Integrated Communications Contract

Order 12 – Creative Development

QIPT & Campaign Testing Report

Final Version

January 15, 2020

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Executive Summary

This report presents the findings of the 2020 Integrated Communications Contract (ICC) creative testing, which included Quick Idea Platform Testing (QIPT) and Campaign Testing. The phased testing was designed, first, to select a single unifying idea or creative platform for the campaign and, second, to gather feedback on draft creative assets with the goal of refining and optimizing the tested materials for final production. Results of this testing, then, served as a critical foundation for the development of the campaign and its execution among particular audiences of interest.

Methodology

QIPT

Team Young & Rubicam (Team Y&R)[1] used a multimethod testing approach (QIPT) to determine which one of three candidate platforms would most effectively motivate target audiences. Specifically, Team Y&R used the following three methods to ensure robust feedback from a General Population audience, people with hard-to-count characteristics (Low Response; Erdman & Bates, 2017), and multicultural audiences of interest:

- Online quantitative testing (n = 2000).
- Focus groups (18 focus groups across nine states).
- Community representative reviews (10 one-on-one interviews with representatives who were immersed in the culture and conduct of various communities of interest and, therefore, were capable of articulating the communities' issues in more contextual and complete ways).

For efficiency, testing was designed to reach as many audiences using the quantitative online survey as possible. Focus groups and community representative review sessions were used to supplement the testing for select audiences that could not be effectively reached by online testing.[2] Given scheduling constraints, platforms were tested using one of three methodologies per unique audience, as outlined in Table 1. All platform testing was conducted in English. A detailed description of the QIPT methodology is provided in Section 2.3 (page 38).

[1] Team Y&R is the name of the 2020 ICC communications contractor, including subcontractors. This integrated group of marketing and communications agencies includes multicultural ad agencies whose extensive expertise with key audiences has guided the development, execution, and analysis of the project. For simplicity, this document refers to this collaborative research team as Team Y&R. Team Y&R includes specialist agencies representing American Indian and Alaska Native, Asian, Black/African American, Hispanic, Native Hawaiian and Pacific Islander, and Puerto Rican audiences, as well as team members or access to experts with experience in General Population and a wide range of emerging audiences. Contributions from Team Y&R were performed under the Integrated Communications Contract for the 2020 Census awarded to Young & Rubicam.

[2] Each multicultural partner recommended either focus groups or community representative reviews to reach additional audiences of concern that could not be effectively reached via online testing.

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Table 1: QIPT Audiences and Platform Testing Methodology

QIPT Audiences	Online Quantitative Testing	In-Person Focus Groups	Community Representative Reviews
General Population	X		
Low Response	X		
American Indian and Alaska Native (AIAN)		X	
Asian American (including, but not limited to, Chinese, Korean, Vietnamese, South Asian)		X	
Hispanic, U.S. Mainland		X	
Native Hawaiian and Pacific Islander (NHPI)		X	
Rural		X	
Black/African American (BAA)			X
People Living in Puerto Rico			X

Campaign Testing

Following platform selection and creative asset/testing stimuli development, Team Y&R conducted Campaign Testing in spring 2019. Similar to QIPT, Campaign Testing was conducted using a multimethod approach:

- Online qualitative sessions (*n* = 188).
    - 61 General Population
    - 29 Black/African American
    - 20 Hispanic
    - 28 LGB[3]
    - 26 Households with Young Children (HHYC)
    - 24 Young and Mobile
- Focus groups (122 across 23 states and Puerto Rico).
    - 22 audiences
- Community representative reviews (38 one-on-one interviews with representatives who were immersed in the culture and conduct of various communities of interest and, therefore, were capable of articulating the communities' issues in more contextual and complete ways).
    - 12 audiences

These three methodologies were chosen because they were the most effective and efficient means to reach a broad range of audiences in testing. The overall research program was designed to ensure that each creative original was tested in at least two focus groups, or with the equivalent number of participants from online qualitative activity sessions. Community

[3] The LGB audience was limited to sexual orientation categories (i.e., lesbian, gay, and bisexual) because, consistent with other Census Bureau surveys and forms, the gender identity screening question was a binary option (i.e., male/female) and thus did not measure noncisgender identities.

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representative reviews were used to test creative originals with audiences of interest to the U.S. Census Bureau who had fewer than four focus groups or the equivalent of two focus groups worth of participants in online qualitative sessions.

Online qualitative sessions were utilized to reach the Diverse Mass audience, which represented a wide range of demographic criteria as well as English-reliant audiences of interest. The Diverse Mass audience included the following groups: General Population; Black/African American; Lesbian, Gay, and Bisexual; Young and Mobile; English-Dominant Latino; Households with Young Children; Rural; Middle Eastern/North African; and South Asian. While all of these audiences were considered Diverse Mass, some of them were difficult to reach by way of the online qualitative sessions and were therefore covered in other methodologies.

Focus groups and community representative reviews were used to reach additional audiences that could not be effectively reached by online testing, with an emphasis on reaching people with hard-to-count characteristics (Erdman & Bates, 2017). The online qualitative sessions and community representative reviews were conducted in English with non-English materials reviewed by bilingual community representatives. Focus groups were conducted in 13 languages, including English. An audience by methodology grid is provided in Table 2, and a detailed description of the Campaign Testing methodology is provided in Section 3.2 (page 34).

Table 2: Campaign Testing Audiences by Methodology

Campaign Testing Audiences	Online Qualitative Testing	In-Person Focus Groups	Community Representative Reviews
Diverse Mass (English)			
General Population	X		
Black/African American (BAA)[1]	X		
Lesbian, Gay, and Bisexual (LGB)[2]	X		
Young and Mobile	X		
English-Dominant Latino	X	X	
Households with Young Children (HHYC)	X	X	
Rural		X	
Middle Eastern/North African (MENA)		X	X
South Asian			X
American Indian and Alaska Native (AIAN)			
American Indian		X	
Alaska Native		X	
Asian American			
Chinese (Mandarin and Cantonese)		X	
Japanese		X	X
Korean		X	
Filipino (Tagalog)		X	
Vietnamese		X	
Undocumented Asian			X

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Campaign Testing Audiences	Online Qualitative Testing	In-Person Focus Groups	Community Representative Reviews
Black/African American (BAA), Haitian Creole (HC), Sub-Saharan African (SSA), Undocumented African/Caribbean			
Black/African American (BAA)		X	
Afro-Caribbean			X
Haitian Creole (HC)		X	X
Sub-Saharan African (French)		X	X
Undocumented African/Caribbean			X
Spanish, U.S. Mainland and Puerto Rico			
Spanish, U.S. Mainland		X	
Spanish, Puerto Rico		X	
Undocumented Hispanic			X
Native Hawaiian and Pacific Islander (NHPI)			
Residents of Hawaii		X	
Residents of U.S. Mainland		X	
Emerging Audiences/Legacy Languages			
Arabic		X	X
Brazilian (Portuguese)		X	X
Polish		X	X
Russian		X	X

Notes: (1) Black/African American online testing participants were not required to meet hard-to-count criteria, so the BAA online audience was not the same as the BAA audience in focus groups, which was made up of participants who met hard-to-count criteria.
(2) The LGB audience was limited to sexual orientation categories (i.e., lesbian, gay, and bisexual) because, consistent with other Census Bureau surveys and forms, the gender identity screening question was a binary option (i.e., male/female) and thus did not measure noncisgender identities.

Findings and Outcomes

QIPT

Based on the insights gleaned from QIPT, Team Y&R recommended that *Shape Your Future. Start Here.* move forward as the campaign platform. The aspirational and personable tone of *Shape Your Future. Start Here.* created the most room to generate the hope, sense of responsibility, agency, and motivation necessary to drive self-response to the 2020 Census, particularly among multicultural audiences and groups with historically low propensity to respond to the U.S. census. In addition to the general tone, the *Shape Your Future. Start Here.* tagline itself—a critical unifying component of the campaign—was the most engaging and motivating tagline tested. The U.S. Census Bureau approved the *Shape Your Future. Start Here.* creative platform in December 2018.

Campaign Testing

Unlike QIPT, which was intended to yield a decision regarding a single campaign platform, Campaign Testing was not designed to select "winners" but rather to generate opportunities to refine and optimize creative assets for production.

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Though unique creative assets were tested for each audience and across 13 languages, testing uncovered six key cross-audience themes that will be implemented widely across the campaign to be sure the messaging resonates with as many people and audiences as possible. Those insights are as follows:

- ***Shape Your Future. Start Here.* is empowering.** Echoing the feedback obtained during QIPT, Campaign Testing participants frequently made positive comments about the tagline and connected participation to the benefits they saw in the ads.
- **Basic education is necessary.** Testing reiterated, as seen in previous research efforts, that basic knowledge of the census is low. The ads served as conversation starters, as they were intended to, and people often wanted to learn more about the census after viewing the ads. Given low knowledge of the census, testing also indicated it does not take very much additional information about the importance of the census to create greater openness to participation.
- **Participants across audiences appreciated and called for ads that depicted diversity and inclusive imagery.** When ads felt too "targeted," participants responded negatively and called for language and imagery that reiterated *everyone* counts. People liked to find themselves in the ads, rather than feeling "singled out" by the Census Bureau.
- **People liked that they will have multiple ways to complete the census.** Among all audiences, people expressed an interest in participating using the internet after learning about the online option. Many non-English-speaking audiences liked that they could potentially respond over the phone and requested that a phone number be added to the ads. The variety of response options in general helped signal the importance of responding.
- **Some participants questioned whether the ads were made by people like them, and some cultural cues were seen as overstepping if messaged by the government.** Although audience-specific ads were made by multicultural partner agencies, participants tended to assume that because the message was from the government pointed cultural cues were coming from someone outside of the culture. This changed the way that the message was perceived by participants, with audiences struggling with the use of slang as well as with messaging or imagery that could be perceived as touching on negative cultural stereotypes.
- **Confidentiality messaging needs to meet audiences where they are.** Concerns about data privacy and confidentiality took different forms, with some primarily concerned about the government's use of the data (including use against an individual or group) and others about whether the data were safe from hackers. However, for audiences not primed to be confidentiality-minded, confidentiality-forward messaging showed the potential to spark doubts that were not previously tangible.

These cross-audience findings were central to early and ongoing campaign-level conversations about creative optimization—but, importantly, each audience and each creative asset generated unique insights for careful consideration. Given the volume of testing and insights, such audience-specific findings and recommendations are detailed in Section 5.1 (page 280). Strategic implications are outlined by audience in Section 5.2 (page 281).

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1. Introduction

The goal of the 2020 Census Integrated Partnership and Communications (IPC) operation is to encourage self-response in the decennial enumeration using a research-based communications campaign. To maximize the effectiveness of creative materials, the 2020 Census communications contractor, Team Y&R, conducted campaign platform and creative original pre-testing utilizing test stimuli created under the 2020 Census IPC. The communications campaign is designed to encourage self-response throughout the 50 U.S. states, the District of Columbia, and Puerto Rico. As such, creative materials were required that educate and motivate everyone living in the United States, including audiences with elevated risk of nonresponse, and multiple multicultural and other groups of interest to the U.S. Census Bureau. The research described in this report was conducted to inform the strategies and creative used in the communications campaign to promote the 2020 Census.

The creative testing for the 2020 Census campaign occurred in two phases, beginning with platform testing in fall 2018 and ending with campaign testing in spring 2019. The former, referred to as Quick Idea Platform Testing (QIPT), employed a mixed-methods approach that combined data from quantitative online testing, focus groups, and community representative reviews (CRRs) to select a single platform that was coherent, universally appealing, and flexible. The quantitative online survey was designed to capture responses from the General Population sample by recruiting a sample that loosely mirrored the demographic composition of the United States. The focus groups provided insights from a variety of minority demographic groups and audiences considered at risk of low self-response. Lastly, the CRRs provided insights from community leaders on behalf of the specific audiences of interest. Using these methods, QIPT explored different high-level ideas conveyed through taglines, images, and text, to arrive at an overarching creative platform for the development of the creative materials for the campaign.

The second phase, Campaign Testing, assessed a variety of tailored creative materials that were developed based on the core unifying idea of the selected platform in QIPT. This phase of testing also employed a three-pronged mixed-methods approach similar to QIPT with the exception of online qualitative sessions in lieu of quantitative online testing. The qualitative online sessions allowed Team Y&R to gain creative and strategic insights from a Diverse Mass audience consisting of the General Population sample with oversamples for groups of interest, such as young people or people living in households with young children. The focus groups and CRRs, on the other hand, prioritized insight gathering from people with hard-to-count characteristics and audiences that could not be reached effectively online for testing. The results from all three methods provided actionable insights into the effectiveness of creative executions to deliver the main message, alleviate common concerns or misconceptions, and motivate people to participate in the upcoming census. Team Y&R also highlighted strengths of the creative executions and identified problem areas and/or issues that detracted from desired effects to motivate census participation. Ultimately, the research presented in this report guided the creative refinement of the communications campaign, media planning, and specialized outreach.

The report proceeds as follows. The following section (Section 2) describes the research methodology, analytical approach, and results of QIPT. Section 2.4 (page 49) follows a similar sequence for Campaign Testing. It begins with a brief discussion of the background for Campaign Testing and then moves on to detail the methodology, analytical approach, and results of

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the creative materials testing. The report wraps up with a set of conclusions and recommendations for the communications campaign based on the findings from the QIPT and Campaign Testing studies.

2. Quick Idea Platform Testing (QIPT)

2.1 Background: QIPT Goals and Campaign Platform Development

The primary goal of Quick Idea Platform Testing (QIPT) was to select the single strongest creative platform for the 2020 Census Integrated Partnership and Communications (IPC) operation from a set of options developed through collaboration across Team Y&R partners, including multicultural specialist partners (see Table 3), and the U.S. Census Bureau. Creative platforms were intended to function as a unifying concept flexible enough to be adapted into communications and marketing content that would appeal to a variety of audiences, including multicultural audiences and groups with historically low propensity to self-respond (see Section 2.3.1 on page 38 for further discussion of audiences).[4] Team Y&R relied on the input of multicultural partners (see Table 3) and the Census Bureau creative review team as well as insights and lessons learned from past studies (see, Evans et al., 2019; Kulzick et al., 2019; and McGeeney et al., 2019) and from the 2010 Census, the American Community Survey, and the 2018 Census test to develop the creative strategy documented through the creative brief, a document that serves as the foundation for the central campaign idea and all creative executions.

Table 3: Multicultural Subcontractors and Audience Specialty

Audience Specialty	Team Y&R Subcontractor
American Indian and Alaska Native (AIAN)	G+G Advertising (G&G)
Asian American	TDW+Co (TDW)
Black or African American (BAA)	Carol H Williams Agency (CHWA)
Hispanic/Latino/Spanish-Speaking (Mainland)	Culture ONE World (C1W)
Native Hawaiian and Pacific Islander (NHPI)	The Kālaimoku Group
Puerto Rico	VMLY&R San Juan

Team Y&R ultimately developed three unique "finalist" creative platforms for testing, each of which was intended to address commonalities learned from past studies that would appeal to the General Population, Low Response, and multicultural audiences the 2020 Integrated Communications Contract (ICC) is expected to address. Team Y&R recommended the following platforms for testing:

- *Shape Your Future. Start Here.*
- *The Census Effect.*
- *The Power in Numbers.*

[4] Audiences, for the purpose of the research described in this report, are defined as "specific groups of people who share demographic characteristics."

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2.2 Overview of Tested Platforms

While the three platforms used different creative storytelling approaches, imagery, and examples, they were consistent in emphasizing that the census is more than just a count of the population. The text of each platform either connected positive changes in the present to past census data or linked participation in the 2020 Census to potential benefits in the future. Each platform featured a logo for the 2020 Census in the bottom right corner but was distinguished by unique, bolded taglines that captured the essence of the platform's main message.[5]

Shape Your Future. Start Here. began by asking viewers to reflect on all the things that they may want to influence in the future and stating that census data "starts the conversation" (see Figure 1). It then posed potential questions about the future of a community and implied that one can influence the answers by completing the 2020 Census. Finally, the platform invited viewers to start to shape their futures by participating in the 2020 Census.

Figure 1: Shape Your Future. Start Here. *Platform*

Image	Text
	Of all the things you can help shape in life, the most important may be the shape of things to come. In your family. In your community. The schools your kids will attend. The jobs that may come your way. But before you can help them take shape, it helps to know where to start: Census data starts the conversation. How big does our town's hospital need to be? How much more cell coverage can our county use? What kind of bridge will our town need five years down the road? When you complete your 2020 Census, you can shape your future. And there's no better place to start.
Platform Tagline	**Shape your future. Start here.**

The Census Effect began by posing several questions about recent positive changes in a community and then suggested that census participation influences those changes (see Figure 2). The platform explained that the census is used to inform funding decisions and provided several different examples about the types of things in communities that could be influenced by participating in the 2020 Census. Finally, the platform reminded viewers that their participation can lead to positive changes and invited them to "make it work for you."

[5] Larger versions of the platforms can be found in Appendix A.2.1 on page 351.

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Figure 2: The Census Effect *Platform*

Image	Text
	"Why did my cell service get so much better?" "Why did we finally get a grocery store?" "Why did we get a new elementary school?" It's the Census Effect. When you complete the 2020 Census, it impacts the numbers. Which informs funding decisions. Which can kick off new projects... Which can spark new employment... Which can trigger new housing... Which can attract new businesses... Which can help a community evolve in all kinds of ways. Who set this all in motion? You did.
Platform Tagline	**The Census Effect.** **Make it work for you.**

The Power in Numbers introduced the census by highlighting the ubiquity of numbers in everyday life, and then pivoted to explain how the census collects numbers that represent the population (see Figure 3). It described that the numbers for the 2020 Census give power to individuals and their communities, and ended with a strong call to action, asking for "help to get it right" by completing the 2020 Census.

Figure 3: The Power in Numbers *Platform*

Image	Text
	Every day our lives are filled with numbers. The time we wake up. The temperature outside. The age we are... and the age we want to be. Some numbers we'd love to forget – and some we'll remember forever. And once every ten years, there are numbers that really matter. Numbers that represent you. The 2020 Census. Where numbers are power – for you and your community. The power to have a voice. To build what's next. To remind us that we can accomplish more. And we need your help to get it right. Complete the 2020 Census.
Platform Tagline	**There's power in numbers.** **There's power in you.**

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2.3 Methodology

Team Y&R used a multimethod testing approach to determine which of the three platforms would most effectively motivate target audiences. Specifically, Team Y&R used the following three methods to ensure robust feedback from a General Population audience, people with hard-to-count characteristics (Low Response audience), and multicultural audiences of concern:

- Online quantitative testing ("OT," *n* = 2000).
- Focus groups ("FG," 18).
- Community representative reviews ("CRR," 10).

For efficiency, testing was designed to reach as many audiences using the quantitative online survey as possible. Focus groups and community representative review sessions were used to supplement the testing for select audiences that could not be effectively reached by online testing.[6] Platforms were tested using only one of three methodologies per unique audience, as outlined in Table 4 (see also Section 2.3.1 on page 38 for further discussion of audience definitions and eligibility criteria).

Table 4: QIPT Online Quantitative Testing, Focus Group, and Community Representative Review Audiences by Methodology

QIPT Audiences	Online Quantitative Testing	In-Person Focus Groups	Community Representative Reviews
General Population	X		
Low Response	X		
American Indian and Alaska Native (AIAN)		X	
Asian American (including, but not limited to, Chinese, Korean, Vietnamese, South Asian)		X	
Hispanic, U.S. Mainland		X	
Native Hawaiian and Pacific Islander (NHPI)		X	
Rural		X	
Black/African American (BAA)			X
People Living in Puerto Rico			X

2.3.1 Audience Definitions and Criteria

QIPT online testing collected responses from *n* = 1,600 respondents for the General Population sample and *n* = 400 respondents for the Low Response audience sample. The General Population sample naturally included audiences from a

[6] Each multicultural partner recommended either focus groups or community representative reviews to reach additional audiences of concern that could not be effectively reached via online testing.

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variety of groups of importance to the Census Bureau (see Appendix Section A.1.1.1 on page 294 for detailed description).[7] The Low Response audience was a separate sample of people with elevated risk of nonresponse to the census based on previous Census Bureau research that identified factors that may be associated with nonresponse (see Appendix Section A.1.2 on page 295 for detailed description). Team Y&R operationalized the risk of nonresponse using a point system for eight characteristics identified in Erdman & Bates (2017). All participants in the Low Response sample demonstrated at least two of the following hard-to-count criteria:[8]

- Rents home.
- Lives in household with young children (aged 4 years or younger).
- Lives in household with low income (less than $35,000/year).
- Lives in large household (more than 6 people in household).
- Moved in the past year.
- Female householder, no husband.
- Low education (less than a high school diploma).
- Lives in multi-unit or mobile home structure.

The audiences selected by Team Y&R for the QIPT focus groups were those anticipated to be underrepresented in the online quantitative testing—namely small demographic groups and audiences expected to self-respond at lower than average rates. The identified audiences included American Indian and Alaska Native (AIAN), Asian American, Hispanic, Native Hawaiian and Pacific Islander (NHPI), and those who live in rural areas. All participants in these audiences also met the qualifications for Low Response. In addition to the hard-to-count criteria introduced above, each focus group audience was recruited using a set of core demographic characteristics, such as race/ethnicity, language, and geographic location. These characteristics were chosen in collaboration with Census Bureau stakeholders and Team Y&R multicultural partners. The detailed recruitment screeners for each audience can be viewed in the appendix, Section A.1.4 beginning on page 311.

The audiences selected by Team Y&R for community representative reviews were those that had low feasibility of inclusion through online testing or during the limited focus group fielding time frame. CRRs with the Black/African American community allowed Team Y&R to test creative platforms across a more diverse country-of-origin representation, which would not be feasible with online testing or the number of focus groups possible for this stage of research. Specifically, Team Y&R aimed to elicit feedback from community representatives who could effectively represent the native-born African American experience. These representatives included Afro-Hispanics and Black immigrants from Africa and the Caribbean.[9] CRRs for people living in Puerto Rico allowed Team Y&R to reach those living in an area where internet

[7] Note that it was not a research goal to have statistically sufficient samples to compare across demographic and ethnic subgroups. Appendix A.1.1 on page 322 provides more details about the recruitment criteria for the General Population and Low Response audiences.

[8] Each risk variable was included as a screening question. Potential participants in the Low Response sample received an "audience point" for each hard-to-count risk factor or inclusivity characteristic they demonstrated (e.g., one point for living in a household with young children). To be eligible, participants had to receive a minimum of two "priority audience" points. These points could come from a combination of risk factors to ensure that QIPT represented a range of views within the Low Response audience.

[9] To cover both recent immigrants and more established groups within the community, Team Y&R needed a minimum of six focus groups in two different markets. However, QIPT's restricted timeline and budget did not allow for this.

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penetration is particularly low (according to the 2016 American Community Survey, or ACS) and where opt-in online research panels would not have provided adequate coverage. Further, the condensed testing and overall campaign planning timelines precluded translating materials into Spanish to hold focus groups.[10]

Table 5 identifies the methodology used to reach each audience and provides brief audience definitions. See Appendices A.1.1 and A.1.3 (pages 294 and 302, respectively) for more detailed recruitment criteria description for each audience.

Table 5: QIPT Audience Overview

Methodology	Audience	Audience Definitions
Online Survey	General Population	Mix of education, gender, race/ethnicity, age, and region
	Low Response	Mix of education, gender, race/ethnicity, age, and region; meets two of the eight hard-to-count characteristics
Focus Groups	American Indian and Alaska Native (AIAN)	Self-identifies as American Indian/Alaska Native; as a member of a Tribe/Shareholder of an Alaska Native Corporation OR as having lived in a village in the last 2 years; as being able to read and speak English
	Native Hawaiian and Pacific Islander (NHPI)	Self-identifies as Native Hawaiian or Pacific Islander; as being able to read and speak English; Micronesian, Polynesian/Melanesian only: Must speak English at home and an indigenous language relevant to their race/ethnicity; meets two of the eight hard-to-count characteristics
	Asian American	Self identifies as Asian (including, but not limited to, Chinese, Korean, Vietnamese, South Asian); as bilingual in English and another Asian language; as being able to read and speak English well; as 1st generation to U.S.; speaks English; meets two of the eight hard-to-count characteristics
	Hispanic	Self identifies as Hispanic; as bilingual in English and Spanish; as being able to read and speak English well; as transient immigrants; as 1st ot 1.5 generation to U.S.; meets two of the eight hard-to-count characteristics
	Rural	Self-identifies as White, non-Hispanic; lives in a ZIP Code Tabulation Area identified as rural in the 2010 Census; meets two of the eight hard-to-count characteristics
Community Representative Reviews	Black/African American (BAA)	Identified by Team Y&R, multicultural partners, and the Census Bureau as qualified to speak on behalf of the Black immigrant/African diaspora audience
	People Living in Puerto Rico	Identified by Team Y&R, multicultural partners, and the Census Bureau as qualified to speak on behalf of the Puerto Rican audience

Notes: (1) "First generation" is defined as people who are foreign-born, with both parents foreign-born, and who immigrated to the U.S. at age 17 or older; "1.5 generation" is defined as people who are foreign-born, with both parents foreign-born, and who immigrated to the U.S. at age 16 or younger.

[10] Community Representative Reviews for the People Living in Puerto Rico audience were conducted in English.

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2.3.2 Analytical Approach and Research Design

This section introduces the analytical framework and then details each of the three methodologies used in QIPT. A common framework guided the study design and analysis of feedback from all audiences and methodologies. Each platform was assessed on nine key communication metrics: initial reactions, main message, communication of something new, clarity, importance, desire to know more, believability, community relevance, and watch-outs. Table 6 shows the metrics assessed in each methodology.[11] These constructs were used to evaluate platform performance holistically. In addition to holistic assessments, a platform's tagline was to become a critical unifying factor across the campaign, and its relative merits would be considered. Further, based on 2020 Census Barriers, Attitudes, and Motivators Study (CBAMS) findings, there were specific watch-outs the team felt, strategically, should receive careful attention should they arise. These watch-outs were related to believability and specifically to perceptions of overpromising what census participation could deliver; they were captured under the believability metric.

Team Y&R collected findings and insights at the audience level and synthesized the information across methodologies. In addition to considering the results across methodologies and audiences, audience-specific performance of each platform was considered because a requirement of the selected platform was that it have broad enough appeal to be an overarching, unifying theme of the campaign and thus that it show potential with each audience included in testing. Ultimately, a single platform was selected based on an understanding that it would create the greatest opportunity for compelling communication across the broadest range of audiences.

[11] Some questions were phrased slightly differently by audience and methodology; see Appendix A.2.2 Table A.11 (page 354) and Appendix A.2.4 Table A.12 (page 360) for full metric descriptions.

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Table 6: QIPT Analytical Framework

Key Constructs for Communication Effectiveness	Online Quantitative Testing	In-Person Focus Groups	Community Representative Reviews
Initial Reactions *Initial thoughts, reactions, surprises, both positive and negative; what surprised you? What did you learn?*		X	X
Main Message *What is the main message communicated by this platform? Who is it for?*		X	X
Communication of Something New *What, if anything, did you learn from this?*	X	X	
Clarity *Is this idea clear? In your own words, what is it trying to convey? What do you like/dislike?*	X	X	
Importance *How important do you think it is that you fill out the census? Do you think other members of your community would have similar reactions as you? Or would they differ?*	X	X	
Desire to Know More/Curiosity *Does this idea make you want to know more about the census? What do you want to know?*	X	X	
Believability *How believable is the idea?*	X	X	
Community Relevance *Who do you think the draft idea is trying to reach? Someone like you or someone else?*	X	X	X
Watch-Outs *What, if anything, is missing from the draft idea?*	X	X	X

2.3.2.1 Online Quantitative Testing Research Design

The QIPT online quantitative testing followed a questionnaire (see Table 7) and collected data consistent with the analytical framework. Team Y&R utilized a within-subjects design and sequential monadic method for testing QIPT platforms online. Respondents were each exposed to all three platforms, one at a time, and in a random order.[12] Rather than engaging in the structured discussion characteristic of the focus groups and community representative reviews, participants in the online testing were given the opportunity to evaluate each of the three platforms on metrics associated with the nine key constructs. For example, participants were asked to rate the believability of each platform on a five-point

[12] The platform appeared on the screen while respondents answered questions about the platform. The online testing component was only accessible via desktop or tablet because: 1) respondents needed to see the platform images while answering questions without scrolling, and 2) the image mark-up activity was not fully optimized for mobile devices.

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scale ranging from "not at all believable" to "completely believable." Most metrics were closed-ended answer choices, but respondents were also given the opportunity to provide feedback through several open-ended questions, such as whether anything offended them about the platforms. See Appendix A.2.3 (page 326) for a full description of the online experience and questionnaire.

Table 7: QIPT Online Quantitative Questionnaire Outline

Section	Prompts/Questions
Part A: Introduction	Respondents were told that they would be asked questions about their opinions of the census and consent to continue with the questionnaire.
Part B: Screeners	Respondents were asked a series of questions to determine their eligibility to participate in the study.
Part C: Familiarity With the Census	Respondents were asked about their familiarity with the U.S. census and intent to fill out the census form if it were held that day.

Part D: Platform Assessment	Respondents were shown each platform one at a time and were asked the following questions:
	• Question 1: Attribute Applicability.
	  ○ Please indicate whether you believe the following statements apply to the draft advertisement: "Taught me something new," "Made me think differently," "Made me want to learn more," "Relevant to my community."
	• Question 2: Clarity.
	  ○ How clear is the draft advertisement to understand?
	• Question 3: Believability.
	  ○ Respondents were asked to evaluate the believability of each platform using a five-point scale.
	• Question 4. Click Testing.
	  ○ Respondents were shown the platform being tested on a full screen and were asked to click on the words that were most appealing or least appealing with a thumbs-up or thumbs-down, respectively. They were allowed five thumbs-up and five thumbs-down. They were then asked to comment on each thumbs-up and thumbs-down.
	• Question 5. Emotion Applicability.
	  ○ Respondents were asked to indicate how much of each of the following emotions they felt after seeing the platform: Interested, Entertained, Informed, Curious, Confused, Skeptical, Offended, Concerned, and Surprised.
	• Question 6. Open-Ended.
	  ○ If a respondent responded that the platform offended them, they were asked to comment on what offended them.
	• Question 7. Importance of Filling Out the Census.
	  ○ Respondents were asked how important they perceived the census to be.

Part E: Additional Demographics and Conclusion	Respondents were asked about additional demographic information not tied to eligibility (but used to make note of diversity within the sample) and thanked for their time.

The nature of the online survey environment and the larger amount of responses collected using online testing allowed Team Y&R to utilize several features of data collection and analysis that were unique to this methodology. Specifically,

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larger sample sizes and the nature of the data allowed Team Y&R to determine with a high degree of confidence whether there were statistically significant differences between platforms by metric. Participants were exposed to three different platforms (independent variables) and were asked to evaluate each of the three platforms on 16 different metrics/attributes (dependent variables).[13] To control for order bias, each sample was assigned to one of six groups, each of which represented a unique platform order combination and allowed for all possible order combinations.[14] Mean scores were calculated for each metric and compared for each of the three platforms within participants to test if there were significant differences in the mean for the metrics across platforms.[15]

Another unique feature of the online survey testing environment was the "click-test" analysis that allowed participants to click on the text and visuals in each platform that they found most and least appealing and provide reasoning for their selection. The click-test analysis stood out for its ability to provide insights specifically into the performance of the three taglines associated with each platform. The images provided in Figure 4 illustrate the General Population online testing participants' click-test analysis for *Shape Your Future. Start Here.* as an example. Heat maps for the remaining platforms among both the General Population and Low Response online testing participants can be found in Appendix A.3.3 (page 352).

Figure 4: Shape Your Future. Start Here. *Heat Maps for General Population*

Positive Click-Test Results	Negative Click-Test Results
Green dots indicate points of the platform that General Population online testing participants gave a thumbs-up.	**Red dots** indicate points of the platform that General Population online testing participants gave a thumbs-down.

[13] Team Y&R conducted a repeated measures within subjects multivariate analysis of variance (MANOVA). MANOVA was chosen over analysis of variance (ANOVA) to reduce the chance of making a Type I error due to the family-wise error rate. A repeated measures within subjects MANOVA tests if there is a significant difference on two or more dependent variables across two or more measures. The MANOVA first tests to see if significant differences are present across the measures for all the dependent variables combined, then tests for which of the dependent variables significant differences are present.

[14] Randomization of platform order condition was balanced on a number of demographic variables to ensure that no demographic subgroup disproportionately saw the same platform first and that participants in each condition were comparable to each other. Those demographic variables included race/ethnicity (White vs. non-White), education (less than college vs. some college and above), gender, and age (18-34 years old vs. 35-54 years old vs. 55 years old or older).

[15] An alpha level of .05 was used to determine significance.

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2.3.2.2 Focus Group Research Design

The discussion guide for QIPT in-person focus groups was designed to be consistent with the analytical framework summarized in Table 6. Each group used a structured discussion guide that outlined the general flow of conversation led by the moderator. As outlined in Table 8, groups began with introductions and explanations by the moderator of the purpose of the group, then continued with a warmup exercise to explore intention to participate in the census. Focus group participants were then presented with each of the three QIPT platforms, in random order, and asked questions consistent with the analytical framework. Each group concluded with the moderator thanking participants for their feedback and making sure that all discussion guide and audience-specific questions had been answered. Team Y&R used a structured note-taking system to organize feedback from all focus groups around the analytical framework.

Table 8: QIPT Focus Group Discussion Guide Outline

Section	Prompts
Section A: Introduction and Icebreaker	The moderator explained the purpose of the focus group, invited participants to ask questions, and asked everyone to introduce themselves.
Section B: Warmup	The moderator warmed up the conversation and explored the participants' intention to participate in the census.
Section C: Individual Platform Review	The moderator presented each platform to participants in a randomized order and the participants discussed each platform based on key decision-making criteria. The order of platforms presented was randomized across focus groups.
Section D: Conclusion	The moderator thanked participants and ensured that all questions had been answered from both the discussion guide and audience-specific follow-ups.

2.3.2.3 Community Representative Review Research Design

For the community representative reviews, Team Y&R multicultural agencies used a conversational framework designed to elicit discussion on the topic areas outlined in Table 6. Team Y&R's multicultural partners conducted review sessions with community representatives who could speak about the QIPT platforms on behalf of the audiences of interest. The community representative reviews did not utilize a discussion guide but rather used the stimuli and a conversational framework to elicit useful feedback and cultural context on the creative platforms. This more fluid style allowed for discussion not only about the potential effectiveness of each platform, but also about specific insights that facilitated a more effective adaptation of the final selected platform. Special attention was paid to uncover meaningful themes and patterns that were consistent across community representatives. Thematic analysis was facilitated by a structured notetaking template organized around the conversational framework and the key constructs for communication effectiveness identified in Table 6.

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2.3.3 Fieldwork: Sampling, Recruiting, and Fielding

2.3.3.1 Online Quantitative Fieldwork

Two separate samples were recruited for online testing: General Population and Low Response. Table 9 shows the sample size for each. Team Y&R leveraged a variety of online nonprobability panel sample providers to recruit respondents for online testing.[16] These panel sample providers each incentivized their panel members to participate in research studies via points-based incentive systems that allow panel members to redeem points earned over time for a variety of prizes or cash incentives. The average range for the points-based incentive value for QIPT was $0.75-$3.00 for the General Population sample and $3.00-$5.00 for the Low Response sample. All incentives were distributed upon completion via virtual currency in the form of a correlated point value.

Respondents were selected on a nonprobability basis, meaning the sample during QIPT consisted of participants who were in the survey panel database and decided to participate.[17] Team Y&R established soft quotas based on demographic characteristics to ensure a broad range of perspectives. In addition, Team Y&R monitored completions to ensure that the sample reflected the U.S. population and that it provided coverage of people who demonstrated hard-to-count characteristics.

Table 9: Online Testing Audiences and Sample Size

Audience	Sample Size
General Population	*n* = 1,600
Low Response	*n* = 400
Total	***n* = 2,000**

Before recruitment began, Team Y&R conducted a power analysis to determine the smallest sample size required to detect the effect of the test at the desired level of significance for both samples. Sample size recommendations were then made accounting for these minimums.[18] Following data collection, the General Population data were weighted to the 2016 ACS demographic data by age, race, ethnicity, and gender. The Low Response data were not weighted to the 2016 ACS

[16] Participation in online testing was opt-in and voluntary—that is, participants were individuals who had already opted in to survey panels and were familiar with the online testing process. Team Y&R monitored IP addresses to ensure that participants were not entering the online test from multiple panels. Team Y&R also informed participants that their answers would be anonymous and that they would not be asked for any personally identifiable information (PII).

[17] According to the American Association for Public Opinion Research, a nonprobability-based sample occurs when "a sample is chosen without specifying the target population and without knowing the probabilities of selecting a given respondent."

[18] A power analysis resulted in a minimum sample size of n = 261, with power = .95 and alpha = 0.05. The detectable effect size was 0.1. This power analysis assumes across-platform comparison only and not across order groupings other than to test order effects. For the Low Response sample, we chose to set our quota at n = 100 per platform for a minimum total n = 300. Because the General Population sample included multiple groups of interest, we chose to set our quota at n = 500 per platform for a minimum total n = 1,500. This larger sample size allowed Team Y&R to implement soft quotas for demographic variables, including age, gender, race/ethnicity, education, region, and income, to help ensure that the study sample represented individuals from a variety of demographic backgrounds, reflecting the general population in the U.S.

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demographic data because there are no standardized demographics for the Low Response audience. Due to these differences, Team Y&R analyzed the two samples separately.

2.3.3.2 Focus Group Fieldwork

To be recruited and seated for focus groups, participants had to meet the following five criteria:

- Meet audience definition as outlined in Section 2.3.1 (page 38; see Appendix A.1.4 on page 311 for detailed screeners).
- Meet two of the eight hard-to-count criteria described in Section 2.3.1 (page 38).
- Meet soft quotas for characteristics like gender, age, education, and cultural factors to ensure that there was an appropriate mix of people within each focus group.[19]
- Have not participated in any other focus group session in the past three months.
- Speak and read English at least "well."[20]

QIPT focus groups were conducted in nine states around the country November 18-25, 2018. Locations were selected in collaboration with Census Bureau subject matter experts and multicultural partners to provide sufficient concentration of the audience for particular focus groups. They also represented geographic diversity across the country.[21] Team Y&R recruited and sat participants who had at least two hard-to-count characteristics as well as met the soft quota requirements in order to hear a broad range of perspectives. That is, only potential participants with an audience score of two or more and demographics that met the soft quota demographics were scheduled to ensure that the groups reached the specific audiences included in this phase of research. Table 10 lists the states visited and number of focus groups at each location. Figure 5 provides a map of all the locations focus groups were held during QIPT. To offset the costs of participation, participants received a $75 incentive.

Table 10: Focus Group Audiences, Locations, and Number of Groups

Audience	Location (Number of Groups)	Total Number of Groups
American Indian and Alaska Native (AIAN)	Alaska (2), Arizona (2), Michigan (2), Oregon (2)	8
Native Hawaiian and Pacific Islander (NHPI)	Hawaii (2), Washington (2)	4
Asian American	California (2)	2
Hispanic	Texas (2)	2
Rural	Missouri (2)	2
	Total	**18**

[19] See Appendix A.1.4 (page 340) for the detailed screening protocol and demographic recruitment criteria for each focus group. Soft quotas were established to recruit diverse participants. Census Bureau subject matter experts and Team Y&R's multicultural partners provided data-based and audience expertise input for the soft quota proportions for this research study. Eligibility to participate in the focus groups was based on self-identification by the participants; participants were not required to provide proof of race/ethnicity.

[20] Additionally, due to time limitations, all focus groups were held in English—thus, participants were required to speak and read English well.

[21] Other factors that were considered included the mix of country of origin in particular locations, the potential for participation from Census Bureau regional offices for observation, and minimization of travel costs for the government.

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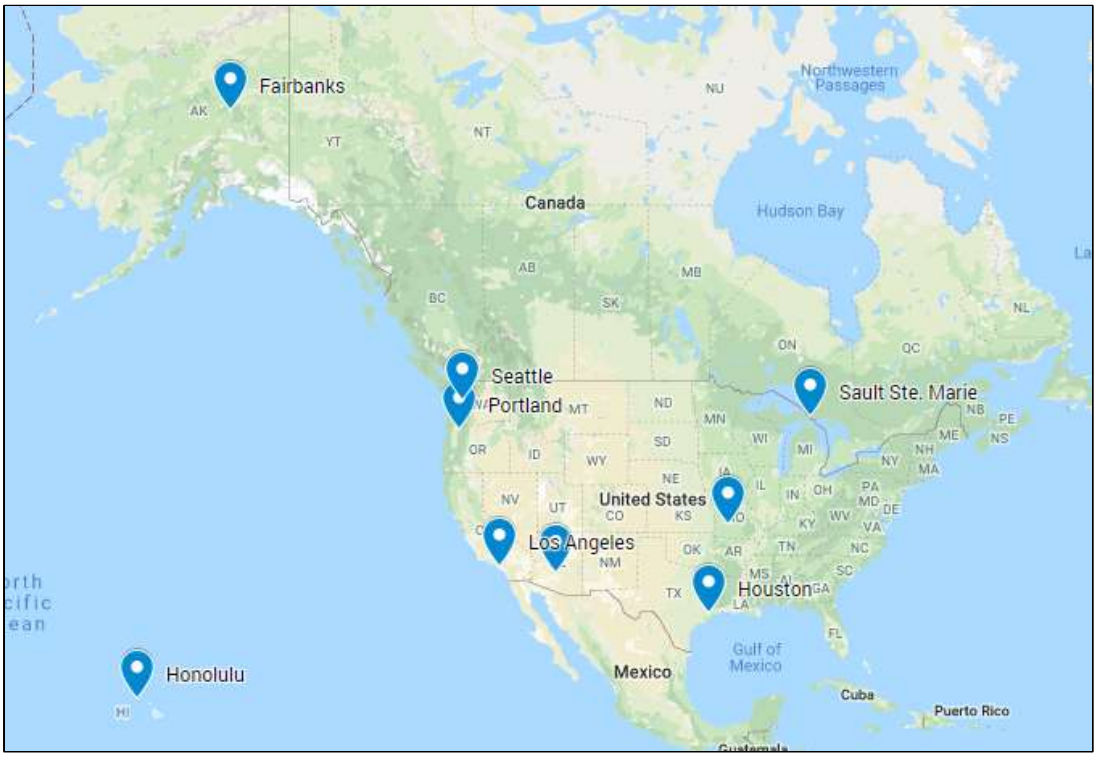
Figure 5: Map of Focus Group Locations for QIPT



2.3.3.3 Community Representative Review Fieldwork

Community representative reviews were held in person, over the phone, or through web conferencing and were conducted concurrently with the focus groups. The multicultural partners recruited the community representatives who could speak on behalf of each audience about how the platforms would resonate with their specific mindsets, motivations, and concerns and conducted the review sessions. Team Y&R consulted with the Census Bureau's experts and stakeholders as part of the process to identify the relevant individuals for this activity. Community representatives were not necessarily leaders or influencers of the community of interest but rather those who are immersed in the culture and conduct of the community and, therefore, are capable of articulating its issues in a more contextual and complete way.

As shown in Table 11, Carol H Williams Agency (CHWA) conducted five community representative reviews with Black/African American community leaders who could speak on behalf of Black immigrant and African diaspora audience. Team Y&R's multicultural specialist agency VMLY&R San Juan conducted five community representative reviews with community representatives in Puerto Rico.

Table 11: Community Representative Review Audiences, Multicultural Partners, and Number of CRRs

Audience	Team Y&R Multicultural Partner	Number of Reviews
Black/African American (BAA)	Carol H Williams Agency (CHWA)	5
People Living in Puerto Rico	VMLY&R San Juan	5
	Total	**10**

2.4 Results

Online testing provided insights into the strengths and weaknesses of each platform among a broad "general population" audience as well as among people with hard-to-count characteristics (Low Response audience). Feedback from multicultural audiences that could not be effectively reached by online testing was elicited qualitatively, either via focus groups or community representative reviews, as described in more detail in Section 2.3 (Methodology) on page 38. The Results section follows a similar structure, with insights on how the platforms performed with a broad audience presented first (Quantitative Results) and insights on how the platforms performed with specific audiences of concern presented subsequently (Qualitative Results). Cross-audience patterns and a description of the final platform selection process are then presented in the following section, Section 2.5 (page 75) (Selection of Final Platform).

2.4.1 Quantitative Results: Online Testing

Online testing did not produce an obvious "winning" platform, but it revealed that *The Power in Numbers* was not as well-received among participants of either the General Population or Low Response audiences. Overall, *The Power in Numbers* platform performed poorly relative to the other two platforms on almost all indicators. Many participants found the platform confusing, and it made some feel reduced to "just numbers." *The Census Effect* and *Shape Your Future. Start Here.* performed better and similarly to each other across the metrics. While *The Census Effect* earned a slightly higher evaluation than *Shape Your Future. Start Here.* on some metrics, open-ended responses suggested that some participants perceived *The Census Effect* to be overpromising on the benefits the census would deliver, while the future-focused message of *Shape Your Future. Start Here.* inspired and resonated with online participants. Results were fairly consistent among participants in the two online testing audiences, so the two audiences are presented together throughout the section and key differences between the groups are noted.

Participants evaluated *Shape Your Future. Start Here.* and *The Census Effect* more positively than *The Power in Numbers*. When online testing participants in the General Population and Low Response groups were asked a variety of questions designed to evaluate the platforms (e.g., the platform "made me want to learn more"), *The Census Effect* and *Shape Your Future. Start Here.* had significantly higher average mean scores on most indicators than *The Power in Numbers* (as shown in Table 12 and Table 13). In other words, controlling for the order each participant saw the platforms, the average evaluation of *The Power in Numbers* was significantly lower than the average evaluation of the other two platforms. In fact, among General Population and Low Response participants, *The Power in Numbers* scored significantly lower on all metrics—taught me something new, made me think differently, made me want to learn more, relevant to my community, clarity, and perceived importance of participating—except for "believability" among the General Population

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sample, which was statistically equal across the platforms. Results for all metrics tested are available in Appendix Table A.13 (page 347) and Table A. 15 (page 349).

Table 12: QIPT Online Quantitative Testing – General Population Platform Evaluations – MANOVA Means

Question	The Power in Numbers	Shape Your Future. Start Here.	The Census Effect
Please indicate whether you believe the following statements apply to this draft advertisement idea. *(1 – Strongly disagree to 5 – Strongly agree)*			
*"This draft advertisement idea **taught me something new** about the 2020 Census."*	3.20	3.57 ▼	3.73 ▼▼
*"This draft advertisement idea **made me think differently** about the 2020 Census."*	3.25	3.57 ▼	3.67 ▼▼
*"This draft advertisement idea **made me want to learn more** about the 2020 Census."*	3.39	3.57 ▼	3.65 ▼▼
*"This draft advertisement idea made me feel filling out the 2020 Census is **relevant to my community**."*	3.82	4.09 ▼	4.15 ▼▼
How clear is this draft advertisement idea to understand? *(1 – Not at all clear to 5 – Completely clear)*	4.01	4.26 ▼	4.33 ▼▼
Coming from the Census Bureau, this draft advertisement idea is…? *(1 – Not at all believable to 5 – Completely believable)*	3.98	4.08	4.10
With this in mind, how important is it for you to fill out the 2020 Census? *(1 – Not at all important to 5 – Very Important)*	4.28	4.44 ▼	4.49 ▼▼

▼▼▼ *Indicates platform had a significantly lower mean score than comparison group based on MANOVA results.*

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Table 13: QIPT Online Quantitative Testing – Low Response Platform Evaluations – MANOVA Means

Question	**The Power in Numbers**	**Shape Your Future. Start Here.**	**The Census Effect**
Please indicate whether you believe the following statements apply to this draft advertisement idea. *(% Strongly agree + Somewhat agree)*			
*"This draft advertisement idea **taught me something new** about the 2020 Census."*	3.27	3.69 ▼	3.90 ▼▼
*"This draft advertisement idea **made me think differently** about the 2020 Census."*	3.39	3.73 ▼	3.84 ▼
*"This draft advertisement idea **made me want to learn more** about the 2020 Census."*	3.46	3.70 ▼	3.80 ▼
*"This draft advertisement idea made me feel filling out the 2020 Census is **relevant to my community**."*	3.86	4.19 ▼	4.23 ▼
How clear is this draft advertisement idea to understand? *(% Completely + Mostly clear)*	4.07	4.36 ▼	4.45 ▼
Coming from the Census Bureau, this draft advertisement idea is…? *(% Completely + Mostly believable)*	4.05	4.21 ▼	4.17 ▼
With this in mind, how important is it for you to fill out the 2020 Census? *(% Very + Somewhat important)*	4.22	4.47 ▼	4.46 ▼

▼▼▼ *Indicates platform **had a significantly lower mean score than comparison group based on MANOVA results.***

In addition to testing for a significant difference in means, Team Y&R also examined whether the percentage of people who chose one of the top two positive evaluations for a platform (e.g., "very important" or "somewhat important") was significantly different across platforms. Again, significantly more people evaluated *Shape Your Future. Start Here.* and *The Census Effect*. positively than *The Power in Numbers* (as shown in Table 14 and

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Table 15.) Only 46% of participants said they "strongly agreed" or "somewhat agreed" that *The Power in Numbers* "taught them something new about the 2020 Census" compared with 59% for *Shape Your Future. Start Here.* and 65% for *The Census Effect.* This is also true of "made me think differently," "made me want to learn more," and "relevant to my community" metrics.

Regarding clarity, 73% of Low Response participants said *The Power in Numbers* platform was "completely clear" or "mostly clear" compared to 82% who said the same of *Shape Your Future. Start Here.* and 87% of *The Census Effect* with a similar pattern observed among the General Population audience as well. Believability scores were similar across platforms though the relatively small differences observed among the Low Response audience were statistically significant, with *The Power in Numbers* outperformed by both other platforms.

Among General Population participants, 79% of participants indicated it was "very important" or "somewhat important" for them to fill out the 2020 Census after viewing *The Power in Numbers*. By comparison, 84% of participants after viewing *The Census Effect* and 85% of participants after viewing *Shape Your Future. Start Here.* indicated it was "very important" or "somewhat important" for them to fill out the 2020 Census. Similarly, among Low Response participants, 79% indicated it is "very important" or "somewhat important" for them to fill out the 2020 Census after viewing *The Power in Numbers* while 88% reported the same after viewing *Shape Your Future. Start Here.* and *The Census Effect*. Additional results for all metrics tested are available in Appendix Table A. 14 (page 348) and Table A.16 (350).

Table 14: QIPT Online Quantitative Testing – General Population - Proportions

Question	**The Power in Numbers**	**Shape Your Future. Start Here.**	**The Census Effect**
Please indicate whether you believe the following statements apply to this draft advertisement idea. *(% Strongly agree + Somewhat agree)*			
*"This draft advertisement idea **taught me something new** about the 2020 Census."*	46	59 ▼	66 ▼▼
*"This draft advertisement idea **made me think differently** about the 2020 Census."*	48	57 ▼	61 ▼▼
*"This draft advertisement idea **made me want to learn more** about the 2020 Census."*	52	56 ▼	60 ▼▼
*"This draft advertisement idea made me feel filling out the 2020 Census is **relevant to my community**."*	67	75 ▼	76 ▼
How clear is this draft advertisement idea to understand? *(% Completely + Mostly clear)*	73	80 ▼	83 ▼▼
Coming from the Census Bureau, this draft advertisement idea is…? *(% Completely + Mostly believable)*	71	75 ▼	75 ▼

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Question	The Power in Numbers	Shape Your Future. Start Here.	The Census Effect
With this in mind, how important is it for you to fill out the 2020 Census? *(% Very + Somewhat important)*	79	84 ▼	85 ▼

Indicates platform had a significantly lower proportion than comparison group at 95% confidence level.

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Table 15: QIPT Online Quantitative Testing – Low Response - Proportions

Question	The Power in Numbers	Shape Your Future. Start Here.	The Census Effect
Please indicate whether you believe the following statements apply to this draft advertisement idea. *(% Strongly agree + Somewhat agree)*			
*"This draft advertisement idea **taught me something new** about the 2020 Census."*	50	65 ▼	71 ▼▼
*"This draft advertisement idea **made me think differently** about the 2020 Census."*	49	63 ▼	67 ▼
*"This draft advertisement idea **made me want to learn more** about the 2020 Census."*	53	61 ▼	66 ▼▼
*"This draft advertisement idea made me feel filling out the 2020 Census is **relevant to my community**."*	68	79 ▼	79 ▼
How clear is this draft advertisement idea to understand? *(% Completely + Mostly clear)*	73	82 ▼	87 ▼▼
Coming from the Census Bureau, this draft advertisement idea is…? *(% Completely + Mostly believable)*	74	78	78
With this in mind, how important is it for you to fill out the 2020 Census? *(% Very + Somewhat important)*	79	88 ▼	88 ▼

▼▼▼ *Indicates platform had a significantly lower proportion than comparison group at 95% confidence level.*

Although *The Census Effect* received more positive evaluations on some metrics than *Shape Your Future. Start Here.*, the size of the differences tended to be small. In some cases where *The Census Effect* received a significantly higher mean evaluation than *Shape Your Future. Start Here.*, on a given indicator, the proportion of people who expressed positive views of the platforms was statistically equivalent between the two. For example, among General Population participants *The Census Effect* (mean = 4.49) received a significantly higher mean rating for "perceived importance of filling out the census" than *Shape Your Future. Start Here.* (mean = 4.44) but, as shown in

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Figure 6, the proportion of people who said it would be "very important" or "somewhat important" for them to fill out the 2020 Census was statistically equivalent at 85%. Similarly, Low Response participants reported it was "very important" or "somewhat important" that they fill out the 2020 Census after seeing the two platforms at statistically equal rates—88% after viewing *The Census Effect* and 87% after viewing *Shape Your Future. Start Here.*

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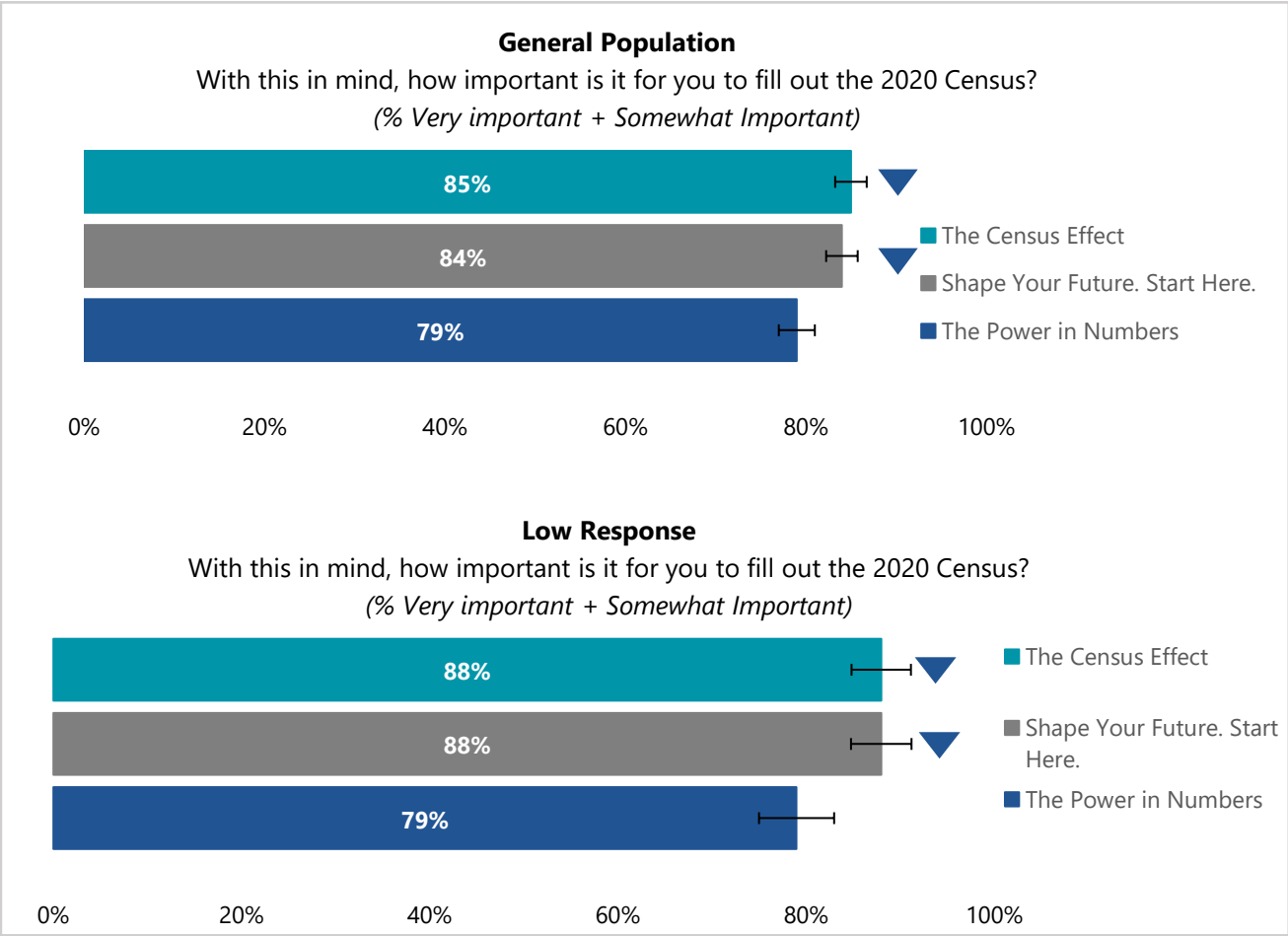
Figure 6: QIPT Online Testing – Importance of Filling out the Census by Audience



Indicates platform had a significantly lower proportion than comparison group at 95% confidence level.

The future-focused message of *Shape Your Future. Start Here.* inspired and motivated participants. After viewing *Shape Your Future. Start Here.*, participants indicated in open-ended responses that they felt excited that their participation could play a role in creating a brighter future for future generations. Similarly, participants suggested this platform helped them understand the link between community benefits and census participation, and the opportunity to improve their community was motivating.

- *"By filling out the census, you start the conversation about what potential [there is for] my community's future." (General Population, OT)*
- *"I like that the ad stresses I can make a difference for the community's future." (Low Response, OT)*
- *"[This platform] shows what advances and positive changes can be made in our community by taking the census." (Low Response, OT)*

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- *"I love that [the platform] provides ideas on how [the census] can impact my community." (General Population, OT)*
- *"[The benefits listed] are important to me, so it makes me want to participate." (General Population, OT)*
- *"This bold statement [Shape Your Future. Start Here.] is important as it encourages people to engage for their benefit." (General Population, OT)*
- *"The shape of things to come is the most appealing. Change is good. Change is expected. Change is a motivator." (Low Response, OT)*

Some perceived *The Census Effect* messaging to be too good to be true. Although it performed well on quantitative metrics, open-ended responses revealed that some audience members felt *The Census Effect* overpromised on the type of benefits it could deliver. (This theme also arose in qualitative testing, as is detailed in the next section). Many did not believe a single response would have as large of an impact as the suggested, or noted that they had not seen this kind of growth following past censuses. Low Response participants, in particular, struggled to make a connection between their participation and the potential benefits mentioned in the platform. Many questioned whether these benefits were actually influenced by or even associated with the census.

- *"None of these things happen just because of the census. They take a ton of funding and taxes." (Low Response, OT)*
- *"Don't really believe 'we the people' had anything to do with cellphones getting better." (General Population, OT)*
- *"I don't believe that this is too accurate. One person cannot make such a big change because of telling them who lives there." (General Population, OT)*
- *"I don't think cell service is affected. It has to do with the greedy providers." (Low Response, OT)*
- *"Don't know how believable this would be." (Low Response, OT)*
- *"I wouldn't personally think of these questions correlating with the census, because it takes quite a long time after the census for any of these things to occur." (Low Response, OT)*
- *"It may work in the suburbs, but I have never seen a difference in any of the states I have lived, worked, etc." (General Population, OT)*

Some participants felt confused or diminished by *The Power in Numbers*. As discussed above, in comparison with the other two platforms, online testing participants had less favorable views of The Power in Numbers platform. Quantitative and open-ended responses suggest that, for General Population and Low Response audiences, a key reason *The Power in Numbers* performed poorly is that it confused participants. As shown in

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Figure 7, when participants were asked how "confused" they felt after viewing the platform, 10% of General Population and 11% of Low Response participants said that they felt confused by The Power in Numbers platform, compared to roughly half as many for *Shape Your Future. Start Here*. and *The Census Effect*.

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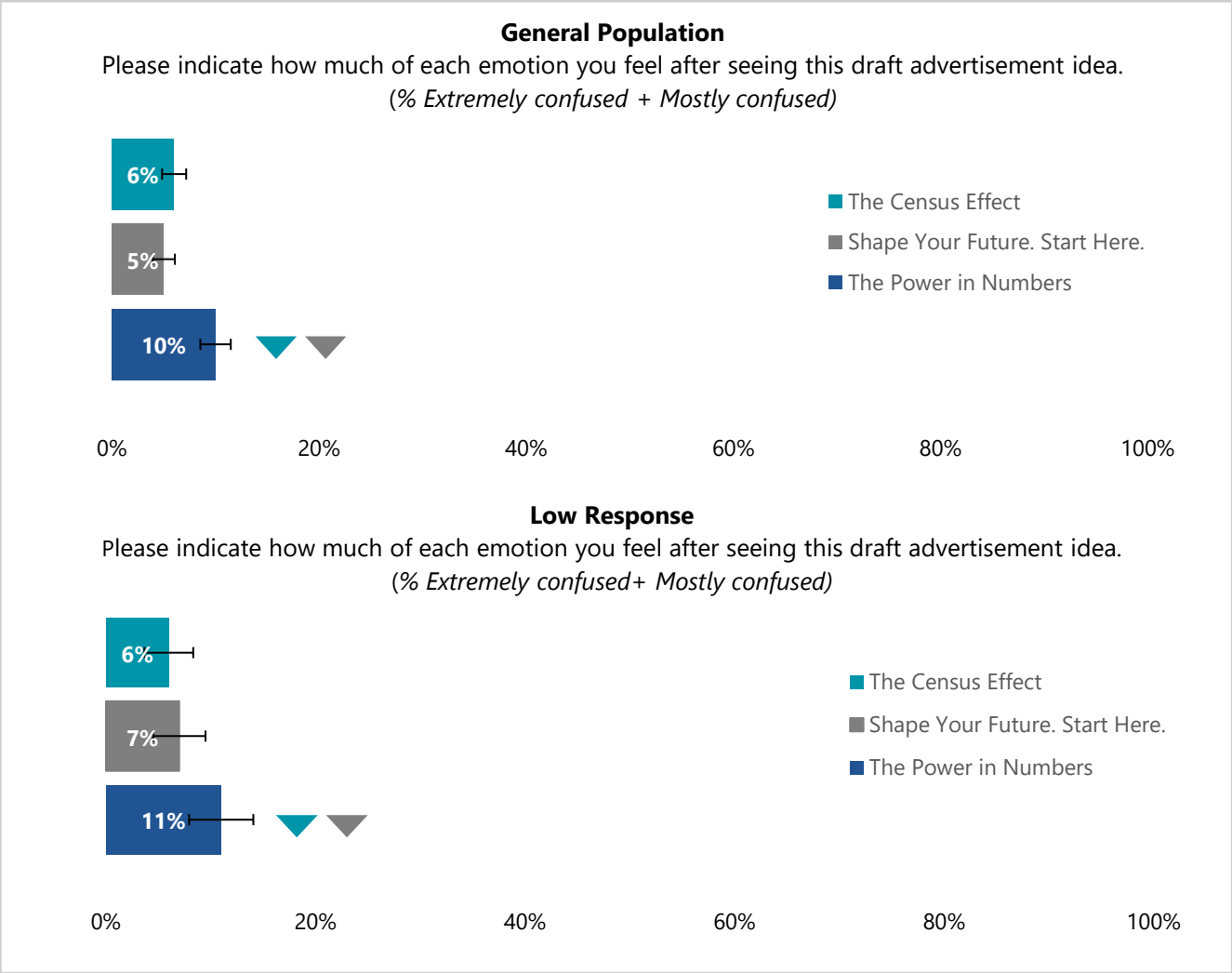
Figure 7: Percentage of General Population and Low Response Participants who felt "confused" after viewing each platform.



Indicates platform had a significantly lower proportion than comparison group at 95% confidence level.

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This confusion was also illustrated in the open-ended feedback participants provided about the platforms. Some described the words in the platform as "weird" or stated that they had "no idea" what larger concept the numbers in the platform were linked to. Some also struggled to understand how numbers and power were related to each other.

- *"Weird set of words. I don't understand what this has to do with the census." (General Population, OT)*
- *"Do not know what this represents, extraneous [information]." (Low Response, OT)*
- *"Have no idea what these numbers relate to." (General Population, OT)*
- *"It's not clear why numbers are power." (General Population, OT)*

Others suggested their confusion, or speculated that the confusion of others, stemmed from incomplete information in the platform.

- *"It does not explain what the census is for." (Low Response, OT)*
- *"Not informative." (Low Response, OT)*
- *"This isn't very clear. It's not giving me enough information." (General Population, OT)*
- *"You don't really explain what the census numbers do for a community. You should mention that it gets you more representatives, or money for your town, if you respond." (General Population, OT)*
- *"The first half of this message is the type that is only understandable by people who already know the information in the message. It would likely be ignored by the uninformed and provide no information to them." (General Population, OT)*

Additionally, open-ended responses indicated that Low Response participants, in particular, felt reduced to numbers by *The Power in Numbers*. As the quotes below demonstrate, some in this audience feel that they are already viewed as "just a number" in their day-to-day lives and did not want to hear a reinforcement of that message from the Census Bureau.

- *"Makes people feel like a number, which they already do, and this ad further confirms—you are just a number, like all the numbers in a day." (Low Response, OT)*
- *"Numbers that represent us? That sounds like we do not matter, but we are just a number." (Low Response, OT*
- *"People don't want to be referred to as a number—we're individuals." (Low Response, OT)*
- *"I'm more than just a number. There are things that matter more than numbers, I hope." (Low Response, OT)*

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2.4.2 Qualitative Results: Focus Groups & Community Representative Reviews

Audiences for whom the platforms were tested with using qualitative focus groups and community representative reviews identified similar strengths and weaknesses among the platforms. As with both online testing audiences, qualitative audiences felt least favorably toward *The Power in Numbers* platform. Many could see the merits of *The Census Effect* and *Shape Your Future. Start Here.* platforms, but the aspirational tone of *Shape Your Future. Start Here.* resonated with all audiences, whereas *The Census Effect* left many wondering why they could not identify the effects of past censuses and with the perception that it may be overpromising on the benefits the 2020 Census could realistically deliver.

The remainder of this section presents the results from qualitative testing for each of the platforms. The platforms are discussed in alphabetical order. Each platform section begins with the overarching findings about the platform based on commonalities across audiences and then presents a table with audience-specific nuances and quotes. Audience tables are grouped by qualitative methodology (focus groups or community representative reviews) with audiences in each methodological grouping presented in alphabetical order.

Shape Your Future. Start Here.

Qualitative testing underscored and expanded on the strengths of Shape Your Future. Start Here. observed in quantitative testing. This platform effectively conveyed important information about the census and the community benefits it could potentially affect. In particular, the relatable, concrete examples provided in the body text of the platform resonated with participants and representatives, and they felt motivated to participate to ensure that their communities receive the benefits outlined in the platform. Participants and representatives also felt inspired and motivated by the future-focused message, as they believed that their participation could play a direct role in ensuring a brighter future for themselves, their families, and their communities.

***Shape Your Future. Start Here.* informed participants of the benefits of census participation in a compelling way.** *Shape Your Future. Start Here.* contained information that participants found relatable, appealing, and easy to understand, often describing the platform as speaking to "me." The platform highlighted examples that resonated with participants, such as hospitals, infrastructure, and schools, and made it clear that "census data helps start the conversation" about funding for these benefits. *Shape Your Future. Start Here.* effectively illustrated the larger purpose of the census and helped participants recognize how participation can have an impact on their own communities. The feeling of personal connection to census benefits acted as a key motivator across audiences.

- *"There are lots of statements in here that make me think the people have a voice." (AIAN, FG)*
- *"These are good examples—it gives us details about what [the census] can do for people." (Asian American, FG)*
- *"'Shape Your Future' tells me they are going to build something better for us, for our community." (Hispanic, FG)*
- *"I have the power to do something [for my community]. To make an impact, I can complete the census." (NHPI, FG)*

The platform informed participants about the purpose of the census. Many participants said they did not know that the census impacts so many decisions, such as community projects and benefits, but after viewing the platform many reported feeling informed. For example, participants said:

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- *"Knowing how much the census would do to get us like a hospital, fire department, or school—that was something new I learned. That resonated with me." (Rural, FG)*
- *"Everything [in the platform] is new to me. I didn't know [about this] before." (Hispanic, FG)*
- *"I think there's a lot of hidden value in the census that we're not aware of and there should be more awareness taken to the [Alaskan] villages." (AIAN, FG)*
- *"I never knew the census did more than just count the people. It actually impacts the community." (Asian, FG)*

Across all audiences, the message "Shape Your Future" elicited feelings of agency. Participants found it aspirational and motivating because it clearly connected census participation to the future well-being of their communities. The call on participants to "shape your future" instilled a sense of agency and responsibility for people to do their part by participating in the census and help shape the future of their community for future generations. The message also made audiences feel hopeful that their participation could make a difference in the future of their lives and communities. As the quotes below demonstrate, the call to action to "shape your future" combined with the examples provided in the platform compelled participants to say they would complete the 2020 Census. Potential new hospitals, expanded cellphone coverage, and construction projects resonated as positive and realistic benefits they would like to see in their communities.

- *"[This platform] makes me think about my future and what I have to do to get that [future]." (NHPI, FG)*
- *"I feel a sense of responsibility; [I] need to work with my community." (Asian American, FG)*
- *"[This platform] motivates me—being able to have a voice and be able to help your community by participating." (Rural, FG)*
- *"The action-oriented language is practical and relatable across cultures." (BAA, CRR)*

Table 16 details audience-specific findings in response to the *Shape Your Future. Start Here.* platform.

Table 16: Audience-Specific Takeaways for Shape Your Future. Start Here.

Audience-Specific Findings	In Their Own Words
American Indian and Alaska Native (AIAN)	
Participants found the platform informative and thought it effectively taught them about census benefits. Prior to viewing *Shape Your Future. Start Here.* participants said they had little to no previous knowledge of what the census is or does. Participants expressed interest in learning more about the census and how their communities can benefit from participation after reviewing the platform.	• *"[This platform] made me want to learn more. I'm going to go home and research all about what the census does." (FG)* • *"Before today I wouldn't have filled out the census, but now, knowing what it's used for, [this message] makes me want to fill it out." (FG)* • *"I like this whole middle paragraph because it helps me learn more about what the census is used for." (FG)* • *"I think there's a lot of hidden value in the census that we're not aware of and there should be more awareness taken to the [Alaskan] villages. … If you raised awareness of it then, it's almost like voting. They're both very important." (FG)*
***Participants felt empowered by the main message* of Shape Your Future. Start Here.** The platform's focus on the future instilled a sense of hope among	• *"'You can shape' … that stood out to me. If you're involved and you [participate in the census], you can help change your community." (FG)* • *"That's what the overall message conveyed. You can make a positive future." (FG)*

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Audience-Specific Findings	In Their Own Words
participants, and this acted as a strong motivator for participation.	
Examples presented in the platform resonated with participants. Participants appreciated the concrete examples of community benefits because the examples provided a relevant connection between the census and participants' communities.	• *"Family, jobs, schools, hospitals—Indian communities obviously need more of these. That stood out to me." (FG)* • *"We have to start somewhere. They're starting a conversation about our children and grandchildren. We're not living in the old times. Schools are important. We need to adapt." (FG)* • *"Cell coverage [stood out to me] because that's a daily issue. And the schools because this is more personable to me. It helps to know where to start … I mean, it's true it helps to know what you're doing." (FG)*
This audience was somewhat skeptical of the promises made in the platform. Some participants were not convinced that participating in the census would actually affect their communities, particularly those on reservations. This skepticism extended to the potential benefits. Participants thought the benefits presented were wishful thinking because many said they did not see changes implemented in their communities following the previous census.	• *"Okay, what happened with the last census? How does that affect 2020? What did 2010 and 2000 do? How does it matter? Why should I enroll myself in the census?" (FG)* • *"It always gets built up (like an election), but then it's over and you don't really see it—I don't really see numbers like how many Native Americans are in Oregon. It's not reported in the news like an election is." (FG)*
Asian American	
Participants largely understood the message of the platform—that their participation in the census could bring benefits to their community. This notion invoked a sense of accountability that resonated with participants and motivated them to want to participate. After viewing the *Shape Your Future. Start Here.* platform, many participants understood the importance of their participation in the census.	• *"I feel a sense of responsibility; need to work with my community." (FG)* • *"If [we] provide the right information [in the census], [we] can plan our future." (FG)* • *"This is believable to me." (FG)* • *"It feels good to know that I can make a difference." (FG)* • *"Responsibility, leadership, work together—we might need the services as an individual, but it's a community effort to get everyone help." (FG)*
This audience found the platform informative and the examples presented relatable. Examples that clearly connected to the overall message of participation were most effective when engaging this audience. Specifically, framing hospitals, jobs, and schools as potential census benefits was effective in enforcing the importance of participation.	• *"These are good examples. It gives us details about what [the census] can do for people." (FG)* • *"This makes you think about the future. It shows opportunities for better schools and more jobs." (FG)*
While participants understood the platform, some were confused by the language style and images used. More specifically, the phrase "there's no better place to start" was difficult to translate and created confusion among participants.	• *"Everything here is a vision—it is encouragement for us to participate—but at the end, 'there's no better place to start' is like you're in limbo." (FG)* • *"The construction image is confusing, compared to a completed school and hospital." (FG)*
Hispanic	

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Audience-Specific Findings	In Their Own Words
Hispanic participants connected with the platform's clear call to action and learned that participation is a way to serve their communities. Participants thought the examples in the platform provided a clear, relatable explanation of how participating in the census can have an impact on their communities. Many indicated that they had not previously known about these benefits. Participants said that this platform made them feel a sense of urgency about participating; they understood that in order to receive benefits, they must make their voices heard by completing the form.	• *"It uses clear examples that we can relate to. Who doesn't want their child to go to a good, safe school?" (FG)* • *"I think about traffic all the time. The census affects your streets, your traffic—many people could relate to that." (FG)* • *"There is a sense of urgency … it is trying to get people to do the census." (FG)* • *"If you want all this, you have to fill out the census." (FG)* • *"If you participate, it will make your town better. This makes me feel like it's important to participate." (FG)*
There were some anticipated issues with the way the word "may" would be interpreted when presented in Spanish. Specifically, some participants indicated the use of "may" could be interpreted to mean "not likely."	• *"In Spanish, 'maybe' or 'tal vez' means no—so you're telling me this is not going to happen, not 'maybe.'" (FG)* • *"If people see 'tal vez,' they're going to think, 'Oh, okay, I won't fill it out.'" (FG)*
Native Hawaiian and Pacific Islander (NHPI)	
Many NHPI participants felt* Shape Your Future. Start Here. *was effective in starting a conversation about the importance of participating in the census. Participants appreciated the platform's focus on the future and felt encouraged about playing a role in improving their communities for future generations.	• *"Reading all of this makes me want to participate. It opens my eyes to see all the possibilities in the future with actions that could happen." (FG)* • *"Without the census, there is no data to base the needs the community might need." (FG)* • *"[This platform] makes me feel like I'm part of the conversation." (FG)* • *"I'm thinking about my future and what I have to do to get that." (FG)* • *"[The messaging] makes you think about what is happening now and what is awaiting you in the future." (FG)*
Although most participants found the platform believable, some expressed hesitancy about sharing their personal information without guaranteed community benefits. Most participants wanted to help their communities and felt this platform was encouraging but needed assurance that their information would be kept safe before participating. Some worried their census data may be used for unintended, negative purposes.	• *"You don't know who is going to get ahold of it. I wouldn't want a stranger to have our information [or] knowing who is in our house." (FG)* • *"We don't know who is watching … what are they doing with the information [from the census]?" (FG)*
Rural	
The platform made participants feel like they could play a role in generating benefits for themselves and their communities. Rural participants connected the examples provided in the platform—which included hospitals and expanded cellphone coverage—to the larger purpose of the census. They pointed out that these were needs in their own communities.	• *"It motivates me—being able to have a voice and be able to help your community by participating." (FG)* • *"Most of us are from small towns. Knowing how much the census would do to get us like a hospital or fire department—that resonates with me." (FG)* • *"This can help us get more jobs, more connections." (FG)* • *"It explains very well what you get out of [the census]." (FG)*

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Audience-Specific Findings	In Their Own Words
	• *"It's important that you be counted so that the funding you need is there and available." (FG)* • *"I need to be involved. It is my duty to complete [the census]." (FG)*
Some participants expressed skepticism in the likelihood that they would see the benefits shown in* Shape Your Future. Start Here. *come to fruition. Although many were motivated to participate after viewing this platform, those living in smaller communities were not completely convinced that the opportunities presented would reach their towns.	• *"It speaks so far as seeing is believing. You're always going to have that doubt to see if it actually happens." (FG)* • *"It hasn't done much for us in the past, so why bother now?" (FG)* • *"I'm left wondering if this is true." (FG)*
Black/African American (BAA)	
Black/African American community representatives believed that the main message of* Shape Your Future. Start Here. *was strong and clear. Representatives believed that the scenarios presented in the platform would effectively alleviate some negative perceptions of the census, suggesting that the platform could motivate people to connect participation to the future of their communities.	• *"The text language is believable, and the play on words engages even those who are census-apprehensive or uninformed." (CRR)* • *"The ad challenges negative perceptions of the census's impact by presenting a cause-and-effect scenario and implies that the community improvements are the result of census participation." (CRR)*
Representatives felt that the platform would speak to the "average" person. They believed that many people could relate to the examples provided, including schools and hospitals.	• *"It speaks to the 'average' person, as the children, school, and hospital all relate to everyday life and [are] important components of their environment." (CRR)*
Representatives advised that the imagery used in the platform could be an effective tool to ensure that the concept is relatable to smaller communities. Representatives recommended that the imagery include a diverse set of members from the BAA community to ensure that everyone feels included.	• *"In urban centers, residents fight for these things. [The platform] is a positive representation of how the census could improve lives, but I'm concerned that other segments of the population cannot relate. [They] may not have the same kind of positive representation." (CRR)*
People Living in Puerto Rico	
Representatives suggested that the platform would be motivating to the Puerto Rican audience because it focused on positive community impact without overpromising. The focus on the future and the opportunity to play a role in improving communities would inspire hope among this audience.	• *"[The platform] is all about having the possibility of influencing what will happen. It is credible because it focuses on the future, not on disappointments from the past." (CRR)* • *"[The message is] there is something in store for you if you fill [out] the census. The benefit is tied to the census—not to any political campaign or any politician's promises." (CRR)*
Representatives recommended that the platform avoid references to infrastructure and development because they resemble political campaigns and may act to demotivate the Puerto Rican audience. They recommended that the platform focus on conveying an effort to improve elements of the community that are	• *"To make it relevant, it must show real Puerto Ricans here in Puerto Rico. Show what needs fixing—people want better health care most of all. Highlight health benefits first, education next." (CRR)* • *"Make it visibly Puerto Rican. Do not emphasize building roads and bridges because they are overused in political campaigns." (CRR)*

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Audience-Specific Findings	In Their Own Words
most important to Puerto Ricans, including health care, education, and housing.	

The Census Effect

Reactions to *The Census Effect* were mixed among the qualitative testing audiences. While participants from all audiences felt that the platform provided clear information about how participation in the census leads to individual and community benefits, they also wondered why they could not identify "the census effect" from past censuses in their lives. In other words, *The Census Effect* caused participants to think about the past, rather than look to the future (as with *Shape Your Future. Start Here*.). This skepticism led many to believe that the platform might be overpromising, which offset any positive gains in understanding.

***The Census Effect* provided the clearest information about census benefits.** This platform helped participants who had little to no prior knowledge about the census to make the connection between their participation, an accurate count, and how the census informs the distribution of government funding. The platform clearly stated that "when you complete the 2020 Census, it impacts the numbers, which informs funding decisions." The platform then provided a list of potential benefits linked to the census, such as new employment, housing, and business opportunities, and it was easy for participants to understand at least one of the examples. The way this platform made a clear link to benefits reinforced the importance of participation.

- *"I never knew any of this." (Asian American, FG)*
- *"I did not know all this could happen from counting the population." (NHPI, FG)*
- *"Does a really good job showing what I'd get out of it." (Rural, FG)*

It was difficult for participants to believe the platform's message. Participants reacted to *The Census Effect* with some skepticism because they did not see potential benefits improving their own lives based on past censuses. While participants were immediately drawn to the clear information in the platform, it was hard for some to believe that they would receive the benefits described in the body text of the platform, such as improvement of cellphone service, a new grocery store, or a new elementary school. While the context around this issue was different in each group and within each audience, all expressed similar reservations. Many in underserved or economically depressed communities in particular pointed out that they have not seen the progress depicted in the platform in their own communities and wished to see evidence of positive changes resulting from the 2010 Census before being motivated to participate in the 2020 Census. Some found the platform unrealistic and too aspirational, with one participant noting that there were "too many good things" listed, giving them the impression the platform was trying too hard.

- *"It all sounds good, as long as it can be implemented." (NHPI, FG)*
- *"I think some people don't believe a word from the government—you might say you'll come to this small town, but I don't see it." (Rural, FG)*

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- *"There's no information about the 2010 Census, so how do I know that there has been a 'census effect.'" (Asian American, FG)*
- *"Not reaching Native community—we're not seeing the benefits that are described." (AIAN, FG)*

Beyond skepticism that the benefits would reach them or their communities, some participants took issue with language in the platform, specifically the "effect" of the census. A few pointed out that the "effects" not only had not reached them, but had actually done damage to their communities. For example, some participants equated the benefit of "new housing" with gentrification and being pushed out of historic communities. Some participants found it irresponsible or tone-deaf that the Census Bureau would promote benefits that they believed may not reach all communities.

- *"'Triggering new housing' means 'gentrification' to me." (Hispanic, FG)*
- *"New employment, new projects means people move away because they can't afford to live in South Seattle." (NHPI, FG)*
- *"Some small-town communities would not feel this is believable." (Rural, FG)*
- *"If I were living on the reservation, I would laugh and say none of this would happen here." (AIAN, FG)*

Table 17 outlines the audience-specific findings in response to *The Census Effect* platform.

Table 17: Audience-Specific Takeaways for The Census Effect

Audience-Specific Findings	In Their Own Words
American Indian and Alaska Native (AIAN)	
The Census Effect *was the most informative platform for the AIAN audience.* The platform was straightforward and clear, and it taught participants about the types of benefits that could be influenced by the census. After reading the platform, participants were interested in learning more about how the Census Bureau uses the data collected in the decennial census, particularly for funding decisions.	• *"I thought [the platform] was pretty neat. I didn't know it had that sort of impact on my community." (FG)* • *"Is there a government website? Does the census have a website with a detailed breakdown of different states?" (FG)* • *"This one is the most informational one out of all of them." (FG)* • *"This made me curious about the census." (FG)*
Some participants had mixed feelings about how motivating and believable the concept was. Many approached the platform with some skepticism and felt the platform was overpromising. They thought the benefits seemed too good to be true, particularly when compared with the reality of life on reservations, and thought the platform was more suited to urban audiences.	• *"Too many good things—cannot trust it. Too good to be true." (FG)* • *"Not sure that people on the reservation would think it is true [for the reservation]." (FG)* • *"[People on the reservation] see the funding happening in the cities—they don't think [this funding] will [impact] the reservations." (FG)* • *"We (the reservation) get nothing. Still a lot of hardship out there. If I lived in the city, I would think [this message] is positive. If I were on the reservation, I would think 'none of this is truth.'" (FG)* • *"Not reaching Native community—not seeing the benefits that are described." (FG)*
The tagline was not popular among participants. Participants associated the platform with the	• *"[The bureau] could have come up with a catchier name than 'The Census Effect.' It doesn't sound too interesting." (FG)*

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Audience-Specific Findings	In Their Own Words
government and found it impersonal, which fueled their skepticism.	• *"I don't like 'The Census Effect.' I don't like how it keeps saying 'which can,' but I like this one the best." (FG)* • *"'The Census Effect' sounds political." (FG)*
Asian American	
Participants appreciated that the platform highlighted many items (e.g., schools, grocery stores) that can be influenced by census data. The examples provided a clear connection between participation and benefits, effectively communicating the importance of the census.	• *"I never knew any of this." (FG)* • *"This made me think differently. I didn't know about the census. I thought it was just for research." (FG)* • *"If you do [the census], it will kick off more projects. It's like if you put the pan on the stove, you will have food!" (FG)* • *"I like the advertisement. It is clear. They talk about the importance of [the] census—if we participate, there are these changes." (FG)*
Many wanted to see additional information and evidence to make the platform more credible. After reviewing the potential benefits described in the platform, participants reflected on the impact of the 2010 Census and asked for evidence of "the census effect."	• *"There's no information about the last census. [It should include] 'When I participated in the census in 2010, it changed something. When I participate this time, it can change.'" (FG)*
Hispanic	
While participants understood that participation in the census influenced government funding, some were skeptical benefits would reach them. Many had limited knowledge of the census due to relatively low assimilation and desired more information about and context around the census. Many believed the census was just a simple count and appreciated learning that the data collected could be used to determine the allocation of public resources. However, participants struggled to relate to the platform examples that they did not see, or were not relevant to, their own lives (e.g., new schools in the community).	• *"[This platform] seems like [the government] wants to make [funding] work for you." (FG)* • *"If we participate, we can have more employment, more business." (FG)* • *"If you have a child who goes to a public school, the funding goes there—free lunch, free transportation. They are doing it so they know." (FG)* • *"This is too good to be real." (FG)* • *"I don't think the census has anything to do with the grocery store or cell towers, maybe with schools." (FG)* • *"False advertisement—the census does not [fund schools], that's decided by a budget." (FG)*
Native Hawaiian and Pacific Islander (NHPI)	
The platform effectively informed participants of the importance of the census. The examples in the platform were clear enough for participants to understand the connection between their participation and benefits to their community. Participants felt like they learned a lot about the census and wanted to find out more.	• *"If they knew how many people were here, we'd have more jobs/opportunity." (FG)* • *"[This platform] makes me feel like if I take the census, these things can happen." (FG)* • *"I did not know all this could happen from counting the population." (FG)* • *"This one gives you something concrete to base your judgments on. Now I know filling out the census will do this, so I'll be more inclined to participate." (FG)*
While the connection between participation and benefits was clear, some were skeptical of the	• *"It seems like it would be helpful, but indecisive if it would actually work." (FG)*

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Audience-Specific Findings	In Their Own Words
examples provided. Participants were not sure how census data would bring them the benefits listed in the platform. Additionally, some found it difficult to relate to the examples given because they thought the benefits would be for the middle class and associated promises of housing and jobs with gentrification.	• *"It all sounds good, as long as it can be implemented." (FG)* • *"Is this really targeting me or someone else? My family works blue-collar jobs, not in hospitals." (FG)* • *"Where I lived, the town was super diverse. In the past five years, there is new housing built, and the people filling up the housing are all White people because they are wealthier than us and we have to move." (FG)* •
Rural	
Most participants felt* The Census Effect *concept was informative and relevant. The examples provided in the platform, such as cellphone coverage and grocery stores, were important to participants given their limited access to resources in rural communities. The potential to bring these benefits to their communities was motivating and led many to seek out additional information about how the government makes funding decisions.	• *"Being in a small town and going to a bigger town, it was easy to get a job, but small towns need that. Lots of small towns in Missouri need jobs." (FG)* • *"Does a really good job showing what I'd get out of it. Many people have distrust about giving [the] government information. They need to know where the population density is to figure out where the resources are needed." (FG)*
Some participants assumed the platform exaggerated the benefits and overall impact of the census. The way the examples were presented came off as overly aspirational for some participants. Those from smaller towns were particularly skeptical since they did not believe their communities benefited from the type of progress described in the platform.	• *"Would like to know before and after what decisions were made based on the last census." (FG)* • *"It gives you too much of hoping [of] the possibilities happening—'let's hope this is what it does.'" (FG)* • *"I would want to know more about which funding decisions." (FG)*
Black/African American (BAA)	
Community representatives described the concept as believable and relatable. They saw the platform's message as communicating the opportunity for upward mobility through census participation. Representatives thought that the platform could be tied back to socioeconomic challenges faced by members of the community. They found that *The Census Effect's* examples mirrored issues that really matter to this audience, providing a direct connection between action and result.	• *"It's motivating in that 'class' is not a source of confusion. It inspires the American dream and illustrates the journey to get there, making the census a natural part of the plan." (CRR)* • *"The text is relatable in that it engages directly, and without much effort on the part of the audience. The text addresses everyday issues and with repetition. From a language perspective, the questions are posed in a way that allows readers to effortlessly reflect, to positively answer the questions, and to move. The ad reaches those who may only skim communication. Direct and to the point." (CRR)*
The representatives also suggested tailoring the images and examples to each community so that it is representative of local experiences. One said that the image was "too perfect," suggesting that the message may not resonate because the image was not representative.	• *"The brand-new look of the grocery store is not reminiscent of Haitian/African culture." (CRR)*
People Living in Puerto Rico	

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Audience-Specific Findings	In Their Own Words
The focus on potential progress in this platform did not resonate with community representatives following Hurricane Maria. Representatives said claims that census information leads to improvements in the community would come off as tone-deaf to many Puerto Ricans. The message and ripple visual in the platform were unclear to representatives. The platform was not motivating because it was perceived as being insensitive, and instead drew skepticism and critiques of the federal government from the representatives.	• *"Grabs the attention. But the 'ripples' visual made me think of an earthquake." (CRR)* • *"The ripples effect is confusing." (CRR)* • *"Seems to say everything is all right, and after the hurricane we all know that is not the truth. It needs to focus on what can be done and not on what has already been achieved. Seems a little like a campaign ad from a politician who is running on his record, rather than encouraging people to fill out the census." (CRR)*
Representatives emphasized the need to frame potential benefits from the census as not too aspirational given the hard reality. For instance, if the platform uses education as an example, the platform cannot overpromise an increase in schools, because schools have been closing after Hurricane Maria. Puerto Ricans are skeptical of promises of benefits from the federal government, and if the messaging is too aspirational, it is harder for them to believe.	• *"Careful what you show. Everything related to schools is sensitive because so many public schools have been closed. Better focus on health and roads, which we all agree need improvement." (CRR)* • *"The census wants you to give them your information. Mentioning what you already have received from [the] previous census has no credibility." (CRR)* • *"To be relevant, this should be expressed as what can be the effect in the future, not on what already has happened. We need the future to be much better than the past." (CRR)* • *"If you say things are better (especially after Maria), you must show proof." (CRR)*

The Power in Numbers

Similar to the online testing results, *The Power in Numbers* received the most negative reviews in focus groups (FG) and community representative reviews (CRR). In focus groups, participants reacted negatively to the core message of the platform and found the tagline polarizing. Additionally, they felt this platform, relative to the other platforms tested, was the least informative about the census.

There were negative reactions and confusion in response to the platform's core message, particularly the platform's focus on numbers and power as a way to deliver the message. The emphasis on numbers alienated some participants who felt that they were more than a number. One person noted that they did not want to be just a statistic, saying, "They're referring to people as numbers too much." (AIAN, FG). The focus on numbers was especially a cause for concern for groups that lived in small-population communities, such as the Rural and NHPI audiences. Because their communities are small, they believed that their effect and influence would be small as well or that they would not benefit as much from filling out the census.

- *"Numbers don't represent you. We're humans—we don't need numbers to represent us." (Hispanic, FG)*
- *"We got a name when we were born, not a number." (AIAN, FG)*
- *"[The] Power in Numbers won't work well with my community." (Rural, FG)*

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The numerical examples in the platform also caused confusion among participants across all audiences. They did not understand what the numbers on the image or in the copy had to do with the census. One phrase that particularly confused participants was: "Some numbers we'd love to forget – and some we'll remember forever." Several participants also had negative associations with the numerical examples in the platform description. In particular, participants balked at the references to wake-up times and age because they did not want to think about the time they have to wake up or how old they are. The platform's focus on these examples often distracted participants from the main message/call to action, as they spent their time trying to interpret what the numbers meant instead of understanding the ways an accurate count can benefit their communities.

- *"'Some numbers we'd love to forget' … it made me think about all of the things I do want to forget." (NHPI, FG)*
- *"'The age we are and the age we want to be' [in the description] … I don't see what that has to do with the census." (AIAN, FG)*
- *"The temperature part [in the description] is confusing." (Asian American, FG)*

As with the references to numbers, some audiences did not understand or like references to "power." These concerns about "power" took three forms. For some, it was unclear who held the power, others did not see themselves or their communities as having the power to make change, and Hispanic, Puerto Rican and Black/African American audiences, in particular, had a negative association with the word "power" itself.

- *"Numbers give power, but to whom? For what? By giving my information, am I giving more power to the government?" (Puerto Rico, CRR)*
- *"I don't like it ['power']—I understand how they [mean] numbers is power, but [the platform] doesn't say what the census does." (Hispanic, FG)*
- *"'Power' itself is somehow scary, since housing project residents will tell you that the real power is held by the 'parallel government' of crime bosses [here in Puerto Rico]." (Puerto Rico, CRR)*

The Power in Numbers **lacked adequate information about the purpose and process of the census.** The focus group audiences acknowledged that they did not know a lot about the census and that they would have liked to have seen more foundational information on the census. One participant stated, "They haven't told you what the census is—they should tell you what it's for, [like] this is the census, this is what we get, [this is] what we use this information for, etc." (Hispanic, FG). This quote is representative of a common theme—participants expressed a need for communication that raised their awareness about what the census is and how the Census Bureau uses the information it gets from the census form.

- *"There's no information about what [the] census does. Doesn't tell you why, or what your community gets out [of] it." (Rural, FG)*
- *"This one doesn't actually get me to want to do anything. It's just about the numbers." (AIAN, FG)*

The tagline was polarizing. Participants had mixed reactions to the tagline, *"There's Power in Numbers. There's Power in You."* As mentioned, those from smaller communities were concerned that because their communities had a small population, they would not have much power. Participants did not like the emphasis on numbers because it reduced their participation in the census down to being a statistical data point. However, the second part of the tagline, "*There's Power*

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in You," made participants feel empowered. The notion that participants had the power to help their communities resonated across audiences.

