, I will be asking a lot of questions.** There are no right or wrong answers to my questions; we just want your honest opinions. We don't need to have everyone agree. In fact, if you have a view different from others it is especially important for us to hear it because you may be the only person who is representing a different point of view here today.
- **Be respectful of other people's comments.** It is fine to disagree with each other's comments, but let's do so politely. We are interested in listening to everybody's opinion in a respectful manner.
- **Please keep respondents' information confidential.** This means that if you want to tell us about any experiences that you had administering the Census to a respondent, please don't share respondents' name or any other information that could identify them.
- **Only one person speaks at a time and we'd like everyone to get a turn.** Please do not speak while somebody else is talking because it's hard to understand when too many people talk at once. Please speak up and let us know what you are thinking. If you are the type of person who always participates, please also give others a chance to talk.
- Due to **limited time**, I must move the discussion along and may sometimes have to interrupt in order to do so. Please do not be offended. If you have anything else that you'd like to share with us that you did not have time to say, please send your feedback to the e-mail specified in the instructions you received for this focus group.
- I'd like to mention that **everyone here is a Spanish-speaker**. While we are having our conversation today in English, if you need to use any Spanish words to explain an experience you had in the field, please feel free to do that.
- We are **recording** the session and also have a note taker so we don't miss anything that is said, but we will not link comments with anyone personally. We will only use first names during this discussion, and we won't ask questions that would identify you in any way. Only researchers who are working on the study will have access to the recording.
- Since we are joining by phone today, please say your name before you speak each time you say something. This will help us note who said what. I may remind you if you forget.

Does anyone have any questions before we get started? [ANSWER ANY QUESTIONS AT THIS POINT]

ICEBREAKER

The first thing I want to do is get to know each of you a little better. Let's go around the virtual room and have each one of you tell us briefly:

- Your first name
- Is this your first time working as a survey interviewer?
- How long have you been working as an interviewer?

I'll go first. My name is... [BE BRIEF AND BUILD RAPPORT BY SHARING EXPERIENCE SIMILAR TO THEIRS]

Now, let's go in the order of the month in which you were born, starting with January. Whose birthday was in January? Please feel free to jump in and introduce yourself.

[THE MODERATOR GOES THROUGH EACH MONTH UNTIL EVERYONE IN THE ROOM (INCLUDING THE NOTETAKER) HAS INTRODUCED THEMSELVES.]

[START THE RECORDING]

SECTION II: PROBES (75 minutes)

Thank you for telling us a little more about you. Now we are going to start talking about your experiences administering the 2020 Census in Spanish.

A1) Training – Test groups [25 minutes]

You completed an e-learning module on administering the 2020 Census in Spanish.

1. What were your overall thoughts about the training you received for conducting Spanish interviews?
2. What impact do you think this training for conducting Spanish interviews had on your ability to administer the Census to Spanish-speakers?
 - a. [IF NEEDED] Do you believe this made you more or less successful in the field, or did it not have any effect? Why or why not?
3. Which parts of the training do you think helped prepare you to administer the Census in Spanish? What was the most helpful part?
4. Which parts of the training do you think need improvement? What elements of the training were not particularly helpful?

- a. IF NEEDED: Why?
5. What do you think was missing from your training? If you could add anything to the bilingual Spanish training, what would it be and why?

A2) Training – Control Groups [25 minutes]

When you answer these questions, please think about the interviewer training that you went through prior to going into the field.

1. What were your overall thoughts about the training you received?
2. You did not receive any training specifically on administering the Census in Spanish, but were there any parts of your training that helped prepare you to administer the Census in Spanish?
3. Thinking about the next Census in 2030, are there any topics you think Census Bureau should add to the training to prepare interviewers to administer the Census in Spanish?
 - a. Which topics and why?
4. How confident did you feel when you began your work in the field?

B) Challenges [35 minutes]

5. How did your experience conducting interviews in Spanish compare to conducting interviews in English for the 2020 Census?
6. Respondents are sometimes reluctant to participate. What kinds of concerns did Spanish-speakers share with you about participating the 2020 Census?
 - a. Did you feel you were trained to address those concerns?

7. What types of messages did you use to Spanish-speakers at the doorstep to convince them to participate?
 - a. How well did that message work?
 - b. [IF NEEDED] Were there any messages that were not successful?
 - c. Did you feel you were able to come up with those messages because of your training?
8. Were there any challenges that you needed to overcome?
 - a. How did you go about overcoming these challenges?
 - b. Do you feel your training prepared you for these challenges? Why do you say so?
9. Were there examples from your field experience where you could have benefitted from additional training?

C) Translations [15 minutes]

10. Which translated Census materials did you use the most while you were in the field?
 - a. [IF UNCLEAR] Was that material something you received from the Census Bureau during your training, something your supervisor gave you later, something you came up with yourself, or something a community partner gave you?
11. Were there any translated Census materials that you feel were not helpful?
 - a. [IF UNCLEAR] Was that material something you received from the Census Bureau during your training, something your supervisor gave you later, or something a community partner gave you?
 - b. [IF NEEDED] Are there any ways that you feel these could be improved to be more helpful?
12. Are there any Spanish materials that would be helpful for you that are not currently available?

13. What was your experience like using the Spanish translation of the 2020 Census?
 - a. [IF NEEDED] Did you ever have trouble reading the Spanish translation for the Census questions as worded, or feel like you needed to go “off script”?

SECTION III: CONCLUSION (5 minutes)

14. Is there anything else you’d like to tell us that you haven’t had a chance to mention yet?
 - a. Anyone else?

Thank you very much for your time! The feedback that you shared was very helpful. We’ve been taking careful notes so we can make improvements for the next Census as well as other surveys that Census Bureau will conduct this decade.

Appendix D: Notice of Visit

D-NV(E/S) (5-2-2019)

OMB No. 0607-1006: Approval Expires 11/30/2021



NOTICE OF VISIT

A U.S. Census Bureau interviewer stopped by today to complete an interview for your household. We need your help to count everyone in the United States by providing basic information about all the people living or staying at this address.

Please use one of the following options to complete the 2020 Census questionnaire **within the next two days**:

- **Complete the questionnaire online** by going to my2020census.gov
- **Call 1-844-330-2020** toll-free to provide your census information over the phone Sunday through Saturday from 7:00 a.m. to 2:00 p.m. ET.
- **TDD** – Telephone display device for the hearing impaired. Call 1-844-467-2020 toll-free, Sunday through Saturday from 7:00 a.m. to 2:00 a.m. ET.

Census ID: - -

Otherwise, someone from the Census Bureau may contact you again to complete the interview.

You are required by law to respond to the 2020 Census (Title 13, U.S. Code, Sections 141 and 193). The Census Bureau estimates that completing the interview will take 10 minutes on average. This collection of information has been approved by the Office of Management and Budget (OMB). The eight-digit OMB approval number 0607-1006 confirms this approval. If this number were not displayed, we could not conduct the census.

The Census Bureau is required by law to protect your information (Title 13, U.S. Code, Section 9). The Census Bureau is not permitted to publicly release your responses in a way that could identify you or your household. We are conducting the 2020 Census under the authority of Title 13, U.S. Code, Sections 141, 193 and 221. By law, the Census Bureau can only use your responses to produce statistics. Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. All web data submissions are encrypted in order to protect your privacy.

For more information about how we protect your information, please visit our Web site at census.gov and click on "Data Protection and Privacy Policy" at the bottom of the home page. This page also includes information about the collection, storage, and use of these records. Click on "System of Records Notices (SORN)" and look for Privacy Act System of Records Notice COMMERCE/CENSUS-5, Decennial Census Program.

Please visit 2020census.gov to learn more about the 2020 Census.

D-NV(E/S) (5-2-2019)

Núm. de OMB 0607-1006: Aprobado hasta 11/30/2021



Census 2020

AVISO DE VISITA

Un entrevistador de la Oficina del Censo de los EE. UU. lo visitó hoy para completar una entrevista para su hogar. Necesitamos su ayuda para contar a todos en los Estados Unidos al proporcionar información básica sobre las personas que viven o se quedan en esta dirección.

Use una de las siguientes opciones para completar el cuestionario del Censo del 2020 **durante los próximos dos días**:

- **Complete el cuestionario por Internet** visitando my2020census.gov
- **Llame gratis al 1-844-468-2020** de domingo a sábado entre las 7:00 a. m. y las 2:00 a. m. ET para proveer su información del censo por teléfono.

Identificación del Censo:

 - -

De lo contrario, es posible que alguien de la Oficina del Censo se comunique con usted de nuevo para completar la entrevista.

A usted se le requiere por ley que responda al Censo del 2020 (Secciones 141 y 193 del Título 13 del Código de los EE. UU.). La Oficina del Censo calcula que completar la entrevista tomará 10 minutos como promedio. Esta recopilación de información ha sido aprobada por la Oficina de Administración y Presupuesto (OMB, por sus siglas en inglés). El número de aprobación de ocho dígitos de la OMB 0607-1006 confirma la aprobación. De no mostrarse este número, no podríamos realizar el censo.

La Oficina del Censo está obligada por ley a proteger su información (Sección 9 del Título 13 del Código de los EE. UU.). A la Oficina del Censo, no se le permite divulgar sus respuestas de manera que usted o su hogar pudieran ser identificados. Estamos realizando el Censo del 2020 en conformidad con las Secciones 141, 193 y 221 del Título 13 del Código de los EE. UU. Por ley, la Oficina del Censo solo puede usar sus respuestas para producir estadísticas. Según la Ley Federal para el Fortalecimiento de la Seguridad Informática de 2015, sus datos están protegidos de los riesgos de la seguridad en la internet mediante controles en los sistemas que transmiten sus datos. Todos los datos enviados a través de la internet son codificados para proteger su privacidad.

Para obtener más información sobre cómo protegemos su información, visite nuestro sitio web census.gov y haga clic en "Data Protection and Privacy Policy" (Normas de protección de datos y privacidad) en la parte inferior de la página principal. La página sobre protección de datos y normas de privacidad también incluye información sobre la recopilación, almacenamiento y uso de esos registros. Haga clic en "System of Records Notices (SORN)" (Avisos sobre el Sistema de Registros Escritos) y busque Privacy Act System of Records Notice COMMERCE/CENSUS-5, Decennial Census Program (Aviso sobre el Sistema de Registros de la Ley sobre la Privacidad COMMERCE/CENSUS-5, Programa del Censo Decenal).

Visite 2020census.gov para conocer más acerca del Censo del 2020.

Appendix E: Information Sheet

D-IS1-NF(E/S) (7-2-2019)



United States
Census
2020

INFORMATION SHEET

Your Answers Are Confidential

The U.S. Census Bureau is required by law to protect your information (Title 13, U.S. Code, Section 9). The Census Bureau is not permitted to publicly release your responses in a way that could identify you or your household. We are conducting the 2020 Census under the authority of Title 13, U.S. Code, Sections 141, 193, and 221. By law, the Census Bureau can only use your responses to produce statistics. Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. All web data submissions are encrypted in order to protect your privacy.

Title 13 of the U.S. Code protects the confidentiality of all your information. Violating the confidentiality of a respondent is a federal crime with serious penalties, including a federal prison sentence of up to five years, a fine of up to \$250,000, or both. Only authorized individuals have access to the stored data, and the information you provide to the Census Bureau may only be used by a restricted number of authorized individuals who are sworn to life to protect the confidentiality of your individual responses. Your answers cannot be used against you by any government agency or court.

For more information about how we protect your information, please visit our Web site at census.gov and click on "Data Protection and Privacy Policy" at the bottom of the home page. This page also includes information about the collection, storage, and use of these records. Click on "System of Records Notices (SORN)" and look for Privacy Act System of Records Notice COMMERCE/CENSUS-5, Decennial Census Program.

Please visit 2020census.gov to learn more about the 2020 Census.

OMB No. 0607-1006; Approval Expires 11/30/2021

WHO TO COUNT ON APRIL 1st

We need to count people where they live and sleep most of the time.

Do NOT include:

- College students who live away from this address most of the year.
- Armed Forces personnel who live away.
- People in a nursing home, mental hospital, etc. on April 1, 2020.
- People in jail, prison, detention facility, etc. on April 1, 2020.

Do include:

- Babies and children living here, including foster children.
- Roommates.
- Boarders.
- People staying here on April 1, 2020 who have no permanent place to live.

You are required by law to respond to the 2020 Census (Title 13, U.S. Code, Sections 141 and 193). The Census Bureau estimates that completing the questionnaire will take 10 minutes on average. This collection of information has been approved by the Office of Management and Budget (OMB). The eight-digit OMB approval number that appears at the upper right of this notice confirms this approval. If this number were not displayed, we could not conduct the census.

Send comments regarding this burden estimate or any other aspect of this burden to: Paperwork Reduction Project 0607-1006, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov>. Use "Paperwork Reduction Project 0607-1006" as the subject.