- *"We're in a town of less than 400 people. Our numbers aren't going to matter." (Rural, FG)*
- *"My one voice can grow more power for our community. You have to explain [to us] why we need to participate in the census to be counted for and help the community." (Asian American, FG)*

Table 18 outlines the audience-specific findings in response to *The Power in Numbers* platform.

Table 18: Audience-Specific Takeaways for The Power in Numbers

Audience-Specific Findings	In Their Own Words
American Indian and Alaska Native (AIAN)	
Participants noted that numbers historically have a negative connotation for the American Indian population and Alaska Native. AIAN participants had an adverse reaction to being compared to numbers.	• *"Numbers have a negative connotation in history for many people, Natives and others." (FG)* • *"[It] came out really negative to me because of the recent election. Because of the counts, all the stuff going on in Georgia and South Dakota. Votes aren't being counted. Numbers may not matter. It's not a believable message." (FG)* • *"Our ID is numbers—enrollment numbers, etc.; some people look at it with pride, but I see it as being like cattle. I have seven numbers that represent who I am, and I don't need another number." (FG)*
Participants felt the platform prioritized benefits over important foundational information about the census. It was clear that participants lacked basic knowledge about the census, which undercut the benefits message in the platform. They felt the platform should go into more detail about why it's important to fill out the census.	• *"This would be more for someone who knows what the census is." (FG)* • *"I don't think everyone in the [Alaskan] villages understands why this is so important … they need to know why the census is here and what they're there for." (FG)* • *"[Need] more education about the census. I didn't know anything about this. It should be as [informative] as the 'Go get out the Native vote' campaign." (FG)* • *"It's a good intro to the census, but there wasn't very much information." (FG)*
Asian American	
The platform tested strongly with Asian American participants due to its use of numbers and explanation of how those numbers related to the census. They liked the use of numbers in the platform to illustrate census benefits and felt that it made it easy for them to conceptualize the outcome of the census. However, some felt that the examples could be clearer.	• *"The numbers are easier to believe than whatever [the ad says]. I prefer numbers, especially when doing math or calculations, because I know it is right" (FG)* • *"It is showing you with statistics, there will be outcomes." (FG)* • *"It would have to be translated really well—the first part, 'the time you wake up, the temperature.' I don't think the Asian community would appreciate what they are trying to say. They should provide an actual example of what could go on. It is better for it to be more simple and concise." (FG)* • *"If people see this only for the first time, they might get really confused with these numbers. They might get confused—what is it related to? Like, the time we wake up, is it on [the census form]?" (FG)*

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Audience-Specific Findings	In Their Own Words
Some Asian American participants expressed a desire for more information. Participants indicated that there was room to include more information or to indicate where they could find out more about the census.	• *"This doesn't explain to me what [the] census is to me. I only know more because of the other examples." (FG)* • *"For people who don't know what the census is, it could create some confusion." (FG)* • *"Brief information about the census is missing." (FG)* • *"What numbers are they collecting?" (FG)* • *"If there's a website, that would help, if people don't know [about the census]; or they can call a phone number." (FG)*
Hispanic	
Participants focused on the interpretation of numbers instead of the platform message. While participants clearly understood the main message, they were confused and distracted by the numerical examples used in the platform. Hispanic participants understood that the more people in the community participate, the larger the effect potential census benefits could have for their respective communities. What participants did not understand were the examples used in the platform itself, and the discussion over what they meant overpowered the purpose of the platform.	• *"The age we want to forget? Like people who lie to get Medicaid?" (FG)* • *"[Numbers] we love to forget … made me think of one of my family members." (FG)* • *"The numbers part the entire time is reinforcing the idea that all [the government] needs is numbers." (FG)* • *"I like 'we need your help to get it right,' but the rest I don't like." (FG)*
Participants desired more information about the confidentiality of census responses and who could participate in the census. Some participants did not feel comfortable sharing their information in return for benefits and acknowledged that it will be difficult for some in their community to overcome their concerns. Additionally, this audience wanted direct messaging that it is safe for undocumented people to participate. Confidentiality, especially with information about legal status, was a large concern for this audience.	• *"They do a good job of distracting by saying 'it's for the schools, community,' to distract you from the fear of the citizenship status. It may not be enough for everyone." (FG)* • *"Maybe add a notice that the information will not be used against immigrants." (FG)* • *"Yes, it makes me want to know more—I want to know if all the people who participate, I want to know if it is safe for illegal people to participate." (FG)* • *"It does not tell me that it is safe to participate." (FG)*
Native Hawaiian and Pacific Islander (NHPI)	
Participants did not like the numbers messaging and examples. Some participants felt that the numbers were not representative of them. Others had an aversion to several of the examples in the platform because it gave them negative associations.	• *"When they say the numbers matter, do they really mean us? Will they partake on our side? Do we really matter?" (FG)* • *"I crossed out 'every day our lives are filled with numbers' … PIN numbers, login information, it causes me stress." (FG)* • *"['Every day our lives are filled with numbers'] … yes, it is, but it's not only numbers. There are other things that fill our lives." (FG)* • *"Some numbers we'd love to forget made me think about my student loans…" (FG)*
Skepticism toward the government is a barrier for this audience, and the platform did not provide	• *"[This platform is] mostly for the general population, not for me because the government doesn't understand Pacific Islanders. They*

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Audience-Specific Findings	In Their Own Words
enough information to overcome distrust. Participants were skeptical that their voices would influence government decisions, even with an accurate count. Participants were generally unable to connect how their participation could initiate change, and some were unconvinced the government wanted to know anything about them. Most did not believe the platform was relevant to their communities, and not everyone found the platform believable.	*don't know where we came from, how we were raised. They don't have a clue." (FG)* • *"Most of us don't like to give out our private information." (FG)* • *"The only people who run the show are the people in the state capitol [building]." (FG)* • *"I don't believe that [the] census will give power to have a voice." (FG)*
Rural	
Participants were concerned that their small communities would not have "power in numbers." Many felt that the tagline was out of touch with their smaller communities and that the tagline implied they held very little power, because they do not come from communities with large populations. Additionally, they pointed to the limited resources they currently have as evidence that their participation, due to their small numbers, would not result in much of an impact in their communities.	• *"We don't have the same population, so it makes it seem like we won't count." (FG)* • *"It's not believable—we're seeing every small town across the country fall apart. It is trying to tell us something that we are living, and it's not true. If that was the case, you wouldn't see all the evidence of places turning into ghost towns." (FG)*
Participants did not find the platform informative and instead focused on the style of the platform. Participants felt that the platform was targeted to a younger, more urban population. It was difficult for participants to understand the platform because it did not resonate with them.	• *"This is for millennials—short on information. I'm waiting for it to say 'occupy' the census." (FG)* • *"[This message is] speaking to a 25-year-old in Kansas City." (FG)* • *"This sounds disingenuous [coming from the government], because they're trying to put out some cool stuff." (FG)* • *"It uses a lot of language that you've been seeing with all the protests. It could appeal to people, but it freaks me out." (FG)*
Black/African American (BAA)	
Community representatives cautioned that the tagline and core concept would not resonate with the Black/African American audience. Representatives noted that this audience has historically not had a lot of power. Representatives pointed out that potential cultural barrier in connecting the number concept to participation in the census.	• *"[The numbers] are unimportant and difficult to read." (CRR)* • *"Numbers were intended to provide a sense of community and voice, but it doesn't reach the goal because the number categories aren't relatable." (CRR)*
People Living in Puerto Rico	
Community representatives felt that the core message required too high a degree of critical thinking to draw the connection between numbers, power, and the census. Representatives were concerned that the general Puerto Rican population	• *"[You] need to explain clearly the relationship between numbers and benefits." (CRR)* • *"Would use the tagline for educated audiences that could make the leap to what can be obtained from having such power." (CRR)*

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Audience-Specific Findings	In Their Own Words
would not be able to grasp the connection between numbers, power, and the census and would feel dehumanized if reduced down to a number.	• *"Tells you that the numbers will give you power, but doesn't tell you if you can do anything with that power. Doesn't list the problems or offer solutions." (CRR)* • *"This message, with so many numbers, can be a turnoff or very confusing." (CRR)*
The tagline would not work in Puerto Rico due to negative associations with the word "power." Representatives were concerned that using the word "power" would politicize the census in a negative way. Additionally, representatives stated that Puerto Ricans would need more clarity on what "power" they would gain, since they do not see themselves as having power to begin with. The tagline felt too abstract.	• *"Avoid the word 'power'; it sounds too political." (CRR)* • *"Puerto Ricans do not think of themselves as having power, but rather as having needs." (CRR)* • *"'Power in numbers' is too abstract." (CRR)* • *"It just isn't the way to motivate people here." (CRR)*

2.5 Selection of Final Platform

As discussed in Section 2.3, each platform was assessed on nine key constructs for communication effectiveness: initial reactions, main message, communication of something new, clarity, importance, desire to know more, believability, community relevance, and watch-outs. These constructs were used to evaluate platform performance holistically. Findings from the online testing, focus groups, and community representative reviews were synthesized. In addition to considering the results across methodologies and audiences, audience-specific performance was considered; a requirement of the selected platform was that it have broad enough appeal to be an overarching, unifying theme of the campaign and thus that it show potential with each audience included in testing. Further, based on 2020 Census Barriers, Attitudes, and Motivators Study (CBAMS) findings, there were specific watch-outs the team felt, strategically, should receive careful attention should they arise. These watch-outs were related to believability and specifically to perceptions of overpromising what census participation could deliver.

All platforms demonstrated unique strengths and watch-outs. *Shape Your Future. Start Here.* performed strongly in online testing and was found to be aspirational, informative, and relatable in focus groups and community representative reviews. For some audiences, this platform had challenges with believability and follow-through. *The Census Effect* performed strongly in online testing and was the most informative in focus groups and community representative reviews; however, it was most frequently cited as crossing the line to overpromising. *The Power in Numbers* was the lowest-performing platform in online testing and the most polarizing in focus groups and community representative reviews.

The first decision the team made in the selection process was to eliminate *The Power in Numbers*. Several considerations led to this decision. First, in the online testing among both the General Population and Low Response audiences, this platform was the lowest-performing across all metrics. Second, the tagline itself—"*There's Power in Numbers. There's Power in You.*"—was polarizing. The tagline is a critical unifying component of a campaign and should not be polarizing. Finally, negative reactions were observed in response to the platform's core message, with the emphasis on numbers

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eliciting negative feelings related to being seen simply "as a number" or "as a statistic," especially among some audiences of concern and smaller populations.

Next, the team considered the relative merits of *Shape Your Future. Start Here.* and *The Census Effect*. Both of these platforms performed better (statistically speaking) than *The Power in Numbers* among the two online testing samples. Compared with each other, the two platforms performed relatively similarly, especially among the Low Response audience. A key exception to this pattern given low knowledge levels observed in past research was related to assessments related to education. For example, more participants reported learning something new from *The Census Effect* than *Shape Your Future. Start Here.*

Considering the open-ended online responses for both the General Population and Low Response samples, however, a key theme that emerged for *The Census Effect* was that many respondents were skeptical that completing the census will result in the changes that the platform implied can occur. This theme was apparent in the focus groups with several audiences as well, with some participants stating that they suspected the message was an overpromise. Some focus group participants also questioned the future benefits discussed in *Shape Your Future. Start Here.* However, participants did not assert the platform was an overpromise in the same way. Instead, *Shape Your Future. Start Here.* raised questions about whether or not a particular community would receive benefits. These questions were also accompanied by a strong positive sentiment around a sense of hope for a better future. *The Census Effect*, perhaps due to its focus on the efficacy of the census rather than on "your" role in the future, prompted a different and more direct sense that the message was not credible.

Also of note given how the platform would evolve into campaign messages and advertisements, several audiences suggested that the tagline—"*The Census Effect. Make it work for you.*"—was not compelling. The tagline of the platform needed to demonstrate the ability to serve as a unifier across campaign activities, and *The Census Effect* did not perform strongly in this respect. A final consideration given the goals of the campaign, *Shape Your Future. Start Here.* was frequently described as personable; participants felt the platform was speaking to "me" and had a favorable response to that framing. That positive response included feelings of empowerment and a sense of responsibility to take part.

With these considerations in mind, Team Y&R recommended that *Shape Your Future. Start Here.* move forward as the campaign platform. *Shape Your Future. Start Here.* and *The Census Effect* both performed strongly in testing, but the aspirational and personable tone of *Shape Your Future. Start Here.* created more room to generate the sort of hope, sense of responsibility, and motivation necessary to drive self-response. In addition to the general tone, the *Shape Your Future. Start Here.* tagline itself—a critical unifying component of the campaign—was more engaging and motivating than *The Census Effect*. Taken together, the strengths of *The Census Effect* (namely meeting a desire and need for more information given low knowledge levels) could be more easily adapted to be included in *Shape Your Future. Start Here.* messaging, whereas the strengths of *Shape Your Future. Start Here.* (namely the aspirational tone and the personal, action-orientated tagline) could not be captured by an evolved *The Census Effect* platform/future messaging in the same way. With Census Bureau alignment and approval, *Shape Your Future. Start Here.* was selected as the final campaign platform.

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3. Campaign Testing

3.1 Background: Campaign Testing Goals and Creative Materials Development

Following the selection of the campaign platform during QIPT, Team Y&R developed creative stimuli (draft advertisements) for testing based on *Shape Your Future. Start Here.* The creative stimuli were crafted to leverage motivators or directly address barriers to participation identified in the 2020 Census Barriers, Attitudes, and Motivators Study (CBAMS). These stimuli were organized into "original families." Each original family consisted of stimuli with similar thematic-message groups or storytelling approaches. Testing was designed to evaluate and uncover opportunities to refine original families or storytelling approaches, with each original family represented in testing by one or more creative stimuli, referred to as "creative originals." (See Figure 8 on page 83 in section 3.2.2 for a visual representation of the relationship between original families and creative originals.)

The primary goal of Campaign Testing was to evaluate these creative originals—mock radio, television[22], digital, and print advertisements—and the underlying messages of their original families to provide actionable insights into their ability to motivate a variety of audiences to self-respond to the 2020 Census. Team Y&R assessed key takeaways and strengths of each original family and identified "watch outs" (i.e., problem areas or issues) that detracted from the clarity, relevance, and influence of each. Campaign Testing was not intended to pick "winners" among the original families tested; instead, feedback for each original family was used to help Team Y&R's creative and strategy teams adjust and refine final advertisements for the 2020 Census Integrated Partnership and Communications (IPC) operation.

3.2 Methodology

As with QIPT, Campaign Testing was conducted using a multimethod approach:

- Online qualitative testing (OT, n=188)
- Focus groups (FG, 122)
- Community representative reviews (CRR, 38) (one-on-one interviews with representatives immersed in the culture and conduct of various communities of interest and who could therefore articulate their communities' issues in contextual and complete ways)

These three methodologies were chosen because they were the most effective means to reach a broad range of audiences in testing. The overall research program was designed to ensure that each creative original was tested in at least two focus groups or the equivalent number of participants from online qualitative activity sessions. Community representative

[22] Also referred to as a "video animatic." An animatic is defined as series of images played in sequence, often with a soundtrack and voiceover. In essence, it's an early version of a video ad in animated storyboard form. Video animatics are often used in testing because they are less expensive to produce, both in terms of time and money, than fully produced advertisements and can be easily adapted or refined to reflect insights from testing.

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reviews were used to test creative originals with audiences of interest to the U.S. Census Bureau who had fewer than four focus groups or the equivalent of two focus groups worth of participants from online qualitative sessions.

As shown in Table 19, online qualitative activity sessions were utilized to reach the Diverse Mass audience, which represented a wide range of demographic criteria as well as English-reliant audiences of interest. The Diverse Mass audience includes the following groups: General Population; Black/African American; Lesbian, Gay, and Bisexual; Young and Mobile; English-Dominant Latino; Households with Young Children; Rural; Middle Eastern/North African; and South Asian. In-person focus groups were used to reach other audiences that met the same risk factors for nonresponse described in Section 2.3.1 (page 38) as well as populations that were simply unable to be covered online. Community representative reviews were used to elicit feedback from some audiences who had fewer than four focus groups or whose coverage in the online qualitative component was not equivalent to more than two focus groups. The online qualitative activity sessions and community representative reviews were conducted in English, with non-English materials reviewed by bilingual community representatives when appropriate. Focus groups were conducted in 13 languages, including English.

Table 19: Campaign Testing Online Qualitative, Focus Group, and Community Representative Audiences and Methodology

Campaign Testing Audiences	Online Qualitative Testing	In-Person Focus Groups	Community Representative Reviews
Diverse Mass (English)			
General Population	X		
Black/African American (BAA)[1]	X		
Lesbian, Gay, and Bisexual (LGB)[2]	X		
Young and Mobile	X		
English-Dominant Latino	X	X	
Households with Young Children (HHYC)	X	X	
Rural		X	
Middle Eastern/North African (MENA)		X	X
South Asian			X
American Indian and Alaska Native (AIAN)			
American Indian		X	
Alaska Native		X	
Asian American			
Chinese (Mandarin and Cantonese)		X	
Japanese		X	X
Korean		X	
Filipino (Tagalog)		X	
Vietnamese		X	
Undocumented Asian			X
Black			
Black/African American (BAA)		X	

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Campaign Testing Audiences	Online Qualitative Testing	In-Person Focus Groups	Community Representative Reviews
Afro-Caribbean			X
Haitian Creole (HC)		X	X
Sub-Saharan African (French)		X	X
Undocumented African/Caribbean			X
Spanish, U.S. Mainland and Puerto Rico			
Spanish, U.S. Mainland		X	
Spanish, Puerto Rico		X	
Undocumented Hispanic			X
Native Hawaiian and Pacific Islander (NHPI)			
Residents of Hawaii		X	
Residents of U.S. Mainland		X	
Emerging Audiences/Legacy Languages			
Arabic		X	X
Brazilian (Portuguese)		X	X
Polish		X	X
Russian		X	X

Notes: (1) Black/African American online testing participants were not required to meet hard-to-count criteria, so the BAA online audience was not the same as the BAA audience in focus groups, which was made up of participants who met hard-to-count criteria.
(2) The LGB audience was limited to sexual orientation categories (i.e., lesbian, gay, and bisexual) because, consistent with other Census Bureau surveys and forms, the gender identity screening question was a binary option (i.e., male/female) and thus did not measure noncisgender identities.

3.2.1 Audience Definitions and Criteria

Table 20 provides brief definitions for each audience reached in Campaign Testing. Full audience and eligibility criteria are included in the Appendix beginning on page 395. For online testing, a large sample was recruited from the General Population audience; five smaller oversamples[23] were recruited from each of the following audiences: Young and Mobile, Households with Young Children, Lesbian/Gay/Bisexual (LGB), Black/African American (BAA), and English-Dominant Latinos.

Each focus group audience was recruited using a set of core demographic characteristics, such as race/ethnicity, language, and geographic location, in addition to the hard-to-count criteria introduced in Section 2.3.1 (page 38). These characteristics were chosen in collaboration with Census Bureau audience and subject matter experts from the Communications and Decennial Census Programs Directorates and Team Y&R multicultural partners in order to gain insight from populations who were less effectively reachable online for research and for whom tailored communications materials would be developed.

[23] An oversample occurs when participants from certain groups make up a larger share of the study sample than they do the population. This ensures a large enough sample of participants from small groups to draw inferences.

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Community representative reviews (CRRs) were conducted across race and ethnicity groups selected among those who had fewer than four focus groups or the equivalent number of participants from a combination of focus groups and online qualitative testing. A few CRRs were also conducted with representatives who could speak effectively on behalf of people in the Hispanic, African/Caribbean, and Asian communities who are undocumented or who have issues with documentation status.

Table 20: Campaign Testing Audience Overview

Audience	Description of Criteria
Diverse Mass (English) – Online	
General Population	Mix of education, gender, race/ethnicity, age, and region
Black/African American (BAA)	Self-identifies as non-Hispanic Black/African American[1]
Hispanic/Latino/Spanish	Self-identifies as Hispanic/Latino/Spanish; speaks English and Spanish at home; may consume some media in Spanish; is a 1st or 2nd generation immigrant; meets two of the eight hard-to-count characteristics
Lesbian, Gay, Bisexual (LGB)	Self-identifies as lesbian, gay, bisexual, or "something else"[2]
People with Young Children	Live with achild or children age 4 years or younger
Young and Mobile	Age 18-24, renter, unmarried, and has moved in the past four years
Diverse Mass (English) – Focus Groups	
English-Dominant Latinos	Self-identifies as Hispanic (a mix of Mexican, Central American, and Puerto Rican heritages); 1.5 or 2nd generation immigrant; speaks English and at least some Spanish; may consume some media in Spanish; is a; meets two of the eight hard-to-count characteristics
Households with Young Children (HHYC)	Self identifies as non-White; is in a household of 6+ OR has an income of less than $35,000; living with a child 4 years or younger; meets two of the eight hard-to-count characteristics
Middle Eastern/North African (MENA)	Self-identifies as MENA (including but not limited to Egyptian, Lebanese, Irani); speaks English; meets two of the eight hard-to-count characteristics
Rural	Self-identifies as White, non-Hispanic; lives in a ZIP Code Tabulation Area identified as rural in the 2010 Census; meets two of the eight hard-to-count characteristics
Diverse Mass (English) – Community Representative Review	
South Asian	Self-identifies as South Asian and/or is qualified to speak on behalf of South Asians
American Indian and Alaska Native (AIAN) – Focus Groups	
American Indian	Self-identifies as American Indian; is a member of a Tribe; lived on a reservation in the last 2 years; speaks English at home; meets two of the eight hard-to-count characteristics
Alaska Native	Self-identifies as Alaska Native; is a Shareholder of an Alaska Native Corporation; speaks English at home; meets two of the eight hard-to-count characteristics
Asian American – Focus Groups	
Chinese	Self-identifies as Chinese; primarily speaks Mandarin or Cantonese and speaks English less than "very well"; meets two of the eight hard-to-count characteristics

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Audience	Description of Criteria
Filipino	Self-identifies as Filipino; primarily speaks Tagalog or "Taglish" and speaks English "very well" or less than "very well"[3]; meets two of the eight hard-to-count characteristics
Japanese	Self-identifies as Japanese; primarily speaks Japanese and speaks English less than "very well"; meets two of the eight hard-to-count characteristics
Korean	Self-identifies as Korean; primarily speaks Korean and speaks English less than "very well"; meets two of the eight hard-to-count characteristics
Vietnamese	Self-identifies as Vietnamese; primarily speaks Vietnamese and speaks English less than "very well"; meets two of the eight hard-to-count characteristics
Asian American – Community Representative Review	
Undocumented Asian	Self-identifies as part of an Asian audience (see above) and/or is qualified to speak on behalf of undocumented Asians
Black – Focus Groups	
Black/African American (BAA)	Self-identifies as Black/African Americans; household earns an annual income of $35,000 or less; has less than a four-year degree; meets two of the eight hard-to-count characteristics
Sub-Saharan African (SAA) [French]	Self-identifies as African and is from the sub-Saharan Francophone regions of the continent (Benin, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Comoros, Republic of Congo, Democratic Republic of Congo, Cote d'Ivoire, Djibouti, Gabon, Guinea, Madagascar, Mali, Niger, Senegal, and Togo); speaks French "well" or "very well"; meets two of the eight hard-to-count characteristics
Black – Community Representative Reviews	
Afro-Caribbean	Self-identifies as Afro-Caribbean (of African descent from the Caribbean) and/or is qualified to speak on behalf of Afro-Caribbeans
Haitian Creole	Self-identifies as Haitian, born in Haiti, and proficient in Haitian Creole but not English; meets two of the eight hard-to-count characteristics
Undocumented African/Caribbean	Self-identifies as sub-Saharan African Francophone (see above) or Caribbean (see Afro-Caribbean or Haitian Creole) and/or is qualified to speak on behalf of undocumented Africans and/or Caribbeans
Native Hawaiian and Pacific Islander (NHPI) – Focus Groups	
Residents of Hawaii	Self-identifies as Native Hawaiian or from the Pacific Islands (Micronesian, Polynesian, or Melanesian islands); speaks English at home and can speak an indigenous language if Pacific Islander; meets two of the eight hard-to-count characteristics
Residents of U.S. Mainland	
Spanish, US Mainland – Focus Groups	
Spanish, U.S. Mainland *(includes a mix of countries of origin)*	Self-identifies as Hispanic (including mix of origins); speaks Spanish at home; is a resident of mainland U.S; first or 1.5 generation[4]; meets two of the eight hard-to-count characteristics
Spanish, Puerto Rico – Focus Groups	
Spanish, Puerto Rico *(island residents, not those living in the continental U.S.)*	Self-identifies as Puerto Rican or Dominican; meets two of the eight hard-to-count characteristics

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Audience	Description of Criteria
Emerging Audiences/Legacy Languages – Focus Groups	
Arabic	Self-identifies as MENA; speaks Arabic and does not speak English "well"; meets two of the eight hard-to-count characteristics
Brazilian (Portuguese)	Self-identifies as Brazilian; primarily speaks Portuguese "very well" and speaks English less than "very well"; meets two of the eight hard-to-count characteristics
Polish	Self-identifies as Polish; primarily speaks Polish "very well" and speaks English less than "very well"; meets two of the eight hard-to-count characteristics
Russian	Self-identifies as Russian by birth, background, or ethnicity; speaks Russian "very well" and speaks English less than "very well"; meets two of the eight hard-to-count characteristics

Notes: (1) Black/African American online testing participants were not required to meet hard-to-count criteria, so the BAA online audience is not the same as the BAA audience in focus groups, which is made up of participants who met hard-to-count criteria.
(2) LGB audience is limited to sexual orientation categories (i.e., lesbian, gay, bisexual) because, consistent with other Census Bureau surveys and forms, the gender identity screening question was a binary option (i.e., male/female) and thus did not measure non-cisgender identities.
(3) The Tagalog-speaking Filipino community typically has very high English proficiency (as English is one of the Philippines' national languages), so it would be difficult to recruit participants who speak English less than "very well."
(4) First generation is defined as people who are foreign-born, whose parents are both foreign-born, and who immigrated to the U.S. at age 17 or older; 1.5 generation is defined as people who are foreign-born, whose parents are both foreign-born, and who immigrated to the U.S. at age 16 or younger.

3.2.2 Analytical Approach and Research Design

As with QIPT, Campaign Testing employed an analytical framework to analyze data and feedback across all methodologies and audiences. Campaign Testing participants evaluated hundreds of creative originals in audio, digital, video, and static (i.e., print) format. Each creative original was designed to be used during one or more phases of the communications campaign. The three successive phases of the campaign—awareness, motivation, and reminder—each last approximately two months. The creative originals for each phase were designed to do exactly what the name of the phase implies: increase awareness of the 2020 Census, motivate people to participate, and remind those who have not yet done so to respond. Fewer creative originals were designed specifically for the reminder phase because some ads from the two earlier phases may also be used in the reminder phase.

In addition to belonging to phases, creative originals also belonged to an original family, or a collection of ads designed around a common concept or theme. Although each creative original was evaluated at the individual level, Team Y&R aggregated the individual-level data from the online qualitative activity sessions, focus groups, and community representative reviews to the family level (see Figure 8).

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Figure 8: Relationship Between Creative Originals and Original Families

Each creative original was evaluated on its performance on six key metrics: main message, clarity, emotional connection, relevance, influence, and overall response. Original families were evaluated along the same six metrics, and their metric scores represented a synthesis of the evaluations of individual ads within the family. These results helped determine whether audiences viewed each original family as relevant, motivating, and/or influential and were used to provide actionable insights to adjust, refine, and develop the final advertisements for the 2020 Census communications campaign. As shown in Table 21, the online qualitative and focus groups assessed ads on all six key metrics, whereas CRRs assessed ads on only four of the six metrics.[24]

Table 21: Campaign Testing Analytical Framework

Metric	Definitions/Questions	Online Qualitative	Focus Groups	Community Representative Reviews
Main Message	• *In your own words, what do you think the ad is trying to convey?* • *What questions, if any, come to mind when you see this?* • *Who do you think this ad is trying to reach?* • *Someone like you or someone else? Describe that person.*	**X**	**X**	**X**
Clarity	• *What, if anything, was confusing about the ad?* • *Is the call to action (CTA) clear?*	**X**	**X**	**X**
Emotional Connection	• *How does this ad make you feel?*	**X**	**X**	

[24] To limit the burden on community representatives, Team Y&R asked community representatives to evaluate creative originals based on only four of the six metrics. Additionally, representatives were asked to assess the "community relevance" rather than "relevance" of each piece.

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Metric	Definitions/Questions	Online Qualitative	Focus Groups	Community Representative Reviews
	• *Does it make you feel differently?*			
Relevance	• *Is the ad useful or relevant to you in any sense?* • *Is the ad useful or relevant to your community?*	X	X	X
Influence	• *What did you learn, if anything, from the ad?* • *How, if at all, does it change your view of the census?* • *What, if anything, did you see or hear today that made you feel differently about filling out the census form?* • *Was there anything unexpected about the storytelling approach?*	X	X	
Overall Response[1]	• *Summative evaluation by research team.*	X	X	X

Notes: (1) In testing, participants were asked for their "Overall Reaction" using the discussion prompt, "First, let's start general. Tell me what caught your attention overall." For analysis, Overall Response was assessed using insights from all metrics, including Overall Reaction.

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3.2.2.1 Online Qualitative Testing Research Design

Participants in online qualitative testing completed several different types of activities, as outlined in Table 22. These activities included interactive markup on static originals; review of video, radio, and digital originals; and response to discussion prompts designed to collect feedback from participants on the creative originals to which they were exposed.[25] Participants completed three days of activities over a five-day field period and evaluated two to four creative originals per day, for a total of nine or 10 across the three sessions.[26] On the final day, after participants had completed evaluating the creative originals, they were asked to review and give feedback on the *Shape Your Future. Start Here.* tagline and answer three reflection questions on the activity overall. Throughout the study, Team Y&R closely monitored responses, and online moderators probed for elaboration or follow-up when necessary.[27]

Table 22: Campaign Testing Online Qualitative Session Activities

Activity	Description
Static Advertisement Markup	Participants marked up static draft advertisements, such as those seen in print or on billboards. Participants were able to select a variety of reactions and pinpoint the element of the ad to which they were reacting. The reactions they could choose from were *like, dislike, confused, happy,* and *surprised.* Upon clicking an area on the creative piece and selecting their reaction, participants were prompted to write a short response explaining what they were reacting to and why.
Video (Animatic) & Digital Advertisement Review	Participants reviewed video or animatic advertisements designed for use on TV or in digital video settings. After viewing a video once, participants were shown instructions to watch the video a second time and to think about specific elements to which they had (or did not have) reactions. Participants were prompted to provide their overall reaction to the video, as well as their specific likes or dislikes, in an open-ended format.
Radio Advertisement Review	Participants reviewed audio advertisements designed for use on radio. After listening to the audio once, participants were shown instructions to listen a second time and to think about specific elements to which they had (or did not have) reactions. Participants were prompted to provide their overall reaction to the audio, as well as their specific likes or dislikes, in an open-ended format.
Discussion Questions	After reviewing each creative original, participants were prompted to share their thoughts about what they saw by answering the following questions: • First, let's start general. Tell me what caught your attention overall. • In your own words, what do you think the ad is trying to convey?

[25] After qualifying for the study, participants were assigned to one of several blocks within their audience. Each block corresponded to a specific subset of the 36 Diverse Mass creative originals tested and to the specific order in which they were shown. The creative originals chosen for each block and the order in which they were shown followed certain decision rules but were otherwise determined randomly. These decision rules helped to achieve blocks that were balanced such that each creative original was seen by a minimum number of participants (16 overall, and eight in the case of oversamples). The order was also informed by the phase of the advertising campaign of each creative original with the goal of showing awareness pieces first, then motivation pieces, and finally reminder pieces. Recruited participants were assigned to blocks such that all the blocks in a given sub-audience were as demographically balanced as possible.

[26] Participants chose when to log on to the online community and complete the activities, but they had to complete three days of activities over a five-day period to qualify as having completed the sessions and to earn the incentive.

[27] The moderators also removed any personally identifiable information inadvertently shared by participants and closely tracked each participant's progress throughout the five-day fielding window. Any participant who stalled out or became unresponsive received follow-up communications via both email and the online testing platform's direct message system. Participants who remained unresponsive were removed from the study after they had been in the study for five full days.

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Activity	Description
	• What questions, if any, come to mind when you see this? • What did you learn, if anything, from the ad? • Who do you think this ad is trying to reach? • Someone like you or someone else? Describe that person. • How does this ad make you feel? • Does it make you feel differently? • What, if anything, was confusing about the ad? • How, if at all, does it change your view of the census? • Is the ad useful or relevant to you in any sense? • Do you have any concerns or doubts after seeing this ad? What, if anything, is missing from this ad?
Tagline Questions	On participants' third day of activities, after they had completed all advertisement review activities assigned to them, they were asked a few questions about the *Shape Your Future. Start Here.* tagline: • You may have noticed a tagline on the ads you've viewed over the past several days. Please tell us the tagline, as you remember it, before advancing to the next part of the activity. [Showed image of tagline] In your own words, what does this tagline mean to you?
Final Reflection Activity	After completing all advertisement reviews assigned to them and the tagline review activity, participants were asked to complete a final reflection activity designed to review what they had learned about the census during the online qualitative session and elicit their overall takeaway message about the 2020 Census. The three questions asked were: • After what you've seen, how do you feel about the census? • What would you tell your families, friends, and colleagues to encourage them to fill out the 2020 Census? Is there anything else that you would like to share that we haven't touched on during the study?

3.2.2.2 Focus Group Research Design

All focus groups followed the discussion guide outlined in Table 23. Each focus group session began with introductions and an explanation by the moderator of the purpose of the group, then continued with a warmup exercise to explore participants' intention to respond to the census. Participants were then presented with pieces in original families, randomized within campaign phase, and asked for their reactions through a variety of questions consistent with the analytical framework.

Table 23: Campaign Testing Focus Group Discussion Guide Outline

Section	Questions
Introduction and Icebreaker	The moderator explained the purpose of the focus group, invited participants to ask questions, and asked everyone to introduce themselves.
Warmup	The moderator warmed up the conversation and explored the participants' intention to participate in the census.
Individual Creative Original Testing	The moderator presented and reviewed individual advertisements. The order of advertisements presented was randomized across focus groups.

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Section	Questions
Conclusion	The participants were provided an opportunity to share final thoughts, including whether anything they read or saw affected their opinions or perceptions of the 2020 Census.
False Close	Once participants were finished sharing their thoughts, the moderator consulted with the Team Y&R and Census Bureau observers to see if there were any follow-up questions they wanted the moderator to ask the participants. After posing and receiving answers to all follow-up questions, the moderator thanked participants and dismissed them from the session.

3.2.2.3 Community Representative Review Research Design

For community representative reviews, in lieu of a discussion guide, Team Y&R multicultural agencies used a structured conversational framework to elicit discussion of the creative stimuli on the topic areas outlined in the analytical framework.[28] As with the QIPT interviews, these interviews aimed to uncover meaningful themes and patterns that were consistent across community representatives.

3.2.3 Fieldwork: Sampling, Recruiting, and Fielding

3.2.3.1 Online Qualitative Fieldwork

The online qualitative sessions were conducted from April 22 to May 6, 2019. Table 24 shows the intended sample composition and targets for each audience as well as the final number of completes by group. In the first wave of recruitment conducted prior to fielding, PSB recruited 260 people, twice the number of participants needed to reach the target of 130 completes, to account for participant drop-off.[29]

Team Y&R used an online nonprobability panel sample provider to recruit from a broad geographic area. This method allowed Team Y&R to limit the number of participants from any one state to ensure no state was vastly overrepresented.[30] Team Y&R established soft quotas for the general population sample based on the 2016 American Community Survey 1-year Estimates to ensure that the study achieved representation across diverse groups as much as possible. For the five smaller oversamples, soft quotas were established to seek a mix of respondents across demographic characteristics including education, gender, race/ethnicity (when appropriate), age (when appropriate), and geographic region. For the

[28] Feedback from these review sessions was captured using a structured notetaking template that was based on the framework used to direct conversation. Review sessions were conducted in person, over the phone, and via web conference.

[29] Due to a low click-through rate on participant email invitations, the initial wave of online panel participants recruited was not enough to gather sufficient completes across all blocks of participants, so additional recruiting was conducted via the same online panel throughout the fielding period. Participants that joined partway through the testing period had the exact same user experience as participants who joined at the beginning of the study. Each participant was given five days to complete all the activities, during which they had to log in and complete activities on at least three days. Because no participant could see any other participant's activities or responses, new participants could not tell the study had already been in progress at the time they joined.

[30] Participation in online qualitative sessions was opt-in and voluntary; participants were individuals who had previously opted into a research panel and were familiar with the process. Team Y&R informed online qualitative session participants that the answers they provided would remain confidential and took steps to ensure participant email addresses (used only to send incentive redemption information to participants who completed the study) were not linked to responses.

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Households with Young Children audience, soft quota were also used to recruit a mix of relationships with young children (i.e., parents, grandparents, and other). Soft quotas are detailed in Appendix B.1.2 (page 370).

Table 24: Campaign Testing Online Qualitative Audiences, Target Sample Size, and Final Completes

Audience	Target	Final Completes
General Population	50	62
Black/African American (BAA)	16	29
English-Dominant Latinos	16	20
Lesbian, Gay, and Bisexual (LGB)	16	28
Households with Young Children (HHYC)	16	25
Young and Mobile	16	24
Total	**130**	**188**

Participants who completed the screening questionnaire received a points-based incentive for their time via the online panel sample provider. In accordance with the panel sample provider's established practices, these points could not be exchanged for cash but had approximate cash equivalence of $0.50 - $1.00. Participants who completed the online qualitative testing received a $75 incentive to offset the costs of participation.

3.2.3.2 Focus Group Fieldwork

Campaign Testing focus groups were conducted around the country, including Puerto Rico, during the seven-week period between March 25 and May 9, 2019. As with QIPT, participants had to meet the criteria described in Section 2.3.1 (page 38). The major difference was that the focus group screening questionnaire for the Campaign Testing included language requirements for non-English groups. (See Appendix B.1.4 on page 406 for the detailed screening protocol for each focus group.) As discussed earlier, focus groups were used to reach audiences meeting low self-response risk factors as well as populations that were less likely to be reached online, such as rural audiences.

Focus groups were conducted in 23 states and Puerto Rico. (See Figure 9 for a map of locations.) As noted in the Campaign Testing audience definitions, the locations (presented in Table 25) were selected in collaboration with Census Bureau subject matter experts and multicultural partners to provide sufficient concentration of the audience of interest for particular focus groups. Other factors that were considered included geographic diversity, the mix of countries of origin in particular locations, the potential for Census Bureau regional offices to observe, and minimization of travel costs for the government. Complete audience criteria are included in Appendix B.1.3 on page 374. To offset the costs of participation, participants received a $75 incentive.

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Figure 9: Map of Focus Group Locations for Campaign Testing

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Table 25: Campaign Testing Focus Group Audiences, Locations, and Number of Groups

Audience	Location	Number of Focus Groups	Group Total
Diverse Mass (English)			
Rural	West Virginia (2), Mississippi (2), Montana (2)	6	16
Households with Young Children	Texas (2), Pennsylvania (2)	4	
Middle Eastern/North African	Illinois (2), California (2)	4	
English-Dominant Latinos	Illinois (2)	2	
American Indian and Alaska Native (AIAN)			
American Indian	Wisconsin (4), Oklahoma (2), California (4), North Dakota (4), Washington (2), North Carolina (2), Florida (2)	20	24
Alaska Native	Alaska (4)	4	
Asian American			
Chinese	Mandarin: Texas (2), New York (2) Cantonese: California (2), New York (2)	8	22
Filipino	Hawaii (2), Nevada (2)	4	
Korean	California (2), Virginia (2)	4	
Vietnamese	California (2), Texas (2)	4	
Japanese	California (2)	2	
Black			
Black/African American (BAA)	Georgia (3), California (3), Mississippi (3), Ohio (3)	12	16
Haitian Creole	Florida (2)	2	
Sub-Saharan African Descent (French-Speaking)	Virginia (2)	2	
Native Hawaiian and Pacific Islander (NHPI)			
Residents of U.S. Mainland	California (2), Utah (2)	4	8
Residents of Hawaii	Hawaii (4)	4	
Spanish, U.S. Mainland			
Spanish, U.S. Mainland *(includes a mix of countries of origin)*	Washington (4), Illinois (4), Florida (4), Massachusetts (4), Texas (4)	20	
Spanish, Puerto Rico			
Spanish, Puerto Rico *(island residents, not those living in the continental U.S.)*	Puerto Rico (8)	8	
Emerging Audiences/Legacy Languages			
Arabic	New Jersey (2)	2	8
Brazilian (Portuguese)	Massachusetts (2)	2	
Polish	Illinois (2)	2	
Russian	New York (2)	2	
	Total	**122**	

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3.2.3.3 Community Representative Review Fieldwork

Team Y&R multicultural agencies conducted 34 review sessions from March 31 to May 10, 2019, and four additional review sessions from August 1-13, 2019.[31] Table 26 summarizes the audiences and number of reviews conducted for each audience. Team Y&R multicultural partner agencies compiled selection sheets that outlined their recommendations for community representatives and submitted them to the Census Bureau for approval. Selection sheets included basic biographical and contact information for each potential community representative, as well as a short paragraph detailing the rationale behind their selection.[32] Census Bureau partners provided feedback on the candidate representatives and approved the final list of representatives to be interviewed. Audiences covered by community representative review were selected from among those that had fewer than four focus groups or the equivalent number of participants from a combination of focus groups and online qualitative components.[33]

Table 26: Campaign Testing Community Representative Review Audiences, Multicultural Partners, and Number of CRRs

Audience	Team Y&R Multicultural Partner	Number of CRRs Conducted	Group Total
Diverse Mass			
South Asian (English-Speaking)	VMLY&R	4	
Asian American			
Japanese (Japanese-Speaking)	TDW+Co (TDW)	5	7
Undocumented Immigrants (Asian)		2	
Black			
Afro-Caribbean (English-Speaking)	Carol H Williams Agency (CHWA)	2	11
Haitian Creole		4	
Sub-Saharan African Immigrants (English- or French-Speaking)		3	
Undocumented Immigrants (African/Caribbean)		2	
Spanish, U.S. Mainland			
Undocumented Immigrants (Hispanic)	Culture ONE World (C1W)	4	
Emerging Audiences/Legacy Languages			
Arabic	VMLY&R	4	12

[31] The additional review sessions were conducted to test additional creative in Japanese (two sessions) and newly developed creative for Afro-Caribbean (two sessions).

[32] Each selection sheet also included backup selections in case they were needed.

[33] Team Y&R elicited input from community representatives when the online qualitative sessions and focus groups provided some coverage, but more information was desired to ensure all originals were robustly tested. For audiences that met the eligibility threshold of fewer than four focus groups, those with a population of more than 400,000 that speak English less than "very well" were allotted four CRRs to supplement their focus groups. Audiences with a population of less than 400,000 were allotted three CRRs in addition to focus groups. Population numbers for those that speak English less than "very well" were sourced from the 2017 American Community Survey data.

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Audience	Team Y&R Multicultural Partner	Number of CRRs Conducted	Group Total
Brazilian (Portuguese)	Culture ONE World (C1W)	3	
Polish	VMLY&R	2	
Russian	VMLY&R	3	
	Total	**38**	

3.3 Results

This section includes the results from Campaign Testing. Key takeaways and thematic findings are presented for each original family by audience. The Diverse Mass, American Indian and Alaska Native, and Native Hawaiian and Pacific Islander audiences include groups of interest. The same original families were tested across groups within each audience. Team Y&R synthesized the results of the groups to identify audience-level key takeaways and themes for each original family. Where appropriate, group nuances are discussed in the context of overall audience findings.

The Asian American, Black, and Emerging Audiences/Legacy Languages sections are groupings of related audiences. These audience results were grouped as an organizational tool for this report. Among these audience groups, original families were either trans-created[34] to multiple non-English languages, or unique original families were tested. Therefore, results are presented separately for each audience within an audience group.

Unique original families were tested among the Spanish, U.S. Mainland and Spanish, Puerto Rico audiences. Thus, each has its own key takeaways and themes at the family-level.

Table 27 lists each audience, group of interest, and grouping of audiences in the order they are presented in this section.

Table 27: Order of Results by Audience

Audience	Results Presentation
Diverse Mass (English)	
General Population	Group results are synthesized and presented as key takeaways and themes at the family-level for the audience overall.
Rural	
Households with Young Children (HHYC)	
English-Dominant Latinos	
Black/African American (BAA)	
Lesbian, Gay, Bisexual (LGB)	
Young and Mobile	
Middle Eastern/North African (MENA)	
South Asian	
American Indian and Alaska Native (AIAN)	

[34] Trans-Created means that advertisements were not directly translated but rather re-created in an additional language to be culturally appropriate while keeping the main message intact.

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Audience	Results Presentation
American Indian	Group results are synthesized and presented as key takeaways and themes at the family-level for the audience overall.
Alaska Native	
Asian American	
Chinese	Results are presented in separate audience-specific sections; each has their own key takeaways and themes at the family-level.
Filipino	
Japanese	
Korean	
Vietnamese	
Undocumented Asian	
Black	
Black/African American (BAA)	Results are presented in separate audience-specific sections; each has their own key takeaways and themes at the family-level.
Afro-Caribbean	
Haitian Creole	
Sub-Saharan African (SAA) [French]	
Undocumented African/Caribbean	
Native Hawaiian and Pacific Islander (NHPI)	
Residents of Hawaii	Audience-specific results are synthesized and presented as key takeaways and themes at the family-level for the audience overall.
Residents of U.S. Mainland	
Spanish, US Mainland	
Spanish, U.S. Mainland *(includes a mix of countries of origin)*	Results are presented as key takeaways themes at the family-level.
Spanish, Puerto Rico	
Spanish, Puerto Rico *(island residents, not those living in the continental U.S.)*	Results are presented as themes at the family-level.
Emerging Audiences/Legacy Languages	
Arabic	Results are presented in separate audience-specific sections; each has their own key takeaway and themes at the family-level.
Brazilian (Portuguese)	
Polish	
Russian	

Throughout this section direct quotes from participants will be provided to illustrate thematic findings. For context, these quotes will be attributed to the creative originals and methodology that generated the conversation. In cases where two creative originals share a name, the medium is also indicated. With the results organized by audience, audience is only specified in the quote attribution description to identify subgroups within the Diverse Mass discussion.

Table 28 provides an overview of how quotes are attributed throughout the section.

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Table 28: Quote Attribution Definitions

Quote Location	Quote Attribution
In text	(Ad name, medium, testing methodology)
Table Summary of Ads	Ad name (medium)
Audience-Specific Findings	(Ad name, medium, testing methodology)
Specific to Diverse Mass Results	
In text	(Ad name, medium, audience, testing methodology)

Notes: (1) The medium is only included when there are two ads with the same name

3.3.1 Warm-up Activities and Closing Discussion

While the primary results of the testing are organized around tested materials and thus the audiences for which those materials were developed, the warm-up and closing discussions across activities provide insight into the potential of the campaign overall to motivate self-response to the 2020 Census. Though not part of the analytical framework that guided the systematic analysis across creative pieces (and thus not designed to be asked in a quantitatively-minded fashion or true pre/post design), these opening and closing discussions provided anecdotal evidence that the more people learned about the census through their participation in focus groups or online qualitative testing, they often developed more positive views of the census and stated their intent to respond.

More specifically, when participants in focus groups were asked about their intent to respond to the 2020 Census both before and after the 90 minute sessions, intentions generally remained stable or shifted more positively. Similarly, when asked only at the end of Campaign Testing focus groups or online sessions about intent to respond to the 2020 Census, many participants shared positive feedback about the amount they had learned, the newly realized impact of their individual response, and the importance of encouraging others in the community to participate. This is not to say sentiment was unanimously positive, and the work of changing attitudes, intentions, and behaviors certainly cannot be accomplished in a single exposure or string of exposures. The potential of the overall body of work tested, however, to open minds and start conversations proved promising nonetheless.

<u>Insights from Online Testing</u>

- *"I feel more positive toward it [the census]. I didn't know anything about how it would affect me personally from doing it, I thought it was just taking statistics of who lives where rather than it being used by businesses and the government." (General Population, OT)*
- *"I never realized before the importance of the accurate count of the population through the Census. Especially how it affects education and programs for schools. I would definitely go out of my way now to let people know how important it is to participate. As I mentioned in one of the earlier questions, I do not have school age children, but hope to have grandchildren someday and I want the opportunities to be there for them. So I realize now how important the census really is, for right now and in the future." (General Population, OT)*

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- *"I feel like it is important for me to take the census now, and that I will definitely fill it out. I did not really know that the Census was mandated in the Constitution before but that makes it seem even more important." (Young and Mobile, OT)*
- *"I feel more positively [about the census]. Before these ads, I only knew that the census was counting people but I wasn't aware of how else the data would be used." (English-Dominant Latinos, OT)*
- *"I feel very positive about taking and participating and even encouraging others to do the same…I've been very impressed with the advertisements and how inclusive they are!" (LGB, OT)*

Insights from Focus Groups

- *"I knew nothing coming in today. I want to participate." (HHYC, FG)*
- *"I take this [the census] as something I want to share with other people. We don't really talk about this stuff, but now I'm going to ask people what they think about the census, and I want to tell them more about it." (Spanish, U.S. Mainland, FG)*
- *"Over ten years, the community might have prospered or might have lost some grants—since the last census. But now I understand the importance of the census for what it's about. The part where it helps with grants and programs here in [city]." (AIAN, FG)*
- *"Now that I know, I feel like I should tell people. If they have the time, they should do it [respond to the census]." (BAA, FG)*
- *"I've never seen it [the census form], but I'll probably look for it now. Now I know—I'm going to be checking the mail more often." (NHPI, FG)*
- *"Before, I didn't know about the big picture, so this has changed my perspective. Before it [the census] was just a roll call. Now I see the bigger picture, and I know it's important." (Korean, FG)*
- *"It's like the people who are doing this are valuing us. They are giving us a branch for us to grab onto [to help ourselves]." (Spanish, Puerto Rico, FG)*

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3.3.2 Diverse Mass

As mentioned in Section 3.2.1 (page 79), the Diverse Mass audience is composed of people with a wide range of demographic characteristics and includes oversamples of English-reliant audiences of interest. Online qualitative testing was conducted among the following groups: General Population; Lesbian, Gay, Bisexual (LGB); Young and Mobile; English-Dominant Latinos; Black/African American (BAA) and Households with Young Children. Exact recruitment details can be found in Tables B.1-B.6 in Appendix Section B.1.1 (page 365). Audience-specific focus groups were conducted with people who met the requirements for the English-Dominant Latino, Households with Young Children, Rural, and Middle Eastern/North African audiences. The detailed recruitment criteria for these audiences can be viewed in Appendix Section B.1.3 (page 374). Lastly, community representative reviews were conducted with representatives of the South Asian population; those interviewed self-identified as South Asian and/or were qualified to speak on behalf of the South Asian population.

Team Y&R developed 36 creative originals in English and tested them with the groups that make up the Diverse Mass audience. The creative originals were nested within five creative families and spanned all three phases of the campaign. All English ads were tested in online qualitative sessions (also referred to in this report as online testing or OT). A selection of ads was tested in focus groups (FG) and community representative reviews (CRR). A full description of the ads that were tested with each audience and using each methodology can be found in Tables Table C.3, Table C.6, Table C.9, Table C.12, and Table C.15 in Appendix C.1.1 (page 529)

A summary of the ads tested with the Diverse Mass audience are presented in Table 29, Table 31, Table 33, Table 35, and Table 37 at the beginning of each creative family section.

3.3.2.1 Key Takeaways

Advertisements that contained a balance of emotional storytelling and clear, relevant, motivating information were the most effective. Across all original families, people had difficulty connecting to the creative originals that had little emotional pull or storyline, but they got lost when the storytelling overemphasized nonessential information in the ad.

Participants were not motivated by ads that failed to draw them in.

- *"I think people are going to see it and say, 'What?' [They] will not even get to the small print." (*Omnibus*, static, English-Dominant Latino, OT)*
- *"I don't know if it's enough to convince everyone to do it." (*Not Your Boss*, General Population, OT)*

Some got lost in the complexity or distracted by the lengthy expositions of other ads.

- *"I'm lost. I didn't get it." (*Recipe*, video, HHYC, FG)*
- *"This didn't explain why. Lose the beginning. Just go to our forefathers. The part explaining the census was great. A lot of people don't really realize that. If I thought the forefathers had something to do with it. Why did they throw in she kisses his picture? And it pulls away from the good information." (*Dad*, Rural, FG)*

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- *"Too much focus put on the baby and not the reason for the ad." (*My Baby Counts*, General Population, OT)*

Ads such as *Omnibus* (video) and *Across America* struck the right balance by combining compelling storytelling with important information in a way that motivated people to participate.

- *"I think that gives you a good idea about a lot of what census covers. That was the best one. Gives you a good feeling inside. Good straightforward info about what it covers and why you should do it." (*Omnibus*, video, Rural, FG)*
- *"The visuals help create positive feelings. It made me happy to see how much good the census can do to help many communities." (*Across America*, Young and Mobile, OT)*

Creative originals that focused on multiple benefits were more appealing than those that focused on a single benefit. People liked creative originals that discussed multiple census benefits at once. Although people were motivated by ads that discussed education funding, for example, when a creative original only focused on one benefit, they often tuned out if that benefit was not important to them or if they wondered what other benefits might be affected by the census.

- *"I liked it so much better—it's not just schools, it's all these different benefits." (*Grandfather*, MENA, FG)*
- *"[I] like the roads and hospitals, it's not a video just for kids but it includes everyone." (*Across America*, English-Dominant Latinos, OT)*
- *"I am happy to know that the census improves schools, roads, and many other things that matter in our lives." (*Grandfather*, BAA, OT)*
- *"I learned that answering the census helps with figuring out funding for federal programs and could help local gov't as well with busing and what not." (*Senior Strong*, General Population, OT)*

Messaging that linked census participation to a better future for kids was broadly motivating. Using children to deliver the call for census participation elicited positive emotions and motivated even non-parents to say they would participate. Kids as narrators helped people see the positive impact participation can have on future generations.

- *"Happy that this census 'is possibilities' to equip children at school to better educate them and make them healthy." (*Kids First*, General Population, OT)*
- *"It makes me want to participate in the census for the sake of my children and grandchildren." (*Dear Parents*, English-Dominant Latinos, OT)*
- *"Aimed towards families because it made me think of my kids — preschools, walk-in clinics, things pertaining to people with kids." (*Omnibus*, video, HHYC, FG)*
- *"I like that the school children are driving home the fact that they are depending on the adults to make this a better world by completing the census." (*Do Smart Things*, General Population, OT)*

Participants did not connect with stories that were overly focused on a single region or group and favored ads that depicted diversity. Narratives that were too focused on a single region or group often made participants feel isolated in the Diverse Mass audience, including those who were part of the region or group depicted in the ad. People almost universally expressed a desire to see diversity in communications from the Census Bureau.

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- *"I was slightly offended. I appreciated they included African Americans. I didn't appreciate it as a female — 'young boys to thrive'. Didn't say inclusive. Little Black boys and some Black man."* (Ray, *BAA, OT)*
- *"To reach me, show more diversity."* (Ray, *HHYC, FG)*
- *"The budget number not applicable to me. People in Chicago think it's great but we're [here] and it doesn't relate to us."* (Growth, *MENA, FG)*

3.3.2.2 Census Is Possibilities

Table 29: Summary of Census Is Possibilities *Ads Tested With Diverse Mass Audience by Phase*

	Awareness	Motivation	Reminder
Census Is Possibilities			
Burger Joint (static)	X		
Health (audio)	X		
Education (audio)	X		
Grandfather (audio)	X		
Kids First (video)	X		
Omnibus (static)	X		
Omnibus (video)	X		
Online (static)	X		
Every Town (digital)		X	
Why Take the Census? (digital)		X	
Doors (video)			X

Notes: (1) All ads can be viewed in Appendix C.1.1.1 on page 530.

The *Census Is Possibilities* family is composed of ads focused on the benefits that an accurate census count can bring to people and communities around the country. The ads highlight potential benefits such as funding for schools, new businesses, and improvements to parks and transportation systems. There are two ads in this family that also aim to inform viewers about different modes of participation. *Online* (static) calls attention to the option to complete the 2020 Census online, and *Doors* reminds the public that an enumerator will visit their home if they have not completed the census online, by phone, or by mail. Team Y&R tested the ads in focus groups (FG), online testing (OT), and community representative reviews (CRR) with participants evaluating each ad based on the metrics in Section 3.2.2 (page 82).

Testing revealed that the benefits outlined in the ads resonated with a variety of people within the Diverse Mass audience A number of common themes and group-specific takeaways emerged that will be used to develop additional ads and refine existing ads. In brief, participants and representatives connected with ads that highlighted potential benefits of census participation, and they felt motivated to participate after learning that the 2020 Census will include an online response option. Some were especially motivated to complete their census online, by phone, or by mail when they learned that an enumerator would visit them if they did not use one of those options early enough.

People took note of the benefits mentioned in the ads and reported feeling motivated to participate. Across audiences, people picked up on benefits emphasized in the ads, including funding for roads, clinics, schools, and small

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businesses. Many people liked the focus on funding for schools discussed in ads like *Education* and *Kids First*. However, they more greatly appreciated ads that highlighted potential benefits beyond funding for schools — such as improved access to health care and increased funding for states and cities. Generally, the variety of benefits depicted was a strength relative to executions that focused on single benefits.

- *"The thing that most popped out to me is that the census shapes what gets funded and how it can get more schools, school lunches funded, and more things towards our children's futures." (*Education*, HHYC, OT)*
- *"They were not just talking about schools—they are [talking about] our future and if we are lucky, we will get older. It was broader, I liked it, and I would pay attention." (*Omnibus*, video, General Population, OT)*
- *"It should try to appeal to everyone not just people who have kids or care about kids/schools. I realize nowadays that's hard though. But I think it could try more to reach out to everyone. I'm not sure how except don't confine the focus to kids/schools." (*Education*, General Population, OT)*
- *"I like how it gives different needs of different states and implies that filling out the census will help achieve those wants and needs." (*Every Town*, BAA, OT)*
- *"Great information for people that don't know that businesses may determine where to build their business based off of the population data from the census." (*Burger Joint*, LGB, OT)*

Many participants either explicitly or implicitly stated that they felt motivated to participate after viewing these ads.

- *"Makes me even more want to participate!" (*Omnibus*, static, English-Dominant Latinos, OT)*
- *"This video was very informative. It encourages us to look forward to completing the 2020 Census to better shape our future." (*Omnibus*, video, BAA, OT)*
- *"This video explains very well why we need to fill out forms for the 2020 Census in our community." (*Doors*, English-Dominant Latinos, OT)*

***Online* (static) and *Doors* increased understanding of how to participate in the census, but *Doors* left some feeling uneasy about a potential visit from an enumerator.** Most participants were pleased to learn from *Online* (static) that they would have the option to complete the 2020 Census online. This piece used humor—noting that the census does not care if you "wear your pajamas"—to inform viewers that the census could be completed online. Across groups, reactions to this ad were positive and straightforward. It was clear to participants that completing the census online would be an easy task, and many mentioned after viewing this ad that they planned to complete it online themselves.

- *"What caught my attention is that you don't have to go out to complete the census but you can complete it at home while being comfortable because it's online." (*Online*, static, BAA, OT)*
- *"This ad makes it sound easy to do your census." (*Online*, static, General Population, OT)*
- *"It's online so people will actually do it. Convenient. Appealing." (*Online*, static, HHYC, OT)*
- *"This really will help certain groups feel comfortable and relatable. Gives the reassurance that they still can make a difference with their communities even in lazing mode." (*Online*, static, Young and Mobile, OT)*

Doors informed people that an enumerator would come to their home to assist them with the census if they did not fill it out using other methods and urged them to open the door if an enumerator visited. For the Diverse Mass audience, this

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message elicited responses ranging from appreciation to concern that a stranger might visit. Some people were happy to hear that an enumerator may come to help them. Others felt neutral about a potential visit from an enumerator; that possibility did not detract from their focus on the "census is possibilities" main message in the ad.

- *"Yes! I expect to complete the census online, so I don't see a reason for the census worker to come to my door, but it is reassuring knowing that they're there to remind me if I forget." (*Doors*, Young and Mobile, OT)*
- *"Visuals were great and message was great—hey, please open your doors and give the correct info so your community can get the right transit/health care funding from the federal government." (*Doors*, South Asian, CRR)*
- *"That the census will open doors in your community both literally and figuratively to things like federal funding." (*Doors*, Young and Mobile, OT)*
- *"[The message was] that we get to shape and decide what happens in our community by being involved in the census." (*Doors*, LGB, OT)*

Although many reacted positively, some people were concerned about the possibility of a visit from an enumerator. These concerns took two forms. There were those who were concerned that a person with nefarious intent could come to their door posing as an enumerator and harm them, and others who were concerned that immigrants would not open the door to an enumerator out of fear of government officials.

These are examples of concerns stemming from social distrust:

- *"I don't like opening my door for strangers. People can fake badges and impersonate officials who work for the census." (*Doors*, General Population, OT)*
- *"If you ain't already filled out your census it [the ad] shows people coming to your door. That would be scary where I come from." (*Doors*, Rural, FG)*
- *"My concern is with all of the crime and illegal activities going on, will people feel safe opening their doors. They have to make sure that they have the proper credentials." (*Doors*, BAA, OT)*

These concerns stemmed from political distrust:

- *"Illegal immigrants are not going to trust them [the Census Bureau]—they can do whatever they want with that information." (*Doors*, HHYC, FG)*
- *"Again, I think it [reaction to an enumerator visit] depends on how long you've been in this country, what your profession is, what your immigration status is, and where you live. There's definitely some fear in the community but not all over the community." (*Doors*, South Asian, CRR)*

Advertising a potential enumerator visit motivated self-response for some. After watching *Doors* and learning that an enumerator might visit their home, many participants said that they would complete the census early (often using the online option) to avoid such a visit. This negative motivation was also observed in other audiences that were shown the *Doors* video animatic (see Section 3.3.19 on page 265 for Polish audience reactions and Section 3.3.20 on page 272 for Russian audience reactions). However, some interpreted the message as telling them to wait for an enumerator to visit them (See Section 3.3.17 on page 253 for Arabic audience reactions). Taken together, these findings suggest that it is

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possible to motivate people to participate while also educating them about a potential visit from an enumerator, but the ad must be clear that they should not wait.

- *"If there was a guarantee that I did it on the phone or online that you will NOT knock on my door, I would do it."* (Doors, *English-Dominant Latinos, FG)*
- *"[This ad] doesn't change my view of the census. It makes me a little more inclined to fill it out on my own though, because I don't like unannounced visitors. I wouldn't want them coming to my door."* (Doors, *Young and Mobile, OT)*
- *"Fill out that census if you don't want a knock at the door."* (Doors, *LGB, OT)*
- *"I'm going to do it online, mainly because I don't want someone coming to my door."* (Doors, *Rural, FG)*

A summary of group-specific findings for the *Census Is Possibilities* family can be found in Table 30.

Table 30: Diverse Mass Group-Specific Takeaways for Census Is Possibilities *Family*

Group-Specific Findings	In Their Own Words
General Population	
Ads in this family performed well and resonated with participants. Participants thought the message was clear for the majority of the ads and liked that they reached out to a diverse group of people. Although participants felt the ads were relevant to them, their families, and their communities, they wanted more information about the process of participation in the census.	• *"I like that the ad shows different kinds of living situations and people of different ethnicities."* (Omnibus, *video, OT)* • *"I never really thought about how the census results can help big or small business. I can see how beneficial this can be."* (Burger Joint, *OT)*
Rural	
Rural participants responded positively to the ads but sometimes needed more information to fully understand an ad. A lack of knowledge about what the census is and how it works made it hard for rural participants to digest all of the information in every ad.	• *"The dad didn't really answer the question—I still don't know what the census is."* (Health, *FG)* • *"If I go to 2020census.gov will I get the answer to how much money I would get?"* (Why Take the Census, *FG)*
Census enumerators may not be welcome in rural areas. Rural participants noted that strangers coming to their door is not a common, or necessarily welcome, occurrence. The ad reminded viewers that an enumerator might come to their door if they have not completed the census, but that did not overcome existing feelings rural participants had about opening the door to strangers. Some participants even mentioned their concern for enumerators, saying some people they know might react violently to strangers on their property.	• *"If you're coming to my door, you better be coming for a damn good reason."* (Doors, *FG)* • *"They're going to shoot you if you knock on their door."* (Doors, *FG)* • *"They need to tell you what day they're coming. Not just for my safety, but for theirs!"* (Doors, *FG)*
Households with Young Children (HHYC)	
Participants connected with the ads, especially those highlighting benefits of funding for schools. The overall reaction to the ads in this family was positive, and participants immediately noticed the "census is possibilities" message.	• *"He explained the census to the children. So the kids could understand. And a lot of times you tell kids things they come back and tell the parents."* (Education, *FG)*

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Group-Specific Findings	In Their Own Words
Participants frequently mentioned the connection to school funding and education as something that caught their attention.	
Participants found the online option particularly appealing. People living in households with young children suggested that the online option appealed to them because it would make it easier to fit participation into their busy lives.	• *"Online, cell phone. That's so convenient for me. I have kids, a husband, and clean [so I'm busy]. This is so convenient. I hope this is true." (*Online*, static, FG)*
English-Dominant Latinos	
Participants successfully repeated back the main messages about complex households, self-response modes, and the allocation of federal funds. The benefits messaging made individuals feel more motivated, and this group said the ads felt relevant and for "everyone."	• *"I can relate to it because my great-grandfather came from Mexico to make a better life for his family." (*Grandfather*, FG)* • *"Doing the census we can see how our country has changed and where we need funding." (*Omnibus*, video, OT)*
Black/African American (BAA, online)	
Participants connected with the concepts shown in the ads. This group said the ads provided useful information about the impact the census can have on communities and felt encouraged to participate after viewing the ads.	• *"This ad is very useful and relevant to me because it reminds me of the positive benefits for communities that come from participating in the census process." (*Every Town*, OT)* • *"This ad is perfect! It displays diversity and inclusion and delivers a very clear and concise message." (*Omnibus*, video, OT)*
Participants were motivated by the online option. Black/African American participants responded positively when they learned that the 2020 Census will be conducted online. Many stated that they were more likely to participate in the census because of the online option.	• *"Now the census can be taken online and you'd be surprised at how easy and convenient it would be. No excuses. Even if someone is not tech savvy, someone can assist them in getting it done." (*Online*, static, OT)* • *"[Speaks to] people like me—who does not drive and [is] on disability this is perfect. There is no excuse not to do the census forms." (*Online*, static, OT)* • *"Yes, it's relevant to me because the computer is my main source of communication and source of finding information. With the census being online to take it makes it all that more feasible I will take it." (*Online*, static, OT)*
Lesbian, Gay, Bisexual (LGB)	
The LGB audience felt informed by the ads in this family and responded very positively to it overall. In particular, the message about bringing benefits to the community was well received and motivating. Participants appreciated the real-world examples of community benefits (e.g., roads, schools, doctors) and were motivated to participate after viewing these ads.	• *"The message is that in all places across the country, there are community needs for infrastructure, doctors, professionals, schools, etc." (*Every Town*, OT)* • *"It gave me a better outlook on the census." (*Doors*, OT)*
Young and Mobile	
The Young and Mobile audience was motivated by the ads in this family. Participants had very few negative things to say about the ads in this family. They understood and liked the messages of most of the ads.	• *"The public transit and schools are a must in my community which is a city and slowly growing bigger in population. The census really can be helpful towards public goods and services of the communities." (*Doors*, OT)*

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Group-Specific Findings	In Their Own Words
They were especially motivated by the inclusivity of an online option. This audience thought that the online option would be appealing to them but would also be helpful for people living with disability or anyone who is busy with other tasks. They connected most strongly with *Online* (static) because they liked learning that they could complete the census online and responded positively to the humorous tone of the ad.	• *"Assures people you barely need to lift a finger let alone take a ride when you can easily fill out your census in the comfort of your own home." (*Online*, static, OT)* • *"[This is for] people who struggle to leave the house whether it be from lack of transportation, disability, or mental disorder. Or even for those who are busy and out and about all the time, but cannot find a good time to run to a census building to give information to." (*Online*, static, OT)*
Middle Eastern/North African (MENA)	
Desired more information about the census process. Participants expressed a degree of skepticism about the census and struggled to understand some of the more complex messages when they lacked basic knowledge of how the census works.	• *"I have kids who do these things and I pay for it. Yes, it is relevant to me but I literally pay for every single program I put my kids through. Where is that money because I've never directly seen it?" (*Kids First*, FG)* • *"How can the census give you the new burger joint?" (*Burger Joint*, FG)*
South Asian	
Concern about enumerator visits. Representatives did not think that *Doors* did an adequate job of assuaging immigrants' fears of a visit from a government official. They thought that the process needed to be explained more clearly, and that it would be helpful if more information were provided about how census data will be used after it is gathered. *Note: *Doors* was the only ad from this family tested with this audience.	• *"This does nothing to allay any fears, all it says is somebody who probably works for the government will come knocking on your door and you should open it." (*Doors*, CRR)* • *Biggest question in so many immigrant communities—what comes next with data? What happens in my community later?" (*Doors*, CRR)*

3.3.2.3 Everyone Counts

Table 31: Summary of Everyone Counts *Ads Tested With Diverse Mass audience by phase*

	Awareness	Motivation	Reminder
Everyone Counts			
We Are Diverse (video)	X		
Across America (video)	X		
How Private? (digital)		X	
Do Newborns Count? (digital)		X	
Roommate (static)		X	
Census Builds Communities (static)		X	
Newborn (static)		X	
Not Your Boss (static)		X	
Digital Assistant (audio)		X	
My Baby Counts (audio)		X	

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	Awareness	Motivation	Reminder
Except Fido (digital)		X	
Living in America (static)		X	
Complex Family (video)		X	
Mayor (video)		X	

Notes: (1) All ads can be viewed in Appendix C.1.1.2 on page 535.

The *Everyone Counts* family, summarized in Table 31, is made up of ads designed to depict a wide range of people in the U.S. public—from newborns and recent immigrants to the mayor of a small town—and clearly convey the main message that everyone who lives in the United States should be counted in the 2020 Census. In focus groups, online testing, and community representative reviews, participants were asked to evaluate the ads on the metrics described in Section 3.2.2 (page 82). From these assessments, a number of consistent themes emerged that were used to inform decisions about refinement and production of these ads and the creation of additional pieces.

The diversity depicted in the ads resonated with this audience. Participants and representatives from all groups that make up the Diverse Mass audience took note of and, in most cases, reacted positively to the diversity and inclusive imagery depicted in these ads. The *Across America* video animatic, in particular, had wide appeal and resonated with all groups. The depiction of a variety of different types of people living in America stood out as a strength to many participants, from rural focus group participants to immigrant community representatives.

- *"Sold me more on the bigger picture. Talking about diversity, could see myself in ad. Wasn't just about me." (*Across America*, Rural, FG)*
- *"When people come around to actually ask you the questions, you feel like you're part of something bigger, and by contributing my info I'm part of this larger whole." (*Across America*, South Asian, CRR)*
- *"I like the message, 'In America, we all count, no matter where we call home.' It makes me feel loved and important." (*Across America*, BAA, OT)*
- *"I like the diversity of people and living situations." (*We Are Diverse*, General Population, OT)*

Positive feelings about the diversity depicted in the ads translated into improved perceptions of the census and the importance of participation.

- *"I feel glad that the census is so committed to diversity." (*Living in America*, Young and Mobile, OT)*
- *"Good message for racial and sexual orientation inclusion in the census. Minorities and gays should not be afraid to participate." (*Census Builds Communities*, LGB, OT)*

In fact, participants had a difficult time connecting with ads that did not seem to be speaking to a diverse audience. The video animatic *Mayor*—which depicts a mayor explaining the benefits of the census to his largely homogenous small town—was negatively critiqued by a variety of people in the Diverse Mass audience, including those living in small towns. Similarly, some thought that the depiction of a single Pakistani family in *Complex Family* was too narrow. In the case of *Do Newborns Count, My Baby Counts,* and *Newborn*, it was more difficult for non-parents than parents to connect with these ads because the narrow focus on one group made the message feel irrelevant to them.

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- *"Hardly any Black people in that commercial. I have two mixed grandbabies and I didn't see any Black people. It's a census. Put more diversity in there." (*Mayor, *Rural, FG)*
- *"I felt excluded. If I was looking at the TV channel. It's a melting pot." (*Complex Family, *HHYC, FG)*
- *"It wasn't aimed towards my demographic and therefore doesn't catch my attention as much as the other ads." (*Do Newborns Count?, *General Population, OT)*

Despite the positive reactions to and demand for diversity and inclusive imagery, some ads in this family prompted questions about participation among undocumented immigrants. For some, the diversity in *Living in America, We are Diverse, Complex Family,* and *Newborn* signaled that the ads were speaking to undocumented immigrants and caused them to wonder whether undocumented immigrants are counted in the census. In general, reactions to this perception were neutral, with only a few people expressing negative feelings related to the perception that undocumented immigrants were being invited to participate in the upcoming census.

- *"Is the census available to only American-born citizens?" (*We Are Diverse, *English-Dominant Latinos, OT)*
- *"What confused me is that really it's the parents who [fill it out] for the babies to be counted. What about those babies that [were] brought here and have illegal parents? Are they counted as well?" (*Newborn, *General Population, OT)*
- *"Community groups would explicitly say 'regardless of your immigration status' but know you may not be able to say that and that's why the wording used is there." (*Living in America, *South Asian, CRR)*
- *"It's important to count all people, regardless of their immigrant status." (*Complex Family, *General Population, OT)*

Participants understood the main message—everyone counts—but infrequently picked up on or fully understood secondary messages. As evidenced by the comments in the previous section, these ads effectively communicated the message that "everyone counts" to the Diverse Mass audience, but often fell short of communicating secondary messages about how the census works and how participation translates into benefits. Key evidence that people did not notice or grasp secondary messages can be found in questions people asked and in the things people did not say. For many audiences, comments about the ads did not move beyond the main message. For those who noted secondary messages, many expressed a desire for a more direct explanation of how the census works and how participation translates to benefits for individuals and communities. Ads that employed complex storytelling, such as *My Baby Counts*, did not perform well.

- *"More direct connection to census funding informing well-being of your community overall [is needed]." (*Living in America, *South Asian, CRR)*
- *"It did a good [job] of making me feel like this may be a good thing to do, but the 'so what' might have been left out a bit … how's it going to help me, how's it going to change access to health care?" (*Across America, *MENA, FG)*
- *"It does need a little more information … more of an explanation of what is it about. They had all these benefits but it wasn't explained properly for me. If I were to see it once I wouldn't understand it." (*Across America, *English-Dominant Latinos, FG)*
- *"Is this census to be completed for each household or every adult, how does this work?" (*Roommate, *General Population, OT)*

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- *"She started kicking out all these numbers. She is saying, 'Hey Mom your babies count.' I am not trying to be smart. My son is 7 months, but only pregnant women count 3 months and down to the second." (*My Baby Counts*, HHYC, FG)*

Table 32 synthesizes group-specific findings.

Table 32: Diverse Mass Group-Specific Takeaways for Everyone Counts *Family*

Group-Specific Findings	In Their Own Words
General Population	
Participants enjoyed the humor, upbeat tempo, and inclusive imagery. These ads were well received by general population participants who clearly understood the main message and liked the way the ads portrayed diversity and the country.	• *"Makes me happy that this ad is letting everyone know that no matter where you come from you're still important and matter." (*Across America*, OT)* • *"I think it's funny and a good way to get people to be involved." (*Except Fido*, OT)*
Rural	
Rural participants valued diversity and disliked stereotyping of rural America. Participants saw themselves and the America they know in the diversity of ads like *Across America*, but they balked at the inauthentic depiction of a small town in *Mayor*. Across all three focus group locations, participants thought *Mayor* (video) was stereotyping rural America. Many mentioned that this is what people "think" their towns look like.	• *"That's what America is—the melting pot—there's just so much." (*Across America*, FG)* • *"The town should be bigger. The cowboy hat just appeals to country people." (*Mayor*, FG)* • *"Feels like an ad someone not from Montana would put together for us." (*Mayor*, FG)*
Households with Young Children (HHYC)	
Ads about newborns and kids resonated and were informative. Overall, the use of newborns and kids in the ads caught this audience's attention, making it easy for them to focus on the message and motivating them to complete the census.	• *"It makes me appreciate why the census is important for all people to be accounted for." (*Do Newborns Count?*, OT)* • *"That part about being age zero made me think, and I like it. Even if you're age zero, you still count." (*My Baby Counts*, OT)* • *"This is trying to reach any parent with kids, which would be someone like me. Someone who would want the best funding for their children's schools and meals, nice roads and a better town/city." (*Newborn*, OT)* • *"A homerun. It all combines into each other. It doesn't just [have to] be about the Muslim. [It's also about] kids that are walking and not talking yet. All kinds [of people]. Even if you are adopted." (*Across America*, FG)*
English-Dominant Latinos	
English-Dominant Latinos appreciated the diversity and demonstrated increased knowledge of and motivation to participate in the census. Participants expressed an immediate positive reaction to the diversity represented in the ads and thought that the messaging was inclusive, persuasive, and relevant. Unlike other groups, many in this audience also made a	• *"[Changed my view] in a positive manner because of its all-inclusive nature." (*Roommate*, OT)* • *"It's relevant to me because it may help change my community not only for me but for my family and future generations." (*Newborn*, OT)*

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Group-Specific Findings	In Their Own Words
connection between the census and the future community benefits.	• *"By filling the census out, it is for the better of the future. I feel comfortable. I see myself in that ad." (*Across America*, FG)* • *"It's good that you say what the census really does because I think a lot of people (myself included) don't know the purpose beyond collecting personal data." (*We Are Diverse*, OT)*
Black/African American (BAA, online)	
Many understood and believed the messages in the ads and appreciated the diversity, but some remained skeptical because of deep distrust in government. Participants from the online sample tended to have positive reactions to the ads in this family. However, it was difficult for some to move past their skepticism of the government in response to the more emotional/aspirational ads.	*Positive reactions:* • *"The ad makes me feel like I matter. It makes me feel strong and confident." (*We Are Diverse*, OT)* • *"We all count. I love this because there's no exclusion of anyone or any person based solely on the color of one's skin color or race." (*Across America*, OT)* *Skeptical reactions:* • *[Did you learn something?] "It's hard to say, because I'm not sure of the sincerity." (*Mayor*, OT)* • *"That is so not true. We do not all count. They want us to believe that we all do, but some of us do not count." (*Complex Family*, OT)*
Lesbian, Gay, Bisexual (LGB)	
Inclusive messaging and imagery caused these ads to receive a very positive reception from the LGB audience. LGB participants generally understood and appreciated the main message behind this ad family—everyone counts. The family was inclusive, and even those who had issues with certain ads enjoyed the overall message. The message of inclusion was very relevant and resonated strongly with these members of a marginalized community.	• *"So inclusive to the gay and lesbian community! Love it!" , OT)* • *"[Makes me feel] happy. It radiates positivity for me." (*My Baby Counts*, OT)*
Young and Mobile	
Young people connected with the diversity and inclusion and demonstrated a deep understanding of key messages. This group had an overwhelmingly positive reaction and connection to the ads in this family. They also, more than other groups, demonstrated a deep understanding of the key messages and effects of the census.	• *"All the diversity in the video, which makes it seem believable and real because that's how America is now. It's very diverse and wonderful." (*We Are Diverse*, OT)* • *"It's relevant to me since I grew up in an interracial family and never saw that represented anywhere! That made me really happy." (*Across America*, OT)* • *"The ad is telling people that for the first time ever, they can fill out the census online. The census also affects how much money will fix roads, fund schools, and even hospitals." (*Digital Assistant*, OT)* • *"It makes me feel more positive towards the census as it's trying to capture a true picture of our population." (*Census Builds Communities*, OT)*

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Group-Specific Findings	In Their Own Words
Middle Eastern/North African (MENA)	
MENA participants understood the main message of these ads but wanted more information about the purpose and process of the census. This audience wanted the ads to have a more obvious explanation of the purpose of the census. The concepts did not clearly connect the census data to potential community benefits, often leaving participants confused. Participants mentioned that the narrative in some of the ads seemed too broad and difficult to relate to.	• *"Is it starting April 1? Or is it only April 1? If you didn't partake in the past, it's not really telling you much."* (Complex Family, *FG)* • *"It didn't describe much of what we're doing with the census, what it's doing."* (Across America, *FG)* • *"I think explaining, 'when you count, your roads count.' How do they count? I don't know how they play together. More information about how it actually does affect the infrastructure. I think it was the lack of information there that made me feel like they weren't tying together."* (Across America, *FG)*
South Asian	
There were positive reactions to all ads, but representatives wanted more information about how census participation translates into community benefits. The representatives felt positively about the ability of the ads in this family to reach the South Asian population, but also wanted to see a stronger link between responses to the census and the community benefits the ads mentioned. They suggested several times a clearer connection between the two would help the messaging be more motivating.	• *"This ad doesn't necessarily target South Asian community but definitely speaks to them because of where they come from."* (Doors, *CRR)* • *"It's important to be counted for reasons that aren't totally clear but could be related to health care, education, or other things, but there's no real link to establish that."* (Across America, *CRR)*

3.3.2.4 Kids

Table 33: Summary of Kids *Ads Tested with Diverse Mass Audience by Phase*

	Awareness	Motivation	Reminder
Kids			
Do Smart Things (video)		X	
Dear Parents (video)		X	

Notes: (1) All ads can be viewed in Appendix C.1.1.3 on page 541

The *Kids* family outlined in Table 33 is composed of two video animatic ads—*Dear Parents* and *Do Smart Things*—that employ the dynamic of kids speaking to parents or adults to highlight the potential benefits of census participation. *Dear Parents* makes a clear call to action—"complete the 2020 Census"—and then highlights a variety of potential benefits affected by census participation, such as hospitals and clinics, child care, and fire and emergency services. *Do Smart Things* has a narrower focus on the benefits for schools, such as funding for school breakfasts and buses. Team Y&R tested the ads in focus groups (FG), online testing (OT), and community representative reviews (CRR) with participants evaluating each ad based on the metrics in Section 3.2.2 (page 82).

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Overall, the ads in the *Kids* family tested well among all audiences. As expected, the ads were particularly well-received by people living in households with young children, but testing also revealed that these ads resonated with a variety of people. For example, the ads received exceptionally positive reviews from Young and Mobile participants, who are less likely to have children. As the discussion below highlights, most people were motivated to participate in the census after making the connection between participation and helping children and future generations.

The dynamic of kids speaking to their parents/adults was compelling; participants reported increased knowledge of the census and were motivated to participate to benefit children. Across groups, the notion that census participation can benefit children and ensure a better future for them resonated with and motivated most participants. The message was particularly effective because it was delivered by kids themselves. As one participant in the English-Dominant Latinos focus groups said, *"I think it's a very smart approach because when you see children you automatically pay attention. If it was [people] our age or older it would've just gone over my head."*

People liked that kids were the messengers in these ads, and they felt compelled to do what they could to ensure children have a better future.

- *"Children speaking to parents about how completing the census correlates directly with whether they get funding for buses, after-school activities, breakfast, etc., is a great approach." (*Do Smart Things*, General Population, OT)*
- *"It'll make a lot of people care. A lot of people care about kids. We've all been there. We're all different ages. We all remember things about school that we wish was better. Resonates because I think of my school. I think about kids there now and that I want my kids in the future to have options." (*Dear Parents*, Rural, OT)*
- *"Any time you add children or kids it grabs parents, we want the best for our kids, it did a good job capturing that emotion from us."* (Dear Parents*, HHYC, FG)*

They reported learning new information and gaining a deeper understanding of the purpose and process of the census.

- *"I feel like I now have a better understanding of what this entails; I plan to do more research to further my own understanding." (*Dear Parents*, BAA, OT)*
- *"It really helped me understand what the census does. [This ad is] for someone who's never taken the census." (*Dear Parents*, Rural, OT)*
- *"This hits on a lot more details [of how the census helps]." (*Do Smart Things*, MENA, FG)*

And, ultimately, many stated they intended to respond after viewing these ads.

- *"Makes me more interested in participating." (*Dear Parents*, Young and Mobile, OT)*
- *"I am more interested in participating in the 2020 Census and to do what I can to encourage others, if possible." (*Dear Parents*, BAA, OT)*
- *"Makes me more likely to participate, for the sake of my children and grandchildren amongst other reasons." (*Dear Parents*, English-Dominant Latinos, OT)*

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Despite the positive reception to these ads, people connected most strongly with ads that mentioned multiple benefits and focused on benefits beyond schools. In line with this observation, *Dear Parents* received more consistently positive feedback than *Do Smart Things*.

- *"It was informative, I learned what it is. Didn't know about fire stations, medical/health. I knew it was the number of people in the country, but didn't know what the info was used for." (*Dear Parents*, Rural, FG)*
- *"Just one focus [on schools/education] could be problematic for people that don't know what census is. Most of us didn't know what census was when we got here." (*Do Smart Things*, HHYC, FG)*

Ads could make the connection between the census and government funding even stronger. Some participants were impressed by the $675 billion figure and wanted to know more about how the census helps to determine allocation of those funds.

- *"The money was a nice touch. That's a lot of money!"* (Do Smart Things*, MENA, FG)*
- *"They mentioned billions of dollars—who is it going to benefit and where is it going to go?" (*Dear Parents*, English-Dominant Latinos, FG)*

Rural and Black/African American audiences, however, were skeptical that the government would allocate money effectively or that the money would benefit them personally. This skepticism stemmed from the fact that they could not identify how benefits had been applied in their own communities in the past.

- *"Talking about the amount of money devoted to the census is more of an attention grabber; the amount of funding—but poorer states get less of it; doesn't address why my area has such poor education funding." (*Dear Parents*, Rural, FG)*
- *"Over a billion dollars? Where does it go then? It sure doesn't go to the schools that really need it." (*Do Smart Things*, BAA, OT).*
- *"First, they are using kids and education to get us to complete the census. Second, the girl stated that over a billion dollars get distributed to schools. That's funny because the schools that really need it aren't getting it. So where is it going?" (*Do Smart Things*, BAA, OT)*

Table 34 details group-specific findings for the *Kids* family.

Table 34: Diverse Mass Group-Specific Takeaways for Kids *Family*

Group-Specific Findings	In Their Own Words
General Population	
Reaction to the storytelling approach in this family was consistently positive. In particular, participants enjoyed the format where kids spoke to their parents/adults about the importance of the census and liked the more general idea that participating in the census will benefit children. A minority felt that the ads were not relevant to them because they did not have any children in the house.	• *"I like the diversity in these commercials; makes it seem more real and [I am] more open to doing the census." (*Dear Parents*, OT)* • *"We need to take part for funding for our children." (*Do Smart Things*, OT)*

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Group-Specific Findings	In Their Own Words
	• *"[This is relevant for] mothers and fathers who have children going to school. I am all done with school so it's not like [for] me." (*Do Smart Things*, OT)*
Rural	
Participants saw ads as informative and effective. Participants appreciated that ads described the benefits and mechanics of completing the census. The clear linkage between participating in the census and helping children, particularly in *Dear Parents*, made participants consider the long-term effect of their census participation. Participants consistently framed their assessment in terms of "the future." The rural audience, in particular, said they learned a lot about the census benefits from this family of ads.	• *"Thought it was good, it's beneficial for the future … the kids are our future. For community needs for the big wigs to know who lives there." (*Dear Parents*, FG)* • *"It was informative. I learned what it is. Didn't know about fire stations, medical/health. I knew it was the number of people in the country, but didn't know what the info was used for." (*Dear Parents*, FG)* • *"It said how to do it. Made me feel that there is something to be done after the ad. Not just the census is coming." (*Do Smart Things*, FG)*
Households with Young Children (HHYC)	
Kids as the messenger resonated with this audience. The use of children describing how they benefit from census data created an emotional appeal for participants that instilled a sense of responsibility to ensure the benefits are delivered. Participants found the ads relevant because they know that census participation can benefit the kids in their lives.	• *"I like that the kids spoke out." (*Dear Parents*, FG)* • *"I liked the info about free meals. It doesn't say lower income, but I work at a school. I know what it's like, like Medicaid for kids." (*Dear Parents*, FG)* • *"Lets me realize the census is a serious survey." (*Do Smart Things*, OT)*
English-Dominant Latinos	
Participants thought that the use of kids in this creative family was impactful. The children in the ad reminded participants that they were accountable for creating a better future for the next generation, which reinforced the future benefits aspect of participating in the census. Participants were able to think about participation in the census as a small investment now that will have significant future returns.	• *"You should lay the groundwork for future generations to come." (*Dear Parents*, FG).* • *"I like the idea that this ad is from the children's point of view. It's a new perspective." (*Dear Parents*, OT)* • *"I like that it was about children and how this could help affect their education and the resources that could be available to them." (*Do Smart Things*, OT)* • *"The kids are going to be the ones who reap the benefits in the future." (*Dear Parents*, FG)*
***Participants responded positively to the diversity depicted in* Dear Parents.** Participants in this audience noted that they liked the diversity depicted in *Dear Parents* and that it made the ad more relevant to them.	• *"I like how the video shows the diverse class of students who talk about how important the census is." (*Dear Parents*, OT)* • *"I like the fact that American Sign Language was incorporated. I have family members who are deaf and you don't see a lot of representation in movies and TV." (*Dear Parents*, FG)*
Black/African American (BAA, online)	
Most connected with these ads, but for some they were not enough to overcome deep skepticism toward the government. Many were emotionally moved by the kids acting as the messengers and thought it was a unique and effective method. However, some in the Black/African American audience	*Positive reception:* • *"I appreciate that the children are urging their parents/guardians to complete the 2020 Census. I feel that the more people who are involved, including future generations, the more successful the outcome will be.*

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Group-Specific Findings	In Their Own Words
viewed the emotional appeal as the government's attempt to play on their emotions.	*Children from diverse backgrounds coming together as one, to help shape the future." (*Dear Parents*, OT)* • *"I am more interested in participating in the 2020 Census and to do what I can to encourage others, if possible." (*Dear Parents*, OT)* • *"The census will be useful in determining how many are in need, such as students' ability to get back and forth to school and help in providing healthy meals for the students. We need the numbers." (*Do Smart Things*, OT)* *Lingering skepticism:* • *"That they will stoop to any level to tell us what they think we want to hear to get us to complete the census." (*Do Smart Things*, OT)* • *"Now using kids to appeal to your emotions about the census. What else will they think of?" (*Dear Parents*, OT).*
Young and Mobile	
Overall reaction to this family was very positive. Even among those who did not have children, the diversity displayed among the children in the ad was a strong selling point. The message itself was very clear, even to those without kids; participants were able to take away how their response to the census can bring benefits to the younger generations. After watching the video, some participants reported thinking that the census was more important than they had previously assumed. *Note: *Dear Parents* was the only ad from this family tested with this audience.	• *"I love that it includes such a diverse group of people." (*Dear Parents*, OT)* • *"I love that there's a disabled person featured in this ad. Disabled people need representation as well." (*Dear Parents*, OT)* • *"My view on the census has been positive, so this increases that knowing where the funding can go towards." (*Dear Parents*, OT)* • *"It made me believe that the census is necessary." (*Dear Parents*, OT)*
Middle Eastern/North African (MENA)	
Most identified aspects they liked about* Do Smart Things *(video), but the reception was not quite as strongly positive as with other groups. It was clear to this audience that the ad was conveying the importance of participating for kids' benefits. There was an immediate and strong connection for those with kids or grandkids. However, some (with and without children) wanted it to speak to a broader set of benefits beyond schools. *Note: *Do Smart Things* was the only ad from this family tested with this audience.	*Positive features:* • *"It was directed only for school, but 90% of people have kids or grandkids … I picked my house for my school district. It's definitely important to people." (*Do Smart Things*, FG)* • *"It put it into perspective—a lot of people have children." (*Do Smart Things*, FG)* • *"Based on seeing this, I would think that this is geared towards people impacted by schools, this makes it seem more narrowed than needing to count everyone with other needs." (*Do Smart Things*, FG)* *A desire for broader discussion of benefits:*

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Group-Specific Findings	In Their Own Words
	• *"They left [the benefits] at the kids' level instead of going to how the larger benefits will help if your kid is counted."* (Do Smart Things, *FG)*

3.3.2.5 According To

Table 35: Summary of According To *Ads Tested With Diverse Mass Audience by Phase*

	Awareness	Motivation	Reminder
According To			
Constitution (audio)	X		
Dad (audio)		X	
Growth (audio)		X	
Recipe (video)		X	
Recipe (static)		X	
Online (video)		X	
Senior Strong (audio)		X	

Notes: (1) All ads can be viewed in Appendix C.1.1.4 on page 543.

The *According To* family, outlined in Table 35, consists of a variety of video, audio, and static ads aimed at increasing awareness of and motivation to participate in the 2020 Census. Whereas other families of ads focus on a common message (e.g., "everyone counts") or messaging device (e.g., kids talking to adults), the ads in the *According To* family use the "according to" phrase to mimic the way the media cites census data. CBAMS revealed that some people are concerned about the confidentiality of their answers. *Recipe* (video) and *Recipe* (static) aim to alleviate those concerns using an analogy that likens the security of census answers to "Mom's secret recipe." *Dad* and *Constitution* aim to activate a potential motivator to participation—civic duty. Likewise, *Growth* and *Senior Strong* communicate facts about the rate of economic growth and the increasing number of seniors to highlight how an accurate census count can lead to community benefits. Finally, *Online* (video) aims to raise awareness of the option to complete the 2020 Census online and highlight how quick and easy completion can be. Team Y&R tested the ads in focus groups (FG), online testing (OT), and community representative reviews (CRR) with participants evaluating each ad based on the metrics in Section 3.2.2 (page 82).

The Diverse Mass reaction to the ads in this family was not as enthusiastically positive as for other families (e.g., *Census Is Possibilities, Kids,* and *Everyone Counts*), but the ads tested fairly well overall. As the sections below detail, the ads increased awareness of the census and the option to participate online, but ads that focused on confidentiality or were perceived as being for politically conservative audiences.

The ads in this family increased awareness of the census and provided useful information about how to participate. In response to these ads, people noted that they learned new information about the census including how to participate, that they are legally obligated to participate, and that their personal information is protected.