HOJA INFORMATIVA

Sus respuestas son confidenciales

La Oficina del Censo de los EE. UU. está obligada por ley a proteger su información (Sección 9 del Título 13 del Código de los EE. UU.). A la Oficina del Censo no se le permite divulgar sus respuestas de manera que usted o su hogar pudieran ser identificados. Estamos realizando el Censo del 2020 en conformidad con las Secciones 141, 193 y 221 del Título 13 del Código de los EE. UU. Por ley, la Oficina del Censo solo puede usar sus respuestas para producir estadísticas. Según la Ley Federal para el Fortalecimiento de la Seguridad Informática de 2015, sus datos están protegidos de los riesgos de la seguridad en la Internet mediante controles en los sistemas que transmiten sus datos. Todos los datos enviados a través de la Internet son codificados para proteger su privacidad.

El Título 13 del Código de los EE. UU. protege la confidencialidad de toda su información. Violar la confidencialidad de una persona encuestada es un delito federal con severas sanciones, incluyendo una condena de hasta cinco años en una prisión federal, una multa de hasta \$250,000 o ambas. Solo personas autorizadas tienen acceso a los datos recopilados, y la información que usted proporcione a la Oficina del Censo puede ser usada solamente por un número limitado de personas autorizadas que han jurado de por vida proteger la confidencialidad de sus respuestas individuales. Sus respuestas no pueden ser usadas en su contra por ninguna agencia del gobierno o tribunal.

Para obtener más información sobre cómo protegemos su información, visite nuestro sitio web census.gov y haga clic en "Data Protection and Privacy Policy" (Normas de protección de datos y privacidad) en la parte inferior de la página principal. La página sobre protección de datos y normas de privacidad también incluye información sobre la recopilación, almacenamiento y uso de esos registros. Haga clic en "System of Records Notices (SORN)" (Avisos sobre el Sistema de Registros Escritos) y busque Privacy Act System of Records Notice COMMERCE/CENSUS-5, Decennial Census Program (Aviso sobre el Sistema de Registros de la Ley sobre la Privacidad COMMERCE/Census-5, Programa del Censo Decenal).

Visite nuestro sitio web 2020census.gov para más información sobre el Censo del 2020.

A QUIÉN CONTAR EL 1 DE ABRIL

Necesitamos contar a las personas donde viven y duermen la mayor parte del tiempo.

NO incluya:

- Estudiantes universitarios que no viven en esta dirección la mayor parte del año.
- Personal de las Fuerzas Armadas que vive fuera de aquí.
- Personas que estaban en un hogar de ancianos o *nursing home*, un hospital psiquiátrico, etc. el 1 de abril de 2020.
- Personas que estaban en una cárcel, una prisión, un centro de detención, etc. el 1 de abril de 2020.

Incluya:

- Bebés y niños que viven aquí, incluyendo a hijos de crianza (*foster*).
- Compañeros de casa o cuarto.
- Inquilinos.
- Personas que se quedaban aquí el 1 de abril de 2020 y que no tienen un lugar permanente donde vivir.

A usted se le requiere por ley que responda al Censo del 2020 (Secciones 141 y 193 del Título 13 del Código de los EE. UU.). La Oficina del Censo calcula que completar el cuestionario tomará 10 minutos como promedio. Esta recopilación de información ha sido aprobada por la Oficina de Administración y Presupuesto (OMB, por sus siglas en inglés). El número de aprobación de ocho dígitos de la OMB que aparece en la parte superior derecha de este aviso confirma la aprobación. De no mostrarse este número, no podríamos realizar el censo.

Los comentarios sobre el cálculo de tiempo y esfuerzo o cualquier otro aspecto relacionado deben dirigirse a: Paperwork Reduction Project 0607-1006, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Puede enviar comentarios por correo electrónico a <2020.census.paperwork@census.gov>. Use "Paperwork Reduction Project 0607-1006" como tema.

Appendix F: Language Identification Card

OMB No. 0607-1006; Approval Expires 11/30/2021

Language Identification Card	
United States Census 2020	I work for the U.S. Census Bureau. Is someone here now who speaks English and can help us? If not, someone may contact you who speaks _____.
Español (Spanish 02)	Trabajo para la Oficina del Censo de los EE. UU. ¿Se encuentra alguien que hable inglés y pueda ayudarnos? Si no, alguien que habla español podría comunicarse con usted.
普通话、广东话 (Chinese simplified)	我是美国人口普查局的工作人员。请问您这里有没有会说英语的人可以帮助我们? (Mandarin 03): 如果没有，可能会有会讲普通话的人与您联系。 (Cantonese 04): 如果没有，可能会有会讲广东话的人与您联系。 如果您閱讀繁體中文，請參閱第2頁（普通話或廣東話） (Chinese traditional on pg 2)
Tiếng Việt (Vietnamese 05)	Tôi làm việc cho Cục Thống Kê Dân Số Hoa Kỳ. Hiện có ai ở đây biết nói tiếng Anh và có thể giúp quý vị và tôi không? Nếu không, một nhân viên nói tiếng Việt có thể sẽ liên lạc với quý vị.
한국어 (Korean 06)	저는 미국 인구조사국에서 일하고 있습니다. 여기 계신 분 중에서, 영어를 하실 수 있어서 저희를 도와주실 수 있는 분이 혹시 계신지요? 없으시면, 한국어를하시는 분이 연락을 드릴 수도 있습니다.
РУССКИЙ (Russian 07)	Я представляю Бюро переписи населения США. Присутствует здесь кто-нибудь, кто говорит по-английски и мог бы помочь нам? Если нет, то тогда возможно, с Вами свяжется наш сотрудник, говорящий по-русски.
العربية (Arabic 08)	أنا أعمل لمكتب الإحصاء الأمريكي. هل يوجد شخص هنا يتكلّم الإنجليزية و يمكنه ان يساعدنا الان؟ إذا لا، فقد يتصل بكم شخص يتكلّم اللغة العربية.
Tagalog (Tagalog 09)	Nagtatrabaho ako para sa Kawanihan ng Senso ng U.S. Mayroon ba rito ngayong nagsasalita ng Ingles at maaaring tumulong sa amin? Kung wala, maaaring may kumontak sa inyo na nagsasalita ng Tagalog.
Polski (Polish 10)	Jestem pracownikiem Urzędu Spisu Ludności USA. Czy w tej chwili jest tu ktoś, kto mówi po angielsku i może nam pomóc? Jeżeli nie, może skontaktować się z Państwem ktoś, kto mówi po polsku.
Français (French 11)	Je travaille pour le Bureau de recensement des États-Unis. Y a-t-il quelqu'un ici qui parle anglais et qui pourrait nous aider? Sinon, quelqu'un qui parle français pourrait vous contacter.
Kreyòl Ayisyen (Haitian Creole 12)	Mwen travay pou Biwo Resansman Etazini. Èske gen yon moun la ki pale anglè ki ka ede nou? Si pa genyen, yon moun isit la ki pale kreyòl ka rele ou.
Português (Portuguese 13)	Trabalho para a Agência do Censo dos EUA. Há alguém aqui, agora, que fale inglês e que possa nos ajudar? Caso não haja, uma pessoa que fala português poderá entrar em contato com você.
日本語 (Japanese 14)	私はアメリカ合衆国国勢調査局の係員です。こちらには英語を理解できこの調査にご協力いただける方がいらっしゃいますか?もしいない場合は、日本語を話す係員があなたに連絡をすることができます。

D-ID (09-19-19)

Shqip (Albanian 15)

Unë punoj për Byronë Amerikane të Censusit. A ka njeri këtu tani që flet anglisht dhe mund të na ndihmojë? Nëse jo, dikush që flet shqip mund t'ju kontaktojë.

አማርኛ (Amharic 17)

እኔ የኢትዮጵያ ቤት-ብርሃን ስራ-ተ-ቋር ነኝ፡ እነዚህ ዘመን የሚገኘውን ለረዳን የሚችል ሰው እለ?
ከለለ አማርኛ የሚችል ሰው ለየነገራዊ ይችላል፡

Հայերեն (Armenian 18)

Ես աշխատում եմ ԱՄՆ Մարդաբանության բյուրոյի համար։ Ներկա է այստեղ այժմ որևէ մեկը, ով խստան է անցկերեն և կարաղ է օգնել մեզ։ Եթե ոչ, ապա խայերեն խստ որևէ մեկը կարաղ է կառավել Ձեզ ինչ։

বাংলা (Bengali 19)

আমি ইউ.এস. জনগণনা ব্যৱহোতে কাজ করি। এখানে এখন কি এমন কেউ আছেন যিনি ইংরেজি বলতে পারেন
এবং আমাদের সাহায্য করতে পারবেন? না থাকলে বাংলা বলতে পারেন এমন কেউ আপনার সাথে যোগাযোগ
করতে পারেন।

Босански/ Bosnian (Bosnian 20)

Ја радим за Амерички биро за попис становништва. Има ли овдје некога ко говори енглески и може нам помоћи? Ако нема, с Вама би могао контактирати неко ко говори босански.

Ja radim za Američki biro za popis stanovništva. Ima li ovdje nekoga ko govori engleski i može nam pomoći? Ako nema, s Vama bi mogao kontaktirati neko ko govori bosanski.

Български (Bulgarian 21)

Служител съм на Бюрото за преброяване на населението на САЩ. Има ли тук някой, който говори английски и би могъл да ни помогне? Ако няма, с вас може да се свърже някой от нашите служители, който говори български.

မြန်မာဘာသာ (Burmese 22)

ကျွန်ုတ်/ကျွန်ုပ်က အဖောက်ပြည်ထောင်စု သန်းခေါင်တရာ်းဌာနအတွက် အလုပ်လုပ်ပါတယ်။
ဒီမှာ အလုပ်လုပ်ခြင်းများတွေကို ကျွန်ုတ်/ကျွန်ုပ်တို့ကို ကူညီစိုင်သူ ရှိပါသလား။ မရှိဘူးဆိုရင်တော့
မြန်မာဝေးမြော်တွေကို လူကြော်မင်းကို ဆက်သွယ်ပါလိမ့်မယ်။

普通話、廣東話 (Chinese traditional)

我是美國人口普查局的工作人員。請問您這裡有沒有會說英語的人可以幫助我們？

(Mandarin 03): 如果沒有，可能會有會講普通話的人聯絡您。

(Cantonese 04): 如果沒有，可能會有會講廣東話的人聯絡您。

Hrvatski (Croatian 23)

Ja radim za američki Ured za popis stanovništva. Ima li trenutno ovdje nekoga tko govori engleski i tko bi nam mogao pomoći? Ako nema, mogao bi Vas kontaktirati netko tko govori hrvatski.

Čeština (czech 24)

Pracuji pro Americký úřad pro sčítání lidu. Je zde někdo, kdo hovoří anglicky a může nám pomoci?
Pokud ne, je možné, že Vás bude kontaktovat někdo, kdo hovoří česky.

Nederlands (Dutch 25)

Ik werk voor het Censusbureau van de VS. Is er hier iemand die Engels spreekt en ons kan helpen? Zo niet, dan kan iemand contact met u opnemen die Nederlands spreekt.

فارسی (Farsi 26)

من برای اداره سرشماری ایالات متحده کار می کنم. آیا هم اکنون اینجا کسی هست که به زبان انگلیسی حرف بزند و بتواند به من و شما کمک کند؟ اگر نیست، در این صورت احتمال دارد یک نفر از اداره سرشماری که به زبان فارسی صحبت می کند با شما تماس بگیرد.

Deutsch (German 27)

Ich arbeite für die US-amerikanische Statistikbehörde. Kann ich mit jemandem sprechen, der Englisch spricht und der uns helfen kann? Wenn nicht, kann jemand, der Deutsch spricht, Kontakt mit Ihnen aufnehmen.

Ελληνικά (Greek 28)

Εργάζομαι στο Γραφείο Απογραφής Πληθυσμού των ΗΠΑ. Είναι κανείς εδώ αυτή τη στιγμή που μπλάει Αγγλικά να μας εξυπηρετήσει; Αν όχι, μπορεί κάποιος να επικοινωνήσει μαζί σας στα Ελληνικά.

ગુજરાતી (Gujarati 29)

હુંયું એસ. જન ગણના બ્યુરો માટે કામ કરું છું. શું હાલમાં અહીં એવી કોઈ વ્યક્તિ છે જે અંગેજ બોલી શકે અને અમને મદદ કરી શકે? જો કોઈ ના હોથ તો, ગુજરાતી બોલતી કોઈપણ વ્યક્તિ તમારી સાથે સંપર્ક કરી શકે છે.

עברית (Hebrew 30)

אני עובד עבור לשכת מפקד האוכלוסין של ארה"ב. האט נמצא כאן עכשווי מישחו שمدבר אנגלית
וככל לעזר לנו? במידה ולא, ישנה אפשרות שייצור אתכם קשר מישחו שمدבר עברית.