- *"I did not know the census was online so learned new information."* (Online*, video, Young and Mobile, OT)*

- *"The census correlates directly with how federal funding is distributed. If seniors need more public transportation, specific programs, health care, etc., they must take the census seriously." (*Senior Strong*, General Population, OT)*
- *"It made it more clear what the census is, and what it does, and why it's important … but the first half made it feel it was ad about Nevada. But it was nice they were using a specific example." (*Growth*, MENA, FG)*[35]

People liked that they will be able to complete the census online. Among all audiences people expressed an interest in participating online after learning about that option. This mirrored the findings in response to *Online*, which was tested as part of the *Census Is Possibilities* family. (See Section 3.3.2.2 on page 98 for discussion.)

- *"I'll definitely complete [the census] online. As a full-time working mom, it's hard to find time to do anything outside of work, kids, sports, etc. It would be much easier to do online at work behind my desk." (*Online*, General Population, OT)*
- *"If she can do it, I can do it—she made it seem simple enough." (*Online*, video, Rural, OT)*
- *"It was good. I would do it because I like to do things on my phone." (*Online*, HHYC, FG)*

Ads that focused on confidentiality received mixed responses; some people were reassured by the message, but others were confused or concerned. The message in *Recipe* (static and video) confused some participants. They did not understand the analogy that census answers will be as closely guarded (i.e., kept confidential) as Grandma's or Mom's secret recipe. For others, the focus on confidentiality made them wonder or worry about what type of information they would be asked to provide on the census form. This was particularly true for participants who had preexisting confidentiality or trust issues with the government. For participants for whom confidentiality or government trust is not generally an issue, the message about confidentiality reassured them and piqued their interest in the promise of confidentiality.

Positive receptions:

- *"Knowing that I am protected by federal law makes me feel safer filling it out online. I don't have to worry about our information being sold to the highest bidder." (*Recipe*, static, General Population, OT)*
- *"That's the best one yet. They're explaining to you that by law they can't share your information. Who cares if a few government officials read it? That gives me security." (*Recipe*, video, Rural, FG)*
- *"I loved everyone around the kitchen watching a sauce being made by Grandma. It's completely safe and secure." (*Recipe*, video, English-Dominant Latinos, OT)*
- *"I appreciate the idea of having anonymity. It will help encourage those who are worried about giving details to the census." (*Recipe*, static, Young and Mobile, OT)*
- *"It makes me feel like the government cares deeply about protecting the anonymity of the census." (*Recipe*, video, Black/African American, OT)*

Negative receptions:

[35] To see full script of the ad, please refer to the appendix in Section C.1.1.4 According To on page 540.

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- *"It almost makes you fear more. We are told that all the time. Secure. What type of information?" (*Recipe*, video, Rural, FG)*
- *"Nothing is secure in today's world. If the CIA computers can be hacked so can wherever this information is stored." (*Recipe*, static, General Population, OT)*
- *"Construing a family recipe as being as safe as the census information doesn't speak well to how secure the data is." (*Recipe*, video, English-Dominant Latinos, OT)*
- *"Appreciate the fun concept of the mole recipe is secret therefore the census is secret … it just feels a little uncomfortable. It feels like such a totally dramatic different set of stakes." (*Recipe*, video, South Asian, CRR)*
- *"Too much emphasis on confidentiality." (*Recipe*, video, Middle Eastern/North Africa, FG)*

Patriotic ads *Dad* and *Constitution* were polarizing. These ads used a patriotic tone to deliver the message that participation is a civic duty. While most participants connected with the core message of civic duty, the patriotic tone that accompanied the message did not resonate with everyone. For some, the perceived "southern" voices in the ads felt exclusive rather than inclusive.

Many Rural, Black/African American, and English-Dominant Latinos were motivated by the message that the census is mandated by the Constitution and that participation is a civic duty.

- *"It sounded like a civic duty. Responsibility. It is our responsibility and by doing the census I am helping my fellow Americans." (*Dad*, Rural, FG)*
- *"I feel encouraged. There is a foundation for it. That it is rooted in something most Americans think favorably towards it." (*Constitution*, Rural, FG)*
- *"I like the way the Constitution was brought up and that it's our civic duty to participate in the census." (*Constitution*, English-Dominant Latinos, OT)*
- *"I never knew the fact about the census being mandated in the Constitution. It's really amazing to hear that. My mom told me when I was growing up about her family taking the census." (*Dad*, BAA, OT)*

LGB and Young and Mobile participants, however, found the delivery of the message by what they perceived to be White men with southern accents slightly off-putting. To some in these audiences, the ads seemed to be directed at politically conservative people, and because they did not identify as such, the ads felt exclusive to them.

- *"While I know this person said that he believes we live in the greatest country on Earth, I still find it a little too patriotic for me. There's a lot wrong with America currently speaking. I realize a lot of older people may feel how this person feels, and you need to reach everyone. I'm just not particularly fond of this part of the ad." (*Constitution*, Young and Mobile, OT)*
- *"I didn't like this ad at all. It almost made me feel like I don't want to complete the census." (*Dad*, LGB, OT)*
- *"I don't really care for the country western theme in this commercial too much. It seems divisive. Maybe this commercial would do better in the middle of the country." (*Dad*, LGB, OT)*
- *"[The ad is targeted at] Republicans, middle-aged White people, people who are proud to be Americans, people who have had loved ones fight in war." (*Dad*, Young and Mobile, OT)*

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Even some who enjoyed the patriotism in the ads thought the patriotic imagery in *Dad,* particularly the mom kissing the dead father's photo each night, was too much.

- *"Trying too hard. Still kissing the picture. How is that relevant at all? It's like a character. And you also can't see it. It's like, what are you getting at with this."* (Dad*, Rural, FG)*
- *"There is a chance the cheesy and ridiculous [elements] would make me not want to do it because I am stubborn."* (Dad*, Rural, FG)*

The Diverse Mass audience was united in the opinion that being told that they needed to participate in the census because "it's the law" was largely unnecessary and felt vaguely threatening to some. Although this feeling was widespread, there is an important caveat: Past research has shown that people are more likely to respond to census surveys when they are told their response is required by law (Barth, 2015). So people saying they did not like being told that participation is required by law does not mean that this language should not be used sparingly and when appropriate.

- *"The Constitution was good enough for me so don't need 'it's' the law.' The civic duty is good."* (Constitution*, Rural, FG)*
- *"Liked the info, the Constitution, civic duty. Didn't like the way he said 'it's the law,' Entire tone/manner in which he spoke was condescending."* (Constitution*, Rural, FG)*
- *"Saying it's a law seems a bit threatening."* (Constitution*, Young and Mobile, OT)*

Table 36 synthesizes group-specific findings for the *According To* family.

Table 36: Diverse Mass Group-Specific Takeaways for According To *Family*

Group-Specific Findings	In Their Own Words
General Population	
Participants felt favorably toward the ads tested in this family. These ads covered three key features of the census that were important to participants—protecting their personal information, community benefits, and online access—and presented that information in an easily digestible way. Participants understood the main messages of information privacy, online completion, and community benefits in all the ads.	• *"Ads like this are very helpful. They give additional information about how important and helpful the census is in our state. These ads told me things that I did not know."* (Growth*, OT)* • *"Love how it gave an explanation as to why we do this. Very informative."* (Senior Strong*, OT)*
Rural	
Rural participants had nuanced reactions to ads. Rural participants connected with the themes of patriotism and civic duty that were present in *Dad* and *Constitution* but did not appreciate being told that they had to participate because "it is the law." Similarly, they were interested in *Recipe's (video)* emphasis on privacy and wanted to know more, but a few hinted that bringing up privacy may cause them to worry about it.	• *"Spoke to me, civic responsibility, your voice should be counted. Your right as an American. Take part in community."* (Dad*, FG)* • *"The message I got: 'Your info is never shared.' I like that."* (Recipe*, video, FG)* • *"Law breaking punishable, right is privilege … they're trying to motivate us, but it feels like they're forcing us."* (Constitution*, FG)*

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Group-Specific Findings	In Their Own Words
	• *"Could use a little more info though. It's a fine line in between the fear of insecurity and the relevance." (*Recipe*, video, FG)*
Households with Young Children (HHYC)	
Recipe *(video) fell flat with the audience.* The concept of a secret recipe was too complex; participants focused on the details of how to keep a real recipe secret versus how the storyline is a metaphor about the confidentiality of their responses. It was difficult for participants to relate to this ad; Hispanic participants felt it was stereotyping their culture. Overall, this ad did not motivate participants.	• *"I'm lost. I didn't get it." (Recipe, video, FG)* • *"Why is this targeted towards the Hispanic culture specifically?" (*Recipe*, video, FG)* • *"I don't get why you're focused on secrecy and confidentiality." (*Recipe*, video, OT)*
English-Dominant Latinos	
The confidentiality messaging was what stood out about this family to participants. Participants understood the analogies in the *Recipe* (static and video) pieces and appreciated learning that their responses are confidential. In the focus groups, however, many participants did not like the secret recipe metaphor. Some worried that *Recipe* (video) would be viewed by non-Hispanic people as perpetuating stereotypes of Hispanic culture. They would rather see themselves as a part of an ad than be singled out by a cultural reference. They also said that if the ad were in Spanish and developed specifically for Hispanic media consumers, the cultural references would be better received.	• *"[Learned] that the law protects our responses and my personal information." (*Recipe*, static, OT)* • *"It's not gonna go well with Hispanics when they see it's like a joke when comparing confidentiality with a recipe." (*Recipe*, video, FG)* • *Sharing someone's recipe versus information with the government. It is trying to relate the two but that trust is not there." (*Recipe*, video, FG)*
Black/African American (BAA, online)	
Participants reacted positively to the ads in this family. Many mentioned that they learned new information about the census. The ads were effective in motivating participants to self-respond to the census, and many were encouraged by the potential benefits to improve their communities. Participants voiced issues with specific components in a few of the ads. Some did not relate to particular examples in some of the ads or did not find some of the storylines believable, but these were relatively minor concerns overall.	• *"The need to be counted in the census is very important, so yes, my views are more positive." (*Recipe*, video, OT)* • *"It makes me feel happy and excited that the government actually cares about what's going on and what the citizens need." (*Growth*, OT)* • *"Would be more effective if it was not a White man." (*Dad*, OT)*
Lesbian, Gay, and Bisexual (LGB)	
The ads in this family did not test very well among this group. Many LGB participants expressed strong negative feelings toward *Dad* and *Constitution*, in particular, because they thought that these ads were "divisive" and "not for people like them." They did not see themselves in many of the ads, and some felt actively excluded.	• *"It made me feel as if maybe the census isn't meant for me." (*Dad*, OT)* • *"To me it sounded as if the ad was trying to reach out to men. Specifically men that have served for our country." (*Dad*, OT)* • *"It needs at the end to explain the punishment for not reporting to the census and what the law says about it." (*Constitution*, OT)*

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Group-Specific Findings	In Their Own Words
Young and Mobile	
This group had mixed reactions to the ads in this family. Reactions of this group to most ads, such as *Online* and *Growth*, were similar to those of the General Population audience. The theme of confidentiality resonated well with participants; they immediately understood the analogy in *Recipe* (video) and *Recipe* (static), and they appreciated the Census Bureau reassuring them of confidentiality. However, they struggled to connect with *Dad* and *Constitution*. Some were inspired by the civic duty message, but others thought it did not speak to them.	• *"I think this ad is aiming for almost anyone, but specifically people who are worried about their personal data getting leaked." (*Recipe*, video, OT)* • *"I'm just concerned about how people like me will perceive the ad. I'm a young adult and I don't like the current state of America. I know it could be worse, but as of right now—a lot of laws are being passed that could affect me and people I care about negatively." (*Constitution*, OT)*
Middle Eastern/North African (MENA)	
Participants and representatives had mixed reactions to this family. They found *Growth* to be informative and easy to follow. The statistics-backed information in the ad made it easier for participants to believe the message. Participants found that the confidentiality emphasis created anxiety and ultimately raised more questions for them. Participants could not identify with the recipe analogy because sharing recipes is their cultural norm.	• *"I liked it the most because it gave the most information." (*Growth*, FG)* • *"I am going to go home tonight and pull up the census and see what it did for us [here]." (*Growth*, FG)* • *"Be careful raising an issue that isn't present. If it's raised it needs to be thoroughly explained. This ad might have the opposite effect." (*Recipe*, video, CRR)* • *"Relatable for a certain demographic, beautiful family. It was snippet of hundreds of ads they will probably put out there. It is somewhat clearer of them not sharing your information. I do not believe they're not going to give your information out … the recipe always gets out there. Relatable, but did not seem safe or secure. I wouldn't connect because I'm not that demographic." (*Recipe*, video, FG)*
South Asian	
Representatives thought the message of* Recipe *would be understood but not be entirely believable. Specifically, they thought that data confidentiality and government use of data would be very serious concerns among the South Asian community (particularly for families who face immigration issues) and that the more lighthearted tone of the ad might not match that level of seriousness. *Note: *Recipe* (video) was the only ad from this family tested with this audience.	• *"I think again the broad strokes of your information is private and protected that's good, but for people who feel like they're under scrutiny which can be valid or invalid, just to take the government agency at their word that their data won't be shared is hard to digest." (*Recipe*, video, FG)* • *"The community is scared to share info, especially in today's environment and everything with ICE." (*Recipe*, video, FG)*

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3.3.2.6 Hometown Heroes

Table 37: Summary of Hometown Heroes *Ads Tested With Diverse Mass Audience by Phase*

	Awareness	Motivation	Reminder
Hometown Heroes			
Tom Howell (video)		X	
Ray Johnson (video)		X	

Notes: (1) All ads can be viewed in Appendix C.1.1.5 on page 547

The *Hometown Heroes* family, displayed in Table 37, is made up of two ads that highlight community members (i.e., "Hometown Heroes") who are taking advantage of benefits that census data afforded them to better their communities. These ads are based on findings from CBAMS research indicating that trusted voices and institutions rooted in the community are effective sources of motivation, assurance, and information (Evans et al., 2019; McGeeney et al., 2019). Team Y&R tested the ads in focus groups (FG), online testing (OT), and community representative reviews (CRR) with participants evaluating each ad based on the metrics in Section 3.2.2 (page 82).

Overall reaction to both ads in this family was mixed. For some participants, the ads showed the positive impact of the census and demonstrated that small things can make a difference. Others reacted negatively to the slang and lack of gender and racial diversity in *Ray*, and many were distracted by the narrative in *Tom*.

The connection between participation and benefits from census data was not clear to all. Participants across groups often found *Tom* confusing; the main message was lost on many. In the video, Tom describes how he decided to create a beekeeping business to improve economic opportunities for out-of-work coal miners in his community. It was difficult for participants to make the connection between Tom's beekeeping business and census benefits, which led them to question the purpose of the example. The beekeeping storyline was distracting for most participants because they didn't understand its connection to the census. Overall, it was difficult for this ad to motivate participants because it confused them.

- *"I wondered how the beekeeping and census were linked. It seems a bit weak."* (Tom, *General Population, OT)*
- *"Why are businesses affected? And what does the whole different jobs have to do with a census?" (Tom, LGB, OT)*
- *"How am I going to make a difference in my community? Give me one example of how I can make a difference."* (Tom, *Rural, FG)*

Ray established a clearer connection between the storyline and the census than *Tom* did. Specifically, most, though not all, participants understood that the census responses helped Ray get funding for his community center. Participants found this to be motivating and felt motivated to complete the census to expand funding opportunities for kids and the future generation.

- *"I liked it. It got straight to the point. It was talking about the federal funding going to certain neighborhoods."* (Ray, *Rural, FG)*

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- *"Just the message about how the census is important for the government to know where to spend its resources."* (Ray, *English Dominant Latinos, OT)*
- *"I can better the place my child will inherit. I can better the streets and schools. I can make my neighborhood more interesting. I can do that. This makes you want to tell people 'you got to fill this out.'"* (Ray, *HHYC, FG)*

There was a desire to see more diversity in gender and race in *Ray* (video). While participants appreciated the way the ad highlighted the work Ray was doing in his community, many thought the ad was intended to motivate a specific audience. Participants did not like the use of slang (e.g., "repping the 2020 Census"), and many indicated that they did not think this ad was for them, or relevant to "everyone." There was also a shared desire to see racial and gender diversity in the Ray story, and some noted that this would help the ad reach a wider audience.

- *"Too bad just boys. I was offended, why it couldn't be our children?"* (Ray, *Rural, FG)*
- *"More inclusive racially. Their motto statement doesn't include all the groups. That needs to be included into everything."* (Ray, *HHYC, FG)*
- *"Just for the Black community. It should be mixed kids, mixed people—every community is mixed."* (Ray, *MENA, FG)*
- *"I think this ad was trying to reach intercity African Americans."* (Ray, *English Dominant Latinos, OT)*
- *"As an African American male this inspires me. Only thing I didn't like was how they used the word "reppin'." We don't all use slang."* (Ray, *BAA, OT)*

Group-specific findings are detailed in Table 38.

Table 38: Diverse Mass Group-Specific Takeaways for Hometown Heroes *Family*

Group-Specific Findings	In Their Own Words
General Population	
Ray's *message was clear to most participants, but the relevance was limited.* Although many participants in the General Population audience understood the main message, some thought it was only speaking to Black/African Americans.	• *"The census is a small thing [as for getting it completed] but will result in big benefits for the community."* (Ray, *OT)* • *"It's probably not relevant to me personally."* (Ray, *OT)*
The beekeeping storyline did not make sense to participants. Participants were unsure how their participation in the census would lead to benefits.	• *"I wondered how the beekeeping and census were linked. It seems a bit weak."* (Tom, *OT)* • *"Benefit of doing the census [is missing]. Why should people bother?"* (Tom, *OT)*
Rural	
Participants liked* Ray *but did not feel like it was intended for them. Participants were able to understand the message, but *Ray* evoked negative feelings due to a lack of racial and gender diversity.	• *"It is doing a really good job saying this is the importance. I think that they are getting to the point but this is really silly."* (Ray, *FG)* • *"[Saying] 'Young Kings' [in the video] elicits thoughts of gang mentalities, discrimination against White people."* (Ray, *FG)* • *"This is more targeted at inner cities. Where were the girls in the ads?"* (Ray, *FG)*
Tom *was not clear to participants*. They needed the connection to the census to be more direct.	• *"It is saying he is teaching these people a different job here and wants you to help by doing the census. More of a*

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Group-Specific Findings	In Their Own Words
	*beekeeping commercial but not telling you enough about census for you." (*Tom, *FG)*
Households with Young Children (HHYC)	
Participants emotionally connected with Ray's message of helping children but thought representation was too narrow. While participants living in households with young children connected with the message of helping children through census participation, many became fixated on the idea that it targeted only Black men. Many called for gender and racial diversity to make it more broadly applicable.	• *"Participate for the good of the future kids, to get things kids and everyone needs for their community." (*Ray, *FG)* • *"I was slightly offended. I appreciated they included African Americans. I didn't appreciate it as a female—young boys to thrive. Didn't say inclusive. Little Black boys and some Black man." (*Ray, *FG)* • *"Perhaps it's trying to speak to the urban community and trying WAY too hard." (*Ray, *OT)*
English-Dominant Latinos	
Ray's *message was clear to participants.* While the message was clearly understood, participants thought this was targeting an audience other than themselves. *Note: *Ray* was the only ad from this family tested with this audience.	• *"Completing the census will be an impact in my community so that's why I will gladly be part of it." (*Ray, *OT)* • *"I think there was some usefulness to African Americans to complete the census." (*Ray, *FG)*
Black/African American (BAA, online)	
Ray *was well received by participants. They appreciated that the ad included people like them.* *Ray* elicited positive emotional reactions from participants.	• *"The people in this video look like me." (*Ray, *OT)* • *"The ad is saying that, once again, everyone counts. This ad is showing another way the word can be spread—through adults that work with kids. It is a great way of including them in the process and getting the kids excited about contributing." (*Ray, *OT)*
Participants were not sure who* Tom *(video) was trying to reach. They also did not find the beekeeping concept relevant or motivating**.**	• *"[Trying to reach] communities struck with major opposition and losses of economic benefits." (*Tom, *OT)* • *"[Tom] absolutely doesn't change my view of the census." (*Tom, *OT)*
Lesbian, Gay, and Bisexual (LGB)	
Some participants who did not see themselves reflected in the imagery in* Ray *(video) thought it was not useful or relevant. However, participants were able to understand how their participation could lead to benefits.	• *"I think the ad is trying to reach the inner city African American community, and I feel it is someone else. I live in a rural farm area which is the complete opposite of me." (*Ray, *OT)*
Most also did not find* Tom *(video) relevant to them. The ad overall was confusing for participants.	• *"What does this have to do with the census?" (Tom, OT)* • *"Not really useful and not relevant to me at all." (*Tom, *OT)*
Young and Mobile	
***Participants reacted positively to the message in* Ray**. They were able to see how their community could benefit from completing the census.	• *"This ad is trying to get people to understand that the census is important for their kids. The children in the USA will be the ones to benefit the most from the census." (*Ray, *OT)* • *"[This ad made me feel] hopeful and motivated to fill out the census to represent my community." (*Ray, *OT)*

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Group-Specific Findings	In Their Own Words
*Note: *Ray* was the only ad from this family tested with this audience.	
Middle Eastern/North African (MENA)	
Participants said the ads could benefit from including more information. Participants wanted more information from both ads on the "how" of the census.	• *"I've never been in this situation, so I don't know what I'm joining the census for … it doesn't seem like this is going to benefit me."* (Ray, *FG)* • *"It should tell you a little bit more about the census. It didn't explain anything about the census at all."* (Tom, *FG)*

3.3.2.7 Tagline Activity

After participants completed all advertisement review activities assigned to them, they were asked to reflect on the *Shape Your Future. Start Here.* tagline. First, participants were prompted that they may have noticed a tagline in the ads they had viewed, and they were asked to describe the tagline in their own words. Several themes emerged from this initial prompt. First, the idea of shaping the future for oneself and others through census participation was a prominent theme. About a quarter of participants described the tagline verbatim or described the idea of shaping your future in different words.

- *"Shape your future! Start here!! 2020 Census!" (Young and Mobile, OT)*
- *"Shape your future, start here, census 2020." (HHYC, OT)*
- *"Shape your future start with The 2020 Census." (General Population, OT)*
- *"Participate in the census today. Shape our future." (English-Dominant Latinos, OT)*
- *"Shape Your Future." (LGB, OT)*

Second, a number of respondents expressed confusion, stated that they did not know what a tagline was, or answered in a way that suggested they did not understand the term "tagline" in the way the research team intended. With that in mind, other content-rich themes prompted by the initial tagline reflection question were tied directly to key messages of the campaign. For example, participants described the possibilities created by census participation, shared the idea that "everyone counts," recounted that your information is protected when you participate in the census, and described funding distribution in relation to participation.

- *"The census has possibilities." (General Population, OT)*
- *"Everyone Counts." (HHYC, OT)*
- *"We all count." (LGB, OT)*
- *"2020 Census Campaign; that everyone living in America should be counted and they are protected." (General Population, OT)*
- *"No one can see your information." (General Population, OT)*
- *"The Census is for everyone. Everyone needs to complete the Census. The Census helps with government funding." (BAA, OT)*
- *"There is 675 billion dollars to distribute and by filling out the census it will help the federal government to be able to distribute that money. It can be either to the communities, medical care, or even schools." (English-Dominant Latinos, OT)*

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The remaining participants noted the website or the signoff as they remembered it (e.g., 2020 Census or Census 2020), or stated that they did not notice or recall a tagline.

Next, participants viewed an image of the campaign platform logo lockup. In this image, the *Shape Your Future. Start Here.* tagline pointed to the 2020 Census logo, as shown in Figure 10.

Figure 10: Campaign Platform Logo Lockup

With the image still displayed, participants were asked to describe what the tagline meant to them. Similar themes emerged with the most prominent being that a person's own census participation is a way to shape their own future as well as that of others.

- *"By partaking in the census I can shape my future." (General Population, OT)*
- *"The tagline means that you are the architect of your future and that, by completing the census, you are taking charge in ensuring more possibilities for your community and a brighter future for all." (General Population, OT)*
- *"It means that if we participate in the census we will see benefits in our future, such as teachers, schools, roadwork, many other things that are paid for by the federal government." (LGB, OT)*
- *"That I am able to mold my future and the future of others by helping out to fill out the census to see how the money will be distributed. I can help not only myself but others around me by taking time out to fill it out." (English-Dominant Latinos, OT)*

A second, closely related, theme also emerged. Some participants described the meaning of the tagline in terms of the census shaping the future for participants (a more general reference than the idea of "my" participation shaping the future discussed in the previous section). Others specifically described shaping their communities through participation or through the census generally.

- *"The census will affect my future." (General Population, OT)*
- *"I think it means exactly what it says, the future of our communities are directly impacted by the count of the census, by the money that is funded to them for programs, whether it be for homes, roads, schools, and other special programs, therefore it needs to be an accurate count." (HHYC, OT)*
- *"That the census can have impactful effects on the future." (Young and Mobile, OT)*

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- *"I believe shape your future means making sure you care enough to make a difference in your community instead of settling for things being the same." (BAA, OT)*
- *"An accurate count can better shape the future of your community." (HHYC, OT)*
- *"If you wish to make your community great, and America…you best fill out the 2020 census." (English-Dominant Latinos, OT)*

Also related to the idea of impacting future outcomes, some participants described the tagline specifically in terms of empowerment. These participants described feelings of responsibility, control, and power to make an impact through census participation.

- *"You have the power to help shape your future by participating in the 2020 census. (Young and Mobile, OT)*
- *"You have the power to enhance the future." (LGB, OT)*
- *"The tagline means to me that as people we are in control on the outcome of our future and we have the power to make it better." (BAA, OT)*
- *"I am in control of this part of my future if I participate in the 2020 census." (BAA, OT)*
- *"It means that you have a responsibility to complete the census so that your community, city, and even state can be appropriately funded and get the resources it needs. We have to give a correct and accurate picture of what we need. The future depends on us." (General Population, OT)*

Remaining participants who provided a response described the essence of the tagline in terms of distributing funding to communities or a simple call to participate.

- *"It means determine how much funding our state gets by being counted." (BAA, OT)*
- *"It means that the census is an important part of how budgets are set." (Young and Mobile, OT)*
- *"It means by filling out the census everyone helps to decide where funds get spent." (General Population, OT)*
- *"That it's almost census time and all households need to participate." (HHYC, OT)*
- *"It means that the [2020] census is coming and we all need to participate." (General Population, OT)*

Overall, sentiments expressed in the descriptions of the tagline were overwhelmingly positive. Responses to the tagline activity suggested participants not only were able to retain and relay key messages from the campaign but, in a number of cases, also experienced (and expressed) the desired emotional and action-oriented response to the campaign's platform after limited exposure to draft campaign messages.

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3.3.3 American Indian and Alaska Native (AIAN)

Quick Ideas Platform Testing (QIPT) indicated that the American Indian and Alaska Native audience was particularly focused on creating collaborative, community-based change through the 2020 Census. Participant discussions of concepts such as "our" communities, "our" children, and "us" were taken in context of broader audience understanding and deemed essential and unique feedback from the platform testing. Together Team Y&R and the Census Bureau carefully considered this audience-specific feedback, the recommendation of Team Y&R subcontractor G&G (the team's American Indian and Alaska Native communication specialists), and the importance of the tagline as a unifying device across the campaign. Ultimately it was determined that "Shape Our Future. Start Here." was more culturally appropriate for this audience than "Shape Your Future. Start Here." as the AIAN culture is more collective in nature. All the creative originals tested among this audience contained the tagline *Shape Our Future. Start Here*.

Focus groups (FG) in Florida, Oklahoma, North Carolina, Wisconsin, Washington, California, and North Dakota were composed of participants who described themselves as American Indians, spoke English at home, and met at least two of the eight hard-to-count characteristics. Focus group participants in Alaska described themselves as Alaska Natives, spoke English at home, and met two of the eight hard-to-count characteristics. Full recruitment details for these focus groups can be found in Table B.11, Table B.12, and Table B.13 in Appendix Section B.1.3.2 (page 381).

Team Y&R developed and tested 32 creative originals in English that were designed to speak to the American Indian and Alaska Native audience. As shown in Table 39, these pieces were grouped into seven original families and spanned all three phases of the campaign. Various combinations of pieces were tested in 24 focus groups.

Table 39: Summary of Ads Tested With the American Indian/Alaska Native Audience by Family and Phase

	Awareness	Motivation	Reminder
According To			
According To (video)	X		
According To (static)	X		
Circle of Life			
Circle of Life (audio)	X		
Friendly Native Competition			
Friendly Native Competition (audio)	X		
Our Tomorrow			
Ulali/Our Tomorrow (audio)		X	
Our Tomorrow (static)		X	
It's Time			
It's Time (video)		X	
Modern Medicine			
Modern Medicine (video)		X	
Census Taker			
Guy Walking on Rez (audio)			X
Snowmobile (audio)			X

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	Awareness	Motivation	Reminder
Census Taker (static)			X

Notes: (1) All ads can be viewed in Appendix C.1.2 on page 549.

The static advertisements in the *According To, Our Tomorrow, and Census Taker* families, and the audio ads in the *Friendly Native Competition* and *Census Taker* families differed by region. Each static advertisement in the *According To* static family displayed a different photograph and headline text; the body paragraph remained the same across the series of static ads. The *Friendly Native Competition* series of audio ads contained the same message, but each ad mentioned a different regional location. As can be seen in the audio scripts in Appendix C.1.2 (beginning on page 549), the names of the audio pieces in this family represent the competitor market mentioned in the ad, not the market it is intended to speak to. The static advertisements in the *Our Tomorrow* family displayed the same headline and text information, and each photograph differed by region. In the *Census Taker* family, two audio ads were tested—*Snowmobile* (audio) was only tested in Alaska, and *Guy Walking on Rez* (audio) was tested in all other markets. The series of *Census Taker* static ads each contained a different photograph and corresponding text paragraph that differed by region. Table 40 details which advertisements were tested in each regional market.

Table 40: Summary of Regional AIAN Ads Tested in Each Market

	Florida	Oklahoma	North Carolina	Wisconsin	Alaska	Washington	California	North Dakota
According To: Regional Static Ads								
Canoe (static)						X		
Dad Lifting Kid (static)							X	
Dogsled (static)					X			
Fancy Dancer (static)		X						X
Lady with Child on Back (static)				X				
Lady in Front of Trees (static)	X		X					
Friendly Native Competition: Regional Audio Ads (names reflect competitor market mentioned in the ad)								
Alaska (audio)						X		
Great Lakes (audio)		X						
Northwest (audio)							X	
Plains (audio)				X				
Reservation (audio)								X
Southeast (audio)	X		X					
Southwest (audio)					X			
Our Tomorrow: Regional Static Ads								
Boy with Boat (static)					X			
Dad/ Kid Swing (static)			X	X				
Girls Holding Hands (static)							X	
Kids Graduating (static)	X							
Kid on Hill (static)		X						X
Ladies on Beach (static)						X		

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	Florida	Oklahoma	North Carolina	Wisconsin	Alaska	Washington	California	North Dakota
Census Taker: Regional Audio Ads								
Guy Walking on Rez (audio)	X	X	X	X		X	X	X
Snowmobile (audio)					X			
Census Taker: Regional Static Ads								
Ada (static)							X	
Ivan (static)					X			
Mary (static)		X						X
Robert (static)						X		
Sheila (static)				X				
William (static)	X		X					

3.3.3.1 Key Takeaways

Positive message framing was most effective and motivating; this audience did not react well to perceived negative message framing in this context. Participants did not respond well to messaging in the *According To* or *Friendly Native Competition* families that they perceived as negative or stereotyping. Participants felt encouraged to participate in the 2020 Census after viewing ads, such as *Modern Medicine* or *Circle of Life*, that emphasized solidarity and positively represented American Indian or Alaska Native culture.

- *"It's like they're trying to divide us; the ad forms us up into little communities." (*According To*, video, FG)*
- *"I can hear the attempt to manipulate people in there. On the reservation, I've seen factions do that. People in Indian Country might think it's funny, but we can recognize with that about if our own people are becoming that way as it is. We don't need Census Bureau telling us that though." (*Friendly Native Competition*, FG)*
- *"They're trying to portray more unity, about being there for each other." (*Modern Medicine*, FG)*

Ads often hit a motivating emotional note, but some participants wanted more details and information about community benefits and their connection to census participation.

- *"I need more details. It needs to be more straightforward about the details of the census." (*According To*, video, FG)*
- *"I like the message, but I still have a hard time understanding how this [the census] can help us. I don't understand what the benefits are." (*Circle of Life*, FG)*

Ads effectively drove information-seeking behavior. Despite some information gaps, participants consistently reported that the ads captured their attention and made them want to learn more about the 2020 Census. A number of participants felt encouraged to go to the website (2020census.gov) to better understand how their communities can benefit from participation.

- *"I still don't understand what census is but to figure it out, I'd have to go to that site just cause I was curious [about] what is census." (*According To*, video, FG)*
- *"It would make me nosey. I would go online and look around." (*It's Time*, FG)*

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- *"This one makes you want to know what's going on beyond just the number on the sheet. What's the census gonna do [for my community]?" (*Circle of Life*, FG)*

Participants commented on many culturally relevant cues in the ads, providing both positive feedback and suggestions for making these cues even stronger. Ads seen as honoring AIAN values, traditions, and heritage as well as those that called for supporting future generations were well received. Alaska Natives sometimes felt underrepresented in the imagery and music in the video and audio ads. Participants indicated that they wanted to see more of their own culture displayed in the ads to encourage census participation among Alaska Natives.

- *"Every piece, every house, every person counts. Like in basket weaving, every piece counts." (*It's Time*, FG)*
- *"One of the most powerful things in Native culture is that circle of life … that will draw us to listen." (*Circle of Life*, FG)*
- *"The music—it sounds more Indian than Alaska Native. We'd rather hear our native drumming or something more Eskimo." (*Circle of Life*, FG)*

3.3.3.2 According To

Participants felt empowered by the "according to us" language, but were confused by "according to some." The ads in this family juxtapose negative or presumptuous "according to some …" language with positive "according to us …" language to combat negative AIAN stereotypes. Participants across markets connected with the "according to us" language, and they felt empowered to complete the 2020 Census when hearing this positive reinforcement. Some participants grasped the "some" versus "us" messaging; however, many of them asked, *"Who is 'they?'"* or *"Who is 'some'?"* A number of participants perceived the "according to some" phrasing as negative and thought *According To* (video) reinforced negative stereotypes. They did not know if the phrase was in reference to elders, non-AIAN individuals, or the government, and this confusion distracted them from the key messaging in both the video and static advertisements.

- *"It was cool how the ad had the negative part but then came back with the positive perception of Natives. Not all of us participate in things, but this shows that there are other people who are willing to speak up for us." (*According To*, video, FG)*
- *"I don't want them to think we're history … we're still here and we're strong." (*According To*, static, FG)*
- *"It's like they're trying to divide us. The ad forms us up into little communities. In this commercial I felt like it was saying 'Native Americans don't have any culture there.' It was a lot of us versus them. Who is 'they'?" (*According To*, video, FG)*

The series of *According To* (static) ads effectively provided details about census benefits. After viewing *According To* (video), participants agreed that they wanted more information about the census, and the static ads in this original family filled in the gaps. The series of static ads resonated with participants in multiple ways. The "according to us" headline language presented positive perceptions of AIAN culture that participants connected to and appreciated. Further, the information paragraph at the bottom presented tangible information about how AIAN communities can benefit from census participation.

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- *"This right here changed my whole thought process. I was thinking kinda negative that everything is too little, too late. The census provides information for programs and grants to shape the future. If we don't have a census to let them know that we're here, they could try to take away things—like where we go is the [local AIAN service center], they could take that all away." (*According To, *static, FG)*
- *"I like that it says the census provides things for grants. Most people don't know that. Everyone thinks they're just taking information. This is telling me more. They do this with mental health, too. You need to have enough people to get the money." (*According To, *static, FG)*

Table 41 details specific feedback for each creative original in this family.

Table 41: Piece-Specific Takeaways for According To *for the American Indian/Alaska Native Audience*

Piece-Specific Findings	In Their Own Words
According To (video)	
Reactions were mixed, because the "according to" juxtaposition was not immediately clear. Participants appreciated the positive messaging but were put off by the "according to some" language.	• *"I really liked it cause it showed what non-Indians think about us, and who we really are. It shows the difference between us both." (FG)* • *"'According to us' was a voice encouraging us to participate." (FG)* • *"This seems like a divisive ad… They say that ['some' say] we don't count, that we don't matter. But we say we do, but who are [the 'some']?" (FG)*
According To (static)	
Participants appreciated the information about grants and programs in the static ads. As with the video ad, participants did not react favorably toward the "according to some" language. However, they indicated they learned new information about the census from these ads.	• *"There's a lot of money out there available for our communities … a lot of people don't realize that. They don't see that [money comes in that helps our communities]." (FG)* • *"I like this part: 'When we participate it will help shape our future for generations to come.' My children are mixed culture and that make me think this [the census] will be good." (FG)*

3.3.3.3 Circle of Life

Participants found *Circle of Life* (audio) relevant, moving, and inspiring because it framed the 2020 Census as a way to honor AIAN heritage and improve communities. Participants were moved by the message that focused on positively influencing future generations of American Indians and Alaska Natives. Many participants felt inspired to seek out more information about participation and community benefits after viewing this ad.

- *"I would show my kids this ad. It shows that this [the census] is something that's important to us. This is how we show we're here, we're resilient, we're proud." (*Circle of Life, *FG)*
- *"When they're focused on Native culture and tradition, it's going to catch our attention. If it's talking about our culture, people are going to pay attention because they're represented." (*Circle of Life. *FG)*

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The idea of supporting future generations seemed to resonate particularly well in AIAN communities because it is culturally relevant. The "circle of life" message resonated with most participants because it is an important concept in their culture. One participant said, *"One of the most powerful things in Native culture is that circle of life … that will draw us to listen."* Because the circle of life is something that passes from generation to generation, participants felt a strong emotional connection to this ad.

- *"The circle of life leads you up the steps, and then at the end they say, 'if you want to make it better, you've got to be heard.'" (*Circle of Life*, FG)*
- *"I thought the spiritual part of it was powerful. It was a sacred circle that Natives have…There was something spiritual about this that made me think that it matters." (*Circle of Life*, FG)*

Participants understood and believed the messaging that connected census participation to the success of future AIAN generations. Some participants said they wanted more tangible information about community benefits, but they indicated that *Circle of Life* (audio) made them to want to seek this information out and share it with others.

- *"This really grasps my heart, and I've done the census before, but if I hadn't before and this was my first time, I'd be impacted by this." (Circle of Life, FG)*
- *"I didn't think it would matter if I took the census, but that message made me think it's important." (*Circle of Life*, FG)*
- *"Would want to encourage people to participate. Makes you want to know what's going on beyond just the number on the sheet." (*Circle of Life*, FG)*

Feedback for the creative original in this original family is synthesized in Table 42.

Table 42: Piece-Specific Takeaways for Circle of Life *for the American Indian/Alaska Native Audience*

Piece-Specific Findings	In Their Own Words
Circle of Life (audio)	
Participants reacted positively to this ad. They were drawn in by the message that was focused on positivity and improving communities. The "circle of life" narratives felt relevant and inspiring to participants.	• *"I liked this one better because it was all positive … it talked about how 'we are rising,' things that have helped us rise." (FG)* • *"The census is something good. It is not a bad thing—it's about all those grants that we need." (FG)*

3.3.3.4 Friendly Native Competition

Participants across markets did not react well to *Friendly Native Competition* (audio), because the message about competition was perceived as "greedy" and not reflective of AIAN values and traditions. Participants did not find the message humorous; they thought the ad set AIAN communities against each other. Though some participants indicated that this type of conversation could be one they would hear on the reservation, they emphasized that this type of message would not be effective for encouraging participation.

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- *"It hurts more to hear that. Cheating on each other isn't the traditional way. Our traditional way was to barter and trade, not to cheat each other." (*Friendly Native Competition*, FG)*
- *"If somebody hears that, they're going to get the wrong idea [about census]." (*Friendly Native Competition*, FG)*
- *"I can hear the attempt to manipulate people in there. On the reservation, I've seen factions do that. People in Indian Country might think it's funny, but we can recognize with that about if our own people are becoming that way as it is. We don't need Census Bureau telling us that though." (*Friendly Native Competition*, FG)*

Participants wanted to keep the information about community benefits but frame the message more in terms of coming together. They believed this would be a more accurate depiction of how AIAN individuals will respond to calls to participate in the census.

- *"At least it mentioned the grants and programs. It actually had useful information about it [the census]." (*Friendly Native Competition*, FG)*
- *"Natives stick together. We'd tell others to participate so they can benefit too." (*Friendly Native Competition*, FG)*
- *"Don't tell other tribes. That's not how it works. Natives would want to help other Natives I think." (*Friendly Native Competition*, FG)*

Specific feedback for the creative original in this family is outlined in Table 43.

Table 43: Piece-Specific Takeaways for Friendly Native Competition *for the American Indian/Alaska Native Audience*

Piece-Specific Findings	In Their Own Words
Friendly Native Competition (audio)	
Participants did not appreciate the divisive tone in this message. They did not think that discouraging others to participate was an effective way to promote participation. Most thought the message was greedy and not representative of the AIAN community.	• *"I think the competition is a negative way to go about that. Especially if this is gonna go out to non-Native public … we don't want others thinking this is how we operate." (FG)* • *"It was more like [the Census Bureau's people] were putting us against each other. I didn't like it." (FG)* • *"It should say that you can apply for housing grants, road grants, education grants. Those are really important … people in rural communities really need these things." (FG)*

3.3.3.5 Our Tomorrow

***Our Tomorrow* (audio and static) conveyed an attractive message that motivated participants to participate in the 2020 Census.** Participants who focused on the messaging of *Our Tomorrow* (audio) understood and connected with the idea of using the 2020 Census to stand up for their communities. Further, the headline "our tomorrow is now" in the *Our Tomorrow* (static) series was well received by participants across markets. They thought it reinforced the importance of participating in the census to help shape the future for younger generations. The narrative of providing for future generations of American Indians and Alaska Natives was a relevant and impactful message.

- *"Lets others know what we need and where we are. I was wondering why they needed to count people. This lets me make sense of why I need to participate in the census." (*Our Tomorrow*, static, FG)*

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- *"I want to learn more about what the programs are, and what [the census] is for. Why do they need to know who and where the people are?" (*Our Tomorrow, *static, FG)*
- *"Makes me want to stand up for future generations and make sure our kids have something to look forward to." (*Our Tomorrow, *audio, FG)*

The music distracted from the motivating message. A number of participants reacted negatively to the music in *Our Tomorrow* (audio), indicating that the ad's key takeaway about participation was buried by the music and singing. Those that grasped and connected with the message agreed that the ad could be improved by modifying the production so that all listeners can hear the motivating message to participate in the upcoming census.

- *"The drums were distracting. Messages were good but the voices were not able to compete with the drums." (*Our Tomorrow, *audio, FG)*
- *"The messaging was competing with the drums; either you're listening to the drums or you're listening to the message … you couldn't do both." (*Our Tomorrow, *audio, FG)*

Table 44 details specific feedback for each creative original in this family.

Table 44: Piece-Specific Takeaways for Our Tomorrow *for the American Indian/Alaska Native Audience*

Piece-Specific Findings	In Their Own Words
Our Tomorrow (audio)	
Participants generally understood and responded favorably to the ad's message. However, many expressed negative reactions to the music making the message difficult to hear the key message of the ad.	• *"Stand up together. All of us should come together. That's the message I heard." (FG)* • *"I liked the part where they were saying go out and fill out the census, but I had to really focus to hear it." (FG)*
Our Tomorrow (static)	
Participants across markets reacted positively to the headline "our tomorrow is now." They found it relatable and encouraging to help shape the future for younger generations of Natives.	• *"What we're doing now is going to affect our future—that's a positive message. Everything I'm telling my children will impact them tomorrow." (FG)* • *"'Our tomorrow is now.' We have a chance to voice our opinion and be heard." (FG)*

3.3.3.6 It's Time

***It's Time* (video) was effective in conveying that participation in the 2020 Census can positively influence AIAN communities.** Participants across markets understood the call to action messaging and were motivated by the "this time" theme. They indicated that this ad motivated them to not just talk about changing their communities but to do something to help. They recognized that completing the census is an effective way to promote change in their communities.

- *"My mom and dad didn't participate in anything … but I'm going to. I'm going to be the one to break that cycle. So that resonated with me." (*It's Time, *FG)*
- *"We're going to do something about it—not just talk." (*It's Time, *FG)*

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- *"You've given me a perspective about how important the census is—if people could understand how important the census is then they could make a change for the people." (*It's Time*, FG)*
- *"We should be involved with the census—to get our grants and our programs that we need in the community." (*It's Time*, FG)*

Some participants took issue with phrases and imagery used in *It's Time* (video). Specifically, some did not react well to the phrase, "this time we will get it right," because they thought it implied that AIAN communities had failed or done something wrong in the past.

- *"The message was more positive, but they still kept dragging the negativity into it … the 'this time we'll get it right.' What did we do wrong?" (*It's Time*, FG)*
- *"I didn't like the word 'right'; we can improve, we can do better, but the word 'right' suggests there's a wrong." (*It's Time*, FG)*

The imagery, though generally well received, was thought to reinforce some stereotypes about AIAN culture.

- *"I liked that it showed families—that we are family oriented. I didn't mind the videos but I think it was too much of what people think we do—it showed the weaving—but then it just keeps going with more of it. It seemed … stereotyping. It felt like it went a little too far, you know?" (*It's Time*, FG)*

Feedback for the creative original in this original family is synthesized in Table 45.

Table 45: Piece-Specific Takeaways for It's Time *for the American Indian/Alaska Native Audience*

Piece-Specific Findings	In Their Own Words
It's Time (video)	
Participants reacted positively to the call to action messaging in this ad. They felt encouraged to play a role in shaping the future of AIAN communities by participating in the 2020 Census.	• *"This was motivating. We're actually going to do something for this census. This is the time we're going to change something." (FG)* • *"I like this one. I'm going to participate and be the one who changes the cycle." (FG)*

3.3.3.7 Modern Medicine

Participants across markets genuinely connected with the basketball metaphor illustrated in *Modern Medicine* (video) and found the message motivating and relatable. They were quick to connect "showing up" at local games to showing up for their communities by completing the census. Participants indicated that the scenario of showing up at a local basketball game is common in their communities, and they appreciated how this representation reinforced unity across tribes.

- *"It used sports as a metaphor … the best thing you can do for your people is show up." (Modern Medicine, FG)*
- *"[The ad is] trying to encourage unity, about being there for each other … for the youth. … We need to build that foundation." (*Modern Medicine*, FG)*

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- *"It's not about yourself, you can't be selfish, it's about everyone. If you get yourself and then a hundred, then a thousand, then ten thousand to participate. Don't be selfish, do it for the kids." (*Modern Medicine*, FG)*

After viewing *Modern Medicine* (video), some participants still had questions about what the census is and how to participate. Although participants connected with this ad, some pointed out that they wanted more tangible information about census benefits. For some participants, the ad was not entirely clear, and it left some asking what they have to do or where they might have to go to participate.

- *"The part where the kids are playing ball, it's good … The description of the plains and desert, that's good. But it's missing the part about why the census is important—the schools, the jobs. Things that matter. It's not just playing basketball." (*Modern Medicine*, FG)*
- *"This one kind of indicates that you have to go somewhere to be counted, which I don't think is accurate." (*Modern Medicine*, FG)*

Synthesized feedback for the creative original in this family is outlined in Table 46.

Table 46: Piece-Specific Takeaways for Modern Medicine *for the American Indian/Alaska Native Audience*

Piece-Specific Findings	In Their Own Words
Modern Medicine (video)	
Participants in each market recognized the message as motivating and relatable. They had their own experiences of showing up for sporting events in their communities and equated that with showing up for the census. Some wanted the ad to provide more detailed information about community benefits and programs related to the census.	• *"Now's a really important time for us to rally together. This is an opportunity for us to get together and be counted." (FG)* • *"I still want to know how my count makes a difference—more detail, more information. What would be the benefit [of participating]?" (FG)*

3.3.3.8 Census Taker

Overall, the *Census Taker* family effectively conveyed key information about the census and enumerators. *Guy Walking on Rez* (audio) preemptively addressed a common question: Why not just get the count from the enrollment office? Further, the series of *Census Taker* (static) ads featured photographs of enumerators who resonated culturally with participants in each market. This humanizing of enumerators was essential in connecting with participants and encouraging participation.

- *"I liked how when he talks about census he was explaining it for people who might be on reservations and may not know as much." (*Guy Walking on Rez*, FG)*
- *"One thing that caught my attention was trying to get the easy way out—go to the enrollment office to get the count. But this guy wants to get it better, get a better number not from the enrollment office." (*Guy Walking on Rez*, FG)*
- *"This had a lot more information. As a single person with no kids, ya know, I might not think I matter. But something like that might make me think that I do count." (*Census Taker*, static, FG)*

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- *"He told you the whole idea of the census issue. A lot of people don't know about the programs; they don't know that people have to complete the census to get the programs." (*Snowmobile*, FG)*

Seeing other AIAN community members taking the time to work as enumerators helped participants understand the importance of the census. Participants reinforced that having a Native enumerator visit their home would make them much more likely to participate.

- *"She's taking time out of her life, out of her livelihood to help the census. That makes me feel like it's important." (*Census Taker*, static, FG)*
- *"It definitely makes a difference that it's someone in the community taking the census." (*Census Taker*, static, FG)*
- *"I like having a face to the name—makes me wanna know more about Ivan and the census. I think this is a good one." (*Census Taker*, static, FG)*

Table 47 details specific feedback for each creative original in this family.

Table 47: Piece-Specific Takeaways for Census Taker *for the American Indian/Alaska Native Audience*

Piece-Specific Findings	In Their Own Words
Guy Walking on Rez (audio)	
Participants reacted positively to this ad. They thought it provided information about the census they did not know before. The emphasis on AIAN participation resonated with participants, and they felt motivated to complete the census.	• *"He told you the whole idea of the census issue. A lot of people don't know about the programs." (FG)* • *"One of the guys is really portraying what you'd see on the rez: 'Why don't you go down to the enrollment office?' I think many people would ask that." (FG)*
Snowmobile (audio)	
Alaskan participants found it encouraging that community members would go from village to village to help count everyone. They felt this would help increase the likelihood of an accurate count**.** However, there was some misunderstanding about how the census is connected to subsistence.	• *"If I heard that for the first time I'd be thinking 'Why do they want me to open the door?' But then people would talk about it and you'd learn why." (FG)* • *"The census is about how many grants/funding we get, but it's not about how many fish are in the water." (FG)*
Using local terminology was important to the Alaska Native audience. Participants specifically signaled that a snowmobile should be referred to as a "snow-go" to come across as local and authentic.	• *"Snow machine is an urban term; 80% or 90% of the people up here call it 'snow-go.'" (FG)*
Census Taker (static)	
Participants found the series of static ads informative and personal. They appreciated the stories of the enumerators. Those stories, coupled with the information paragraph, made participants feel motivated to participate in the census.	• *"Adding a personal touch. These people don't just work for the government. They're your people and your family." (FG)* • *"It shows that through any kind of weather, the Census Bureau will keep trying to count everybody in the community." (FG)*

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Asian American

The research conducted for the Asian American audience included non-English focus groups with five groups (Chinese, Filipino, Japanese, Korean, and Vietnamese) and community representative reviews for the Undocumented Asian audience. Team Y&R created 12 creative originals for the Asian American audiences that were trans-created across the six linguistic groups. All quotes in this section were interpreted from their original language to English.

3.3.4 Chinese

Participants in the Chinese focus group had to self-identify as Chinese, primarily speak Mandarin or Cantonese (depending on the group), speak English less than "very well," and meet two of the eight hard-to-count characteristics. Table B.14 and Table B.15 in Appendix Section B.1.3.3 on page 384 provide recruitment criteria. Team Y&R tested 12 creative originals across seven original families with Mandarin- and Cantonese-speaking Chinese audiences. A random selection of creative originals was tested in each of eight focus groups (FG) in Texas, New York, and California. As shown in Table 48, these pieces spanned all three phases of the campaign.

Table 48: Summary of Ads Tested With the Chinese Audience by Family and Phase

	Awareness	Motivation	Reminder
Traffic, Dad			
Traffic, Dad (video)	X		
Census Is …			
Census Is Chinese (static)	X		
My Dad/My Granddaughter			
My Dad (audio)	X		
My Granddaughter (audio)	X		
I Love …			
Discreet (audio)		X	
Discreet (static)		X	
Attention (audio)		X	
Numbers (static)		X	
Life Changes			
Life Changes (video)		X	
Life Changes (digital)		X	
Getting Stuff Done			
Getting Stuff Done (video)		X	
Shoes Off			
Shoes Off (static)			X

Notes: (1) All ads can be viewed in Appendix C.1.3 (page 558) and C.1.4 (page 567).

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3.3.4.1 Key Takeaways

Mandarin- and Cantonese-speaking Chinese audiences had relatively consistent feedback. This analysis calls out notable differences between Mandarin- and Cantonese-speaking audiences where relevant; however, any differences were primarily a function of participants' level of acculturation rather than inherent differences between the Mandarin and Cantonese language and culture.

Chinese audiences appreciated ads that got straight to the point and emphasized concrete, tangible benefits. While concepts were usually clear upon explanation and after discussion, some participants had trouble navigating the creative details, such as headlines or framings, when pieces were initially presented. Pieces that emphasized tangible benefits for individuals, their families, and future generations were most motivating.

- *"It asks people to participate in the census so that we have more ways to coordinate the resources." (Traffic, Dad, FG)*
- *"This means rights for the Chinese people. We have a lot of people in the Chinese community, but if they didn't fill this out … there is all this funding, but if they didn't fill it out, there would be less resources." (Census Is Chinese, FG)*

3.3.4.2 Traffic, Dad

The key message in *Traffic, Dad* was seen as clear and compelling. *Traffic, Dad* was one of the best-received ads tested among Chinese participants and was effective at raising interest in the census among Chinese communities whose knowledge of the census is relatively low. Most took the ad to be a call to participate in the census as a way to allocate community resources and solve common challenges such as traffic. Many were also encouraged to learn they could participate online, which was taken as a key message provided by the ad.

- *"I never knew about [the] census at all. After I reviewed this ad, I am aware of it now … I think I also became aware of the area where I live. If more people participate, we will get more resources." (*Traffic*, Dad, FG)*
- *"I think that it gives a general idea of what the U.S. census is all about. In addition to the regular channels, this information is also available online." (*Traffic*, Dad, FG)*

While most participants understood the key points communicated by the ad, some thought it was too long or believed that the story distracted from the main message. Participants noted that the ad could be improved by slightly shortening the lead-in, clarifying upfront that the ad is for the census, and focusing more directly on the benefits of participation.

- *"I think it's very good, just a little bit too long." (*Traffic*, Dad, FG)*
- *"You need to be very upfront that this is about the U.S. census." (*Traffic*, Dad, FG)*

Participants appreciated the unique storytelling approach. Most enjoyed the format of the ad and found the interaction with the daughter teaching her father that he could complete the census online to be engaging, stimulating, relatable, and informative.

- *"I liked the way this advertisement introduced the idea of the census. It's more lively." (*Traffic*, Dad, FG)*
- *"I found that because it was a question-and-answer back and forth, it was very interesting." (*Traffic*, Dad, FG)*

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- *"I like the fact that the little girl, she's proactive, she's talking a lot—it's very interesting because usually it's an adult who initiates, but here the girl is so smart, she starts the conversation." (*Traffic, *Dad, FG)*

Table 49 details specific feedback for the creative original in this family.

Table 49: Piece-Specific Takeaways for Traffic, Dad *for the Chinese Audience*

Piece-Specific Findings	In Their Own Words
Traffic, Dad (video)	
Participants found the ads to be informative and relatable with a unique storytelling approach. Chinese focus group participants enjoyed this ad and understood that by participating in the census they could help solve everyday challenges. Many also learned that it was available online. However, some participants thought that the ad was too long and that it should focus more directly on the benefits of participation.	• *"I've now learned the purpose of the census, and it's much clearer to me. Many people can relate to it. It draws me to listen more and learn more about the census. It stimulates my interest in [participating] in [the] census." (FG)* • *"It should mention the benefits of participating. Right now, I don't know. Will there be a part two of the ad?" (FG)*

3.3.4.3 Census Is …

The *Census Is Chinese* ad proactively answered questions that many had about the census. This ad performed well because participants found it to be educational and informative. It clearly and succinctly provided all relevant information about the census in one paragraph, including time frame, uses of and amount of funding influenced by census data, and methods of participation. Participants appreciated the way the ad framed the connection between participation and the allocation of public resources and were especially drawn to the idea that their individual responses made the census more accurate. Many also appreciated the way the ad highlighted different methods of participation.

- *"This is the first time I've realized that the census has something to do with the allocation of public resources." (*Census Is Chinese*, FG)*
- *"It allows me to know the functions, the purposes of the census so the government can allocate resources appropriately." (*Census Is Chinese*, FG)*
- *"I like that it mentions that you can do it online, fill out a form, call a telephone number—so that is very good because not everyone uses the internet, you know." (*Census Is Chinese*, FG)*
- *"Because there are some people who don't know how to do it online, this tells them someone might come help them fill [out] the form. It's good that they give all these options." (*Census Is Chinese*, FG)*

This ad elicited feelings of Chinese pride. Chinese participants also had a strong emotional connection with language about the importance of participation for future generations. Many found this language powerful and persuasive and emphasized that participation would be important—both for acknowledging the importance of the Chinese community and for channeling resources to the community.

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- *"'If I want to be a part of the future'—I feel that sentence is very strong. For example, it says that the group is important, but for the group to be important an individual is also important. That's a great sentence. When I read this, I say, 'Wow, as an individual, I'm important to the group.'"* (Census Is Chinese, *FG)*
- *"It says something about the census starting with you—I think this is very strong."* (Census Is Chinese, *FG)*
- *"For Chinese people, we need to voice our voice."* (Census Is Chinese, *FG)*
- *"I think it's the responsibility of everyone [to participate in the census]."* (Census Is Chinese, *FG)*

While a majority of participants in all markets understood and reacted positively to the message in the ad, some thought it was confusing and suggested it be made clearer that it was promoting the census. A few participants noted that the ad felt particularly targeted to the Chinese community, which made them feel singled out. Finally, as with other ads, the reference to an enumerator coming door to door made some uncomfortable.

- *"I think this is not an ad that makes people think this is the census. It looks like an ad about other things. When I see this, I think that this is not a U.S. census ad. Just that government funding will go to other people, but to who?"* (Census Is Chinese, *FG)*
- *"Why in here is it talking about 'Chinese'? I'm afraid people will get nervous when it actually says 'Chinese' and 'census.' Why not just omit the word 'Chinese' and just mention the census? It might scare away some people, calling out 'Chinese population census.'"* (Census Is Chinese, *FG)*
- *"If they came to my house, I wouldn't let them in."* (Census Is Chinese, *FG)*

Feedback for the creative original in this family is synthesized in Table 50.

Table 50: Piece-Specific Takeaways for Census Is … *for the Chinese Audience*

Piece-Specific Findings	In Their Own Words
Census Is Chinese (static)	
Clear information and the message communicating a strong connection to public resources were well received. Participants found this ad educational, informative, and persuasive, answering questions they had about the census and about how to participate. The ad was clear and relevant for all participants, although some wondered whether the main body copy contained too much information.	• *"It helps remind me about the census. The purpose of [the] census is to find out how large the population is and then it would also help to get more resources to build roads, repair things, public resources." (FG)* • *"This needs to be simpler. There are too many Chinese characters. People should remove the information that is not important." (FG)*

3.3.4.4 My Dad/My Granddaughter

The message and storytelling approach linked current participation to future benefits. The two pieces in this family, *My Dad* and *My Granddaughter*, engaged participants and effectively raised awareness that the census was coming and that there was a connection between participation and public resources, particularly for the next generation. Participants were engaged by the unique storytelling approach for both ads, and the depiction of the older generation caring for the younger generation resonated with Chinese audiences.

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- *"It relates to the next generation and how you can help the next generation, [for example,] in terms of development and education." (*My Granddaughter, *FG)*
- *"Once they know about how many people are living in this community, the government will know how to allocate the resources accordingly." (*My Dad, *FG)*

Most reacted better to the narration of the grandmother in *My Granddaughter* than the girl in *My Dad*. Many reacted positively to the narration of the grandmother, but some participants were distracted by the perceived precociousness of the little girl in *My Dad*.

- *"I think this ad, it doesn't match the age of the speaker. A 7-year-old could not think about such complicated things. … And then there is like a joke, this is like an advanced joke, doesn't seem like a 7-year-old's joke. I think the method, the form, is not right." (*My Dad, *FG)*
- *"I like the sentence relating to 'children in the future will have greater and better opportunities.' It captures my attention. … It motivates me more." (*My Granddaughter, *FG)*

Some found the narratives distracting and characters irrelevant. While most appreciated that the ads tried to depict scenes of everyday life, others found the narratives distracting and wished the ads would be shorter and more direct. Participants suggested the ads have more information on the benefits of completing the census along with a more direct call to action. They believed that the most important information was buried in a narrative that may not capture everyone's attention.

- *"After listening to it, I kind of lost interest. It's a little too much information." (*My Dad, *FG)*
- *"I don't understand in the beginning why she has to say she looks like her dad, which part of her looks like her dad or mom, why does she have to mention that? It's too much information." (*My Dad, *FG)*
- *"There was too much information that didn't draw me in at the beginning." (*My Granddaughter, *FG)*

Several participants noted that the ads seemed targeted to those with families. Participants without families found it more difficult to connect with the characters and other creative elements in the ads. Some were concerned that the ads focused too much on grandparents, parents, and children, rather than the population as a whole.

- *"It talks about the dimples, the parents—I think it's more important that she focus more on the impact, the community, rather than starting off about her. It should emphasize more the community." (*My Dad, *FG)*
- *"It's probably too hollow, too empty? There's no concrete idea about how it relates to me." (*My Dad, *FG)*
- *"I think that the government should make statistics about the population, not just focus on the children." (*My Granddaughter, *FG)*

Specific feedback for each creative original in this family is outlined in Table 51.

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Table 51: Piece-Specific Takeaways for My Dad/My Granddaughter *for the Chinese Audience*

Piece-Specific Findings	In Their Own Words
My Dad (audio)	
The storytelling approach was appreciated, but the long lead-in posed a challenge for engagement and comprehension of the main message. Many liked elements of this ad but also found it too long to be engaging. Participants wished the ad would get to the point more quickly and sharpen the focus on benefits of participation in the census. Some also found the young girl's narration distracting.	• *"For me, I don't hear the main point. It talks about the father and the benefits, but it doesn't say it very clearly. It says that through the census you can get more resources, but it doesn't have a good message. Say why, say better resources." (FG)*
My Granddaughter (audio)	
The ad was seen as more relevant and influential to those with children. Participants appreciated that this ad linked the census to benefits for future generations, and many enjoyed the grandmother's narration.	• *"It relates to the next generation and how you can help the next generation, like in terms of development and education." (FG)*

3.3.4.5 I Love …

Reception to this family of ads was mixed. *Discreet* (static/audio) pieces did not perform well primarily because they focused on the theme of confidentiality, and participants felt that the ads did not explain why data security was the focal point. The *Numbers* and *Attention* pieces performed well because Chinese participants thought they conveyed important information in a way that was relevant and influential. These ads emphasized the link to community benefits and the importance of participation for future generations.

The focus on confidentiality was not a compelling message for Chinese participants and raised questions about security. The content of the *Discreet* (static/audio) pieces was generally clear; however, participants were often confused why the ads focused so much on confidentiality rather than broader census benefits. Most Chinese participants said that confidentiality was a concern but the ads did not satisfactorily explain why data security was emphasized and should not serve as the primary theme of two ads. Some even indicated that communicating confidentiality and privacy messaging too aggressively might backfire and be demotivating by raising issues that were not previously a concern for the majority of the Chinese audience.

- *"This doesn't encourage me to participate. This is about confidentiality. This is just like opening a bank account at the bank. You won't disclose my personal information, just to try to get me [to] open more accounts, but that doesn't make [me] want to open more accounts." (*Discreet*, static, FG)*
- *"It makes me more worried, actually. This Chinese phrase 'I'd be very careful to do it, with great care.' It makes me very anxious, nervous—that I have to be very careful." (*Discreet*, static, FG)*
- *"If they emphasize confidentiality or privacy, then it will have the opposite effect, then we will worry about the information we provide." (*Discreet*, audio, FG)*

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The fact that confidentiality was not a key motivator was especially apparent in reactions to *Discreet* (audio). Many participants specifically noted that the ad may be more effective if it focused on other things.

- *"I think it's good that it mentions privacy or confidentiality, but I think you need to say why it benefits me." (*Discreet*, audio, FG)*
- *"You should focus on the census. It doesn't emphasize how it benefits me, like that it benefits me or future generations." (*Discreet*, audio, FG)*

Challenges were also numerous when considering the static execution of *Discreet* (static). Many participants found the execution, headline, and imagery odd and contradictory. The term used for "discreet" in Mandarin and Cantonese did not connote the same meaning as in English and sounded awkward in the context. Additionally, participants felt the play on words was contradictory. They did not understand why the narrator talks about being private but she is not private.

- *"That headline is not clear. I think the rest of it is the government message. I think that is a contradiction in this message. The headline in that I will pay close attention, but the rest is the government. It's like different voices. I feel it is confusing to me." (*Discreet*, static, FG)*
- *"I find it very strange. 'I will participate in the 2020 Census' should be first. The headline is very odd to me." (*Discreet*, static, FG)*
- *"If we put the headline as '2020 Census information will be confidential,' then it would be better." (*Discreet*, static, FG)*

***Numbers* succeeded because it emphasized ease of participation and tangible benefits.** *Numbers* was one of the best-performing ads across all families because it focused on ease of participation and the connection between individual participation and public resources.

- *"Every single response counts. Everyone represents a number. And that's what they mean when at the beginning they talk about [a] numbers game." (*Numbers*, FG)*
- *"It's just like a numbers game. It's like a metaphor. It's easy to participate, and when you participate you are playing a numbers game." (*Numbers*, FG)*
- *"I think this is very good. It talks about how the resources, school and others—it's very clear about how the money is used." (*Numbers*, FG)*

Most enjoyed the "numbers game" metaphor (trans-created from the idea expressed as "numbers" in English), although some (particularly in Cantonese groups) thought it trivialized the census as an important topic.

- *"I think this phrase 'numbers game' is not quite right, it's not quite appropriate. When it says 'numbers game,' it conveys the notion that it can be taken less seriously, more casually, more lightly." (*Numbers*, FG)*

Feelings of Chinese solidarity elicited by *Attention* were influential and motivating. While reception to *Attention* was more mixed overall, the ad was notable for the way it drew out feelings of Chinese solidarity. Many found the Chinese-specific messaging in this ad to be highly relevant for their communities. They believed that not participating would mean

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that future generations of the Chinese audience would be at a disadvantage, their future shaped by the census responses of other ethnic groups and communities.

- *"It speaks to me, that the Chinese population should not be ignored—it's more powerful to me. It relates to every one of us."* (Attention, *FG)*
- *"It makes me really impressed. It means that I need to participate because then others will get to decide our future."* (Attention, *FG)*
- *"Everyone has to participate, because this is a civic responsibility of every citizen." (Attention, FG)*
- *"If Chinese people don't participate, then resources go to other ethnic groups and not to Chinese people … it is important to me."* (Attention, *FG)*

While participants liked and could relate to the message in *Attention*, the delivery of the ad was an issue for them. Many participants found the specific phrasing of "I Love Attention" to be odd, as well as the focus on impressing others and mention of fashion. Some suggested the ad would skip the metaphor and be more direct. Some also called for more information about how to participate, including a phone number that could be used to respond since the ad mentions responding by phone.

- *"'I don't need to be so dressed up to get other people's attention'—that line is kind of irrelevant and doesn't need to be there."* (Attention, *FG)*
- *"I think that this phrase is trying to bring out the sense that one has to impress others, but then the connection is not quite good."* (Attention, *FG)*
- *"I think this ad is pretty good, really good. But it doesn't have a phone number, just an internet website."* (Attention, *FG)*

Table 52 details specific feedback for each creative original in this family.

Table 52: Piece-Specific Takeaways for I Love … *for the Chinese Audience*

Piece-Specific Findings	In Their Own Words
Discreet (audio)	
Participants found the message clear but did not understand why confidentiality should be a central topic. While participants recognized that data security was an issue, the ad did not explain why it was important.	• *"It doesn't say the purpose or functions. It just says that the information will be kept confidential, but it doesn't say why you should do the census. And if I don't do it, then why would I be worried about my privacy?" (FG)*
Discreet (static)	
Participants understood the message but did not think confidentiality should be emphasized and were distracted by the headline. Many found the creative execution, headline, and imagery very odd or even contradictory, and reiterated that they thought the ads should focus on benefits other than confidentiality.	• *"This doesn't encourage me to participate. This is about confidentiality. This is just like opening a bank account at the bank. You won't disclose my personal information, just to try to get me [to] open more accounts, but that doesn't make [me] want to open more accounts." (FG)*
Numbers (static)	

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Piece-Specific Findings	In Their Own Words
Participants thought the ad was informative and engaging. Participants appreciated learning how they could make a difference in drawing public funding to their communities, but some thought that the census shouldn't treat participation as a "game."	• *"It's just like a numbers game. It's like a metaphor. It's easy to participate, and when you participate you are playing a numbers game." (FG)*
Attention (audio)	
Participants found the message relevant and influential but found the delivery to be odd. The ad elicited feelings of Chinese solidarity, which was highly motivating. However, they did not like the way the message was conveyed, specifically the focus on "attention," and wished it contained more information on how to participate.	• *"It speaks to me, that the Chinese population should not be ignored—it's more powerful to me. It relates to every one of us." (FG)*

3.3.4.6 Life Changes

Ads in the *Life Changes* family confused some participants. While some understood and appreciated the message, they did not like the execution. Specifically, most found the "countdown" concept to be very confusing and distracting. Even after discussion, few believed that the underlying message—that data needs to reflect changes of the past decade—was intrinsically motivating.

- *"This particular ad does not help me to pay attention to [the] census." (*Life Changes*, video, FG)*
- *"Doesn't focus on the purpose of the census." (*Life Changes*, video, FG)*
- *"I don't know what it's trying to say. I simply don't understand it. The theme is unclear." (*Life Changes*, video, FG)*
- *"I don't understand what this is, '1, 2, and 3.' I understand it is about resource allocation, but I don't understand this." (*Life Changes*, digital, FG)*
- *"The ad says it would be a great opportunity. What is the opportunity?" (*Life Changes*, digital, FG)*

Even those that understood the concepts of these ads struggled to connect with them because the ads had so many different frames and examples. A few participants noted that it may be even more difficult for those without families to relate to the ads, since they depicted many family-oriented scenarios. Some wished the ads would focus more on broader changes in the community, rather than with individual families.

- *"I think [the changes] are not directly related to our communities. Traffic, transportation, road building, communities, public funding changes [would be better]." (*Life Changes*, video, FG)*
- *"Could use a few more details that directly relate to our communities." (*Life Changes*, video, FG)*
- *"So it mentions [in] three additional pieces in the family, there will be more schools. But I see this as a very individual matter. How does this relate to the schools?" (*Life Changes*, digital, FG)*

Between the two pieces, the digital piece seemed to perform slightly better, likely because it featured a shorter countdown with fewer examples. Many thought the digital piece more clearly and directly links participation to the future.

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- *"If we can seize the opportunity, we can help to shape the next 10 years. I think this ad is very good. It's right to the point. It mentions about young people, middle-aged, and senior people. Right to the point." (*Life Changes*, digital, FG)*
- *"You have a great opportunity to create changes in the next 10 years. The future impact." (*Life Changes*, digital, FG)*

Feedback for the creative originals in this family is synthesized in Table 53.

Table 53: Piece-Specific Takeaways for Life Changes *for the Chinese Audience*

Piece-Specific Findings	In Their Own Words
Life Changes (video)	
Participants did not connect to the countdown approach and found it difficult to understand. Many struggled to connect with this ad because it had many frames and examples, some of which were irrelevant to them.	• *"Besides the last one, number one, which says it's the opportunity to participate, that's clear. The rest is not." (FG)*
Life Changes (digital)	
Some participants found the delivery of the message to be confusing. Many thought this was more straightforward than the video, likely because it was shorter, but still had trouble relating to all the examples.	• *"I don't understand what this is, '1, 2, and 3.' I understand it is about resource allocation, but I don't understand this." (FG)*

3.3.4.7 Getting Stuff Done

***Getting Stuff Done* clearly made the link between the census and public resource funding.** The ad also elicited some discussion of helping the Chinese community, which was a strong underlying motivator to complete the census. Beyond the link to public funding, many thought the purpose of the ad was to inform people that the census is available and can be completed online.

- *"It mentions the importance of participating in the census. He mentions that with the number of people in the population, they then allocate resources to the communities." (*Getting Stuff Done*, FG)*
- *"If the Chinese people don't participate, then there won't be an effect." (*Getting Stuff Done*, FG)*
- *"This encourages people to participate. You can do it even if you're down in the subway. You can do it online. I always thought you had to fill out a form." (*Getting Stuff Done*, FG)*

However, some still wanted the ad to include more concrete information on the benefits of participation and thought that the story distracted from the key message:

- *"Very general. Did not discuss in detail the importance of the census. It seemed to summarize. I would want details—mention numbers." (*Getting Stuff Done*, FG)*
- *"My feeling is that there is no need for the narrative. It's just explaining that we are going to be doing this. Just explain it directly." (*Getting Stuff Done*, FG)*

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The call to action was not relevant for people of all ages. Participants both younger and older assumed the ad was trying to target the older generation, given the characters depicted and the reference to public funding for hospitals. Further, several participants noted that it did not seem realistic to depict the older Chinese generation using their smartphones to participate in the census. Many recommended that the ad focus more on issues that appeal to younger and older individuals alike.

- *"I think it's close to reality, but I think that the older people using their cellphones to fill the form out is not realistic." (*Getting Stuff Done*, FG)*
- *"To someone as young as me, it's not that appealing. I think it's better, more suitable, for older people." (*Getting Stuff Done*, FG)*
- *"I think it should be more comprehensive, not just for the 'senior' population." (*Getting Stuff Done*, FG)*

Table 54 details specific feedback for the creative original in this family.

Table 54: Piece-Specific Takeaways for Getting Stuff Done *for the Chinese Audience*

Piece-Specific Findings	In Their Own Words
Getting Stuff Done (video)	
Participants appreciated the clear link between participation and benefits to the public. Many also learned that they could participate online and found helping the Chinese community to be a strong motivator. However, the ad came off as significantly less relevant to the younger generation since it depicted people discussing funding for medical services.	• *"If the Chinese people don't participate, then there won't be an effect." (FG)* • *"I think it should be more comprehensive, not just for the 'senior' population." (FG)*

3.3.4.8 Shoes Off

The *Shoes Off* theme and headline was distracting and confusing. Most of the discussion during focus groups across markets was about enumerators coming to participants' doors and taking off their shoes. While many acknowledged that taking off shoes was part of Chinese culture and was meant to convey a message of respect, few thought it was an appropriate way to express respect and found it bizarre that this concept would be featured so prominently, especially in the headline.

- *"I think taking off their shoes, this seems like a common sense thing to do. It isn't something that needs to be boasted about." (*Shoes Off*, FG)*
- *"I think it's odd. The headline has no relationship with [the] census." (*Shoes Off*, FG)*
- *"I don't like that. It's not appropriate. How does taking off your shoes help me?" (*Shoes Off*, FG)*
- *"It's not necessary to put something that we already do into a gift or a sign of respect. I know what it's trying to say, but I think the effect wouldn't be very good." (*Shoes Off*, FG)*

Many mistakenly believed that enumerators would *enter* their homes. In addition to significant confusion over the meaning of the ad, many participants expressed discomfort at the idea that an enumerator might visit their home under

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any circumstances. Some incorrectly assumed that a census representative would visit every household, perhaps suddenly without any notification or warning. Several others misinterpreted the ad to mean that an enumerator might actually *enter* their home, which would make them feel particularly uncomfortable.

- *"Bad people could pretend to be a census taker." (*Shoes Off*, FG)*
- *"Would be hard for me to accept a stranger in my home." (*Shoes Off*, FG)*

Feedback for the creative original in this family is synthesized in Table 55.

Table 55: Piece-Specific Takeaways for Shoes Off *for the Chinese Audience*

Piece-Specific Findings	In Their Own Words
Shoes Off (static)	
Participants were confused by the headline, which distracted from the main message. This ad was not well received because participants could not understand why it would use the idea of taking off shoes to communicate a message of respect. Further, many misinterpreted the ad as saying that someone may enter their home.	• *"It's not necessary to put something that we already do into a gift or a sign of respect. I know what it's trying to say, but I think the effect wouldn't be very good." (FG)* • *"Concerned, because sounds like they have to come in." (FG)*

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3.3.5 Filipino

These groups were made up of participants who self-identified as Filipino, primarily speak Tagalog or "Taglish," and meet at least two of the eight hard-to-count characteristics. Recruitment details are available in Table B.16 in Appendix Section B.1.3.3.2 (page 386). Team Y&R developed and tested 12 creative originals in Tagalog. As shown in Table 56, these pieces were nested within seven creative families and spanned all three phases of the campaign. All Tagalog pieces were tested in four focus groups (FG) held in Hawaii and Nevada where participants spoke Taglish.[36]

Table 56: Summary of Ads Tested With the Filipino Audience by Family and Phase

	Awareness	Motivation	Reminder
Traffic, Dad			
Traffic, Dad (video)	X		
Census Is …			
Census Is Filipino (static)	X		
My Dad/My Granddaughter			
My Dad (audio)	X		
My Granddaughter (audio)	X		
I Love …			
Discreet (audio)		X	
Discreet (static)		X	
Attention (audio)		X	
Numbers (static)		X	
Life Changes			
Life Changes (video)		X	
Life Changes (digital)		X	
Getting Stuff Done			
Getting Stuff Done (video)		X	
Shoes Off			
Shoes Off (static)			X

Notes: (1) All ads can be viewed in Appendix C.1.5 on page 576.

3.3.5.1 Key Takeaways

The Filipino audience found the main messages clear and liked the themes around family and community, but they felt the ads were too long or dense. Ads with examples such as traffic, health care, and community benefits resonated well with participants. However, while the participants liked the storytelling aspect, they expressed that the main message in the video and audio ads should be introduced earlier to keep their attention and that information in the static ads needed to be more concise.

The main message was clear:

[36] English is one of the official langauges in the Philippines so it is common for many Filipinos to speak a mix of Tagalog and English known as "Taglish".

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- *"I think the message is very clear: To be counted. To participate." (*Census Is Filipino*, FG)*
- *"This is clear. Even though it's a grandma, she thinks about the benefit to the child, and her future. Even if the child has its parents, the grandparent is still helping." (*My Granddaughter*, FG)*

Storytelling and examples of benefits were effective:

- *"I like it because it involves a child. Kids usually don't have a voice. I like that the child's point of view is included. They're the future." (*Traffic*, Dad, FG)*
- *"The message is there. It tells you exactly what the funds [are for] … they estimate for the schools and roads and fire. It's just appealing. It caught my attention." (Numbers, FG)*

There was a desire for more concise and direct messaging:

- *"It should say something about 'let's be counted' or 'make sure you're counted.' 'Be counted.' That's missing. Everyone knows there's changes over 10 years—what's that got to do with [the] census?" (*Life Changes*, video, FG)*
- *"[The ask] should be clearer. Something is missing. The way she's discussing that she should go online [to participate], why?" (*Getting Stuff *Done, FG)*
- *"It's too long to read … why do it?" (*Discreet*, static, FG)*

Participants suggested that Taglish would be more natural than pure Tagalog in television and radio media. Participants expressed that using conversational Taglish would be more appropriate and personal than using formal Tagalog. They noted that formal Tagalog is rarely used in media or advertising and that it would seem out of place or out of touch as a result.

- *"It should be clear [and] conversational. It doesn't sound natural when they speak. If you're going to use Taglish, for the radio and TV is fine, but not for print. It doesn't look nice. Even [in] the Philippines, TV commercials are [in] Taglish." (*Getting Stuff Done*, FG)*

3.3.5.2 Traffic, Dad

Participants reacted positively overall to this ad. Many could relate to the example of traffic and found the link between participation in the census and benefits for the public to be clear. The storytelling method and multigenerational perspective tested well in focus groups, primarily because Filipinos are used to the idea of the children in new immigrant families helping their parents navigate society, particularly when it comes to technology.

- *"Number of people are increasing in every place. The budget is not sufficient to create all of the roads needed." (*Traffic, Dad*, FG)*
- *"I like it because it involves a child. Kids usually don't have a voice. I like that the child's point of view is included. They're the future." (*Traffic, Dad*, FG)*
- *"The conversation is typical between a parent and child." (*Traffic, Dad*, FG)*
- *"Yes, a lot of kids now are more computer-savvy, so I remember doing [the] census myself for my parents when it was in the mail. The fact that it's online will be harder for them now." (*Traffic, Dad*, FG)*

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Some participants were distracted by the child and thought there was a disconnect between how maturely she spoke and how old she appeared to be.

- *"Maybe the child should be shown to be a bit older. I don't know if there is any child like that who speaks that way or thinks that way." (*Traffic, Dad*, FG)*

Participants thought the ad could be more motivating. Some participants felt that a stronger and more direct call to action and alternative examples could help leverage the positive emotions generated by the ad into greater motivation to participate.

- *"It's not just about the traffic. That's just one of them. … Maybe add a couple more reasons why, other than traffic." (*Traffic, Dad*, FG)*
- *"The message is OK. But the last word [is missing]—the 'participate' [prompt], the 'go out and vote' [part]. (*Traffic, Dad*, FG)*

Feedback for the creative original in this family is synthesized in Table 57.

Table 57: Piece-Specific Takeaways for Traffic, Dad *for the Filipino Audience*

Piece-Specific Findings	In Their Own Words
Traffic, Dad (video)	
Participants reacted positively and appreciated the dialogue between the child and parent, but some found that the child spoke too maturely for her age. The format in which a child helps their parent was seen as culturally relevant and believable, but many did not find the precocious child character realistic.	• *"The child's awareness of the process of the census is passed to older generations so they're aware these things happen and reasons why. It's straight to the point." (FG)* • *"Maybe the child should be shown to be a bit older. I don't know if there is any child like that who speaks that way or thinks that way." (FG)*

3.3.5.3 Census Is …

Participants liked the information the ad provided but felt the content needed to be more concise. Participants found this ad to be informative and representative of their community and liked that there were many different options for participation, including over the internet. However, the font was too small to read and content was too long to capture participants' attention in a natural setting.

- *"I like the picture of the family. It's very informative. I think the message is very clear: To be counted. To participate." (*Census Is Filipino*, FG)*
- *"I like the fact that we can do it online. I didn't know that, that you can also do it through the mail." (*Census Is Filipino*, FG)*
- *"The message comes through positively, but if you're going to let people read that many letters that small, it's better to simplify the message so that [the font] can be bigger." (*Census Is Filipino*, FG)*

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Mentions of the Filipino community were motivating. Many appreciated and were motivated by specific mentions of the Filipino community. They understood that the census was connected to community benefits, which made them feel a sense of duty to participate.

- *"The person who wrote this is trying to encourage Filipinos. [There are] important things in decision making…so being Filipino is important in the census." (*Census Is Filipino*, FG)*
- *"It's for the benefit of Filipinos." (*Census Is Filipino*, FG)*
- *"Because the picture shows old or young, you still need to be counted. You're still Filipino, and you still need to be counted." (*Census Is Filipino*, FG)*

Table 58 details specific feedback for the creative original in this family.

Table 58: Piece-Specific Takeaways for Census Is … *for the Filipino Audience*

Piece-Specific Findings	In Their Own Words
Census Is Filipino (static)	
Participants found the ad motivating but thought the ad needed to be more concise so the font could be bigger. Many felt motivated to participate after learning about community benefits but could not easily read the content that listed all of the benefits.	• *"What this is saying is, 'I am proud to be Filipino…I stand here because I am Filipino.' For me it's effective because they will understand better." (Census Is Filipino, FG)* • *"It can be influential, but [the font is too small]. We need to make sure the materials are readable, accessible." (FG)*

3.3.5.4 My Dad/My Granddaughter

Filipinos found these ads clear and appreciated the intergenerational focus on family. Participants immediately understood the main message of the ads and could relate to the emphasis on family and the concept of parents or grandparents learning from their children. However, some found that the child narrator's focus on her own needs in *My Dad* contradicted the broader family theme and wanted the child to speak more about benefits for everyone.

- *"The ad is very clear, especially how it is delivered. The child wants [her] ambitions to be realized." (*My Dad*, FG)*
- *"This is clear. Even though it's a grandma, she thinks about the benefit to the child, and her future. Even if the child has its parents, the grandparent is still helping." (*My Granddaughter*, FG)*
- *"I think the message is good because it shows the Filipino love for family. I love my granddaughter. It mentions the parks, the things needed for the community. That's why we need to participate in the census. The message is good and the aim to help the community." (*My Granddaughter*, FG)*
- *"The message is more focused on the needs of the child, not about the general needs. So I didn't like it." (*My Dad*, FG)*

These ads motivated participation on behalf of the next generation. Many in focus groups appreciated learning more about the link between census participation and public funding, and were motivated to participate to help both their own families and the Filipino community in the future.

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- *"It's not only for us, but for the next generation. So as they grow older … the benefits of the census won't be lost but will keep going." (*My Dad*, FG)*
- *"For me, it's the future of this child. It's dependent on the parent. If the parents don't participate, it will affect what the child wants. Get registered, so you can be counted and I can be counted. The younger people are trying to tell their parents to join the 2020 Census." (*My Dad*, FG)*
- *"It's like, if you register—especially as a Filipino—it's very important. We should tell our friends and our relatives that it's very important to participate in the census [in] 2020. It's how they base what's going to happen, it's so we have a voice—that's what I got." (*My Dad*, FG)*
- *"It reminds you about shaping the future for the next generation." (*My Granddaughter*, FG)*

Specific feedback for each creative original in this family is outlined in Table 59.

Table 59: Piece-Specific Takeaways for My Dad/My Granddaughter *for the Filipino Audience*

Piece-Specific Findings	In Their Own Words
My Dad (audio)	
Participants could relate to the idea of learning from their children, but some felt the focus should be on broader benefits. While the main message was effectively communicated, some felt that the child could better emphasize the needs and futures of other family members and the broader community.	• *"It was very encouraging. We need [to participate] for the next 10 years for my future and my father. She doesn't want her father to skip the census." (FG)* • *"It seems to be missing something. In a family, it's not only the child that is of importance. There should be some interaction between the father and mother and the kid, to effectively show the future of everybody." (FG)*
My Granddaughter (audio)	
The purpose and importance of the census was clearly understood. Participants understood the importance of the census and that their participation would be good for them and their families.	• *"I think purpose of the census, it should be brought out to the community. Why are we doing this. It's not just about the count, it's the projects. The people will recognize the census will be helpful." (FG)*

3.3.5.5 I Love …

This family received a mixed response from this audience. Participants generally understood the intended message in both *Discreet* ads and felt that assurances of privacy and data security were important. Some participants, however, questioned the focus on confidentiality and became skeptical of the message. Participants cautioned that overemphasizing confidentiality could create rather than alleviate concerns.

- *"The part where she says, 'My privacy is safe' … it's not convincing enough. It's like she's scared about something." (*Discreet*, audio, FG)*
- *"It's the way she said it, the way she mentioned it twice. It made me feel … [gestures to show lack of confidence]." (*Discreet*, audio, FG)*

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Focus group participants were generally more consistently receptive to the *Numbers* and *Attention* messages. In particular, *Numbers* provided participants with clear information about the purpose of the census, how the census works, and how each person influences the outcomes. Participants reflected on this information as motivating. *Attention* reiterated that everyone should be counted and that participation was important not only for Filipinos but for all minority groups for the future of their communities.

- *"It made me understand the census just by reading it. Now I have a function. If I didn't know it, now I know. The census is for this, for that. It connects the dots for me. For a normal person, it says what it's for." (*Numbers*, static, FG)*
- *It's giving me a reason why I should be doing the census. This person relates to me. … Like, it says, 'I'm here, so count me.'" (*Attention*, FG)*
- *"She's saying all of us [are important]—everyone who lives in the U.S., every individual needs to answer." (*Attention*, FG)*

Across pieces, however, some participants expressed concern that the ads presented too much content or that the most relevant information was buried. In the audio pieces, census-specific information was presented in the latter parts of the ads following a narrative hook. The static pieces included text that some participants found to be dense or displayed with a font that was too small. Some participants in turn pointed out that the structure of these messages made it difficult to take in all the important information.

- *"In the beginning, it's not about me. The introduction is kind of confusing—it's not about me." (*Discreet*, audio, FG)*
- *"She's saying too many things. She has to say—short and sweet." (*Attention*, FG)*
- *"It's too long to read. What are the frequently asked questions—why do it?" (*Discreet*, static, FG)*

Some found it difficult to connect with or relate to the ads. While most participants said the ads were relevant to them, they did not find that the ads elicited strong emotional responses. With *Attention*, for example, participants did not have an emotional connection to the ad and thought the message would be more personable if the concept were more personal (between a couple) or interactive (with questions).

- *"It would be nice if it was a conversation. Maybe the wife should ask a question. When you talk too long, you lose attention in 10 seconds." (*Attention*, FG)*
- *"Since people are listening, you should ask a question and then answer. You should ask the question, 'Do you want to improve your community?' I don't know the question, but you know what I am getting at." (*Attention*, FG)*

Participants found the video and audio ads to be too formal and suggested using Taglish to make the conversion more natural. Participants voiced that Filipinos rarely use pure Tagalog or Tagalog only when speaking and that they are used to hearing Taglish when watching TV or listening to the radio. By using Taglish, the ad would be more conversational and use everyday vernacular that would make it feel more genuine and authentic to how Filipinos talk to each other.

- *"We don't speak just Tagalog. It would be more natural if this were in Taglish. In print it's OK but not when spoken." (*Attention*, FG)*

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Table 60 details specific feedback for each creative original in this family.

Table 60: Piece-Specific Takeaways for I Love … *for the Filipino Audience*

Piece-Specific Findings	In Their Own Words
Discreet (audio)	
The response to the message about privacy was mixed. The mention of privacy was important to all participants, but some thought that the focus on privacy in the ads confirmed the fears of those who were looking for a reason to be scared, and it made some leave with more concerns.	• *"Even though she is a private person, she wants to show that she is a Filipino. But she knows that her information will not be shared." (FG)* • *"It scared me about joining in, because it sounded like she's saying it's not safe. It's not good; it scares me. My emotion is scary—the older Filipinos wouldn't understand." (FG)*
Discreet (static)	
Privacy and security messaging could be effective, but the repetitive mentioning made participants weary. Participants thought that the messaging would ease people's worries about data security but also voiced that the multiple mentions of privacy could worry fellow Filipinos who had not previously been concerned about the confidentiality of their census data.	• *"It's more concerned about privacy. Because we're now watching our information, you hear what the media says. Everyone tells you what they are doing, but in a sense, there are some people [who] are more concerned about their privacy and they won't participate. This addressed those people who might be concerned about their privacy." (FG)* • *"I wasn't worried before, but now that you mentioned it three times, I'm concerned …" (FG)*
Attention (audio)	
Participants were motivated by the messaging but had difficulty connecting to the ad because the dictation was not natural and too fast. Most participants voiced that they could not connect with the ad initially because it went too fast, but after talking through the content, the participants agreed that participation was important.	• *"The future of improvements are based on the census. The process doesn't just happen. They need data—for a better solution, for more accurate actions—so they can implement projects that are dependent on the census." (FG)* • *"The message is there, but it sounds like she's just reading the script. Not much impact. She's telling you the truth, but it's too fast. She's talking about being here … maybe the approach is there if she spoke more clearly. I feel like it's too long." (FG)*
Numbers (static)	
Participants reacted very positively to the message and information about funding. They liked that the ad was short and informative, although the headline was confusing for some.	• *"The census is very important. It's not only for roads, it's for everything else. There are different aspects where the census can be used." (FG)* • *"A lot of people don't know this. Know how it works, and now, ding! The lightbulb. That's how it works." (FG)*

3.3.5.6 Life Changes

Participants did not find the concept of the ads immediately clear. Participants found the "countdown" difficult to grasp. Although some were able to make the connection with the census capturing changes in their lives, they felt the ads should be forward-looking and should not focus on the past.

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- *"Everyone knows 10 years brings changes. But the focus is, the census, how does that relate?" (*Life Changes*, video, FG)*
- *"The experiences over the 10 years, this is the things achieved, and this is the chance to do the next 10 years. But the past that happened is not good. It's confusing." (*Life Changes*, video, FG)*

Participants were also confused by the lack of a clear call to action or instructions on how to participate. Few felt motivated to participate after viewing the ads. They indicated that adding a more direct call to action as well as additional information on how to complete the census would be useful.

- *"It's not really giving me a reason for why I should be counted." (*Life Changes*, digital, FG)*
- *"What is the deadline? What month should you participate, or what dates? In all the ads, it says about 'complete the census,' but it doesn't give you information on deadlines." (Life Changes, video, FG)*

Additionally, some participants without children found it harder to relate to the ads. Even if they knew that the census could bring broader community benefits, they felt the ads were focused too exclusively on children and family.

- *"It seems to be focusing on children, and not focusing on other things. There doesn't seem to be enough explanation." (*Life Changes*, digital, FG)*
- *"It's not really giving me a reason for why I should be counted." (*Life Changes*, video, FG)*

Specific feedback for each creative original in this family is outlined in Table 61.

Table 61: Piece-Specific Takeaways for Life Changes *for the Filipino Audience*

Piece-Specific Findings	In Their Own Words
Life Changes (video)	
Participants did not immediately understand the concept of the ad. After some discussion, participants were able to understand the concept but wanted a more direct call to action. Participants also felt the ad should focus more on the future and not the past.	• *"The focus should just be on the next 10 years. The next 10 years, there is going to be changes in the family, so we should do the census. It didn't connect with me." (FG)*
Life Changes (digital)	
Participants did not understand the concept or connect the countdown to the pictures. Participants found the ads to be too narrow and wanted to see the bigger picture. They also thought it was too focused on children and family.	• *"For me, if you're living in the U.S., if you're legal or not, you need to be counted. I want to see the forest, not the trees." (FG)*

3.3.5.7 Getting Stuff Done

Participants understood the general concept of the ad in this family and felt it was clear, but they did not find it as relevant or motivating as other original families. Participants said the message of the ad was believable and understandable; however, they wanted more information on how to complete the census, as well as a clearer and direct

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call to action. Some participants did not think the call to action was strong enough and wanted to be told specifically why they should participate.