हिंदी (Hindi 31)

मैं यू.एस. जनगणना ब्यूरो के लिए काम करता हूँ। क्या यहां अभी कोई ऐसा है जो अंग्रेजी बोलता हो और हमारी मदद कर सकता हो? अगर नहीं तो, कोई आपसे संपर्क करेगा जो हिंदी में बात करता हो।

Hmoob (Hmong 32)

Kuv ua hauj lwm rau Teb Chaws Asmeskas Koom Haum Suav Pej Xeem. Puas muaj leej twg tam sim no txawj hais lus Askiv thiab yuav pab tau peb? Yog tsis muaj, muaj neeg hais Lus Hmoob yuav hu rau koj.

Magyar (Hungarian 33)

Az Egyesült Államok Népszámlálási Hivatalánál dolgozom. Van a közelben valaki, aki beszél angolul, és segíteni tud most nekünk? Ha nincs, akkor lehet, hogy egy magyarul beszélő munkatársunk fel fogja venni Önnel a kapcsolatot.

Igbo (Igbo 34)

Ana m aruru ndị Ngalaba Goomenti U.S. na-ahụ maka Ọnụogugu ndị mmadụ oru. È nwèrè onye nō ebe à ugbu, a bụ onye na-asụ Igbo nwere ike inyere anyị aka? Ọ bụru nà è nweghi, otù onye nā-asụ Igbo nwèrè ike ikpötüru gi.

Ilokano (Ilocano 35)

Agtrabtrabahoak para iti U.S. Census Bureau. Adda kadi ditoy ita iti siasinoman a makapagsao iti Ingles ken makatulong kadakami? No awan, adda maysa a mangkontak kadakayo a makapagsao iti Ilokano.

Bahasa Indonesia (Indonesian 36)

Saya bekerja untuk Biro Sensus A.S. Apakah di sini ada yang bisa berbahasa Inggris dan dapat membantu kami? Jika tidak, seseorang yang berbahasa Indonesia mungkin menghubungi Anda.

Italiano (Italian 37)

Lavoro per conto dell’Ufficio Censimento degli Stati Uniti. C’è qualcuno qui adesso che parla inglese e possa aiutarci? In caso contrario, qualcuno che parla italiano potrebbe contattarla.

ខ្មែរ (Khmer 38)

ខ្ញុំធ្វើការស្ថិតិយាល័យនៃសាខាអង់គ្លេស នឹងទីនេះ មានអនុញ្ញាត ថា: និយាយភាសា
អង់គ្លេស ហើយអាចចូលរួមបានទៀតទេ? បើសិនាត្រូវទេ នោះនឹងមាននៅក្នុងខេត្តនេះ: និយាយភាសាអង់គ្លេស
ទាត់ទងទៀតនៅក្នុងខេត្ត។

ພາສັກລາວ (Lao 39)

ຂ່າຍແຈ້ງເຫັນວ່າມີກາງານທີ່ມີຄວາມຕະຫຼອດພົນລະເມືອງແຫ່ງສະຫະລັດ. ຕອນນີ້ນີ້ໃຜ່ຢູ່ທີ່ນີ້ທ່ານມາດເວົ້າ
ພາສັກລາວທີ່ນີ້ ແລະ ອ່ວນ ອ່ວນເຫື່ອມວັນກະທິກະບົບ? ຖໍ່ມີມີ, ຈະມີມີທີ່ເວົ້າພາສັກລາວໄດ້ຕືືດຕໍ່ໜ້າທ່ານ

Lietuvių (Lithuanian 40)

Aš esu iš JAV gyventojų surašymo biuro. Ar čia dabar yra kas nors, kas kalba angliskai ir galėtų man ir jums padėti? Jei ne, su jumis gali susiekti lietuviškai kalbantis asmuo.

മലയാളം (Malayalam 41)

ഈന്നും യൂ.എസ്. ബൈനൻസ് ബുക്കുറോയിലെ ജോലി ചെയ്യുന്നു. ഇപ്പോൾ ഇംഗ്ലീഷ്
ഭാഷ സംസാരിക്കുന്ന, തന്ത്രജ്ഞ സഹായിക്കാൻ കഴിയുന്ന ഒരു ഇവിടെ ഉണ്ടോ?
ഇല്ലെങ്കിലും, മലയാളം സംസാരിക്കുന്ന ആരോഗ്യിലും നിങ്ങളെ ബന്ധപ്പെടുക്കാം

मराठी (Marathi 42)

मी यू.एस. जनगणना कार्यालयासाठी काम करतो. इथे आता कुणी अशी व्यक्ती आहे का जी इंग्रजी बोलते व आम्हाला मदत करू शकेल?
नसेल तर, कुणी मराठी बोलणारी व्यक्ती आपल्याशी संपर्क करेल.

Diné (Navajo 43)

U.S. Wááshindoondi Diné Nídagóóltá' Bina'anishgi naashnish. Ł'a'kóóh hóló k'ad Bilagáana bizaad yee
yálti'igii dóó nihiká adoolwoligii? Doodago éí ha' da shíjí naanidínóotaal Diné'ehjí yálti'igii.

नेपाली (Nepali 44)

म अमेरिकी जनगणना व्यूरोमा काम गर्दूँ। अहिले यहाँ अंग्रेजी बोल्न जान्ने र हामीलाई मद्दत गर्नसक्ने कोही मान्छे हुनुहुन्छ? यदि कोही छैन
भने, तपाईंसँग नेपाली भाषामा कुरा गर्ने कसैले सम्पर्क गर्न सक्दछ।

ਪੰਜਾਬੀ (Punjabi 45)

ਮੈਂ ਯੂ.ਐਸ. ਜਨਗਣਨਾ ਬਿਊਰੋ ਲਈ ਕੰਮ ਕਰਦਾ ਹਾਂ। ਕੀ ਇਥੇ ਹੁਣ ਕੋਈ ਅੰਗਰੇਜ਼ੀ ਬੋਲਣ ਅਤੇ ਸਾਡੀ ਮਦਦ ਕਰਨ
ਵਾਲਾ ਵਿਅਕਤੀ ਹੈ? ਜੇਕਰ ਨਹੀਂ, ਤਾਂ ਤੁਹਾਡੇ ਨਾਲ ਪੰਜਾਬੀ ਬੋਲਣ ਵਾਲਾ ਵਿਅਕਤੀ ਸੰਪਰਕ ਕਰੇਗਾ।

Română (Romanian 46)

Lucrez pentru Biroul pentru recensământ al SUA. Aveți pe cineva lângă dumneavoastră care vorbește limba engleză și ne poate ajuta? Dacă nu aveți pe nimeni, este posibil să fiți contactat(ă) de o altă persoană care vorbește limba română.