- *"I like the premise—using the Filipino elements, things people are familiar with. The message is very clear. If you answer the questions, we'll have a clinic close to us." (Getting Stuff Done, FG)*
- *"There is something missing. The way she's discussing that she should go online … I wasn't convinced." (Getting Stuff Done, FG)*

The group found the concept of the ad and the picnic scenario to be somewhat relatable but noted that all-Tagalog sounded unnatural. They mentioned that most non-English audio media they are exposed to is in Taglish, not pure Tagalog. They said the use of pure Tagalog is not very common in Filipino digital media.

- *"Tagalog doesn't sound natural. It needs to be more conversational [and use Taglish]. It's the natural way people talk." (Getting Stuff Done, FG)*
- *"Even the Philippines commercials are Taglish" (Getting Stuff Done, FG)*

Feedback for the creative original in this family is synthesized in Table 62.

Table 62: Piece-Specific Takeaways for Getting Stuff Done *for the Filipino Audience*

Piece-Specific Findings	In Their Own Words
Getting Stuff Done (video)	
The call to action should be clearer, and more natural-sounding vernacular (Taglish) should be used. The groups understood the concept but felt it did not have a clear call to action. They wanted more information on how to complete the census. Additionally, some voiced that the ads should use Taglish to sound more natural and not so formal.	• *"The ad is nice, but it should be clearer. There is something missing. The way she's discussing that she should go online, I wasn't convinced. I don't know. It just doesn't talk to me. But the message is nice." (FG)* • *"Tagalog doesn't sound natural. It needs to be more conversational [and use Taglish]. It's the natural way people talk." (FG)*

3.3.5.8 Shoes Off

Filipinos were one of the few audiences that reacted well to the "shoes off" theme. Filipino focus group participants immediately understood that the ad was trying to convey a message of respect. Filipinos also generally had more prior knowledge of the census compared with other groups, making them more comfortable with an enumerator coming to their house—some even liked the idea of an enumerator coming to their home to discuss the census. Many also appreciated that the ad highlighted the different ways they could participate.

- *"It's good because you can meet the census taker and ask about the things you want to ask about. It's more personal. So that you can really talk about the 2020 Census." (*Shoes Off, *FG)*
- *"I prefer to go online because I work 16 hours a day. I like all these methods, but I'm busy. It's nice to be interviewed, but I'm busy." (*Shoes Off, *FG)*

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While the ad made participants more comfortable with the idea that someone may come to their home, some still had reservations and wondered if there would be ways to confirm the enumerators' legitimacy as a Census Bureau employee. A few participants also thought some of the text could be clarified, particularly the "gift" of the census.

- *"It's not convincing for me. When I read it, it doesn't say the point of the census. It doesn't convince me [to participate]." (*Shoes Off, *FG)*
- *"How do you know exactly who he is? You don't know who he is. What credential does he have? What ID? To reassure people they are legit, you don't just let anyone in." (*Shoes Off, *FG)*
- *"Respect is there, but how do I know he works for the Census Bureau?" (*Shoes Off, *FG)*
- *"I don't understand 'I give you the gift.' … Oh! It's an opportunity to participate?" (*Shoes Off, *FG)*

Table 63 details specific feedback for the creative original in this family.

Table 63: Piece-Specific Takeaways for Shoes Off *for the Filipino Audience*

Piece-Specific Findings	In Their Own Words
Shoes Off (static)	
Filipinos were one of the few audiences that understood and liked the "shoes off" theme. Most understood that the ad was trying to convey a message of respect, and though some still had reservations, it made most more comfortable with the idea that someone would come to their home.	• *"When he says, 'I'm going to remove my shoes,' it's OK for him to come in, so that he can ask about what he wants to learn about the census. He's welcome to come in, because you also want to learn about it." (FG)*

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3.3.6 Japanese

The Japanese focus groups included participants who self-identify as Japanese, primarily speak Japanese, speak English less than "very well," and meet at least two of the eight hard-to-count characteristics. Japanese recruitment details can be found in Table B.17 in Appendix Section B.1.3.3.3 on page 387. Team Y&R tested six creative originals in Japanese during Campaign Testing, and a seventh—*Census Is Japanese*—in two additional community representative reviews (CRR) conducted in early August. Testing for this audience was initially limited to six creative originals in line with capacity of the planned number of focus groups and CRRs. To better meet the final needs of the media plan, additional CRRs were added to test the seventh creative original.

As shown in Table 64, these pieces were nested within six creative families and spanned all three phases of the campaign. One creative original in the I Love … family and the post-testing piece in Census Is Japanese were tested only with community representatives. The other creative originals were tested in two focus groups (FG) in California and three community representative reviews. Ads were tested in both focus groups and community representative reviews unless otherwise noted.

Table 64: Summary of Ads Tested With the Japanese Audience by Family and Phase

	Awareness	Motivation	Reminder
Traffic, Dad			
Traffic, Dad (video)	X		
Census Is …			
Census Is Japanese (static)**	X		
My Dad/My Granddaughter			
My Granddaughter (audio)	X		
I Love …			
Discreet (static)		X	
Numbers (audio)*		X	
Getting Stuff Done			
Getting Stuff Done (video)		X	
Shoes Off			
Shoes Off (static)			X

Notes: (1) All ads can be viewed in Appendix C.1.6 on page 586.
* Tested only among community representatives.
** Tested only among community representatives in additional reviews.

3.3.6.1 Key Takeaways

The Japanese audience appreciated straightforward messaging that highlighted tangible benefits. Since knowledge of the census and past participation was relatively low, many Japanese participants appreciated learning basic facts about the census, such as what it is, how it works, and what the benefits are. Similarly, calls to action with this audience were most effective when linking participation to direct and tangible benefits.

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- *"Rather than a story, I think they should tell us about [the] census. The fact, what it's being used for, how it's being utilized." (*My Granddaughter, *FG)*
- *"I think it's fairly clear. I think, generally speaking, Japanese people are pretty proactive as long as they get the messaging to them and it's not misleading." (*Discreet, *CRR)*

Younger respondents expressed that they had trouble relating to some of the concepts. Some younger focus group participants had trouble relating to ads that did not seem to depict people of their age or in similar family situations. Many in groups were quick to tune out content that did not have a character they could relate to, and some younger Japanese participants lost interest in ads with older characters or those that depicted families.

- *"This looks like it's only appealing to [a] certain age group. If they want to appeal to the whole Japanese age group, they should have all age groups in the ad." (*Getting Stuff Done, *FG)*
- *I am not married and I don't have a granddaughter, so it is from an older generation and doesn't concern me (a young woman). (*My Granddaughter, *FG)*

3.3.6.2 Traffic, Dad

***Traffic, Dad* was well received because it was seen as informative and relevant.** Japanese focus group participants and community representatives had generally positive reactions to this ad. They believed that the ad provided key information about the census and its many uses to a community with relatively low awareness. Participants also understood that everyone can complete the census and that it is easy enough to be completed online or on a smartphone.

- *"I [previously] thought the census was just to research the number of people and race and population." (*Traffic, Dad, *FG)*
- *"Last time, in 2010, I don't think you could do it online. I think they're doing that for the first time. It's like a message telling us that anyone can do it, so that's good." (*Traffic, Dad, *FG)*

Most focus group participants were able to relate to the example of traffic used in the ad, particularly since groups were held in California, where traffic is a major issue. Participants understood that traffic was just one example of how participation in the census could have a tangible impact on their own lives. Conversely, some felt that the focus on traffic was too narrow and wanted to hear more examples of other census benefits.

- *"It was easy to understand that it could be a way to resolve the traffic problems that we face every day." (*Traffic, Dad, *FG)*
- *"Yes [I could relate to this]. In the evening, the traffic is bad. This is true." (*Traffic, Dad, *FG)*
- *"Just from this, I don't think I can get the whole picture. What are the other benefits?" (*Traffic, Dad, *FG)*

Many were also engaged by the dynamic between the father and daughter in the ad. One community representative pointed out that the use of the daughter as a character could be effective because the "kawaii" (cute) nature of the interaction between the two softens the story in a way that would resonate with the Japanese audience.

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- *"Bringing in the child still makes it kind of cute. So the cuteness is kind of an important aspect. It can't be, it can't be too harsh, I guess is what I'm saying. So bringing in the child I think kind of softens it up."* (Traffic, Dad, *CRR)*

Some participants had issues with a perceived lack of directness and information. A few focus group participants thought the ad could have a clearer call to action and could include additional information about how to participate. Some participants also specifically mentioned that the ad could be more direct and effective if it mentioned the census first and then used traffic as an example of something that is influenced by the census.

- *"If it tells you about how long it is or what you're supposed to do, I think that's better."* (Traffic, Dad, *FG)*
- *"I think it is a good thing to have this survey, but it just says that anybody can do it, but not that they have to do it [does not ask everyone to do it]."* (Traffic, Dad, *FG)*
- *"So for this you're supposed to go to the website and answer certain questions? Is it for a certain age?"* (Traffic, Dad, *FG)*
- *"If you bring up traffic first, then you don't [know] where it leads to. If you bring [up] census first and you say what it's used for, I think it's better."* (Traffic, Dad, *FG)*

While the use of the child character seemed like it would be engaging for older Japanese focus group participants, community representatives and some focus group participants had some concerns that the child's perceived knowledge level and word choice may come off as a distraction.

- *"I thought that the child was so knowledgeable. I wonder if my child would know so much."* (Traffic, Dad, *FG)*
- *"The term used by the little girl ('congestion') is not a word that girls that age would use, so there's a disconnect between the way she is speaking and age appropriateness. The more appropriate age of someone speaking at that level would be middle school."* (Traffic, Dad, *CRR)*

Specific feedback for the creative original in this family is outlined in Table 65.

Table 65: Piece-Specific Takeaways for Traffic, Dad *for the Japanese Audience*

Piece-Specific Findings	In Their Own Words
Traffic, Dad (video)	
This was the best-performing ad within the Japanese audience. Participants and representatives appreciated that the ad provided key information to a community with relatively low awareness about the census. Many learned for the first time that the census can have a tangible impact on everyday life and can also be completed online.	• *"To me, I was asking, 'What's census?' It didn't relate to me. Then I realized it brings about positive changes. So it was good." (FG)* • *"The census might seem like something that doesn't relate to our daily lives—like a chore, for example—but it actually affects the daily lives of people. It helps us with traffic and helps people go home sooner to their families, which is really important." (CRR)*

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3.3.6.3 Census Is …

After the initial period of testing ended in May, Team Y&R and 2020 Census partners decided it would be beneficial to also test the creative original *Census Is Japanese* with the Japanese audience. So in August, Team Y&R conducted two additional community representative reviews with two of the three representatives who had been interviewed in May.

Representatives liked the ad's inclusive imagery and language. Representatives found many aspects of *Census is Japanese* relevant, including the imagery and the use of the term "nihonjin"—a friendly and communal way of saying "Japanese." First impressions were positive; one representative noted that the ad would give people a positive feeling about the census because it spoke to them in their own language. There was also the feeling that the image and inclusive language helped to highlight the relatable, friendly side of the census, which is usually perceived by this audience as something dry and perhaps even boring.

- *"Right off the bat, it works—the big text." (*Census Is Japanese*, CRR)*
- *"[Upon seeing the ad,] I think they would feel that the U.S. government cares about their community. Hopefully they would feel a sense of belonging. They may take time to at least go to the URL because you are taking the time to create the ad in their language and explaining why it is important to have a community voice." (*Census Is Japanese*, CRR)*
- *"They look pretty happy. Definitely family is the first thing that comes to mind. It's definitely warm." (*Census Is Japanese*, CRR)*
- *"The census is usually seen as something that is data-driven, using hard facts, numbers, time-consuming, and boring. With the image of the mother and child, it seems softer and more approachable." (*Census Is Japanese*, CRR)*

The focus on school funding resonated with this audience. Both representatives identified schools as one of the most relevant and motivating examples of community benefits for the Japanese population. One representative noted that even expatriates in the U.S. temporarily still need to send their children to school while living here, making it a universally important benefit.

- *"Among the examples listed, the most important is schools. Expats have kids that have to go to school. One of the examples is politicians and congress people. I think lots of expats don't care as much about political representation because they are only here temporarily." (*Census Is Japanese*, CRR)*
- *"The Japanese are heavy believers in public school. They don't look at private school … that is something you do if you get kicked out of public school or something. And the fact that there is a kid here in the photo. So that one sentence helps to give context for what it is for." (*Census Is Japanese*, CRR)*

Feedback for the creative original in this family is synthesized in Table 66.

Table 66: Piece-Specific Takeaways for Census Is … *for the Japanese Audience*

Piece-Specific Findings	In Their Own Words
Census Is Japanese (static)	

Piece-Specific Findings	In Their Own Words
Representatives felt the ad would be relevant to the Japanese community. Both representatives appreciated the Japanese-forward imagery and language used in the ad. They felt it would grab the attention of Japanese people living in the United States, especially recent immigrants.	• *"The main message is that it is important for people to know about the census. Both for non-U.S. citizens as well as residents, the census is important." (CRR)* • *"Photo looks like people who are definitely Japanese, from Japan. Her fashion, her makeup, everything about it looks like people from Japan." (CRR)*

3.3.6.4 My Dad/My Granddaughter

Confusion over the narrative and creative execution in *My Granddaughter* detracted from the main message. Many focus group participants understood that the ad demonstrated a link between census participation and provision of public goods, specifically to benefit future generations. However, low awareness led many to question basic census facts that were not answered by the ad, like impact and why it occurs every 10 years. Many commented that the ad might be more powerful if it included information on the impact of participating in the last and other previous censuses. While focus group participants found the story distracting and wished the ad would simply be more direct and informative, reactions of the one representative who evaluated this ad were generally positive.

- *"It didn't really say, 'Please participate in the survey,' so it brought up a question on my part. It doesn't tell me I'm supposed to do something." (*My Granddaughter, *FG)*
- *"The outcome of the census is every 10 years, but I don't understand why it is every 10 years." (*My Granddaughter, *FG)*
- *"The fact that these ads are in Japanese and that the U.S. Census [Bureau] is concerned enough to make these overtures is very appealing and will be a motivator to Japanese to participate." (*My Granddaughter, *CRR)*

Participants felt that the ads were primarily relevant for those with children. The characters and story in this ad made it come off as much less relevant to those without children, and younger generations more generally. The ad seemed to resonate more strongly with those who were older and especially among those who had grandchildren.

- *"This one didn't really make me interested—the storyline should be something that makes people interested." (*My Granddaughter, *FG)*
- *"I am not married and I don't have a granddaughter, so it is from an older generation and doesn't concern me (a young woman)." (*My Granddaughter, *FG)*

There was a desire for more information about the process of the census and a directness in the call to action. Participants felt like there was not enough information about how the census uses data. Additionally, participants wanted to know more about how to participate and why they should participate.

- *"Rather than a story, I think they should tell us about [the] census. The facts, what it's being used for, how it's being utilized." (*My Granddaughter, *FG)*
- *"Specific procedures, like how to actually do it [were missing]." (*My Granddaughter, *FG)*

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- *"I'd like to know what happened by doing that census 10 years ago. If it was good, it makes me think that doing the next one will help bring about positive changes." (*My Granddaughter*, FG)*

Table 67 details specific feedback for the creative original in this family.

Table 67: Piece-Specific Takeaways for My Dad/My Granddaughter *for the Japanese Audience*

Piece-Specific Findings	In Their Own Words
My Granddaughter (audio)	
Participants felt that the storyline took away from the importance of the census and wanted clearer instruction on why and how to participate. Some were distracted by elements of the creative execution, and the younger generation felt the ad excluded them. Additionally, many felt that the ad left out important information on the impact and mechanics of participation and a reason to participate.	• *"If it were me, then I don't think I would want to participate. Because I don't have grandkids yet. It's not for my generation." (FG)* • *"It didn't really say, 'Please participate in the survey,' so it brought up a question on my part. It doesn't tell me I'm supposed to do something." (FG)*

3.3.6.5 I Love …

Many were very confused by the *Discreet* piece and its call to action. The majority of focus group participants thought the *Discreet* theme lacked impact and suggested it focus on online accessibility or more direct benefits of participation.

- *"If I had this ad in front of me, I wouldn't read it. It lacks impact." (Discreet, FG)*
- *"'I like being silent' is in big letters. I think 'Take the census' should be in big letters." (*Discreet*, FG)*
- *"I think the main thing is that we can do it online, so I think that message should be emphasized." (*Discreet*, FG)*

In contrast to the feedback in focus groups, however, both community representatives who evaluated this piece thought it was clear. One representative stated that, *"The message answers questions about what the government is going to do with the data and how they handle it."*

Concern over protection of personal information was not expressed as a major concern in focus groups. The majority did not see privacy as a barrier that would prevent them from participating in the census in the first place and therefore were not convinced to participate just by being informed their information would be kept safe.

- *"I don't care that much about personal information. If you get rid of that, being silent concept, then you can change it to other concepts and that might be better." (*Discreet*, FG)*
- *"I don't know why it's important to keep information. I don't know why people are so concerned about the information." (*Discreet*, FG)*
- *"I don't worry about personal information. I think they should say they want as many people as possible to participate." (*Discreet*, FG)*

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The headline in *Discreet* was confusing and came off as at odds with a message of proactive participation. The most significant complaint about this piece, both from focus group participants and from community representatives, was confusion over the headline. Because there is no direct translation of the phrase "I love being discreet," this phrase was trans-created to "I love being silent." The notion of remaining silent was perceived as at odds with a message of proactive participation. Participants expressed related confusion, as they missed the intended irony of the headline and instead read the headline literally. For participants, the headline did not communicate that the Census Bureau would want people to participate rather than stay silent. While one community representative thought the provocative nature could raise interest in the rest of the ad's content, most participants thought it may backfire and even discourage participation.

- *"This can be taken in two ways. One, it could be provocative so people would want to read more and they'd want to read more of the content after seeing the headline. There could also be something where someone sees a headline and they disregard the rest." (*Discreet*, CRR)*
- *"I don't like this one at all … this is the opposite effect. 'I like being silent' is like 'I don't want to participate.'" (*Discreet*, FG)*
- *"The headline is the opposite of the actual content of the body copy, so people might miss the main point of the message and get confused. If you take the headline out of context, then it emphasizes the opposite reaction for what it intends for the reader." (*Discreet*, CRR)*

Community representatives had some concerns over the tone and style of *Numbers*. While all three representatives understood the message and believed it would be clear, a couple of concerns were raised over communication styles—one representative believed it came across as too abrupt and might not resonate with Japanese media conventions, and another felt the less anecdotal "show, don't tell" style of communication could be less compelling.

- *"It's different than what I'm used to. I'm not saying it's good, I'm not saying it's bad, I'm saying it's different. And being American-born Japanese, I get the messaging. Probably more because I have a background in this, but I also think there's a possibility that the messaging can almost be too harsh for some Japanese people as well. … It's a different approach. It's probably more along the lines of what we're used to now in America watching advertisements as opposed to what I'm used to watching on Japanese media." (*Numbers*, CRR)*
- *"I think it's an interesting angle, how it starts with 'I like numbers.' I do think that it might be a little bit less compelling because it's not anecdotal. It is powerful how [the narrator] talks about members of Congress and businesses being affected by the results of the census, but it does seem a little bit more like 'telling' as opposed to 'showing.'" (*Numbers*, CRR)*

Specific feedback for each creative original in this family is outlined in Table 68.

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Table 68: Piece-Specific Takeaways for I Love … *for the Japanese Audience*

Piece-Specific Findings	In Their Own Words
Discreet (static)	
There was significant confusion over the thematic focus of the ad and contradictory call to action, especially in focus groups. Many had trouble understanding why the ad would highlight the protection of personal information, when this was not a top-of-mind focus for the Japanese audience. Many were also confused by the fact that the headline was translated as 'I love being silent,' which was inconsistent with broad participation in the census.	• *"I don't care that much about personal information. If you get rid of that, being silent concept, then you can change it to other concepts and that might be better." (FG)* • *"The headline is the opposite of the actual content of the body copy, so people might miss the main point of the message and get confused. If you take the headline out of context, then it emphasizes the opposite reaction for what it intends for the reader." (CRR)*
Numbers (audio)	
The ad was seen as clear, but some representatives expressed minor concerns over style. Representatives understood the message; however, one was concerned that it would come across as too blunt, while another felt that it was less personal.	• *"Clear, but the narrator's voice and bluntness of the tone may detract for some. It has nothing to do with the message but how it is delivered." (CRR)*

3.3.6.6 Getting Stuff Done

The main message was muddled due to confusion over creative execution. The main message of the ad was compelling, especially for community representatives, but it was not immediately clear to focus group participants. Many were too distracted by the depiction of older characters discussing health care to pay attention, and they wished the ad had a clearer or more direct call to action.

- *"The census helps with things like community hospitals and other types of public services." (*Getting Stuff Done*, CRR)*
- *"I understand that the census has a role, but it's hard to understand what will happen." (*Getting Stuff Done*, FG)*
- *"This doesn't really tell me that everyone should participate." (*Getting Stuff Done*, FG)*
- *"There needs to be something about how you're missing out if you don't participate, because the Japanese population is on the decrease … they should emphasize the fact that you're missing out if you don't participate." (*Getting Stuff Done*, FG)*

Examples and characters used in the ad made it seem irrelevant to younger Japanese participants. While the two community representatives who evaluated this ad thought it was clear and compelling, many focus group participants in the younger generation believed that the ad was created to appeal to an older Japanese generation, citing the three older men in the ad discussing health care.

- *"This was an older group of people. The context was hard to understand—the way the people spoke." (*Getting Stuff Done*, FG)*
- *"I'm not under the impression that old people can use a smartphone like that. So they should show young people using the smartphone so I can relate to it more." (*Getting Stuff Done*, FG)*

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Several Japanese focus group participants noted that they would quickly lose interest in the ad if they did not immediately understand the point or did not believe the ad aimed to speak to people like them. A few specifically suggested that the main message should come at the beginning so that they would understand what the ad was about.

- *"I don't think people will stick around to watch the whole thing. So stick the message in the beginning." (*Getting Stuff Done*, FG)*
- *"It's not like you're watching a TV drama, so I think the main message should come at the beginning." (*Getting Stuff Done*, FG)*

Feedback for the creative original in this family is synthesized in Table 69.

Table 69: Piece-Specific Takeaways for Getting Stuff Done *for the Japanese Audience*

Piece-Specific Findings	In Their Own Words
Getting Stuff Done (video)	
Most focus group participants had trouble relating to the ad and were confused by elements of the story or the creative execution. Many in focus groups felt the ad was targeted toward the older generation due to the focus on health care. Community representatives reacted more positively to this piece and thought its message was clear.	• *"It's hard to picture what will happen once you do the census." (FG)* • *"It looks like an insurance commercial … three middle-aged men are talking about hospitals and things. It is hard to understand what it's about … I thought it was unnatural." (FG)*

3.3.6.7 Shoes Off

The creative execution and headline were confusing. Some took away key information from the ad, but the relationship between taking shoes off and respect was not clear to most. While the ad received mixed reactions among community representatives, most in focus groups were confused by the point of the ad and had negative reactions.

- *"I don't understand the relationship between taking shoes off and [the] census." (*Shoes Off*, FG)*
- *"We take it for granted, we do that anyway, so that doesn't really mean it's respectful." (*Shoes Off*, FG)*
- *"It doesn't tell you about the previous census and what this is all about. I don't understand what it is for." (*Shoes Off*, FG)*

The theme of taking off shoes and concerns over home visits detracted from the broader message. Some even thought it could be interpreted satirically. Those who took an overly literal interpretation thought that removing shoes was a simple obligation, and therefore not worthy of being placed in a headline.

- *"Well, I think it starts with the headline, right? So it says, 'I'm going to take off my shoes.' I think that's a given. It doesn't have to be, if you're going to come to a Japanese house, my sense is, doesn't have to be a catchphrase. That's not anything that's headline-worthy, because I think it's a given. It doesn't have to be said." (*Shoes Off*, CRR)*
- *"Taking shoes off, it seems like American people are talking about Japanese people jokingly, like eating kimchi or something." (*Shoes Off*, FG)*

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Many misunderstood the ad, believing that census enumerators would enter their homes. Some also believed that the ad implied that enumerators would visit every single house. Any notion that enumerators would enter their homes was very unpopular with focus group participants. Community representatives were also concerned the message raised expectations that all enumerators visiting people's homes would be Japanese—which they felt could be misleading.

- *"So does this mean if you don't reply, then someone will always show up? … So there needs to be more clarification." (*Shoes Off, *FG)*
- *"My view changes because now I know someone will come to my home. It's scary." (*Shoes Off, *FG)*
- *"Last time they sit outside your door, this time they actually come inside. That is the impression it gave, that they will come inside the house." (*Shoes Off, *FG)*
- *"The misleading part may be someone does come to your house who is not Japanese, because I'm assuming they're not going to be Japanese coming to your house and they don't take off their shoes. I think it's basically going to have a negative effect based on the fact that when they saw this advertisement and they let these people into [their] house, and they didn't take off their shoes." (*Shoes Off, *CRR)*

Table *70* details specific feedback for the creative original in this family.

Table 70: Piece-Specific Takeaways for Shoes Off *for the Japanese Audience*

Piece-Specific Findings	In Their Own Words
Shoes Off (static)	
The ad was very polarizing and confusing, especially among focus group participants. Highlighting the theme of taking off shoes and the possibility of home visits detracted from other important messages. Many were confused and believed that enumerators would *enter* their homes.	• *"It says, census, you can do it on your own, but then I get the impression [that a] census [enumerator] will come into the house, and you will get searched. I don't like that very much." (FG)* • *"I think that the poster gives people the assumption that there will be a Japanese speaker who will come to people's homes, and they will have to take off their shoes." (CRR)*

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3.3.7 Korean

Participants in the Korean focus groups self-identified as Korean, primarily spoke Korean, and spoke English less than "very well." They also met at least two of the eight hard-to-count characteristics. Full recruitment details can be found in Table B.18 in Appendix Section B.1.3.3.4 on page 388. Team Y&R tested 12 creative originals in Korean in four focus groups (FG) in Virginia and California. As shown in Table 71, these pieces were organized within seven original families and spanned all three phases of the campaign.

Table 71: Summary of Ads Tested With the Korean Audience by Family and Phase

	Awareness	Motivation	Reminder
Traffic, Dad			
Traffic, Dad (video)	X		
Census Is …			
Census Is Korean (static)	X		
My Dad/My Granddaughter			
My Dad (audio)	X		
My Granddaughter (audio)	X		
I Love …			
Discreet (audio)		X	
Discreet (static)		X	
Attention (audio)		X	
Numbers (static)		X	
Life Changes			
Life Changes (video)		X	
Life Changes (digital)		X	
Getting Stuff Done			
Getting Stuff Done (video)		X	
Shoes Off			
Shoes Off (static)			X

Notes: (1) All ads can be viewed in Appendix C.1.7 on page 592.

3.3.7.1 Key Takeaways

Korean focus group participants reacted best to ads that provided basic information in a clear and direct way. Knowledge of the census among Koreans in focus groups was relatively low, so participants reacted most positively to straightforward ads that aimed to raise awareness that the census was coming, explained its most basic benefits, and had a clear call to action.

Focus group participants appreciated the clear, direct messaging of some of the ads:

- *"The main message is how important [the] census is for our future. It lists specifically what it does for you and how we can plan for it."* (My Granddaughter, *FG)*

- *"I like this. It lists different information about what you can get out of it." (*Census Is Korean*, FG)*
- *"Wow, you play an important role and they are using the funding for you! They say here that they are funding schools and communities, so that funding is for you. They mention specific uses." (Numbers, FG)*

With other ads, participants desired more direct information and a stronger call to action:

- *"There's something about participating, they're saying something about participating, but they're not saying why you need to participate. It's not specific enough. They don't really make an impactful statement as to why you have to participate …" (*My Dad*, FG)*
- *"I don't feel like they are trying to get you to do something." (*Discreet*, static, FG)*

Ads evoking Korean pride and community responsibility were particularly motivating. Korean participants in focus groups were struck by the idea of making a better future and influencing public policy and funding for the next generation, specifically for the Korean community. Many felt a strong emotional connection to participate and mobilize their community on behalf of Koreans.

- *"I feel like I need to take pride in the fact that I'm Korean." (*Census Is Korean*, FG)*
- *"Now I live here and this is my community, and I feel like I need to participate, since I'm a member of this community and I need to do something to advance my community." (*My Dad*, FG)*

Messaging about tangible benefits and public funding worked well. The most motivating benefits to highlight are around the way that census participation can influence public funding for communities in the future. Many Korean participants, especially in Virginia, were struck by the amount of public funding that may be at stake.

- *"Wow, you play an important role and they are using the funding for you! They say here that they are funding schools and communities, so that funding is for you. They mention specific uses." (*Numbers*, FG)*
- *"The number stood out to me. I now need to tell my family that 675 billion dollars are at stake. Now I need to participate." (*Numbers*, FG)*
- *"It determines the budget for the school, and for communities, and I'm thinking that the right thing to do is to participate." (*Attention*, FG)*

3.3.7.2 Traffic, Dad

Traffic, Dad was well received because it provided key information about the census. This video ad performed well across most metrics. Participants said that it provided a lot of information about the census and made clear connections between participation and potential benefits. The ad also clearly communicated that the census could be completed online, which elicited discussion of how Koreans of different ages may respond in different ways.

- *"I think it's a good idea to participate. It is your tax money after all. They want to set budgets and that's why they want to do a count on different ethnicities." (*Traffic, Dad*, FG)*
- *"Depending on information, they're going to build roads and stuff. I didn't realize that." (*Traffic, Dad*, FG)*

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- *"I thought that this was really something that is important to us, but there is a difference between the computer-age generation and the non-computer-age generation. The younger generation understands that it's easier to do it online, but for the older generation, like us, it's easier to mail it." (*Traffic, Dad*, FG)*

People were motivated to participate on behalf of the Korean community. Many participants were especially motivated by the idea that their participation would benefit other Koreans, and that failure to participate would mean their community may miss out on potential benefits.

- *"If I came across this ad, I think I would like to participate in the census." (*Traffic, Dad*, FG)*
- *"If [Koreans aren't] calculated in the census, that means not much benefit will come to Korean people or any minority. So when the federal government allocates money, they won't allocate money to the state government, and that means not much money will come to our community." (*Traffic, Dad*, FG)*

Specific feedback for the creative original in this family is outlined in Table 72.

Table 72: Piece-Specific Takeaways for Traffic, Dad *for the Korean Audience*

Piece-Specific Findings	In Their Own Words
Traffic, Dad (video)	
The ad was seen as informative and motivating. Participants reacted positively to this ad, which emphasized the importance of participation to bring benefits to the Korean community. They also clearly understood that it could be completed online.	• *"Yeah, I think I have to participate. Because I write down I'm Korean. So some benefits will come to the Korean benefit." (FG)*

3.3.7.3 Census Is …

Participants appreciated the references to the Korean community. Focus group participants liked that this ad was personalized to the Korean population and understood that it was trying to motivate Koreans to participate in the census. While the ad evoked sentiments of Korean pride, participants still felt it lacked a strong call to action.

- *"The main message in this piece seemed to make people take pride in being Korean and want to participate on the basis of being Korean." (*Census Is Korean*, FG)*
- *"This is the U.S. census, but I think that they are trying to get Koreans to participate." (*Census Is Korean*, FG)*
- *"They are trying to say there could be benefits to Koreans." (*Census Is Korean*, FG)*
- *"If they say it will make the Korean community more powerful, I think it would be more effective." (*Census Is Korean*, FG)*

Many felt that the fine print in the ad was too dense with information and needed to be simplified. The most common complaint about this ad was that it contained too much information, which took away from the ad's effectiveness. Some suggested that the ad could be simplified with bullet points or visuals so that readers could more easily digest key information.

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- *"Tell us how we can participate. Make it more simple." (*Census Is Korean*, FG)*
- *"Rather than focusing on the fine print, maybe they could have pictures or icons or symbols, so you can just grab it and know what it's saying." (*Census Is Korean*, FG)*
- *"I don't think anyone would take time to read this through." (*Census Is Korean*, FG)*

Feedback for the creative original in this family is synthesized in Table 73.

Table 73: Piece-Specific Takeaways for Census Is … *for the Korean Audience*

Piece-Specific Findings	In Their Own Words
Census Is Korean (static)	
Participants appreciated references to the Korean community but thought the ad contained too much information. The ad evoked positive sentiment about Korean pride, but many wished the ad would be simplified with bullet points or visuals and noted that it would have benefited from a clear and powerful call to action.	• *"As an ad, it's hard to read. There is a lot of information. Maybe they can use bullet points and give us the main information and make it simpler." (FG)*

3.3.7.4 My Dad/My Granddaughter

The main message was understandable and well received. Participants understood that the main message was about the importance of participation for the benefit of future generations. The ads elicited discussion on the need to plan for future generations and changing demographics, and it evoked a strong sense of responsibility to the community to participate.

- *"I have a certain responsibility to it—so my kid's generation can benefit." (*My Dad*, FG)*
- *"I think they are trying to target the older generation and put the focus on the next generation. If you participate, it's going to leave a certain mark on the next generation." (*My Granddaughter*, FG)*

However, many participants were left with questions about the mechanics of participation and wished the calls to action in both ads were stronger or more direct.

- *"Details about the other ways to respond is missing in the ad." (*My Granddaughter*, FG)*
- *"Do we have to wait for visitors, or do we have to go somewhere and get some paperwork, or is it by mail?" (*My Dad*, FG)*

Unique storylines were appreciated, but many suggested they get to the point faster. While most participants enjoyed the narration from the grandmother and the daughter in each ad, they found the ads to be too long and suggested adding more information about the census upfront. Some mentioned that the characters and other elements distracted from key information.

- *"I think there is an intro and then a transition to the astronaut. I don't think they need that. They should take off the intro and end and fill it with census information." (*My Granddaughter*, FG)*

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- *"Initially it was kind of confusing. I didn't know what the kid was talking about in the beginning, but in the end I realized they were talking about the census. Maybe they should talk about [the] census in the beginning." (*My Dad*, FG)*

Participants also liked the narrative from the child's perspective in *My Dad* and generally found this piece to be more persuasive. Participants found *My Granddaughter* more generationally polarizing, with those without grandchildren finding it more difficult to relate to the ad.

- *"Since a child was speaking to you, I found it was easier to understand. I thought it was something as simple as a roll call, I didn't know it was used for public planning. I didn't give it a second thought. I didn't think it was important." (*My Dad*, FG)*
- *"I like this better. A kid is talking to you. I could focus better. The grandma … I don't know, it felt like she was talking about something too far-fetched." (*My Dad*, FG)*
- *"Not relevant to me. I don't have any grandkids yet. I understand that grandkids need to prepare, I know my kids someday will have their own kids, but that's distant in the future for me." (*My Granddaughter*, FG)*

Table 74 details specific feedback for each creative original in this family.

Table 74: Piece-Specific Takeaways for My Dad/My Granddaughter *for the Korean Audience*

Piece-Specific Findings	In Their Own Words
My Dad (audio)	
This was the better performing ad in the family. It was seen as motivating and broadly relevant. The main message of the importance of participation for future generations was clear and positively received, although many wanted a more direct call to action with information on how to participate.	• *"They gave more details and [the] bigger picture about the census. To better plan for the future, that is why accurate planning is important. I thought [the] census was something trivial, but when I hear this, I see it is about the bigger picture." (FG)*
My Granddaughter (audio)	
The creative execution distracted from a clear and powerful message. Participants understood the importance of census participation for future generations but found the elements of the story difficult to follow, and many without grandchildren found it difficult to relate to this ad.	• *"They have this scenario and this role-play. It's this situation they are creating. But this is an imaginative story, so it was kind of hard to focus on the information." (FG)*

3.3.7.5 I Love …

Korean participants reacted best to ads that emphasized community empowerment and tangible benefits. Given relatively low awareness in the Korean community, *Attention* and *Numbers* were informative and influential. The ads clearly made the link between the importance of participation and the future of the Korean community. They convinced participants that they personally need to be counted to make a difference and that the census is relevant to the services that affect everyday life.

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- *"It's not just a simple accounting of numbers. By doing [the] census, it can actually help the community. Sometimes you hear that in elections you are helpless, but here you can actually do something." (*Attention*, FG)*
- *"They explain to you why you need to participate. They explain to you what kind of benefits you get." (*Attention*, FG)*
- *"It says here schools, fire departments, and roads. And $675 billion. The number stood out to me. I now need to tell my family that $675 billion are at stake. Now I need to participate." (*Numbers*, FG)*
- *"You play an important role, and they're using the funding for you!" (*Numbers*, FG)*

While *Attention* was highly influential, some found the idea of attention confusing in this context, and some assumed the piece was intended to reach younger people due to references to shopping and fashion.

- *"I don't know [why] she says they love attention. I mean, I love fashion and shopping, but what does that have to do with attention?" (*Attention*, FG)*
- *"It says, 'I love attention.' That's not necessary. We are about community." (*Attention*, FG)*
- *"They are targeting 20s or 30s because it is about attention, shopping, and fashion." (*Attention*, FG)*

***Discreet* (static and audio) failed to resonate with participants; data security was not a broadly relevant concern for these participants.** Many suggested that these ads should focus more on benefits of census participation or include a more direct call to action. Others were confused as to what exactly was being protected, and why. Further, it was clear the intention was to encourage participation, but the emphasis on data protection sent mixed messages to some participants, raising a concern about the census that they did not previously consider.

- *"Are they trying to protect your personal information, or is it about the safety in your community? We don't know. I'm not sure what exactly they're trying to protect here." (*Discreet*, static, FG)*
- *"Well, I'm thinking that this doesn't really tell you about benefits and the importance of participating." (*Discreet*, audio, FG)*
- *"It says here, 'does not disclose any personal information,' and I'm thinking that's for illegal residents." (*Discreet*, static, FG)*

Many assumed that the focus on data protection and privacy was meant to motivate participation among the younger generation, who is more active on things like social media. This made the ad feel less relevant to older Koreans.

- *"I think they're targeting the younger generation, people in their 30s and 40s." (*Discreet*, audio, FG)*
- *"I think they are talking to a younger generation, because [the younger generation doesn't] really like for their information to get out." (*Discreet*, static, FG)*

Specific feedback for each creative original in this family is outlined in Table 75.

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Table 75: Piece-Specific Takeaways for I Love … *for the Korean Audience*

Piece-Specific Findings	In Their Own Words
Discreet (audio)	
The ad was interpreted to be solely about data security, which was perceived as an overemphasis on this topic. While participants appreciated the reassurance provided by this ad, they suggested that it focus on other benefits of participation.	• *"If they talk about [the] future, it makes me want to participate. But if they talk about personal information, it's kind of strange. Maybe they should say something else too." (FG)*
Discreet (static)	
The focus on data protection was confusing in this execution. It was clear that the ad was intended to encourage participation, but the emphasis on data protection sent mixed signals to many participants, raising concerns that were not previously top of mind.	• *"When they talk about the future, I want to participate, but when they say that your personal information won't be disclosed, then I'm like 'what personal information'—and that makes me a little hesitant." (FG)*
Attention (audio)	
This ad was seen as very informative and influential. Participants understood that the census could give them a voice in their community, but some were confused by the *Attention* theme.	• *"I learned that it's good to participate in the census, and for me to take interest, and it's important for the Korean American community because it is a small community. So it's important for us to participate." (FG)*
Numbers (static)	
The ad was seen as informative and motivating. The strong link to public funding resonated with the Korean community. Many appreciated the detailed information, saying it made the content trustworthy and relatable.	• *"I was thinking that they are talking about the public funding. If you don't participate, you don't get a piece of this funding. Why would you not want to participate? It's about public funding—you do need to participate." (FG)*

3.3.7.6 Life Changes

The concept was confusing for focus group participants. Participants had a hard time understanding the main message; therefore, they had trouble finding the examples in the ads relevant and did not learn much new information from them. Few made the connection between the census and the life changes over time depicted in the concept. Participants indicated they needed specific examples of benefits to feel motivated by this ad, rather than just a vague concept of changes.

- *"I don't really get the ad, so I don't know if it changes anything. It just wasn't very impactful for me." (*Life Changes*, video, FG)*
- *"I don't see the exact connection between the census and these countdowns." (*Life Changes*, video, FG)*
- *"I don't see the connection between [the] census and '1, 2, 3.'" (*Life Changes*, digital, FG)*

For some, the idea of a "countdown" did not make sense. They also did not understand that the ads were meant to motivate people to participate in the census as a way to contribute to changes in future. Because this audience has very low awareness of the census, participants did not understand the connection between the countdown from the past 10 years and how it relates to what the census means for the future.

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- *"There are no numbers to tell you how it relates to your life. They have random numbers, like, three kids. I didn't really get it. What are they trying to say here? I don't get it."* (Life Changes, *video, FG)*
- *"If you don't know [the] census takes every 10 years, I don't think people will really get this."* (Life Changes, *digital, FG)*
- *"I don't know if I can make a connection. They are saying in 10 years, three kids can be born. I don't get the connection to the census."* (Life Changes, *digital, FG)*

Feedback for the creative originals in this family is synthesized in Table 76.

Table 76: Piece-Specific Takeaways for Life Changes *for the Korean Audience*

Piece-Specific Findings	In Their Own Words
Life Changes (video)	
The ad concept was too confusing to be effective. The "countdown" format did not resonate with Koreans and elicited very little discussion of the underlying message. Participants were largely unable to make any connection between the ad and the census.	• *"I see all the changes, my future, but I don't see the connection to the census. Are they going to give me two puppies? Are they going to pay for my moving?" (FG)*
Life Changes (digital)	
Participants again struggled to link the concept to the census. Few made the connection between the changes demonstrated in the ad and the census. Many thought the examples were confusing. They felt the last pop-up frame should come first, emphasizing one chance to get things right.	• *"Well, I'm thinking we get this ad because we've viewed a series of other ads, but if I came across these ads just randomly, I'm not sure that I would get this." (FG)*

3.3.7.7 Getting Stuff Done

Participants were distracted by the creative execution and characters, and they assumed it was for the older generation. This ad, featuring three elderly women in a computer class at a Korean senior center, elicited little discussion of the census—primarily because the connection between participation and benefits was not mentioned until the end of the ad. Many participants tuned out because they felt that the ad was relevant only to senior citizens. They indicated that the ad could be improved by using alternative examples and characters and emphasizing the main point in the beginning of the ad, rather than trying to draw viewers into a story.

- *"I would say that this ad doesn't say much to the younger generations. It speaks more to the older generations."* (Getting Stuff Done, *FG)*
- *"Seniors are the target. It's not for me—I think I'm going to flip the channel."* (Getting Stuff Done, *FG)*
- *"Is there a connection between building more clinics and the census? That's not clear."* (Getting Stuff Done, *FG)*
- *"They don't talk about [the] census in the beginning. They should say something like 'if you participate, you are going to get clinics.' But I don't know what the exact connection is. I don't know how the government works."* (Getting Stuff Done, *FG)*

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Table 77 details specific feedback for the creative original in this family.

Table 77: Piece-Specific Takeaways for Getting Stuff Done *for the Korean Audience*

Piece-Specific Findings	In Their Own Words
Getting Stuff Done (video)	
The ad did not make clear the connection between the clinics example and the census and seemed relevant only to the older generation and senior citizens. Participants had trouble making the connection to the census and were distracted by the characters and examples that were used.	• *"This is kind of intangible, kind of abstract, I want them to give us more detailed information. They don't tell you exactly what leads you to that conclusion. Tell us how [the] census relates to budgeting or conclusion, things like that." (FG)*

3.3.7.8 Shoes Off

Participants appreciated that the ad emphasized the importance of census participation and various methods for participation. Focus group participants discussed the many ways that they could respond, including by mail and phone, which underscored how important it was to participate. However, some assumed that the ad was targeted toward the older generation, who may not self-respond online.

- *"The message is that you can do this by mail, you can do this by phone, and they also come out to visit you and knock on doors." (*Shoes Off, *FG)*
- *"They're trying to tell you that it's so important, which is why there are so many different ways you can fill out the form." (*Shoes Off, *FG)*
- *"I think this is targeting seniors, people in their 60s and 70s." (*Shoes Off, *FG)*

Many were distracted and disturbed by the idea of home visits by census enumerators. While the ad successfully reinforced the importance of the census and different methods to participate, there were strong negative emotions around the idea of home visitation. Many thought the idea came off as threatening and were motivated to self-respond online only to prevent someone from coming to their home.

- *"Are they trying to say that if you don't do this online, they're going to come to your door and they're going to take their shoes off?" (*Shoes Off, *FG)*
- *"You don't want visitors at your door. If you don't do it online, by mail, or on [the] phone, they are going to show up at your door. This is a lot of pressure!" (*Shoes Off, *FG)*
- *"I'm going to do this online or by mail because I don't want the census taker at my door." (*Shoes Off, *FG)*

Specific feedback for the creative original in this family is outlined in Table 78.

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Table 78: Piece-Specific Takeaways for Shoes Off *for the Korean Audience*

Piece-Specific Findings	In Their Own Words
Shoes Off (static)	
The ad was informative, but home visits and the concept of taking off shoes was disturbing to participants because, to them, it meant that enumerators might enter their homes. Participants understood the ad to emphasize the many different ways they could participate, which underscored the importance of the census. However, many were distracted by the shoes off theme and the idea that enumerators could come to their homes.	• *"I'd do it online or by mail. I don't want to have the census takers … come to my door. You have to invite him in, and he might be there for a while." (FG)* • *"If you don't do it online, they are coming to my door! And they're going to take their shoes off?" (FG)*

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Vietnamese

Participants in the Vietnamese focus groups self-identified as Vietnamese, spoke Vietnamese "very well," spoke English less than "very well," and met two of the eight hard-to-count characteristics. Table B.19 in Appendix Section B.1.3.3.5 (page 389) provides detailed recruitment criteria for the Vietnamese audience. Team Y&R developed and tested 12 creative originals in Vietnamese. As shown in Table 79 these pieces were nested within seven original families and spanned all three phases of the campaign. All Vietnamese-language pieces were tested in four focus groups (FG) held in California and Texas.

Table 79: Summary of Ads Tested With the Vietnamese Audience by Family and Phase

	Awareness	Motivation	Reminder
Traffic, Dad			
Traffic, Dad (video)	X		
Census Is …			
Census Is Vietnamese (static)	X		
My Dad/My Granddaughter			
My Dad (audio)	X		
My Granddaughter (audio)	X		
I Love …			
Discreet (audio)		X	
Discreet (static)		X	
Attention (audio)		X	
Numbers (static)		X	
Life Changes			
Life Changes (video)		X	
Life Changes (digital)		X	
Getting Stuff Done			
Getting Stuff Done (video)		X	
Shoes Off			
Shoes Off (static)			X

Notes: (1) All ads can be viewed in Appendix C.1.8 on page 603.

3.3.7.9 Key Takeaways

The Vietnamese audience desired basic information about the census. This audience demonstrated low levels of awareness of the census and, thus, favored ads with basic information about the census—like what the census was, instructions on how to participate, and why they should participate. For example, when different methods of participating were mentioned in the creative pieces, participants wanted to see the website, phone number, or other information so they had the tools to learn more on their own.

- *"If there is anything missing, it's that they have to guide the population to be aware of the census. They have to find ways to introduce the census to the people, to make the people feel bad if they don't participate."* (Traffic, Dad, *FG)*

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- *"Where is the phone number for the people to call? People don't know how to use the computer. Just give them the phone number!" (*Census Is Vietnamese*, FG)*
- *"I think, first, they should make people understand the definition of the census, and then see the benefits, and then how they can participate." (*My Dad*, audio, FG)*

Linguistic nuances are very important. Participants found it difficult to relate to the creative pieces with overly formal or antiquated vocabulary and had a hard time relating to audio pieces where the speaker spoke with a northern or central Vietnamese accent, since many members of the U.S. Vietnamese population are from South Vietnam.

- *"If they use these words, we don't talk like that. We want to speak to different people. It's so eloquent. We escaped the country. It's not so friendly. You want to use more common words that more people will understand." (in reference to two different communistic terms) (*My Granddaughter*, FG)*
- *"For the normal person, I don't think they can understand this ad. It's too eloquent. It needs to use more simple words." (*Attention*, audio, FG)*
- *"'I feel discreet'—it's not so accurate in Vietnamese. How do you change it to be more like confidential? Discreet is like the relationship between a man and a woman." (*Discreet*, static, FG)*

3.3.7.10 Traffic, Dad

The main message was clear, relevant, and motivating. Participants clearly saw the link between traffic alleviation and participation. Additionally, they could relate to the scenario between the father and daughter because the interaction mirrored their own experiences, specifically the daughter helping her father to do something online. Learning about the connection between the census and potential benefits motivated focus group participants to participate.

- *"The thing that drew my attention was that the scenario is a very daily scenario. While the dad was working, the kid was doing homework. She was telling her dad that he doesn't have to go somewhere to do the census, he can do it there." (*Traffic, Dad*, FG)*
- *"When you asked me at the beginning, I didn't know if I participated or not. But after seeing this, now I know it's important to give my answers to the census." (*Traffic, Dad*, FG)*
- *"After I saw this, it makes me think that there are many problems we can't fix, but if we do the census, at least we can fix the problems like the traffic. At least we can fix this." (*Traffic, Dad*, FG)*

Participants wanted more direct information and less storytelling. Participants felt that key information was obscured by the storytelling and that the ads should directly explain what the census is, why participation is important, and how and when they can participate. They also wanted to see examples beyond traffic as a motivator to participate in the census.

- *"To me, I think this ad is not so attractive. The intro and lead to story is too long. It doesn't go to the point right away." (*Traffic, Dad*, FG)*
- *"I've only been here seven years, so they are going to send me the census every 10 years?" (*Traffic, Dad*, FG)*

Feedback for the creative original in this family is synthesized in Table 80.

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Table 80: Piece-Specific Takeaways for Traffic, Dad *for the Vietnamese Audience*

Piece-Specific Findings	In Their Own Words
Traffic, Dad (video)	
Participants liked the piece but thought it should have less storytelling and more information and should cite public benefits beyond traffic alleviation. They could relate to the parent-child relationship but wanted to know more about the census and its purpose.	• *"It just tells the dad to do it. I liked that because sometimes adults say they will do something, but it takes awhile to do it." (FG)* • *"This doesn't mention that [the census] is very important. The ads need to explain why it's so important to participate. But in this ad they didn't mention very much about this [just traffic]. My relatives and friends don't know the importance of the census." (FG)*

3.3.7.11 Census Is …

The ad resonated with participants, but the length of the copy, some language choices, and specific terminology were distracting. Participants liked that the ads were in Vietnamese, with Vietnamese people. However, they indicated that in a normal scenario they may not read the ad completely because of the small print and the length. Additionally, some of the language used was too formal, awkward, and antiquated. They also felt that the word choice (i.e., "mạng" for "internet") used in the ad was reminiscent of communist language and needed to be updated to reflect modern Vietnamese used in the U.S.

Overall, *Census Is Vietnamese* resonated with focus group participants:

- *"It's the Vietnamese community, so I pay more attention. One identity, one big community." (*Census Is Vietnamese*, FG)*
- *"[The census] is very important for the Vietnamese community and family in general." (*Census Is Vietnamese*, FG)*

However, participants struggled with the length of the ad:

- *"It has so many messages, they should try to simplify the content. There are so many words here that when I look at it, I don't even want to read it." (*Census Is Vietnamese*, FG)*
- *"They used the old Vietnamese word for 'internet' here, and they say that they can do it through the telephone and mail, but they don't provide the address." (*Census Is Vietnamese*, FG)*

Participants recognized that the census is important but called for clearer instructions on how to participate. Focus group participants noted that the ad mentioned the importance of the census and how it affects federal funding but that it did not have information about the process itself and means to participate.

- *"I think this encourages me to go participate in the census. To provide the numbers for health care, school. Then the old people have all the health care." (*Census Is Vietnamese*, FG)*
- *"How do they count? What is the process? How are they going to count? The sentence is very vague. It doesn't say clearly." (*Census Is Vietnamese*, FG)*

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Table 81 details specific feedback for the creative original in this family.

Table 81: Piece-Specific Takeaways for Census Is … *for the Vietnamese Audience*

Piece-Specific Findings	In Their Own Words
Census Is Vietnamese (static)	
Participants thought the language and content needed to be deliberate and relevant. Participants liked seeing ads in Vietnamese but felt the language needed to be more direct and content condensed. They also wanted information that would be useful, like the process and instructions on how to fill out the census.	• *"It talks about the Vietnamese community, and they will do something to help their community." (FG)* • *"Where is the phone number for the people to call? People don't know how to use the computer. Just give them the phone number!" (FG)*

3.3.7.12 My Dad/My Granddaughter

The messenger and presentation of the information matters. For *My Dad,* participants felt that the 7-year-old character was not believable. Additionally, they did not like that the young child spoke with a northern accent because most Vietnamese people living in the U.S. are from South Vietnam. For *My Granddaughter*, participants without kids could not relate to the grandmother and her aspirations for her granddaughter. Additionally, the grandmother's northern Vietnamese accent in *My Granddaughter* and some of the phrases used were reminiscent of communist language, which caused some participants to quickly disengage. For example, "nam phụ lão ấu" is a term for older men/women and children that people with low levels of education would not understand. Another example is the phrase "kiểm kê," which means "to inspect." This phrase has not been commonly used since 1975 among the uneducated Vietnamese diaspora.

- *"I'm listening to a kid talk about life and the future, but what is it related to?" (*My Dad, *FG)*
- *"The majority of people come from southern Vietnam, but the accent is a northern accent. And the kid is 7 years old, but they have a lot of thoughts about the future. That doesn't seem like reality." (*My Dad, *FG)*
- *"It doesn't relate to me at all. I'm single, I don't have any children. I'm sitting here still thinking, 'How is this going to help me?' It doesn't hit the right targets. It's for people who are married.'" (*My Granddaughter, *FG)*
- *"If they use these words, we don't talk like that. We want to speak to different people. It's so eloquent. We escaped the country. It's not so friendly. You want to use more common words that more people will understand." (in reference to two different communistic terms) (*My Granddaughter, *FG)*

The length of the ads, particularly as related to the introductory narrative, was distracting. While the ads provided a lot of useful information, the lead-in made the ad too long. Some participants thought the purpose of the census was stated clearly, but others either did not hear the full list of benefits or did not make the connection between the census and the benefits that were listed because the ad was too long.

- *"A lot of information in here—that's why I got distracted. There was no focus point. For people new to the census concept, they would probably not follow it." (*My Dad, *FG)*

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- *"We have to do the census so that it can divide the funding to all the different agencies, like the firefighters. So that's a bonus." (*My Dad*, FG)*
- *"It doesn't specify a clear reason to do the census. What will we get from doing the census?" (*My Granddaughter*, FG)*

Specific feedback for each creative original in this family is outlined in Table 82.

Table 82: Piece-Specific Takeaways for My Dad/My Granddaughter *for the Vietnamese Audience*

Piece-Specific Findings	In Their Own Words
My Dad (audio)	
The message was clear to participants. However, the ad was too long and lacked instructions on how to participate. Participants understood how they could affect the community but thought the ad took too long to get to the main message. They also wanted clearer instructions on how to participate so they could receive the benefits mentioned. ***Participants thought that the child messenger was unrealistic as a 7-year-old and therefore not relatable.*** Many participants did not think it was realistic for a 7-year-old to speak so maturely, which made them find the whole message hard to believe.	• *"It's so lengthy, so long, that it doesn't draw a focal point on anything." (FG)* • *"You need to tell people how they can fill it out, how they can complete the 2020 Census." (FG)* • *"The main purpose is to improve the quality of life—the life of the kid. The kid not only wants it for her, but for the grandparents, in the present and in the future." (FG)* • *"The script is not realistic. Seven years old is too young. No kids speak to adults that way." (FG)*
My Granddaughter (audio)	
Participants found the information motivating but the length and antiquated language distracting. Participants were encouraged to hear about the benefits from filling out the census but missed key points because of the length and thought the language was too formal and used antiquated terminology.	• *"The very end of the ad, it talks about the health care system and the schools. I think that the census is to help with the future." (FG)* • *"What does it mean when they use the 'old, young'—this ad is addressed to different people. That is a complicated word. We need to use a more common word. Just use 'everyone.'" (FG)*

3.3.7.13 I Love …

Participants desired more information about the census and its benefits to make the ads motivating. Participants wanted to know more about public funding for schools, clinics, roads, parks, fire and emergency services, etc., and how the information on the census can help shape policies affecting their family and their community. In *Numbers,* for example, they were motivated to participate because they assumed the ad was not overpromising.

Participants desired to know more about information about how the census works:

- *"You have to do online only? You can't do it over the phone?" (*Discreet*, audio, FG)*
- *"Which agency will keep our info confidential?" (*Discreet*, audio, FG)*

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- *"They need to add information that they can fill out paper forms because older people, you know, they don't know how to use computers." (*Numbers*, FG)*

Participants also desired to know more about the benefits of the census:

- *"It's very hard to understand. The people who do the survey, they want to know the benefits. They don't care about the numbers." (*Numbers*, FG)*
- *"Money, where does it go to? To school. To firefighter." (*Numbers*, FG)*
- *"This [ad] by itself doesn't say anything about benefits. It needs to combine with the other ads." (*Discreet*, static, FG)*

Participants suggested that the ads use simpler and more relevant language. Many found the language in *Attention* overly formal, and in *Discreet* (audio/static), participants noted that the word used for "discreet" in the ad meant "discretion on personal matters" and not "security or privacy."

- *"I don't think that normal people [without a lot of education] can understand this ad." (*Attention*, FG)*
- *"When I listen to that sentence, I feel that it's laughable. Usually Vietnamese people don't say, 'I love being discreet.' It sounds like a commercial for underwear or a bra. It should say that the census will keep your information confidential, not use that word." (*Discreet*, audio, FG)*
- *"When I first saw it, I saw immediately, 'I love discreet'—it needs to be fixed." (*Discreet*, static, FG)*
- *"Probably they will be confused. Love—is it privacy? If they say, 'I feel secure about the confidentials,' I'd feel better. Probably they used Google Translate. 'I love discreet.' They probably didn't understand." (*Discreet*, static, FG)*

Ads that focused on confidentiality of information were effective, but some participants warned that having the focal point be about security could backfire. Many participants believed that their information and their family's information would be safe if they participated. However, after hearing two ads specifically about security and criticizing some of the word choices, a few participants were skeptical the government would keep their information confidential.

The confidentiality messaging was effective for some participants:

- *"The first thing I'd think, 'If I do it, everyone will know about my family things.' But from this ad, I feel better, I feel lighter, I feel more secure." (*Discreet*, audio, FG)*
- *"This ad is very clear. I understand it well. It urges us to participate in the [2020 Census], and the privacy will be kept confidential." (*Discreet*, audio, FG)*
- *"I feel comfort and peace of mind. Like if I do this survey, then we can feel comfortable." (*Discreet*, video, FG)*

Confidentiality messaging, however, also raised some skepticism that information would be safe:

- *"Which agency will keep our information confidential?" (*Discreet*, audio, FG)*
- *"I just wonder if they will definitely keep all the information confidential." (*Discreet*, static, FG)*

Feedback for the creative originals in this family is synthesized in Table 83.

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Table 83: Piece-Specific Takeaways for I Love … *for the Vietnamese Audience*

Piece-Specific Findings	In Their Own Words
Discreet (audio)	
The intended meaning of the "discreet" phrase was not clear. Participants were skeptical the information provided would be kept confidential, because the Vietnamese word used for "discreet" implied personal discretion (i.e., lovers, underwear) instead of security or privacy.	• *"The [incorrect] words they use make me wonder if they will keep my info confidential." (FG)*
Discreet (static)	
Confidentiality is important but posed challenges when the focal point. Participants liked knowing their information would be confidential, but overemphasizing it made people skeptical of the message.	• *"This ad is very clear. I understand it well. It urges us to participate in the [2020 Census], and the privacy will be kept confidential." (FG)*
Attention (audio)	
Participants saw that their individual voices could make a difference. They felt like they had a voice in the community—which encouraged people to participate.	• *"This is the individual opinions. If you tell them your voice, there will be people who answer the questions you ask them. I can see it's important to participate. If not, we will lose our benefits. This ad focuses on the necessity to participate." (FG)*
Numbers (static)	
Information about benefits was motivating. This ad answered a lot of questions about benefits of participation, which encouraged participants.	• *"It explains better. It tells you why you have to do this. You have to participate, and they have those numbers—you know, the funding of the community. It explains better—why it's important for me." (FG)*

3.3.7.14 Life Changes

The "countdown" concept was not clear to all. Participants who understood that a lot changes in 10 years understood why it is important to fill out the census form; however, participants who did not understand the concept had a very hard time connecting benefits to the census. In *Life Changes* (digital), it was most confusing that the countdown began at three.

For those who understood the countdown:

- *"The ads really ignited my awareness. I didn't know this existed, but I can do something to create a change in 10 years." (*Life Changes*, video, FG)*
- *"For schools, new facilities. New highways and roads will be developed so more people can go to schools." (*Life Changes*, digital, FG)*

For those who did not understand the countdown:

- *"The message is not so strong or so clear. It's not so clear. If we do the census, our life can be better? For our children, lives better? We don't see it. It doesn't emphasize the idea that you have to participate in the survey." (*Life Changes*, video, FG)*

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- *"It's hard for me to understand when I look at this. It says 10 years, and then three new members, but they are the same age. But they say 10 years. There is no change." (*Life Changes*, digital, FG)*

Some participants felt the ads were too focused on children. Whether or not participants understood the countdown, those without children did not think the ad or census was relevant to them.

- *"The first sentence, 10 years, it targets the younger generation. This ad focuses on a small family unit. It targets the younger generation, and they have to participate to get the benefits. For people who don't have family or children, this doesn't relate. It doesn't say the concept for 2020. It talks about the families, not the bigger picture for the community." (*Life Changes*, digital, FG)*
- *"It doesn't relate. It can relate to younger people, but not older people, because kids can graduate from college." (*Life Changes*, video, FG)*

Table 84 details specific feedback for each creative original in this family.

Table 84: Piece-Specific Takeaways for Life Changes *for the Vietnamese Audience*

Piece-Specific Findings	In Their Own Words
Life Changes (video)	
The "countdown" concept was confusing to most, but those with children thought the benefits were effective motivators. Although the countdown was confusing, participants with children saw that their participation could help the future of their children and grandchildren.	• *"When you have kids, your kids grow. They have their own family. They need a house for them, you know, your family, your kids, your grandkids. I think there are a lot of changes every 10 years." (FG)*
Life Changes (digital)	
Participants thought the countdown from three was confusing. With the "countdown" concept, participants failed to see how the ad was relevant to them or the census.	• *"For me, I don't understand. When I look at this, I don't understand what the benefits are—what's useful to me." (FG)*

3.3.7.15 Getting Stuff Done

The main message was clear, but participants wanted more information. Participants agreed that the ad conveyed the value of the census and clearly presented the importance of participation, but some were still unsure how it could directly affect them or their communities. Some voiced that the census is only a count and that it may not adequately capture what the Vietnamese people want.

The main message was clear:

- *"They can count the population. If you can count the community, you can have the representation for your community." (*Getting Stuff Done*, FG)*
- *"Yes [it relates to me]. If you raise your voice, the people in the government or the people who want to help us will know what we want, what they can do to help us." (*Getting Stuff Done*, FG)*

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But more information was desired:

- *"It's missing a lot. There is not enough information to attract my attention. I don't see what the benefits are." (*Getting Stuff Done*, FG)*
- *"They have to tell what [other] benefits the census can bring to the community. It's not clear. It's just like a simple conversation." (*Getting Stuff Done*, FG)*

Specific feedback for the creative original in this family is outlined in Table 85.

Table 85: Piece-Specific Takeaways for Getting Stuff Done *for the Vietnamese Audience*

Piece-Specific Findings	In Their Own Words
Getting Stuff Done (video)	
Participants felt the ad needed more information about how the census could give the community benefits. Most participants understood that their participation would help bring necessary benefits to communities, but they did not understand how it would happen.	• *"They can build more health care facilities [if we take the census]." (FG)* • *"This is only [the] census. They count people, but they don't know what we want yet. If we want health care, they need more details." (FG)*

3.3.7.16 Shoes Off

Participants understood the concept of respect but had some issues with the language used. Participants understood that the concept of the ad was to show respect for the Vietnamese community and were more receptive to opening the door to the enumerator. However, the phrases used sounded threatening and could be softened to make clear that enumerators will not enter their homes.

- *"This is respect because when you go into a Vietnamese person's home, it is polite if you take off your shoes. People who don't care will just walk through your house without taking their shoes off." (*Shoes Off*, FG)*
- *"This ad is not so good. If they want to fill it out, they fill it out. They don't want to host anyone." (*Shoes Off*, FG)*

Some had safety concerns about enumerators showing up at their doors. Participants expressed that they may be hesitant to open their doors to strangers and were unsure how to confirm the enumerator's identity.

- *"It's not clear in this ad how you make sure that the person who comes to your house is a representative from the census?" (*Shoes Off*, FG)*
- *"I wouldn't let them in my house. I don't know if that person is really with the census." (*Shoes Off*, FG)*

Feedback for the creative original in this family is synthesized in Table 86.

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Table 86: Piece-Specific Takeaways for Shoes Off *for the Vietnamese Audience*

Piece-Specific Findings	In Their Own Words
Shoes Off (static)	
Participants were somewhat comfortable with someone coming to their home, but they needed assurances it was safe. They appreciated that the ad made an effort to understand Vietnamese culture, which made them more receptive to a home visit, but they also wished there were tools to verify the enumerator's identity.	• *"This ad wants to encourage people to do the census, to get the information that the people who want to gather the information—it says that they would respect if they came to your house." (FG)* • *Vietnamese people, we don't like to open the door to strangers. But I think, 'Oh, there is someone who respects our culture.' So I would open the door." (FG)* • *"They don't know if they can trust the person at the door. Are the people really from the census?" (FG)*

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3.3.8 Undocumented Asian

Those who were interviewed for the Undocumented Asian community representative reviews (CRR) self-identified as part of an Asian audience (Chinese, Filipino, Japanese, Korean, or Vietnamese) and/or were qualified to speak on behalf of the Undocumented Asian population. Team Y&R developed and tested eight creative originals in two community representative reviews with individuals who were able to speak for the undocumented members of a pan-Asian audience. Mandarin and simplified Chinese ads were tested, but representatives were asked to think about the Asian audiences broadly. As shown in Table 87, these pieces were nested within six original families and spanned all three phases of the campaign. Due to the large number of families and pieces tested within this audience, each creative original was reviewed by a single community representative.

Table 87: Summary of Ads Tested With the Undocumented Asian Audience by Family and Phase

	Awareness	Motivation	Reminder
Traffic, Dad			
Traffic, Dad (video)	X		
Census Is …			
Census Is Chinese (static)	X		
My Dad/My Granddaughter			
My Dad (audio)	X		
My Granddaughter (audio)	X		
I Love …			
Discreet (static)		X	
Attention (audio)		X	
Life Changes			
Life Changes (video)		X	
Shoes Off			
Shoes Off (static)			X

Notes: (1) All ads can be viewed in Appendix C.1.9 on page 612.

3.3.8.1 Key Takeaways

Representatives felt that messages from the government about data confidentiality and security were unlikely to mitigate the fears of the Undocumented Asian community. Community representatives noted that many Undocumented Asian immigrants distrust the government and are likely to view ads in which the government is the messenger with skepticism and possibly even fear:

- *"For the undocumented community, I don't think that this would have traction. If I'm sort of at risk of being deported any day of the week, there's a sentiment there that has to do with real, tangible fear of the government. I just don't think that people feel like they're included in $675 billion of public assistance for schools." (*Census Is … Chinese, *CRR)*

Ads from trusted community representatives that are designed to raise awareness were well received. Representatives recommended running simple ads designed to raise awareness that the census is coming instead of trying to tackle the thornier issue of privacy and safety. Representatives also recommended that messages be delivered by trusted community representatives rather than the government, especially when speaking about confidentiality.

- *"There's almost no good way to [communicate this message] when it's coming from the Census Bureau because, in the end, we found that sometimes the messenger really matters. I would say that it's probably better for the bureau to not bring up safety concerns—just in general—in any of the outreach material." (*Discreet*, CRR)*

The representative who reviewed *Shoes Off* felt that the ad would exacerbate fears of the government targeting undocumented people. The community representative found the messages in this ad particularly concerning and confusing. The representative thought the idea that someone would come to the door in *Shoes Off* would be particularly discomforting to the Undocumented Asian audience. The representative noted that members of the Undocumented Asian audience would not want anyone from the government visiting their home, especially because the ad implies that an enumerator would *enter* their home. The community representative said that undocumented families might refuse to fill out the census or might even fill it out with incorrect information if they thought it would help keep them safe.

- *"One thing that might happen is they would say, 'OK, we don't want somebody coming over. So it doesn't matter whether the information is right. Let's just get it done.'" (*Shoes Off*, CRR)*

3.3.8.2 Traffic, Dad

The representative appreciated this ad's focus on raising awareness and felt this was a good strategy for reaching undocumented people without creating fear. The community representative who evaluated this ad appreciated that the ad's message lets the Undocumented Asian population know that the census is coming. The representative believed that the simple and straightforward messaging in this ad informing people about the upcoming census was a good way to deliver the message to the community. The representative felt that focusing on awareness about the census and delegating more sensitive issues like confidentiality and safety to community messengers would be more effective with this audience.

- *"As long as they are aware [of the census], CBOs [community-based organizations] and advocacy organizations can complement these awareness efforts with more education and persuasion to induce greater participation." (*Traffic, Dad*, CRR)*

The representative reiterated that the default position of Undocumented Asian individuals is one of general concern—particularly about any federal government entity—and that they are likely to regard any government inquiry with apprehension:

- *"I think their major concern is just threats to their safety. Yeah, I think it's pretty much fine in terms of the information that's in there. It's pretty simple." (*Traffic, Dad*, CRR)*

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Table 88 details specific feedback for the creative original in this family.

Table 88: Piece-Specific Takeaways for Traffic, Dad *for the Undocumented Asian Audience*

Piece-Specific Findings	In Their Own Words
Traffic, Dad (video)	
The community representative appreciated the simplicity and straightforwardness of the ad but worried it would not resonate if it did not come from a trusted source. The representative was concerned that the undocumented community would not respond to government messaging around confidentiality unless it was accompanied by a trusted messenger, like a community-based organization (CBO). The representative thought the government message in the ad should focus mainly on awareness and leave confidentiality to the CBOs.	• *"The default position of Undocumented Asians is one of general concern—particularly by any federal government entity. Hence, they will regard any notion of government inquiry to them a big source of concern. Thus, many will not find the information pertinent to them. However, it makes them aware this is happening." (CRR)* • *"I like that there isn't an attempt to be overloaded with information. I appreciate that. It keeps it relatively simple, because I don't think it's necessary to overload with specifics about, you know, data protection policies or things like that." (CRR)*

3.3.8.3 Census Is …

The representative felt that the ad was clear about what the census is used for. The ad also emphasized that participation in the census is a way to empower individuals and communities.

- *"I think that it definitely messages [the] census in a way that is very concrete, very tangible, and explains what it is that the census can be used for, which is great. I appreciate that sort of future-looking messaging. I think that you are hitting a few cultural motifs that are good." (*Census Is Chinese*, CRR)*
- *"It signifies that it's sort of about making sure that there is representation of power, and I think that's good. I think that it's very clear, it's very clear. The messaging is very clear. I think that's good." (*Census Is Chinese*, CRR)*

However, the representative worried that the Undocumented Asian population may not connect with this message because government spending and distribution are not salient topics of discussion for them. Instead, the representative thought that the population would be more worried about avoiding detection by the government. The representative also expressed concern that those who are undocumented would not see themselves in the imagery because of its depiction of a traditional nuclear family, and that it would not do enough to assuage fears about government use of their information.

- *"I think it's hard because different segments of the community would receive this differently. [To] a naturalized citizen, [if] you can articulate why the census matters, this would be a little bit more salient." (*Census Is Chinese*, CRR)*

Specific feedback for the creative original in this family is outlined in Table 89.

Table 89: Piece-Specific Takeaways for Census Is … *for the Undocumented Asian Audience*

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Piece-Specific Findings	In Their Own Words
Census Is Chinese (static)	
The representative thought the ad was clear and appreciated the culturally relevant themes. The representative worried that messaging about government spending would not resonate with the undocumented community because they are worried about other issues.	• *"In terms of privacy and census data, and how it would be leveraged by the government, I think there needs to be some assurances." (CRR)*

3.3.8.4 My Dad/My Granddaughter

The community representative felt that the main messages were clear. However, the representative expressed concerns over the impact it would have on undocumented people who are wary of government action. The representative worried that the ads did not provide enough assurances that the census is not a part of an effort to deport undocumented people. The representative also mentioned that the message that the census can bring benefits to communities in the future may not be enough to overcome fears of undocumented people to share their information with the government.

- *"I think maybe address the more inherent issue around protections and privacy. I don't know if this is something to be broadcast or if [it] is the right medium to do it. But I really do think that that is going to be a foundational thing that would reassure people that this is not an attempt to gather mass data for deportation purposes." (*My Granddaughter, *CRR)*

The representative thought that the parts of the ads that focused on building broad awareness of the census would be better received than the parts that speak more specifically about how census information will be used. Feedback for the creative originals in this family is synthesized in Table 90.

Table 90: Piece-Specific Takeaways for My Dad/My Granddaughter *for the Undocumented Asian Audience*

Piece-Specific Findings	In Their Own Words
My Dad (audio)	
The representative thought the ad's message was clearly communicated. The representative thought this ad might be relatively appealing to the undocumented community because it focuses on awareness of the census and does not bring up sensitive issues about safety or privacy.	• No direct quote available from conversation notes.
My Granddaughter (audio)	
The representative thought the message was clear but did not think it would be relevant to the undocumented community because of their unique concerns about visibility. The representative worried that the ad did not do enough to assuage the fears of undocumented people about deportation or other government action.	• *"I think for somebody who might be undocumented, who might be working in the shadow economy, multiple jobs, for example, they may or may not have family members here. I don't know how applicable these benefits are to them." (CRR)*

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3.3.8.5 I Love …

The representative thought the ads in this family were clear but worried that the Undocumented Asian community would not find them relevant or motivating. The representative thought that messaging around benefits for the public might not be as motivating to the undocumented community, because they do not see themselves as part of public life.

- *"This entire messaging is based on political visibility, being seen, being counted, right? I don't think people want to be visible right now." (*Attention*, CRR)*

As with other creative families, the representative expressed concern that the government might not be an effective messenger for privacy and safety messages because of the community's mistrust of the government. The community representative suggested that trying to communicate how the information will be used could actually make people in the undocumented community worry more; the representative suggested emphasizing broad awareness messaging instead.

- *"Don't run [Discreet]—at least, do not run for the undocumented community. But there's also a concern for those families with mixed-status members." (*Discreet*, CRR)*

Table 91 details specific feedback for each creative original in this family.

Table 91: Piece-Specific Takeaways for I Love … *for the Undocumented Asian Audience*

Piece-Specific Findings	In Their Own Words
Attention (audio)	
The representative thought the ad's message was clearly communicated but worried that undocumented people would want to avoid being visible to the government. The representative also did not think the undocumented population would find the link to public funding to be motivating.	• *"I don't know how much they're thinking about political representation. It's like the furthest thing away from being undocumented, because they don't have rights." (CRR)*
Discreet (audio)	
The representative thought that the message about confidentiality would be relevant but did not believe that the government itself would be an effective messenger. There was concern that bringing up these issues would cause more worry and harm that it would cause reassurance.	• *"There's almost no good way to [communicate this message] when it's coming from the Census Bureau because, in the end, we found that sometimes the messenger really matters. I would say that it's probably better for the bureau to not bring up safety concerns—just in general—in any of the outreach material." (CRR)*

3.3.8.6 Life Changes

The community representative reacted positively to the message that the census can bring good things in the future. The representative also liked the use of cultural experiences and events and thought this would resonate well with this audience. However, the representative believed that this ad—despite evoking a lot of positive feelings and emotions—still could leave the viewer with questions about what the census is and how it works.

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- *"It's connected to your future—that's the takeaway."* (Life Changes, *CRR)*
- *"It's definitely very humanizing, it's a very human approach to thinking about this. I appreciate the way that it opens up around Lunar New Year, which I think will coincide very closely to when the surveys actually start. This is a living experience, or different components of people's lives, that's getting represented."* (Life Changes, *CRR)*

The representative expressed concerns that the ad could come across like propaganda by trying to evoke strong emotions from the audience.

- *"Maybe it's the idea of propaganda, right? Like, I think that is the sort of like how it might be viewed as propaganda. I think a little bit of the more transnational context of how the Chinese government uses media or controls media. So I think this is like how this might be viewed or seen—as a piece of propaganda."* (Life Changes, *CRR)*

Specific feedback for the creative original in this family is outlined in Table 92.

Table 92: Piece-Specific Takeaways for Life Changes *for the Undocumented Asian Audience*

Piece-Specific Findings	In Their Own Words
Life Changes (video)	
The representative liked the use of cultural experiences and events and thought that would be welcomed with this. However, the representative worried that the ad was overly emotional and wanted to see a more concrete call to action.	• *"It's a very wholesome ad—very positive feelings. If I've never heard about the census before, I don't really know what this is asking me to do. It's the only piece that leaves that unresolved for me." (CRR)*

3.3.8.7 Shoes Off

The message of this ad was clear, but the representative worried that emphasizing home visits would scare members of the Undocumented Asian community. The representative appreciated that the enumerator in the ad looked like someone from the community but still expressed concern that the ad would deter people from responding. The representative noted that the message of cultural respect might be lost on the undocumented community out of concern that a government representative would visit their home. Feedback for the creative original in this family is synthesized in Table 93.

Table 93: Piece-Specific Takeaways for Shoes Off *for the Undocumented Asian Audience*

Piece-Specific Findings	In Their Own Words
Shoes Off (static)	
The representative understood the message but worried it would scare undocumented community members. The representative appreciated that the enumerator in the ad looked like someone from the community but still worried that people in the undocumented community would not want to respond or would not mention undocumented family members to enumerators.	• *"One thing that might happen is they would say, 'OK, we don't want somebody coming over. So it doesn't matter whether the information is right. Let's just get it done.' You know, 'Let's just mark, OK, Mom is not documented, and I'm not documented, so Dad and brother are, so let's just get them filled out and turn it in.' That's the top priority. We don't want anybody visiting our home and checking on that." (CRR)*

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Black

The research conducted on Black audiences included focus groups with Black/African Americans, Haitian Creoles (tested in Haitian Creole), and sub-Saharan Africans (tested in French). There were also community representative reviews for the Afro-Caribbean audience (tested in English) and the Undocumented African/Caribbean audience (tested in Haitian Creole and French). Quotes for the Haitian Creole and sub-Saharan African results were interpreted from their original language into English.

After the initial period of testing ended in May 2019, Team Y&R and Census Bureau partners conducted additional testing to evaluate newly developed creative for the English-speaking Afro-Caribbean audience based on incremental increases to the media plan. Though the creative developed for the English-speaking Black/African American audience was designed to have wide appeal, the initial testing plan did not provide a broad understanding of how an English-speaking Afro-Caribbean audience might respond to the draft creative original families. To fill this gap in line with campaign priorities after the media plan was finalized, additional community representative reviews were added to test materials with this audience.

3.3.9 Black/African American

The Black/African American focus groups (FG) encompassed participants who self-identified as Black/African American, had a household income of $35,000 or less, had less than a four-year college degree, and met two of the eight hard-to-count characteristics. Recruitment details are outlined in Appendix B.1.3.4.1 on page 390. Team Y&R developed and tested 19 creative originals in English tailored for the Black/African American (BAA) audience. As shown in Table 94, these pieces were grouped into three creative families, each for a different phase of the campaign. All original families were tested in each of 12 focus groups held in California, Mississippi, Georgia, and Ohio, with a random selection of creative originals tested in each focus group.

Table 94: Summary of Ads Tested With the Black/African American Audience by Family and Phase

	Awareness	Motivation	Reminder
Hometown Heroes			
Kia (video)	X		
Kia (audio)	X		
Ray (video)	X		
Ray (audio)	X		
Tracy (video)	X		
One Thing			
For Her (video)		X	
For Her (audio)		X	
Be About It (video)		X	
Be About It (audio)		X	
Be About It (digital)		X	
Braille (video)		X	
Braille (audio)		X	

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	Awareness	Motivation	Reminder
Word (audio)		X	
Daycare (static)		X	
Senior (static)		X	
Take the Shot			
Grind (audio)			X
Single Guys (audio)			X
Take the Shot (static)			X
Closed Mouths (digital)			X

Notes: (1) All ads can be viewed in Appendix C.1.10 on page 619.

3.3.9.1 Key Takeaways

Ads that showed a direct link between participation in the census and benefits performed best overall. The most consistent feedback among BAA participants was a desire for direct and explicit connections between their participation in the census and the benefits mentioned in the ads. *Kia* (video and audio) had the best balance between storyline and a call to action. Participants favored *Ray* (audio) over *Ray* (video) because it explained the connection between participation and benefits quicker. *Be About It* (video, audio, digital) were well received because of the directness of the message. Participants thought that such a connection would help them and their community better understand the purpose of the census and motivate them to participate.

- *"I like that [the radio version] invites you to be part of a movement without seeming unrealistic or overpowering." (Kia, audio, FG)*
- *"This one is explanatory. I noticed you can complete the census online." (Be About It, video, FG)*

The ads generally performed better when participants were able to link the storyline to the purpose of the census. At times the themes within the storyline distracted participants from the call to action. Ads that told stories about mental health, raising children, and disabilities spoke to the inclusiveness of the census, which elicited some positive reactions, but these topics also distracted some from the main message. The ads that evoked a positive emotional connection for participants made it easier for them to understand and feel motivated to complete the census. *Tracy* was effective, specifically in the south (Georgia and Mississippi), because the storyline was more relatable to the audience in that region. Both *Braille* (video) and *Braille* (static) struck those who had a connection to disabilities; it made them feel important to the government. *Daycare* resonated well with groups because finding child care near work is a common issue that many people had experienced firsthand.

- *"I think a lot of people trust church people, and that would draw a lot of people in at the beginning of the commercial." (*Tracy, *FG)*
- *"My granddaughter is disabled. Just knowing someone is trying to help her besides me is wonderful." (*Braille, *video, FG)*
- *"This one tells you clearly what the census could be doing—it's something that I need." (*Daycare, *FG)*

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On the other hand, stories that were too complex made it difficult for participants to understand the ad. *For Her* (video) and *For Her* (audio) did not perform as strongly due the complex nature of their storylines. Participants were unable to discern what benefits would result directly from their participation in the census. The image in *Parks* seemed slightly unrealistic for a community that actually needs funding for outdoor space. For *Kia* (video), the message about mental health drew some negative reactions from participants.

- *"There were a lot of messages to take in." (*For Her*, video, FG)*
- *"Me filling out the census, how is that going to guarantee that anything is going to happen?" (*Parks*, FG)*
- *"I was irritated that they immediately connected single Black mothers with mental health." (*Kia*, video, FG)*

Some ads spurred significant discussion about stereotyping, diversity, and representation. Many BAA participants indicated that the ads should be careful not to cross over into stereotypes when trying to relate to BAA culture. The use of African American vernacular in many BAA ads elicited mixed reactions, largely because people did not think the Census Bureau should use that type of insider language. Some participants had very strong negative feelings toward ads that they perceived to be negatively stereotyping BAA communities. In some contexts, the use of slang made several participants feel uncomfortable and singled out. This was particularly true of *Word*, which brought out the strongest negative reactions in this original family, and *Ray* (video), which some participants thought reinforced negative stereotypes. Participants thought those two ads were using stereotypes to pander to the BAA audience.

- *"The scene seems like it's trying to be hood. But, I live in the hood and we don't speak like this. This is comedic. We don't use this word as lingo. This word is more regional than local. They'll know you're not from around here. The misuse of Ebonics is insulting. They don't even need to have Ebonics in it." (*Word*, FG)*
- *"By singling out Black people it seems like you're saying that we are the only ones who need the funding. I would prefer for this not to be targeted to a specific race or at least include other races." (*Ray*, video, FG)*

Grind and *Closed Mouths* used terms that are familiar to the BAA community. These ads integrated BAA culture more effectively than the other ads. In *Grind*, the woman's voiceover reminded participants of women in their own lives, such as mothers, aunts, or grandmothers. Some participants found *Closed Mouths* relatable, but reactions to the saying "closed mouths don't get fed" were split—some were positive while others were negative.

- *"Hearing a Black woman triggered a level of attention in me that is unmatched. Black women have been the breadwinners in our households since forever, so when a Black woman speaks we listen." (*Grind*, FG)*
- *"Growing up in my family, they say this a lot. Gotta open your mouth, can't read your mind." (*Closed Mouths*, FG)*

3.3.9.2 Hometown Heroes

Storylines that provided a direct connection to the census were better received by participants; however, at times the topics within the storyline distracted some participants from the call to action. *Hometown Heroes* highlighted how community members use census benefits to improve their communities. Some participants appreciated the storyline of *Kia* in both the video and audio versions, but others took issue with the emphasis on mental health, which deterred them from the main message. The narrative of a "first lady" in *Tracy* was more relevant to participants in Georgia and

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Mississippi than in California and Illinois, because those in the latter states saw it as stereotyping BAA church culture. Participants reacted more positively to the radio version of this storyline because it was clearer and more direct. Similarly, participants found *Ray* (audio) to be clear because the concepts were also direct. While the audio versions of these ads contained fewer creative elements, the brevity of the story made it easier for participants to focus on the call to action.

- *"The mental illness focus was a turnoff, because a lot of Black people live under a stigma that says they are already disabled/less than/unintelligent, and I feel this plays up on that." (*Kia*, video, FG)*
- *"My daughter is a first lady and a powerful speaker so this resonates well with me." (*Tracy*, FG)*
- *"Starting off in the church setting made me question it a bit. I know some Black people that don't go to church." (*Tracy*, FG)*

There was some confusion and skepticism over the storyline in *Ray* (video), because it focused largely on his program and did not immediately talk about the census. This provides further evidence that participants desired a direct connection to the census. The quick jump from the story to the call to action made it difficult for participants to understand how they could benefit from the census as Ray did.

- *"He starts out talking about empowering kids but I don't see how that impacts the census." (*Ray*, video, FG)*
- *"I don't know what the census has to do with being a strong Black man." (*Ray*, video, FG)*

Participants were most critical of *Ray* (video), because they thought the ad was stereotyping Black males and lacked gender diversity. Participants were most sensitive to the ad's imagery, rhetoric, and tone. Participants emphasized that an all-Black cast made it seem like the issues mentioned in the ad were BAA-specific. After watching *Ray* (video), they also mentioned the need for gender diversity. Although the video was meant to show an example of how a community, specifically children, can benefit from census participation, focus group participants perceived it as girls being left out.

- *"I'm not finding the correlation between taking the census and looking a man in the eye and shaking his hand … the census is just a poll, it has nothing to do with how I raise my son." (*Ray*, video, FG)*
- *"Why is it only geared toward boys? Young girls need to know this, too." (*Ray*, video, FG)*

Table 95 details specific feedback for each creative original in this family.

Table 95. Piece-Specific Takeaways for Hometown Heroes *for Black/African American Audience*

Piece-Specific Findings	In Their Own Words
Kia (video)	
The underlying message of this ad was conveyed clearly. The main messages of the ad effectively reached a portion of the audience while potentially alienating another portion, who felt they could not relate. The storyline led participants to discuss mental health more than participation in the census.	• *"Mental health is a huge issue in single mothers … I think single mothers' mental health is really a problem from what I've seen … We should pay more attention to single mothers." (FG)* • *"Hearing about mental illness might make people scared to get involved because of how they may be treated*

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Piece-Specific Findings	In Their Own Words
	[differently] within their own communities if someone finds out their mental state." (FG)
Kia (audio)	
The radio version of this narrative was better received than the video. Participants emphasized that it was clearer and more concise and more thoroughly explained the census and its importance.	• *"It was clear and concise, just got to the point." (FG)* • *"More of a sales pitch. They break it down more, better than [the video]." (FG)*
Ray (video)	
While some felt positively toward the message of empowering youth and helping the community, most felt confused and skeptical about the ad's connection to the census and how the benefits would be linked. The message of helping the community did resonate for some, but for others it took multiple viewings. The connection between Ray's story/work and the benefits of participating in the census was too weak. The phrase "young kings," among other vernacular, elicited a mixed response; while some liked the use of certain phrases or slang, others found it too targeted, "corny," or geographically out of place for an urban audience.	• *"I'm not finding the correlation between taking the census and looking a man in the eye and shaking his hand … The census is just a poll, it has nothing to do with how I raise my son." (FG)* • *"Initially this piece felt off topic, like it had nothing to do with census." (FG)*
Ray (audio)	
Participants generally thought that the audio version provided more detail and connection between Ray's story and the benefits of taking the census. They recognized that the ad was speaking to a specific group of BAA people, especially men and boys. For some this was empowering, but others found it narrow and demeaning.	• *"Whole different message watching it versus listening to it … it was clearer to me [in the radio] but they were still overusing [tropes]." (FG)* • *"Even in low-income areas, it's not just Black people. There's a lot of other people too, and everybody matters." (FG)*
Tracy (video)	
The church network idea was easy to understand and conveyed a certain level of trust, connection, and community leadership to some participants. Most acknowledged the importance of church networks in BAA communities regardless of their personal religious experience. However, others felt that the church/religious premise was unnecessary and could alienate others in the larger community.	• *"My daughter is a first lady and a powerful speaker so this resonates well with me." (FG)* • *"So far as the community goes, it sounds good. The whole church background threw me off a bit." (FG)*

3.3.9.3 One Thing

The direct messaging in the ads stood out to participants; they were able to understand the message and were motivated by most ads in this family. Participants called out the directness of *Be About It* (video), *Be About It* (audio), and *Be About It* (digital) in a positive way. They were able to take away the main message from the ads and felt motivated to complete the census. However, *Be About It* (audio) could have benefited from a more serious tone.

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- *"After the line, 'don't talk about it, be about it,' mention the census. The connection needs to be stronger. It's not just filling out a piece of paper. It's greater action." (*Be About It*, video, FG)*
- *"Tell you what to do. How to do it. They explained it." (*Be About It*, video, FG)*
- *"For me it's not really explaining what the census really is." (*Braille*, static, FG)*

Many of the ads felt personable to participants and motivated them to complete the census. *Braille* (video and static) balanced the storyline and census information best. The ad's depiction of children with disabilities voicing their perspective was effective in making the message of the ad both relevant to modern issues and emotionally moving. While all expressed empathy for children with disabilities, those with a personal connection to children with disabilities were particularly affected. Similarly, with the topic *Daycare* (static)—finding child care near your home—was relatable for many; even participants who did not personally relate closely to the ad's premise understood the general message based on a first glance alone.

- *"The line, 'She counts,' really works. The image speaks volumes to me compared to what we saw in the TV version." (*Braille*, static, FG)*
- *"TV portrays blind people with dark glasses. I'm not looking at this and thinking, 'oh she's blind.'" (*Braille*, static, FG)*

Stories that were complex made it difficult for participants to take away the main message; many were distracted by the details of the storyline. *Senior* (static), *For Her* (video), and *For Her* (audio) were too complex, making it difficult for participants to understand the main message. While *Senior* (static) was relatively direct, the ad was not equally influential across all the focus groups. Some participants found the premise to be a compelling reason to complete the census, while others thought the ad was misleading. Rural groups (Mississippi and Ohio) were more likely to be receptive to this ad and see a connection between health care and the census; in Georgia, however, participants remarked that the ad looked like it was for insurance for seniors. Health care and its complexity are issues that touched a nerve for many participants.

- *"In our area and our community, people are suffering because they're not getting enough health care … saying it's because we don't go out and do the census [is false]." (*Senior*, FG)*
- *"You're baiting me by saying 'you're gonna get this.'" (*Senior*, FG)*

The storyline of *For Her* (video) and *For Her* (audio) was too complex and distracted participants from the call to action. The *For Her* story gave participants a false impression that the census directly changes communities as opposed to informing the government's funding allocations based on the data it collects. After the video, it was not clear to participants what their benefits would be. Participants were also distracted by this storyline; many focused on deciphering whether or not the father in the ad had a job.

- *"It sounds like census funding would give this family more stability?" (*For Her*, video, FG)*
- *"I saw that there may be a struggle, but he was taking it with grace and he's hoping that something positive is going to come out of filling out that census." (*For Her*, video, FG)*
- *"If he's at home taking care of the baby, he probably needs to have a job." (*For Her*, video, FG)*

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Participants perceived *Word* (audio) as stereotyping the BAA community, which elicited strong negative reactions. After listening to the ad, participants expressed immediate strong reactions. While the ad presented information in a direct manner, the use of "word" elicited negative reactions, causing participants to lose sight of the ad's purpose.

- *"Not all Black people speak like that, it's just irritating me." (*Word*, FG)*
- *"Caricature of how a conversation should be." (*Word*, FG)*

Specific feedback for each creative original in this family is outlined in

Table 96.

Table 96: Piece-Specific Takeaways for One Thing *for Black/African American Audience*

Piece-Specific Findings	In Their Own Words
For Her (video)	
Participants had mixed reactions to this video. Many participants were slightly confused by the number of messages coming through at once.	• *"It jumped from topic to topic, it didn't flow well, too much information early on." (FG)* • *"I still don't understand specifically why I should do the census." (FG)*
For Her (audio)	
Participants were generally more positive toward the audio version of this ad, citing the deeper storyline, more detailed presentation, and stronger connection between the story and the census. They thought the narrative was more relatable and sincere in this version, likely because it was easier to understand the purpose of the anecdote.	• *"I knew what the census was for but didn't know these funds could go to transportation. I thought they only went to education and health care." (FG)* • *"With the help of the census, he could be in a house. He could live closer to a bus stop. They could possibly afford a car or school or daycare for their child." (FG)*
Be About It (video)	
Most participants appreciated the information in the ad but found some of the creative elements distracting. Participants responded well to the wealth of information and straightforward presentation of the ad. However, the use of "boom" elicited negative reactions.	• *"I liked that they were happy and excited about taking the census." (FG)* • *"The point was made without all the extra." (FG)* • *"'Boom' is not trend, if they're trying to connect to millennials." (FG)*
Be About It (audio)	
Participants reacted positively to this ad. They found this version of the ad more informative than the video version but still did not like the use of "boom."	• *"They explained more here, maybe they can start off doing that." (FG)* • *"This is a serious Black conversation. We're not here saying 'boom bam.'" (FG)*
Be About It (digital)	
Participants appreciated the ad's serious tone; many found it compelling. Participants were able to understand the information better with this tone.	• *"I like the way this one ties all the information together." (FG)* • *"This is serious. They want us to take it." (FG)*
Braille (video)	

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Piece-Specific Findings	In Their Own Words
Participants reacted well to this ad. They found this ad to be more straightforward and informative than other ads in this family.	• *"It hit close to home, because I have a sister with cerebral palsy. It was harder for her to do stuff in school." (FG)*
Braille (static)	
The message of the ad was effective, however the presentation detracted from it. Participants complained about the small print, confusion with the image, and other issues.	• *"The picture is emotional and the headline hit home for me. I love kids and if taking the census can help them out I'm all for it." (FG)*
Word (audio)	
While participants thought the ad contained some good information, most were turned off almost completely by the rhetoric and slang. The informal, conversational style of the ad was appealing to some, but the actual word choice was irritating.	• *"The music with 'word' was too much going on." (FG)* • *"Once again I don't feel like the census is targeting everybody … I just feel like it should be diverse … that was trying really hard." (FG)*
Daycare (static)	
Participants found this ad compelling because of its combination of a pleasant image, clear motivation, and a relatable issue. Groups were able to relate to the issue either because they had experienced it themselves or because they had seen it in their communities.	• *"I don't have children and I can look at the ad and … it's clear as day … here, it's the big words, but why would you have to even read the little words." (FG)* • *"This one cuts through the BS." (FG)*
Senior (static)	
Many participants identified with the struggles of the health care system and growing older. Some noted that the fine print explaining the census was too buried within the larger ad and that the critical information should have been featured more prominently.	• *"It's not resonating for the census; it's resonating for Medicare, insurance, 401k." (FG)* • *"The first thing that I saw is that it looked like an insurance ad … and I would have stopped right there." (FG)*
Parks (static)	
Reaction to this ad was mixed. While some felt that it was descriptive of how federal funding would be allotted based on census response, others were skeptical of the concept and did not make a connection to the ad. Participants noted that the concept was similar to that of the other print ads they had seen.	• *"I don't see enough of that [the positive imagery] in real life. I like the message, but the community shown doesn't look like they need much help." (FG)* • *"In my opinion what needs to be stressed is, it's a step in the right direction … you're kind of setting yourself up … [Be clear that you're] going to revamp your entire community because you filled out this form." (FG)*

3.3.9.4 Take the Shot

The sense of urgency coupled with an effective use of BAA colloquialisms worked for the participants. *Grind* (audio) and *Closed Mouths* (digital) were seen as more organic and did not raise the same stereotyping concerns observed in the other original families. In *Grind* (audio), the narrator says, "People always ask me how I stay on my grind. I tell them 'every time I see an opportunity, I take it. No asking twice!' And right now, we have a shot at influencing federal funding with the 2020 Census." Participants found the script to be fun and relatable; in contrast to *Word* (audio), neither *Grind* (audio) nor

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Closed Mouth (digital) distracted participants from understanding the message. However, while *Closed Mouth* (digital) was attention-grabbing, it did not provide enough information about the census. Participants noted that the lack of information might encourage people to investigate, but initially they did not see any connection to the census.

- *"There are no excuses. You can do it online, on the phone, come to your house." (*Grind*, FG)*
- *"She's talking about not letting the opportunity pass you by." (*Grind*, FG)*
- *"Growing up in a Black family, this is something we hear. It's a negative tone, like we're not doing anything." (*Closed Mouths*, FG)*
- *"This has no information, this just a Black phrase." (*Closed Mouths*, FG)*

Some of the ads in this family seemed too narrowly focused, making it difficult for participants to understand the call to action. For example, after listening to *Single Guys* (audio), participants thought the basketball theme was fine for people who are interested in sports, but they said the ad appealed mostly to men, which might be useful in motivating that segment of the BAA community. However, participants understood from the ad that people can complete the census anywhere and quickly. Some critics said it was a bit unrealistic that two men would have a conversation about the census at a basketball game; however, others challenged that by saying that the census can happen anywhere—even at a basketball game. *Take the Shot* (static) had an image of a girl about to make a basketball shot. This ad was the least effective in the family because it was not as thought-provoking as others. Participants found the image to be warm and inviting but overall found the ad to be less clear or less informative. The image combined with the text was not compelling enough for participants to feel motivated to complete the census. Feedback for the creative originals in this original family is synthesized in Table 97.

- *"No matter how busy you are, you have time, even at a basketball game." (*Single Guys*, FG)*
- *"I think this scenario was very unrealistic—for someone who's hyped up about the basketball game to say, 'let's talk about the census, it's halftime.'" (*Single Guys*, FG)*
- *"I didn't like that there were not powerful women." (*Single Guys*, FG)*

Specific feedback for each creative original in this family is outlined in Table 97.

Table 97: Piece-Specific Takeaways for Take the Shot *for Black/African American Audience*

Piece-Specific Findings	In Their Own Words
Grind (audio)	
Participants described this ad as fun and relatable. Some described the woman's voice as reminiscent of their grandmother's or aunt's voice, which yielded a positive reaction.	• *"That sounded like an auntie, personalized, tonally made you see the importance/seriousness of the matter." (FG)* • *"Relatable, authentic character." (FG)*
Single Guys (audio)	
Participants took away that the census can be completed anywhere and quickly. However, there was a mixed response to the sounds; some people were energized while others found the beginning of the ad very distracting and off-putting.	• *"The census conversation can take place anywhere—at a sporting event or in your car." (FG)* • *"Ad was really loud. Too much when already blasting music loudly in the car. Maybe tone down." (FG)*

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Piece-Specific Findings	In Their Own Words
Take the Shot (static)	
Participants found the image to be warm and inviting but were not necessarily motivated to complete the census. There was no confusion with this ad's message; however, participants wanted the information about the census to be more direct.	• *"She's looking up, she's hopeful." (FG)* • *"They should add, 'Don't miss your shot with the census' with the headline for a quicker read." (FG)* • *"Doesn't have much details. Doesn't say it's going to get the road repaired." (FG)*
Closed Mouth (digital)	
Responses were polarized. However, ultimately those who knew the phrase "Closed mouths don't get fed" interpreted the ad's use of the saying as organic. The phrase had a negative connotation for some, but it still motivated most to participate in the census.	• *"If I saw this, I wouldn't think it would have to do with the census." (FG)* • *"It's an old saying, we all know it." (FG)* • *"Closed mouths don't get fed is excessive. Not demeaning." (FG)*

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3.3.10 Afro-Caribbean

Those who were interviewed self-identified as Afro-Caribbean (of African descent and from the Caribbean) and/or were qualified to speak on behalf of Afro-Caribbeans. Four English-language creative originals were tested in two community representative reviews (CRR) in August 2019. These additional CRRs followed the same methodology and protocol as those conducted during the original fielding window. As shown in Table 98, each creative original represented an original family of the same name, and the creative originals tested spanned all three phases of the campaign.

Table 98: Summary of Ads Tested With the Afro-Caribbean Audience by Family and Phase

	Awareness	Motivation	Reminder
No Matter			
No Matter (static)	X		
Love Your Community			
Love Your Community (static)		X	
Census Takers			
Census Takers (static)		X	
Everyone Counts			
Everyone Counts (out of home)[37]			X

Notes: (1) All ads can be viewed in Appendix C.1.13 on page 639.

3.3.10.1 Key Takeaways

Ads that focused on community benefits and depicted Afro-Caribbean families resonated. All four creative originals developed for the Afro-Caribbean audience received positive evaluations from community representatives. Representatives believed that the ads would inform this audience about the census, and they praised the use of community benefits that were relevant to the audience, such as health care programs, schools, and parks. Representatives also connected with the imagery in the ads, particularly the depiction of families and Afro-Caribbean people.

- *"I think most people will want to be counted, will want to participate [after viewing this ad]." (*No Matter, *CRR)*
- *"Bright and cheery, trying to put people at ease." (*Census Takers, *CRR)*

This audience needs more information to understand and trust confidentiality messaging. Representatives expressed concern that messages about participation being safe regardless of "status"—alluding to immigration status—and promises of confidentiality could cause this audience to wonder and even worry why such messages are necessary.

- *"When you say 'no matter who you are or what your status is,' it seems ambiguous. It needs to be clearer that it means immigration status." (*No Matter, *CRR)*
- *"I'm thinking about the housekeeper's son who is here illegally; he may not feel safe." (*Love Your Community, *CRR)*

[37] Out-of-home (OOH) advertising, such as billboards and bus shelters.

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3.3.10.2 No Matter

Representatives thought this ad would teach Afro-Caribbean individuals something new about the census. *No Matter*'s large headline stated, "No matter who you are or where you're from, the 2020 Census matters." The body text explained that everyone can participate regardless of their status, that participation can impact federal funding, and that responding is safe and confidential. The representatives believed that some of the information in the ad would be new to many in the Afro-Caribbean community, specifically that participation informs the allocation of federal funding and that answers are kept confidential. This ad will inform many members of the community about the importance and security of the census for the first time.

- *"I know a lot of people don't even pay attention to what's going on in the country. I have to talk to a lot of people just about voting, so I think a lot of this will be new to people who don't pay attention." (*No Matter, *CRR)*
- *"I think the part about confidentiality will be new. A lot of people assume that once you give information to the government it belongs to the whole government and can be shared with any other federal agency. This is based on what people said to us last time we did this in 2010." (*No Matter, *CRR)*

Confidentiality messaging may confuse or alarm this audience. Although representatives found the ad informative, they thought that confidentiality messaging could be clearer. They suggested that, as written, this ad could cause some Afro-Caribbeans, particularly those who are undocumented, to become concerned. Specifically, they said that the ad should indicate clearly that the phrase "no matter your status" is referring to immigration status. They believe that once that piece is clear, the messaging should work to alleviate concerns about confidentiality.

- *"[Referring to phrase 'no matter your status.'] I understand that we need to get an accurate count regardless of status, but there are people who are on expiring visas or have other shaky immigration statuses. Those people will be the people that will be hard to count. They may not want to participate." (*No Matter, *CRR)*
- *"Where it says 'Your response will be safe and confidential,' it raises those concerns. I know what the census is and what it is used for, but given the current atmosphere, these issues are front of mind for people. They might think the government will come for them." (*No Matter, *CRR)*
- *"We are all skeptical to some extent; I would say it is 50/50 whether someone will trust that message. If it is someone who doesn't trust the federal government already, they probably won't trust it, although some people may be swayed." (*No Matter, *CRR)*

Table 99 details specific feedback for the creative original in this family.

Table 99: Piece-Specific Takeaways for No Matter *for the Afro-Caribbean Audience*

Piece-Specific Findings	In Their Own Words
No Matter (static)	
This ad was educational but needed to provide more information about who is counted in the census and why answers are kept confidential. Representatives said that many	• *"[It is] letting me know that the whole family has to be counted for wherever you live to receive federal funds. It is safe and it will help fund the parks and schools, etc. That is*

Piece-Specific Findings	In Their Own Words
in the Afro-Caribbean community would connect with the ad and learn important information about the census after viewing it. But vague references to being counted "regardless of status" and messaging about the confidentiality of answers could confuse or alarm some in the community.	*stuff that this community needs—more money for park maintenance, overtime pay, particularly for children." (CRR)*

3.3.10.3 Love Your Community

The main message was clear and the focus on benefits was compelling. Representatives thought the headline "Loving our community is completing the 2020 Census" clearly explained that people should participate in the 2020 Census. They believed this would resonate with and motivate Afro-Caribbean individuals. One representative noted that the parks, schools, and health care programs mentioned in the ad are all important to the Afro-Caribbean audience.

- *"The main message is 'participate' so that our communities get federal funding to take care of the community (parks, schools, after-school programs, etc.)." (*Love Your Community, *CRR)*
- *"Parks, schools, health care programs—I think the ad does a good job of demonstrating why they should get involved because our communities lack funding for all of those things. I think it does get the message across." (*Love Your Community, *CRR)*

Representatives thought the ad's intergenerational imagery and community focus would resonate with the Afro-Caribbean community. The ad depicted an older Afro-Caribbean man and a young girl, presumably grandfather and granddaughter, painting a mural together in their community. Representatives thought that this representation of multiple generations and family would resonate with the Afro-Caribbean audience, and that they would connect with the community setting and benefits outlined in the body text.

- *"I love it. The sense of family and two generations working together on something that will definitely work with the community." (*Love Your Community, *CRR)*
- *"The heading and the image feel relevant to the community." (*Love Your Community, *CRR)*

Specific feedback for the creative original in this family is outlined in Table 100.

Table 100: Piece-Specific Takeaways for Love Your Community *for the Afro-Caribbean Audience*

Piece-Specific Findings	In Their Own Words
Love Your Community (static)	
The ad's clear message and focus on community and family resonated with this audience. Representatives expressed positive emotions after viewing this ad, especially in response to the picture, and said they believed that the Afro-Caribbean community would understand the message that census participation can benefit the community.	• *"Be part of the community. Your community needs you to fill out the census." (CRR)* • *"I like the justification it gives. If we fill out the census we get better services." (CRR)*

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3.3.10.4 Census Takers

Representatives thought this ad humanized census enumerators and clearly communicated that one might come to your door. The representatives enjoyed the diversity and approachableness of the census enumerators depicted in the ad. They liked that the enumerators looked like "normal" people, and felt this would help to ease the concerns of Afro-Caribbeans.

- *"[The pictures] help put the mind at ease. When you picture census takers you picture stuffy people in suits, but these people seem more like normal people." (*Census Takers*, CRR)*
- *"Yeah, the census takers look approachable, even if I have someone illegal in the house. Given that image of a mother, she doesn't look like someone who is coming to take my family away." (*Census Takers*, CRR)*

Table 101 details feedback specific to each creative original in this family.

Table 101: Piece-Specific Takeaways for Census Takers *for the Afro-Caribbean Audience*

Piece-Specific Findings	In Their Own Words
Census Takers (static)	
Portraying enumerators as "normal" people will likely put the Afro-Caribbean audience at ease. Representatives liked that this ad humanized enumerators, and they thought the Afro-Caribbean audience would likely feel more at ease about a potential visit from a census employee after seeing this ad.	• *"[This ad says] we're just like you, if you've been lazy about filling census don't be scared. We are coming around to help because this information is important." (CRR)*

3.3.10.5 Everyone Counts

Representatives thought the "everyone counts" messaging was clear and motivating. This out-of-home message (i.e., a message that will be displayed on a billboard or other place people will see outside of their homes) very simply stated, "Everyone counts and everyone needs to be counted." One representative repeated this line when asked what the main message of the ad was, and another said this ad made it clear that even children matter in the census count. Both representatives thought the ad was positive and relevant and would motivate Afro-Caribbeans to participate in the 2020 Census.

- *"[Main message is] that even the little ones [children] matter to the count. To me it's just about creating multiple impressions. I might not click it if it's the first time I see it, but after it pops up a few times I might start to notice." (*Everyone Counts*, CRR)*
- *"The happy-looking family [is relevant]. It's important that the woman in the image is smiling and looks happy overall." (*Everyone Counts*, CRR)*

Feedback for the creative original in this original family is synthesized in Table 102.

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Table 102: Piece-Specific Takeaways for Everyone Counts *for the Afro-Caribbean Audience*

Piece-Specific Findings	In Their Own Words
Everyone Counts (OOH)	
Clear messaging that "everyone counts" will inform and motivate this audience. Representatives thought the ad was clear and that the Afro-Caribbean audience would be motivated by the positive imagery and message.	• *"[Main message is] everyone counts and everyone needs to be counted." (CRR)* • *"If they fill out the census and the community gets the proper funding then everyone can be happy. It's a positive message." (CRR)*

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3.3.11 Haitian Creole

Those who participated in the Haitian Creole focus groups self-identified as Haitian Creole, were born in Haiti, and were proficient in Haitian Creole but not English. All participants also met at least two of the eight hard-to-count characteristics. This recruitment criteria is outlined in Table B.23 in Appendix Section B.1.3.4.2 on page 392. Team Y&R developed and tested six creative originals in Haitian Creole. Additionally, one English-language creative original was tested among community representatives to gauge potential for the ad to be trans-created for the Haitian Creole audience. As shown in Table 103, these pieces were nested within three creative families and spanned all three phases of the campaign. All pieces in Haitian Creole were tested in two focus groups (FG) in Florida, and a combination of pieces in Haitian Creole and pieces in English were tested with four community representatives (CRR). Ads were tested in both focus groups and community representative reviews unless otherwise noted.

Table 103: Summary of Ads Tested With the Haitian Creole Audience by Family and Phase

	Awareness	Motivation	Reminder
Hometown Heroes			
Jean Luc (audio)	X		
Jean Luc (static)**	X		
One Thing			
Tell Our Story (audio)**		X	
Mom/Son (static)		X	
Be About It (video)* [English]		X	
Take the Shot			
In My Culture (audio)			X
3 Generations (static)**			X

Notes: (1) All ads can be viewed in Appendix C.1.11 on page 628.
(2) * Tested only among community representatives.
(3) ** Tested only in focus groups.

3.3.11.1 Key Takeaways

Haitian participants had little to no previous knowledge of what a census is or does. When focus group participants were asked if they had ever filled out a U.S. census form, many said "no." Participants indicated that they did not have any experience completing a census in their home country and therefore had little basis for understanding even at a high level how the U.S. census works. Participants emphasized the importance of educating Haitians on the purpose and benefits of the census in order to encourage engagement among this audience.

- *"We need more education about what census is. It's not part of the culture. It's difficult for us to understand the concept." (*In my Culture*, FG)*
- *"Most people are disconnected from the census. They have no idea what it is." (*In my Culture*, CRR)*

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Ads that connected participation to tangible community benefits were most motivating among Haitians. Because participants had limited knowledge about the census, they appreciated ads like *Jean Luc* (audio and static) that contained more information about how their participation can directly impact their families and communities. Ads that lacked what participants deemed to be foundational information about the census were less effective.

- *"This ad really had a huge impact on me … the way they talk about working for the benefit for the community. I've been living here for 5 years, and my dream is to impact my community. It's motivating; it makes me want to move forward." (*Jean Luc*, static, FG)*
- *"It was refreshing to hear about something that the census actually did. It caught my attention." (*Jean Luc*, audio, CRR)*

Participants expressed serious concerns over the wording "counting Haitians." This type of language raised fear about immigration and citizenship status. Participants were confident this message would deter other Haitians in their community from participating in the 2020 Census. Participants suggested that the ads not focus only on Haitians but be inclusive of other nationalities and cultures.

- *"If you say it's just about counting Haitians, I'm going to lie about the number of people in my house, because not everyone has their paperwork." (*Jean Luc*, audio, FG)*
- *"This ad says it's [the census] about counting Haitians in the country. I would suggest saying instead that it's about counting everyone." (*Jean Luc*, audio, FG)*

3.3.11.2 Hometown Heroes

The focus on literacy in the main message resonated strongly with the Haitian participants and community representatives. Overall, the *Hometown Heroes* ads tested well because participants agreed that there is a need for literacy programs in their community. Representatives thought the message was culturally appropriate and spoke to the needs of Haitians for programs that create a stronger community. The program illustrated in the ad felt relevant and helped focus group participants envision how participating in the census could impact their community.

- *"Literacy is going to be a topic that will attract people. Our community is really in need of literacy. Yes, they will listen to this ad." (*Jean Luc*, static, FG)*
- *"He's talking about things [literacy programs] that are near and dear to our heart." (*Jean Luc*, audio, CRR)*
- *"When you talk about literacy, everyone wants to get involved. It made me think it's important to get these programs." (Jean Luc, audio, FG)*

The connection between participation and community benefits was not immediately clear. While participants were engaged with the benefit exemplified in the ad, they wanted more direct information about how participating in the census can lead to community improvements. A clearer connection would, in turn, motivate them to complete the census.

- *"[The census] seems to help Haitians. But I don't see the connection between the validity of the census and this project." (*Jean Luc*, audio, FG)*

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- *"I feel like something is missing. The ad talks about a program, yes, but I don't see the connection between the census and the program."* (Jean Luc, *audio, FG)*
- *"If you don't explain the clear benefits, people are not going to come out [and participate]."* (Jean Luc, *static, FG)*

The notion of "counting Haitians" raised concern among focus group participants. Some participants thought that the census was aimed at targeting their population. Conversation then surfaced about citizenship status, immigration, and potential ramifications of participation. Participants said they needed assurance from the ads that their information would be kept private and not used against their families or community. This family of ads needs to reinforce that the citizenship status of census respondents will be kept confidential.

- *"If you say it's just about counting Haitians, I'm going to lie about the number of people in my house, because not everyone has their paperwork."* (Jean Luc, *audio, FG)*
- *"I don't understand exactly what is going on. Is it only for Haitians or is census for everybody? Why was this project just for Haitians and not for everybody?"* (Jean Luc, *static, FG)*
- *"We Haitians, we don't really feel like we benefit from these things. When we feel like we are hiding it's better. We are afraid of the census, we are afraid in the community to say hey we are here. Instead of giving us more money, they might take money away from us. They might take money away from us. If they don't tell us specifically what we will get from it we won't come."* (Jean Luc, *static, FG)*

Table 104 details specific feedback for each creative original in this family.

Table 104: Piece-Specific Takeaways for Hometown Heroes *for the Haitian Creole Audience*

Piece-Specific Findings	In Their Own Words
Jean Luc (audio)	
Participants appreciated the focus on literacy but called for clarification of benefits and citizenship status. Participants wanted the ads in this family to explicitly say the census counts everyone in the U.S. "counting Haitians" made them feel targeted and fearful.	• *"When [the ad] talks about literacy, I can really relate. This is a good one." (FG)* • *"The census seems to help Haitians but I don't see the connection between the census and this (literacy) program." (FG)*
Jean Luc (static)	
Literacy messaging was effective, although participants asked for more information. Participants wanted the ad to provide a clearer explanation of how benefits are connected to the census. In addition, questions about who can participate arose in both focus groups.	• *"Literacy is going to be a topic that will attract people. Our community is really in need of literacy." (FG)* • *"I don't understand exactly what is going on. Is it only for Haitians or is census for everybody? Why was this project just for Haitians and not for everybody?" (FG)*

3.3.11.3 One Thing

***Mom/Son* (static) provided key information about the census while also conveying an empowering message.** This ad effectively conveyed information about the purpose of the census in an easily digestible way. Further, "taking charge of your own destiny" is a message that strongly resonated among Haitians. Participants connected emotionally to the message in *Mom/Son* (static) and appreciated that the ad provided useful information.

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- *"The words 'take charge of your own destiny' stuck with me because it's something we aspire to. I think that's a good idea, to take charge of our lives, I think it's great … It means don't wait for people to help you out, you have to be responsible for your own life." (*Mom/Son*, FG).*
- *"Our community needs for everyone to be counted, so we can get resources. I've come to realize if everyone participates in the census, if everyone is counted, the government would know how to help the people. They would know we need to go to school. I wasn't sure with the first ad; when I read this one it's more clear, I understood." (*Mom/Son*, FG)*
- *"The message helps you understand that you can make an impact." (*Mom/Son*, CRR)*

***Tell Our Story* did not effectively encourage census participation, because participants were distracted by the narrative of the ad.** The storyline of the 2010 Haiti earthquake—though relevant to participants—was not well received. Participants emphasized that the earthquake is a painful memory for this audience and mentioning it can be triggering for those who were forced to leave Haiti. While most participants understood the call-to-action message, it did not resonate with them or positively influence them to complete the census.

- *"Some people are not ready to tell their stories. A lot of people that came after earthquake, they are here illegally and they don't want to relive that." (*Tell our Story*, FG)*
- *"I don't understand how telling our story is connected to the census … Will the census have questions that allow me to tell my story?" (*Tell our Story*, FG)*

***Be About It* received mixed reactions from community representatives.** Community representatives thought the ad communicated the importance of the census and appreciated that it mentioned funding for schools and education. However, representatives did not think the ad conveyed the essential information about the census clearly enough for members of the community to grasp. Some representatives thought the style of the ad would appeal to younger Haitians but might not resonate with older members of the Haitian community.

- *"Overall I like the ad." (*Be About It*, CRR)*
- *"Not sure how effective this will be in getting Haitians to take the census." (*Be About It*, CRR)*
- *"A commercial like that wouldn't grab their [Haitians] attention because they don't really understand what the census is." (*Be About It*, CRR)*

Specific feedback for each creative original in this family is outlined in

Table 105.

Table 105: Piece-Specific Takeaways for One Thing *for the Haitian Creole Audience*

Piece-Specific Findings	In Their Own Words
Tell Our Story (audio)	
Participants were critical of the message's storyline. Though they largely understood the ad's call to action, they believed	• "*You should avoid certain words that are triggers, like 'immigration' or 'the earthquake.' I'm already on edge right when I hear those words." (FG)*

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Piece-Specific Findings	In Their Own Words
the focus on the 2010 Haiti earthquake would be triggering and discouraging.	• *"People who came here to the U.S. after the earthquake do not want to revisit that story." (FG)*
Mom/Son (static)	
The message was clear, relatable, and encouraging. Focus group participants and community representatives understood the connection between counting everyone in their community and the potential to receive funding.	• *"I think the message is effective. We were talking earlier about the connection between the story and the census … This ad addresses what it's [the census] trying to accomplish." (FG)* • *"This ad lets us know that our voice matters." (CRR)* • *"I feel that I'm really involved. I'm proud of that. It's about me, but also working together. As Haitian people we do need to work together." (FG)*
Be About It (video)	
Representatives appreciated the message but did not think it would motivate Haitians to participate. Representatives found the ad somewhat informative but did not think it provided enough detailed information about the 2020 Census or community benefits.	• *"Even though it gave a little information about what I need to do, I was still like, 'What, huh?'" (CRR)* • *"Will resonate with families who have children." (CRR)*

3.3.11.4 Take the Shot

***In my Culture* and *3 Generations* received mixed reviews on message content and community relevance.** *In my Culture*—which introduced the concept of census enumerators—was generally well received. Participants said that it reinforced important information about the census and presented new information about enumerators that they had not previously known. In addition, the idea that someone would come to their home to count them made participants feel important. *3 Generations* served to remind Haitians to participate in the census while reinforcing that their information will be kept confidential. For participants who focused on the message, they thought it was motivating. However, participants became wary of the census at the mention of immigration and "counting Haitians" in the ad.

- *"Knocking on the door—it's nice to know as a Haitian that someone is coming to count me, that I'm important enough." (*In My Culture*, FG)*
- *"This one makes me feel like we're all important, that we deserve to be counted." (*3 Generations*, FG)*
- *"The ad needs to be a source of comfort or resource for Haitians who are fearful of completing the census." (*In My Culture*, CRR)*
- *"As soon as people see 'immigration,' they are already turned off. If the ad says, 'Haitians we are coming, we will count you,' it might scare people off [from participating]." (*3 Generations*, FG)*

Participants wanted to see themselves in the ads but did not want to feel singled out. Participants did not want to feel targeted by the ads but rather be accurately represented in the ads by featuring individuals from the Haitian community. For instance, language such as "counting Haitians" made participants feel threatened and nervous that the government was seeking Haitians specifically (not as part of "everyone")—and they reported that seeing or hearing the phrase in communications would make them less inclined to participate in the 2020 Census. On the other hand,

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inclusiveness was important to them. Participants noted that representations of the Haitian community—such as imagery and the narrator's accent—needed to be authentic (which was a challenge with the scratch recordings and stock imagery used for testing).

- *"If you want to attract Haitians to participate, the ad needs to display [feature] people that are from our community." (*In my Culture*, FG)*
- *"It is misleading to have [an] ad only aimed at Haitians. [If the] objective [is] to count people not just Haitians, it should be more general. [I] do not want to feel targeted." (*In my Culture*, FG)*
- *"Some people [in the Haitian community] are in a fearful mentality. It's hard for them to think that if they're being singled out and counted, it will be advantageous [or] will benefit them." (*3 Generations*, FG)*

Table 106 details specific feedback for each creative original in this family.

Table 106: Piece-Specific Takeaways for Take the Shot *for the Haitian Creole Audience*

Piece-Specific Findings	In Their Own Words
In My Culture (audio)	
Information about enumerators was helpful, but the narrator's inauthentic accent made the ad less believable. *In My Culture* (audio) made participants feel important and more comfortable with completing the census with a local community enumerator.	• *"I like that this one gives you a warning when they come to your home and knock on the door and encourages you to be welcoming." (FG)* • *"The message is very positive, saying census is a good thing. This one really shows the impact of the census." (FG)* • *"The message sounds on target." (CRR)*
3 Generations (static)	
Reactions were mixed among participants. Some found the message of *3 Generations* (static) empowering, but positive feedback was largely overshadowed by reactions to the ad's mention of immigration and counting Haitians.	• *"It's saying everyone should participate, regardless of who you are and where you come from. That's encouraging." (FG)* • *"If the ad says, 'Haitians we are coming we will count you,' it might scare people." (FG)* • *"Is there a difference in the way we will be counted and others will be counted?" (FG)*

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3.3.12 Sub-Saharan African (French)

The Sub-Saharan African (French) focus groups were made up of individuals who self-identified as African and from a Sub-Saharan Francophone region, spoke French "well" or "very well," and met two of the eight hard-to-count characteristics. Full details on the recruitment criteria can be found in Table B.24 in Appendix Section B.1.3.4.3 on page 393. Team Y&R developed and tested six creative originals in French. Additionally, one creative original was tested in English with community representatives to assess its potential to be trans-created for the Sub-Saharan African audience. As shown in Table 107, these pieces were part of three creative families and spanned all three phases of the campaign. All French-language pieces were tested in two focus groups in Virginia, and a combination of French- and English-language pieces were tested with three community representatives (CRR). Ads were tested in both focus groups and community representative reviews unless otherwise noted.

Table 107: Summary of Ads Tested With the Sub-Saharan African Audience by Family and Phase

	Awareness	Motivation	Reminder
Hometown Heroes			
Dr. Jessica (audio)	X		
Dr. Jessica (static)**	X		
Ray (video)* [English]	X		
One Thing			
Roll Call (audio)**		X	
Kids (static)		X	
Take the Shot			
Voices (audio)			X
Counting on Us (static)**			X

Notes: (1) All ads can be viewed in Appendix C.1.12 on page 633.
(2) * Tested only among community representatives.
(3) **Tested only in focus groups.

3.3.12.1 Key Takeaways

It was not clear to all focus group participants that the census is for everyone who lives in the U.S. Participants indicated that they had previous experience completing a census in their home countries. Because the criteria to participate in those countries is different than in the U.S., there was confusion about who can participate in the 2020 Census. Ads that mentioned citizenship evoked questions about who was eligible to participate. This audience wanted the ads to be more explicit in stating that the census is for every person living in the U.S. and that their information is kept private.

- *"That's something I was going to ask … Is it for all people or only people with papers? I think it needs to be clear who [can participate]."* (Roll Call, *FG)*
- *"It's about who lives here, who's in what schools. It doesn't matter their status, and that needs to be made more clear."* (Counting on Us, *FG)*

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Focus group participants and community representatives requested more information about tangible community benefits. Participants wanted to better understand what benefits they and their families might receive for completing the census. While participants appreciated the information about health benefits featured in *Dr. Jessica* (audio and static), they thought this type of information was lacking in the other ad families.

- *"It's [the census] used for the budget, not immigration, and the ads need to describe that." (*Counting on Us*, FG)*
- *"The message is very informative and will help the community to understand why the census is vital to the community." (*Kids*, CRR)*

3.3.12.2 Hometown Heroes

Participants and community representatives agreed that the information provided in the *Hometown Heroes* ads connected the census to community benefits. The health benefits illustrated in *Dr. Jessica* (audio and static) were particularly appealing to participants because this is a fundamental need in their community. Health care is viewed as a privilege in Sub-Saharan African regions, and participants indicated that only the wealthy have access to it. The messaging around health care in this family resonated with participants in the Sub-Saharan African community because it reinforced that, in the United States, access to health care is more equitable across socioeconomic levels. Participants and representatives believed that this would be an effective message for motivating Africans to complete the census, because it presented a clear connection between participation and community health benefits.

- *"Where I come from only the rich can access health, but here the census allows for the budget to create health services for everybody." (*Dr. Jessica*, audio, FG)*
- *"The more people who participate, the more budget will go to the community. If people don't participate, the government won't know what to give communities like ours." (*Dr. Jessica*, static, FG)*
- *"We all want a healthy community. Doing our part to make that happen means taking the census." (*Dr. Jessica*, audio, CRR)*
- *"This ad is encouraging Africans to participate … We're here [in the U.S.], but not a lot of African immigrants want to take the census. This encourages us to participate so the numbers are much more real." (*Dr. Jessica*, audio, FG)*

Ads could be improved by presenting more detailed information upfront about citizenship and community benefits. Most participants who had experienced a census in their home countries wanted more clarity in the *Hometown Heroes* ads that the census aims to count everyone who lives in the U.S., regardless of citizenship status. In addition, participants recommended opening *Dr. Jessica* (audio) with the most essential information; they did not want to wait until the end of the ad to learn about who can participate or about the key community benefits.

- *"It should say that the census counts everyone who lives in the USA … I wasn't sure at first if it was just counting Africans." (*Dr. Jessica*, static, FG)*
- *"Many people want to participate, but they don't know the goals … it's important to explain in the beginning what the census is for, before explaining other things. Otherwise, people won't listen, they won't know." (*Dr. Jessica*, audio, FG)*

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Print ads may not reach the intended audience. A number of participants expressed concern over whether static ads would be an effective method of reaching this targeted hard-to-count population. They indicated that many members of the African community do not typically consume print media, so they were hesitant to believe that these members of the community would read all of the information included in the static ads. They thought the most important information should be concise, direct, and at the beginning of the ad.

- *"If you put this in a newspaper, those people are already going to respond. Why do it? We need to talk to people who aren't already going to do it." (*Dr. Jessica*, static, FG)*
- *"In my experience, [the] African community doesn't really read—and this is a lot to give people to read." (*Dr. Jessica*, static, FG)*

Community representatives appreciated that *Ray* depicted positive male role models; however, they thought its message was too narrow. Representatives recognized the need to mentor young males in the community and were encouraged that the ad focused on this issue. In order to appeal to a broader set of community members, they recommended the ad shift its focus to include a variety of members of the community who are well connected.

- *"The appeal of this ad is to community organizers and those who are interested in strengthening young males in the community." (*Ray*, CRR)*
- *"A broader focus is needed to appeal to a wider audience in the community." (*Ray*, CRR)*
- *"The focus of this commercial is very narrow and should have a broader focus to appeal to the larger community." (*Ray*, CRR)*

Table 108 details specific feedback for each creative original in this family.

Table 108: Piece-Specific Takeaways for Hometown Heroes *for the Sub-Saharan African Audience*

Piece-Specific Findings	In Their Own Words
Dr. Jessica (audio)	
This ad's focus on connecting health benefits to census participation effectively resonated with participants. Participants view health care as having social value and believed the messaging would motivate members of the community to participate in the census. The beginning of the ad created some confusion among participants and could be improved by immediately explaining that the ad is for the 2020 Census.	• *"The messaging does a good job of telling why being counted is important." (CRR)* • *"10 years is a lot of time. It's important to participate so you can actually change things." (FG)* • *"In the beginning I wasn't quite sure what she was talking about. The beginning was unnecessary but by the end I knew what to do." (FG)*
Dr. Jessica (static)	
Health messaging was effective, but a few elements of the ad did not resonate with the audience. As with the audio ad in this family, the main message resonated strongly with participants. However, questions about who can participate in the census arose in both focus groups. Participants also flagged	• *"This has the importance—if few people, could affect the budget. Everyone should take the census so everyone benefits." (FG)* • *"It should say that the census counts everyone who lives in the USA … I wasn't sure at first if it was just counting Africans." (FG)*

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Piece-Specific Findings	In Their Own Words
that featuring an individual from Nigeria in a French-language ad comes across as inauthentic to this audience.	• *"Why are you talking about a Nigerian woman in a French-speaking ad?" (FG)*
Ray (video)	
Though community representatives appreciated the message, they thought the ad would be more effective if it addressed a broader range of topics. Representatives thought that focusing on one specific issue in the ad might not encourage participation across community members.	• *"The focus of this commercial is very narrow and should have a broader focus to appeal to the larger community." (CRR)*

3.3.12.3 One Thing

***Roll Call* and *Kids* presented motivational and future-focused messaging that resonated with participants, but there were some clarity challenges**. The messaging about the importance of participation was clear, but it also raised questions about citizenship, because the ads did not directly address who is eligible to participate. Participants believed both ads were motivating by reinforcing the importance of completing the census but could be improved by including more details about specific community benefits.

***Roll Call* was particularly effective in capturing participants' attention; the music drew them in and the call to action was motivating.** Participants found *Roll Call* (audio) effective in communicating the importance of completing the 2020 Census, but they thought the ad was missing some detail about *why* it's important. For example, participants stated:

- *"[This ad] is clearer that we should participate, but doesn't tell me WHY." (*Roll Call*, FG).*
- *"There wasn't any other information mixed in. It just tells us how important it is for everyone to participate in the census." (*Roll Call, *FG)*
- *"There aren't other things missing. Tells how important it is to participate in Census." (*Roll Call*, FG)*

Focus group participants and community representatives felt encouraged by the aspirational message presented in *Kids*. Its focus on how participating in the census can positively impact future generations resonated with this audience. Participants and representatives connected with this ad emotionally, and it was particularly powerful to those who had children of their own.

- *"It's the future of your children and the community. That's what's important …The participation of every family and every individual that facilitates the future of the community." (*Kids*, FG).*
- *"You take part in the census because you belong to a community, and by participating, you will benefit the whole community." (*Kids*, FG)*
- *"The message has a good ask upfront and is clear that the census impacts a variety of things in the community." (*Kids*, CRR)*

Although both of the ads in the *One Thing* family performed strongly, focus group participants wanted more direct messaging on who should participate in the 2020 Census. Most focus group participants agreed that the messaging about citizenship and data security was not clear enough. They wanted the ad to be more specific when

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referencing who is eligible to participate in the census. Some participants specifically referred to the use of the word "community" in *Kids* as unclear, as this word has multiple meanings in their culture and language. Participants suggested that without a clear indication of who can participate and strong assurance that their answers will be kept confidential, this audience would not be inclined to participate.

- *"If you can add things like 'refugees, asylum seekers, etc.'—they need to provide these specifics instead of just saying everyone needs to participate." (*Roll Call*, FG)*
- *"That's something I was going to ask … Is it for all people or only people with papers? I think it needs to be clear who. Are there people who can't take it? Just saying 'their status' isn't enough. A pending status, are they allowed to take the census?" (*Roll Call*, FG)*
- *"The way they talk about communities should be clearer. Is this about African community? Or American community?" (*Kids*, FG)*

Specific feedback for each creative original in this family is outlined in Table 109.

Table 109: Piece-Specific Takeaways for One Thing *for the Sub-Saharan African Audience*

Piece-Specific Findings	In Their Own Words
Roll Call (audio)	
Participants felt motivated to complete the census after hearing this ad, but some wanted more details about community benefits. Participants generally thought this ad had a more direct message, and they easily understood the importance of their participation in the 2020 Census. They believed this ad conveyed clearly that everyone should participate in the census but that it might be missing details on why (e.g., community benefits).	• *"This one clearly tells how important it is to participate in Census." (FG)* • *"This one speaks more about census, but not so much about the budget or benefits." (FG)* • *"It says everyone—it's your right to participate. That's much clearer." (FG)*
Kids (static)	
Participants appreciated the future-focused message, but there was misunderstanding about eligibility and language. Participants liked that the message focused on how participation today can positively impact future generations. However, the ad sparked slight confusion among participants about eligibility. Participants wanted clearer direction about who can participate in the census. In addition, the term "community" created some confusion, as it has multiple meanings for this audience.	• *"'Future starts with you'—that's really important. Not necessarily the amount of money, but setting up for the future is important and starts here." (FG)* • *"The last sentence … it needs to be more explicit. Everyone should take the census without thinking of citizenship." (FG)* • *"Don't say specific things about the communities. Just say EVERYONE should participate." (Kids, FG)*

3.3.12.4 Take the Shot

Participants generally found the ads in this family motivating and relatable, and were particularly drawn to those that contained direct and foundational information about the census. The message in *Voices* (audio) resonated with participants more than that of *Counting On Us* (static). "A local census taker" in *Voices* (audio) signaled to listeners that a

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member of the Sub-Saharan African community might come to their door to help them complete the census form, which eased participants' concerns about participation and safety. Conversely, focus group participants felt the message conveyed in *Counting on Us* (static) was generic and lacked clarity. Participants understood the call to action and found that *Voices* (audio) provided key information about how participating in the census can impact their communities.

- *"This one makes me feel more comfortable and at ease. I like that someone can come to your house and help you if you are confused about how to complete census." (*Voices*, FG)*
- *"She asks everyone to take the census. If you don't participate in the census, you will not get the things you need." (*Voices*, FG)*
- *"This is useful [information], but the information is not as clear or strong as other ads. It's a very generic message, not specific [to the Sub-Saharan African community]." (*Counting on Us*, FG)*

Participants desired direct and clear messaging about data privacy. While participants generally understood the message conveyed in *Counting on Us* (static), nearly all agreed that it needed to say more directly that their personal information and census answers will be kept confidential. Without more information about data confidentiality or participation eligibility, participants believed that individuals in the Sub-Saharan African community would be hesitant to complete the 2020 Census.

- *"This needs to specify—one, that everyone should participate and two, that it's confidential. That HAS to be much more clear. They're not explained very well here." (*Counting on Us*, FG)*
- *"I think it's important to say the information is confidential. When you say without distinction they could talk to other people … They are worried about ICE coming. 'Confidential' is hard to understand … it needs to be really clear regardless of your status." (*Counting on Us*, FG)*
- *"There are already people in some communities that have already decided they're not going to participate. They're worried about ICE; they're worried about their status. They're afraid that people are going to give their answers to the census and hand it over to another agency. These are real fears of people—and we have to make sure this is clear." (*Counting on Us, *FG)*

Participants were sensitive towards stimuli production details that made the ads seem less authentic. For instance, some thought that *Voices* (audio) was "an American ad translated into French" and believed the translation was missing important language nuances in Sub-Saharan African French. Further, some participants did not like the music in *Voices* (audio) and described the narrator's tone as uninviting. These production details distracted from key messaging. Participants noted that these issues would need to be adjusted to ensure that members of the Sub-Saharan African community would pay attention to and believe the advertisement.

- *"I think young people or children in Francophone families but who are American will understand but—this is an American ad in French." (*Voices*, FG).*
- *"The essential info is there, but I think the music is distracting and takes away from the message." (*Voices*, FG)*
- *"I find it a bit aggressive at time. The way she [the announcer] is giving her message. Her tone is a bit aggressive." (*Voices*, FG)*

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Feedback for the creative originals in this original family is synthesized in Table 110.

Table 110: Piece-Specific Takeaways for Take the Shot *for the Sub-Saharan African Audience*

Piece-Specific Findings	In Their Own Words
Voices (audio)	
The message about census enumerators was appealing to this audience. Participants found this information helpful and unique to this ad. Knowing that a member of their community may come to their home to help them complete the form made participants feel important and comfortable.	• *"I really like that someone can come to your house and help you if you are confused about how to complete census." (Voices, audio, FG)* • *"This ad provides the importance of completing the census." (FG)*
Counting on Us (static)	
This ad generally received positive feedback; however, most did not think it explained data protection clearly enough. The main message of the ad resonated with most participants, but some thought it was a "generic" message that was not specific to the SSA community. Participants were confident that without more information about confidentiality and eligibility to participate in the census, individuals in this community would be hesitant to participate.	• *"This is useful [information], but the information is not as clear or strong as other ads. It's a very generic message, not specific [to the Sub-Saharan African community]." (FG)* • *"It's about who lives here, who's in what schools. It doesn't matter their status, and that needs to be made clearer." (FG)*

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3.3.13 Undocumented African/Caribbean

Those who were interviewed for the Undocumented African/Caribbean Community Representative Reviews self-identified as Sub-Saharan African French-speaking or Caribbean and/or were qualified to speak on behalf of undocumented Africans or Caribbeans. Team Y&R tested three creative originals—two in Haitian Creole and one in French (SSA)—with two community representatives, both of whom were fluent in French and Haitian Creole and saw all three pieces. As shown in Table 111, these pieces were from three creative families and spanned all three phases of the campaign.

Table 111: Summary of Ads Tested With the African/Caribbean Audience by Family and Phase

	Awareness	Motivation	Reminder
Hometown Heroes			
Jean Luc (audio) [Haitian Creole]	X		
One Thing			
Tell Our Story (audio) [Haitian Creole]		X	
Take the Shot			
Counting on Us (static) [French]			X

Notes: (1) All ads can be viewed in Appendix C.1.14 on page 642.

3.3.13.1 Key Takeaways

Representatives thought that the ads were culturally relevant but could do a better job of addressing needs important to undocumented African/Caribbean people living in the United States. They noted that the census is a foreign concept to many in the community. Therefore, including more discussion of issues such as health care and answer confidentiality would help motivate people to participate. Offering more information about the purpose of the census could also help assuage concerns from this audience.

- *"I think this will resonate with [undocumented] Haitians in my community." (*Jean Luc*, audio, CRR)*
- *"Without background information, if a census form shows up in their mailbox or someone on their doorstep, it would be intimidating." (*Jean Luc*, audio, CRR)*

Immigration issues and concerns about data privacy and how the government uses census data should also be addressed directly. The representatives suggested having the ads explicitly say that it is safe for undocumented people to participate and that their answers would not be used against them. The representatives also suggested leveraging church and community partners to help spread the message, as these groups are more likely to have credibility with the undocumented community than a government messenger.

- *"It would be great if the messaging addresses our uncertainty and fears of being undocumented." (*Take the Shot*, CRR)*
- *"People in the community will listen but the undocumented are fearful." (*Tell our Story*, CRR)*
- *"[The churches] would be willing to get this information out to them." (*Jean Luc*, audio, CRR)*

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3.3.13.2 Hometown Heroes

Representatives felt that the *Jean Luc* (audio) ad in this family did a good job of concisely explaining the importance of the census. They liked that the ad spoke to being counted so that the community would receive funding for important programs. The representatives also commented positively on the Haitian Creole voice, noting that they thought the in-language nuance would help make the community listen. Because the census is a foreign concept to many in this undocumented community, the representatives thought it was important to include highly salient issues like health care and data confidentiality to make the ads relevant and influential.

- *"[The ad] helps Haitians to still feel included."* (Jean Luc, *audio, CRR)*
- *"The census could be intimidating, but that's why I think these ads are good."* (Jean Luc, *audio, CRR)*

Representatives expressed concern that ads would not overcome people's fear of government or immigration enforcement. Although the representatives thought that the content of the ads was important for people in the undocumented African/Caribbean community to hear, they worried that the ads would not assuage fears of the government or of immigration enforcement. They noted that the ads alone would not persuade many to participate in the census.

- *"The messaging will connect with the audience but not move the undocumented to actually take the census."* (Jean Luc, *audio, CRR)*
- *"[The] undocumented will not take the census if certain questions are permitted to be on it."* (Jean Luc, *audio, CRR)*
- *"We are very fearful of the current political environment."* (Jean Luc, *audio, CRR)*

Table 112 details specific feedback for the creative original in this family.

Table 112: Piece-Specific Takeaways for Hometown Heroes *for the Undocumented African/Caribbean Audience*

Piece-Specific Findings	In Their Own Words
Jean Luc (audio)	
The representatives thought this ad did a good job of concisely explaining the importance of the census. They liked that the messaging spoke to being counted so that the community would receive appropriate funding.	• *"The census could be intimidating, but that's why I think these ads are good." (CRR)* • *"The ads help to alleviate some of the concern." (CRR)*

3.3.13.3 One Thing

Representatives reacted positively to this ad and thought the diversity displayed would make the ad feel familiar and relatable. The representatives noted that the ad was clear and easy to understand. They appreciated the variety of individuals featured and the inclusion of important components of African/Caribbean immigrant cultures, such as storytelling and togetherness.

- *"I love this [radio] spot. This would resonate very well with parents and women."* (Tell our Story, *CRR)*

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- *"Ads like this can help us because our community is much larger, and it is important that all Haitians are counted." (*Tell our Story, *CRR)*
- *"It's important in the Haitian culture that all types of people are featured, because there is a variety of different types of people within the culture." (*Tell our Story, *CRR)*

Representatives worried the ad would not do enough to overcome fear in the undocumented community. The representatives expressed concerns similar to those they had expressed for the previous family. Although they thought the ad would work very well for documented individuals, they did not think it would work as well for the undocumented community because of their fears surrounding the government. They said that undocumented people would listen but might not be motivated enough to participate.

- *"I think it might bring about questions, but it will not make the undocumented immigrants in my community take the census." (*Tell our Story, *CRR)*
- *"Even though the message is good, it probably won't convince the undocumented to take the census." (*Tell our Story, *CRR)*

Specific feedback for the creative original in this family is outlined in Table 113.

Table 113: Piece-Specific Takeaways for One Thing *for the Undocumented African/Caribbean Audience*

Piece-Specific Findings	In Their Own Words
Tell Our Story (static)	
The representatives reacted positively to this ad and said it was clear and easy to understand. They appreciated the variety of individuals featured and noted that the ad addressed important components of Haitian culture—notably storytelling and togetherness.	• *"It's important in the Haitian culture that all types of people are featured, because there is a variety of different types of people within the culture." (CRR)* • *"People in the community will listen, but the undocumented are fearful." (CRR)*

3.3.13.4 Take the Shot

The representatives did not find the ad's visuals and text attention-grabbing and did not think the content would be relevant to the undocumented community. They thought the message was clear (participation in the census is good for you) but were concerned that the ad did not directly address salient immigration concerns or the fears of undocumented people. The representatives thought the ad would probably speak more to those who were born here or who are documented immigrants. They wanted to see the ad more directly address the immigration challenges currently faced by the community. They also said the ad did not elicit much of an emotional response.

- *"It would be great if the messaging addresses our uncertainty and fears of being undocumented." (*Counting on Us, *CRR)*
- *"We are just in a very difficult position." (*Counting on Us, *CRR)*
- *"This ad doesn't touch my emotions." (*Counting on Us, *CRR)*

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Feedback for the creative original in this original family is synthesized below in Table 114.

Table 114: Piece-Specific Takeaways for Take the Shot *for the Undocumented African/Caribbean Audience*

Piece-Specific Findings	In Their Own Words
Counting on Us (static)	
The representatives did not find the text and the picture in this ad to be attention-grabbing. They thought the ad was clear but that it did not hit the touch points or address the fears of undocumented people.	• *"When you are unsure if someone will knock on your door and take you away, it is difficult to focus on the census." (CRR)*

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3.3.14 Native Hawaiian and Pacific Islander (NHPI)

The participants in the Native Hawaiian and Pacific Islander (NHPI) focus groups self-identified as Native Hawaiian or Pacific Islander, spoke English and/or Hawaiian, and met two of the eight hard-to-count characteristics. Table B.25 and Table B.26 in Appendix Section B.1.3.5 on page 394 provide more details on the recruitment criteria for the NHPI audience. Team Y&R developed and tested 10 creative originals with the NHPI audiences across eight focus groups (FG) in Hawaii, California, and Utah. As shown in Table 115, these pieces were nested within three original families and spanned all three phases of the campaign. Two creative originals were tested on both the continent and island but the rest were tested in only one market (as specified below.)

Table 115: Summary of Ads Tested With the NHPI Audience by Family and Phase

	Awareness	Motivation	Reminder
Family First			
Family First (video)[B]	X	X	
Diversity (audio)[I]	X	X	X
Pidgin (audio)[I]	X	X	
Elder (audio)[C]	X	X	
Famini (static)[C]	X	X	
Direct Mailer (static)[C]	X	X	
Our Future Banner (digital)[B]	X	X	
Trusted Voices			
Trusted Voices (video)[I]	X	X	
Trusted Voices (audio)[C]	X		X
Direct Mailer (static)[C]	X	X	

Notes: (1) All ads can be viewed in Appendix C.1.15 on page 645.
(2) I = Tested only on Island; C = Tested only on continent; B = Tested in both markets

3.3.14.1 Key Takeaways

The NHPI audience found family and community-based messaging very motivating, but they desired basic information about the census. Overall, the creative families elicited positive emotional reactions by using themes such as family, community, and benefits. However, most participants had low knowledge of the purpose of the census and did not think the creative pieces provided sufficient basic information about the census, particularly the connection between the census and public benefits.

- *Many connected to the family- and community-based messaging: "It's not about me anymore, it's about my grandkids. It's about the guys behind me. So if I have any concerns I just set them aside. Because I know it's about our community. It's for our community, let's go!" (*Diversity*, FG)*
- *"It didn't really state what the census is. Why are you gathering this information? What is it used for? What agency is it going to?" (*Family First*, FG)*

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- *Many expressed a desire for basic information: "Need to explain what the census is. Put in more detailed information—'The census will do this.'"* (Family First, *FG)*
- *"Needs a little more details about the Census. Is it actually going to new hospitals, or firehouses?" (*Pidgin, *FG)*
- *"It was missing the part about affecting federal allocations. That little part about what the purpose of the census is." (*Elder, *FG)*

Creative pieces that use cultural images or references can be effective when clearly coming from a trusted messenger. Overall, the use of NHPI language and symbols was effective, and participants liked seeing ads that incorporated NHPI culture. But it was unclear to some participants that the ads were made by members of the NHPI community for members of the NHPI community. Participants on the islands and continent had different perceptions about how cultural references should be used in advertising. For example, participants on the continent questioned who the ads were for and expressed concern that their culture was being appropriated rather than appreciated.

Some people found the cultural references to be effective:

- *"This is a melting pot. We all live aloha. All the voices say, 'hey listen up!' I shouldn't be sensitive about this. Like if they miss 'talofa' ['hello' in Samoan]. I'm not going to be offended. We just all need to get it done." (*Diversity, *FG)*
- *"He does his best to elaborate on the common greetings, different states, different islands, and different ethnic groups. I think it does a wonderful job to reach out to all of Hawai'i." (*Elder, *FG)*

Others found them to be ineffective:

- *"When I hear pidgin like that and it's so fake, it's just annoying to me." (*Pidgin, *FG)*
- *"What is the purpose of the symbols? Our cultural symbols are being marketed outside of our culture. We've become a style." (In reference to the symbol in* Famini, *FG)*

Outreach to NHPI on the continent and islands needs to be different. Participants on the islands were pleased that there was a diverse set of ads to represent the various island identities. However, participants on the continent felt excluded when creative originals focused only on island culture and did not show local representation.

- *"Get people from here, from [California]. Sometimes I feel like I'm not Hawaiian enough for Hawaii, and not American enough for Americans." (*Our Future Banner, *FG)*
- *"I just feel like for other ethnicities, it's just wrong targeting just one." (*Our Future Banner, *FG)*

3.3.14.2 Family First

Participants connected emotionally to creative pieces that emphasized the future benefits of the census for their families and communities. Participants liked seeing, and could relate to, depictions of multiple generations in the ads, because their own households tended to have at least three generations living under one roof. They also liked the emphasis on the community and were encouraged to know that they could help their communities by participating in the census—which was new information for many.

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- *"I like how it starts with 'ohana.' How it talks about the future, this nation, this country." (*Family First*, FG)*
- *"It helps people to hear about the responsibilities they have. It is our responsibility to do what we need to do for our communities … especially for the people who can't do it." (*Family First*, FG)*
- *"It's not about me anymore. It's about my grandkids, it's about the guys behind me. So if I have any concerns I just set them aside. Because I know it's about our community. It's for our community, let's go!" (*Diversity*, FG)*
- *"I think it's pretty good. It says what the census is used for. It says, 'It helps the community.' If a lot of Polynesians participate, they'll change the policy. They'll put more money to the grants. Census will tell you how much will go to this family. When it comes to funding, it comes to who's on the books." (*Famini*, FG)*

Many participants thought that the tagline and theme of the pieces contradicted each other. The pieces focused on community and family, whereas the tagline could be viewed as being about the individual shaping their own future by completing the 2020 Census. During testing, participants recommended changing the tagline from *Shape Your Future. Start Here.* to *Shape Our Future. Start Here.* They thought that this change to the tagline created a more inclusive idea and aligned with the theme around family and community. The idea of shaping the future together rather than individually deeply resonated with the audience. Thus, after careful consideration of the Campaign Testing results by The Kālaimoku Group, broader Team Y&R, and the Census Bureau, the tagline for the NHPI audience was updated from *Shape Your Future. Start Here.* to *Shape Our Future. Start Here.* to support the recommendations made by participants.

- *"This one is family, family, family, then shape **your** future." (Diversity, FG)*
- *"I love this, the whole family is represented so shouldn't it say shape 'our' future?" (*Family First*, FG)*
- *"I think it's more complete than the other ones. What stood out to me is the use of words like 'our' and 'your.' The only thing I would change is 'shape your future.' But it's not just 'your' future, but it's 'our' future. It's three generations." (*Direct Mailer*, FG)*

The creative pieces needed more information about the census to motivate participants. The ads lacked information about why the NHPI community should participate in the census and how they can benefit from participation. The creative originals—*Elder* and *Pidgin*—that provided information about the how, why, and purpose of the census resonated with participants, who wanted to see more of that weaved into the other pieces.

Participants liked the informational parts of the creative pieces.

- *"I thought it was informative in that they just laid out the basics of what the census is and didn't put too much other stuff … kind of answered your questions." (*Elder*, FG)*
- *"[I liked] providing the importance of census, the consequences of census in shaping the future, that there are federal laws protecting you and the info you put in the system … very important, and I strongly support that." (*Pidgin*, FG)*

But they wanted more information about the census:

- *"For people who don't know the census, or what's behind it, it's not educational enough. For those who don't know about the Asian/Pacific Islander issue, maybe they'd be more likely to participate [if it were more educational]." (*Trusted Voices*, FG)*

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- *"What's the money for, how are they going to use it? That's the question they never answer." (*Pidgin*, FG)*
- *"It was catchy, but we need to emphasize a bit more about what the census is for. What is the purpose? What do I get out of it? I understand it is a count of everyone, but what do we get in return? They could advertise more about what the census is." (*Elder*, FG)*
- *"It brings up a lot of questions. Why is it important that I fill out the census? If I don't know, I'm not going to do it. The importance and the consequences of the census must be included." (*Our Future Banner*, FG)*

Usage of cultural references should be deliberate and authentic. Utilizing NHPI languages, dialects, and art in the creative pieces can be an effective tool, but in some contexts it could be distracting. For example, in the *Direct Mailer*, participants thought the use of the Hawaiian term for family, *aiga*, was "dumbing it down." Another participant mentioned that *Pidgin* was "trying too hard" and that "sometimes the use of pidgin is too heavy so you can't understand a lot. I grew up here but there's some pidgin even I can't understand."

Participants noted effective uses of NHPI culture:

- *"He sounded like my grandfather, who passed a long time ago. It's a good thing. I swear, it's just like hearing his voice." (*Elder*, FG)*
- *"It's good because it promotes the culture, and also a message for the future. And it had some words in my language, so I liked that." (*Diversity*, FG)*

They also noted ineffective uses:

- *"The collared shirt, that's kind of a cultural thing for us. It looks like a political campaign ad." (*Our Future Banner*, FG)*
- *"As an audio ad, I totally appreciate the use of pidgin, but the problem I have is going from pidgin to standard English. For something as important as this, I'd rather just listen to [the English]. I'd skip the [in Pidgen]." (*Pidgin*, FG)*
- *"It makes it sound like the people they're trying to attract, their IQ is low. So I was a little offended." (*Pidgin*, FG)*
- *"I don't like this word ['Famini']. It should just stay family. It's not proper. I find it exclusive. Even in the region that speaks this language, it's too exclusive. 'Family' would be a better word." (*Famini*, FG)*

Table 116 details specific feedback for each creative original in this family.

Table 116: Piece-Specific Takeaways for Family First *for Native Hawaiian and Pacific Islander Audience*

Piece-Specific Findings	In Their Own Words
Family First (video)	
This ad created a strong emotional connection, but more information was needed. Participants liked the focus on family and the community but still desired more education to fill in the informational gaps about the census.	• *"It appealed to me because it focused on family. They even used the word for family in different languages." (FG)* • *"It's motivational but not as educational. It got us in the feels." (FG)*
Diversity (audio)	

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Piece-Specific Findings	In Their Own Words
Various voices and languages were motivating, but the ad needs to use vocabulary everyone understands. Messaging about the future and family in recognizable voices and languages motivated participants to seek more information, but there were words some did not understand, such as "infrastructure."	• *"It's good because it promotes the culture and also a message for the future. And it had some words in my language, so I liked that." (FG)* • *"I really love the idea of having a "kapuna" [elder] to talk to us about the future of this country." (FG)* • *"Some of the English might be too hard for some. Like 'infrastructure.'" (FG)*
Pidgin (audio)	
The main message was overshadowed by the use of Pidgin. Participants liked the information about the importance of the census, the consequences, and security. However, the conversation revolved mainly around the use of Pidgin. Opinions were split. Many participants liked the inclusivity of it, but others thought it was inappropriate for such an important topic.	• *"I grew up speaking Pidgin with my cousins. When I'm with people speaking Pidgin, I speak it. It was more natural." (FG)* • *"I think the Pidgin is an attention-grabber." (FG)* • *"I hated the Pidgin … for me it's a turnoff and I just want to turn it down or change the station when I hear that. But I loved the information at the end, with the proper English, and she explained the importance of the census, and the privacy of it, and … I just loved the second part of the ad." (FG)*
Elder (audio)	
The greetings in multiple languages in Elder was attention grabbing, but the audience wanted more information. Participants said they ad's inclusion of multiple languages was appealing and made them feel included, However, they did not understand the link between being counted and receiving federal funding for public goods.	• *"It was catchy, but we need to emphasize a bit more about what the census is for. What is the purpose? What do I get out of it? It is a count of everyone, but what do we get in return? They could advertise more about what the census is." (FG)*
Famini (static)	
Focus on family and the community works, but participants less acculturated to U.S. culture could not grasp the concept of the census. Participants wanted more information on what "critical funding" meant, especially in reference to the Polynesian community. They wondered if specific minorities received more of the funding.	• *"I'd like to know, critical funding. Do I get paid more because I'm Poly[nesian]? Is there a class that gets more funding that I don't know about?" (FG)* • *"I do like the words but the paragraph about infrastructure or about public services … I don't think people know that's what the census is going to do." (FG)*
Direct Mailer (static)	
The main message was clear and motivating but the tagline needs to match the message. Participants felt as if the ad gave them a voice and a seat the table, but many found that the message about having a voice for the community contradicted the individual focus in the tagline.	• *"We'll have a voice. For me it's important." (FG)* • *"I love this. The whole family is represented so shouldn't it say shape 'our' future?" (FG)*
Our Future Banner (digital)	
The image of an NHPI family resonated with participants but the message was not motivating. Participants liked that the banners addressed different NHPI ethnic groups using people who look like them. However, they wanted to know	• *"If I saw this on the internet, I'd click on it because of the picture, not because of the wording." (FG)* • *"If you were targeting that specific community, I would like that." (FG)*

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Piece-Specific Findings	In Their Own Words
more about the census but recognized that the information could not fit on a banner ad.	• *"It brings up a lot of questions. Why is it important that I fill out the Census? If I don't know, I'm not going to do it. The importance and the consequences of the census must be included." (FG)*

3.3.14.3 Trusted Voices

Creative pieces tailored to specific communities were emotionally effective, but participants wanted more information. NHPI participants liked that this creative family was tailored to specific communities but were left with a lot of basic questions about the census. Participants did not think the ads taught them anything about the census and did not convince them that they should participate. Although many said they understood the main message, they believed that recent immigrants would need a more basic orientation to the census and its importance.

- *"I think there is such a movement right now for indigenous people to have a voice, I think that it's good. For people to see themselves." (*Direct Mailer, *FG)*
- *"It needs to be more informative. A lot of these people aren't going to know what the census is. If you answer it, the more money will go to what you need." (*Trusted Voices, *video, FG)*
- *"Show examples … you could open more clinics, more funding for the hospital … that would hit home." (*Trusted Voices, *video, FG)*
- *"It's my language but it isn't important. I want to know about how money is being spent." (*Direct Mailer, *FG)*

The "trusted voice" differs for each of the NHPI islands and for the NHPI audience on the continent. While participants on the islands and the continent appreciated the cultural relevance of the voyager and efforts to connect with the community, the "trusted voice" in the ad, Nainoa Thompson, was not as recognizable on the continent as he was on the islands. NHPI participants on the continent wanted to see more local representation. They suggested using spokespeople who are relevant for each NHPI group and/or introducing the spokesperson to give listeners a sense of why they should continue to listen.

The voyager was seen as a trusted voice:

- *"Basically, the census is for future generations. Like the voyager, it was to get better ideas." (*Trusted Voices, *audio, FG)*
- *"It looks like he's on a boat. That speaks to me. We're travelers. He's on a journey." (*Direct Mailer, *FG)*

But participants expressed a desire for more inclusivity:

- *"This about O'ahu as a different market. On the big island, it's about health care. Opening a hospital. It will hit well on the big island." (*Trusted Voices, *video, FG)*
- *"I wanted it to be more general to [all Pacific] Islands. This was too specific to Hawaiian Islands." (*Trusted Voices, *audio, FG)*

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- *"I don't know who that is. Maybe he should say who he is at the beginning. Was he a crew member?" (*Trusted Voices*, audio, FG)*
- *"Overall it's too … it's targeting an area that's not going to be effective for the mass. It's targeting one group, more the Hawaiians, the natives. Not that that's bad. It's their island, we're on their land." (*Trusted Voices*, audio, FG)*

Specific feedback for each creative original in this family is outlined in Table 117.

Table 117: Piece-Specific Takeaways for Trusted Voices *for Native Hawaiian and Pacific Islander Audience*

Piece-Specific Findings	In Their Own Words
Trusted Voices (video)	
Cultural additions are appreciated but can also be distracting and feel exclusive. Participants appreciated the cultural references, especially in Hawaii, where Nainoa Thompson[38] was immediately recognized. Additionally, some participants felt that the background music that was more specific to their cultures, as opposed to generic Hawaiian-sounding music, was compelling. However, some participants thought that focusing on Thompson excluded other Pacific Islanders, and that the music distracted from the message about the census.	• *"No, I don't know him. Maybe get someone from here [Utah]. Someone famous." (FG)* • *"[Get] someone who has done something for the community." (FG)* • *"The only thing that really caught my attention was the music. It would catch the Samoans. But that threw me off. All of a sudden it felt like I was back at home. I missed the whole point because I was getting nostalgic about the music." (FG)*
Trusted Voices (audio)	
Main message was clear and motivating, but participants wanted more information. Participants understood the message and felt a personal responsibility to the community but wanted more information about what the "vital funding" would be used for, how census information is used, and what benefits they would receive by participating since they did not see any benefits in the past.	• *"We have to be realistic. The purpose of this is to get people into the census. The content is what's important. It has to be informative." (FG)* • *"Lacking in substance. What captured my attention was the 'vital funding' for the community. They could have expounded on the vitality. How it affects our inner compacts with other federated states." (FG)*
Direct Mailer (static)	
The forward-looking message was clear with the voyager, but participants wanted concrete reasons to participate in the census. Participants wanted to know exactly how participating would affect their communities.	• *"[The ad needs] more information. More links. It's about doing your research and knowing what you're committing to." (FG)* • *"You say you are going to be giving us critical funding … but like … what [are the details]?" (FG)* • *"If they have a list of what was done, specifically here for us, then maybe [I would participate]." (FG)*

[38] Nainoa Thompson is a Native Hawaiian navigator and the president of the Polynesian Voyaging Society. He is best known as the first Hawaiian to practice the ancient Polynesian art of navigation since the 14th century, having navigated two double-hulled canoes (the Hōkūle'a and the Hawai'iloa) from Hawai'i to other island nations in Polynesia without the aid of western instruments.

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3.3.15 Spanish, U.S. Mainland

The Spanish, U.S. Mainland focus groups (FG) were composed of individuals who self-identify as Hispanic, are residents of the mainland United States, are categorized as first or 1.5 generation, speak Spanish at home, do not speak English "well" or at all, and meet two of the eight hard-to-count characteristics. Community representative reviews (CRR) were conducted with representatives who could speak on behalf of undocumented Hispanics. Insights from those discussions were incorporated into the observations from the focus groups. Appendix Section B.1.3.7 on page 399 provides all the recruitment details. For this audience, Team Y&R tested three original families in Spanish in 20 focus groups and four community representative reviews as shown in Table 118. The focus groups were conducted in five states: Florida, Illinois, Massachusetts, Texas, and Washington. This ensured a mix of rural and urban populations as well as a mix of Latin American national heritages. The *Kids* family of creative originals was designed to air during the awareness and motivation phases of the campaign, the *Confidentiality* family during the motivation phase, and the *We Count* family across all three phases. Ads were tested in both focus groups and community representative reviews unless otherwise noted. Note that quotes in this section were interpreted from Spanish to English.

Table 118: Summary of Ads Tested With the U.S. Mainland, Spanish Audience by Family and Phase

	Awareness	Motivation	Reminder
Kids			
Switching Roles (video)	X		
Grandpa Secret (static)	X		
Uncle Top Secret (static)**	X		
Mom Cellphone (static)		X	
Kids Talk (video)		X	
Confidentiality			
Dinner With Friends (video)		X	
The Tomorrow – Construction (video)**		X	
The Tomorrow – Farmer (static)		X	
Protected Answers (static)		X	
Concerns (audio)		X	
Confidentiality (audio)		X	
We Count			
The Walk (video)	X		
Possibilities – Park (static)**	X		
Everyone Counts (static)**	X		
Everybody (video)**		X	
Tom, Dick, Harry (static)**		X	
Do I Need? (static)**		X	
Teachers (static)		X	
Insta Story (digital)**		X	
Doors (video)			X
You Still Have Time (audio)**			X

Notes: (1) All ads can be viewed in Appendix C.1.17 on page 657.

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(2) ** Tested only in focus groups.

3.3.15.1 Key Takeaways

U.S. Mainland, Spanish participants responded well to ads that demonstrated diversity and inclusion. Participants reacted positively toward pieces that featured a diverse cast of Hispanic characters. They suggested that the variety of skin tones, professions, and immigration statuses illustrated in the ads accurately represented their communities.

- *"I liked it because they represented different people—races, different situations. Like how we're all Latinos but different. I liked it because all the people presented their situations and at the end it inspires people to participate." (*The Walk*, FG)*
- *"That there are different kinds of people—working people, kids, full families, kids." (*Everybody*, FG)*

This audience desired explicit and direct confidentiality messaging. Participants wanted messaging to confirm explicitly that individuals should participate regardless of their immigration status. They sought reassurance that their personal information would not be shared with other government agencies, such as ICE, or used against them or their families.

- *"As someone who doesn't have papers, I wouldn't take this paper. I don't know they should use other words that make us feel like 'it's okay if you're here undocumented.'" (*Possibilities – Parks*, FG)*
- *"I think the police and immigration should be mentioned." (*Dinner With Friends*, FG)*
- *"I wish there was a little more information that it wouldn't hurt people because of their immigration status because of the information that they are asking for." (*Grandpa Secret*, FG)*

Many participants said that they were motivated to participate and to encourage others to participate after viewing the ads. After exposure to several ads, participants became advocates for the census. Many stated the importance of the census for their communities and expressed a duty to inform friends and family members about the 2020 Census.

- *"I'm going to talk to my friends and tell them they don't need to be fearful." (*Confidentiality*, FG)*
- *"I would tell others to make sure we are counted, and we can also receive benefits—not just people deciding for us there are 'X' amount of Latinos and they need this much resources. We can have a voice too." (*The Walk*, FG)*

However, when the moderator asked participants at the conclusion of the focus groups if they would still participate if citizenship status were a question on the form,[39] the majority said they would not. They said they would be afraid to respond because they themselves or people they knew were undocumented, or they lived in mixed-status households and did not want to undocumented members at risk, or they did not think it was relevant.

[39] At the time of Campaign Testing, the addition of a citizenship question to the census form was a possibility. After the first week of Campaign Testing, all non-English focus groups were asked if they would fill out the census form if a question on citizenship was on the form.

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- *"There I would have to think about it twice. There wouldn't be as much confidence if they were to ask it because who knows if they take you to immigration." (*Conclusion Citizenship Question Inquiry*, FG)*
- *"No, if someone says it's secure I will do it but if you ask about citizenship I will hide." (*Conclusion Citizenship Question Inquiry*, FG)*

3.3.15.2 Kids

Participants and community representatives thought that this original family was effective at relaying information about the census, and it motivated them to participate. They were able to successfully repeat back messaging from the ads about census benefits, complex households, and confidentiality. Focus group participants appreciated that this original family was educational. They clearly valued learning how census data are used, and the creative originals left participants with a positive view of the census. They felt motivated to participate because the census is only conducted every 10 years and could lead to community benefits. Similarly, community representatives thought this family of creatives was motivational because it clearly laid out what the community has to gain from participating.

- *"It motivated me to participate because it gave me information I didn't have before … that it's not just about counting people but about benefits for the community." (*Kids Talk*, FG)*
- *"From the littlest one to the oldest ones, everyone counts." (*Grandpa Secret*, FG)*
- *"It's motivating you to be confident about being counted. You live here in the United States, and everyone has that fear. I keep seeing that you need to be counted and that it's safe." (*Uncle Top Secret*, FG)*
- *"This makes me want to participate." (*Switching Roles*, FG)*
- *"It is meaningful because it clearly demonstrates 'what's in it for me' … for them to see those actual services activated and be able to make the connection between the census and those things, and being very blunt about it, will leave no doubt between the two." (*Kids Talk*, CRR)*

Participants responded well to the use of children as the messengers of information about the census. Focus group participants and community representatives found the kids to be attention-grabbing and appealing. The kids in the creative originals provided a strong emotional connection and inspired trust in the census. One participant explained, "It creates more trust and more security because they're children. They're innocent, and they seem more trustworthy" (*Kids Talk*, FG). In addition, participants and representatives alike felt that kids educating adults was an accurate representation of reality, especially among undocumented Hispanic communities. This mirroring of daily experiences within the Hispanic community added to the credibility of the messaging.

- *"We just love our kids so much. It's effective to have the messenger be kids; it's a good strategy." (*Grandpa Secret*, CRR)*
- *"I like the approach of using kids … certainly Latin Hispanic families, especially prior generations that may not speak English very well, depend greatly on their kids to interpret, and they certainly do listen." (*Switching Roles*, CRR)*
- *"In schools they're always learning and helping them develop so that they're more educated and then they come to us to educate us and it's a wakeup call." (*Switching Roles*, FG)*

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- *"Nowadays, children teach us. My child is 15 and he goes to school, so he knows much more than I do. Even on the phone, I'm like, 'Here, you call.'"* (Grandpa Secret, *FG)*

Participants raised several questions about the confidentiality aspect of the messaging. For focus group participants, it was unclear from whom response information was kept confidential. One participant said, "Maybe they'll protect it from anyone random but within the government offices they might share it. They might share it with ICE" (*Uncle Top Secret*, FG). This suggests that confidentiality messaging should specify that census responses are kept confidential from other agencies as well. In addition, references to confidentiality should be accompanied by a reference to immigration status. Some of the ads alluded to immigration status with the word "situation," which some participants understood while others did not. Participants suggested that immigration status be referenced explicitly. However, participants did react positively to the message that their responses were protected by law.

- *"When they say they're protecting your identity or your information, my question would be, 'Does the Census office work for the government or is it independent?'"* (Uncle Top Secret, *FG)*
- *"It says your information is protected, but it should say 'your legal status does not matter' [instead of situation]."* (Grandpa Secret, *FG)*

Table 119 details specific feedback for each creative original in this family.

Table 119: Piece-Specific Takeaways for Kids *for the U.S. Mainland, Spanish Audience*

Piece-Specific Findings	In Their Own Words
Switching Roles (video)	
Participants thought the video ad was informative but took issue with the father's indifference to the kids in the ad. Participants appreciated all the foundational information about the census that the children in the video were giving their father. However, they thought that he was dismissive at the end of the video, which caused them to focus on his behavior instead of on the main message of the ad.	• *"We sometimes don't pay attention to what our kids say even though this was for their future … At the end he says, 'Let's go for ice cream' like telling them shut up." (FG)* • *"We as Hispanics aren't very educated on these topics and so we need to pay attention to this commercial because at the end, it leaves us with the message that it is important for our future." (FG)* • *"It called my attention, the children informing the parents instead of the other way around." (FG)*
Grandpa Secret (static)	
The message that everyone counts regardless of age was clear to participants. The image in the static ad of a grandfather and grandchild helped participants and representatives make the connection that everyone counts. They appreciated the intergenerational interaction and found the ad "cute."	• *"That everyone counts it doesn't matter if you are young or old." (FG)* • *"It's very cute. The kid and the two generations. Even though he's a kid and he's very old they both count." (FG)* • *"This image is very tender, I'd stop to read it." (FG)*
Uncle Top Secret (static)	
Participants found the messaging less clear in this ad, and many had questions regarding confidentiality. Several participants had questions about who needs to be counted in	• *"A lot of people living in your house, they need to be counted. Like my sister might be here for two years. Do I need to count her? A lot of floaters come." (FG)*

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Piece-Specific Findings	In Their Own Words
the census and who has access to census information. Hispanics who were less acculturated to U.S. culture and less familiar with English were tripped up by the phrase "top secret."	• *"They need to specify who is going to have this information." (FG)* • *"I know that it is protected by law, but you need to tell me exactly who is going to guarantee that." (FG)*
Mom Cellphone (static)	
Participants thought this ad was highly relatable because it reflected their digitally-savvy children; however, the headline caused confusion for some. Participants said that the child using the mom's cellphone and informing her about a topic, in this case the 2020 Census, mirrored an everyday experience. However, some participants thought the headline was confusing because of how it was worded. It was unclear whether the child was asking the mom a question or stating that he would return her cellphone. Participants suggested stating more directly that the mom should fill out the census on her phone.	• *"I think it's good because it is mixing reality. The kids use their parent's phone more than the parent does himself." (FG)* • *"The kids with the parent's cell phone—you see that everywhere." (FG)* • *"The form in which they used the kid telling the mom he would give her back the phone [in the headline] doesn't work here. It didn't make sense." (FG)* • *"Maybe better, 'Mom why don't you fill out the form via the cell phone?'" (FG)*
Kids Talk (video)	
Participants saw the children in the ad as trustworthy and, by extension, participants felt they could trust the census. Even participants without children found the ads credible and relatable. Participants picked up on the fact that the census not only counts everyone but benefits everyone in the community as well. The video was influential in motivating participants to partake in the 2020 Census.	• *"Children make it seem more trustworthy." (FG)* • *"I had never been motivated to fill it out before. I thought it was for a certain kind of people and didn't relate to me so I see that yes, it's important." (FG)* • *"For parents of kids, even other adults who don't have kids." (FG)*

3.3.15.3 Confidentiality

The language and word choices on confidentiality in the *Confidentiality* family played a key role in making the creative originals successful. Community representatives thought that the Spanish language in the ads was at an appropriate level of sophistication for undocumented Hispanic populations. The ads seemed clear, direct, and to the point about the confidentiality messaging. Participants liked the explicit mention that their responses are "protected by law." Both representatives and focus group participants, however, suggested using the colloquial word for some federal agencies, such as "la migra" for the U.S. Immigration and Customs Enforcement. They also expressed a desire for immigration status to be explicitly mentioned in the creative pieces.

- *"The question about citizenship is there, but you basically describe and explain the census in this piece accurately and fully, and in a simple matter. It's not highbrow, it's not complicated, it's excellent." (*Concerns, *CRR)*
- *"Clear, direct, protective. They need to hear it over and over again. They also need to hear the tagline—you're creating the basis of your future, start here." (*The Tomorrow – Farmer, *CRR)*
- *"It clears up uncertainty like whether your information can be shared with the FBI." (*Dinner With Friends, *FG)*

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- *"It tells you very clearly 'regardless of your nationality'—this is super important." (*The Tomorrow – Construction*, FG)*
- *"In addition to saying ['your answers to the census are protected'] you should add: 'We will also protect your immigration status from 'la migra.'" (*Your Answers Are Protected*, CRR)*

The ads in this original family were relevant to the Hispanic audience. Community representatives thought these ads were effective in addressing concerns from the undocumented Hispanic community because they provided educational information that may answer questions the undocumented community has about the census. The characters in this original family were relatable and made focus group participants feel represented. The story lines and emotional pulls in this family appeared to nail the existing fears in the community, which included whether it was safe for undocumented members of the community to participate in the census.

- *"Oscarito is very afraid. He's very nervous. I think in our community for the census you have to do [ads like this] because people are very afraid. Here they are telling you it is confidential and it is good for our community to know this." (*Concerns*, FG)*
- *"This answers most of the questions that confuse the hell out of people in our community." (*Concerns*, CRR)*
- *"The example that he put was the same that I put earlier that I also came 11 years ago and I filled it out and I am also still here." (*Dinner With Friends*, FG)*

Some participants found the confidentiality claims credible while others felt the ads would not be able to assuage their confidentiality fears. The emphasis on confidentiality and privacy in the ads motivated some participants to participate in the census. One participant claimed, "Yes, I would fill this out with more confidence because it's saying it will be more private" (*The Tomorrow – Construction*, FG). Other participants did not quite believe the Census Bureau's promise of confidentiality. They thought it would take a lot to overcome people's preexisting fears. While participants appreciated the confidentiality messaging, some mentioned that including stronger benefits messaging would help motivate Hispanics to participate. Meanwhile, community representatives were mixed on the creative family's credibility. Some thought the ads were believable, whereas others thought that people still would not trust the Census Bureau.

- *"When I get the census papers I throw it in the trash. I don't even bother to read it—straight to the trash. I feel more of a sense of trust and confidence and that it won't affect me in a negative way. To the contrary it will help families and immigrants." (Concerns, FG)*
- *"If someone who doesn't have papers reads this, they are still going to be afraid." (Protected Answers, FG)*
- *"Even if it's the law that doctors must not disclose private information of undocumented people, it's happened. So I don't trust the government to do it. Doctors are bound by ethics and morality, but if you look on the web you've heard of these stories of disclosure." (Dinner With Friends, FG)*
- *"Add value, add benefits, and say explicitly that we will not share your info with 'la migra.'" (Confidentiality, CRR)*
- *"It's an effective point, but there's a lot of the population that doesn't believe that for crap. People don't believe everything that's going on, and then they see the administration circumventing laws. Is it believable? Not really." (Dinner With Friends, CRR)*

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Specific feedback for each creative original in this family is outlined in Table 120.

Table 120: Piece-Specific Takeaways for Confidentiality *for the U.S. Mainland, Spanish Audience*

Piece-Specific Findings	In Their Own Words
Dinner With Friends (video)	
Participants and representatives reacted positively to the frank and open way this ad discussed confidentiality. Participants recognized that there were many undocumented community members who might be fearful of participating in the census, and they said that the ad effectively addressed those concerns. They thought the ad addressed the fears directly, and they liked the assurances it made.	• *"You get more confident because they're telling you directly that they won't share your information." (FG)* • *"It was extremely effective. It says 'I was undocumented, I filled out the Census, and I'm still here!'" (FG)* • *"He arrived some time ago and filled it out and he's still here. It's important that piece where you're honest with other people." (FG)* • *"Now you feel like you can trust them with your information because they're clearly telling you that it's not for immigration or FBI." (FG)*
The Tomorrow – Farmer (static)	
Some participants had a difficult time connecting the headline, image, and copy text. Not every participant reacted positively to the headline; some saw it as a popular Hispanic expression, whereas others felt it was a reminder of how Hispanics procrastinate sometimes. Some participants had a difficult time understanding why the copy discussed online and mobile self-response with a picture of a rural farmworker.	• *"We are not ready to fill it out online or on our phones … The picture of the man doesn't make sense. The image doesn't go with the technology mentioned." (FG)* • *"I would because it's a phrase that reflects a bad part of who we are and maybe we shouldn't be that way. So I would read it because I would learn something for my own benefit." (FG)* • *"That things are not left for another day. There are things that need to be done like that saying says. Hispanics have that natural tendency … we tend to postpone or procrastinate things." (FG)*
The Tomorrow – Construction Worker (static)	
The headline confused some participants at first glance, however, the messaging in the copy signaling that it is safe for undocumented populations to participate was salient to participants. A few participants admitted that they did not immediately understand the headline. Yet many participants recognized that everyone, regardless of immigration status, needs to participate in the census. This information left them more confident and secure about participating in the census.	• *"Well a lot of people would only glance at it. Like I'm re-reading it, sure, but I didn't [understand the headline] the first time." (FG)* • *"If you don't analyze it properly you won't get it the first time." (FG)* • *"It says that your nationality or situation doesn't matter." (FG)* • *"You have more confidence because we are protected by the law." (FG)*
Protected Answers (static)	
Participants and representatives found this ad relevant, but some were concerned it would not be enough to overcome fears about participation. Participants were able to relate to the image in the static ad and thought the ad was directed at their community. While most thought the confidentiality messaging was clear, there were still concerns that it would not be able to overcome preexisting fears.	• *"[The picture] feels more connected with a message about building the future versus protected answers. They look like people from the community." (CRR)* • *"For Latinos in general." (FG)* • *"I don't see it as general. I see it for people who don't have papers. People who have papers don't see this as a risk. Like*

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Piece-Specific Findings	In Their Own Words
	right now the people with the most risk are undocumented people." (FG)
Concerns (audio)	
Participants reacted positively to how this ad addressed fears regarding filling out government forms and their confidentiality. They thought it was good that the ad took that fear head on and inspired confidence in participating. The tone of the ad was credible and not overdramatized for most participants.	• *"It is addressing Hispanics. It is normal that there is a lot of fear." (FG)* • *"I like that they're taking us into account and finding ways to help us. To help the future of my children because even if I leave, my children will stay. So it benefits parents like me, so it's important to know that nothing will happen." (FG)*
Confidentiality (audio)	
Participants did not understand the humor in the audio piece, and it distracted from the main messaging. The playful dialogue at the beginning of the ad confused participants and representatives alike. Participants spent a lot of time trying to figure out why the conversation occurred the way it did and did not focus on the main messaging.	• *"I just don't think one thing has to do with the other. What the kid asks has nothing to do with what the mom responds." (FG)* • *"It doesn't make sense to me, the beginning of the ad. The rest of the ad about how the census is confidential makes sense, but it's not very realistic with this audience." (CRR)* • *"I don't quite get the idea of like lunch is confidential. Like, if I don't get it, the community doesn't get it. It does get your attention, though, because you're like, 'What the heck, lunch is confidential?'" (CRR)*

3.3.15.4 We Count

Participants liked that the ads told them what the census is, why it is important, and how participants would benefit if they participated. The ads were effective and clear in communicating that a full count correlates to an accurate distribution of federal funds across communities. The focus group participants appreciated the variety of ways that exist to self-respond. Participants were able to link their participation in the census to benefits for their communities. The prospect of community benefits encouraged and motivated participants to participate. Some were even moved to the point of becoming advocates for the census within their families and among their friends.

- *"You are telling me what it is, for what it is, and the benefits." (*Doors*, FG)*
- *"With this you learn that there's a relationship between how many people live in one place and the type of resources you have." (*The Walk*, FG)*
- *"If you are waiting for them to come to your house—don't wait for them. You can do it online, you can do it by mail." (*You Still Have Time*, FG)*
- *"The message is clear. It is a message of positive outcome. The message is if you do this (opening the door), there is an opportunity. The opportunity to build a better future." (*Doors*, CRR)*
- *"I think it would be a good idea [if it was on Facebook], and it would be nice because the same way we share things on Facebook, we can share this information." (*Insta Story*, FG)*

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Across markets, participants found the diversity of people in the *We Count* creative family appealing and relatable. Participants appreciated seeing a variety of different people in the ads regardless of race, socioeconomic status, occupation, or parental status. This made the ads relatable to the audience, because they saw themselves represented in some way.

- *"It's also good because it is showing all different type of work." (*The Walk*, FG)*
- *"[Not just] for families but [for] everyone because let's say I don't have a family but am Latino. I am still going to age and need clinics." (*Doors*, FG)*
- *"I think that when Latinos do commercials it's always white people. I liked this because it showed Black people. But they didn't put elderly people." (*Everybody*, FG)*
- *"I liked the diversity. It really clicks, when the language is yours." (*Tom, Dick, Harry*, FG)*

The headlines in the static pieces were a source of confusion and negative emotional reactions. With *Everyone Counts* (static), some participants said it took them a few reads to comprehend the relationship between the headline—"everyone inside here, counts"—and the main message. Further, some participants thought that the ad should contain more information.

- *"They show a bus but I think a lot of people can get confused. I didn't understand it at first." (*Everyone Counts*, FG)*

The headlines for *Possibilities – Parks* (static) and *Do I Need?* came on too strong for some participants. The *Possibilities – Parks* headline was, "The census is the possibility of: more parks, more green spaces, more parents exhausted on a Sunday evening." Participants stated that they did not want to think about themselves being tired after viewing *Possibilities – Parks*. The *Do I Need?* headline was, "Do I fill out the census or do I not fill out the census? Do I want a health clinic close to my family or do I not want one?" Participants said that the *Do I Need?* headline sounded too aggressive and compulsory.

- *"The message is that you can have the possibility to have more parks but at the end it's sad with tired dads." (*Possibilities – Parks*, FG)*
- *"I would say happy families would be better." (*Possibilities – Parks*, FG)*
- *"It is a bit threatening—if you don't fill it out, you don't get these things." (*Do I Need?*, FG)*

With *Teachers,* the community representatives thought the ad was a bit confusing because the headline was a statement instead of a question. The headline read, "Teachers are needed for new school. But let's fill out the census to know the school is needed." Representatives thought it would be easier to understand if the headline were written as a question with a response. It was not clear to them whether the headline was just a statement.

- *"What knowledge do you want people to have? What do you want them to be aware of? To fill it out or what the census is for? Because this isn't clear." (*Teachers*, CRR)*

Participants wanted information to be clearer regarding the participation of undocumented individuals. Ads that contain citizenship and confidentiality messaging must be direct and explicit; participants consistently said these are

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sensitive topics that will impact participation. Participants thought that some of the ads within this family were not clear about whether undocumented populations needed to fill out the census or whether it was safe for them to do so. Regarding response mode, several groups were unclear whether enumerators would still come to their home if they had participated online, by phone, or by mail.

- *"It doesn't specify that you need to have documents or not and maybe people who are undocumented might be afraid and don't want to give their information." (*The Walk*, FG)*
- *"It is not clear if those who are undocumented can or should participate." (*You Still Have Time*, FG)*
- *"I have a question. They show the census taker going to the home but the voice says you can fill it out online. Then why isn't the census taker telling you you can fill it out online—from the safety of your home." (*Doors*, FG)*

Feedback for the creative original in this original family is synthesized in Table 121.

Table 121: Piece-Specific Takeaways for We Count *for the U.S. Mainland, Spanish Audience*

Piece-Specific Findings	In Their Own Words
The Walk (video)	
Participants felt that the ad was representative and highly relatable. They appreciated the diversity of characters shown in the ad and were able to see themselves in it. This motivated this audience to participate in the census.	• *"I liked it that it showed people with different ages. They showed young people, professionals, agricultural workers." (FG)* • *"I was able to identify with these people." (FG)* • *"It is for Latinos—for people like me." (FG)* • *"Made me feel included." (FG)*
Possibilities – Park (static)	
Participants reacted negatively to the headline in this static piece. The headline was, "The census is the possibility of: more parks, more green spaces, more parents exhausted on a Sunday evening." Participants said that they did not want to think about being tired as parents and that the ad seemed to focus only on parks, which was irrelevant for some. Some warned that this headline was not inviting them to read the copy, which they said had a lot of the important information.	• *"The heading was not for me, but the part about situation and place of origin—that is relevant for me." (FG)* • *"More parks? And parents? This doesn't check out. For me, the census is about counting people in the United States—no matter yellow, green, everyone." (FG)*
Everybody Counts (static)	
Participants reacted positively to the metaphor in this ad. They understood the main message that everyone counts regardless of whether they are on or off the bus. Some even extended the metaphor to be about those who are documented and those who are not.	• *"Yes, I imagine I'm driving and I see a bus and I see that—it is telling me to participate." (FG)* • *"It is not just Latinos. Everyone in the U.S. counts." (FG)* • *"That it's not just about the Latinos here in [this city], it's also about all the Latinos that are here in the United States." (FG)*
Everybody (video)	
Participants responded well to the diversity of characters in the video and really liked the mention of response options. The video felt relatable to participants and the diversity helped to emphasize the "everyone counts" message.	• *"I didn't feel the other commercials were as inclusive as this one." (FG)* • *"In this one they say me, you, Latinos. You can see that they are Latinos and the majority of immigrants here are Latin*

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Piece-Specific Findings	In Their Own Words
	American. And so they're telling you don't be afraid and be counted by the census. It's for everyone." (FG) • *"There is no reason not to complete the census. They are giving you all the different options. They are making it easy on you." (FG)*
Tom, Dick, Harry (static)	
Participants praised this ad for being relevant to the Hispanic community. The word choice in the ad made participants feel excited about this ad because it was colloquial and fun. Participants also liked the benefits and confidentiality messaging.	• *"As Dominicans, this word works a lot over there. This is very Dominican. Our language, our own speak—that is what I was referring to." (FG)* • *"This is 100% Latino." (FG)* • *"I trust it more because it is more informal, more colloquial." (FG)*
Do I Need? (static)	
Participants felt the headline in this static was too forceful. The participants interpreted the headline as a threat that if they don't participate in the census, their community will not get any benefits at all. Some participants claimed that they would not feel motivated to participate if this were the only ad they saw.	• *"I don't like this one at all. It is threatening." (FG)* • *"If you don't do it, the streets won't be repaired." (FG)* • *"It feels like it's an obligation." (FG)* • *"I'm not going to have a better future if I don't do it and that's not true." (FG)*
Teachers (static)	
Participants were able to make the connection between participation, federal funding, and community benefits. The ad was effective at helping participants understand how participation could lead to community benefits. They also understood that census data could lead to benefits beyond new schools.	• *"That you start with the census. Its census then school then teachers." (FG)* • *"It's like one more step to fill out the census so we can get schools that then need teachers." (FG)* • *"We have to complete the census—from there they have the data to support building more schools." (FG)*
Insta Story (digital)	
Participants liked the implied ease of filling the census out online but expected more information. The ad motivated participants to self-respond online or by phone because it seemed quick and easy.	• *"You could fill it out while on the way to work or you could share it with others." (FG)* • *"You can do it at any moment at any place." (FG)* • *"I think for me it's easier." (FG)*
Doors (video)	
Participants felt more receptive to an enumerator visit after watching this ad. The video helped participants understand why it is important to participate in the census and that it is safe for them to do so. Participants also appreciated that they could still self-respond if they would rather not open their door to an enumerator.	• *"Hispanics are very afraid right now. We are afraid of who might come to the door. This [ad] makes us not afraid." (FG)* • *"With the census it's a person who is secure who is going to knock on your door. Hispanics are afraid, and we don't open the door because who could it be, and it's telling you, you shouldn't have that fear." (FG)*
You Still Have Time (audio)	
Participants reacted positively to the informative nature of the ad. They were able to play back many of the key points such as complex households, confidentiality, counting newborns, and self-responding even in the reminder phase. Participants	• *"That everyone underneath the household needs to be counted even if it's not family." (FG)* • *"I think they are trying to make it clear to everyone that it has nothing to do with immigration." (FG)*

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Piece-Specific Findings	In Their Own Words
reported that the audio piece expressed security, comfort, and convenience.	• *"I have a newborn baby. Now I know that I have to count the baby." (FG)*

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3.3.16 Spanish, Puerto Rico

The Spanish, Puerto Rico focus groups were composed of individuals who self-identify as Puerto Rican or Dominican, are residents of Puerto Rico, and meet two of the eight hard-to-count characteristics. Detailed recruitment criteria can be found in Section B.1.3.6 (page 396) of the Appendix. Team Y&R tested 10 creative originals from four original families for the Spanish, Puerto Rico audience. These pieces were tested in eight focus groups (FG) held in rural and urban parts of Puerto Rico. As shown in Table 122, each original family corresponds to one of the three phases of the campaign. Note that quotes in this section were interpreted from Spanish into English.