Српски / Srpski (Serbian 47)

Ја радим за Амерички биро за попис становништва. Да ли овде има некога ко говори енглески и може да нам помогне? Ако нема, постоји могућност да са Вама контактира особа која говори српски језик.

Ja radim za Američki biro za popis stanovništva. Da li ovde ima nekoga ko govori engleski i može da nam pomogne? Ako nema, postoji mogućnost da sa Vama kontaktira osoba koja govori srpski jezik.

සිංහල (Sinhala 48)

මම එක්සත් ජනපද සංගණන කාර්යාලයේ සේවය කරමි. මෙහි සිටින ඉංග්‍රීසි බස කථා කරන කෙනෙක්ට අපට උදවු කළ හැකිද? එසේ නොමැති නම් සිංහල බස කථා කරන කෙනෙක් ඔබව සම්බන්ධ කරගනු ඇත.

Slovenčina (Slovak 49)

Pracujem pre Úrad pre sčítanie obyvateľstva USA. Je tu teraz niekto, kto hovorí po anglicky a môže nám pomôcť? Ak nie, možno Vás bude kontaktovať niekto, kto hovorí po slovensky.

Soomaali (Somali 50)

Waxaan u shaqeeyaa Xafiiska Tirakoobka Mareykanka. Hadda ma joogaa qof ku hadla af Ingiriis oo na caawin kara? Haddii uusan joogin, waxaa laga yaabaa inuu idin la soo xiriiro qof ku hadla af Soomaali.

Kiswahili (Swahili 51)

Ninafanya kazi na Shirika la Sensa ya Marekani. Je, kuna mtu hapa ambaye anazungumza Kiingereza na anaweza kutusaidia? Ikiwa hamna, mtu anaweza kuwasiliana nawe anayezungumza Kiswahili.

தமிழ் (Tamil 52)

நான் அமெரிக்க மக்கள்தொகைக் கணக்கெடுப்பு பணியகத்தில் வேலை செய்கிறேன். இங்கே இப்போது யாராவது ஆங்கிலம் பேசபவர் இருக்கிறாரா மேலும் அவரால் நமக்கு உதவி செய்ய முடியுமா? இல்லையென்றால் யாராவது தமிழ் பேசும் ஒருவர் உங்களைத் தொடர்புகொள்ளலாம்.

తెలుగు (Telugu 53)

నేను యి.ఎస్. జనాయా గణన బ్యార్‌కీసం పని చేస్తున్నాను. నాకు సహాయం చెయ్యానికి అంగ్గంల్⁶ మాట్లాడేవారు ఎవరైనా ప్రస్తుతం ఇక్కడ ఉన్నారా? లేకపోతే, తెలుగు మాట్లాడే వారు మీమ్మళ్లి సంప్రదిస్తారు.

ໄທ (Thai 54)

ສັນຖາງາໃດ໌ກົບສ້າງສຳນັກສາມະໂນສຫຮຽ່າ ຕອນນີ້ທີ່ມີຄຣີທີ່ພຸດພາຈາວັງກຸມໄດ້ແລະສາມາຄົມຂ່າຍເຮາແປລ
ໄດ້ຮັ້ວໃມ່ ອາກໄມ່ມີ ວັດມືຕົກທີ່ພຸດພາຈາໄທຢ່າໄດ້ດີດ້ວ່າກົບຄຸມໃນກາຍທີ່

ትግርኛ (Tigrinya 55)

እኩዕስ ተቋጠጥሸ ተስፋ በአዲ ብሔራዊ ተደርሱ እኩዕስ:: እኩዕስ ተቋጠጥሸ ተስፋ ብሔራዊ ተደርሱ እኩዕስ:: እኩዕስ ተቋጠጥሸ ተስፋ ብሔራዊ ተደርሱ እኩዕስ:: እኩዕስ::

Türkçe (Turkish 56)

A.B.D. Nüfus Sayım Bürosu'ndanım. Burada İngilizce konuşan ve bize yardımcı olabilecek birisi var mı? Yoksa, Türkçe konuşan biri sizinle irtibata geçebilir.

Twi (Twi 57)

Me ne U.S. Nnipakan Asoeε a woyε nnipakan ne nhwehwemū adwuma na εye adwuma. Obi a ɔka Brøfo kasa a obetumi aboa yεn wo ha seesei anaa? Se obiara nni ha saa a, yebεma obi a ɔka Twi ne mo abekasa.

Українська (Ukrainian 58)

Я представляю Бюро перепису населення США. Поряд із Вами є будь-яка особа, що розмовляє англійською мовою та зможе нам допомогти? Якщо ні, можливо, до Вас звернеться наш представник, що розмовляє українською мовою.

اردو (Urdu 59)

میں امریکی مرد شماری بیورو کے لئے کام کرتا ہوں۔ کیا ابھی یہاں کوئی ایسا شخص ہے جو انگریزی بول سکتا ہو اور بماری مدد کر سکتا ہو؟ اگر نہیں، تو کوئی شخص آپ سے رابطہ کرے گا جو اردو میں بات کرے گا۔

יידיש (Yiddish 60)

איך ארבעתן פֿאָר דעם צענוזס בײַרְאָן די פֿאָראָאיִינִיקְטָע שטאָטָן. אוּז עמעצעער אַיזט דֶּאָ אין דער היַם וואָס רעדָס ענגליש און קען אונדוֹ העלְקָן? אוּבָ נישט, וועט עמעצעער וואָס רעדָס יִדִּיש אוּז אַפְּשָׁר קָאנְטָאָקְסִירָן.

Yorùbá (Yoruba 61)

Mo nbá llé-iṣé Íkàniyàn llé Améríkà ṣisé. Njé ḥenikan wà níbí yíí nísisiyí tí ó nsó Édè Gèésì tí ó sì lè ràn wá lówó? Bí békó, ḥenikan lè kàn sí ọ tí ó nsó èdè Yorùbá.

Shape
your future
START HERE > | United States®
Census
2020

2020CENSUS.GOV

Appendix G: Language Assistance Sheet

OMB No. 0607-1008; Approval Expires 11/30/2021



United States®
Census
2020

Census ID: - -



English

Go to my2020census.gov and select "ENGLISH," located in the upper-right corner of the window, to access your 2020 Census questionnaire in English.