Table 122: Summary of Ads Tested With the Spanish, Puerto Rico Audience by Family and Phase

	Awareness	Motivation	Reminder
We All			
We All (video)	X		
Coqui (audio)	X		
We All Have Goals (static)	X		
We All Have Goals (digital)	X		
Invest a Few Minutes			
Invest a Few Minutes (video)		X	
We Invest Time for Children (static)		X	
It's Safe			
Your Responses Are Confidential (static)		X	
Are We Here?			
Empty Spaces (video)			X
If We Don't Respond (static)			X
Flight (audio)			X

Notes: (1) All ads can be viewed in Appendix C.1.16 on page 650.

3.3.16.1 Key Takeaways

Allusions to Hurricane Maria inspired action in the Puerto Rican audience. Ads that indirectly referenced Hurricane Maria evoked powerful, emotional responses from most participants. The creative originals reminded participants of the unity they felt as a commonwealth after the hurricane as they worked to rebuild their communities. Participants determined that census participation was a means through which Puerto Rico could prosper and advance.

- *"How Puerto Rico can lift themselves up after a catastrophe." (*We All*, FG)*
- *"That people are leaving and that the population that is still here needs to fill it out." (*Flight*, FG)*

Participants, regardless of their own legal status, were aware that undocumented populations needed to be counted. The groups recognized that everyone needed to be counted but wanted explicit and direct messaging that said this, because they thought undocumented populations would not know they need to be counted.

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- *"I think those that are undocumented don't have the awareness because when I was undocumented and I filled it out I was afraid but someone told me to do it." (*Your Responses Are Confidential*, FG)*
- *"Maybe a lot of undocumented people won't want to fill it out." (*We All*, FG)*

This audience was cautious of identity theft and schemes. The ads informed participants that the census would not ask for Social Security numbers or banking information, which reassured them of the safety of the process. Participants stated that they would use that knowledge to distinguish identity theft schemes from actual census materials. They also viewed enumerators having easy-to-see identification as another way to protect themselves from fraud. The ads were effective in communicating what to expect from the census form and from the process of enumerators visiting communities.

- *"This tells you clearly that they won't steal your personal information or your banking information." (*Your Responses Are Confidential*, FG)*
- *"We can see that when the census comes around, they won't ask us for that information, and if someone does ask for it then that's probably fraud because the census won't ask." (*Your Responses Are Confidential*, FG)*
- *"Are people going with some sort of identification or ID? Some people may come around with bad intentions." (*Empty Spaces*, FG)*

3.3.16.2 We All

Participants easily grasped that "we all" need to be counted in the 2020 Census in order to influence federal funding. Across all creative originals in this family, participants made the connection that an accurate count influences the allocation of federal funds. The ads were credible to those in the focus groups. One participant said, "I think that it's real that they're going to help us … the message is that everyone needs to be counted" (*We All*, FG). Further, participants believed participation was important because of the exodus from the island following Hurricane Maria.

- *"There's new babies being born all the time. They need to be counted." (*We All Have Goals*, digital, FG)*
- *"I think this is more specific that we all need to be counted … and it gives you a why." (*We All Have Goals*, static, FG)*
- *"That the aid will be for education, health, agriculture." (*Coqui*, FG)*
- *"That if people aren't counted or don't do the census then we won't know who is here or who has left … with the way things are going in this country, the help is very important." (*We All*, FG)*

The ads activated a sense of optimism about being Puerto Rican and looking toward the future. Participants made an emotional connection to each ad in a different way. Some ads, such as *We All*, implicitly referenced Hurricane Maria, which reminded participants of community support after the hurricane and inspired feelings of hope and pride. In a similar vein, *We All Have Goals* (static and digital) was inspiring to participants because they were able to relate to someone who was working hard to achieve their dreams. The coqui noise, in particular, in *Coqui* resonated with participants. They explained that it was a highly unique cultural reference point with which they had a deep emotional connection. The relevance of the ads left participants with a positive opinion about the census.

- *"After the hurricane everyone came together to rise up again." (*We All*, FG)*

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- *"I see it as a motivation to fill out the census … where it says if you respond you contribute to a better future." (*We All Have Goals*, static, FG)*
- *"I got goosebumps … [the coqui] is something that's from here and it's something that when I go to bed it's the only noise I don't mind. It could be inside my house and I don't care. I hear it and I feel like I'm from here." (*Coqui*, FG)*

Table 123 details specific feedback for each creative original in this family.

Table 123: Piece-Specific Takeaways for We All *for the Spanish, Puerto Rico Audience*

Piece-Specific Findings	In Their Own Words
We All (video)	
This creative piece reminded participants of the diversity of Puerto Rico, which drove "it's for all of us" thinking. Participants understood that it was important for everyone to be counted in the upcoming census. The allusion to Hurricane Maria made participants feel emotionally engaged and they said that it was more important than ever to have an accurate count in order to influence federal funding and other census benefits.	• *"I've never filled it out but it motivated me. The words where it says we are all united and we should fill out the census." (FG)* • *"We all have to fill out the census so we can get an approximate number of how many are here on the island so that we can get the federal aid." (FG)* • *"Everyone works. After the hurricane everyone came together to rise up again." (FG)* • *"I saw a lot of people united. I felt like there would be more possibilities for jobs, because if you fill out the census and the government knows how many people there will be, they will budget out how much that place needs. It's a good vibe." (FG)*
Coqui (audio)	
Participants reacted very positively to the quintessential Puerto Rican coqui frog. Many participants said that the coqui was a strong symbol of Puerto Rico, and that it was deeply relatable. Participants understood how the coqui was used for humor and had a strong emotional connection to this creative piece.	• *"The coqui is a Puerto Rican symbol. If you don't hear the coqui then you are not in Puerto Rico." (FG)* • *"I think it's important and it's another way to get to the community so that they're aware that we need to fill it out." (FG)* • *"I think that the message is the importance of the census so that we can have our opinions heard … if we don't say anything it's just like when you're silent and people say 'coqui' this is raising our awareness … but I think a lot of people may not be educated about what the census is or what its importance is." (FG)*
We All Have Goals (static)	
Participants were able to make a connection between participation in the census and future benefits that will advantage everyone. Participants were able to clearly understand the benefits of participation in the census. They understood that these benefits were at the community level and would affect everyone, which encouraged participation.	• *"For me that it's good to take the census so they know we are here for any [funding] that comes from the United States. Not just me but everyone." (FG)* • *"Everyone not just Dominicans or Boricuas." (FG)* • *"Also for people who are filling it, [the census, out] for the first time." (FG)* • *"I think this is directed at people who want to be entrepreneurs and want their own businesses. And they are*

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Piece-Specific Findings	In Their Own Words
	saying that somehow through the census you can get federal funding that will then help you with your business." (FG)
We All Have Goals (digital)	
Participants felt a new sense of duty to participate in the census because the ad conveyed the importance of participation. They felt motivated to participate because they realized how impactful participation in the census could be. They felt a sense of duty to fill out the 2020 Census.	• *"That it is necessary to do it because people keep being born and there will be more people." (FG)* • *"We need to give it importance and take it seriously because that will reflect that we are responsible people … This message says that if we don't fill out the census we won't get federal funding." (FG)* • *"That we should be counted because it's necessary so that we can get federal funding." (FG)*

3.3.16.3 Invest a Few Minutes

Participants found the *Invest a Few Minutes* creative pieces direct and to the point. The ads effectively explained what the census is and what it is for. Participants expressed happiness that they could make a positive change for Puerto Rico through the census. One participant reported feeling "joy that we can do it" (*Invest a Few Minutes*, FG). Participants thought that the messaging in both ads was family oriented and relevant to their lives.

- *"This one is directly explaining what the census is for and then all of the options … by phone and online." (*Invest a Few Minutes*, FG)*
- *"It's telling people what the census is for … It tells me that it's to help all of the population because after they do the census they'll need to know how many schools there are." (*We Invest Time for Children*, FG)*
- *"This one is clearer because it's telling me there is no excuse to not fill out the census. Now that I'm already on my phone instead of looking at something else I can fill out the census." (*Invest a Few Minutes*, FG)*

Participants suggested that including confidentiality messaging in all ads during the motivation phase of the campaign would be more motivational. A few participants pointed to the *It's Safe* family as more influential than other families at motivating them to participate due to the information this family provided. They expressed concerned about the security of responses and potential identity theft even when they saw ads from the *It's Safe* family first. Because of their concern with confidentiality and information security, participants wanted stronger confidentiality messaging in this family as well.

- *"This one didn't motivate me as much because it isn't focusing as much on what I care about … which is to feel secure." (*Invest a Few Minutes*, FG)*
- *"I'm worried about the real use this will have. That it's for the government and you'll know how many people there are and the resources you'll need." (*Invest a Few Minutes*, FG)*
- *"In this one doesn't talk about the confidentiality about the Social Security number and banking info so it doesn't reassure people." (*We Invest Time for Children*, FG)*

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Participants said they wanted more diversity in the ads. The groups wanted the ads to represent a wider variety of skin tones, geographic locations, and people with disabilities. In addition, participants in a few groups were unsure how phone participation worked. They stated that references to participation by phone should specify that individuals call the Census Bureau and not the other way around.

- *"Maybe representing other sectors and being more inclusive of other places." (*Invest a Few Minutes*, FG)*
- *"People that call you through the phone should clarify that it's not identity theft and that they don't need anything personal." (*Invest a Few Minutes*, FG)*

Specific feedback for each creative original in this family is outlined in Table 124.

Table 124: Piece-Specific Takeaways for Invest a Few Minutes *for the Spanish, Puerto Rico Audience*

Piece-Specific Findings	In Their Own Words
Invest a Few Minutes (video)	
Participants appreciated the convenience of online self-response and the knowledge that participation will help invest in their community. Participants effectively repeated back the multiple response options and noted that online self-response seems convenient and easy. Knowing that census participation will benefit their community was an added motivator.	• *"That it doesn't take long to fill out the census." (FG)* • *"If you invest time in your family why don't you invest a few minutes into doing the census online or over the phone. There's a lot of different ways so why not doing." (FG)* • *"That we should take a minute because this minute is to help with aid for the family." (FG)* • *We need you to take time out whether it's 20 minutes or an hour, because it's for Puerto Rico. Don't think about yourself but of all the communities that this will affect." (FG)*
We Invest Time for Children (print)	
The use of children in this ad was effective in making participants think about the long-term effects of the census and motivated them to participate. Participants reacted positively to the ad's call to invest in children. This caused them to think about how participation in the census today could provide long-term benefits to those children.	• *"Here the focus is more on your children and their future." (FG)* • *"Well the future and your kids. All of these kids will be benefitted." (FG)* • *"That filling out the census is an investment because when we think investment we think of good things to come. If we fill it out there will be more funding for the country." (FG)*

3.3.16.4 It's Safe

The confidentiality message was salient to participants. Puerto Ricans liked the explicit assurance that neither Social Security numbers nor banking information will be requested on the census form. For participants, this information was important because they could use that knowledge to distinguish between identity theft schemes and legitimate census materials. In addition, using the word "federal" signaled to participants in Puerto Rico that the messaging was trustworthy and credible.

- *"This top part [grabs] my attention because sometimes you're afraid that your information might get out. Since I don't know what information they want from me, I like knowing already that it's secure … it doesn't ask for your SSN and no one is going to steal my identity." (*Your Responses Are Confidential*, FG)*

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- *"I think it's important because in this country right now someone might try to commit fraud and especially for those that are older." (*Your Responses Are Confidential*, FG)*
- *"Well I've never filled it out, but for me it makes me feel more comfortable … to me the word 'federal' transmits that this is secure." (*Your Responses Are Confidential*, FG)*

Participants learned about different modes of participation and thought that participation sounded quick and easy. This helped to motivate participants and influence them to participate in the census. The ad was so influential for some that after watching it, they agreed that they need to take it upon themselves to spread the message and help others fill out the census.

- *"I think that it'll be short because it says invest a few minutes. That's important because people are always moving quickly." (*Your Responses Are Confidential*, FG)*
- *"Lots of things are helping convince me, the confidentiality, the aid." (*Your Responses Are Confidential*, FG)*
- *"I like that you can help neighbors and close friends—and one of the ways you can do that is through the census … you can help them by telling them about it or helping them fill it out." (*Your Responses Are Confidential*, FG)*
- *"Yeah, you can see older people and help them fill it out." (*Your Responses Are Confidential*, FG)*

While the ad was clear that personal information will not be requested on the census, participants thought the ads should state explicitly that undocumented populations should participate and that their information will be protected. The ad explicitly said that Social Security numbers would not be asked for, and most participants interpreted this as an implicit sign that the census is a count for everyone, regardless of immigration status. Despite this, participants believed that undocumented individuals would still be afraid to participate.

- *"My question is that the census is for every person in the country … do people without papers fill it out?" (*Your Responses Are Confidential*, FG)*
- *"There are some people that aren't legal in the country. Do they fill that out or not? People are going to be concerned and think, 'What if immigration finds out?'" (*Your Responses Are Confidential*, FG)*
- *"This one is more complete. Here when it tells you it doesn't ask for your SSN that kind of marks that it's for everyone including people who are undocumented." (*Your Responses Are Confidential*, FG)*

Feedback for the creative original in this original family is synthesized in Table 125.

Table 125: Piece-Specific Takeaways for It's Safe *for the Spanish, Puerto Rico Audience*

Piece-Specific Findings	In Their Own Words
Your Answers Are Confidential (static)	
Participants wanted even stronger, explicit confidentiality messaging than what was in the ad. Focus group participants reacted positively to the confidentiality messaging. However, they thought it should be more explicit about undocumented populations.	• *"People will get excited that it's confidential." (FG)* • *"It's missing that undocumented people should also fill this out." (FG)* • *"What I'm saying is that it should say it here that even if you don't have papers you should fill it out. They should not be afraid but we need to sympathize with them." (FG)*

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3.3.16.5 Are We Here?

Participants responded well to the *Are We Here?* original family, which focused on the exodus of Puerto Ricans from the island. The message came across to participants that their participation was especially important in order to get an accurate count. Some participants felt sad and worried thinking about how many people have emigrated off the island. However, participants claimed these strong emotional reactions were effective in motivating them to fill out the census to count those that are still left in Puerto Rico. The ads were influential in motivating participants and giving them a sense of responsibility and duty to participate.

- *"Those of us that are in Puerto Rico more than ever need to fill it out. The census can be helpful because it will let the Puerto Rican government know that we need those funds." (*Flight*, FG)*
- *"I didn't like the way it started because I feel like they were trying to scare me, and it didn't motivate me. But then there was a transition and I was like okay. So there is bad and good." (*Empty Spaces*, FG)*
- *"It's our responsibility to fill out the census. We need to fill it out." (*Flight*, FG)*
- *"Well now I'm motivated to fill it out." (*Empty Spaces*, FG)*

Some participants expressed confusion with some of the ads in this family and with the absence of information they expected to see. The first source of confusion was in the *Empty Spaces* video, which began by showing empty spaces in Puerto Rico that slowly populated as the ad went on as a way to demonstrate that an accurate count will help determine how many people populate those spaces. Not every participant understood the empty spaces metaphor. Participants were expecting to see spaces in Puerto Rico that have become literally empty because of migration. The second source of confusion was the word "enumerator" in Spanish, which people were not familiar with. The last thing that participants were confused about was mobile participation. They expected that ads referencing phone participation would have a phone number to call.

- *"I didn't understand it very well. When it was empty and then when I saw people … I didn't understand that part." (*Empty Spaces*, FG)*
- *"Is that word [enumerator] even correct?" (*Empty Spaces*, FG)*
- *"The phone number isn't mentioned." (*If We Don't Respond*, FG)*
- *"They have to put the telephone number [in the ad]. They keep saying call, but who? And for online they [did] put the address." (*Flight*, FG)*

Table 126 details specific feedback for each creative original in this family.

Table 126: Piece-Specific Takeaways for Are We Here? *for the Spanish, Puerto Rico Audience*

Piece-Specific Findings	In Their Own Words
Empty Spaces (video)	
The ad felt relevant to participants as they thought about how many people had left Puerto Rico after Hurricane Maria; however, not everyone understood the empty spaces	• *"I like it because it likes two messages. The first is that for Hurricane Maria a lot of people left and they don't know how many left. We need to know how many people are here and how many people left…That's why we need the*

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Piece-Specific Findings	In Their Own Words
metaphor. Participants felt a sense of duty to fill out the census in order to have an accurate count of how many people are left on the island. The video showed empty spaces around Puerto Rico and some did not understand the metaphor—why these spaces were empty at first and then slowly filled with people.	*participation in the census because if we don't participate we won't know." (FG)* • *"Why did it start that way? I guess it's because it's showing how people aren't filling out the census?" (FG)*
If We Don't Respond (static)	
Participants felt a sense of duty to respond in order to improve the opportunities of generations to come. The main message of the ad was clear and effective in motivating participants to respond and in communicating knowledge about who needs to be in the count and how to participate.	• *"That we as moms need to fill out the census because if we don't our children won't get aid. They won't know the kids are there so they need to be counted so schools can get the right amount." (FG)* • *"For me it's that everyone needs to be counted. Everyone who is old or newborns." (FG)* • *"The different options that we have to fill it out—online, by mail, or phone." (FG)*
Flight (audio)	
This ad seemed relevant because it reminded participants of the importance of an accurate count after the post-hurricane migration. Participants were able to connect with the message that many have flown away from the island to seek opportunities elsewhere. They understood that an accurate count will be critical to ensure proper federal funding.	• *"People who are here count more than ever." (FG)* • *"That those of us that are here we need to fill it out. Those that leave can participate over there." (FG)* • *"I think that the census should utilize that part [the reference to people leaving Puerto Rico] as something to motivate people. That we need a count because we need to know if you left or you stayed." (FG)*

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Emerging Audiences/Legacy Languages

Team Y&R conducted focus groups with the emerging Arabic, Polish, and Russian audiences and with the legacy Brazilian (Portuguese) audience. All quotes in this section were interpreted from their original language into English.

3.3.17 Arabic

The Arabic focus groups were composed of individuals who self-identify as Middle Eastern or North African (MENA), speak Arabic "well," do not speak English "well," and meet two of the eight hard-to-count characteristics. Full recruitment criteria can be found in Table B.36 in Appendix Section B.1.3.8.1 on page 402. Team Y&R developed and tested five creative originals in the Arabic language. As shown in Table 127, these pieces were distributed among two original families and spanned the three phases of the campaign: awareness, motivation, and reminder. All Arabic-language pieces were tested in two focus groups (FG) held in New Jersey, and with three community representatives (CRR).

Table 127: Summary of Ads Tested With the Arabic Audience by Family and Phase

	Awareness	Motivation	Reminder
Census Is Possibilities			
Our Census (video)	X		
Online (static)		X	
Doors (video)			X
According To			
Recipe (audio)		X	
Recipe (static)		X	

Notes: (1) All ads can be viewed in Appendix C.1.18 on page 668.

3.3.17.1 Key Takeaways

This audience appreciated direct and clear information about the purpose and process of the census. Many participants shared that the 2020 Census will be their first U.S. census, and responses to the ads in both focus groups and CRRs suggested a need for a direct and clear message. The message needs to encourage them to complete the census online, by phone, or by mail prior to an enumerator visiting. Because this will be the first census experience for many participants, they mentioned wanting more information to make sure they understood it entirely.

- *"This is very clear, logical, and functional." (*Our Census*, FG)*
- *"It's like paying a bill—you can go in person, send it by post, or do it electronically." (*Online*, static, FG)*

There was a strong sense of civic duty, but concern that participation could affect the naturalization process made some hesitant. Participants expressed a great deal of trust in the U.S. census because it is part of the democratic process, akin to voting and paying taxes. It was not clear to them why the ads heavily emphasized the confidentiality of their responses to the census. This emphasis led some participants to question whether there was something they should be concerned about. Participants suggested that protection by federal law would assuage potential confidentiality concerns,

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and a simple reference to such protection within a larger message would be more effective than a perceived over-emphasis on confidentiality in an advertisement. Participants also mentioned that they or people they know are going through the naturalization process, and some said they want to be sure that completing the census will not conflict with that process.

- *"This serves the country. Why should we be afraid?" (*Recipe*, audio, FG)*
- *"We live here, and it is the government's right to count how many people live in certain areas. It also comes from an official standpoint/viewpoint. Federal law protects the privacy of your answers. We know that. And of course, they are held accountable if anything happens." (*Recipe*, static, FG)*

3.3.17.2 Census Is Possibilities

Participants found the ads informative and clear. Both *Our Census* and *Online* (static) provided useful information for participants, such as letting them know the census can be completed online. However, some participants wanted more information. Because the 2020 Census may be the first census that many of the participants will complete, they wanted to know more about its purpose.

- *"It's clear that there's an option for filling it out." (*Online*, static, FG)*
- *"They say you can fill it out at their website and encourage you to participate online." (*Online*, static, FG)*
- *"[Someone] who does not have residency—should they fill out the form as well?" (*Our Census*, FG)*

While *Doors* yielded positive responses and clarified some questions about how to complete the census, it may have inadvertently deterred self-response because participants thought the ad promised that an enumerator would come to their door to complete the form. The video needs clarification to make sure it motivates early self-response. One participant said, "Now I will remember this ad *(Doors)* and I will know [the enumerators] will come to complete the form." Clearly this person thought the ad was telling people to wait for an enumerator to come.

Participants expressed a strong sense of civic duty to complete the census and generally had high trust in the U.S. census as part of the democratic process. Many of the participants chose to immigrate to America and noted how important it is to complete civic duty tasks, such as the responding to the census. The sense of civic duty was particularly high for participants after watching *Our Census*. Participants said that recent immigrants in their community might need more information because they may be worried about delaying or harming their naturalization process. (This concern was often based on direct and personal past experience.) Table 128 details specific feedback for each creative original in this family.

- *"Does [the census] include everyone [like resident or those being naturalized]? All groups? It's not clear." (*Our Census*, FG)*
- *"Many people will be afraid because they are in the middle of immigration." (*Our Census*, FG)*

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Table 128: Piece-Specific Takeaways for Census Is Possibilities *for Arabic Audience*

Piece-Specific Findings	In Their Own Words
Our Census (video)	
This ad provided useful information for participants and evoked a sense of civic duty. *Our Census* (video) provided a great overview of the types of benefits that come from completing the census. However, participants needed more information about who can participate in the census. It was not immediately clear whether people going through the immigration process should complete the census.	• *"[My parents] were working with immigration and the lawyers didn't want anyone to interfere or ask questions. They need more information to participate." (FG)* • *"It's a good thing to participate and learn more about the census." (FG)*
Doors (video)	
Doors confirmed pre-existing notions of the U.S. Census; many thought it was completed by enumeration only. Participants voiced a preference for completing the form by enumerator so they could have help if needed.	• *"Now this video answered the questions we had. [A person will come to complete the census.]" (FG)* • *"If there's a website, will people still come to the door?" (FG)*
Online (static)	
Online *(static) informed participants that they could complete their forms online.* After reading the ad, they felt motivated to complete the census online.	• *"The entire ad makes [the census] easy, it requires little effort, and this is a big deal." (FG)* • *"It says you can easily do it at home, even if you're in your bedroom or on any device." (FG)*

3.3.17.3 According To

Confidentiality was not top of mind for this audience. While the ads clearly conveyed that the government keeps responses to the census confidential, the emphasis on confidentiality caused anxiety and raised questions for this audience. Because of their trust in the democratic process and their sense of civic duty, many were not sure why people would be hesitant to participate. Additionally, the concept of a "secret recipe" in *Recipe* (video) did not resonate with this audience because their customs are different; they mentioned that they like to share their recipes. This made it hard for participants to connect emotionally with *Recipe* (static). Concerns over confidentiality were not top of mind in the community; therefore, the emphasis on secrecy made some skeptical about whether or not their information would be kept confidential.

- *"I thought they were talking about secrecy of the gathering, but it's actually about the secrecy of the information you give." (*Recipe, *audio, FG)*
- *"We do not have secret recipes. We share it with everybody." (*Recipe, *audio, FG)*
- *"What is so secret that needs confidentiality? They just come and take basic info, nothing secret." (*Recipe, *audio, FG)*
- *"Why do you keep asking about privacy? Is there something that we are missing? Should we be concerned?" (*Recipe, *static, FG)*

Specific feedback for each creative original in this family is outlined in Table 129.

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Table 129: Piece-Specific Takeaways for According To *for Arabic Audience*

Piece-Specific Findings	In Their Own Words
Recipe (audio)	
The recipe analogy was not immediately clear to participants. Some were not sure what was being kept private—the gathering of the people or the recipe. Additionally, they did not connect culturally with the storyline of a secret recipe, which made it hard for them to understand the need for confidentiality.	• *"Just say your information won't be shared—that's all." (FG)* • *"I don't get why you're focused on secrecy and confidentiality." (FG)* • *"The information we're giving is already public, so I'm not sure what the need is for secrecy." (FG)*
Recipe (static)	
Participants did not understand why the ad emphasized confidentiality. Just as with the video, they did not understand the recipe analogy. The heavy emphasis on confidentiality had an adverse effect on participants, making them feel like they needed to be concerned about their privacy.	• *"I don't understand the connection to recipe." (FG)* • *"Participating in the census has no connection to a lack of privacy. People misunderstand what the census is meant to do. We are trying to reach them and let them know that this has nothing to do with a lack of privacy." (FG)*

3.3.18 Brazilian (Portuguese)

The Brazilian (Portuguese) focus groups were composed of individuals who self-identify as Brazilian, speak Portuguese at home, speak English "not well" or "not at all," and meet two of the eight hard-to-count characteristics. Full recruitment descriptions can be found in Table B.37 in Appendix Section B.1.3.8.2 on page 403. As shown in Table 130, Team Y&R tested five original families with this audience, with each family represented by one creative original in Brazilian Portuguese. All creative originals were tested in two focus groups (FG) in Massachusetts and with three community representatives (CRR). *The Voice*, *Possibility of,* and *We All Count* were designed to air during the awareness phase of the campaign. The *Family* and *Kids* families were designed to air during the motivation phase. Ads were tested in both focus groups and community representative reviews unless otherwise noted.

Table 130: Summary of Ads Tested With the Brazilian (Portuguese) Audience by Family and Phase

	Awareness	Motivation	Reminder
The Voice			
The Voice (audio)	X		
Possibility Of			
More Soccer Fields (digital)	X		
We All Count			
Insta Story (digital)	X		
Family			
Family Girl (audio)		X	
Kids			
Mom Cellphone (digital)		X	

Notes: (1) All ads can be viewed in Appendix C.1.19 on page 671.

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3.3.18.1 Key Takeaways

Original families whose narratives centered on a shared cultural identity tested well. Participants reacted positively to pieces that focused on the shared cultural identity and unity among all Brazilians. The notions that everyone counts in the census and that everyone in the community is working together elicited a strong, positive emotional response.

- *"[It's about] unity, community … the sense of having a voice for Brazilians." (*The Voice*, FG)*
- *"It's an organized kind of' way of bringing us together." (*Insta Story*, FG)*
- *"We are Brazilians who speak Portuguese, and we are in a place where our language is not the most common. So calling out our language [in the ad] means it's important for us to unite, to participate." (*Family Girl*, FG)*

Participants thought the ads represented a wide variety of Brazilians without generalizing too much. Both participants and community representatives appreciated the diverse and positive portrayal of Brazilians in the ads, especially because these representations diverged from the conventional stereotypes of Brazilians as illegal immigrants or low-skilled wage laborers. Because of this positive representation, the ads felt relevant and relatable to this audience.

- *"This is an excellent piece of creative. It portrays the phases of each immigrant, those that came and those that are from here." (*The Voice*, CRR)*
- *"The different accents from a lot of different people caught my attention." (*The Voice*, FG)*
- *"It is trying to show that it is a diverse audience. That there is not just one type of person." (*Insta Story*, FG)*
- *"When I saw the soccer field, it seemed very specific to Brazilians [laughter]." (*More Soccer Fields*, FG)*

Participants expressed a desire for stronger confidentiality messaging. They noted that the Brazilian community has many undocumented individuals. Those who were not undocumented showed concern for those in their community who were. Participants and community representatives suggested that messaging should be direct about who needs to be counted and explicit that citizenship status information is confidential.

- *"I am someone who is here legally. You have to start at the very beginning that the census is not going to be used to deport people." (*The Voice*, FG)*
- *"You need to emphasize that no one will share your information, and that nothing bad is going to happen, and that it's for everyone in the house." (*The Voice*, FG).*

3.3.18.2 The Voice

Participants thought the audio ad clearly and effectively conveyed the benefits of the census and the need for participation. Participants often repeated back the main message, and they felt a new sense of importance in participating. They appreciated that the census needs their voices and considers their participation important. Still, some participants suggested that the message could be more explicit, detailed, and direct to address knowledge and education gaps that exist in the community.

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- *"[This message explains] the importance of what they're going to get for counting the amount of Brazilians that are here. That we can have more health clinics, that we can have more educational communities. It gives the importance for filling out the census for our community and that it's very direct." (*The Voice*, FG)*
- *"I see that [the government] wants to show it's important to participate and to know how many of us are here." (*The Voice*, CRR)*
- *"[We need] a stronger call to action to motivate people beyond their fears. 'You can do it! You can take the census!' and then explain." (*The Voice*, FG)*

The message of unity and the notion that "everyone counts" elicited a strong, positive emotional response for some; others thought it was too aspirational. Participants and representatives appreciated how Brazilians were portrayed in the ad. A representative stated, "The message is believable because it is sincere, and immigrants are not portrayed as people who steal jobs from others" (*The Voice*, CRR). However, some participants were skeptical and thought the tone was too aspirational and romantic, and some—especially those with less education—could not identify or understand it.

Most thought the message was believable:

- *"I feel the sensation of almost crying; it was very emotional. Because there is a union, a togetherness, that it is human beings that are here. That even from our homelands, that we're all human beings, and that we're all here." (*The Voice*, FG)*
- *"This spot makes me feel that we are not anonymous anymore and we have a voice and gain an identity and personality. It is very important that the ad talks about those that came and stayed as well as those that were born here." (*The Voice*, CRR)*

But some remained skeptical:

- *"The message is too far out of my reality … it needs to be more simple and clear. This is too pie in the sky, too romantic. This is not the voice of Brazilians." (*The Voice*, FG)*
- *"I've been [in the U.S.] for a long time, so I understand the message, but I think 90% of the Brazilians here aren't going to understand this." (*The Voice*, FG)*

Specific feedback for the creative original in this family is outlined in Table 131.

Table 131: Piece-Specific Takeaways for The Voice *for the Brazilian (Portuguese) Audience*

Piece-Specific Findings	In Their Own Words
The Voice (audio)	
A majority of participants found this message clear and effective. It made them feel needed and important to the census. Some noted it could benefit from being more explicit about what the census is, what it does, and who needs to participate. Participants were concerned that the	• *"[This message says] that the census is important, that they care about your opinion, and that you count." (FG)* • *"That we all need to participate in the census, that it opens doors." (FG)*

Piece-Specific Findings	In Their Own Words
confidentiality messaging needed to be reinforced for Brazilians who are undocumented.	• *"You need to first explain WHAT the Census is. There is no [prior] knowledge. But, when explaining the census, we can't treat people like they're dumb." (FG)* • *"You need to emphasize that no one will share your information, and that nothing bad is going to happen, and that it's for everyone in the house." (FG).*

3.3.18.3 Possibility of

With the *Possibility of* family, participants interpreted participation as an investment in their communities. Focus group participants and community representatives alike thought the ad made a clear link between participation and community benefits. Participants understood that it was important to fill out the census because it makes it possible for their communities to improve.

- *"I think this is how they invest in things like schools. For example, if we know how many children are in the area, there will be more parks." (*More Soccer Fields*, FG).*
- *"To collect information, of their age, gender … so they can create these centers and these areas and they can think more about the people who are in these areas, and to INVEST, especially to invest." (*More Soccer Fields*, FG)*
- *"Through this [filling out the census] you will have MORE." (*More Soccer Fields*, FG)*

The theme in this ad was relatable but the punch line was a miss. In this creative family, the ad focused on the possibility of more parks to which parents could take their children. A representative explained that most Brazilians come to the U.S. to improve the lives of their children, so this ad would resonate with most of the community. Participants thought the imagery fit well with the message and found the message relevant. However, some participants reacted negatively to the final line that said, "More exhausted parents." Participants said that they did not want to think about being tired after being with their children. They recommended changing to a more positive and clear line, such as, "more quality time spent with your children" (*More Soccer Fields*, FG).

- *"Yes! Brazilians will understand the soccer fields!" (*More Soccer Fields*, FG)*
- *"I don't want to be exhausted on a Sunday! More exhausted parents? This doesn't sound good at all." (*More Soccer Fields*, FG)*
- *"Tired parents sounds negative. Everything up until that point is positive, so this doesn't fit. It ends on a bad note." (*More Soccer Fields*, FG)*

Participants suggested changes to make the language more informal and the tagline more natural. In this vein, they proposed several improvements, from more colloquial language to more positive and direct phrases. Participants recommended changing the tagline from *"Shape Your Future"* to *"Construct Your Future."* They thought it would sound more natural in Brazilian Portuguese and would be more motivational. The tagline was changed from *"Shape Your Future"* to *"Construct Your Future"* after Campaign Testing.

- *"When I read this—this is not Brazilian vocabulary, these are not words that I recognize." (*More Soccer Fields*, FG)*

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- *"'To shape' it seems more geometric. I understand it, but not quite right. It doesn't sound right." (*More Soccer Fields, *FG)*
- *"The expression ['Shape Your Future'] is believable, but it's not a common phrase." (*More Soccer Fields, *CRR)*
- *"If this were the Brazilian census, it would be 'Construct your future.'" (*More Soccer Fields, *FG)*
- *"The notion of 'shape your own future' is not as inviting as 'construct your own future.'" (*More Soccer Fields, *FG)*

Feedback for the creative original in this original family is synthesized in Table 132.

Table 132: Piece-Specific Takeaways for Possibility of *for the Brazilian (Portuguese) Audience*

Piece-Specific Findings	In Their Own Words
More Soccer Fields (digital)	
Participants connected to the theme of the ad. Many appreciated the idea of investing in their future and liked the information provided in the ad. Community representatives appreciated the family theme.	• *"That it's so important for us to respond to the census for education, that unfortunately not all of us respond to. It's important because it'll bring us perks." (FG)* • *"For an undocumented Brazilian who's living here, who sees this notion of giving shape to your future, it gives hope." (FG)* • *"We came here to give a better place to them, and if you can make it even better by taking the census, that's how we can participate." (CRR)*

3.3.18.4 Kids

The mother-daughter storyline was relatable and was effective in conveying the main message. The digital ad resonated with participants and community representatives because it portrayed an endearing and relatable interaction between a parent and child. One participant explained that it is a reflection of their daily life: "*It shows this funny family moment. Anyone who has children in the house knows that this very situation happens. My mom, for example, always asks for help. This is a very real thing; this is a typical family moment" (*Mom Cellphone, *FG).* This relatable moment helped to build the credibility of the main message. Participants understood the main message that anyone could fill out the census online, and many said that a digital format makes it accessible.

- *"I thought that it was fantastic. It's the child that is telling the mom to do it. She is saying, 'Do the census, I'm going to help you do the census.' The child helps the mom, and the mom helps the child." (*Mom Cellphone, *FG)*
- *"On top of this, our kids are so quick, our kids know everything. 'Mom! Let's take the census!' Fantastic." (*Mom Cellphone, *FG)*
- *"This shows that anyone can take the Census." (*Mom Cellphone, *FG)*
- *"This promotes the census through a digital platform." (*Mom Cellphone, *FG)*

Participants suggested a few changes to the headline and frames to increase clarity. Participants thought the syntax of the headline muddled the clarity of the ad. They suggested changing the wording to make it clear that the child is handing back her mother's cellphone so her mother can fill out the census online. In addition, participants suggested

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changing the image from one frame to the next, because some participants did not realize that the copy changed from one frame to the next.

- *"This doesn't make any sense in Portuguese. After [participant name omitted] explained it, it made sense. But if I were reading this, I'd be like, 'What on earth?'"* (The Voice, *FG)*
- *"If it showed two different pictures, it would be great. You can show the child taking the cellphone [in the first image], and then the second of them taking the census."* (The Voice, *FG)*

Table 133 details specific feedback for the creative original in this family.

Table 133: Piece-Specific Takeaways for Kids *for the Brazilian (Portuguese) Audience*

Piece-Specific Findings	In Their Own Words
Mom Cellphone (digital)	
Participants found the ad endearing and relatable but suggested a few modifications to improve the ad's clarity. Many mentioned that they had firsthand experiences with children helping them with technology. However, some participants thought the headline's wording was confusing. In addition, some participants did not realize the copy changed from one frame to the next. A few participants suggested changing the image to help viewers realize that the frame had changed.	• *"This ad is perfect. It's our reality today!" (FG)* • *"We do struggle with technology, and our children help us." (FG)* • *"If I were thinking about just the wording of this in Portuguese, I would not have imaged this picture going with this phrase." (FG)* • *"Why are you saying? [Do you mean] 'I'll give you YOUR cellphone'?" (FG)* • *"If it showed two different pictures, it would be great. You can show the child taking the cellphone [in the first image], and then the second of them taking the census." (FG)*

3.3.18.5 We All Count

The *We All Count* creative family elicited a positive emotional response in participants and community representatives. The call to action resonated with participants, and they felt a sense of duty to participate in the 2020 Census. For example, a community representative said, *"We came here to give a better place to them [our kids], and if you can make it even better by taking the census, that's how we can participate"* (Insta Story, *CRR*). Participants in the focus groups described the digital ad as having a carefree, happy, inviting, and calming feel. Although participants were emotionally engaged with the ad, they suggested that it should include more foundational information about the census.

- *"It's asking everyone to participate and contribute to the census. If everyone counts, then everyone does their part to contribute."* (Insta Story, *FG)*
- *"We always think about our kids."* (Insta Story, *CRR)*
- *"It shows happiness and tranquility. I trust it and I'm happy to fill the census."* (Insta Story, *FG)*
- *"If this were accompanied by all of the work that the census is doing with the community, then I would swipe up. But without any of that information, I'm out."* (Insta Story, *FG)*

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Participants expressed how important it was to see a diverse cast of Brazilians. Participants noticed that this ad and others they viewed had a diverse cast and they appreciated the wide variety of representation. A respondent loved seeing herself represented in the visuals and explained, "I feel included. I identified myself when I saw the little girl. For a long time, it wasn't this way" (*Insta Story*, FG). At the same time, participants said that they would also like to see images of Brazilians in multiple professions or of different ages. Showing an even more diverse cast of Brazilians would made the visual more representative of the Brazilian experience in the United States.

- *"When looking at these images, it seemed targeted to a younger audience. Maybe we could add pictures of people a little older." (*Insta Story, *FG)*
- *"I'd love to see someone of my age in this picture." (*Insta Story, *FG)*
- *"Imagine seeing images of the reality of Brazilians who live here. Show them working in construction or [job] roles that we have." (*Insta Story, *FG)*

Specific feedback for the creative original in this family is outlined in Table 134.

Table 134: Piece-Specific Takeaways for We All Count *for the Brazilian (Portuguese) Audience*

Piece-Specific Findings	In Their Own Words
Insta Story (digital)	
Participants felt emotionally compelled to respond to the census after viewing this digital ad despite wanting more information. The image and the diversity in the ad elicited positive reactions from participants. They connected with the characters in the ad. Some participants wanted the ad to provide more information about the census.	• *"I find it very inviting. Everyone is very happy." (FG)* • *"The dad that has tattoos—I also have tattoos. Ten years ago you wouldn't have seen anything like this." (FG)* • *"If this were accompanied by all of the work that the census is doing with the community, then I would swipe up. But without any of that information, I'm out." (FG)*

3.3.18.6 Family

People appreciated the emphasis on confidentiality. Participants reacted positively to the messaging that the information submitted on the census form would not be shared. However, there was some concern that certain members of the community might be afraid to fill out the census form because of their immigration status and the potential that the government could follow up regarding their responses. This concern over documentation status and interactions with the government was also evident during the recruitment for these focus groups. A few potential participants who met recruitment criteria but declined to participate indicated to the recruiter that they chose not to participate out of fear that their information would not be kept confidential. Due to these types of concerns, some Brazilian participants thought there should be an even stronger emphasis on confidentiality in this original family.

- *"For someone that lives with 10 people, they won't share the information of the other 10, because they are afraid that someone will come after them with immigration questions because there are other people living in their homes." (*Family Girl, *FG)*
- *"You need to emphasize that no one will share your information, and that nothing bad is going to happen, and that it's for everyone in the house." (*Family Girl, *FG)*

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- *"It doesn't matter what you say, I'm not opening the door for to someone who works for the census." (*Family Girl, *FG)*

The child's voice in the audio was an effective hook. Participants mentioned that using a child's voice was useful in getting them to pay close attention to the information conveyed by the creative original. They felt a child's voice was genuine and attention-grabbing because it made them think of the children in their own lives.

- *"A child is very genuine, she's very pure. So many times the voice of a child is important because it helps convince parents more … it will open the parents' minds a little more and the parents will do it [fill out the census] because of this." (*Family Girl, *FG)*
- *"I think using the voice of a child is good because it makes the parents think of their children … maybe you wouldn't open the door but if your child is there, that they won't do anything against you." (*Family Girl, *FG)*

Participants suggested changing the word choice to make the message clearer in Brazilian Portuguese clearer. Participants thought the choice of words made it seem as if the census counts people by family units. They suggested changing the wording to say explicitly that the census count is taken at the household level. The creative family should have emphasized counting everyone living under one roof, because varied living situations are common among this audience.

- *"Many Brazilians live with roommates. I think that we need to add that. For our community, the majority are not with family members … it's actually with roommates." (*Family Girl, *FG).*
- *"I just want to reinforce the fact that it's about the people who live in your house, because they're saying 'family members' again. There are lots of people who live in your house, not just your family. So it just needs to be clearer that it's everyone. That it's not just family, that it's everyone else too." (*Family Girl, *FG)*

Participants and community representatives also suggested changing the way the URL for the 2020 Census website is spoken. "Twenty-twenty" as used in "2020 Census dot gov" sounded very American to some, who pointed out that Brazilians speak the year as "two thousand and twenty." When "Census 2020" was spoken in the ad, a significant number of people did not understand whether it was a catchy phrase or a reference to the year 2020.

- *"The Census 2020? The name is Census 2020 or it's the Census of 2020? …I don't think Brazilians would understand when you say 'twenty twenty.' I would understand 'two-thousand and twenty.'"* (Family Girl, *FG)*
- *"I don't understand. I don't think a lot of Brazilians would understand. Why is it twenty twenty?" (*Family Girl, *FG)*

Feedback for the creative original in this original family is synthesized in Table 135.

Table 135: Piece-Specific Takeaways for Family *for the Brazilian (Portuguese) Audience*

Piece-Specific Findings	In Their Own Words
Family Girl (audio)	
Participants suggested improving the ad's word choice to increase the clarity of the main message. Participants	• *"You have to think really hard to get [the main message]. It's not clear." (FG)*

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Piece-Specific Findings	In Their Own Words
expressed that it was difficult to understand the main message of the ad. To improve clarity, they suggested that, because so many Brazilians live in complex households, the audio should emphasize that the census counts people by household unit, not by family unit. In addition, representatives and participants alike suggested modifying the audio to say "Census two thousand and twenty" instead of "Census twenty twenty."	• *"I just want to reinforce the fact that it's about the people who live in your house, because they're saying 'family members' again. There are lots of people who live in your house, not just your family. So it just needs to be clearer that it's everyone. That it's not just family, that it's everyone else too." (FG)* • *"The Census 2020? The name is Census 2020 or it's the Census of 2020?… I don't think Brazilians would understand when you say 'twenty twenty.' I would understand 'two thousand and twenty.'" (FG)*

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3.3.19 Polish

The Polish focus groups comprised individuals who self-identified as Polish, speak Polish "well" or "very well," do not speak English "well" or at all, and met two of the eight hard-to-count characteristics. Table B.38 in Appendix Section B.1.3.8.3 on page 404provides full recruitment details. Team Y&R developed and tested five creative originals in the Polish language designed to speak to a Polish audience. Four of the five Polish-language creative originals were tested in two focus groups (FG) in Illinois and two community representative reviews (CRR). The other creative original, *Doors*, was tested in the two focus groups only. Note that focus group quotes in this section were interpreted from Polish to English. A sixth creative original—*Across America*—was tested in English in two community representative reviews only to gauge whether or not this type of storytelling approach would be worthwhile if trans-created for a Polish audience. As shown in Table 136, these pieces spanned three original families across all three phases of the campaign. Ads were tested both in focus groups and in community representative reviews unless otherwise noted.

Table 136: Summary of Ads Tested With the Polish Audience by Family and Phase

	Awareness	Motivation	Reminder
Census Is Possibilities			
Grandfather (video)	X		
Online (static)		X	
Doors (video)**			X
According To			
Recipe (static)		X	
Recipe (video)		X	
Everyone Counts			
Across America (video)* [in English]			

Notes: (1) All ads can be viewed in Appendix C.1.20 on page 674.
* Tested only among community representatives.
** Tested only in focus groups.

3.3.19.1 Key Takeaways

Knowledge about the census was low for this audience; participants wanted direct messages to understand the purpose of the census. The Polish audience wanted any advertisements for their community to be direct and to the point. Participants felt that the storylines distracted from information about the census and minimized the importance of the census. Participants wanted the ads to give them more foundational knowledge about the census than what was in the creative original. However, the knowledge that they did gain from the creative families was motivational and educational.

- *"This is serious business. It shouldn't be cute." (*Online*, FG)*
- *"I don't like 'possibilities'—it sounds very pie in the sky. We want concrete things. I don't think it works." (*Online*, CRR)*
- *"I don't know exactly how it works and what information goes into it … I don't know who would be coming into my house. Like what kind of information is expected." (*Grandfather*, FG)*

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- *"You know, maybe to add something about the census, because I really don't feel convinced by the amount that is there." (*Recipe*, static, FG)*

Participants wanted to know how participation in the census would benefit the Polish community. In focus group discussion, participants repeatedly said that benefits such as health care, education, and cultural centers are important to the Polish community. Participants recommended linking the census to the Polish community to build trust and increase motivation. Community representatives also suggested that community partnerships would be an effective way to influence the Polish community to participate because information would be coming from trusted voices.

- *"Why don't you say we are about to distribute funds for hospitals and churches, things that are of interest to the Polish community?" (*Online*, FG)*
- *"If there was something really pertinent to the Polish community—something that the money would be earmarked for specific to the Polish community." (*Doors*, FG)*

Information security and confidentiality were of significant concern to this audience. Participants wanted to know that the Census Bureau would protect their information and wanted the ads to tell them that explicitly. There was a consensus among members of the audience that online security is important, and if they were to participate online, they would want to know that their responses are safe from external hacking or leaking of information. Participants also expressed that undocumented community members would be skeptical of filling out a government form and suggested that stronger confidentiality reassurances should be made to overcome the distrust.

- *"For me, the most important is that there is a federal law. And that calms me down." (*Recipe*, static, FG)*
- *"If it comes to electronics and web-related things, there should be more emphasis on safety. People are always hacking these things." (*Online*, FG)*
- *"This will not reach the people who are here illegally. They will not trust." (*Online*, FG)*

3.3.19.2 Census Is Possibilities

The Polish audience desired straightforward messaging. While participants appreciated the messaging focused on community benefits and the call to action, several participants expressed a desire for the ad to remove any sort of emotional pull. Because of how important the census is, they wanted the ads to be straightforward. For example, community representatives and participants both expressed concern over the word "possibilities" in *Online* because it made the ad seem like a false promise. They wanted to know the exact benefits that will develop, or have previously come, from completing the census.

- *"With all due respect to whoever made this, if you write something, it should be serious content." (*Online*, FG)*
- *"I think that you need to work on the sentence 'It's a promise of new possibilities.' There has to be a better way of saying it. [It's] making me skeptical. It sounds like maybe it will never happen. A promise that will never be fulfilled. It should be something that suggests something positive in the future." (*Online*, CRR)*
- *"I agree it should be more emphasis on examples of what type of federal funds and what type of things would be funded." (*Grandfather*, FG)*

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Participants said that the assurances of security and confidentiality are important to them. Participants expressed that online participation felt like a more private option, as they would not have to share personal information with an enumerator and could do it from the privacy of their own home. Participants wanted assurances that their information would be protected from leaks or outside hackers. Participants also expressed that stronger confidentiality messaging across all messaging is key in order to assuage and overcome undocumented Polish people's existing concerns; they need to be assured that it is safe for them to participate.

- *"Conveys that it's very easy—you don't have to talk to anyone, and you don't have to let a stranger in, that it's protected under law and confidential. That all means a lot." (*Online*, FG)*
- *"In their Polish mentality, they might not understand why these people are coming to my door." (*Grandfather*, FG)*
- *"Add the information about [participation of] the illegal person. There are a lot of illegal people in the Polish community." (*Doors*, FG)*

Participants wanted Polish-specific benefits and in-language resources. Participants wanted benefits mentioned in the ads to be directly relevant to the needs of the Polish community. The participants in the focus groups were focused on how their participation would lead to the Polish community benefits they valued most. Participants expressed that it was important to have in-language resources to ensure full Polish participation. They expressed a desire to have enumerators and their identifying information in Polish.

- *"Is it for schools or teaching people Polish or a Polish-speaking medical staff … because if you say federal budget, that's [too abstract]." (*Grandfather*, FG)*
- *"I want more specifics—[about] Polish children, Polish schools." (*Doors*, FG)*
- *"Someone who speaks my language and has an ID—that is helpful." (*Doors*, FG)*

Feedback for the creative originals in this original family is synthesized in Table 137.

Table 137: Piece-Specific Takeaways for Census Is Possibilities *for the Polish Audience*

Piece-Specific Findings	In Their Own Words
Grandfather (video)	
Participants felt the ad was relevant and informative, but comments suggested they desired a stronger call to action. Community representatives felt the storyline in the ad was relevant to the Polish community, and focus group participants and representatives both said it was informative. However, some said they needed to hear a stronger call to action or emphasis on the link between benefits and participation to persuade them to take any next steps.	• *"This is an ad that is most certainly geared towards first-generation Polish as opposed to second-generation, who's already speaking English." (CRR)* • *"[The ad] was nicely phrased—this will contribute to how the federal budget is disbursed. The more people that participate, the better the allocation of federal funds." (FG)* • *"Emphasize [that] this is why it's important that we participate." (CRR)* • *"No, doesn't really change my mind [about participating]." (FG)*
Online (static)	

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Piece-Specific Findings	In Their Own Words
Participants reacted positively to the new, online mode of self-response. Focus group participants associated online response with convenience and privacy.	• *"That you don't need to leave the house—wherever you are, in your pajamas, at home. I like that." (FG)* • *"Convenience, comfort." (FG)* • *"The way that I read this is that it's available online—and in this day and age, a lot of people have a chance to do things online, like appointments and shopping. I can do it in the privacy of my own home. If I can do it from the comfort of my home and still generate those benefits, that would be great." (FG)*
Doors (video)	
This ad was very positively received by participants because it was clear and educational. Participants thought the ad explained enumeration well, and they felt positive emotions toward participation.	• *"This video speaks to me much more powerfully. Its aim is to prepare people that someone might knock on their door." (FG)* • *"Before, I didn't know. It is full of good information." (FG)* • *"Personally, after seeing this second ad [Doors], I have a more positive disposition to open up the door to someone and fill this out." (FG)*

3.3.19.3 According To

Confidentiality jumped out as a high-priority concern. Participants and community representatives understood the confidentiality messaging in both advertisements. After watching the video version of *Recipe*, one focus group participant summarized: "If your status is not known, it will stay confidential." It was new information to participants that their information was "never going to be divulged" (*Recipe*, static, FG). Participants mentioned they knew members in their community who were undocumented and that they appreciated the confidentiality messaging.

- *"The main message is confidentiality—that you're safe and everything you say will be safe. Also that it's required by law, and what you will be contributing to help in distributing to the community." (Recipe, static, CRR)*
- *"Don't worry about your status. It will be protected." (*Recipe*, video, FG)*
- *"The information is confidential, that's new information for me. That changes my opinion a bit." (*Recipe*, video, FG)*

Participants expressed confusion over the storyline, specifically how the bigos dish related to the census. The storyline in *Recipe* (video and static) was about a family recipe that is kept confidential from others. The analogy of a secret recipe for bigos, a Polish stew, muddled the clarity of the main message and was distracting for two reasons. The first is that participants believed that the secret family recipe concept undermined the confidentiality messaging because they said that, in their communities, recipes are not kept secret.

- *"My mom doesn't keep any of her recipes secret, she gives them out right and left, so to me, it's a lie. So you're going to guard my information like my mom does—not at all?" (*Recipe*, static, FG)*
- *"It's irritating, actually, because in my family there is no such secrets." (*Recipe*, static, FG)*

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The second reason that the bigos idea did not work is that other participants did not understand the family recipe metaphor at all and thought they had to make a connection directly between the bigos and the census. The bigos distracted participants from the main message.

- *"For myself, there is a clash between the cooking, the secrets—what is the connection?" (*Recipe*, static, FG)*
- *"Why don't you move bigos somewhere to the back of it? Don't make it the key; don't make it the core." (*Recipe*, video, FG)*
- *"Bigos is fine, but you are taking up space that could be used for other important information." (*Recipe*, video, FG)*

The *According To* family did not motivate participants to participate in the census because they did not find the ads relatable. While participants understood that participation leads to community benefits, they also wanted concrete examples of how those benefits would be relevant in their personal lives. They seemed to think the benefits were too vague as exemplified by one participant who said, "*What is in it for me? What is the benefit? How will it influence my particular life?*" (Recipe, static, FG). Additionally, participants stated that they had a difficult time finding anything in the ad that made them motivated or encouraged participation. Community representatives believed that the ad conveyed the main message clearly but that Polish people are very cautious when it comes to filling out forms for the government.

- *"People don't do anything for no reason. Why should I do this?" (*Recipe*, video, FG)*
- *"I don't see any issue for people not to participate with this ad. But Polish people are very cautious about filling out government forms. Less civic-minded than Americans, don't take it as a civic responsibility." (*Recipe*, static, CRR)*

Specific feedback for each creative original in this family is outlined in Table 138.

Table 138: Piece-Specific Takeaways for According To *for the Polish Audience*

Piece-Specific Findings	In Their Own Words
Recipe (video)	
Participants were unable to look past the use of bigos in the video and focus on the main messaging. They appreciated that the ad was communicating that the census is confidential, but participants were so distracted they spent most of their discussion talking about the bigos dish.	• *"I would rather it wasn't bigos—and that's what sticks in your mind, unfortunately." (FG)* • *"I don't think you should be juxtaposing bigos and the census, because it's ludicrous. The first thing speaks to your family, emotions, and the second thing is government, law, information. Those things don't mesh." (FG)*
Recipe (static)	
Participants felt the main message was buried in the body copy and wished it was more salient. Focus group participants were able to pick out the benefits of participation in the static ad but wanted the information to be in bigger copy and more prominent. Representatives felt that the static ad does a good job of addressing privacy concerns.	• *"The small print has the good information." (FG)* • *"In the small print, I have much more information. More of the benefits are at the bottom of the page. And if and when I read the small print, I'd feel more encouraged." (FG)* • *"I don't see any issue for people not to participate with this ad." (CRR)*

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3.3.19.4 Everyone Counts

Community representatives found this family clear, seamlessly understanding how census participation leads to community benefits. *Across America* was the only ad tested in this original family. The reviewers appreciated that the ad mentioned community benefits that were important to them. As one representative stated, *"It talks about roads, which is good. I don't think they talked about that before. These are issues of interest in Polish but also any community."* Representatives felt that the benefits were clear and relevant to the community.

Representatives thought the ad needed a Polish cultural cue to signal to members of the Polish community that the ad is also speaking to them, as they may be indifferent to diversity messaging. As with other creative families, representatives suggested including more Polish-specific imagery and cues. A representative suggested showing Catholic iconography because the representative believed that a majority of Polish people living in America are Catholic and felt this type of inclusive imagery would increase the relevancy of the ads to the Polish community. Another representative suggested depicting Polish folk dancing and traditional clothing as a way to send a cultural signal. The inclusion of Polish imagery was the representatives' suggestion to address the fact that Polish communities are not as well versed in diversity, so the "diversity" message may not be as relevant to them as other groups.

- *"But to get the Polish community, you want Catholics. There's a 99% chance, I'm sure, that the majority of these people are Catholics." (*Across America*, CRR)*
- *"I would do one thing to make it more attractive to Polish people: Add Polish folk dancing. An iconic Polish, traditional thing. Traditional garb." (*Across America*, CRR)*
- *"Oh boy, I might be risking being politically incorrect, but Polish people, even if they live here, they are just starting to learn what diversity means. Polish people who came here came from a 98% White country where they are all Catholics." (*Across America*, CRR)*
- *"Showing African Americans—also show a White person? There is no White person. The Polish community doesn't respond to diversity. But that is what America is. It's showing what the country looks like, and I think that's good. A visual of Polish people would really bring it home. Yes, without it they may see themselves—as White people—but it wouldn't be as effective." (*Across America*, CRR)*

Table 139 details specific feedback for the creative original in this family.

Table 139: Piece-Specific Takeaways for Everyone Counts *for the Polish Audience*

Piece-Specific Findings	In Their Own Words
Across America (video)	
Representatives did not find the diversity depicted to be relevant to the Polish community. Representatives felt that the video did not include any cues that may signal to Polish viewers that their culture is being represented in the video.	• *"There are obviously other ethnic groups shown in this video, but nothing about Polish people. They could see themselves in the generic White people. But other than just being White people, you'd have to put in a Polish cultural cue." (CRR)* • *"I don't know, you know, because Poles are very skeptical people. But, I mean, the point is they are part of the diverse community here in the USA, and they should feel not only an*

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Piece-Specific Findings	In Their Own Words
	obligation, but as a privilege for the census. There isn't anything specifically Polish. The diversity of the country is true, but there isn't anything specifically Polish in here." (CRR)

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3.3.20 Russian

Participants in the Russian focus groups self-identified as Russian by birth, background, or ethnicity; speak Russian "very well"; speak English less than "very well"; and met two of the eight hard-to-count characteristics. Recruitment details can be found in Table B.39 in Appendix Section B.1.3.8.4 on page 405. Team Y&R developed and tested five creative originals in Russian and tested three additional creative originals in English that were candidates for later trans-creation to Russian. As shown in Table 140, these pieces were nested within three original families and spanned all three phases of the campaign. All Russian-language pieces were tested in two focus groups (FG) held in New York, and a combination of Russian- and English-language pieces were tested in community representative reviews (CRR) with three bilingual representatives. Ads were tested both in focus groups and in community representative reviews (CRR) unless otherwise noted.

Table 140: Summary of Ads Tested With the Russian Audience by Family and Phase

	Awareness	Motivation	Reminder
Census Is Possibilities			
Omnibus (static)	X		
Grandfather (audio) (in English)*	X		
Health (audio) (in English)*	X		
Online (static)		X	
Doors (video)			X
Everyone Counts			
Across America (video) (in English)*	X		
According To			
Recipe (video)		X	
Recipe (static)		X	

Notes: (1) All ads can be viewed in Appendix C.1.21on page 678.
* Tested only among community representatives.

3.3.20.1 Key Takeaways

The Russian audience desired straightforward messaging and was more motivated by individually focused benefits than by community-focused benefits. Across original families, participants and representatives disliked or were disinterested in complex stories and analogies but praised parts of the ads that mentioned the call to action or clear benefits of participation. In particular, representatives suggested a focus on benefits that may impact Russians personally, such as medical care and education.

Desired straightforward messaging:

- *"Very clear. Seems shorter [than the other ads]. Talking about benefits versus enumeration of family members."* (Health, *CRR)*

- *"I think it's very difficult to find a creative way to approach this. Cake was not a good idea. Russians and analogies, they don't work." (*Recipe*, video, FG)*

Emphasized a focus on simplicity and individual benefits:

- *"Put the money stuff first. For Russians in general, they came from a communist country where everything was supposed to be equal but wasn't. They're very concerned with how every decision they make will actually impact every dollar." (*Omnibus*, static, CRR)*
- *"Just say simply, 'Stay at home and fill it out.'" (*Online*, static, FG)*

Concern about the confidentiality of census answers was not salient for Russians at the time of testing. As is discussed in greater detail in the *According To* section, focus group participants were especially confused by the emphasis on "confidentiality" in pieces like *Recipe* (video and static) because they did not perceive the information asked for on the census form to be sensitive or information that needs to be kept confidential. Some were uncertain of exactly what kind of information would be included on the census form but assumed it was nothing they would deem "sensitive" or "confidential."

- *"Why is the information you provide confidential? There's no personal data. No one cares about it." (*Recipe, *video, FG)*
- *"This is about how many cars you have, how many houses you have, that's not confidential information, no one is really interested in it, no one really cares about it."* (Recipe, *video, FG*)

3.3.20.2 Census Is Possibilities

Main messages were clear and compelling. Pieces in the *Census Is Possibilities* family tested well in focus groups and community representative reviews due to positive overall reception and a clear understanding of the main message. For instance, after viewing *Doors* (video), one focus group participant succinctly summed up the main message, saying, "I think that every ad should start with, 'The census is every 10 years. The census is for you and for your quality of life, so please open the door. This is not for the government, this is for you—so please open the door.'" This participant clearly understood the main message to "open your door to the census" but also picked up on the secondary message that an accurate count is not just a favor to the government but can potentially benefit individuals who participate. Participants also echoed the main message of other pieces or expressed an overall positive reaction to the pieces in this family.

- *"It's very good to know that it's going to be online." (*Online*, static, FG)*
- *"It looks to me that if you didn't do it online, then someone is going to come and knock on your door." (*Doors*, FG)*
- *"This is clear how the census is going to influence the world around us." (*Omnibus*, static, FG)*
- *"It's clear to me. They say that our opinion will matter and influence the results." (*Doors*, FG)*
- *"It's very well thought out and constructed." (*Omnibus*, static, FG)*

Community representatives also felt the ads in this family effectively communicated the importance of the census and the benefits it delivers.

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- *"Really clarifies that [the] census is more than just how many people live here, and it does point out the right notes—schools, hospitals." (*Grandfather, *CRR)*
- *"If you can go online, yes, do it. And if you can't, someone will come help you. This is very, very important." (*Doors, *CRR)*

Awkward word choices and length distracted from the message. Although the pieces in this family tested well, focus group participants and community representatives highlighted issues with Russian word choices or length that they suggested, if addressed, would improve the ads. Participants and representatives both noted that the use of the phrase "doctor's clothes" in *Omnibus* (static) would not work for this audience. Representatives noted that this phrase does not convey the intended meaning in Russian; in English, the word would be "scrubs," but there is no comparable word in Russian, leaving focus group participants to balk at the idea that doctors would need assistance buying "clothes."

- *"I know the importance of the census, but the ad itself is a little hard to connect the dots. The doctor's clothes are not of interest to average Russians. They would not care. Without that, it would make a better point about getting improvements for the neighborhood." (*Omnibus, *static, CRR)*
- *"There is a word for uniform, but this [word used here] sounds like 'clothes.'" (*Omnibus, *static, CRR)*
- *"Financial budget, it doesn't go together with robes of doctors. I think doctors really make enough money—why do you mention it in the first place?" (*Omnibus, *static, FG)*

Participants and representatives also felt that some of the ads were too long, or that they would not have time to read the information in the small paragraphs on the print ads. They suggested that this might cause them to lose interest or not pay attention in the first place if they were to see these pieces in a real (i.e., saturated) media environment.

- *"There is no time to read this text because it's too much written, and people don't really see it." (*Omnibus, *static, FG)*
- *"I need 20 minutes to read all this!" (*Omnibus, *static, FG)*
- *"Shorten the story. 'My grandfather came 50 years ago'—that resonates, we all had grandparents come. Then list the benefits. Talking about all the various people is unnecessary." (*Grandfather, *CRR)*

Table 141 details specific feedback for each creative original in this family.

Table 141: Piece-Specific Takeaways for Census Is Possibilities *for the Russian Audience*

Piece-Specific Findings	In Their Own Words
Omnibus (static)	
There was a positive overall reaction, with a few watch-outs related to specific examples. Participants and representatives felt that this ad communicated that the census is important and affects communities. However, they felt that the examples—particularly doctor's clothes—needed to be refined.	• *"This is beautiful and very good." (FG)* • *"I'm concerned about extra traffic lights, school programs … but I don't know if I'd be too concerned about buying clothes for doctors." (CRR)*
Grandfather (audio) (in English)	

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Piece-Specific Findings	In Their Own Words
Representatives liked the core message of the ad and understood the story but thought that it could be shortened. Participants thought a shortened narrative would allow for more focus on the benefits of the census than on the details of who was in the man's family.	• *"So much focus on the grandpa and who he listed … for the first one, I could repeat all the benefits back after. For this one, I can't remember what was said, something about schools? Overwhelmed the benefits." (CRR)*
Health (audio) (in English)	
Representatives thought the message and community benefits were clearly communicated. They noted that the ad did a good job of linking important community benefits, such as improvements in health care, to the census count.	• *"Very clear, like that she says, 'My daughter asked me, "What is the census?" And I told her it's about opportunity.' She talks about being a doctor, new clinics in our area, shorter wait times—listed all these possible benefits of a correct census count." (CRR)*
Online (static)	
Participants reacted positively to this ad because it was easy to understand, and many enjoyed the humor. Participants understood the main message of this ad and felt it was relevant because they saw themselves in the ad or determined that the online option was for them.	• *"This is a very funny ad; it's like buying groceries online while lying on the couch." (FG)* • *"I'm comparing it to my experience, I don't want to take off my robe and let people in, so I like this because then I don't have to take off my robe." (FG)*
Doors (video)	
Participants understood the main message, and some were motivated to participate early to avoid a visit from an enumerator. Most people understood how the in-person enumeration process will work and the importance of participation. Some people were motivated to fill out the form early because they do not want people to come to their homes.	• *"This is for someone who didn't participate online." (FG)* • *"Give me an address to send it to, but don't come to my apartment." (FG)*

3.3.20.3 Everyone Counts

There was a positive response to the message that "everyone counts." The English-language animatic video *Across America* was tested with community representatives to determine whether it would be appropriate and effective if trans-created and aired in Russian media markets. The piece performed well overall. Representatives felt the main message—that everyone in the community counts—was clear and that the piece touched on topics that would be important to the Russian audience.

- *"These ads are on the right track in terms of clearly communicating the message. How much funding will go into your schools or sanitation, for example—those are the issues people really care about in my community." (*Across America*, CRR)*
- *"This made the message clear that if you want your voice heard, you need to answer the census. It's very important and another way to actually get counted and determine certain results." (*Across America*, CRR)*

Feedback for the creative original in this family is synthesized in Table 142.

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Table 142: Piece-Specific Takeaways for Everyone Counts *for the Russian Audience*

Piece-Specific Findings	In Their Own Words
Across America (video)	
Community representatives felt that the Russian audience would connect with this ad because it clearly communicated the message. Representatives gathered that participation in the census can benefit individuals by positively impacting issues they care about.	• *"The people here from the Russian community are chasing the American dream. Most of them left oppression and very hard living situations. So for them, to think that their voice could count, or their answers could count, could really make a difference." (CRR)*

3.3.20.4 According To

The audience did not connect with the recipe analogy or the focus on confidentiality of answers. The two Russian-language ads tested in the *According To* family—*Recipe* (video) and *Recipe* (static)—represented the same concept in different mediums, and because the underlying concept was the same, they received similar feedback from participants and representatives. Overall, this family did not test well with the Russian audience. Both ads lacked clarity and relevance for this audience, detracting from understanding of the main message and the ad's influence on the decision to participate.

The *Recipe* ads failed to resonate with the Russian audience for two reasons—no cultural connection to the concept of a "secret" recipe, and a lack of concern over the confidentiality of answers. First, participants said family recipes neither need to be nor are, in Russian cultural practice, kept secret, so the analogy at the heart of the concept did not make sense to them.

- *"I don't think that Mom's recipe is confidential information. Why is it secret information?" (*Recipe*, video, FG)*
- *"In our mentality, the recipe is not a secret—maybe for the Italian people, but in Russian culture it is not typical. The host will always share the secret of the recipe. For me, the Russian speaking is strange." (*Recipe*, static, FG)*

Second, participants and representatives did not perceive information asked for in the census as "sensitive" or something that needs to be kept confidential. As evidenced by the following quotes, it was difficult for focus group participants to understand what about the census answers needed to be kept confidential, while community representatives felt that Russians would care much more about the confidentiality of credit card numbers and passwords than census information.

- *"Why is it about secrecy again? Where is the secret?" (*Recipe*, static, FG)*
- *"In general in our society right now, the younger Russian people will be more concerned with credit card [numbers] and passwords getting out—health info, DNA." (*Recipe*, video, CRR)*

Specific feedback for each creative original in this family is outlined in Table 143.

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Table 143: Piece-Specific Takeaways for According To *for the Russian Audience*

Piece-Specific Findings	In Their Own Words
Recipe (static)	
The audience was confused by this ad and suggested that it was not relevant to them as Russians. There was a disconnect with the analogy and with the perception that census responses needed to be kept confidential.	• *"If I saw this, I would probably think: 'Oh, it's a recipe,' but it doesn't have a connection to [the] census." (FG)* • *"We kind of didn't understand it to begin with, so there wasn't much to learn." (FG)*
Recipe (video)	
The audience did not understand, did not connect with, or did not like this ad. Some who understood the message did not feel it needed to be said about the census because they did not perceive information collected by the census to be "confidential."	• *"[The census] is about how many cars you have, how many houses you have—that's not confidential information. No one is really interested in it. No one really cares about it." (FG)*

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4. Limitations

While the methodologies and results described above are sound and provide valuable evidence aligned with the testing goals, there are some limitations that need to be kept in mind when considering the implications of the findings. For the most part, these limitations are inherent to the methodologies employed. Quick Idea Platform Testing (QIPT) and Campaign Testing limitations are as follows:

- **Respondent characteristics and integrity.** Across all methodologies, it is difficult to know if the respondents are providing answers truthfully in all screening criteria. Team Y&R recruited respondents from a variety of demographics, backgrounds, and geographically diverse locations for focus groups and online testing during QIPT and Campaign Testing. Potential participants were re-screened after being recruited based on their stated characteristics, but it is possible that some respondents did not respond truthfully at either screening point. Additionally, some participants, especially in online studies, join studies only for the sake of getting the incentive and not with a desire to contribute to the advancement of the study. Participants like these can compromise the quality of the data. To address this limitation, selected panel providers followed, as a matter of business practice, established procedures to actively monitor panelist activity to remove problematic panelists. Additionally, panel providers worked with Team Y&R to eliminate panelists exhibiting behavior that may have been fraudulent or that caused data quality concerns. In these cases, panelists were removed from the analysis set.

- **Representativeness of qualitative testing.** Focus groups, online qualitative testing, and community representative reviews are qualitative research methodologies that are not designed to produce statistical estimates or to be representative of any given population. As previously mentioned, Team Y&R recruited a variety of respondents for all methodologies. However, the results detailed in this report may or may not reflect the reactions that other respondents would have had in focus groups, community representative reviews, or online qualitative testing. Individual participants in any of the methodologies may have particular characteristics that affect their opinions on the census. Results from one focus group, online testing participant, or community representative review cannot be generalized to other groups or to the respective population.

- **Representativeness of community representatives.** Although community representatives were selected for their ability to represent and speak on behalf of a specific audience—and representatives were instructed to do so—there is a risk that their assessments are a better reflection of their personal opinions than of the community's true preferences.

- **Focus group dynamics.** In focus groups, respondents are influenced by each other, and those who are not vocal may or may not agree with the opinions expressed.

- **Focus group testing locations.** The data collection locations for QIPT and Campaign Testing were selected in consideration of each audience's prevalence in the area, geographic diversity, rural representation, and mix of country-of-origin participation, among other considerations. While these locations were expected to represent a variety of social and cultural perspectives, they were not expected to be comprehensive.

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- **Languages.** Given the timeline, Team Y&R was unable to field research in languages other than those specified in the contract with the U.S. Census Bureau. For QIPT, focus groups were held in English only.

- **Timing and budget constraints.** The largest volume of testing possible was planned for each audience within the limits of budgetary resources and the timeline. Due to extensive Integrated Communications Contract (ICC) schedule requirements, QIPT was fielded in one week. Similarly, to meet the ICC scheduling constraints, fielding for Campaign Testing occurred over seven weeks. These fielding windows created practical constraints, such as how many audiences could be covered and to what extent by which methodologies. The budget and timing limitations affect not only data saturation but also the ability to understand diversity and complexity within many important audiences. Budget limitations also restricted the ability to conduct additional focus group sessions or testing activities with additional audiences.

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5. Conclusions and Recommendations

5.1 Overarching Conclusions & Recommendations

This report details findings from two studies—Quick Idea Platform Testing (QIPT) and Campaign Testing—conducted to select the campaign platform, including the tagline, and refine the ads for the 2020 Census communications campaign. These studies leveraged data from focus groups, online qualitative and quantitative testing, and reviews with community representatives to gain insights into a variety of audiences. The conclusions detailed in this section are based on common findings across audiences and were used to guide the creative development and broader Integrated Communications Contract (ICC) strategy to create a communications campaign that motivates response to the 2020 Census.

- ***Shape Your Future. Start Here.* is empowering.** QIPT revealed that the *Shape Your Future. Start Here.* platform appealed to the widest variety of audiences and was particularly popular among multicultural audiences and groups with low propensity to respond to the 2020 Census. Its proactive and forward-looking message encouraged people to consider how they can influence the future of their lives and communities by participating in the census. This positive influence was apparent in Campaign Testing findings, as people frequently made positive comments about the tagline and connected participation to the benefits they saw in the ads.
- **Basic education is necessary.** Testing demonstrated that basic knowledge of the census is low. As people learned more about the census through their participation in focus groups or online qualitative testing, they often developed more positive views of the census and stated their intent to respond. Some participants even said they would encourage family, friends, and people in their communities to participate after viewing the ads. Given low knowledge of the census, it does not take very much additional information about the importance of the census to create greater openness to participation.
- **Participants across audiences appreciated and called for ads that depicted diversity and inclusive imagery.** When people felt too "targeted" in the ads, they responded negatively and called for language and imagery reiterating that everyone counts. People preferred to find themselves in ads that showed different types of people instead of viewing ads that seemed to stereotype them as members of a particular group. For some audiences that do not speak English, such as Haitian Creole, ads that specifically called them out as a group seemed overly aggressive and caused them to wonder why the government was "singling them out."
- **People liked that they will have multiple ways to complete the 2020 Census.** Among all audiences, people expressed an interest in participating online after learning about that option. Many audiences that do not speak English liked that they could potentially respond over the phone and requested that a phone number be added to the ads. Ads that raised awareness that an enumerator could visit if self-response options were not utilized received a variety of reactions. Some welcomed help from an enumerator, while others were less comfortable with the idea of a stranger or someone from the government visiting their home. For some, especially younger participants, learning about an enumerator motivated them to self-respond as early as possible to avoid such a visit.

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- **Some participants questioned whether the ads were made by people like them, and some cultural cues were seen as overstepping if communicated by the government.** Although audience-specific ads were made by multicultural partner agencies, participants tended to assume that because the message was from the government, pointed cultural cues were coming from someone outside of the culture. This changed the way that the message was perceived by participants. Testing revealed that there is a fine line between providing cultural cues that illustrate that the U.S. Census Bureau understands any given community and overstepping. For example, rural participants did not like the way a small rural town was portrayed in one ad, and slang was not well received by participants in Black/African American focus groups. Other audiences, including Native Hawaiian and Pacific Islander (NHPI) and American Indian and Alaska Native (AIAN), struggled with messaging or imagery that touched on cultural issues, and they did not react positively to hints at negative cultural stereotypes.
- **Confidentiality messaging needs to meet audiences where they are.** Participants only occasionally made unaided reference to the potential inclusion of a citizenship question. Concerns about the data being used against individuals or groups came up more frequently. The concerns about data privacy and confidentiality took different forms, with some primarily concerned about the government's use of the data and others about whether the data were safe from hackers. However, for audiences not primed to be concerned with confidentiality, confidentiality-forward messaging showed the potential to spark doubts that were not previously present.

5.2 Audience-Specific Conclusions & Recommendations

This section highlights audience-specific considerations and recommendations from QIPT and Campaign Testing that guided the creative content and strategy in subsequent phases of communications campaign development.

5.2.1 Diverse Mass

- **Advertisements should contain a balance of emotional storytelling and clear, relevant, motivating information.** People had difficulty connecting to ads that had little emotional pull or storyline, but also got lost when the storytelling overwhelmed the key information in the ad. Advertisements should not prioritize one over the other.
- **Communications materials should focus on multiple benefits where format allows.** People preferred hearing about a range of benefits, especially where a story would easily allow that. Although people were motivated by ads that discussed education funding, for example, when only one benefit was discussed, they often tuned out if the motivator was not important to them or wondered what other benefits the census affects.
- **Messaging that links 2020 Census participation to a better future for kids is broadly motivating.** Many people said they felt motivated to participate after learning that an accurate count may benefit children through better funding for schools and programs. Furthermore, positioning children to deliver the call for 2020 Census participation elicited positive emotions and motivated even nonparents to say they would participate. Kids as

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narrators often helped people see the positive impact participation can have on future generations. There were some, however, who did not perceive messaging about kids as relevant to them and tuned out.

- **Advertisements designed for the Diverse Mass audience worked best when they showcased the diversity of the country.** Narratives that were too focused on a particular group in the Diverse Mass audience were not appealing to people in the audience, even if they were a part of the group depicted. People almost universally expressed a desire to see diversity in communications from the Census Bureau.

5.2.2 American Indian and Alaska Native (AIAN)

- **Messaging should focus on the community and should honor AIAN culture.** Platforms and ads that were seen as focusing on community and honoring Native values, traditions, and heritage, as well as those that called for supporting future generations, were well received by this audience. The tagline was changed to *Shape Our Future. Start Here.* for the AIAN audience to emphasize these ideas. Messages of solidarity and positive representations of AIAN culture also resonated with this audience.
- **Communications materials should provide more information about how census participation leads to benefits.** The AIAN audience responded well to calls to action such as "it's time" but wanted more information about how their participation in the 2020 Census could lead to benefits for their community.

5.2.3 Chinese

- **Communications materials developed for a Mandarin audience spoke to a Cantonese audience, and vice versa.** Mandarin- and Cantonese-speaking focus group participants offered similar critiques and feedback on creative materials. Differences that arose between the two groups were more often a function of participants' generation and degree of acculturation than differences in language and culture.

- **Advertisements addressing the Chinese audience should be direct and should emphasize tangible benefits.** The Chinese audience had difficulty navigating complex storylines and responded positively to messaging that emphasized concrete benefits of participation in the 2020 Census.

5.2.4 Filipino

- **Advertising should incorporate storytelling but take caution not to be too long or dense.** The Filipino audience understood and enjoyed the storytelling aspects of many of the ads but favored ads that introduced the key information relatively early.

- **Television and radio media should use Taglish instead of Tagalog.** Filipino participants expressed a preference for Taglish over formal Tagalog in audio media because it is perceived as friendlier and is more commonly used in media speaking to Filipinos.

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5.2.5 Japanese

- **Messaging should be educational and direct and should emphasize tangible benefits.** Japanese participants responded well to ads that educated them about the 2020 Census and had clear calls to action. They wanted to see more discussion of concrete benefits.
- **Communications materials should be tailored to Japanese subgroups.** Japanese participants were quick to tune out content that did not have a character they could relate to, and the younger Japanese audience lost interest in ads with older characters or those that depicted families.

5.2.6 Korean

- **Advertisements should educate this audience about the census's purpose and process.** This audience demonstrated a low level of knowledge about the purpose of the census and how it works. Straightforward ads that informed audiences of the upcoming 2020 Census, explained its most basic benefits, and had a clear call to action received positive responses from the Korean audience.
- **Communications materials should elicit feelings of Korean pride and community responsibility.** Many in the Korean audience felt a strong emotional connection and motivation to participate after viewing ads that encouraged them to mobilize on behalf of the Korean community.
- **Messaging should focus on tangible benefits and public funding.** Korean participants were motivated by messaging that 2020 Census participation can influence how much public funding communities receive.

5.2.7 Vietnamese

- **Communications materials need to address low levels of awareness and focus on increasing understanding of the census.** The Vietnamese audience demonstrated low levels of awareness and knowledge about the purpose, content, and process of the 2020 Census. Many need a stronger understanding of census fundamentals before they can digest more complicated messages about the benefits.
- **Messaging should be conscious of linguistic nuances.** Participants found it difficult to relate to the creative pieces with overly formal or antiquated vocabulary and had a hard time relating to audio pieces in which the speaker had a northern or central Vietnamese accent.

5.2.8 Black/African American (BAA)

- **Communications materials need to ensure that the 2020 Census "basics" messaging (i.e., what, why, and how) comes across.** There is a significant knowledge gap regarding what the 2020 Census is, why it's important, and how to take it.

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- **Storylines and messaging should work to create a stronger link between the census and how it benefits communities.** Complicated storylines detracted from this audience's understanding of how the 2020 Census impacts benefits. The BAA audience needs to clearly see the evidence of the benefits of participation in order to be motivated and engaged in the 2020 Census.
- **Advertisements should weave direct messaging into realistic, authentic situations that avoid stereotyping in order to clearly communicate the importance and relevance of census participation.** Members of the BAA audience were turned off by anything they saw as stereotyping in the ads. Communications materials need to speak to this audience emotionally and culturally, without stereotyping, for them to believe and trust the messaging.

5.2.9 Afro-Caribbean

- **Messaging should focus on community benefits.** Representatives noted that the Afro-Caribbean audience has low levels of knowledge about the 2020 Census, so messaging that informs this audience of the benefits of participation—particularly community and family-focused benefits—will increase knowledge and motivation within this audience.
- **Messaging should aim to put Afro-Caribbeans at ease about participation.** Representatives thought that messages about participation being safe regardless of "status" and promises of confidentiality could worry this audience. Messaging related to immigration status and confidentiality should come only after this audience clearly understands why these topics are being discussed and should aim to ease concerns by providing abundant information.

5.2.10 Haitian Creole

- **Advertising should educate this audience on the purpose and benefits of the census.** The Haitian Creole audience's lack of motivation to participate in the census is based on a lack of understanding about what the census is and does.
- **Communications should demonstrate how the Census Bureau protects participants' privacy and is confidential and should avoid directly mentioning Haitians.** This audience does not like ads that they saw as targeted toward Haitian Creoles. Trust needs to be established, and the audience members need to find themselves in a broader group of people, as opposed to an ad speaking to only Haitians.
- **Messaging should highlight actionable ways the Census Bureau maintains respondents' confidentiality and privacy to create positive change within the community.** This audience is concerned about stigmas and prejudicial treatment heightened by the current political climate on immigration.

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5.2.11 Sub-Saharan African (French)

- **Messaging should clearly connect participation in the 2020 Census with the benefits of having the power to positively affect community outcomes.** The Sub-Saharan African audience was uncomfortable participating in the 2020 Census due to a lack of trust and the current political climate. Advertising should clearly show the audience how participating in the census gives them power and control to effect positive change for themselves and their community while having their privacy protected.
- **Use messaging that stresses the value of the 2020 Census and emphasizes that everyone should participate.** It was not clear to this audience who was eligible for participation. Advertisements should give simple and concise examples that demonstrate how and why the census counts everyone. Messaging should stress the benefits of everyone being counted to create maximum benefit, now and in the future, for both themselves and their communities.

5.2.12 Undocumented African/Caribbean, Asian, and Hispanic

Representatives who spoke on behalf of the Undocumented African/Caribbean, Asian, and Hispanic groups identified common concerns across these audiences. For this reason, we've consolidated the recommendations for these audiences into a common section.

- **Immigration concerns should be addressed explicitly.** Messaging should directly state that undocumented immigrants need to be counted and that it is safe for them to participate. This message is more likely to be received by undocumented audiences if it is delivered by trusted community representatives rather than the government.
- **Messaging needs to speak to benefits these communities find personally relevant.** Communications materials should include elements or benefits that are important to each group of undocumented immigrants to motivate them to participate in the 2020 Census.
- **Advertising will not be enough to reach this audience.** The ICC should not rely exclusively on paid advertising to reach this hard-to-count audience. Trusted voices through partnership, earned media, and third-party initiatives may be more likely to convince this audience to participate in the 2020 Census.

5.2.13 Native Hawaiian and Pacific Islander (NHPI)

- **Advertising should educate this audience on the purpose and benefits of the census.** The NHPI audience demonstrated a lack of understanding about what the census is and does that needs to be addressed in order to motivate this audience to participate.

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- **Messaging should be community-focused.** The idea of shaping the future together, rather than individually, deeply resonated with the NHPI audience. The tagline was changed to *Shape Our Future. Start Here.* for the NHPI emphasize the communal spirit of census participation.
- **Communications materials should use Native language and imagery carefully.** The use of Native language and imagery was sometimes interpreted as appropriation instead of as showing appreciation and inclusion.
- **Media for NHPI individuals living on the continent may need to use different messaging, imagery, and trusted voices than media for NHPI individuals living on the islands.** Messaging, imagery, and trusted community voices that worked for members of the NHPI audience on the islands did not always work for members of this audience on the continent. In particular, those on the continent wanted to see and hear from others living on the continent, not just those they saw as representatives of island culture.

5.2.14 Spanish, U.S. Mainland

- **Advertisements should depict the diversity of the Hispanic community.** Participants responded well to ads that depicted a variety of skin tones, professions, and immigration statuses. They reacted positively to pieces that featured a diverse cast of Hispanic characters.
- **Messaging should explicitly state that participation is safe and answers are confidential.** Participants wanted messaging to directly confirm that everyone living in the United States needs to participate regardless of their immigration status. They sought reassurance that their personal information will not be shared with other government agencies, such as U.S. Immigration and Customs Enforcement (aka, "la migra"), or used against them or their families.

5.2.15 Spanish, Puerto Rico

- **Messaging should stress that the census is easy, safe, and urgent.** This audience wanted to be assured that participation is safe, particularly for undocumented people, and wanted advertisements to include all the information they would need to participate, such as the phone number for phone participation.
- **Messaging should be hopeful and positive.** Participants connected with ads that activated a sense of optimism and looked toward the future, particularly when the topic was a better future for Puerto Rico.
- **Hurricane Maria is a powerful topic that elicits a strong emotional connection.** In QIPT, community representatives mentioned that Hurricane Maria references should not sound like political messages and that the focus should be on what could be done and not on what has already been achieved. Campaign materials that indirectly referenced Hurricane Maria induced powerful, emotional responses from participants. Additionally, materials that connected participation with the opportunity to rebuild and advance following Hurricane Maria resonated with this audience. Messaging that evokes memories of Hurricane Maria should be paired with a positive and forward-facing message and should avoid reminding the audience of what they have lost.

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5.2.16 Arabic

- **Advertisements should educate this audience on the 2020 Census purpose and process.** This audience requested additional information about the purpose of the 2020 Census and how it works.
- **Messaging should focus on a strong sense of civic duty.** The Arabic-speaking participants expressed a relatively high level of trust in the Constitution and democratic processes, which correlated with a high level of motivation to participate in the census out of a sense of civic duty. Messaging should speak to these positive feelings and motivations.
- **Communications materials should address confidentiality only if this audience becomes concerned about it.** It was not clear to many in the Arabic-speaking audience why the ads heavily emphasized the confidentiality of their responses to the census, and this caused some to wonder if they should be concerned.

5.2.17 Brazilian (Portuguese)

- **Communications materials should emphasize the diversity and strong identity of Brazilians.** Participants reacted positively to pieces that focused on the shared cultural identity, diversity, and unity among all Brazilians. The notion that "everyone counts" in the census elicited a strong, positive emotional response.
- **Messaging should be direct about who needs to be counted and explicit that immigration status information is confidential.** Participants indicated that the Brazilian community has many undocumented individuals. Strong confidentiality messaging is required to assuage fears about participation.

5.2.18 Polish

- **Messaging should be straightforward and should focus on benefits that are important to this community.** The Polish audience responded best to direct messages about the purpose of the census that explained how an accurate enumeration can lead to community benefits.
- **Messaging should address confidentiality concerns.** Polish participants expressed concerns about cybersecurity and the confidentiality of answers, particularly for undocumented members of the community. Messaging should assure this audience that online participation is secure and that all responses are kept confidential.
- **Advertisements should depict Polish families.** This audience responded well to family-focused messaging and did not value diverse representation as much as other audiences.

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5.2.19 Russian

- **Messaging should center on practical information about why and how to complete the 2020 Census and should clearly explain how the process of the census results in benefits.** The Russian audience values straightforward information and is more likely to respond to a clear call to action than to clever messaging.
- **Confidentiality should be a central message for this audience.** At the time of testing, Russian participants did not express concerns about privacy or about the confidentiality of their responses. Ads that focused on this topic raised more questions than answers.

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5.3 Applications & Next Steps

The primary goal of Campaign Testing was to evaluate draft creative originals and the underlying messages of their original families to provide actionable insights into their ability to engage audiences around the 2020 Census, as part of the 2020 Census Integrated Partnership and Communications (IPC) efforts to motivate self-response. Campaign Testing was not intended to pick "winners" among the original families tested; instead, feedback for each original family was used to help Team Y&R's creative and strategy teams adjust and refine final advertisements for IPC. The aforementioned overarching and audience-specific findings and recommendations from QIPT and Campaign Testing informed decisions about what creative original families and creative originals would move into testing and how those families and pieces should be refined during the production process.

Given feedback from testing, all creative original families were retained for production and refinement. Some creative originals within families, however, were eliminated before production given the testing results. Other creative originals were recommended for production with varying degrees of refinement. Still other creative originals that tested well were ultimately not recommended for production after the media plan was finalized and a final mix of necessary creative assets by audience and message was considered. In this case, however, learnings from those originals in terms of framing or language that resonated strongly were incorporated into other pieces or other aspects of the campaign.

Production decisions made on the basis of testing alone included:

- *Recipe*, in its static and video formats, would not be produced for any audience (tested with Diverse Mass, Arabic, Polish, and Russian audiences).
    - Arabic: This decision eliminated the *According To* family as *Recipe* was the only original tested within this family for this audience.
    - Polish: This decision eliminated the *According To* family as *Recipe* was the only original tested within this family for this audience.
    - Russian: This decision eliminated the *According To* family as *Recipe* was the only original tested within this family for this audience.
    - Diverse Mass: *According To* was maintained for Diverse Mass via other originals.
- *Tom* and *Ray* would not be produced for Diverse Mass, eliminating the Hometown Heroes family for this audience. The Hometown Heroes concept, however, was maintained for refinement for the Black/African American audience.
- *Kia*, *Ray*, and *Tracy* would not be produced for the Black/African American audience though the essence of the Hometown Heroes family would be refined and reworked for production.
- *Word* would not be produced for the Black/African American audience.
- The use of the headline/phrase *"I Love Being Discreet"* was discontinued for all Asian American audiences (Chinese, Filipino, Japanese, Korean, and Vietnamese). The core message of this concept was maintained, however, with a more direct and straightforward focus on keeping the respondent's data (personal information) confidential.
- The use of the headline/phrase "Shoes Off" was discontinued for all Asian American audiences (Chinese, Filipino, Japanese, Korean, and Vietnamese). The idea of humanizing the census taker was maintained via a different approach to avoid confusion that census takers would be entering into respondent's homes.

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- *Friendly Native Competition* would not be produced in its tested form. Instead a reworked concept *Friendly Native Conversation* moved into production without reference to competition and grounded in the positive feedback received on the tested version.

All remaining pieces recommended as viable for production incorporated learnings from this testing as they were refined and considered for a final, optimal media mix.

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6. Acknowledgements

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U.S. Census Bureau
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8. Appendices QIPT & Campaign Testing Final Report Appendix

QIPT & Campaign Testing Final Report Appendix

PLEASE NOTE: All of the testing materials in this section were created prior to the completion of the focus groups, online testing, and community representative reviews in order to guide recruitment. These materials were submitted and approved as part of Creative Testing Study Plan: Quick Idea Platform Testing (QIPT) in June 2018. The final recruitment may differ. Lastly, cities have been removed to ensure all personally identifiable information has been removed.

A.1 QIPT Recruitment Materials

This section includes recruitment materials created for the online quantative testing and the focus groups.

A.1.1 QIPT Online Quantitative Testing Audience Criteria and Quotas

The QIPT online testing sample aims to reflect the general U.S. population and a sample of the Low Response audience to hear a broad range of perspectives. Team Y&R will recruit two separate samples for the QIPT online testing: one for the General Population, and the other for a Low Response audience. As there are no standardized demographics for the Low Response population, it is not feasible to weight this Low Response sample back into the General Population. Therefore, Team Y&R will analyze the two samples separately.

A.1.1.1 General Population

QIPT online testing will collect responses from 1,600 respondents for the General Population sample, which will result in approximately 500 respondents per randomization. Team Y&R will implement soft quotas for demographic variables, including age, gender, race/ethnicity, education, region, and income. Soft quotas help ensure that the study sample represents individuals from a variety of demographic backgrounds, which reflect the U.S. General Population. The General Population sample will include audiences of importance to the U.S. Census Bureau and its stakeholders as these audiences naturally occur in the national population, such as Black/African American (BAA), people of Hispanic or Asian descendants, and those identifying as Lesbian, Gay, and Bisexual (LGB). Note that it is not a research goal to have statistically sufficient samples to compare across demographic and ethnic subgroups. Online testing allows Team Y&R to test the platform concepts among English-only, bilingual, and second- and later-generation members of Hispanic and Asian subgroups. Soft quota proportions for this research study were informed by national targets based on the 2016 American Community Survey (ACS) 1-year estimates (see Section A.2.3 QIPT Online Quantitative Questionnaire).

The research team will closely monitor fieldwork and determine throughout the data collection process if any subgroup is over- or underrepresented based on the study's soft quotas. Data for the General Population will be weighted on the back end to the 2016 ACS 1-year estimates.

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A.1.1.2 Low Response

Low Response will be a separate sample of people who have an elevated risk of nonresponse, and Team Y&R will not incorporate the Low Response sample into or analyze it with the General Population sample. Because there is a limited pool of Low Response people available in online panels and they will be needed for both QIPT and Campaign Testing, Team Y&R conducted a power analysis to determine the smallest sample size required to detect the effect of the test at the desired level of significance. This allows us to ensure statistically significant findings with the fewest people—thereby reserving a sample large enough for the Campaign Testing. The power analysis result indicates that a size of 300 is a large enough sample for drawing conclusions about the Low response population. In addition, we will conduct focus groups and community representative reviews to gain further insights into the Low Response population.

Previous Census Bureau research has identified a number of factors that may be associated with nonresponse. The combination of those factors lowers the response rates for individuals (Word, 1997). Team Y&R will operationalize the risk of nonresponse using a point system for eight characteristics that have been identified in previous Census Bureau research (Erdman & Bates, 2017).

Each risk variable will be included as a screening question. Potential participants in the hard-to-count sample will receive a "priority audience point" for each self-response risk factor or inclusivity characteristic they demonstrate (e.g., one point for living in a household with young children). To be eligible, participants must receive a minimum of two "priority audience" points. These points may come by way of a combination of risk factors to ensure that QIPT represents a range of views within the hard-to-count audiences that we are trying to reach. Team Y&R recommends using a two-point threshold for eligibility to maximize the sample, as those with hard-to-count traits are less likely to be represented in online panels.

In addition to establishing eligibility rules based on "priority audience" factors, we have established soft quotas for online testing to recruit diverse subpopulations. Team Y&R will leverage soft quotas to ensure a balanced sample across age, gender, education, and race/ethnicity.

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A.1.2 QIPT Online Quantitative Testing Recruitment Screener

The following section includes the screener Team Y&R used to recruit participants for online quantitative testing.

Online Sample Design Quota

- *n* = 1,600 General Population
- *n* = 400[40] Low Response with at least two of the following criteria (based on Erdman & Bates, 2017):
    - Rents home.
    - Households with young children (aged 4 years old or younger).
    - Low household income (less than $35,000/year).
    - Large household (more than 6 people in household).
    - Moved in the past year.
    - Female householder, no husband.
    - Low education (less than a high school diploma).
    - Multi-unit or mobile home structure.

PLEASE NOTE: The shaded coding logic in this questionnaire was used internally by the programming team to execute the online quantitative questionnaire.

Introduction

/* DISPLAY */ PSB, an independent research firm, is conducting interviews on opinions of the census.

Participation is voluntary, but your responses are important. Answers will be kept anonymous and the survey will not ask for information that could personally identify you. At the end of the interview, you will be provided with an email address where you can send any comments or questions about this survey. This survey has been approved by U.S. Office of Management and Budget approval number 0607-0978, on behalf of the U.S. Census Bureau, expiring on August 31, 2020.

[40] General Population and Low Response are two different samples and will be analyzed separately. Because there is a limited pool of Low Response people available in online panels and they will be needed for both QIPT and Campaign Testing, Team Y&R conducted a power analysis to determine the smallest sample size required to detect the effect of the test at the desired level of significance. This allows us to ensure statistically significant findings with the fewest people—thereby reserving a sample large enough for the Campaign Testing. The power analysis result indicates that a size of 400 or at least 300 is a large enough sample for drawing conclusions about the Low Response population.

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If you agree to participate, we will begin by asking you a few questions to see if you qualify to participate in the study. If you are eligible, the survey will take approximately 15 minutes to complete.

General Population and Low Response Screeners

/* QSAMPLE */ Audience Sample Codes /* CODE */

1) General Populations (GP) **## QUOTA 1,600 ##**
2) Low Response (LR) **## QUOTA 400 ##**

SOFT PROMPTS ## ##Respondents will not be required to respond to all questions—if they skip questions they will be prompted with 'ARE YOU SURE YOU WANT TO SKIP QUESTION X' and if so they can skip ahead. They must complete 70% of the survey.

/* QORDER */ ## THIS QUESTION WILL RANDOMLY ASSIGN PARTICIPANTS TO SEE SCALES IN THE ORDER THEY ARE WRITTEN IN THESE REQUIREMENTS (FOR E.G., CHOICE 1 TO CHOICE 5), OR TO SEE THEM IN REVERSE ORDER (FOR E.G., CHOICE 5 TO CHOICE 1) ##

1) Written **## SHOW SCALES AS THEY ARE WRITTEN ##**
2) Reverse **## SHOW SCALES IN REVERSE ORDER ##**

/* QMARKET */ In the past 5 years, have you or anyone in your household worked for any of the following industries? **/* MULTIPLE RESPONSES PERMITTED */ /* RANDOM ROTATE CHOICES */**

1) Advertising or public relations **/* TERMINATE */**
2) Marketing or market research **/* TERMINATE */**
3) Federal government **/* TERMINATE */**
4) Journalism, media or the press **/* TERMINATE */**
5) Education
6) Medicine
7) Engineering
8) Other **/* SPECIFY */ /* DO NOT ROTATE */**
9) None of the above/Don't know **/* EXCLUSIVE */ /* DO NOT ROTATE */**

/* QGENDER */ Are you...

1) Male **## IF QSAMPLE=C1 QUOTA TO 750 ## ## IF QSAMPLE=C2 QUOTA TO 150 ##**
2) Female **## IF QSAMPLE=C1 QUOTA TO 750 ## ## IF QSAMPLE=C2 QUOTA TO 150 ##**

/* QAGE */ Please enter your age. **/* OPEN END NUMERIC (0 TO 100) */ ## 3 DIGITS ## ## TERMINATE IF UNDER 18 ##**

/* QAGECODE */ /* CODE */ Age brackets for quotas

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1) **## IF QAGE OE NUMERIC RESPONSE = 18 THRU 34 ##** 18-34 **## IF QSAMPLE=C1 QUOTA TO 470 ## ## IF QSAMPLE=C2 QUOTA TO 120 ##**
2) **## IF QAGE OE NUMERIC RESPONSE = 35 THRU 44 ##** 35-44 **## IF QSAMPLE=C1 QUOTA TO 260 ## ## IF QSAMPLE=C2 QUOTA TO 70 ##**
3) **## IF QAGE OE NUMERIC RESPONSE = 45 THRU 64 ##** 45-64 **## IF QSAMPLE=C1 QUOTA TO 520 ## ## IF QSAMPLE=C2 QUOTA TO 130 ##**
4) **## IF QAGE OE NUMERIC RESPONSE = 65 OR GREATER ##** 65+ **## IF QSAMPLE=C1 QUOTA TO 310 ## ## IF QSAMPLE=C2 QUOTA TO 80 ##**

/* QZIP */ What is your five digit zip code? **/* OPEN END NUMERIC (00000 TO 99999) */**

/* QSTATE */ /* CODE */ /* STATE */ ## AUTOCODE BASED ON QZIP ##

/* QREGION */ /* CODE */ Region

1) Northeast **## CT, ME, MA, NH, RI, VT, NJ, NY, PA ## ## IF QSAMPLE=C1 QUOTA TO 280 ## ## IF QSAMPLE=C2 QUOTA TO 70 ##**
2) Midwest **## IN, IL, MI, OH, WI, IA, KS, MN, MO, NE, ND, SD ## IF QSAMPLE=C1 QUOTA TO 330 ## ## IF QSAMPLE=C2 QUOTA TO 80 ##**
3) South **## DE, DC, FL, GA, MD, NC, SC, VA, WV, AL, KY, MS, TN, AR, LA, OK, TX ## IF QSAMPLE=C1 QUOTA TO 580 ## ## IF QSAMPLE=C2 QUOTA TO 130 ##**
4) West **## AZ, CO, ID, NM, MT, UT, NV, WY, AK, CA, HI, OR, WA ## IF QSAMPLE=C1 QUOTA TO 370 ## ## IF QSAMPLE=C2 QUOTA TO 90 ##**

/* AREA_CODE */ /* CODE */ Code urbanicity using zip code

1) Urban
2) Suburban
3) Rural

/* QHISP */ Do you consider yourself to be of Latino or Hispanic origin?

1) Yes
2) No

/* QRACE */ What is your race? You may provide more than one group. **/* MULTIPLE RESPONSES PERMITTED */**

1) White
2) Black or African American
3) Asian
4) American Indian or Alaska Native
5) Native Hawaiian or Other Pacific Islander
6) Some other race **/* SPECIFY */**

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/* QRACE_CODE */ /* CODE */ Race

1) **## QHISP = C1 ##** Hispanic, Latino, or Spanish **## IF QSAMPLE=C1 QUOTA TO 270 ## ## IF QSAMPLE=C2 QUOTA TO 60 ##**
2) **## IF QRACE = C1 AND QHISP = C2 ##** White **## IF QSAMPLE=C1 QUOTA TO 980 ## ## IF QSAMPLE=C2 QUOTA TO 250 ##**
3) **## IF QRACE = C2 AND QHISP = C2 ##** Black or African American **## IF QSAMPLE=C1 QUOTA TO 190 ## ## IF QSAMPLE=C2 QUOTA TO 50 ##**
4) **## IF ELSE ##** Other **## IF QSAMPLE=C1 QUOTA TO 104 ## ## IF QSAMPLE=C2 QUOTA TO 40 ##**

/* QADULT */ How many total adults currently live in your household, including yourself (for example, if you live alone, enter 1) **/* OPEN END NUMERIC (1 TO 40) */**

/* QCHILDREN */ How many children of any age currently live in your household? **/* OPEN END NUMERIC (0 TO 40) */**

/* QCHILDREN2 */ **## IF QCHILDREN >= 1 ##** Are any of them aged 4 years old or younger?

1) Yes
2) No

/* CHILDREN_CODE */ Code children

1) **## IF QCHILDREN2 = C1 ##** Household with young children
2) **## IF ELSE ##** Household without young children

/* LARGE_HH_CODE*/ /* CODE */ Household with 6 or more people

1) **## IF QADULT + QCHILDREN > = 6 ##** Large HH
2) **## IF QADULT + QCHILDREN < 6 ##** Traditional HH

/* FEMALE_HOUSEHOLDER_CODE*/ /* CODE */ Coding Female Householder, No Husband Present

1) **## IF QGENDER = C2 AND QMARRIAGE =C2-C5 AND QADULT > 1 ##** Female Householder, No Husband Present
2) **## IF ELSE ##** NOT Female Householder

/* QMARRIAGE */ **## ASKED ONLY AMONG QSAMPLE = C2 HARD-TO-COUNT ##** What is your marital status?

1) Now married
2) Divorced
3) Separated
4) Widowed
5) Never married

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/* QRENT */ Do you rent or own your house or apartment?

1) Owned or being bought by you or someone in your household
2) Rented by you or someone in your household
3) Occupied without payment of rent

/* RENT_CODE */ /* CODE */ Code renting

4) **## IF QRENT = C1 ##** Own
5) **## IF QRENT = C2 OR C3 ##** Rent

/* QEDU */ What is the highest degree or level of school you have completed?

1) Less than high school
2) Some high school
3) High school graduate or equivalent (for example GED)
4) Some college, but degree not received or is in progress
5) Associate degree (for example: AA, AS)
6) Bachelor's degree (for example: BA, BS, AB)
7) Graduate degree (for example: master's, professional, doctorate)
8) Prefer not to answer

/* EDU_CODE*/ /* CODE */ Education Attainment

1) **## IF QEDU = C1 OR C2 ##** Less than High School **## IF QSAMPLE=C1 QUOTA TO 200 ## ## IF QSAMPLE=C2 QUOTA TO 45 ##**
2) **## IF QEDU = C3 ##** High School Graduate **## IF QSAMPLE=C1 QUOTA TO 425 ## ## IF QSAMPLE=C2 QUOTA TO 100 ##**
3) **## IF QEDU = C4 OR C5 ##** Some College **## IF QSAMPLE=C1 QUOTA TO 480 ## ## IF QSAMPLE=C2 QUOTA TO 120 ##**
4) **## IF QEDU = C6 OR C7 ##** College + **## IF QSAMPLE=C1 QUOTA TO 450 ## ## IF QSAMPLE=C2 QUOTA TO 110 ##**

/* QHOME */ Which best describes the building of your primary residence?

1) A mobile home
2) A one-family house detached from any other house
3) A one-family house attached to one or more houses
4) A building with 2 or more apartments
5) Boat, RV, van, etc.

/* QHOME_STRUCTURE_CODE*/ /* CODE */ Coding home structure

1) **## IF QHOME = C2 ##** Single home
2) **## IF ELSE ##** Not single home

/* QMOVE */ How many years ago did you move into the home you are currently living in? **/* DROP */**

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1) Less than a year ago
2) More than a year ago

/* QINCOME */ **## IF QSAMPLE=2 ##** **## ASKED ONLY AMONG QSAMPLE = C2 HARD-TO-COUNT ##** In 2017, what was your total household income before taxes?

1) Less than $25,000 **## IF QSAMPLE=C1 QUOTA TO 330 ## ## IF QSAMPLE=C2 QUOTA TO 80 ##**
2) $25,000 – $34,999 **## IF QSAMPLE=C1 QUOTA TO 160 ## ## IF QSAMPLE=C2 QUOTA TO 40 ##**
3) $35,000 – $49,999 **## IF QSAMPLE=C1 QUOTA TO 215 ## ## IF QSAMPLE=C2 QUOTA TO 45 ##**
4) $50,000 – $74,999 **## IF QSAMPLE=C1 QUOTA TO 285 ## ## IF QSAMPLE=C2 QUOTA TO 70 ##**
5) $75,000 – $99,999 **## IF QSAMPLE=C1 QUOTA TO 210 ## ## IF QSAMPLE=C2 QUOTA TO 50 ##**
6) $100,000 – $149,999 **## IF QSAMPLE=C1 QUOTA TO 230 ## ## IF QSAMPLE=C2 QUOTA TO 55 ##**
7) More than $150,000 **## IF QSAMPLE=C1 QUOTA TO 210 ## ## IF QSAMPLE=C2 QUOTA TO 50 ##**

/* QHTC_CODE*/ **/* CODE */**

1) Hard-to-Count **## IF ANY 2 OF THE FOLLOWING: CHILDREN_CODE = C1 OR RENT_CODE = C2 OR EDU_CODE = C1 OR FEMALE_ HOUSEHOLDER _CODE = C1 OR LARGE_HH_CODE=C1 OR HOME_STRUCTURE_CODE = C2 OR QMOVE = C1 OR QINCOME = (C1 OR C2)**
2) Else **## TERMINATE IF QSAMPLE=2 ##**

Qualified

/* DISPLAY */ Thank you. Based on your answers, you have qualified for the survey.

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A.1.3 QIPT Focus Group Audience Criteria With Quota Tables

Focus groups will provide insights into select audiences that will not be adequately reached through online testing. Team Y&R has worked closely with its multicultural agencies and the Census Bureau to identify those audience groups requiring supplemental testing coverage, including American Indian and Alaska Native, Native Hawaiian and Pacific Islander, Asian, Hispanic, and those who live in rural areas. All focus groups will be held in English due to timing limitations. Participants will be required to speak and read English well. Eligibility to participate in focus groups is based on self-identification by the participants; participants are not required to provide proof of race/ethnicity.

Team Y&R multicultural partners who represent each audience, in collaboration with Team Y&R's research partner (PSB), the prime agency (Y&R), and the Census Bureau, have provided input into audience requirements.

Besides meeting specific focus group criteria, eligible participants must have at least two of the following hard-to-count criteria:

- Rents home.
- Households with young children (4 years old or younger).
- Low household income (less than $35,000/year).
- Large household (more than 6 people in household).
- Moved in the past year.
- Female householder, no husband.
- Low education (less than a high school diploma).
- Multi-unit or mobile home structure.

For each audience, the following tables provide an overview of the specific recruitment criteria. They contain the unique characteristics that each group will include, locations, and soft quotas for recruiting an appropriate mix of participants of different genders, ages, races, education levels, and more. These recruitment tables were used as guidelines for the recruitment team for each focus group. Recommendations for audiences were created in collaboration with Census Bureau subject matter experts (SMEs) and research team multicultural experts.

Based on previous experience working with these different populations, we know that different groups will have different show rates. Therefore, we are over-recruiting for groups that we expect to have low show rates. This helped reduce the risk of not having enough participants to run a focus group.

A.1.3.1 American Indian and Alaska Native (AIAN)

The communications campaign will need to resonate with people who have different cultural, tribal, and sociodemographic characteristics. To maximize the coverage, each focus group will address a geographic region of the country. Based on recommendations from Team Y&R's multicultural partner who specializes in this audience (G+G Advertising, or G&G), focus groups will be held in Alaska, Arizona, Michigan, and Oregon. Focus groups will be separated

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by age and gender. G&G feels this is important because in some communities women will let men take the lead and vice versa, and having elders and younger people in the same group would tip the scale toward respect for the elders.

To qualify for AIAN focus groups, participants must self-identify as a member of a Tribe or Shareholder of an Alaska Native Corporation, identify which Tribe or Corporation, and live or have lived on a reservation or in a village in the past two years. The last criterion is in place to help recruit participants who are closely connected to the AIAN communities, which may indicate they are less likely to be impacted by the Diverse Mass campaign. While it is recommended to recruit those who have recent experience on a reservation or in a village, Team Y&R will recruit a mix of both those living on and off a reservation (American Indian) and in and outside of a village (Alaska Native) to include a broad range of perspectives.

Table A.1: AIAN Proposed QIPT Focus Group Locations and Session Breakdown

Proposed Locations	Session 1	Session 2
Alaska	Females, 35 years and older	Males, 18-44 years old
Arizona	Females, 35 years and older	Males, 18-54 years old
Michigan	Females, 18-54 years old	Males, 18-54 years old
Oregon	Females, 55 years and older	Males, 18-44 years old

Table A.2: Alaska Native Alaska QIPT Focus Group Soft Quotas

Alaska Native Definition: Self-identifies as Alaska Native; as a Shareholder of an Alaska Native Corporation OR as having lived in a village in the last 2 years; as being able to read and speak English			
Location 1: Alaska			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	10	10
	Some college or an associate's degree	6	6
	College graduate +	0	0
Gender	Female	16	0
	Male	0	16
Ancestry	Alaska Native	16	16
	Other	0	0
Age	18-34	0	8
	35-44	5	8
	45-54	6	0
	55 or older	5	0
Lives in Village?	Currently lives in a village	8	8
	Has lived in a village in the past 2 years, but not currently	8	8
Recruit 16 per session to seat 8			

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Table A.3: American Indian Arizona QIPT Focus Group Soft Quotas

American Indian Definition: Self-identifies as American Indian; as a member of a Tribe; as having lived on reservation in the last 2 years; as being able to read and speak English			
Location 2: Arizona			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	10	10
	Some college or an associate's degree	6	6
	College graduate +	0	0
Gender	Female	16	0
	Male	0	16
Ancestry	American Indian	16	16
	Other	0	0
Age	18-34	0	5
	35-44	5	6
	45-54	6	5
	55 or older	5	0
Lives in Village?	Currently lives in a village	8	8
	Has lived in a village in the past 2 years, but not currently	8	8
Recruit 16 per session to seat 8			

Table A.4: American Indian Michigan QIPT Focus Group Soft Quotas

American Indian Definition: Self-identifies as American Indian; as a member of a Tribe; as having lived on a reservation in the last 2 years; as being able to read and speak English			
Location 3: Michigan			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	10	10
	Some college or an associate's degree	6	6
	College graduate +	0	0
Gender	Female	16	0
	Male	0	16
Ancestry	American Indian	16	16
	Other	0	0
Age	18-34	5	5
	35-44	6	6
	45-54	5	5
	55 or older	0	0
Lives in Village?	Currently lives in a village	8	8

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	Has lived in a village in the past 2 years, but not currently	8	8
Recruit 16 per session to seat 8			

Table A.5: American Indian Oregon QIPT Focus Group Soft Quotas

American Indian Definition: Self-identifies as American Indian; as a member of a Tribe; as having lived on a reservation in the last 2 years; as being able to read and speak English			
Location 4: Oregon			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	10	10
	Some college or an associate's degree	6	6
	College graduate +	0	0
Gender	Female	16	0
	Male	0	16
Ancestry	American Indian	16	16
	Other	0	0
Age	18-34	0	10
	35-44	0	6
	45-54	0	0
	55 or older	16	0
Lives in Village?	Currently lives in a village	8	8
	Has lived in a village in the past 2 years, but not currently	8	8
Recruit 16 per session to seat 8			

A.1.3.2 Native Hawaiian and Pacific Islander (NHPI)

Based on input from Team Y&R partner The Kālaimoku Group, Team Y&R recommends that research among members of the NHPI audience include participants who self-identify as Native Hawaiian or as from Micronesian islands (i.e., Guam, Palau, Yap, Saipan, Chuuk, Pohnpei, Majuro, or Kwajalein) or from Polynesian or Melanesian islands (i.e., Samoa, Tonga, Tahiti, Fiji, or New Zealand). The focus groups will happen in Hawaii, the largest population center for NHPI audience members, and Washington state, which hosts a large population of mainland NHPI audience members.

Participants for NHPI focus groups must self-identify as Native Hawaiian (indigenous) or Pacific Islander. Team Y&R will also recruit participants from the Micronesian, Polynesian, or Melanesian groups who speak an indigenous language in order to include participants who are more culturally connected—thereby giving Team Y&R better insight into their perspectives. Potential participants who identify as Native Hawaiian do not have to speak Hawaiian in order to be eligible, though Team Y&R will prioritize those participants who do speak Native Hawaiian, as The Kālaimoku Group feels this will help reach those who are less acculturated and who may have different perspectives than those who are more assimilated. All who pass the screening will be rescreened upon arrival at the focus group location to help ensure they are indigenous

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Native Hawaiian or Pacific Islander (or mixed ethnicity), and not someone of a different ethnic group who was born in Hawaii or the Pacific Islands. We have identified an appropriate mix of island origins to ensure participation from the numerous groups within the NHPI community.

Team Y&R will leverage soft quotas to have appropriate representation recruited across NHPI ancestries. Native Hawaiians represent the largest number of Pacific Islanders in the U.S. To avoid excluding participants from island groups such as Samoa, Tonga, and Tahiti, Team Y&R recommends splitting Native Hawaiians from Polynesians for soft quota purposes. By moving Native Hawaiians to a separate soft quota category, Team Y&R can reserve space for other Polynesian groups. Team Y&R recommends combining Polynesian and Melanesian island groups together for soft quota purposes, as they traditionally have smaller populations in the U.S. Through their Compact of Free Association agreements, Micronesians from islands including Guam, Chuuk, Yap, Saipan, Pohnpei, and Palau represent growing populations in the U.S., and Team Y&R recommends placing them in their own soft quota category.

Table A.6: Native Hawaiian and Pacific Islander Hawaii QIPT Focus Group Soft Quotas

NHPI Definition: Self-identifies as Native Hawaiian or Pacific Islander; as being able to read and speak English; *MICRONESIAN, POLYNESIAN/MELANESIAN ONLY*: Must speak an indigenous language relevant to their race/ethnicity			
Location 1: Hawaii			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	10	10
	Some college or an associate's degree	6	6
	College graduate +	0	0
Gender	Female	8	8
	Male	8	8
Ancestry	Native Hawaiian	6	6
	Micronesian Islands	5	5
	Polynesian/Melanesian Islands	5	5
Age	18-34	3	3
	35-44	3	3
	45-54	5	5
	55 or older	5	5
Recruit 16 per session to seat 8			

Table A.7: Native Hawaiian and Pacific Islander Washington QIPT Focus Group Soft Quotas

NHPI Definition: Self-identifies as Native Hawaiian or Pacific Islander; as being able to read and speak English; *MICRONESIAN, POLYNESIAN/MELANESIAN ONLY*: Must speak an indigenous language relevant to their race/ethnicity			
Location 2: Washington			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	10	10
	Some college or an associate's degree	6	6

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	College graduate +	0	0
Gender	Female	8	8
	Male	8	8
Ancestry	Native Hawaiian	6	6
	Micronesian Islands	5	5
	Polynesian/Melanesian Islands	5	5
Age	18-34	3	3
	35-44	3	3
	45-54	5	5
	55 or older	5	5
Recruit 16 per session to seat 8			

A.1.3.3 Asian American

The panel representation of the Asian subpopulation audience is limited. Hence, Team Y&R plans to conduct focus groups to reach a wide variety of Asian subpopulations in California. The cities in which the focus groups will be hosted have neighborhoods that contain one of the largest Asian communities with the desirable mix of Asian ethnicities and nationalities.

To be eligible for the Asian focus groups, potential participants must self-identify as bilingual Asians. In addition to the hard-to-count criteria requirement, Team Y&R's multicultural partner TDW+Co recommends that the groups be made up exclusively of first-generation Asians living in the U.S. to reach the more hard-to-count segment of this population. If recruits are older, they are likely to have more recently immigrated to the U.S. This is to ensure we are including recent immigrants who are less likely to be acculturated to American culture and are more Asian in cultural identity.

TDW+Co also recommends excluding students, as they have different perspectives and are often more assimilated to American culture and norms.

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Table A.8: Asian American California QIPT Focus Group Soft Quotas

Asian American Definition: Self identifies as one of the below Asian ethnicities; as bilingual in English and another Asian language; as being able to read and speak English well; as 1st generation to U.S.			
Location 1: California			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college or an associate's degree	5	5
	College graduate or postgraduate degree	0	0
Gender	Female	7	7
	Male	7	7
Ancestry	Chinese	3	2
	Vietnamese	3	1
	Korean	3	1
	Filipino	0	3
	Hmong or Thai	3	1
	Cambodian	2	0
	Asian Indian	0	3
	Other South Asian (Pakistani, Bangladeshi)	0	3
Age	18-34	3	2
	35-44	3	2
	45-54	4	5
	55 or older	4	5
Recruit 14 per session to seat 8			

A.1.3.4 Hispanic

Focus groups with transient first and 1.5 generation[41] Hispanics living in Texas will provide Team Y&R with rich and contextual qualitative data to complement the online survey and community representative reviews. The focus groups will recruit for a representation of a large segment of the population that includes bilingual participants with a mix of relevant countries of origin, ages, and genders. In addition, the Hispanic groups will consist of transient immigrants who are first and 1.5 generation Americans and recently moved to the area, as they are typically harder to count and not likely to be well represented through the online component. The city where the groups will be held is highly recommended by Team Y&R's Hispanic advertising agency, Culture ONE World (C1W), as the market that best represents a mix of the characteristics required in the screener. C1W is confident there is a large enough population of transient, English-speaking,

[41] 1.5 generation is defined as people who are foreign-born, with both parents foreign-born, and who immigrated to the U.S. at age 16 or younger.

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first-generation Hispanics living in Houston willing to participate in these focus groups. The intent is not to include those who have newly immigrated to the U.S.—just those who immigrated at a certain age and were not born in the U.S.

Table A.9: Hispanic Texas QIPT Focus Group Soft Quotas

Hispanic Definition: Self identifies as Hispanic; as bilingual in English and Spanish; as being able to read and speak English well; as transient immigrants.			
Location 1: Texas			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college or an associate's degree	5	5
	College graduate or postgraduate degree	0	0
Gender	Female	7	7
	Male	7	7
Race/Ethnicity	Hispanic	14	14
	Not Hispanic	0	0
Ancestry	Mexican	9	9
	Central American	5	5
Generation	1st Generation[1]	7	7
	1.5 Generation[2]	7	7
Age	24-34 years old	7	7
	35-50 years old	7	7
Recruit 14 per session to seat 8			

A.1.3.5 Rural

Though not a traditionally hard-to-count audience, people living in Rural communities represent an important audience with whom to test potential platform ideas. Due to increasing rates of distrust in the government over recent years, there has been much commentary about the sense of disenfranchisement among communities in Rural areas, as they may believe they are being left behind. This audience may have unique barriers to census self-response that the communications campaign needs targeted messaging to address. The groups will be in Missouri. Participants must live in the selected county or adjacent counties where the ZIP Code Tabulation Areas (ZCTAs) consist of more than 90% Rural population, as identified in the 2010 Census.

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Table A.10: Rural Missouri QIPT Focus Group Soft Quotas

Rural Definition: Lives in a Zip Code Tabulation Area (ZCTA) that is identified as rural in the 2010 Census			
Location 1: Missouri			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college or an associate's degree	5	5
	College graduate or postgraduate degree	0	0
Gender	Female	7	7
	Male	7	7
Race/Ethnicity	White, not Hispanic	14	14
	Other	0	0
Age	18-34	2	2
	35-44	2	2
	45-54	5	5
	55 or older	5	5
Recruit 14 per session to seat 8			

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A.1.4 QIPT Focus Group Recruitment Screener

The following section includes the screeners Team Y&R used to recruit participants for focus groups. Audience-specific recruitment questions can be found in Section 3 of this section.

SECTION 1: WILLINGNESS

Hello, my name is _____ and I'm from _____, a focus group facility working on behalf of the U.S. Census Bureau to help improve communications to communities across the country.

The focus group will take about 90 minutes, and you will receive $75 for your time. If you are still interested in participating and if you are available the evening of [DATE], I will ask you a few questions to see if you qualify. The questions I will ask on this call will take about 5 minutes.

1a. May we proceed?

Yes	1	
No	2	> TERMINATE

1b. If you are eligible, are you available on [DATE] at [TIME] to participate in a focus group? The focus group will be held in [PLACE].

Yes	1	
No	2	> TERMINATE

Before we start, I want to tell you a few things about the focus group and the questions I will be asking you now. Your participation is voluntary, but your responses are important. You can choose not to answer any or all questions. The questions I am about to ask you, and those asked during the focus group itself, have been authorized for collection by U.S. Office of Management and Budget, approval number 0607-0987, expiring on 08/31/2020.

1c. Are you willing to participate?

Yes	1	
No	2	> TERMINATE

SECTION 2: STUDY CRITERIA

Great, I have a few questions to see if you qualify for this study.

2a. When, if ever, was the last time you participated in a marketing research study, such as a consumer interview or a group discussion?

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Within the past three months	1	> TERMINATE
Over three months ago	2	
Never	3	

2b. Do you or an immediate family member work in any of the following fields? RANDOMIZE LIST

Advertising or public relations	1	> TERMINATE
Marketing or market research	2	> TERMINATE
Federal government (specify:)	3	> Ask to specify
Bureau of Indian Affairs	4	
Others	5	> TERMINATE
Journalism	6	> TERMINATE
Education	7	
Medicine	8	
Engineering	9	
Other (specify:)	10	

2c. How old are you?

17 or under	1	> Ask for someone in household Age 18 or older
18 – 34	2	
35 – 44	3	
45 – 54	4	
55+	5	

2d. Are you…

Male	1
Female	2
Other *(specify:)*	3

SECTION 3: AUDIENCE-SPECIFIC STUDY CRITERIA – AMERICAN INDIAN

3a. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3b. What is your race? You may provide more than one group. MUST RESPOND AMERICAN INDIAN ONLY

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White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	> TERMINATE
American Indian	4	
Alaska Native	5	> TERMINATE
Native Hawaiian or Other Pacific Islander	6	> TERMINATE
Some other race *(specify:_____)*	7	> TERMINATE

3c. Earlier, you reported you were AMERICAN INDIAN. Are you a member of a Tribe?

Yes	1	
No	2	> TERMINATE

3d. What is the name of your tribe? For example, Navajo Nation, Blackfeet Tribe, Bay Mills, Klamath, etc. MULTIPLE RESPONSES PERMITTED. RECRUIT A MIX.

Navajo Nation	1
Blackfeet Tribe	2
Bay Mills	3
Klamath	4
Other *(specify:)*	5

3e. Have you lived on a reservation in the last 2 years?

Yes, I currently live on a reservation	1	> Check quotas
Yes, I lived on a reservation in the past two years, but not currently	2	
No	3	> TERMINATE

3f. What is your ZIP code? RECRUIT AT LEAST 6 WHO HAVED LIVE ON RESERVATION IN THE LAST 2 YEARS

_____

SECTION 3: AUDIENCE-SPECIFIC STUDY CRITERIA – ALASKA NATIVE

3a. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3b. What is your race? You may provide more than one group. MUST RESPOND ALASKA NATIVE ONLY

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White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	> TERMINATE
American Indian	4	> TERMINATE
Alaska Native	5	
Native Hawaiian or Other Pacific Islander	6	> TERMINATE
Some other race *(specify:_____)*	7	> TERMINATE

3c. Earlier, you reported you were ALASKA NATIVE. Are you a Shareholder of an Alaska Native Corporation?

Yes	1	
No	2	> TERMINATE

3d. What is the name of your Alaska Native Corporation? For example, Native Village of Barrow, Arctic Slope Corporation, Tlingit, etc. MULTIPLE RESPONSES PERMITTED. RECRUIT A MIX.

Native Village of Barrow	1	
Arctic Slope Corporation	2	
Tlingit	3	
Other *(specify:)*	4	
Not a member of an Alaska Native Corporation	5	> TERMINATE

3e. Have you lived in a village in the last 2 years?

Yes, I currently live in a village	1	> Check quotas
Yes, I lived in a village in the past two years, but not currently	2	
No	3	> TERMINATE

3f. What is your ZIP code? RECRUIT AT LEAST 6 WHO HAVE LIVED IN A VILLAGE IN THE LAST 2 YEARS

_____

SECTION 3: AUDIENCE-SPECIFIC STUDY CRITERIA – NATIVE HAWAIIAN AND PACIFIC ISLANDER (NHPI)

3a. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3b. What is your race? You may provide more than one group. MUST RESPOND NHPI ONLY.

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White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	> TERMINATE
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Native Hawaiian or Other Pacific Islander	6	
Some other race *(specify:_____)*	7	> TERMINATE

3c. Earlier, you reported you were NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER. What are your NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER ethnicities? For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc. MULTIPLE RESPONSES PERMITTED. RECRUIT A MIX.

Native Hawaiian	1	> Native Hawaiian
Samoan	2	> Polynesian/Melanesian
Chamorro	3	> Micronesian
Fijian	4	> Polynesian/Melanesian
Tongan	5	> Polynesian/Melanesian
Marshallese	6	> Micronesian
Other (*specify:* _____)	7	

3d. In what country or territory were you born?

In the continental United States, Alaska, or Hawaii	1	> Skip to Section 4
Outside of the United States *(specify:____)*	2	> Ask Q3e

ONLY ASK IF NOT BORN IN THE UNITED STATES (CODE 2 @ Q3D)

3e. How old were you when you first came to the United States?

IF ASKED, THIS INFORMATION IS BEING ASKED TO ENSURE A BROAD RANGE OF EXPERIENCES ARE REPRESENTED IN THE DISCUSSION. ANSWERS WILL NOT BE SHARED FOR MARKETING OR ANY OTHER PURPOSE.

17 or older	1
16 or younger	2

3f. Is there a language besides English that you are fluent in? **RECRUIT A MIX.**

Yes (specify:)	
Native Hawaiian	
Micronesian	
Polynesian/Melanesian	

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No		> IF MICRONESIAN, POLYNESIAN, OR MELANESIAN, TERMINATE > IF NATIVE HAWAIIAN, SKIP TO SECTION 4

3j. How many hours of media in [OTHER] language do you consume per week? This can include TV, print, radio, digital media, and social media.

HOURS: _____

SECTION 3: AUDIENCE-SPECIFIC STUDY CRITERIA – ASIAN

3a. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3b. What is your race? You may provide more than one group. MUST RESPOND ASIAN ONLY

White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Native Hawaiian or Other Pacific Islander	6	> TERMINATE
Some other race *(specify:)*	7	> TERMINATE

3c. Earlier, you reported you were ASIAN. What best describes your nationality or ethnicity? For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc. MULTIPLE RESPONSES PERMITTED. RECRUIT A MIX.

Chinese	1	
Vietnamese	2	
Korean	3	
Filipino	4	
Hmong or Thai	5	
Cambodian	6	
Asian Indian	7	
Other South Asian (Pakistani, Bangladeshi)	8	
Other (*specify:* _____)	9	> TERMINATE

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3d. In what country or territory were you born?

In the United States	1	> TERMINATE
Outside of the United States *(specify:)*	2	> Ask Q3e

3e. How old were you when you first came to the United States?

IF ASKED, THIS INFORMATION IS BEING ASKED TO ENSURE A BROAD RANGE OF EXPERIENCES ARE REPRESENTED IN THE DISCUSSION. ANSWERS WILL NOT BE SHARED FOR MARKETING OR ANY OTHER PURPOSE.

17 or older	1	
16 or younger	2	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC STUDY CRITERIA – HISPANIC

3a. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	
No	2	> TERMINATE

3b. What is your race? You may provide more than one group.

White	1
Black or African American	2
Asian	3
American Indian	4
Alaska Native	5
Native Hawaiian or Other Pacific Islander	6
Some other race *(specify: _____)*	7

3c. In what country or territory were you born?

United States	1	> TERMINATE
Other	2	

3d. How old were you when you first came to the United States?

IF ASKED, THIS INFORMATION IS BEING ASKED TO ENSURE A BROAD RANGE OF EXPERIENCES ARE REPRESENTED IN THE DISCUSSION. ANSWERS WILL NOT BE SHARED FOR MARKETING OR ANY OTHER PURPOSE.

17 or older	1	> 1st Generation
16 or younger	2	> 1.5 Generation

3e. In what country or territory were your parents born?

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Both parents were born in the U.S.	1	> TERMINATE
One parent was born in the U.S.; the other was born outside of the U.S.	2	> TERMINATE
Both parents were born outside of the U.S.	3	
Don't know	4	> TERMINATE

FIRST GENERATION IF ALL OF FOLLOWING:	1.5 GENERATION IF ALL OF FOLLOWING:
• BORN OUTSIDE THE U.S. (Code 2 @ Q3C) • ARRIVE IN THE U.S. AFTER AGE OF 16 (Code 1 @ Q3D) • FOREIGN-BORN PARENTS (Code 3 @ Q3E)	• BORN OUTSIDE THE U.S. (Code 2 @ Q3C) • ARRIVE IN THE U.S. AT OR BEFORE AGE OF 16 (Code 2 @ Q3D) • FOREIGN-BORN PARENTS (Code 3 @ Q3E)

3f. What is your country of origin? DO NOT READ ANSWER CHOICES. RECRUIT A MIX.

Mexico	1	> Mexican, check quotas
El Salvador, Guatemala, Honduras or other Central American country	2	> Central American, check quotas
Puerto Rico, Cuba, Dominican Republic	3	> Caribbien
Colombia, Venezuela, Argentina, or other South American country	4	> South American

SECTION 3: AUDIENCE-SPECIFIC STUDY CRITERIA – RURAL

3a. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3b. What is your race? You may provide more than one group.

White	1	
Black or African American	2	> TERMINATE
Asian	3	> TERMINATE
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Native Hawaiian or Other Pacific Islander	6	> TERMINATE
Some other race *(specify:)*	7	> TERMINATE

3c. What is your ZIP code? RECRUIT FROM A LIST OF ZIP CODES PROVIDED BY TEAM Y&R

_____

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SECTION 4: LANGUAGE

4a. What language do you primarily speak at home?

English	1	> Skip to Section 5
Other (specify:)	2	> Ask Q4b

ONLY ASK IF OTHER @ Q4a:

4b. How well do you speak English?

Very well	1	
Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

SECTION 5: HARD-TO-COUNT DEMOGRAPHICS

NOTE: Each participant must meet *two* of the following criteria

- Renters
- Living in a large household (with 6 or more people)
- Less than high school diploma
- Female householder, no husband present
- Low income (less than $35,000 per year)
- Move within the past year
- Household with young children aged 4 years old or younger
- Multi-unit or mobile home structure

5a. What is the highest grade or year of schooling you have completed?

Less than High school	1	1 point
High School graduate or equivalent	2	
Some college or an associate's degree	3	
College graduate or postgraduate degree	4	> TERMINATE

5b. What is your marital status?

Married	1
Widowed	2
Divorced	3
Separated	4

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Never married	5	

5c. Are there any children currently living in your household?

Yes (*specify number of children*:)	1	> Ask Q5d
No	2	> Ask Q35e

5d. What is the age of the youngest child in your home?

0–4 years old	1	1 point
5–9 years old	2	
10–17 years old	3	

5e. Besides yourself, how many adults live in your home?

RECORD NUMBER:_____

1 point IF ALL OF FOLLOWING:

- FEMALE (Code 2 @ Q2D)
- UMARRIED (Code 2-5 @ Q5B)
- LIVES WITH ANOTHER ADULT (Q5E > 0)

CODE NUMBER OF PEOPLE IN HOUSEHOLD (5C + 5E)

None, just myself	1	
One other person	2	
Two other people	3	
Three other people	4	
Four other people	5	
Five or more other people	6	1 point

5f. Do you rent or own your own house or apartment?

Rent	1	1 point
Own	2	
Other *(specify:_____)*	3	

5g. Which describes the building of your primary residence?

A mobile home	1	1 point
A one-family house detached from any other house	2	

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A one-family house attached to any other house	3	1 point
A building with 2 or more apartments	4	1 point
Boat, RV, van, etc.	5	1 point

5h. What month and year did you move into your current house, apartment, or mobile home?

MONTH:_____

YEAR: _____

must enter 2 digit month and 4 digit year (example: FEBRUARY 2005 = 02 / 2005)

Moved within past year	1	1 point
Moved more than a year ago	2	

5i. In 2017, what was your total household income before taxes?

Less than $25,000	1	1 point
$25,000 - $34,999	2	1 point
$35,000 - $49,999	3	
$50,000 - $74,999	4	
$75,000 - $99,999	5	
$100,000 - $149,999	6	
More than $150,000	7	

Record TOTAL POINTS ALLOCATED THROUGHOUT SCREEneR: _____ (enter number here)

3 OR MORE POINTS	1	
LESS THAN 3 POINTS	2	> TERMINATE

A.2 QIPT Platforms, Discussion Guide, Activities, and Materials

This section includes the materials that were used during the online quantitative testing and the focus groups.

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A.2.1 QIPT Platforms

A.2.1.1 *Shape Your Future. Start Here.*

Of all the things you can help shape in life, the most important may be the shape of things to come.

In your family. In your community. The schools your kids will attend. The jobs that may come your way.

But before you can help them take shape, it helps to know where to start:

Census data starts the conversation.

How big does our town's hospital need to be?
How much more cell coverage can our county use?
What kind of bridge will our town need five years down the road?

When you complete your 2020 Census, you can shape your future.

And there's no better place to start.

Shape your future. Start here.

A.2.1.2 *The Census Effect*

"Why did my cell service get so much better?"
"Why did we finally get a grocery store?"
"Why did we get a new elementary school?"

It's the Census Effect.

When you complete the 2020 Census, it impacts the numbers. Which informs funding decisions.
Which can kick off new projects...
Which can spark new employment...
Which can trigger new housing...
Which can attract new businesses...
Which can help a community evolve in all kinds of ways.

Who set this all in motion? You did.

The Census Effect.
Make it work for you.

A.2.1.3 *The Power in Numbers*

Every day our lives are filled with numbers.

The time we wake up.
The temperature outside.
The age we are... and the age we want to be.

Some numbers we'd love to forget – and some we'll remember forever.

And once every ten years, there are numbers that really matter. Numbers that represent you.

The 2020 Census.

Where numbers are power – for you and your community.

The power to have a voice. To build what's next.
To remind us that we can accomplish more.

And we need your help to get it right.

Complete the 2020 Census.

There's power in numbers.
There's power in you.

A.2.2 QIPT Online Quantitative Testing Metrics

Table A.11 includes the metrics used to analyze participants' responses to the platforms.

Table A.11: QIPT Online Quantitative Testing Metrics

Metric	Question	Measurement	Data Presented
Importance	*With this in mind, how important is it for you to fill out the 2020 Census?*	5-point scale	% Very important + Somewhat important
Taught me something new	*Please indicate whether you believe the following statements apply to this draft advertisement idea.*	5-point scale	% Strongly agree + Somewhat agree
Clarity	*How clear is this draft advertisement idea to understand?*	5-point scale	% Completely clear + Mostly clear
Believability	*Coming from the Census Bureau, this draft advertisement idea is… ?*	5-point scale	% Completely believable + Mostly believable
Tagline Clicks	*Click on the words that are MOST / LEAST APPEALING with a thumbs up / down.*	Not Applicable	Number of thumbs Up / Number of thumbs Down

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A.2.3 QIPT Online Quantitative Questionnaire

The following is the questionnaire used for the online quantitative testing. The questionnaire asked participants general questions about the census, and then randomly assigned participants an order of platforms to review.

PLEASE NOTE: The shaded coding logic in this questionnaire was used internally by the programming team to execute the online quantitative questionnaire.

Familiarity with the U.S. Census

/* DISPLAY */ First, we'd like to ask you a few questions about **the U.S. census**.

/* QCENSUS1 */ How familiar are you with the U.S. census? **/* REVERSE CHOICES */** **## IF QORDER =C1 THEN KEEP WRITTEN ORDER ##**

1) 1 – Extremely familiar
2) 2 – Very familiar
3) 3 – Somewhat familiar
4) 4 – Not too familiar
5) 5 – Not at all familiar

/* DISPLAY */ The U.S. census is the count of all the people who live in the United States. It happens every 10 years. It asks questions such as how many people live in your household, their age, race, and ethnicity. This survey is not the census. The next census is in 2020.

/* QCENSUS2 */ If the census were held today, how likely would you be to fill out the census form? **/* REVERSE CHOICES */** **## IF QORDER =C1 THEN KEEP WRITTEN ORDER ##**

1) 1 – Extremely likely
2) 2 – Very likely
3) 3 – Somewhat likely
4) 4 – Not too likely
5) 5 – Not at all likely

/* QCENSUS2_CODE*/ **/* CODE */** Intent to Participate coding

1) **## IF QCENSUS2 = C1-C2 ##** Intend
2) **## IF QCENSUS2 = C3-C5 ##** Do not Intend

Platform Assessment

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/* DISPLAY */ You will now see some draft advertisement ideas that the Census Bureau may use to encourage people to participate in the 2020 Census. Some of these ideas may be developed into advertisements you might see on TV, on a billboard, or online. You will be asked some questions about them. Please keep in mind that these are draft advertisements, not final advertisements.

/* QCODEPLATFORM */ /* CODE */ Platform assignment **## SHOW ONE PLATFORM (A OR B OR C) AT A TIME ## ## CELL CHECKING ##**

1) A B C **## QUOTA 250 ##**
2) A C B **## QUOTA 250 ##**
3) B C A **## QUOTA 250 ##**
4) B A C **## QUOTA 250 ##**
5) C B A **## QUOTA 250 ##**
6) C A B **## QUOTA 250 ##**

/* METRIC A */ Please indicate whether you believe the following statements apply to Draft Advertisement **[Insert Advertisement Letter]**. **/* REVERSE CHOICES */** **## IF QORDER =C1 THEN KEEP WRITTEN ORDER ## ## SLIDING SCALE ##**

1) 1 – Strongly agree
2) 2 – Somewhat agree
3) 3 – Neither agree nor disagree
4) 4 – Somewhat disagree
5) 5 – Strongly disagree

/* NESTED GRID */

1. Draft Advertisement **[Insert Advertisement Letter]** taught me something new about the 2020 Census.
2. Draft Advertisement **[Insert Advertisement Letter]** made me think differently about the 2020 Census.
3. Draft Advertisement **[Insert Advertisement Letter]** made me want to learn more about the 2020 Census.
4. Draft Advertisement **[Insert Advertisement Letter]** made me feel filling out the 2020 Census is relevant to my community.

/* RANDOM ROTATE SERIES */ /* REPEAT CODES */

/* METRIC B */ How clear is Draft Advertisement **[Insert Advertisement Letter]** to understand? **/* REVERSE CHOICES */** **## IF QORDER =C1 THEN KEEP WRITTEN ORDER ##**

1) 1 – Completely clear
2) 2 – Mostly clear
3) 3 – Somewhat clear
4) 4 – Not too clear
5) 5 – Not at all clear

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/* METRIC C */ Coming from the Census Bureau, Draft Advertisement **[Insert Advertisement Letter]** is… ? **/* REVERSE CHOICES */** **## IF QORDER =C1 THEN KEEP WRITTEN ORDER ##**

1) 1 – Completely believable
2) 2 – Mostly believable
3) 3 – Somewhat believable
4) 4 – Not too believable
5) 5 – Not at all believable

/* METRIC D */ Now, we would like you to review Draft Advertisement **[Insert Advertisement Letter]** again.

Click on the **words** that are MOST APPEALING with a thumbs up, then in the comment box write what you find most appealing.

Click on the **words** that are LEAST APPEALING with a thumbs down, then in the comment box write what you find most appealing.

To make your selection, click on the word then click thumbs up or thumbs down button.

To unselect one option, click on the "X" button.

Note that you may select up to 5 **areas** per "thumbs up" and "thumbs down," or none at all. You may not select the same **area** twice.

<oc-img src = "PLACEHOLDER.IMG"> AdLob X **</oc-img>** **/* OPEN END 1 BOXES 1 REQ */** **## REQUIRE COMMENTS FOR EACH CLICK ##**

/* REPEAT CODES */
1. click 1
2. click 2

/* END SERIES */ /* IMAGE CLICK TEST */

/* METRIC E */ Please indicate how much of each emotion you feel after seeing Draft Advertisement **[Insert Advertisement Letter]**. **/* MULTIPLE RESPONSES PERMITTED */**

1) 1 – Extremely **/* [Insert from series] */**
2) 2 – Mostly **/* [Insert from series] */**
3) 3 – Somewhat **/* [Insert from series] */**
4) 4 – Not too **/* [Insert from series] */**
5) 5 – Not at all **/* [Insert from series] */**

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/* NESTED GRID */

1. Interested
2. Entertained
3. Informed
4. Curious
5. Confused
6. Skeptical
7. Offended
8. Concerned
9. Surprised

/* RANDOM ROTATE SERIES */ /* REPEAT CODES */

/* METRIC E_OE */ ## IF METRIC E.7 (OFFENDED) = (C1-C3) ## You mentioned Draft Advertisement **[Insert Advertisement Letter]** makes you feel **/* [Insert Metric D: extremely offended/offended/somewhat offended] */**. Please explain your response. Be as specific as possible.

/* METRIC F */ How important is it for you to fill out the 2020 Census? **/* REVERSE CHOICES */ ## IF QORDER =C1 THEN KEEP WRITTEN ORDER ##**

1) 1 – Very important
2) 2 – Somewhat important
3) 3 – Neither important nor unimportant
4) 4 – Not too important
5) 5 – Not at all important

FOLLOW QCODEPLATFORM ASSIGNMENT

/* QPLATFORM A */ [TO BE INSERTED]
/* QPLATFORM B */ [TO BE INSERTED]
/* QPLATFORM C */ [TO BE INSERTED]

/* END SERIES */

Additional Demographics

/* DISPLAY */ Thank you. The following final questions are for statistical purposes only.

/* QSEXUAL_ORIENTATION */ Which of the following best represents how you think of yourself?

1) Lesbian or gay

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2) Straight, that is not lesbian or gay
3) Bisexual
4) Something else **/* SPECIFY */**
5) I don't know the answer

/* QSEXUAL_ORIENTATION_CODE */ Code sexual orientation
1) **## IF QSEXUAL_ORIENTATION = C1 OR C3 OR C4 ##** Not straight
2) **## IF QSEXUAL_ORIENTATION = C2 ##** Straight
3) **## IF QSEXUAL_ORIENTATION = C5 ##** Don't know

/* QINCOME */ **## IF QAUDIENCE=1 ##** **## GEN POP ##** In 2017, what was your total household income before taxes?
1) Less than $25,000
2) $25,000 – $34,999
3) $35,000 – $49,999
4) $50,000 – $74,999
5) $75,000 – $99,999
6) $100,000 – 149,999
7) More than $150,000

/* QMARRIAGE */ **## QSAMPLE = C1 ##** **## GEN POP ##** What is your marital status?
1) Now married
2) Divorced
3) Separated
4) Widowed
5) Never married

/* DISPLAY */ Thank you. This concludes the survey.

If you have any questions about this survey please contact Ketzirah.Lesser@YR.com. You can validate that this survey is a legitimate federally-approved information collection using the U.S. Office of Management and Budget approval number 0607-0978, expiring on 08/31/2020.

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A.2.4 QIPT Focus Group Testing Metrics

Table A.12 includes the metrics used to guide the discussion in the focus groups.

Table A.12: QIPT Focus Group Testing Metrics

Metric	Question
Importance	*After seeing this idea, how important do you think it is that you fill out the census? Do you think other members of your community would have similar reactions as you? Or would they differ? How so?*
Informative / Curiosity	*What, if anything, did you learn from the idea? Does this idea make you want to know more about the census? What do you want to know?*
Clarity	*How clear is the idea to understand?*
Believability	*How believable is the idea?*

A.2.5 QIPT Focus Group Discussion Guide

The following guide outlines a general flow of facilitated conversation during a focus group session. This guide will be used as a tool for the moderator to ensure that key research objectives are met and an adequate level of consistency across groups is achieved to draw reliable conclusions.

Notes to Reviewer

- The moderator will use the framework outlined as a guide, rather than a formal script. Questions will not be read verbatim.
- The moderator will use his/her judgment to determine whether to switch to other sections of the guide as discussion flows, based on the research objectives and to maintain a natural flow of conversation. The discussion guide may contain more content than can be covered in 90 minutes; optional question probes have been *italicized* to facilitate consistent prioritization of conversation topics across groups.
- Bolded text indicates instructions for the moderator and will not be read aloud to participants. Instructions are also highlighted in green.
- Materials are highlighted in yellow.
- Room Setup: Conversation cards (Section A.2.7) and a pen to be placed face down in front of each seat until the moderator instructs participants on when and how to use them. Platform markup activity (Section A.2.6), to be placed in front of each seat until the moderator instructs participants on when and how to use them. In the corner of the room, there will be a flip pad (Section A.2.8) for the moderator to use.

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Focus Group Breakdown: Total time – 90 minutes
Section A: Introduction & Icebreaker (10 minutes) Moderator will explain the purpose of the focus group and allow participants to ask any questions.
Section B: Warm Up (5 minutes) The purpose of this section is to warm up conversation and explore the participants' intention to participate in the census.
Section C: Individual Platform Review (65 minutes) The purpose of this section is to present and discuss individual platforms based on key decision making criteria. The order of platforms presented will be randomized across focus groups.
Section D: Conclusion (10 minutes) Moderator will thank participants and ensure all questions have been answered.

Section A: Introduction & Icebreaker – 10 minutes

Moderator will explain the purpose of the focus group and allow participants to ask any questions. Participants will receive a copy of the consent form in the waiting area when they check in that provides the OMB approval number and contact information for the study **(Section A.2.9)**

Before the start of each session, the moderator will brief participants on the structure and the objectives of the focus group. Participants will be briefed as follows:

Good evening, and thank you all for taking the time to be with us today to share your thoughts and opinions. Before we get started, I want to first mention a few things about our discussion:

- I am an independent market researcher for a firm that conducts hundreds of groups like this each year. That means my job is to listen to you and encourage conversation, and I have no stake in the opinions you share. Love or hate something we talk about, it's all the same to me.
- Your thoughts and opinions are very important to us, there are no right or wrong answers, and your individual responses won't be shared outside of the research team.

We have 90 minutes together today. Before we jump in, let's go over some important things:

- Your participation is voluntary, and you don't have to answer every question.
- That said, you are here because your opinions are very important, and I do hope to hear from everyone at some point this evening. Please know that anything you share will be kept among the research team, and you will not be personally identified in any reports we prepare based on our conversation. We also ask that we all respect the privacy of everyone in the room, and that you don't share what is discussed with others.
- **[ASIAN GROUPS ONLY]** Please look around the room. What do you notice? Yes, we are all Asians here, and there is a reason for that. While you may all come from different backgrounds, nationalities, and speak different dialects, we have made it a priority to bring all of you in for this discussion today because you all represent important and different voices we wish to hear from. Thus, please understand we do value your opinions – both as an individual and also as a representative of your community.

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- We are hosting groups like this across the country over many weeks, and there is no way I could remember everything we discuss. To help my team and me write a report, we will be audio [and VIDEO RECORDING IF AVAILABLE] recording this session. The audio files will be transcribed, but any information that could identify you will be removed from the transcripts, and the audio and video files will be destroyed when the report is complete. These transcripts and recordings will be a reference for my team and me as we write our report and will allow me to focus on our conversation rather than taking notes.

As applicable depending on the facility, explain that there are observers behind the glass and via livestreaming (if available): You may have noticed the glass behind me. I have some team members who are here helping me today who are observing and taking notes. We also have some team members who could not travel to be with us today and are observing remotely. We all want to learn from you, so it is important that you share your honest opinions.

On the note about your opinions, I want to be sure you all know that the goal of our conversation is not to agree with one another. If you disagree with something that is shared, it's important for us to hear your perspective, because you may represent a lot of people. Similarly, if you agree with something that is said, I'd like to hear that too.

[ASIAN AND HISPANIC]: Lastly, we know English is your second language and you likely express yourself very differently when speaking your primary language. I only ask you do your best to express your true opinions and feelings, but please speak at the same volume as I am. Otherwise, my colleagues may not be able to hear you and the recording may not pick up your voice.

I think that's just about everything. If you need to use the restroom during our session, please feel free to do so. **Before we get started, please turn off your cell phone or switch it to silent mode.**

Any questions?

Okay, let's get started by introducing ourselves to each other. Please tell us: **(1)** your first name, **(2)** how long you have lived in (name the city or town), and **(3) [AIAN, RURAL, NHPI]:** a couple of your favorite TV shows. **[ASIAN AND HISPANIC]: (3)** how long you've been living in the U.S.

I'll go first. **Moderator will introduce self and then facilitate introductions of others.**

Great, very glad to meet all of you. Let's start our discussion.

Section B: Warm Up: Past Participation and Intention to Participate – 5 minutes

The purpose of this section is to warm up conversation and explore the participants' intention to participate in the census.

Today, our discussion will be about the U.S. decennial census. I'd like to start by sharing some information about what the U.S. decennial census is to be sure we're all thinking about the same thing for the rest of our conversation. **Moderator shows the following definition on the flip pad (Section A.2.8) and reads out loud:** The U.S. census is the count of all the people who live in the United States. It happens every 10 years—which is why it is called the decennial census. The Census plans to ask questions such as how many people live at your address or place and their age, gender, race, ethnicity,

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relationships, and citizenship. The next census is in 2020. For the rest of our conversation, please think about this when we say "the census."

Now, you have some **cards** **(Section A.2.7)** in front of you. After I ask my next question, please hold up the thumbs up for yes, the thumbs down for no, and the person shrugging for unsure. **Moderator will show example cards.**

- Have you ever filled out a U.S. census form?
  READ COUNT OUT LOUD to be captured by the audio recording (e.g., 2 yes, 3 no, and 3 unsure).

- If the census were held today—would you fill out the census?
  READ COUNT OUT LOUD to be captured by the audio recording (e.g., 2 yes, 3 no, and 3 unsure).

Thank you everyone. It is helpful to know a little more about different experiences as we continue our conversation today.

Section C: Individual Platform Review – 65 Minutes (20-25 minutes per Platform)

The purpose of this section is to present and discuss individual platforms based on key decision making criteria. The order of platforms presented will be randomized across focus groups.

[AIAN, NHPI, AND RURAL]

Now, I'd like to show you some draft advertisement ideas that the Census Bureau may use to encourage people to participate in the 2020 Census. Some of these ideas may be developed into advertisements you might see on TV or on a billboard. It's really expensive to develop ads, so getting your feedback early on is important. Please keep in mind that these are still draft advertisement that need to be polished.

[ASIAN AND HISPANIC]

Now, I'd like to show you some draft advertisement ideas that the Census Bureau may use to encourage people to participate in the 2020 Census. Some of these ideas may be developed into advertisements you might see on TV or on a billboard. When these ads are completed, they will be available in many different languages—including the dialects you speak and read. Thus, it is important we hear your feedback based on these ideas—even though they are in English. Please keep in mind that these are still draft advertisements that need to be polished.

PLATFORM [COLOR 1] (25 minutes)

We'll talk about this one first: **Moderator will hand out the first draft advertisement.**

- **(First Impression)** Let's start general. What are your initial thoughts or reactions?

Moderator to hand out printed platform markup activity (Section A.2.6).

First, your name card has a number on it; please write that number in the top left corner of the page where it says "unique ID." This will help us keep your information private.

On the markup activity (Section A.2.6**Error! Reference source not found.**) I'd like you to do three things:

- Write down three words that summarize your overall reactions to the draft advertisement. Please feel free to write down these words in the written language you most feel most comfortable writing.
- Circle what catches your attention in a positive way
- Cross out what catches your attention in a negative way

Feel free to write any comments on your sheet. Afterwards, we'll talk about it. Moderator will provide 2-3 minutes for individual completion.

- What are the words that caught your attention in a positive way, or the words you circled?
  - *Probe on reasons*
  - *Probe on what is relevant or relatable*
- What are the words that caught your attention in a negative way, or the words you crossed out?
  - *Probe on reasons*
  - *Probe on what is NOT relevant or relatable*
- Was there anything else that caught your attention that you had a reaction to?
- Assuming this is accurately translated in your primary language, are there any issues you foresee about how the meaning of these words/phrases can change or received differently? If so, how? Please explain.

Read each general question below, probe when necessary to better understand their impressions.

- **(Learn Something New)** What, if anything, did you learn from the draft advertisement?
  - *Did it make you want to learn more?*
- **(Clarity)** How clear is the draft advertisement to understand?
  - *What, if anything, was confusing about the statement?*
- **(In Own Words)** In your own words, what do you think the draft advertisement is trying to convey?
- **(Likes/Dislikes)** What do you like about it? What do you not like about it?
- **(Believability)** How believable is the draft advertisement?
  - *Probe on reasons why participants trust the draft advertisement or not*
- **(Audience)** Who do you think the draft advertisement is trying to reach? Someone like you or someone else? Describe that person.
  - **[ASIAN AND HISPANIC]** Keeping in mind that the draft advertisement would be translated to your language, who do you think the draft advertisement is trying to reach? Someone like you or someone else? Describe that person.
- **(Improvements)** What, if anything, is missing from the draft advertisement?
  - **[ASIAN AND HISPANIC]** Imagine this is translated into your language; are there any issues or challenges you can see with how this would be translated into your primary language or dialect?
- **(Questions)** What questions, if any, come to mind when you see this?
- **(Desire to Know More)** Does this draft advertisement make you want to know more about the census? What do you want to know?

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    - *Where would you go to find out more information?*
- **(Think Differently)** Do you feel or think differently about the census than you did before seeing this draft advertisement? How so?
- **(Importance/Relevance)** After seeing this draft advertisement, how important do you think it is that you fill out the census? Do you think other members of your community would have similar reactions as you? Or would they differ? How so? Please elaborate.

PLATFORM [COLOR 2] (20 minutes)

We'll talk about this one next: **Moderator will hand out the second draft advertisement.**

- **(First Impression)** Let's start general. What are your initial thoughts or reactions?

Moderator to hand out printed platform markup activity (Section A.2.6).

Go ahead and write your unique ID in the top left corner again.

Again, on the **markup activity (Section A.2.6).** I'd like you to do three things:

- Write down three words that summarize your overall reactions to the draft advertisement.
- Circle what catches your attention in a positive way
- Cross out what catches your attention in a negative way

Feel free to write any comments on your sheet. Afterwards, we'll talk about it. **Moderator will provide 2-3 minutes for individual completion.**

- What are the words that caught your attention in a positive way, or the words you circled?
    - *Probe on reasons*
    - *Probe on what is relevant or relatable*
- What are the words that caught your attention in a negative way, or the words you crossed out?
    - *Probe on reasons*
    - *Probe on what is NOT relevant or relatable*
- Was there anything else that caught your attention that you had a reaction to?

Read each general question below, probe when necessary to better understand their impressions.

- **(Learn Something New)** What, if anything, did you learn from the draft advertisement?
    - *Did it make you want to learn more?*
- **(Clarity)** How clear is the draft advertisement to understand?
    - *What, if anything, was confusing about the statement?*
- **(In Own Words)** In your own words, what do you think the draft advertisement is trying to convey?
- **(Likes/Dislikes)** What do you like about it? What do you not like about it?
- **(Believability)** How believable is the draft advertisement?
    - *Probe on reasons why participants trust the draft advertisement or not*

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- **(Audience)** Who do you think the draft advertisement is trying to reach? Someone like you or someone else? Describe that person.
    - **[ASIAN AND HISPANIC]** Keeping in mind that the draft advertisement would be translated to your language, who do you think the draft advertisement is trying to reach? Someone like you or someone else? Describe that person.
- **(Improvements)** What, if anything, is missing from the draft advertisement?
    - **[ASIAN AND HISPANIC]** Imagine this is translated into your language; are there any issues or challenges you can see with how this would be translated into your primary language or dialect?
- **(Questions)** What questions, if any, come to mind when you see this?
- **(Desire to Know More)** Does this draft advertisement make you want to know more about the census? What do you want to know?
    - *Where would you go to find out more information?*
- **(Think Differently)** Do you feel or think differently about the census than you did before seeing this draft advertisement? How so?
- **(Importance/Relevance)** After seeing this draft advertisement, how important do you think it is that you fill out the census? Do you think other members of your community would have similar reactions as you? Or would they differ? How so? Please elaborate.

PLATFORM [COLOR 3] (20 minutes)
Lastly, we'll talk about the last draft advertisement:: **Moderator will hand out the second draft advertisement.**

- **(First Impression)** Let's start general. What are your initial thoughts or reactions?

Moderator to hand out printed platform markup activity (Section A.2.6).

Go ahead and write your unique ID in the top left corner again.

Once more, on the **markup activity (Section A.2.6).** I'd like you to do three things:

- Write down three words that summarize your overall reactions to the draft advertisement.
- Circle what catches your attention in a positive way
- Cross out what catches your attention in a negative way

Feel free to write any comments on your sheet. Afterwards, we'll talk about it. **Moderator will provide 2-3 minutes for individual completion.**

- What are the words that caught your attention in a positive way, or the words you circled?
    - *Probe on reasons*
    - *Probe on what is relevant or relatable*
- What are the words that caught your attention in a negative way, or the words you crossed out?
    - *Probe on reasons*
    - *Probe on what is NOT relevant or relatable*

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- Was there anything else that caught your attention that you had a reaction to?

Read each general question below, probe when necessary to better understand their impressions.

- **(Learn Something New)** What, if anything, did you learn from the draft advertisement?
  - *Did it make you want to learn more?*
- **(Clarity)** How clear is the draft advertisement to understand?
  - *What, if anything, was confusing about the statement?*
- **(In Own Words)** In your own words, what do you think the draft advertisement is trying to convey?
- **(Likes/Dislikes)** What do you like about it? What do you not like about it?
- **(Believability)** How believable is the draft advertisement?
  - *Probe on reasons why participants trust the draft advertisement or not*
- **(Audience)** Who do you think the draft advertisement is trying to reach? Someone like you or someone else? Describe that person.
  - **[ASIAN AND HISPANIC]** Keeping in mind that the draft advertisement would be translated to your language, who do you think the draft advertisement is trying to reach? Someone like you or someone else? Describe that person.
- **(Improvements)** What, if anything, is missing from the draft advertisement?
  - **[ASIAN AND HISPANIC]** Imagine this is translated into your language; are there any issues or challenges you can see with how this would be translated into your primary language or dialect?
- **(Questions)** What questions, if any, come to mind when you see this?
- **(Desire to Know More)** Does this draft advertisement make you want to know more about the census? What do you want to know?
  - *Where would you go to find out more information?*
- **(Think Differently)** Do you feel or think differently about the census than you did before seeing this draft advertisement? How so?
- **(Importance/Relevance)** After seeing this draft advertisement, how important do you think it is that you fill out the census? Do you think other members of your community would have similar reactions as you? Or would they differ? How so? Please elaborate.

Section D: Conclusion – 10 Minutes

Moderator will thank participants and ensure all questions have been answered.

Thank you for sharing your thoughts today! As we conclude our discussion, I have a few final wrap-up questions.

- And, grab those **cards** **(Section A.2.7)** one more time. **(Moderator will show cards.)** After our discussion, if the census were held today, do you think you would fill out the census form? **Moderator will show example cards and then read the count out loud to be captured by the audio recording (e.g., 2 yes, 3 no, and 3 unsure).**

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- What, if anything, that you saw today made you feel differently about filling out the census form? Tell me about that.
- If the census were held today, do you think other members of your community would be persuaded to fill out the census form? Why / why not? Are there any issues that you believe other members of your community would have about anything you saw today when it comes to filling out the census form.

[If time allows] If you don't mind, I'm going to step out for just a moment to see if my team has any additional follow-up questions. **[Ask follow-ups]**

Okay, thank you so much. I've enjoyed meeting you all. Is there anything else that you would like to share that we haven't touched on yet? Are there any final questions? If not, please leave all your materials on the table and have a lovely evening.

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U.S. Census Bureau
Team Y&R

A.2.6 QIPT Focus Group Platform Markup Activity

Unique ID: _____

Please see the following:

[Platform Placeholder]

1. Write down three words that summarize your overall reactions to the draft advertisement:

   WORD 1:_____

   WORD 2: _____

   WORD 3: _____

2. Circle what catches your attention in a **positive** way.
3. Cross out what catches your attention in a **negative** way.

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A.2.7 QIPT Focus Group Conversation Cards

A.2.8 QIPT Focus Group Flip Pad

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A.2.9 QIPT Focus Group Consent Form

Form Approved
OMB No. 0607-0978
Exp. Date 08/31/2020

INFORMED CONSENT FORM

We ask that you take part in an information collection. This form describes the purpose, benefits, and risks of the information collection. It also describes your right to withdraw at any time. A member of the project staff will read through this form with you and discuss all the information if you like.

Why are you collecting this information?
We are collecting information to understand how people make decisions about responding to the U.S. census. Y&R, an advertising agency, and its partners are conducting this project for the U.S. Census Bureau. The findings will inform the development of an advertising campaign.

What do I need to know about this project?
Adults age 18 and older are able to participate. If you choose to participate, the project team will tell you when and where your focus group will meet. During the focus group, the moderator will ask you to share your thoughts and attitudes about the census. The focus group will last about 90 minutes. There are no costs associated with your participation. You do not have to answer any questions that you do not want to.

In accordance with the Paperwork Reduction Act of 1995, the federal government's Office of Management and Budget (OMB) has approved the questions asked through this project. The OMB control number is **0607-0978**. Without this approval, we could not ask these questions.

Members of the project team will observe the session, either in-person or remotely. Members of the sponsoring agency may also observe the session, either in-person or remotely. The observers will take notes and listen, but they will not bother you. You will only talk to the moderator and a small group of other participants.

What are the potential risks of being in the focus group?
There are minimal risks associated with this project. Breach of confidentiality is possible, but the risk is reduced because your responses are not linked to your name or other identifying information. Instead, we will use a code, and the project team agrees to protect your privacy. You do not have to answer any questions that you do not want to answer.

Does participating in this project provide any benefit?
There is no direct benefit to you in participating in this project. The information from the focus groups will help us decide what ideas and messages might be useful in educational outreach about the U.S. census.

Will it cost me anything to participate in the project?

For internal and deliberative use only. This information has been prepared solely for the use and benefit of the U.S. Census Bureau and is not intended to be relied upon by any other party.

There are no costs to participate in the project, other than possible transportation costs to and from the facility. Participants in the focus groups will receive $75 for their participation.

Do I have to be in this project?
Your participation is voluntary, which means you can stop at any time.

Who will see the results of this project or my information?
The research team will hear everything you say during the focus group. We will be very careful to only let people working on the project see your information. There is a small risk that others might find out what you say, despite all of our best efforts. In this, appropriate steps will be taken to notify participants.

The focus group will be audio- and video-recorded and transcribed. It might also be livestreamed so that other members of the project team or members of the sponsoring agency who could not travel can watch remotely. You will be told at the start of the focus group whether it is being livestreamed. By signing this form, you consent to being recorded and livestreamed during the focus group.

Your name and other personal information will not be linked to your responses and will not be shared with the sponsoring agency. This means that no one outside of the project team will be able to trace what you said back to you. Everything you share will be kept private to the extent allowed by law. This means that we will not share anything you provide with anyone outside the project unless it is required to protect you, or if required by law. However, if you show a direct threat of harm to yourself or others, we have the right to take action out of concern for you and concern for others.

All of the information we collect, including anything you say in the focus group, information collected during screening, audio files, video files, and transcripts will be stored on a password-protected computer or in locked cabinets that only the project team can access. After three years, all of the collected information will be destroyed by securely shredding documents or permanently deleting electronic information.

Results from this project may appear in professional journals or scientific conferences or shared with other project teams. No individual participants will be identified or linked to the results. We will not disclose your identity in any report or presentation.

What if I have questions about the project?
If you have questions or concerns about the project, you can contact Ketzirah Lesser, Project Director at Team Y&R. You can reach her by email at Ketzirah.Lesser@YR.com or by phone at 202-816-3239. You can ask questions about this consent form or the project at any time. This includes before you decide to start the project, at any time during the project, and after the project is complete. If you decide to start the project and then change your mind, you can stop participating at any time without penalty or loss of benefits.

Are my answers confidential?

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U.S. Census Bureau
Team Y&R

Yes. The U.S. Census Bureau is required by law to protect your information (13 U.S.C. § 9 and § 214). The Census Bureau is not permitted to publicly release your responses in a way that could identify you or your household.

Please mark a box and sign below. By signing this form, you have not waived any of your legal rights.

☐ **Yes, I agree to participate in this project. I have read, understand, and had time to consider all of the information above. My questions have been answered, and I have no further questions.**

☐ **No, I do not agree to participate in this project. I have read, understand, and had time to consider all of the information above. My questions have been answered, and I have no further questions.**

Signature Date

For internal and deliberative use only. This information has been prepared solely for the use and benefit of the U.S. Census Bureau and is not intended to be relied upon by any other party.

A.2.10 QIPT Community Representative Reviews Discussion Framework

The following is the discussion framework that was used to guide the discussion with community representative reviewing the platforms.

Audience:
Platform [X] (REPEAT FOR EACH PLATFORM)

Initial Reactions
Explore what catches his/her eye first, both in a positive and negative matter, about the platform. Explore what may have surprised him/her about the draft advertisement and what he/she learned from this platform.

CRR1	
CRR2	
CRR3	
CRR4	
CRR5	

Main Message
We want to learn what they perceive as the message and whether they find the message believable. We also want to understand who the community leader believes is the audience(s) of the platform.

CRR1	
CRR2	
CRR3	
CRR4	
CRR5	

Community Relevance
Discuss with the community leader how this platform relates to their community. Explore what can be done to increase relevance, positive perceptions and participation.

CRR1	
CRR2	
CRR3	
CRR4	
CRR5	

Watch Outs
Explore potential points of confusion and any concerns they may have about the idea's ability to motivate their audience. If offered, capture suggested solutions.

CRR1	

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CRR2	
CRR3	
CRR4	
CRR5	

Other Notes

Other notes of interest that fall outside of the above primary exploration areas

CRR1	
CRR2	
CRR3	
CRR4	
CRR5	

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A.3 QIPT Online Quantitative Testing Results

This sections includes the results from the online quantatitave testing.

A.3.1 QIPT General Population Results

▼▼▼ *Indicates platform had a significantly lower mean score than comparison group based on MANOVA results.*

Table A.13: QIPT Online Quantitative Testing – General Population – MANOVA Results

Question	The Power in Numbers	Shape Your Future	The Census Effect
Please indicate whether you believe the following statements apply to this draft advertisement idea. *(1 – Strongly disagree to 5 – Strongly agree)*			
*"This draft advertisement idea **taught me something new** about the 2020 Census."*	3.20	3.57 ▼	3.73 ▼▼
*"This draft advertisement idea **made me think differently** about the 2020 Census."*	3.25	3.57 ▼	3.67 ▼▼
*"This draft advertisement idea **made me want to learn more** about the 2020 Census."*	3.39	3.57 ▼	3.65 ▼▼
*"This draft advertisement idea made me feel filling out the 2020 Census is **relevant to my community**."*	3.82	4.09 ▼	4.15 ▼▼
How clear is this draft advertisement idea to understand? *(1 – Not at all clear to 5 – Completely clear)*	4.01	4.26 ▼	4.33 ▼▼
Coming from the Census Bureau, this draft advertisement idea is…? *(1 – Not at all believable to 5 – Completely believable)*	3.98	4.08	4.10
With this in mind, how important is it for you to fill out the 2020 Census? *(1 – Not at all important to 5 – Very Important)*	4.28	4.44 ▼	4.49 ▼▼
Please indicate how much of each emotion you feel after seeing this draft advertisement idea. *(1 – Not at all to 5 - Extremely)*			
Interested	3.33	3.58 ▼	3.66 ▼▼
Entertained	2.49	2.54	2.64
Informed	3.35	3.63 ▼	3.74 ▼▼
Curious	2.94	3.15 ▼	3.21 ▼
Confused	1.69 ▼▼	1.48	1.50

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Question	The Power in Numbers	Shape Your Future	The Census Effect
Skeptical	1.98 ▼	1.90	1.94
Offended	1.37	1.34	1.34
Concerned	2.17	2.23	2.16
Surprised	2.29	2.45 ▼	2.63 ▼▼

▼▼▼ *Indicates platform had a significantly lower proportion than comparison group at 95% confidence level.*

Table A. 14: QIPT Online Quantitative Testing – General Population – Proportion Results

Question	The Power in Numbers	Shape Your Future	The Census Effect
Please indicate whether you believe the following statements apply to this draft advertisement idea. *(% Strongly agree + Somewhat agree)*			
*"This draft advertisement idea **taught me something new** about the 2020 Census."*	46	59 ▼	66 ▼▼
*"This draft advertisement idea **made me think differently** about the 2020 Census."*	48	57 ▼	61 ▼▼
*"This draft advertisement idea **made me want to learn more** about the 2020 Census."*	52	56 ▼	60 ▼▼
*"This draft advertisement idea made me feel filling out the 2020 Census is **relevant to my community**."*	67	75 ▼	76 ▼
How clear is this draft advertisement idea to understand? *(% Completely + Mostly clear)*	73	80 ▼	83 ▼▼
Coming from the Census Bureau, this draft advertisement idea is…? *(% Completely + Mostly believable)*	71	75 ▼	75 ▼
With this in mind, how important is it for you to fill out the 2020 Census? *(% Very + Somewhat important)*	79	84 ▼	85 ▼
Please indicate how much of each emotion you feel after seeing this draft advertisement idea. *(% Extremely + Mostly)*			
Interested	49	58 ▼	61 ▼▼
Entertained	24	24	27 ▼▼
Informed	51	58 ▼	62 ▼▼

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Question	The Power in Numbers	Shape Your Future	The Census Effect
Curious	36	43 ▼	46 ▼▼
Confused	10 ▼▼	5	6
Skeptical	12	11	13 ▼
Offended	5	5	5
Concerned	16	16	16
Surprised	20	23 ▼	27 ▼▼
Click on the **words** that are MOST APPEALING with a thumbs up. Click on the **words** that are LEAST APPEALING with a thumbs down. *(Showing numeric count)*			
Tagline Thumbs Up	195	179	160
Tagline Thumbs Down	26	16	10
Body Text Thumbs Up	978	1,029	1,108
Body Text Thumbs Down	265	190	186

A.3.2 QIPT Low Response Results

▼▼▼ *Indicates platform had a significantly lower proportion than comparison group at 95% confidence level.*

Table A. 15: QIPT Online Quantitative Testing – Low Response – MANOVA Results

Question	The Power in Numbers	Shape Your Future	The Census Effect
Please indicate whether you believe the following statements apply to this draft advertisement idea. *(1 – Strongly disagree to 5 – Strongly agree)*			
*"This draft advertisement idea **taught me something new** about the 2020 Census."*	3.27	3.69 ▼	3.90 ▼▼
*"This draft advertisement idea **made me think differently** about the 2020 Census."*	3.39	3.73 ▼	3.84 ▼
*"This draft advertisement idea **made me want to learn more** about the 2020 Census."*	3.46	3.70 ▼	3.80 ▼

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Question	The Power in Numbers	Shape Your Future	The Census Effect
*"This draft advertisement idea made me feel filling out the 2020 Census is **relevant to my community**."*	3.86	4.19 ▼	4.23 ▼
How clear is this draft advertisement idea to understand? *(1 – Not at all clear to 5 – Completely clear)*	4.07	4.36 ▼	4.45 ▼
Coming from the Census Bureau, this draft advertisement idea is…? *(1 – Not at all believable to 5 – Completely believable)*	4.05	4.21 ▼	4.17 ▼
With this in mind, how important is it for you to fill out the 2020 Census? *(1 – Not at all important to 5 – Very Important)*	4.22	4.47 ▼	4.46 ▼
Please indicate how much of each emotion you feel after seeing this draft advertisement idea. (*1 – Not at all to 5 - Extremely)*			
Interested	3.47	3.74 ▼	3.80 ▼
Entertained	2.60	2.75 ▼	2.83 ▼
Informed	3.48	3.74 ▼	3.81 ▼
Curious	3.13	3.27	3.28
Confused	1.75 ▼▼	1.53	1.51
Skeptical	2.04	1.97	1.99
Offended	1.46	1.42	1.37
Concerned	2.32	2.34	2.28
Surprised	2.44	2.68 ▼	2.83 ▼▼

▼▼▼ *Indicates platform had a significantly lower proportion than comparison group at 95% confidence level.*

Table A.16: QIPT Online Quantitative Testing – Low Response – Proportion Results

Question	The Power in Numbers	Shape Your Future	The Census Effect
Please indicate whether you believe the following statements apply to this draft advertisement idea. *(% Strongly agree + Somewhat agree)*			
*"This draft advertisement idea **taught me something new** about the 2020 Census."*	50	65 ▼	71 ▼▼
*"This draft advertisement idea **made me think differently** about the 2020 Census."*	50	64 ▼	67 ▼

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Question	The Power in Numbers	Shape Your Future	The Census Effect
*"This draft advertisement idea **made me want to learn more** about the 2020 Census."*	53	61 ▼	66 ▼
*"This draft advertisement idea made me feel filling out the 2020 Census is **relevant to my community**."*	68	79 ▼	79 ▼
How clear is this draft advertisement idea to understand? *(% Completely + Mostly clear)*	73	82 ▼	87 ▼
Coming from the Census Bureau, this draft advertisement idea is...? *(% Completely + Mostly believable)*	74	78 ▼	77
With this in mind, how important is it for you to fill out the 2020 Census? *(% Very + Somewhat important)*	78	87 ▼	88 ▼
Please indicate how much of each emotion you feel after seeing this draft advertisement idea. *(% Extremely + Mostly)*			
Interested	54	61 ▼	64 ▼
Entertained	25	30 ▼	32 ▼
Informed	53	63 ▼	66 ▼
Curious	41	44	44
Confused	11 ▼▼	7	6
Skeptical	13	12	14
Offended	7	6	5
Concerned	21	20	20
Surprised	23	26 ▼	31 ▼▼
Click on the **words** that are MOST APPEALING with a thumbs up. Click on the **words** that are LEAST APPEALING with a thumbs down. *(Showing numeric count)*			
Tagline Thumbs Up	37	25	29
Tagline Thumbs Down	10	2	3
Body Text Thumbs Up	188	223	235
Body Text Thumbs Down	70	42	44

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A.3.3 QIPT Click Testing Results: Heat Maps

A.3.3.1 General Population Click Test Results

Figure A. 1: Shape Your Future. Start Here. General Population Positive Clicks

Green dots indicate points of the platform that General Population online testing participants gave a thumbs-up.

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Figure A. 2: Shape Your Future. Start Here. General Population Negative Clicks

Red dots indicate points of the platform that General Population online testing participants gave a thumbs-down.

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Figure A. 3: The Census Effect General Population Positive Clicks

Green dots indicate points of the platform that General Population online testing participants gave a thumbs-up.

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Figure A. 4: The Census Effect General Population Negative Clicks

Red dots indicate points of the platform that General Population online testing participants gave a thumbs-down.

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Figure A. 5: The Power in Numbers General Population Positive Clicks

Green dots indicate points of the platform that General Population online testing participants gave a thumbs-up.

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Figure A. 6: The Power in Numbers General Population Negative Clicks

Red dots indicate points of the platform that General Population online testing participants gave a thumbs-down.

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A.3.3.2 Low Response Click Test Results

Figure A. 7: Shape Your Future. Start Here. Low Response Positive Clicks

Green dots indicate points of the platform that Low Response online testing participants gave a thumbs-up.

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Figure A. 8: Shape Your Future. Start Here. Low Response Negative Clicks

Red dots indicate points of the platform that Low Response online testing participants gave a thumbs-up.

For internal and deliberative use only. This information has been prepared solely for the use and benefit of the U.S. Census Bureau and is not intended to be relied upon by any other party.

Figure A. 9: The Census Effect Low Response Positive Clicks

Green dots indicate points of the platform that Low Response online testing participants gave a thumbs-up.

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Figure A. 10: The Census Effect Low Response Positive Clicks

Red dots indicate points of the platform that Low Response online testing participants gave a thumbs-up.

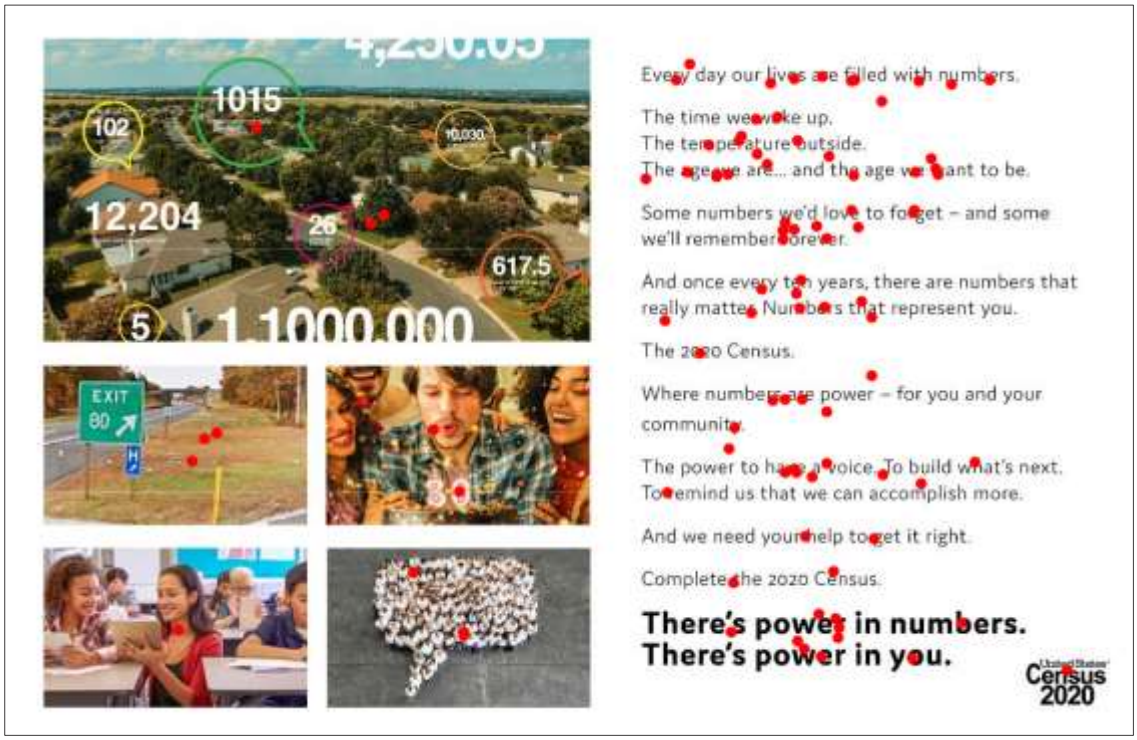
For internal and deliberative use only. This information has been prepared solely for the use and benefit of the U.S. Census Bureau and is not intended to be relied upon by any other party.

Figure A. 11: The Power in Numbers Low Response Positive Clicks

Green dots indicate points of the platform that Low Response online testing participants gave a thumbs-up.

For internal and deliberative use only. This information has been prepared solely for the use and benefit of the U.S. Census Bureau and is not intended to be relied upon by any other party.

Figure A. 12: The Power in Numbers Low Response Negative Clicks



Red dots indicate points of the platform that Low Response online testing participants gave a thumbs-up.

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A.4 QIPT Focus Group Seated Demographics

Table A.17 reflects the number of participants within each audience who fit the screening criteria and were actually seated in the focus groups

Table A.17: QIPT Focus Group Seated Demographics

	Age				Gender		Education		
	18-34	35-44	45-54	55+	Female	Male	Less than HS	HS graduate or equivilant	Some college or an associate's degree
American Indian / Alaska Native	19	20	10	15	32	32	7	31	26
Asian	4	5	5	2	8	8	4	6	6
Hispanic	8	8	0	0	8	8	3	7	6
Native Hawaiian and Pacific Islander	18	7	3	4	20	11	3	16	13
Rural	3	5	5	3	8	8	4	7	5

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B Appendix B: Campaign Testing Materials

PLEASE NOTE: All of the testing materials in this section were created prior to the completion of the focus groups, online testing, and community representative reviews in order to guide recruitment. These materials were submitted and approved as part of Creative Testing Study Plan: Campaign Testing in March 2019. The final recruitment may differ. Lastly, cities have been removed to ensure all personally identifiable information has been removed.

B.1 Campaign Testing Recruitment

This section includes recruitment materials created for the online qualitative testing and focus groups.

B.1.1 Campaign Online Qualitative Testing Audience Criteria with Quota Tables

For each audience, the following tables provide an overview of the specific recruitment procedures. They contain the characteristics that each group will include and soft quotas for recruiting an appropriate mix of participants of different education attainment, genders, ages, and region. These recruitment tables below will be used as guidelines for the soft quotas of the focus groups.

B.1.1.1 General Population

Table B. 1: General Population Online Qualitative Testing Criteria and Soft Quotas

Subcategories		Recruits
Education	High school or less	60
	Some college	30
	College graduate or postgraduate degree	10
Gender	Female	50
	Male	50
Race	White, NH	65
	Hispanic	15
	Black/African American, NH	15
	Other, NH	5
Age	18-24	10
	25-34	20
	35-44	20
	45-54	35
	55 or older	15
Region	Northeast	20
	Midwest	25
	South	30
	West	25

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B.1.1.2 Black/African American

- Self-identify as Non-Hispanic Black/African American

Table B.2: Black/African American Online Qualitative Testing Criteria and Soft Quotas

Subcategories		Recruits
Education	High school or less	17
	Some college	10
	College graduate or postgraduate degree	5
Gender	Female	16
	Male	16
Race	Black/African American, NH	32
	Others	0
Age	18-24	4
	25-34	6
	35-44	5
	45-54	11
	55 or older	6
Region	Northeast	6
	Midwest	7
	South	12
	West	7

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B.1.1.3 Hispanic/Latino/Spanish:

- Self-identify as Hispanic/Latino/Spanish

Table B.3: Hispanic/Latino/Spanish Online Qualitative Testing Criteria and Soft Quotas

Subcategories		Recruits
Education	High school or less	17
	Some college	10
	College graduate or postgraduate degree	5
Gender	Female	16
	Male	16
Race	Hispanic	32
	Not Hispanic	0
Age	18-24	4
	25-34	6
	35-44	5
	45-54	11
	55 or older	6
Region	Northeast	6
	Midwest	7
	South	12
	West	7

B.1.1.4 Lesbian, Gay, Bisexual

- Self-identify as Lesbian, Gay or Bisexual

Table B.4: Lesbian, Gay, Bisexual Online Qualitative Testing Criteria and Soft Quotas

Subcategories		Recruits
Education	High school or less	15
	Some college	10
	College graduate or postgraduate degree	7
Gender	Female	16
	Male	16
Age	18-24	4
	25-34	6
	35-44	5
	45-54	11
	55 or older	6
Region	Northeast	6
	Midwest	7
	South	12
	West	7

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B.1.1.5 People with young children in household:

- Live with a child or children age 4 years or younger

Table B.5: People with Young Children in Household Online Qualitative Testing Criteria and Soft Quotas

Subcategories		Recruits
Education	High school or less	15
	Some college	10
	College graduate or postgraduate degree	7
Gender	Female	16
	Male	16
Age	18-24	4
	25-34	6
	35-44	5
	45-54	11
	55 or older	6
Region	Northeast	6
	Midwest	7
	South	12
	West	7
Relationship to young children	Parent	5
	Grandparent	5
	Other	4

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B.1.1.6 Young People

- Age 18-24
- Renters
- Unmarried
- Have moved in the past 4 years

Table B.6: Young People Online Qualitative Testing Criteria and Soft Quotas

Subcategories		Recruits
Education	High school or less	17
	Some college	10
	College graduate or postgraduate degree	5
Gender	Female	16
	Male	16
Age	18-24	32
	25-34	0
	35-44	0
	45-54	0
	55 or older	0
Region	Northeast	6
	Midwest	7
	South	12
	West	7

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B.1.2 Campaign Online Qualitative Testing Screener

The following is the screener that was created to recruit and screen participants for Campaign Testing Online Qualitative Sessions.

Sample Design:

- *n* = 100 General Population (Diverse Mass)
- *n* = 32 Black/African American
- *n* = 32 Hispanic, English proficient
- *n* = 32 Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ)
- *n* = 32 People with young children living in the household
- *n* = 32 Young People

Sampling Methodology:

- Participants will be recruited via online panels to participate in a five-day online qualitative session.
- Participants will be screened via an online screener questionnaire, which is accessible via desktop/laptop computer, tablet, or mobile device.
- Team Y&R researchers will review and approve all eligible participants before inviting them to the online qualitative platform.

Notes:

- Text within **## HASHES ##** denotes comments
- Text with **/* BRACKETS */** denotes survey coding logic

Introduction

/* DISPLAY */ PSB, an independent research firm, is conducting interviews on behalf of the U.S. Census Bureau.

Participation is voluntary, but your responses are important. Answers will be kept confidential. At the end of the interview, you will be provided with an email address where you can send any comments or questions about this survey. This survey has been approved by U.S. Office of Management and Budget approval number 0607-0978, expiring on August 31, 2020.

If you agree to participate, we will begin by asking you a few questions to see if you qualify to participate in the study. The survey takes approximately five minutes to complete. If you are eligible, you will receive an email invitation from the panel provider to join the study. There is a $75 incentive for participating in this study.