Español (Spanish)

Vaya a my2020census.gov y seleccione "ESPAÑOL", en la esquina superior derecha de la ventana, para acceder al cuestionario del Censo del 2020 en español.

中文 (Chinese)

请进入网站 my2020census.gov, 并选择位于窗口右上角的 "中文(简体)" , 以连接到您的中文版2020年
人口普查问卷表。

Tiếng Việt (Vietnamese)

Hãy vào trang mạng my2020census.gov và chọn "TIẾNG VIỆT" ở góc trên bên phải cửa sổ để truy cập
bản câu hỏi Thống Kê Dân Số 2020 bằng Tiếng Việt.

한국어 (Korean)

2020년 선서스 인구조사 설문지를 한국어로 보시려면 인터넷 사이트 my2020census.gov로 가셔서 화면의
오른쪽 상단 코너에 있는 "한국어"를 선택해 주십시오.

Русский (Russian)

Чтобы получить доступ к анкете переписи населения 2020 года на русском языке, зайдите на веб-
сайт my2020census.gov и выберите «РУССКИЙ» в правом верхнем углу окна.

العربية (Arabic)

لتحصل على زيارة my2020census.gov وحدد "العربية"، الموجودة في الزاوية اليمنى الطوبية من
النافذة، للوصول إلى استبيان التعداد السكاني لسنة 2020 الخاص بك باللغة العربية.

Tagalog (Tagalog)

Pumunta sa my2020census.gov at piliin ang "TAGALOG," na nasa itaas na kanang sulok ng window, upang
ma-access ang iyong palatanungan ng 2020 Senso sa Tagalog.

Polski (Polish)

Aby uzyskać dostęp do kwestionariusza Spisu Ludności 2020 w języku polskim, proszę przejść na stronę
my2020census.gov i wybrać "POLSKI" w górnym prawym rogu ekranu.

Français (French)

Rendez-vous sur my2020census.gov et sélectionnez « FRANÇAIS », situé dans le coin supérieur droit de la
fenêtre, pour accéder à votre questionnaire du Recensement 2020 en français.

Kreyòl Ayisyen (Haitian Creole)

Pou gen aksè sou kesyonè Resansman 2020 an, nan Kreyòl Ayisyen ale sou sitwèb my2020census.gov epi
chwazi "KREYÒL AYISYEN," nan kwen anwo nan bò dwat fenèt la.

Português (Portuguese)

Visite my2020census.gov e clique em "PORTUGUÊS" no canto superior direito da janela para acessar o
questionário do Censo 2020 em português.

日本語 (Japanese)

my2020census.gov にアクセスして、ウィンドウの右上角にある「日本語」を選択し、
2020年国勢調査（日本語版）にアクセスしてください。

FORM D-LI-NF (05-07-2019)

Census ID: - -

English

To complete your 2020 Census questionnaire by phone, call toll-free 1-844-330-2020.
For telephone display service (TDD) for the hearing impaired please call toll-free 1-844-467-2020.

Español (Spanish)

Para completar su cuestionario del Censo del 2020 por teléfono, llame gratis al 1-844-468-2020.

中文 (Chinese)

请拨打免费电话 1-844-391-2020 (普通话)或 1-844-398-2020 (广东话), 来完成您的 2020年人口普查问卷表。

Tiếng Việt (Vietnamese)

Để hoàn thành bản câu hỏi Thống Kê Dân Số 2020 của quý vị qua điện thoại, hãy gọi số miễn phí
1-844-461-2020.

한국어 (Korean)

2020년 선서스 인구조사 설문지에 전화로 응답하시려면, 무료 번호
1-844-392-2020으로 전화해 주십시오.

Русский (Russian)

Чтобы заполнить анкету переписи населения 2020 года по телефону, позвоните по номеру
1-844-417-2020 (бесплатно).

العربية (Arabic)

لاستكمال استبيان التعداد السكاني الخاص بك لسنة 2020 عن طريق الهاتف، اتصل على الرقم المجاني: 1-844-416-2020.

Tagalog (Tagalog)

Upang kumpletuhin ang iyong palatanungan ng 2020 Senso sa pamamagitan ng telepono, tumawag nang toll free sa 1-844-478-2020.

Polski (Polish)

Aby wypełnić kwestionariusz Spisu Ludności 2020 teleonicznie, proszę zadzwonić pod bezpłatny numer
1-844-479-2020.

Français (French)

Appelez gratuitement le 1-844-494-2020 pour remplir votre questionnaire du Recensement 2020
par téléphone.

Kreyòl Ayisyen (Haitian Creole)

Pou ranpli kesyonè Resansman 2020 an pa telefòn, rele nimewo gratis nou an gratis 1-844-477-2020.

Português (Portuguese)

Para preencher o questionário do Censo 2020 pelo telefone, ligue gratuitamente para o telefone
1-844-474-2020.

日本語 (Japanese)

2020年国勢調査にお電話でご参加いただく際は、フリーダイヤル
1-844-460-2020までお電話ください。

Appendix H: Confidentiality Information Sheet

El Censo del 2020 y la Confidencialidad

Sus respuestas al Censo del 2020 están seguras, a salvo y protegidas por la ley federal. Sus respuestas se pueden usar solamente para producir estadísticas—**no se pueden usar en su contra de ninguna manera**. Por ley, todas las respuestas a las encuestas sobre hogares y empresas que realiza la Oficina del Censo de los EE. UU. se mantienen completamente confidenciales.

Responda al Censo del 2020 para dar forma al futuro.

Responder al censo ayuda a las comunidades a obtener los fondos que necesitan y ayuda a las empresas a tomar decisiones basadas en datos que hacen crecer a la economía. Los datos del censo influyen en nuestra vida diaria, aportando información para tomar decisiones importantes sobre el financiamiento de servicios e infraestructura en su comunidad, incluyendo atención médica, centros para personas de la tercera edad, empleos, representación política, carreteras, escuelas y negocios. Más de \$675 mil millones de fondos federales se distribuyen a los estados y a las comunidades locales basándose en los datos del censo.



Sus respuestas al censo están seguras y a salvo.

La Oficina del Censo está obligada por ley a proteger toda la información personal que se recopile y a mantenerla en estricta confidencialidad. La Oficina del Censo puede usar sus respuestas solo para producir estadísticas. De hecho, cada uno de los empleados de la Oficina del Censo presta un juramento para proteger su información personal de por vida. Sus respuestas no se pueden usar para fines del cumplimiento de la ley o para determinar su elegibilidad personal para beneficios del gobierno.

Por ley, sus respuestas no pueden ser usadas en su contra.

Por ley, sus respuestas al censo no pueden ser usadas en su contra de ninguna manera por ninguna agencia del gobierno ni tribunal—ni por el Buró Federal de Investigaciones (FBI), ni por la Agencia



La ley es clara: no se puede compartir ninguna información personal.

En conformidad con el Título 13 del Código de los EE. UU., la Oficina del Censo no puede divulgar ninguna información identificable sobre individuos, hogares o empresas, ni siquiera a agencias encargadas de hacer cumplir la ley.

La ley estipula que la información que se recopile se puede usar solo para propósitos estadísticos y para ningún otro fin.

Con el fin de apoyar los estudios históricos, el Título 44 del Código de los EE. UU. permite a la Administración Nacional de Archivos y Registros publicar los registros del censo solo después de 72 años.

Todo el personal de la Oficina del Censo presta un juramento de por vida para proteger su información personal, y cualquier violación es sancionada con una multa de hasta \$250,000 y/o hasta cinco años de prisión.

2020CENSUS.GOV

D-1254

Shape
your future
START HERE >
United States®
Census
2020

Central de Inteligencia (CIA), ni por el Departamento de Seguridad Nacional (DHS), ni por el Servicio de Inmigración y Control de Aduanas de los EE. UU. (ICE). La ley exige a la Oficina del Censo mantener confidencial su información y usar sus respuestas solo para producir estadísticas.

No hay excepciones.

La ley exige a la Oficina del Censo mantener confidencial la información de todas las personas. Por ley, sus respuestas no pueden ser usadas en su contra de ninguna manera por ninguna agencia del gobierno o tribunal. La Oficina del Censo no compartirá las respuestas de ninguna persona con las agencias de inmigración o las agencias encargadas de hacer cumplir la ley, ni permitirá que esa información se use para determinar la elegibilidad para beneficios del gobierno. El Título 13 deja muy claro que la información que recopilemos se puede usar solo para propósitos estadísticos—no podemos permitir que se use para nada más, incluyendo el cumplimiento de la ley.

La opción es suya: usted puede responder de manera segura por internet, por teléfono o por correo.

Usted tendrá la opción de responder por internet, por correo o por teléfono. Un censista visitará los hogares que no respondan de una de estas maneras para recopilar la información en persona. La ley protege su información personal, sin importar cómo responda.

Sus respuestas por internet están a salvo de la piratería informática (hacking) y otras amenazas ciberneticas.

La Oficina del Censo toma rigurosas precauciones para mantener seguras las respuestas por internet. Todos los datos que se envían por internet son cifrados para proteger la privacidad personal, y nuestro programa de seguridad cibernetica cumple con los estándares más exigentes y recientes para proteger la información personal. Una vez que se reciben los datos, ya no permanecen en línea. Desde el momento en que la Oficina del Censo recopila las respuestas, nuestro objetivo y obligación legal es mantenerlas seguras.

Estamos comprometidos a mantener la confidencialidad.

En la Oficina del Censo de los EE. UU., estamos absolutamente comprometidos a mantener confidenciales sus respuestas. Este compromiso significa que es seguro responder al censo sabiendo que sus respuestas solo se usarán para pintar un retrato estadístico de nuestra nación y sus comunidades.

Averigüe más sobre el programa de protección de datos y privacidad de la Oficina del Censo en www.census.gov/privacy.

2020CENSUS.GOV



Las leyes que protegen la información personal del censo han resistido los desafíos.

En 1982, la Corte Suprema de los EE. UU. confirmó que aun las direcciones son confidenciales y no se pueden divulgar mediante procesos de descubrimiento legal o la Ley de Libertad de Información (FOIA). En el 2010, el Departamento de Justicia de los EE. UU. determinó que la Ley Patriota no tiene precedencia sobre la ley que protege la confidencialidad de las respuestas individuales del censo. Ningún tribunal de justicia puede emitir una citación judicial que ordene la presentación de las respuestas del censo.

Shape
your future
START HERE >
United States®
Census
2020

Appendix I: Spanish Messages Handout

Spanish Messages Handout

Messages to reassure a respondent who is worried about confidentiality

English Message	Spanish Message
Violating the confidentiality of a respondent is a federal crime with serious penalties, including a federal prison sentence of up to five years, a fine of up to \$250,000, or both.	Violar la confidencialidad de una persona entrevistada es un delito federal con sanciones severas, incluso una sentencia de hasta cinco años en una prisión federal, una multa de hasta \$250,000, o ambas.
The Census Bureau is not permitted to publicly release your responses in a way that could identify you or your household.	A la Oficina del Censo no se le permite divulgar sus respuestas de manera que usted pudiera ser identificado.
The Census Bureau will only share your responses with individuals who have been sworn for life to protect the confidentiality of your data.	La Oficina del Censo solo compartirá sus respuestas con personas que han jurado de por vida proteger la confidencialidad de sus datos.
By law, the Census Bureau can only use your responses to produce statistics.	Por ley, la Oficina del Censo solamente puede usar sus respuestas para producir estadísticas.

Messages to reassure a respondent who is worried Census Bureau will share their data with other federal agencies

English Message	Spanish Message
By law, the information you provide in this survey cannot be used for immigration enforcement by agencies like ICE.	Por ley, la información que usted proporcione en esta encuesta no puede ser usada por agencias del cumplimiento de las leyes de inmigración, como ICE.
Your answers cannot be used against you by any government agency or court.	Sus respuestas no pueden ser usadas en su contra por ninguna agencia o tribunal del gobierno.
By law, the Census Bureau cannot share your answers with Immigration and Customs enforcement (ICE).	Por ley, la Oficina del Censo no puede compartir sus respuestas con el Servicio de Inmigración y Control de Aduanas (ICE).

Messages to break the ice with respondents and gain cooperation

English	Spanish
The U.S. Census sent you a letter letting this household know that I would be coming for the 2020 Census. Did you receive this?	El Censo de los Estados Unidos mandó una carta avisando que yo vendría a este hogar para el censo de 2020. ¿La recibió?
Could you please help me with my work for the U.S. Census Bureau?	<u>Por favor, me podría ayudar con mi trabajo para la Oficina del Censo?</u>
If you allow me, I would like to take a little of your time to ask you some questions.	Si me lo permite, me gustaría pedirle un poco de su tiempo para hacerle unas preguntas.