Screening Questions

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/* QSAMPLE */ Audience Sample Codes /* CODE */ ## We set quotas to ensure a mix of demographic characteristics. See quota tables at the end for details. ##

1) General Populations (GP)
2) BAA
3) Hispanics
4) LGBTQ
5) Households with young children
6) Young People

HARD PROMPTS ## ##All questions are required to determine eligibility. If a respondent elects not to answer a question required for eligibility, s/he will be thanked, and the survey will end. If respondents elect to skip eligibility questions, they will be prompted with 'This question is required for eligibility to participate in the study'.

/* QMARKET */ In the past 5 years, have you or anyone in your household worked for any of the following industries? **/* MULTIPLE RESPONSES PERMITTED */ /* RANDOM ROTATE CHOICES */**

1) Advertising or public relations **/* TERMINATE */**
2) Marketing or market research **/* TERMINATE */**
3) Federal government **/* TERMINATE */**
4) Journalism, media or the press **/* TERMINATE */**
5) Education
6) Medicine
7) Engineering
8) Other **/* SPECIFY */ /* DO NOT ROTATE */**
9) None of the above/Don't know **/* EXCLUSIVE */ /* DO NOT ROTATE */**

/* QREAD */ How well do you read in English?

1) Very well
2) Well
3) Not well **/* TERMINATE */**
4) Not at all **/* TERMINATE */**

/* QWRITE */ How well do you write in English?

1) Very well
2) Well
3) Not well **/* TERMINATE */**
4) Not at all **/* TERMINATE */**

/* QGENDER */ Are you...

1) Male
2) Female
3) Prefer to self-describe **/* SPECIFY */**

/* QSEXUAL_ORIENTATION */ Which of the following best represents how you think of yourself?

1) Lesbian or gay
2) Straight, that is not lesbian or gay
3) Bisexual

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4) Something else **/* SPECIFY */**
5) I don't know the answer

/* QSEXUAL_ORIENTATION_CODE */ Code sexual orientation
1) **## IF QSEXUAL_ORIENTATION = C1 OR C3 OR C4 ##** Not straight
2) **## IF QSEXUAL_ORIENTATION = C2 ##** Straight
3) **## IF QSEXUAL_ORIENTATION = C5 ##** Don't know

/* QAGE */ Please enter your age. **/* OPEN END NUMERIC (0 TO 100) */** **## 3 DIGITS ##** **## TERMINATE IF UNDER 18 ##**

/* QAGECODE */ **/* CODE */** Age brackets for quotas
1) 18-24
2) 25-34
3) 35-44
4) 45-54
5) 55+

/* QZIP */ What is your five digit zip code? **/* OPEN END NUMERIC (00000 TO 99999) */**

/* QSTATE */ **/* CODE */** **/* STATE */** **## AUTOCODE BASED ON QZIP ##**

/* QREGION */ **/* CODE */** Region
1) Northeast **## CT, ME, MA, NH, RI, VT, NJ, NY, PA ##**
2) Midwest **## IN, IL, MI, OH, WI, IA, KS, MN, MO, NE, ND, SD ##**
3) South **## DE, DC, FL, GA, MD, NC, SC, VA, WV, AL, KY, MS, TN, AR, LA, OK, TX ##**
4) West **## AZ, CO, ID, NM, MT, UT, NV, WY, AK, CA, HI, OR, WA ##**

/* QHISP */ Do you consider yourself to be of Latino or Hispanic origin?
1) Yes
2) No

/* QRACE */ What is your race? You may provide more than one response. **/* MULTIPLE RESPONSES PERMITTED */**
1) White
2) Black or African American
3) Asian
4) American Indian or Alaska Native
5) Native Hawaiian or Pacific Islander
6) Some other race **/* SPECIFY */**

/* QRACE_CODE */ **/* CODE */** Race
1) **## QHISP = C1 ##** Hispanic, Latino, or Spanish
2) **## IF QRACE = C1 AND QHISP = C2 ##** White, Not Hispanic
3) **## IF QRACE = C2 AND QHISP = C2 ##** Black or African American, Not Hispanic
4) **## IF ELSE ##** Other, Not Hispanic

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/* QRACE2 */ ## IF QRACE=C2 ## What is your ancestry or ethnic origin? **/* OPEN END 1 BOXES 1 REQ */**

/* QCHILDREN */ Are there any children aged 4 years old or younger currently living in your household?

1) Yes
2) No

/* QRELATIONSHIP */ What is your relationship with the child or children under 4 years old living in your household? **/* MULTIPLE RESPONSES PERMITTED */**

1) Parent
2) Grandparent
3) Other relative **/* SPECIFY */**
4) Not related

/* QEDU */ What is the highest degree or level of school you have completed?

1) Less than high school
2) Some high school
3) High school graduate or equivalent (for example GED)
4) Some college, but degree not received or is in progress
5) Associate degree (for example: AA, AS)
6) Bachelor's degree (for example: BA, BS, AB)
7) Graduate degree (for example: master's, professional, doctorate)
8) Prefer not to answer

/* EDU_CODE*/ /* CODE */ Education Attainment

1) **## IF QEDU = C1 OR C2 ##** Less than High School
2) **## IF QEDU = C3 ##** High School Graduate
3) **## IF QEDU = C4 OR C5 ##** Some College
4) **## IF QEDU = C6 OR C7 ##** College +

/* QRENT */ Do you rent or own your house or apartment?

1) Owned or being bought by you or someone in your household
2) Rented by you or someone in your household
3) Occupied without payment of rent

/* QMOVE */ Have you moved primary residences in the past 4 years?

1) Yes
2) No

/* QMARRIAGE */ What is your marital status?

1) Now married
2) Divorced
3) Separated
4) Widowed
5) Never married

/* QINCOME */ In 2018, what was your total household income before taxes?

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1) Less than $25,000
2) $25,000 – $34,999
3) $35,000 – $49,999
4) $50,000 – $74,999
5) $75,000 – $99,999
6) $100,000 – $149,999
7) More than $150,000

/* DISPLAY */ Now we'd like to ask you a few questions about **the U.S. census**.

/* QCENSUS1 */ How familiar are you with the U.S. census? **/* REVERSE CHOICES */** **## IF QORDER =C1 THEN KEEP WRITTEN ORDER ##**

6) 1 – Extremely familiar
7) 2 – Very familiar
8) 3 – Somewhat familiar
9) 4 – Not too familiar
10) 5 – Not at all familiar

/* DISPLAY */ The U.S. census is the count of all the people who live in the United States. It happens every 10 years. It asks questions such as how many people live in your household, their age, race, and ethnicity. This survey is not the census. The next census is in 2020.

/* QCENSUS2 */ If the census were held today, how likely would you be to fill out the census form? **/* REVERSE CHOICES */** **## IF QORDER =C1 THEN KEEP WRITTEN ORDER ##**

6) 1 – Extremely likely
7) 2 – Very likely
8) 3 – Somewhat likely
9) 4 – Not too likely
10) 5 – Not at all likely

/* DISPLAY */ **## IF QUALIFIED ##** Thank you. Based on your answers, you are eligible to participate in the study. You will receive an email invitation within five (5) business days from the panel provider. If you have any questions or comments about this study, you may send them to Ketzirah.Lesser@YR.com.

/* DISPLAY */ **## IF NOT QUALIFIED ##** Thank you! It's important we include a variety of backgrounds in our discussions, at this time we have reached our quota for individuals who match your characteristics, so you are not eligible to participate in this study. If you have any questions or comments about this study, you may send them to Ketzirah.Lesser@YR.com.

B.1.3 Campaign Focus Group Audience Criteria with Quota Tables

For each audience, the following tables provide an overview of the specific recruitment procedures. They contain the unique characteristics that each group will include and soft quotas for recruiting an appropriate mix of participants of

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different genders, ages, races, countries of origin, and education levels. These recruitment tables will be used as guidelines for the soft quotas of the focus groups. Recommendations for audiences were created in collaboration with U.S. Census Bureau Subject Matter Experts (SME) and Research Team multicultural experts.

Note: Full representation of the total population of the United States, across all potential audiences, would require more groups than the schedule or budget allows for fielding, and is not required to ensure an effective campaign. Following standard communication industry practices, audiences have been prioritized based on the guidance from the Decennial Communications Coordination Office and the IPC Program Management Office and balanced against time, budget, and Census Bureau SME and multicultural agency recommendations.

Based on previous experience working with these different populations we know different groups will have different show rates. Therefore, we are over-recruiting for groups. This will reduce the risk of not having enough participants to run a focus group.

All audiences will represent a combination of **risk of non-response traits** (based on *Erdman & Bates 2017*) via a points-based recruiting strategy, including:

- Single female head-of-household
- Rents home
- Less than high school education
- Parents of children 4 years old or younger
- Moved in the last 4 years
- Annual household income of less than $35,000
- Living in multi-unit or mobile home
- Large household (6+ people)

Audiences:
English Groups

1. American Indian and Alaska Native
2. Black or African American
3. English-Dominant Latinos
4. Middle Eastern or North African
5. Native Hawaiian and Pacific Islander
6. Rural
7. Households with Young Children

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Non-English Groups

1. Arabic
2. Chinese, Cantonese
3. Chinese, Mandarin
4. Filipino (Tagalog)
5. Haitian Creole
6. Japanese
7. Korean
8. Polish
9. Brazilian (Portuguese)
10. Russian
11. Spanish, Puerto Rico
12. Spanish, U.S. Mainland
13. Sub-Saharan African Diaspora (French Speaking)
14. Vietnamese

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B.1.3.1 Diverse Mass

B.1.3.1.1 English-Dominant Latinos

Based on recommendations from Team Y&R's multicultural partner C1W, focus groups for English-dominant Latinos will be held in Illinois. Team Y&R will recruit a mix of Mexican, Central American, and Puerto Rican heritages, and participants will skew 1.5 generation and younger in age to be more representative of the English-dominant Latino population. In order for participants to be considered English-dominant, they must speak English very well, speak some Spanish, and may consume some Spanish-language media. For these focus groups, Team Y&R will screen for English-dominant Latinos that are 1st and 1.5 generation participants. Our 1st generation participants will be defined as those who came to the United States after age 16 and our 1.5 generation participants will be defined as those who arrived to the United States at age 16 or younger.

Table B.7: English-Dominant Latinos Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Hispanic; 1.5 or 2nd generation immigrants			
Location: Illinois			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	7	7
	Some college	4	4
	College graduate +	3	3
Gender	Female	7	7
	Male	7	7
Age	18-24	4	4
	25-34	6	6
	35-44	2	2
	45-54	2	2
	55 or older	0	0
Ancestry	Mexican	6	6
	Central American	4	4
	Dominican	0	0
	South American	0	0
	Puerto Rican	4	4
Generation	1.5 Generation	3	3
	2nd Generation	11	11
Recruit 14 per session to seat 8			

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B.1.3.1.2 Households with Young Children

Previous Census Bureau research shows a long-standing and growing undercount of children under age five in the decennial census and in other demographic surveys. The 2010 Census undercounted about 4.6 percent of children aged 0 to 4 (Hogan et al. 2013). Therefore, it is important that the Census Bureau identify effective messaging that promotes self-response within this subgroup. The screening criteria will ensure we select people from households at risk of undercounting young children: non-White, lower income, and large households (to serve as a proxy for complex households).

Team Y&R reviewed data about undercount of young children by the Population Evaluation, Analysis, and Projections Branch (Census Bureau) and has selected Pennsylvania and Texas as focus group locations for this subgroup.

Table B.8: Households with Young Children Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as non-White; is in a household of 6+ OR has an income of less than $35,000; living with a child 4 years or younger			
Locations: Pennsylvania and Texas			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	3	3
	35-44	3	3
	45-54	3	3
	55 or older	3	3
Race	White, not Hispanic	0	0
	BAA, not Hispanic	5	5
	Hispanic	6	6
	Other races, not Hispanic	3	3
Recruit 14 per session to seat 8			

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B.1.3.1.3 Middle Eastern or North African

A MENA race/ethnicity option was included in the 2017 Census Test and includes diverse ancestries of Iranian, Egyptian, Syrian, and Moroccan descent, to name a few. The communications campaign must address unique barriers or motivators for this audience. Focus groups will be held in Peoria, IL and Orange County, CA, where there are large, established communities of people of Arab ancestry. Within each location, Team Y&R has identified appropriate diversity of birthplace to ensure participation from numerous groups within the MENA community.

Table B.9: Middle Eastern or North African Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Middle Eastern or North African; speaks English			
Locations: Illinois, California			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	4
	College graduate +	0	0
Gender	Female	14	0
	Male	0	14
Age	18-24	3	3
	25-34	3	3
	35-44	3	3
	45-54	3	3
	55 or older	2	2
Race	MENA, not Hispanic	14	14
	Other	0	0
Recruit 14 per session to seat 8			

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B.1.3.1.4 Rural

Though not traditionally an audience with low response rates to the decennial census, people living in rural communities represent an important audience with whom to test potential platform ideas. Due to increasing rates of distrust in government in recent years, there has been much commentary around the sense of disenfranchisement among communities in rural areas, as some communities believe they are being left behind. Because this rural audience may have unique barriers to census self-response and may require its own set of original messages (or, at minimum, tailored versions of Diverse Mass communications) be tested among this population. Recent research also revealed that rural residents often have lower internet access at home and slower connection rates than those in urban areas, which may limit their ability to participate in online testing.

Team Y&R recommends the following locations for rural focus groups: Mississippi, West Virginia, and Montana. These locations provide a variety of geographic, demographic, and cultural diversity within the rural audience. Note that while Team Y&R will hold focus groups in more central locations (e.g., larger towns/cities), participants will be recruited from Zip Code Tabulation Areas (ZCTAs) that consist of more than 90% rural population, as identified in the 2010 Census, and that are located within an hour's driving time from the central location.

Table B.10: Rural Campaign Testing Focus Group Soft Quotas

Definition: Lives in a Zip Code Tabulation Area (ZCTA) that is identified as rural in the 2010 Census			
Location: West Virginia, Mississippi, Montana			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	2	2
	35-44	3	3
	45-54	3	3
	55 or older	4	4
Race	White, not Hispanic (NH)	14	14
	Other race groups	0	0
Recruit 14 per session to seat 8			

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B.1.3.2 American Indian and Alaska Native

The communications campaign must resonate with people of different cultural, tribal, and sociodemographic characteristics. Team Y&R's multicultural partner who specializes in AIAN, G&G Advertising, will gain insights from AIAN participants who have had or currently have connections with their tribal reservations or villages, as they are the among the most vulnerable of the AIAN population. This group may have unique issues regarding their relationships with the federal government, including, but not limited to, education, the economy, healthcare, and living conditions.

To maximize the coverage, each AIAN focus group will address a specific geographic region of the country. G&G Advertising recommended holding Alaska Native focus groups in Barrow, AK—the northernmost city in the U.S.—to gain insights from those who live in rural, remote areas. They are more likely to be disconnected from the modern world, and thus, are most vulnerable to be undercounted among this audience. American Indian focus groups will be held in Wisconsin, Oklahoma, California, North Dakota, Washington, North Carolina, and Florida to cover a broad range of geographies. The number of groups held in each location will vary based on population density.

To qualify for AIAN focus groups, participants must be culturally connected to their tribe or corporation. Specifically, participants must meet at least two of four eligibility criteria: 1) They must self-identify as a shareholder or member of an Alaska Native corporation or tribe, 2) They must be knowledgeable about native culture, 3) They must be engaged in native events or ceremonies, and/or 4) They must regularly communicate with people living in their home village or tribe. These criteria are in place to recruit participants who have close connections to the American Indian or Alaska Native communities, and who are thus less likely to be reached through the Diverse Mass campaign. Team Y&R also recommends separating focus groups by age because including elders and younger people in the same group would likely make the young reticent or acquiescent due to respect for the elders. Team Y&R also recommends segmenting by age to mitigate any effects caused by mixing males and females in the same group.

Per guidance from G&G Advertising, this audience is best reached via focus groups (other techniques are not recommended). This is why there is such a large quantity of focus groups reserved for this audience in comparison to others. Other audiences receive parity of coverage using additional research techniques.

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Table B.11: AIAN Alaska Campaign Testing Focus Group Soft Quotas

Definition: Self-identifies as Alaska Native; Is a Shareholder of an Alaska Native Corporation; Lived in village in last 2 years; Speaks English					
Location: (4) Alaska					
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**	**Session 3 # recruited per FG**	**Session 4 # recruited per FG**
Education	High school or less	8	8	8	8
	Some college or an associate's degree	8	8	8	8
	College graduate +	0	0	0	0
Gender	Female	16	0	16	0
	Male	0	16	0	16
Age	18-24	4	0	4	0
	25-34	8	0	8	0
	35-44	4	0	4	0
	45-54	0	8	0	8
	55 or older	0	8	0	8
Race	Alaska Native	16	16	16	16
	Other	0	0	0	0
Recruit 16 per session to seat 8					

Table B.12: AIAN Wisconsin, California and North Dakota Campaign Testing Focus Group Soft Quotas

Definition: Self-identifies as American Indian; Is a member of a Tribe; Lived on reservation in last 2 years; Speaks English					
Location: Wisconsin, California, North Dakota					
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**	**Session 3 # recruited per FG**	**Session 4 # recruited per FG**
Education	High school or less	8	8	8	8
	Some college or an associate's degree	8	8	8	8
	College graduate +	0	0	0	0
Gender	Female	16	0	16	0
	Male	0	16	0	16
Age	18-24	4	0	4	0
	25-34	8	0	8	0
	35-44	4	0	4	0
	45-54	0	8	0	8
	55 or older	0	8	0	8
Race	American Indian	16	16	16	16
	Other	0	0	0	0
Recruit 16 per session to seat 8					

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Table B.13: AIAN Washington, Oklahoma, North Carolina and Florida Campaign Testing Focus Group Soft Quotas

Definition: Self-identifies as American Indian; Is a member of a Tribe; Lived on reservation in last 2 years; Speaks English			
Locations: Washington, Oklahoma, North Carolina, Florida			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	8	8
	Some college or an associate's degree	8	8
	College graduate +	0	0
Gender	Female	16	0
	Male	0	16
Age	18-24	4	0
	25-34	8	0
	35-44	4	0
	45-54	0	8
	55 or older	0	8
Race	American Indian	16	16
	Other	0	0
Recruit 16 per session to seat 8			

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B.1.3.3 Asian Audiences

B.1.3.3.1 Chinese

Chinese, including both Cantonese and Mandarin, is the second-most spoken language among people who do not speak English "very well." TDW, Team Y&R's partner specializing in Asian audiences, recommends focus groups be held in California, Texas, and New York. Participants included in these focus groups will primarily speak Cantonese or Mandarin and are not likely to speak English "very well."

Table B.14: Chinese Cantonese Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Chinese; speaks Cantonese at home			
Locations: California, New York			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	0	0
	25-34	1	1
	35-44	3	3
	45-54	5	5
	55 or older	5	5
Race	Asian – Chinese (Cantonese)	14	14
	Other race groups	0	0
Recruit 14 per session to seat 8			

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Table B.15: Chinese Mandarin Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Chinese; speaks Mandarin at home			
Locations: Texas, New York			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	3	3
	35-44	3	3
	45-54	3	3
	55 or older	3	3
Race	Asian – Chinese (Mandarin)	14	14
	Other race groups	0	0
Recruit 14 per session to seat 8			

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B.1.3.3.2 Filipino (Tagalog)

Filipinos are the third-largest Asian American group in the U.S. by population size, and Tagalog is the second-most widely used Asian language used in the U.S. after Chinese. Hawaii and Nevada are homes to one of the largest Filipino population in the U.S. and holding focus groups in these locations will allow for broad, representative coverage of the Filipino population. Participants included in these focus groups will primarily speak Tagalog, although they may speak English "very well," as English is an official language of the Philippines.

Table B.16: Filipino (Tagalog) Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Filipino; speaks Tagalog at home			
Locations: Hawaii, Nevada			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	3	3
	35-44	3	3
	45-54	3	3
	55 or older	3	3
Race	Asian – Filipino	14	14
	Other race groups	0	0
Recruit 14 per session to seat 8			

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B.1.3.3.3 Japanese

The Japanese audience represents the sixth largest segment of the Asian American population. TDW recommends focus group recruitment among Japanese-speaking Americans instead of the more linguistically assimilated groups in Hawaii. Participants included in these focus groups will primarily speak Japanese and are not likely to speak English "very well."

Table B.17: Japanese Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Japanese; speaks Japanese at home			
Location: California			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	2	2
	Some college	6	6
	College graduate +	6	6
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	3	3
	35-44	3	3
	45-54	3	3
	55 or older	3	3
Race	Asian – Japanese	14	14
	Other race groups	0	0
Recruit 14 per session to seat 8			

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B.1.3.3.4 Korean

Korean is the fourth-most spoken language among people who do not speak English "very well." Focus groups conducted in California and the Greater Washington, DC metropolitan area will reach one of the largest Korean-speaking market in the U.S., per recommendation from TDW. Participants included in these focus groups will primarily speak Korean and are not likely to speak English "very well."

Table B.18: Korean Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Korean; speaks Korean at home			
Location: California, Virginia			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	3	3
	35-44	3	3
	45-54	3	3
	55 or older	3	3
Race	Asian – Korean	14	14
	Other race groups	0	0
Recruit 14 per session to seat 8			

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B.1.3.3.5 Vietnamese

Vietnamese is the third-most spoken Asian language among people who do not speak English "very well." TDW recommends conducting focus groups in California and Texas to reach the largest Vietnamese-speaking media markets in the U.S. Participants included in these focus groups primarily spoke Vietnamese and did not speak English "very well."

Table B.19: Vietnamese Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Vietnamese; speaks Vietnamese at home			
Location: California, Texas			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	3	3
	35-44	3	3
	45-54	3	3
	55 or older	3	3
Race	Asian – Vietnamese	14	14
	Other race groups	0	0
Recruit 14 per session to seat 8			

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B.1.3.4 Black Audiences

B.1.3.4.1 Black/African American

Focus groups will be conducted with self-identified African Americans, as the audience considered the second largest minority and the largest racial minority in the United States. Per guidance from Team Y&R's BAA specialist partner, Carol H. Williams, both online and community representative reviews will be also be utilized for this audience, reducing the need for a large quantity of focus groups. For these focus groups, Team Y&R will screen for African Americans from households earning an annual income of less than $35,000 and for lower education individuals (non-college degree). The screening criteria is aimed at including perspectives of lower-income and lower-education African Americans—a group found to be particularly vulnerable to an undercount. Carol H. Williams recommends conducting three focus groups in each of the following locations to obtain the desirable mix of urban and rural participants: Georgia, California, Mississippi, and Ohio. Within each location, groups will be segmented by age: young (18-to-34-years of age), old (50 years of age), and mixed (18+ years of age and older) to elicit a variety of perspectives

Table B.20: Black/African American 18-34 Years-Old Campaign Testing Focus Group Soft Quotas

Definition: Self-identifies as Black or African American; 18-34 years old; has an income of $35,000 or less; has an education of some college or less; speaks English		
Locations: Georgia, California, Mississippi, Ohio		
Characteristics		**Session 1** **# recruited per FG**
Education	High school or less	10
	Some college or an associate's degree	4
	College graduate +	0
Gender	Female	7
	Male	7
Age	18-24	7
	25-34	7
	35-44	0
	45-54	0
	55 or older	0
Race	BAA, not Hispanic (NH)	14
	Other race groups	0
Recruit 14 per session to seat 8		

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Table B.21: Black/African American 45 Years and Older Campaign Testing Focus Group Soft Quotas

Definition: Self-identifies as Black or African American; 45 years and older; has an income of $35,000 or less; has an education of some college or less; speaks English		
Locations: Georgia, California, Mississippi, Ohio		
Characteristics		**Session 1 # recruited per FG**
Education	High school or less	10
	Some college or an associate's degree	4
	College graduate +	0
Gender	Female	7
	Male	7
Age	18-24	0
	25-34	0
	35-44	0
	45-54	7
	55 or older	7
Race	BAA, not Hispanic (NH)	14
	Other race groups	0
Recruit 14 per session to seat 8		

Table B.22: Black/African American Mixed Age Campaign Testing Focus Group Soft Quotas

Definition: Self-identifies as Black or African American; has an income of $35,000 or less; an education of some college or less; speaks English		
Location: Georgia, California, Mississippi, Ohio		
Characteristics		**Session 1 # recruited per FG**
Education	High school or less	10
	Some college or an associate's degree	4
	College graduate +	0
Gender	Female	7
	Male	7
Age	18-24	5
	25-34	4
	35-44	5
	45-54	0
	55 or older	0
Race	BAA, not Hispanic (NH)	14
	Other race groups	0
Recruit 14 per session to seat 8		

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B.1.3.4.2 Haitian Creole

The Haitian Creole population is an important growing segment of the U.S. population. Participants for focus groups conducted with this audience will include those who self-identify as Haitian, were born in Haiti, and are proficient in Haitian Creole, but not English. Groups will include a wide range of ages. Team Y&R's multicultural partner specializing in this audience, Carol H. Williams, recommends holding these focus groups in Florida.

Table B.23: Haitian Creole Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Haitian; speaks Haitian Creole at home			
Location: Florida			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	14	14
	Some college	0	0
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	4	4
	35-44	4	4
	45-54	2	2
	55 or older	2	2
Race	Haitian	14	14
	Other race groups	0	0
Recruit 14 per session to seat 8			

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B.1.3.4.3 Sub-Saharan African Diaspora (French Speaking)

Team Y&R recommends holding focus groups with French-speaking people of the Sub Saharan African Diaspora. These participants must self-identify as African and from the Sub-Saharan region of the continent (Benin, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Comoros, Republic of Congo, Democratic Republic of Congo [D.R.C.], Cote d'Ivoire, Djibouti, Gabon, Guinea, Madagascar, Mali, Niger, Senegal, and Togo). Additionally, participants must speak French well or very well. Team Y&R's multicultural partner specializing in this audience, Carol H. Williams, recommends holding these focus groups in Virginia.

Table B.24: Sub-Saharan African Diaspora (French Speaking) Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Sub-Saharan African; speaks French at home			
Location: Virginia			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	0	0
	Some college	7	7
	College graduate +	7	7
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	4	4
	35-44	4	4
	45-54	2	2
	55 or older	2	2
Race	African	14	14
	Other race groups	0	0
Recruit 14 per session to seat 8			

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B.1.3.5 Native Hawaiian and Pacific Islander

Based on input from its partner, The Kālaimoku Group, Team Y&R recommends that research among NHPI will include participants who self-identify as Native Hawaiian, as being from the Micronesian islands (e.g., Guam, Palau, Yap, Saipan, Chuuk, Pohnpei, Majuro, or Kwajalein), or as being from the Polynesian or Melanesian islands (e.g., Samoa, Tonga, Tahiti, Fiji, or New Zealand). The focus groups will be held in Hawaii—the largest population center for NHPI—California, and Utah (the latter two of which host a large population of mainland NHPI).

NHPI focus group participants must self-identify as Native Hawaiian (indigenous) or Pacific Islander. Team Y&R will also recruit participants from the Micronesian, Polynesian, or Melanesian groups who speak an indigenous language. This will help Team Y&R include participants who are culturally connected, helping provide Team Y&R with strong insights into their perspectives. Potential participants who identify as Native Hawaiian are not required to speak Hawaiian in order to be eligible, though Team Y&R will prioritize participants who speak Native Hawaiian, as this will help reach those who are less acculturated and may have different perspectives from who are more assimilated. All potential participants who pass the screening will be rescreened upon arrival to the focus group to help ensure they are indigenous Native Hawaiian or Pacific Islander (or mixed ethnicity) rather than of another ethnic group and born in Hawaii or the Pacific Islands. We have identified an appropriate mix of island origins to ensure participation from numerous groups within the NHPI community.

Team Y&R will leverage soft quotas help recruit and reflect appropriate representation across NHPI ancestries. Native Hawaiians represent the largest number of Pacific Islanders in the U.S. For soft quota purposes, and to avoid excluding participants from island groups such as Samoa, Tonga, and Tahiti, Team Y&R recommends separating Native Hawaiians from Polynesians. By shifting Native Hawaiians into a separate soft quota category, Team Y&R can reserve space for other Polynesian groups. Team Y&R recommends combining Polynesian and Melanesian island groups together for soft quota purposes, as, traditionally, they have smaller populations in the U.S. Through their Compact of Free Association agreements, Micronesians from islands including Guam, Chuuk, Yap, Saipan, Pohnpei, and Palau represent growing populations in the U.S. Team Y&R recommends placing them in their own soft quota category.

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Table B.25: NHPI California and Utah Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Native Hawaiian (indigenous) or Pacific Islander; speaks English and NHPI language			
Locations: California, Utah			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	10	10
	Some college	6	6
	College graduate +	0	0
Gender	Female	8	8
	Male	8	8
Age	18-24	3	3
	25-34	3	3
	35-44	3	3
	45-54	3	3
	55 or older	4	4
Race	Native Hawaiian	4	4
	Micronesian islands	6	6
	Polynesian/Melanesian islands	6	6
Recruit 16 per session to seat 8			

Table B.26: NHPI Hawaii Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Native Hawaiian (indigenous) or Pacific Islander; speaks English and NHPI language					
Location: Hawaii					
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**	**Session 3 # recruited per FG**	**Session 4 # recruited per FG**
Education	High school or less	10	10	10	10
	Some college	6	6	6	6
	College graduate +	0	0	0	0
Gender	Female	8	8	8	8
	Male	8	8	8	8
Age	18-24	3	3	3	3
	25-34	3	3	3	3
	35-44	3	3	3	3
	45-54	3	3	3	3
	55 or older	4	4	4	4
Race	Native Hawaiian	4	4	4	4
	Micronesian islands	6	6	6	6
	Polynesian/Melanesian islands	6	6	6	6
Recruit 16 per session to seat 8					

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B.1.3.6 Spanish, Puerto Rico

The Census Bureau intends to have a separate enumeration for Puerto Rico, which is home to 3.4 million people. Focus groups in Puerto Rico will be conducted in Spanish and will focus on understanding the island's unique situation the communications campaign will need to address, especially after the unprecedented Hurricane Maria. Team Y&R seeks to understand how people living in Puerto Rico can be reached and how to reduce barriers and stimulate census participation.

Focus groups will be held across Puerto Rico to provide coverage for urban and rural Puerto Rico. In consultation with the Census Bureau and the specialized partner—Y&R San Juan, Team Y&R will recruit immigrants from the Dominican Republic—the largest foreign-born population in Puerto Rico—and individuals living in gated communities for some sessions. Groups will be segmented by age and home-owning characteristics (renters vs. homeowners).

Table B.27: Spanish, Puerto Rico Homeowners Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Puerto Rican; speaks Spanish at home; homeowners			
Location: Puerto Rico			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	2	2
	35-44	3	3
	45-54	3	3
	55 or older	4	4
Ethnicity	Puerto Rican	14	14
	Others	0	0
Home	Owner	14	14
	Renter	0	0
Income	$34,999 or less	14	0
	$35,000 – 74,999	0	10
	More than $75,000	0	4
Recruit 14 per session to seat 8			

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Table B.28: Spanish, Puerto Rico Renters Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Puerto Rican; speaks Spanish at home; renters			
Location: Puerto Rico			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	4	4
	25-34	4	4
	35-44	2	2
	45-54	2	2
	55 or older	2	2
Ethnicity	Puerto Rican	14	14
	Others	0	0
Home	Owner	0	0
	Renter	14	14
Income	$34,999 or less	14	0
	$35,000 – 74,999	0	10
	More than $75,000	0	4
Recruit 14 per session to seat 8			

Table B.29: Spanish, Puerto Rico Dominican Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Dominican; speaks Spanish at home			
Location: Puerto Rico			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	2	2
	35-44	3	3
	45-54	3	3
	55 or older	4	4
Ethnicity	Dominican	14	14
	Others	0	0
Length in Puerto Rico	Since 2011 or later	14	0
	Before 2011	0	14
Recruit 14 per session to seat 8			

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Table B.30: Spanish, Puerto Rico Rural Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Puerto Rican; speaks Spanish at home			
Location: Puerto Rico			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	2	2
	35-44	3	3
	45-54	3	3
	55 or older	4	4
Ethnicity	Puerto Rican	14	14
	Others	0	0
Rural Home Location	Town	14	0
	Rural	0	14
Recruit 14 per session to seat 8			

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B.1.3.7 Spanish, U.S. Mainland

At 57 million, the Hispanic population is the largest ethnic group in the country. The focus groups will be conducted in Spanish to reach the portion of that population which meets low self-response risk factors (Erdman & Bates, 2017). Focus groups will be held in Illinois, Washington, Texas, Florida, and Massachusetts. Conducting groups in these locations will allow for broad coverage of this critical audience, as suggested by Team Y&R's partner Culture ONE World. The proposed locations represent a mix of geographies, along with urban and rural communities. These locations also permit Team Y&R to capture unique perspectives within the Hispanic audience, reflecting diversity in country-of-origin from Spanish-speaking countries and in acculturation levels. Focus groups in Washington concentrated on Hispanics working in agriculture in a rural part of the country.

Household gender roles are an entrenched aspect of the matriarchal Hispanic culture. Therefore, Team Y&R recommends separating the focus groups by gender so that we may study how each gender perceives the creative materials relative to the 2020 Census. In each focus group location, Team Y&R will hold one female-only group, one male-only group, and two mixed gender groups to hear nuanced perspectives. Relative to each focus group location, Team Y&R identified sufficient local diversity of ancestries to ensure participation from numerous groups within the Spanish-speaking community. Participants included in these focus groups primarily speak Spanish and do not speak English well.

Table B.31: Spanish, U.S. Mainland Florida Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Hispanic; speaks Spanish at home					
Location: Florida					
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**	**Session 3 # recruited per FG**	**Session 4 # recruited per FG**
Education	High school or less	10	10	10	10
	Some college	4	4	4	4
	College graduate +	0	0	0	0
Gender	Female	14	0	7	7
	Male	0	14	7	7
Age	18-24	2	2	2	2
	25-34	4	4	4	4
	35-44	4	4	4	4
	45-54	2	2	2	2
	55 or older	2	2	2	2
Ancestry	Mexican	0	0	0	0
	Central American	0	0	0	0
	South American	4	4	4	4
	Puerto Rican	4	4	4	4
	Cuban	4	4	4	4
Recruit 14 per session to seat 8					

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Table B.32: Spanish, U.S. Mainland Massachusetts Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Hispanic; speaks Spanish at home					
Location: Massachusetts					
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**	**Session 3 # recruited per FG**	**Session 4 # recruited per FG**
Education	High school or less	10	10	10	10
	Some college	4	4	4	4
	College graduate +	0	0	0	0
Gender	Female	14	0	7	7
	Male	0	14	7	7
Age	18-24	2	2	2	2
	25-34	4	4	4	4
	35-44	4	4	4	4
	45-54	2	2	2	2
	55 or older	2	2	2	2
Ancestry	Mexican	0	0	0	0
	Central American	3	3	3	3
	Dominican	4	4	4	4
	South American	3	3	3	3
	Puerto Rican	4	4	4	4
Recruit 14 per session to seat 8					

Table B.33: Spanish, U.S. Mainland Washington Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Hispanic; speaks Spanish at home					
Location: Washington					
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**	**Session 3 # recruited per FG**	**Session 4 # recruited per FG**
Education	High school or less	10	10	10	10
	Some college	4	4	4	4
	College graduate +	0	0	0	0
Gender	Female	14	0	7	7
	Male	0	14	7	7
Age	18-24	2	2	2	2
	25-34	4	4	4	4
	35-44	4	4	4	4
	45-54	2	2	2	2
	55 or older	2	2	2	2
Ancestry	Mexican	14	14	14	14
	Central American	0	0	0	0
	Dominican	0	0	0	0
	South American	0	0	0	0
	Puerto Rican	0	0	0	0
Recruit 14 per session to seat 8					

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Table B.34: Spanish, U.S. Mainland Texas Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Hispanic; speaks Spanish at home					
Location: Texas					
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**	**Session 3 # recruited per FG**	**Session 4 # recruited per FG**
Education	High school or less	10	10	10	10
	Some college	4	4	4	4
	College graduate +	0	0	0	0
Gender	Female	14	0	7	7
	Male	0	14	7	7
Age	18-24	2	2	2	2
	25-34	4	4	4	4
	35-44	4	4	4	4
	45-54	2	2	2	2
	55 or older	2	2	2	2
Ancestry	Mexican	8	8	8	8
	Central American	6	6	6	6
	Dominican	0	0	0	0
	South American	0	0	0	0
	Puerto Rican	0	0	0	0
Recruit 14 per session to seat 8					

Table B.35: Spanish, .U.S Mainland Illinois Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Hispanic; speaks Spanish at home					
Location: Illinois					
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**	**Session 3 # recruited per FG**	**Session 4 # recruited per FG**
Education	High school or less	10	10	10	10
	Some college	4	4	4	4
	College graduate +	0	0	0	0
Gender	Female	14	0	7	7
	Male	0	14	7	7
Age	18-24	2	2	2	2
	25-34	4	4	4	4
	35-44	4	4	4	4
	45-54	2	2	2	2
	55 or older	2	2	2	2
Ancestry	Mexican	7	7	7	7
	Central American	0	0	0	0
	Dominican	0	0	0	0
	South American	0	0	0	0
	Puerto Rican	3	3	3	3
Recruit 14 per session to seat 8					

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B.1.3.8 Emerging Audiences/Legacy Languages

B.1.3.8.1 Arabic

The Arab population in the U.S. is a relatively small, yet growing ancestry group. This population increased from 850,000 people of Arab ancestry in 1990 to 1.5 million in 2010.[42] Participants included in these focus groups will primarily speak Arabic and are not likely to speak English well. Team Y&R recommends conducting focus groups in an area of New Jersey with high concentration of new immigrants of Arab ancestry

Table B.36: Arabic Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as MENA; speaks Arabic at home			
Location: New Jersey			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	14	0
	Male	0	14
Age	18-24	2	2
	25-34	3	3
	35-44	3	3
	45-54	3	3
	55 or older	3	3
Race	MENA, not Hispanic	14	14
	Other race groups	0	0
Recruit 14 per session to seat 8			

[42] Asi, M. and Daniel B (2013). "Arab Households in the United States: 2006-2010." *U.S. Census Bureau.* https://www.census.gov/library/publications/2013/acs/acsbr10-20.html

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B.1.3.8.2 Brazilian (Portuguese)

Though comprising less than one percent of the U.S. population, Portuguese (specifically those who identify as Brazilian) speakers have a distinct culture that necessitates the evaluation of creative materials intended specifically for this audience. Team Y&R's partner, Culture ONE World, recommends conducting focus groups in Massachusetts where a large number of Brazilian immigrants reside. Participants recruited to these focus groups primarily speak Portuguese and do not speak English well.

Table B.37: Brazilian (Portuguese) Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Brazilian; speaks Portuguese at home			
Location: Massachusetts			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	3	3
	35-44	3	3
	45-54	3	3
	55 or older	3	3
Race	Brazil	14	14
	Other	0	0
Recruit 14 per session to seat 8			

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B.1.3.8.3 Polish

The Polish population comprise the largest Slavic ethnic group in the U.S. and the second-largest Central European group. Overall, they are the eighth largest immigrant group.[43] Participants recruited to these focus groups primarily spoke Polish and did speak English well. Team Y&R recommended conducting focus groups in Illinois as nearly one-third of all Polish immigrants in the U.S. live in the greater Chicago area.[44]

Table B.38: Polish Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Polish; speaks Polish at home			
Location: Illinois			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	3	3
	35-44	3	3
	45-54	3	3
	55 or older	3	3
Race	White – Polish	14	14
	Other race groups	0	0
Recruit 14 per session to seat 8			

[43] Table B04006. U.S. Census Bureau.

[44] Polish American Demographics. *Améredia*.l http://www.ameredia.com/resources/demographics/polish.html

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B.1.3.8.4 Russian

According to the 2010 Census, the population of Russian Americans, who self-identified as Russian by birth, background, or ethnicity, was 3.13 million people—over one percent of the U.S. population. Russian is also the 12th most spoken language in the U.S. Participants recruited to these focus groups primarily speak Russian and do not speak English well. Focus groups will be held in New York as it leads the nation in concentration of Russian Americans.

Table B.39: Russian Campaign Testing Focus Group Soft Quotas

Definition: Self identifies as Russian; speaks Russian well			
Location: New York			
Characteristics		**Session 1 # recruited per FG**	**Session 2 # recruited per FG**
Education	High school or less	9	9
	Some college	5	5
	College graduate +	0	0
Gender	Female	7	7
	Male	7	7
Age	18-24	2	2
	25-34	3	3
	35-44	3	3
	45-54	3	3
	55 or older	3	3
Race	White – Russian	14	14
	Other race groups	0	0
Recruit 14 per session to seat 8			

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B.1.4 Campaign Focus Group Recruitment Screener

B.1.4.1 Focus Group Screener (in English)

SECTION 1: WILLINGNESS

Hello, my name is _____ and I'm from _____, a focus group facility working on behalf of the U.S. Census Bureau to help improve communications to communities across the country.

The focus group will take about 90 minutes, and you will receive $75 for your time. If you are still interested in participating and if you are available the evening of **[DATE]**, I will ask you a few questions to see if you qualify. The questions I will ask on this call will take about 5 minutes.

1a. May we proceed?

Yes	1	
No	2	> TERMINATE

1b. If you are eligible, are you available on **[DATE]** at **[TIME]** to participate in a focus group? The focus group will be held in **[PLACE]**.

Yes	1	
No	2	> TERMINATE

Before we start, I want to tell you a few things about the focus group and the questions I will be asking you now. Your participation is voluntary, but your responses are important. You can choose not to answer any or all questions. The questions I am about to ask you, and those asked during the focus group itself, have been authorized for collection by U.S. Office of Management and Budget, approval number **0607-0987**, expiring on **08/31/2020**.

1c. Are you willing to participate?

Yes	1	
No	2	> TERMINATE

SECTION 2: MARKET RESEARCH EXPERIENCE

Great, I have a few questions to see if you qualify for this study.

2a. When, if ever, was the last time you participated in a marketing research study, such as a consumer interview or a group discussion?

Within the past three months	1	> HOLD
Over three months ago	2	
Never	3	

2b. Do you or an immediate family member work in any of the following fields? **RANDOMIZE LIST**

Advertising or public relations	1	> TERMINATE

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Marketing or market research	2	> TERMINATE
Federal government	3	> TERMINATE
Journalism	4	> TERMINATE
Education	5	
Medicine	6	
Engineering	7	
Service Industry	8	
Other *(specify:)*	9	

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – ENGLISH-DOMINANT LATINOS

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 44	4	
45 – 54	5	
55+	6	> TERMINATE

3b. Are you…

Male	1
Female	2
Other *(specify:)*	3

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	
No	2	> TERMINATE

3d. What is your race? You may provide more than one group.

White	1
Black or African American	2
Asian	3
American Indian	4
Alaska Native	5
Native Hawaiian or Pacific Islander	6
Some other race *(specify: _____)*	7

3e. What languages do you speak at home? **DO NOT READ RESPONSE OPTIONS / MULTIPLE RESPONSES PERMITTED / MUST SPEAK ENGLISH AND SPANISH**

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English only	1	> TERMINATE
Spanish only	2	> TERMINATE
Spanish and English	3	
Other (specify:	4	> TERMINATE

3f. How well do you speak **English**?

Very well	1	
Well	2	> TERMINATE
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

3g. How well do you speak **Spanish**?

Very well	1	
Well	2	
Not well	3	
Not at all	4	> TERMINATE

3g1. In what language do you consume most TV, magazines, newspapers, music and/or radio?

Spanish only	1	> TERMINATE
More Spanish than English	2	> TERMINATE
Spanish and English about equally	3	> RECRUIT A MIX
More English than Spanish	4	> RECRUIT A MIX
English only	5	> RECRUIT A MIX
Some other language	6	> TERMINATE

3h. What is your country of origin? **RECRUIT A MIX. CHECK QUOTAS.**

Mexico	1	> MEXICAN
El Salvador, Guatemala, Honduras, or other Central American country	2	> CENTRAL AMERICAN
Puerto Rico, Cuba, Dominican Republic	3	> CARIBBEAN
Colombia, Venezuela, Argentina, or other South American country	4	> SOUTH AMERICAN
Puerto Rican	5	> PUERTO RICAN
Cuban	6	> CUBAN

3i. In what country or territory were you born?

United States	1	> 2nd GENERATION
Other (specify: _____)	2	> ASK Q3j

ONLY ASKED Q3j IF OTHER (C2 @ Q3i)

3j. How old were you when you first came to the United States?

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IF ASKED, THIS INFORMATION IS BEING ASKED TO ENSURE A BROAD RANGE OF EXPERIENCES ARE REPRESENTED IN THE DISCUSSION. ANSWERS WILL NOT BE SHARED FOR MARKETING OR ANY OTHER PURPOSE.

Record Verbatim: _____ [*please capture age*]

17 or older	1	> TERMINATE
16 or younger	2	> 1.5 GENERATION

3k. In what country or territory were your parents born?

Both parents were born in the U.S.	1	> TERMINATE
One parent was born in the U.S.; the other was born outside of the U.S.	2	> TERMINATE
Both parents were born outside of the U.S.	3	
Don't know	4	> TERMINATE

READ TO ALL

Next, I'd like to ask you a question about the U.S. census. The U.S. census is the count of all the people who live in the United States. It happens every 10 years, and the next census is in 2020. The Census plans to ask questions such as how many people live at your address or place and their age, gender, race, ethnicity, relationships, and citizenship.

3l. If the census were held today, how likely would you be to complete the census form?

Not at all likely	1	
Not too likely	2	
Somewhat likely	3	> HOLD
Very likely	4	> TERMINATE
Extremely likely	5	> TERMINATE
Unsure/Have not decided yet	6	> HOLD

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – HOUSEHOLDS WITH YOUNG CHILDREN (HHYC)

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 44	4	
45 – 54	5	
55+	6	

3b. Are you…

Male	1
Female	2

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Other *(specify:)*	3

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1
No	2

3d. What is your race? You may provide more than one group.

White	1	> TERMINATE
Black or African American	2	
Asian	3	
American Indian	4	
Alaska Native	5	
Native Hawaiian or Pacific Islander	6	
Some other race *(specify:_____)*	7	

3e. Are there any children under the age of 18 currently live in your household?

Yes	1	
No	2	> TERMINATE

3f. What are the ages of each child currently living in your home? **ONLY PROCEED IF AT LEAST 1 CHILD IS 4 YEARS OLD OR YOUNGER**

Child 1	
Child 2	
Child 3	
Child 4	
Child 5	

3g. Thinking about the [child/children] who are four years or younger, what is your relationship with [the child/each child]? **MULTIPLE RESPONSES PERMITTED.**

Parent	1
Grandparent	2
Other relative *(specify:)*	3
Not related	4

3h. Besides yourself, how many adults live in your home?

None, just myself	1
One other person	2
Two other people	3
Three other people	4
Four other people	5

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Five or more other people	6

3i. What is your total annual household income?

Less than $14,999	1
$15,000 to $29,999	2
$30,000 to $34,999	3
$35,000 to $74,999	4
$75,000 to $149,999	5
More than $150,000	6

ONLY PROCEED IF LIVING IN A LARGE HOUSEHOLD (C4 @ Q3h) OR HAVING LOW INCOME (C1-C3 @ Q3i)

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – MIDDLE EASTERN / NORTH AFRICAN (MENA)

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 44	4	
45 – 54	5	
55+	6	

3b. Are you…

Male	1
Female	2
Other *(specify:)*	3

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3d. What is your race or ethnicity? You may provide more than one group. **MUST RESPOND MENA ONLY.**

White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	> TERMINATE
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Middle Eastern or North African	6	
Native Hawaiian or Pacific Islander	7	> TERMINATE
Some other race *(specify:)*	8	> TERMINATE

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3e. Earlier, you reported you were **MIDDLE EASTERN OR NORTH AFRICAN**. What are your detailed **MIDDLE EASTERN OR NORTH AFRICAN** ethnicities? For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Israeli, etc. **MULTIPLE RESPONSES PERMITTED. TERMINATE IF THEY PROVIDE "OTHER" RESPONSE.**

Lebanese	1	
Iranian	2	
Egyptian	3	
Moroccan	4	
Iraqi	5	
Yemeni	6	
Other *(specify:)*	7	> TERMINATE

3f. How well do you speak **English**?

Very well	1	
Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

3g. In what country or territory were you born?

In the United States	1	> SKIP TO SECTION 4
Outside of the United States *(specify:)*	2	> ASK Q3h

ONLY ASK Q3h IF NOT BORN IN THE UNITED STATES

3h. How old were you when you first came to the United States?

IF ASKED, THIS INFORMATION IS BEING ASKED TO ENSURE A BROAD RANGE OF EXPERIENCES ARE REPRESENTED IN THE DISCUSSION. ANSWERS WILL NOT BE SHARED FOR MARKETING OR ANY OTHER PURPOSE.

17 or older	1
16 or younger	2

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – AMERICAN INDIAN

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	> CHECK QUOTAS
25 – 34	3	> CHECK QUOTAS
35 – 44	4	> CHECK QUOTAS
45 – 54	5	> CHECK QUOTAS
55+	6	> CHECK QUOTAS

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3B. Are you…

Male	1	> CHECK QUOTAS
Female	2	> CHECK QUOTAS
Other *(specify:_____)*	3	

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3d. What is your race? You may provide more than one group. **MUST RESPOND AMERICAN INDIAN ONLY**

White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	> TERMINATE
American Indian	4	
Alaska Native	5	> TERMINATE
Native Hawaiian or Pacific Islander	6	> TERMINATE
Some other race *(specify:_____)*	7	> TERMINATE

3e-h. Please respond yes or no to the following. **MUST ANSWER YES TO 2 OF 4 TO QUALIFY. RANDOMIZE LIST**:

3e.	Are you a member of a Tribe?	Yes	No
3f.	Do you consider yourself knowledgeable about your native culture?	Yes	No
3g.	Do you participate in traditional native cultural events or ceremonies?	Yes	No
3h.	Do you live in or regularly communicate with people from your home village or tribe?	Yes	No

TOTAL # OF YES: _____ **MUST ANSWER YES TO 2 OF 4 TO QUALIFY**

3i. What is your tribe? For example, Navajo Nation, Blackfeet Tribe, Bay Mills, Klamath, etc. **MULTIPLE RESPONSES PERMITTED. RECRUIT A MIX.**

Navajo Nation	1	
Blackfeet Tribeg	2	
Bay Mills	3	
Klamath	4	
Other *(specify:)*	5	
Not a member of any Tribe (federal or state recognized)	6	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – ALASKA NATIVE

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+

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18 – 24	2	> CHECK QUOTAS
25 – 34	3	> CHECK QUOTAS
35 – 44	4	> CHECK QUOTAS
45 – 54	5	> CHECK QUOTAS
55+	6	> CHECK QUOTAS

3b. Are you…

Male	1	> CHECK QUOTAS
Female	2	> CHECK QUOTAS
Other *(specify:)*	3	

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3d. What is your race? You may provide more than one group. **MUST RESPOND ALASKA NATIVE ONLY**

White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	> TERMINATE
American Indian	4	> TERMINATE
Alaska Native	5	
Native Hawaiian or Pacific Islander	6	> TERMINATE
Some other race *(specify:_____)*	7	> TERMINATE

3e-h. Please respond yes or no to the following. **MUST ANSWER YES TO 2 OF 4 TO QUALIFY. RANDOMIZE LIST**:

3e.	Are you a Shareholder of an Alaska Native Corporation?	Yes	No
3f.	Do you consider yourself knowledgeable about your native culture?	Yes	No
3g.	Do you participate in traditional native cultural events or ceremonies?	Yes	No
3h.	Do you live in or regularly communicate with people from your home village or tribe?	Yes	No

TOTAL # OF YES: _____ **MUST ANSWER YES TO 2 OF 4 TO QUALIFY**

3i. What is your Alaska Native Corporation? For example, Native Village of Barrow, Arctic Slope Corporation, Tlingit, etc. **MULTIPLE RESPONSES PERMITTED. RECRUIT A MIX.**

Native Village of Barrow	1	
Arctic Slope Corporation	2	
Tlingit	3	
Other *(specify:)*	4	
Not a member of an Alaska Native Corporation	5	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – CHINESE (CANTONESE)

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3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 54	4	
55+	5	

3b. Are you…

Male	1
Female	2
Other *(specify:)*	

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3d. What is your race or ethnicity? You may provide more than one group. **MUST RESPOND ASIAN ONLY.**

White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Middle Eastern or North African	6	> TERMINATE
Native Hawaiian or Pacific Islander	7	> TERMINATE
Some other race or ethnicity *(specify:)*	8	> TERMINATE

3e. Earlier, you reported you were **ASIAN**. What are your detailed ASIAN ethnicities? For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc. **MUST BE CHINESE**

Chinese	1	
Filipino/Tagalog	2	> TERMINATE
Asian Indian	3	> TERMINATE
Vietnamese	4	> TERMINATE
Korean	5	> TERMINATE
Japanese	6	> TERMINATE
Other *(specify:)*	7	> TERMINATE

3f. In what country or territory were you born?

In the United States	1	> TERMINATE

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Outside of the United States *(specify:)*	2	> ASK Q3g

3g. What languages do you speak at home? You may provide more than one language. **MULTIPLE RESPONSES PERMITTED / MUST SPEAK CHINESE**

English	1	
Chinese (Cantonese)	2	
Other (specify:)	3	> TERMINATE

3h. How well do you speak **English**?

Very well	1	> TERMINATE
Well	2	
Not well	3	
Not at all	4	

3i. How well do you speak **Chinese (Cantonese)**?

Very well	1	
Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – CHINESE (MANDARIN)

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 54	4	
55+	5	

3b. Are you…

Male	1
Female	2
Other *(specify:)*	

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

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3d. What is your race or ethnicity? You may provide more than one group. **MUST RESPOND ASIAN ONLY.**

White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Middle Eastern or North African	6	> TERMINATE
Native Hawaiian or Pacific Islander	7	> TERMINATE
Some other race or ethnicity *(specify:)*	8	> TERMINATE

3e. Earlier, you reported you were **ASIAN**. What are your detailed ASIAN ethnicities? For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc. **MUST BE CHINESE**

Chinese	1	
Filipino/Tagalog	2	> TERMINATE
Asian Indian	3	> TERMINATE
Vietnamese	4	> TERMINATE
Korean	5	> TERMINATE
Japanese	6	> TERMINATE
Other *(specify:)*	7	> TERMINATE

3f. In what country or territory were you born?

In the United States	1	> TERMINATE
Outside of the United States *(specify:)*	2	> ASK Q3g

3g. What languages do you speak at home? You may provide more than one language. **MULTIPLE RESPONSES PERMITTED / MUST SPEAK CHINESE**

English	1	
Chinese (Mandarin)	2	
Other (specify:)	3	> TERMINATE

3h. How well do you speak **English**?

Very well	1	> TERMINATE
Well	2	
Not well	3	
Not at all	4	

3i. How well do you speak **Chinese (Mandarin)**?

Very well	1
Well	2

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Not well	3	> TERMINATE
Not at all	4	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – FILIPINO

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 54	4	
55+	5	

3b. Are you…

Male	1
Female	2
Other *(specify:)*	3

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3d. What is your race or ethnicity? You may provide more than one group. **MUST RESPOND ASIAN ONLY.**

White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Middle Eastern or North African	6	> TERMINATE
Native Hawaiian or Pacific Islander	7	> TERMINATE
Some other race or ethnicity *(specify:)*	8	> TERMINATE

3e. Earlier, you reported you were **ASIAN**. What are your detailed ASIAN ethnicities? For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc. **MUST BE FILIPINO**

Chinese	1	> TERMINATE
Filipino/Tagalog	2	
Asian Indian	3	> TERMINATE
Vietnamese	4	> TERMINATE
Korean	5	> TERMINATE
Japanese	6	> TERMINATE

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Other *(specify:)*	7	> TERMINATE

3f. In what country or territory were you born?

In the United States	1	> TERMINATE
Outside of the United States *(specify:)*	2	> ASK Q3g

3g. What languages do you speak at home? You may provide more than one language. **MULTIPLE RESPONSES PERMITTED / MUST SPEAK FILIPINO/TAGALOG**

English	1
Tagalog	2
Other (specify:)	3

3h. How well do you speak **English**?

Very well	1
Well	2
Not well	3
Not at all	4

3i. How well do you speak **Filipino/Tagalog**?

Very well	1	
Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – JAPANESE

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 54	4	
55+	5	

3b. Are you…

Male	1
Female	2
Other *(specify:)*	

3c. Do you consider yourself to be of Latino or Hispanic origin?

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Yes	1	> TERMINATE
No	2	

3d. What is your race or ethnicity? You may provide more than one group. **MUST RESPOND ASIAN ONLY.**

White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Middle Eastern or North African	6	> TERMINATE
Native Hawaiian or Pacific Islander	7	> TERMINATE
Some other race or ethnicity *(specify:)*	8	> TERMINATE

3e. Earlier, you reported you were **ASIAN**. What are your detailed ASIAN ethnicities? For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc. **MUST BE JAPANESE**

Chinese	1	> TERMINATE
Filipino/Tagalog	2	> TERMINATE
Asian Indian	3	> TERMINATE
Vietnamese	4	> TERMINATE
Korean	5	> TERMINATE
Japanese	6	
Other *(specify:)*	7	> TERMINATE

3f. In what country or territory were you born?

In the United States	1	> TERMINATE
Outside of the United States *(specify:)*	2	> ASK Q3g

3g. What languages do you speak at home? You may provide more than one language. **MULTIPLE RESPONSES PERMITTED / MUST SPEAK JAPANESE**

English	1	
Japanese	2	
Other (specify:)	3	> TERMINATE

3h. How well do you speak **English**?

Very well	1	> TERMINATE
Well	2	
Not well	3	
Not at all	4	

3i. How well do you speak **Japanese**?

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Very well	1	
Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – KOREAN

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 54	4	
55+	5	

3b. Are you…

Male	1
Female	2
Other *(specify:)*	

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3d. What is your race or ethnicity? You may provide more than one group. **MUST RESPOND ASIAN ONLY.**

White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Middle Eastern or North African	6	> TERMINATE
Native Hawaiian or Pacific Islander	7	> TERMINATE
Some other race or ethnicity *(specify:)*	8	> TERMINATE

3e. Earlier, you reported you were **ASIAN**. What are your detailed ASIAN ethnicities? For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc. **MUST BE KOREAN**

Chinese	1	> TERMINATE
Filipino/Tagalog	2	> TERMINATE
Asian Indian	3	> TERMINATE
Vietnamese	4	> TERMINATE

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Korean	5	
Japanese	6	> TERMINATE
Other *(specify:)*	7	> TERMINATE

3f. In what country or territory were you born?

In the United States	1	> TERMINATE
Outside of the United States *(specify:)*	2	> ASK Q3g

3g. What languages do you speak at home? You may provide more than one language. **MULTIPLE RESPONSES PERMITTED / MUST SPEAK KOREAN**

English	1	
Korean	2	
Other (specify:)	3	> TERMINATE

3h. How well do you speak **English**?

Very well	1	> TERMINATE
Well	2	
Not well	3	
Not at all	4	

3i. How well do you speak **Korean**?

Very well	1	
Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – VIETNAMESE

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 54	4	
55+	5	

3b. Are you…

Male	1
Female	2

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Other *(specify:)*		

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3d. What is your race or ethnicity? You may provide more than one group. **MUST RESPOND ASIAN ONLY.**

White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Middle Eastern or North African	6	> TERMINATE
Native Hawaiian or Pacific Islander	7	> TERMINATE
Some other race or ethnicity *(specify:)*	8	> TERMINATE

3e. Earlier, you reported you were **ASIAN**. What are your detailed ASIAN ethnicities? For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc. **MUST BE VIETNAMESE**

Chinese	1	> TERMINATE
Filipino/Tagalog	2	> TERMINATE
Asian Indian	3	> TERMINATE
Vietnamese	4	
Korean	5	> TERMINATE
Japanese	6	> TERMINATE
Other *(specify:)*	7	> TERMINATE

3f. In what country or territory were you born?

In the United States	1	> TERMINATE
Outside of the United States *(specify:)*	2	> ASK Q3g

3g. What languages do you speak at home? You may provide more than one language. **MULTIPLE RESPONSES PERMITTED / MUST SPEAK VIETNAMESE**

English	1	
Vietnamese	2	
Other (specify:)	3	> TERMINATE

3h. How well do you speak **English**?

Very well	1	> TERMINATE
Well	2	> TERMINATE

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Not well	3
Not at all	4

3i. How well do you speak **Vietnamese**?

Very well	1	
Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – BLACK/AFRICAN AMERICANS (BAA)

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 44	4	
45 – 54	5	
55+	6	

3b. Are you…

Male	1
Female	2
Other *(specify:)*	3

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3d. What is your race or ethnicity? You may provide more than one group. **MUST RESPOND BLACK/AFRICAN AMERICAN ONLY.**

White	1	> TERMINATE
Black or African American	2	
Asian	3	> TERMINATE
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Middle Eastern or North African	6	> TERMINATE
Native Hawaiian or Pacific Islander	7	> TERMINATE
Some other race *(specify:)*	8	> TERMINATE

3e. What is the highest grade or year of schooling you have completed?

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Less than High school	1	
High School graduate or equivalent	2	
Some college	3	
College graduate or postgraduate degree	4	> TERMINATE

3f. What is your total annual household income?

Less than $14,999	1	
$15,000 to $29,999	2	
$30,000 to $34,999	3	
$35,000 to $74,999	4	> TERMINATE
$75,000 to $149,999	5	> TERMINATE
More than $150,000	6	> TERMINATE

3g. In what country were you born?

United States	1	
Other	2	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – HAITIAN CREOLE

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 44	4	
45 – 54	5	
55+	6	

3b. Are you…

Male	1
Female	2
Other *(specify:)*	3

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3d. What is your race or ethnicity? You may provide more than one group. **MUST RESPOND BLACK/AFRICAN AMERICAN ONLY.**

White	1	> TERMINATE
Black or African American	2	
Asian	3	> TERMINATE

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American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Middle Eastern or North African	6	> TERMINATE
Native Hawaiian or Pacific Islander	7	> TERMINATE
Some other race *(specify:)*	8	> TERMINATE

3e. In what country or territory were you born?

United States	1	> TERMINATE
Haiti	2	
Other	3	> TERMINATE

3f. How old were you when you first came to the United States?

IF ASKED, THIS INFORMATION IS BEING ASKED TO ENSURE A BROAD RANGE OF EXPERIENCES ARE REPRESENTED IN THE DISCUSSION. ANSWERS WILL NOT BE SHARED FOR MARKETING OR ANY OTHER PURPOSE.

17 or older	1	> 1st GENERATION
16 or younger	2	> 1.5 GENERATION

3g. In what country or territory were your parents born?

Both parents were born in the U.S.	1	> TERMINATE
One parent was born in the U.S.; the other was born outside of the U.S.	2	> TERMINATE
Both parents were born outside of the U.S.	3	
Don't know	4	> TERMINATE

3h. What languages do you speak at home? **MULTIPLE RESPONSES PERMITTED / MUST SPEAK HAITIAN CREOLE**

English	1	
Haitian Creole	2	
Other (specify:)	3	> TERMINATE

3i. How well do you speak **English**?

Very well	1	> TERMINATE
Well	2	
Not well	3	
Not at all	4	

3j. How well do you speak **Haitian Creole**?

Very well	1
Well	2

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Not well	3	> TERMINATE
Not at all	4	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – SUB-SAHARAN AFRICAN DIASPORA (FRENCH)

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 44	4	
45 – 54	5	
55+	6	

3b. Are you…

Male	1
Female	2
Other *(specify:)*	3

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3d. What is your race or ethnicity? You may provide more than one group. **MUST RESPOND BLACK/AFRICAN AMERICAN ONLY.**

White	1	> TERMINATE
Black or African American	2	
Asian	3	> TERMINATE
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Middle Eastern or North African	6	> TERMINATE
Native Hawaiian or Pacific Islander	7	> TERMINATE
Some other race *(specify:)*	8	> TERMINATE

3e. In whaT country or territory were you born? RECRUIT A MIX.

Benin	1
Burkina Faso	2
Burundi	3
Cameroon	4
Central African Republic	5
Chad	6
Comoros	7

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Republic of Congo	8	
Democratic Republic of Congo (D.R.C)	9	
Cote d'Ivoire	10	
Djibouti	11	
Gabon	12	
Guinea	13	
Madagascar	14	
Mali	15	
Niger	16	
Senegal	17	
Togo	18	
Other	19	> TERMINATE

3f. What languages do you speak at home? MULTIPLE RESPONSES PERMITTED / MUST SPEAK FRENCH

English	1	
French	2	
Other (specify:)	3	> TERMINATE

3g. How well do you speak English?

Very well	1
Well	2
Not well	3
Not at all	4

3h. How well do you speak French?

Very well	1	
Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

3i. How old were you when you first came to the United States?

IF ASKED, THIS INFORMATION IS BEING ASKED TO ENSURE A BROAD RANGE OF EXPERIENCES ARE REPRESENTED IN THE DISCUSSION. ANSWERS WILL NOT BE SHARED FOR MARKETING OR ANY OTHER PURPOSE.

17 or older	1	> 1st GENERATION
16 or younger	2	> 1.5 GENERATION

3j. In what country or territory were your parents born?

Both parents were born in the U.S.	1	> TERMINATE
One parent was born in the U.S.; the other was born outside of the U.S.	2	> TERMINATE

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Both parents were born outside of the U.S.	3	
Don't know	4	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – NATIVE HAWAIIAN AND PACIFIC ISLANDER (NHPI)

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 44	4	
45 – 54	5	
55+	6	

3b. Are you…

Male	
Female	
Other *(specify:)*	

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes		> TERMINATE
No		

3d. What is your race? You may provide more than one group. **MUST RESPOND NHPI ONLY.**

White		> TERMINATE
Black or African American		> TERMINATE
Asian		> TERMINATE
American Indian		> TERMINATE
Alaska Native		> TERMINATE
Native Hawaiian or Pacific Islander		
Some other race *(specify:_____)*		> TERMINATE

3e. Earlier, you reported you were **NATIVE HAWAIIAN OR PACIFIC ISLANDER**. What are your **NATIVE HAWAIIAN OR PACIFIC ISLANDER** ethnicities? For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc. **MULTIPLE RESPONSES PERMITTED. RECRUIT A MIX.**

Native Hawaiian		> NATIVE HAWAIIAN
Samoan		> POLYNESIAN / MELANESIAN
Chamorro		> MICRONESIAN
Fijian		> POLYNESIAN / MELANESIAN

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Tongan		> POLYNESIAN / MELANESIAN
Marshallese		> MICRONESIAN
Other (*specify:* _____)		

3f. How well do you speak **English**?

Very well		
Well		
Not well		> TERMINATE
Not at all		> TERMINATE

3g. In what country or territory were you born?

In the continental United States, Alaska, or Hawaii		> SKIP TO SECTION 4
Outside of the United States *(specify:)*		> ASK Q3h

ASK IF NOT BORN IN THE UNITED STATES (INCLUDING HAWAII):

3h. How old were you when you first came to the United States?

IF ASKED, THIS INFORMATION IS BEING ASKED TO ENSURE A BROAD RANGE OF EXPERIENCES ARE REPRESENTED IN THE DISCUSSION. ANSWERS WILL NOT BE SHARED FOR MARKETING OR ANY OTHER PURPOSE.

17 or older	
16 or younger	

3i. Is there a language besides English that you are fluent in? **RECRUIT A MIX.**

Yes (specify:)		
Native Hawaiian		
Micronesian		
Polynesian/Melanesian		
No		> IF MICRONESIAN, POLYNESIAN, OR MELANESIAN, TERMINATE > IF NATIVE HAWAIIAN, SKIP TO SECTION 4

3j. How many hours of media in [OTHER] language do you consume per week? This can include TV, print, radio, digital media, and social media. **HOURS:** _____

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – SPANISH, PUERTO RICO

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3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	> CHECK QUOTAS
25 – 34	3	> CHECK QUOTAS
35 – 44	4	> CHECK QUOTAS
45 – 54	5	> CHECK QUOTAS
55+	6	> CHECK QUOTAS

3b. Are you…

Male	1	> CHECK QUOTAS
Female	2	> CHECK QUOTAS
Other *(specify:_____)*	3	

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	
No	2	> TERMINATE

3d. What is your race? You may provide more than one group.

White	1
Black or African American	2
Asian	3
American Indian	4
Alaska Native	5
Native Hawaiian or Pacific Islander	6
Some other race *(specify: _____)*	7

3e. **FOR NON-DOMINCAN GROUPS:** Earlier, you reported you were **HISPANIC OR LATINO**. What are your detailed **HISPANIC OR LATINO** ethnicities? For example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.? **MULTIPLE RESPONSES PERMITTED / MUST RESPOND PUERTO RICAN**

Mexican or Mexican American	1	> TERMINATE
Central American	2	> TERMINATE
Puerto Rican	3	
Dominican	4	> TERMINATE
Cuban	5	> TERMINATE
South American	6	> TERMINATE
Other *(specify:)*	7	> TERMINATE

3f. **FOR NON-DOMINCAN GROUPS:** In what country or territory were you born?

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In the United States	1	
Outside of the United States *(specify:)*	2	

3g. **FOR DOMINICAN GROUPS ONLY** In what country or territory were you born?

Dominican Republic	1	
Outside of the United States *(specify:)*	2	> TERMINATE

3h. **FOR DOMINICAN GROUPS ONLY**: How long have you been living in Puerto Rico?

Since 2011 (8 years)	1	
Before 2011 (9+ years)	2	

3i. What languages do you speak at home? **MULTIPLE RESPONSES PERMITTED / MUST SPEAK SPANISH**

Spanish	1	
Other *(specify:)*	2	> TERMINATE

3j. How well do you speak **English**?

Very well	1	> TERMINATE
Well	2	> TERMINATE
Not well	3	
Not at all	4	

3k. How well do you speak **Spanish**?

Very well	1	
Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

3l. Do you rent or own your house or apartment?

Owned or being bought by you or someone in your household	1
Rented by you or someone in your household	2
Occupied without payment of rent	3

3m. **FOR HOMEOWNER GROUPS ONLY** Do you live in a gated community or condominium, that is, a collection of homes accessible only to residents and their guests?

Yes	1
No	2

3n. **FOR UTUADO GROUPS ONLY** What part of Utuado do you live in?

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Rural (Bario)	1
Neighborhood (Urbanización)	2
Downtown (El pueblo)	3

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – SPANISH, U.S. MAINLAND

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	> CHECK QUOTAS
25 – 34	3	> CHECK QUOTAS
35 – 44	4	> CHECK QUOTAS
45 – 54	5	> CHECK QUOTAS
55+	6	> CHECK QUOTAS

3b. Are you…

Male	1	> CHECK QUOTAS
Female	2	> CHECK QUOTAS
Other *(specify:_____)*	3	

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	
No	2	> TERMINATE

3d. What is your race? You may provide more than one group.

White	1
Black or African American	2
Asian	3
American Indian	4
Alaska Native	5
Native Hawaiian or Pacific Islander	6
Some other race *(specify: _____)*	7

3e. What languages do you speak at home? **MULTIPLE RESPONSES PERMITTED / MUST SPEAK SPANISH**

Spanish	1	
Other (specify:_____)	2	> TERMINATE

3f. How well do you speak **English**?

Very well	1	> TERMINATE

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Well	2	> TERMINATE
Not well	3	
Not at all	4	

3g. How well do you speak **Spanish**?

Very well	1	
Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

3h. What is your country of origin? **RECRUIT A MIX. CHECK QUOTAS**

Mexico	1	> MEXICAN
El Salvador, Guatemala, Honduras, or other Central American country	2	> CENTRAL AMERICAN
Puerto Rico, Cuba, Dominican Republic	3	> CARIBBEAN
Colombia, Venezuela, Argentina, or other South American country	4	> SOUTH AMERICAN
Puerto Rican	5	> PUERTO RICO
Cuban	6	> CUBAN

3i. In what country or territory were you born?

United States	1	> TERMINATE
Other	2	> ASK Q3j

ONLY ASKED IF OTHER (C2 @ Q3I)

3j. How old were you when you first came to the United States?

IF ASKED, THIS INFORMATION IS BEING ASKED TO ENSURE A BROAD RANGE OF EXPERIENCES ARE REPRESENTED IN THE DISCUSSION. ANSWERS WILL NOT BE SHARED FOR MARKETING OR ANY OTHER PURPOSE.

17 or older	1	> 1st GENERATION
16 or younger	2	> 1.5 GENERATION

3k. In what country or territory were your parents born?

Both parents were born in the U.S.	1	> TERMINATE
One parent was born in the U.S.; the other was born outside of the U.S.	2	> TERMINATE
Both parents were born outside of the U.S.	3	
Don't know	4	> TERMINATE

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3l. **FOR YAKIMA GROUPS ONLY.** What best describes your primary field of work? **OPEN ENDED RESPONSE - DO NOT READ ANSWER CHOICES.**

Agriculture or farming	1	
Other	2	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – ARABIC

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 54	4	
55+	5	

3b. Are you…

Male	1
Female	2
Other *(specify:)*	

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3d. What is your race or ethnicity? You may provide more than one group. **MUST RESPOND MENA ONLY.**

White	1	> TERMINATE
Black or African American	2	> TERMINATE
Asian	3	> TERMINATE
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Middle Eastern or North African	6	
Native Hawaiian or Pacific Islander	7	> TERMINATE
Some other race or ethnicity *(specify:)*	8	> TERMINATE

3e. Earlier, you reported you were **MIDDLE EASTERN OR NORTH AFRICAN**. What are your detailed **MIDDLE EASTERN OR NORTH AFRICAN** ethnicities? For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Israeli, etc. **MULTIPLE RESPONSES PERMITTED. TERMINATE IF THEY RESPOND OTHER.**

Lebanese	1
Iranian	2
Egyptian	3

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Moroccan	4	
Iraqi	5	
Yemeni	6	
Other *(specify:)*	7	> TERMINATE

3f. What languages do you speak at home? You may provide more than one language. **MULTIPLE RESPONSES PERMITTED / MUST SPEAK ARABIC**

English	1	
Arabic	2	
French	3	
Other (specify:)	4	> TERMINATE

3g. How well do you speak **English**?

Very well	1	> TERMINATE
Well	2	> TERMINATE
Not well	3	
Not at all	4	

3h. How well do you speak **Arabic**?

Very well	1	
Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – RURAL

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 44	4	
45 – 54	5	
55+	6	

3b. Are you…

Male	1
Female	2
Other *(specify:)*	3

3c. Do you consider yourself to be of Latino or Hispanic origin?

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Yes	1	> TERMINATE
No	2	

3d. What is your race or ethnicity? You may provide more than one group.

White	1	
Black or African American	2	> TERMINATE
Asian	3	> TERMINATE
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Native Hawaiian or Pacific Islander	6	> TERMINATE
Some other race or ethnicity *(specify:)*	7	> TERMINATE

3e. What is your ZIP code? **RECRUIT FROM A LIST OF ZIP CODES PROVIDED BY TEAM Y&R. IF ZIP CODE DOES NOT MATCH LIST, TERMINATE.**

RECORD ZIP CODE:_____

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – BRAZILIAN (PORTUGUESE)

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 54	4	
55+	5	

3b. Are you…

Male	1
Female	2
Other *(specify:)*	3

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1
No	2

3d. What is your race or ethnicity? You may provide more than one group.

White	1
Black or African American	2
Asian	3
American Indian	4
Alaska Native	5

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Middle Eastern or North African	6
Native Hawaiian or Pacific Islander	7
Some other race or ethnicity *(specify:)*	8

3e. What is your country of origin? **DO NOT READ RESPONSE OPTIONS. MUST BE BRAZILIAN**

Brazil	1	
Other	2	> TERMINATE

3f. What languages do you speak at home? You may provide more than one language. **MUST SPEAK PORTUGUESE**

English	1	> TERMINATE
Portuguese	2	
Other (specify:)	3	> TERMINATE

3g. How well do you speak **English**?

Very well	1	> TERMINATE
Well	2	
Not well	3	
Not at all	4	

3h. How well do you speak **Portuguese**?

Very well	1	
Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – POLISH

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	
25 – 34	3	
35 – 54	4	
55+	5	

3b. Are you…

Male	1
Female	2
Other *(specify:)*	3

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3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3d. What is your race or ethnicity? You may provide more than one group. **MUST RESPOND WHITE ONLY.**

White	1	
Black or African American	2	> TERMINATE
Asian	3	> TERMINATE
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Middle Eastern or North African	6	> TERMINATE
Native Hawaiian or Pacific Islander	7	> TERMINATE
Some other race or ethnicity *(specify:)*	8	> TERMINATE

3e. What is your ancestry or ethnic origin? **DO NOT READ RESPONSE OPTIONS. MUST BE POLISH.**

Poland / Polish	1	
Other	2	> TERMINATE

3f. What languages do you speak at home? You may provide more than one language. **MULTIPLE RESPONSES PERMITTED / MUST SPEAK POLISH**

English	1	
Polish	2	
Other (specify:)	3	> TERMINATE

3g. How well do you speak **English**?

Very well	1	> TERMINATE
Well	2	
Not well	3	
Not at all	4	

3h. How well do you speak **Polish**?

Very well	1	
Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

SECTION 3: AUDIENCE-SPECIFIC CRITERIA – RUSSIAN

3a. How old are you?

17 or under	1	> ASK FOR SOMEONE IN HOUSEHOLD AGE 18+
18 – 24	2	

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25 – 34	3
35 – 54	4
55+	5

3b. Are you…

Male	1
Female	2
Other *(specify:)*	3

3c. Do you consider yourself to be of Latino or Hispanic origin?

Yes	1	> TERMINATE
No	2	

3d. What is your race or ethnicity? You may provide more than one group. **MUST RESPOND WHITE ONLY.**

White	1	
Black or African American	2	> TERMINATE
Asian	3	> TERMINATE
American Indian	4	> TERMINATE
Alaska Native	5	> TERMINATE
Middle Eastern or North African	6	> TERMINATE
Native Hawaiian or Pacific Islander	7	> TERMINATE
Some other race or ethnicity *(specify:)*	8	> TERMINATE

3e. What is your ancestry or ethnic origin? **DO NOT READ RESPONSE OPTIONS. MUST BE RUSSIAN.**

Russia / Russian	1	
Other	2	> TERMINATE

3f. What languages do you speak at home? You may provide more than one language. **MULTIPLE RESPONSES PERMITTED / MUST SPEAK RUSSIAN**

English	1	
Russian	2	
Other (specify:)	3	> TERMINATE

3g. How well do you speak **English**?

Very well	1	> TERMINATE
Well	2	
Not well	3	
Not at all	4	

3h. How well do you speak **Russian**?

Very well	1

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Well	2	
Not well	3	> TERMINATE
Not at all	4	> TERMINATE

SECTION 4: HARD-TO-COUNT DEMOGRAPHICS

- *NOTE: Each participant must meet two of the following criteria*
  - Renters
  - Living in a large household (with 6 or more people)
  - Less than high school diploma
  - Female householder, no husband present
  - Low income (less than $35,000 per year)
  - Move within the past year
  - Household with young children (0-4 years old)
  - Multi-unit or mobile home structure

4a. What is the highest grade or year of schooling you have completed?

Less than High school	1	1 point; check quota
High School graduate or equivalent	2	
Some college	3	
College graduate or postgraduate degree	4	> TERMINATE

4b. What is your marital status?

Married	1
Widowed	2
Divorced	3
Separated	4
Never married	5

4c. Are there any children currently living in your household?

Yes (*specify number of children*: _____)	1	> ASK Q4d
No	2	> SKIP TO Q4e

4d. What is the age of the youngest child in your home?

0–4 years old	1	**1 POINT**
5–9 years old	2	
10–17 years old	3	

ASK ALL PARTICIPANTS

4e. Besides yourself, how many adults live in your home?

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RECORD NUMBER: _____

FEMALE HOUSEHOLDER **1 POINT** IF ALL OF FOLLOWING:

- Female (Code 2 @ Q3B)
- Unmarried (Code 2-5 @ Q4B)
- Does not live with another adult (Q4E = 0)
- Lives with children (Code 1 @ Q4C)

LARGE HOUSEHOLD:

CODE NUMBER OF PEOPLE IN HOUSEHOLD = NUMBER OF CHILDREN (4C) + NUMBER OF ADULTS (4E)

None, just myself	1	
One other person	2	
Two other people	3	
Three other people	4	
Four other people	5	
Five or more other people	6	**1 POINT**

4f. Do you rent or own your own house or apartment?

Rent	1	**1 POINT**
Own	2	
Other *(specify:_____)*	3	

4g. Which describes the building of your primary residence?

A mobile home	1	**1 POINT**
A one-family house detached from any other house	2	
A one-family house attached from any other house	3	**1 POINT**
A building with 2 or more apartments	4	**1 POINT**
Boat, RV, van, etc.	5	**1 POINT**

4h. How many years ago did you move into the home you are currently living in?

Moved within the past year	1	**1 POINT**
Moved more than a year ago	2	

4i. What is your total annual household income?

Less than $14,999	1	**1 POINT**
$15,000 to $29,999	2	**1 POINT**
$30,000 to $34,999	3	**1 POINT**
$35,000 to $74,999	4	
$75,000 to $149,999	5	
More than $150,000	6	

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RECORD TOTAL POINTS ALLOCATED THROUGHOUT SCREENER: _____ (*ENTER NUMBER HERE*)

2 OR MORE POINTS	1	
LESS THAN 2 POINTS	2	> TERMINATE

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B.2 Campaign Testing Discussion Guides, Activities, and Materials

B.2.1 Campaign Online Qualitative Testing Questionnaire

This section provides details on the activities that participants were asked to complete in the online qualitative sessions. Team Y&R includes three days of activities for the five-day sessions to allow participants more time to complete the study. Each day, participants will review a mix of three video, image, or radio originals intended for their audience group and discuss elements that stand out, either positively or negatively, to them. At the end, participants will share how what they have seen might have changed their thoughts about the decennial census.

Please keep in mind that the images presented in this guide are for illustrative purposes only; they are intended to exemplify what the participants will see and are not associated with this project or the U.S Census Bureau.

Introduction – Home Page

The following introduction will appear on the home page of every participant, which is the first thing participants will see upon entering the online qualitative session.

Welcome to the [STUDY NAME]!

This is a study sponsored by the U.S Census Bureau. You can validate that this survey is a legitimate federally-approved information collection using the U.S. Office of Management and Budget approval number 0607-0978, expiring on 08/31/2020.

Our discussion will be about the U.S. decennial census. We'd like to start by sharing some information about what the U.S. decennial census is to be sure we're all thinking about the same thing. **The U.S. census is the count of all the people who live in the United States. It happens every 10 years, which is why it is called the decennial census. The Census plans to ask questions such as how many people live at your address or place and their age, gender, race, ethnicity, relationships, and citizenship. The next census is in 2020.** For the rest of the study, please think about this when we say "the census."

We look forward to getting to know you and understanding your perspectives. Your thoughts and opinions are very important to us—there are no right or wrong answers, and your individual responses won't be shared outside of the research team.

To best understand you, we set up an interactive website where a moderator may ask you questions based on your responses to aid our understanding of your experiences and point of view. Please check back into the site at least three times before the study ends on Friday, April 12, 2019 for new activities and to answer any follow-up questions the moderator may have asked. The information you provide to the web portal will not be shared or used for promotional purposes under any circumstances.

Again, thank you for participating in the [NAME] study—we look forward to hearing what you have to say!

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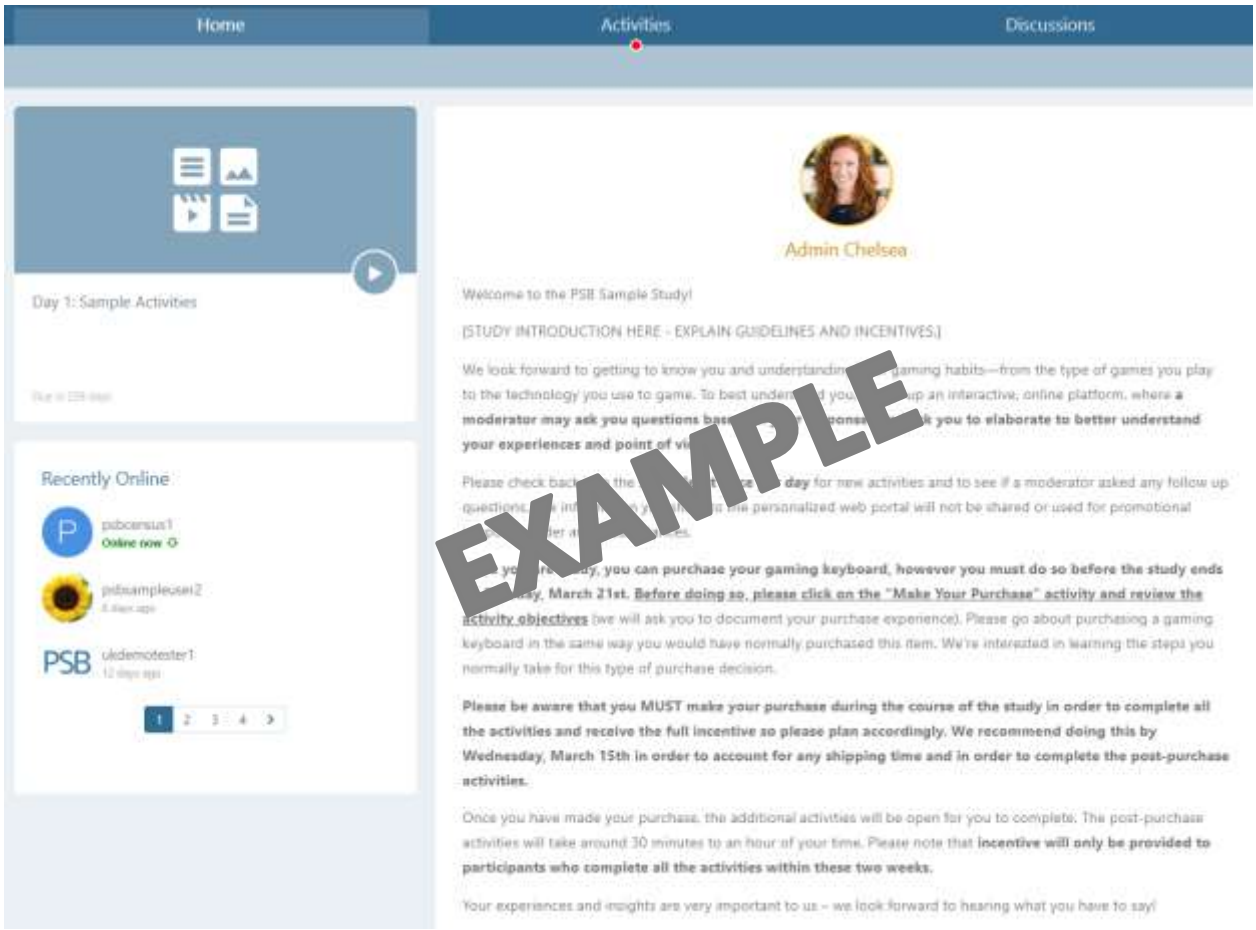
Figure 2: Sample Home Page and Welcome Message



Description of Activities

Activity A: Static (Image) Advertisement Review

Activity Description: Participants will mark up static advertisements, such as ones seen in print or on billboards. Participants will be able to select a variety of reactions and pinpoint where on the ad they are reacting. Reaction icons include:

○	I like this
✕	I don’t like this
?	This confuses me

!	This surprised me
☺	This makes me happy

Upon clicking an area on the piece and selecting the desired reaction, participants will then be prompted to explain what they are reacting to and why.

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Shown to Participants:

For today's activity, we would like to understand your opinions about some draft advertisements that the Census Bureau may use to encourage people to participate in the 2020 Census. These are not final, and may be later developed into complete advertisements that you might see in a newspaper, magazine, or on a billboard.

You will be asked some questions about these draft advertisements, and please keep in mind that these are work-in-progress, not final advertisements. Once you have completed today's activity, the moderator may have follow-up questions for you. Please check back to see those.

/* NEXT PAGE */

Click on the image and select a marker to show what you liked, disliked, or found confusing about the advertisement.

Figure 3: Sample Image Markup Activity

**Note – the reaction icons will be the same as mentioned above*

Below you will see some questions about the advertisement you just viewed. Please complete your responses by filling in the blank spaces.

Figure 4: Sample Discussion Activity

Questions for this activity may include:

Metric	Question
Overall Reaction	First, let's start general. Tell me what caught your attention overall.

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Main Message	In your own words, what do you think the ad is trying to convey?
	What questions, if any, come to mind when you see this?
	What did you learn, if anything, from the ad?
	Who do you think this ad is trying to reach? Someone like you or someone else? Describe that person.
Emotion	How does this ad make you feel?
	Does it make you feel differently?
Clarity	What, if anything, was confusing about the ad?
Opinion	How, if at all, does it change your view of the census?
Relevance	Is the ad useful or relevant to you in any sense?
Concerns	Do you have any concerns or doubts after seeing this ad?
Suggestion	What, if anything, is missing from this ad? Moderator to limit "art direction" comments.

/* NEXT PAGE */

Activity B: Animatic (Video) Advertisement Review

Activity Description: Participants will provide open-end responses of the advertisements to be used on TV or in a digital setting. Participants will view the video/animatic once. They will then be shown instructions to watch the video a second time and think about specific parts of the video to which they have (or do not have) a variety of reactions. After, they will be prompted with open-end boxes to say what they liked, disliked, were surprised by, were confused by, or what made them happy.

Shown to Participants:

For today's exercise, we'd like you to review and give your opinions on some draft video advertisements that the Census Bureau may use for the 2020 Census. We will show you a video ad and then ask some follow-up questions.

Keep in mind this is a draft advertisement that the Census Bureau may use to encourage people to participate in the 2020 Census. This may be developed into more a complete advertisements you might see on TV. It's really expensive to develop ads, so getting your feedback early on is important. Please keep in mind that this is an idea that would be polished. In fact, the video ad you are about to see is made of rough sketches that are animated and is not like an ad you may be accustomed to seeing on TV.

Once you have completed today's activity, the moderator may have follow-up questions for you. Please make sure to check back to see those.

First, we'd like to ask you to watch the video ad below (60 seconds). Please make sure that the sound is not disabled on your device. **/* NEXT BUTTON NOT VISIBLE UNTIL FULL VIDEO IS VIEWED */**

Now we will show you the video ad again. Please think about specific parts of that ad that you like, dislike, or have any other reactions to. You will be asked to share your thoughts about and emotional reaction to the ad on the next page. **/* NEXT BUTTON NOT VISIBLE UNTIL FULL VIDEO IS VIEWED */**

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Figure 6: Sample Video Response Activity

What did you like about the ad?	*Response box*
What did you not like about the ad?	*Response box*
Was there anything about the ad that confused you? Please describe.	*Response box*
Was there anything about the ad that surprised you? Please describe.	*Response box*
Was there anything about the ad that made you happy? Please describe.	*Response box*

/* NEXT PAGE */

Below you will see some more questions about the advertisement you just viewed. Please complete your responses by filling in the blank spaces.

Figure 7: Sample Discussion Activity

Questions for this activity may include:

Metric	Question
Overall Reaction	First, let's start general. Tell me what caught your attention overall.
Main Message	In your own words, what do you think the ad is trying to convey?
	What questions, if any, come to mind when you see this?
	What did you learn, if anything, from the ad?
	Who do you think this ad is trying to reach? Someone like you or someone else? Describe that person.
Emotion	How does this ad make you feel?
	Does it make you feel differently?

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Clarity	What, if anything, was confusing about the ad?
Opinion	How, if at all, does it change your view of the census?
Relevance	Is the ad useful or relevant to you in any sense?
Concerns	Do you have any concerns or doubts after seeing this ad?
Suggestion	What, if anything, is missing from this ad? Moderator to limit "art direction" comments.

/* NEXT PAGE */

Activity C: Radio Advertisement Review

Activity Description: Participants will provide open-end responses of the advertisements to be used on radio. Participants will listen to the audio once. They will then be shown instructions to listen to the audio a second time and think about specific parts of the audio to which they have (or do not have) a variety of reactions. After, they will be prompted with open-end boxes to say what they liked, disliked, were surprised by, were confused by, or what made them happy.

Shown to Participants:

For today's exercise, we'd like you to review and give your opinions on some draft radio advertisements that the Census Bureau may use for the 2020 Census. We will show you a radio ad and then ask some follow-up questions.

Keep in mind this is a draft advertisement that the Census Bureau may use to encourage people to participate in the 2020 Census. This may be developed into more a complete advertisements you might hear on the radio. It's really expensive to develop ads, so getting your feedback early on is important. Please keep in mind that this is an idea that would be polished.

Once you have completed today's activity, the moderator may have follow-up questions for you. Please make sure to check back to see those.

First, we'd like to ask you to listen to the audio (60 seconds). Please make sure that the sound is not disabled on your device. **/* NEXT BUTTON NOT VISIBLE UNTIL FULL RADIO AD IS COMPLETE */**

Now we will show you the radio ad again. Please think about specific parts of that ad that you like, dislike, or have any other reactions to. You will be asked to share your thoughts about and emotional reaction to the ad on the next page. **/* NEXT BUTTON NOT VISIBLE UNTIL FULL RADIO AD IS VIEWED */**

Figure 8: Sample Radio Response Activity

What did you like about the ad?	*Response box*
What did you not like about the ad?	*Response box*
Was there anything about the ad that confused you? Please describe.	*Response box*
Was there anything about the ad that surprised you? Please describe.	*Response box*

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Was there anything about the ad that made you happy? Please describe.	*Response box*

/* NEXT PAGE */

Below you will see some more questions about the advertisement you just listened to. Please complete your responses by filling in the blank spaces.

Figure 9: Sample Discussion Activity

Which part(s) of this profile do you identify with the most and why? *If you do not identify with any part(s) of the above profiles, please write N/A in the box below.*

Does the part of the profile you just mentioned make you think of an event that has happened to you in the pa[illegible] you give an example from your life that this section reminds you of specifically?

Are there any parts of this profile that feel out of [illegible] fit with your own personality? Please describe.

EXAMPLE

Questions for this activity may include:

Metric	Question
Overall Reaction	First, let's start general. Tell me what caught your attention overall.
Main Message	In your own words, what do you think the ad is trying to convey?
	What questions, if any, come to mind when you see this?
	What did you learn, if anything, from the ad?
	Who do you think this ad is trying to reach? Someone like you or someone else? Describe that person.
Emotion	How does this ad make you feel?
	Does it make you feel differently?
Clarity	What, if anything, was confusing about the ad?
Opinion	How, if at all, does it change your view of the census?
Relevance	Is the ad useful or relevant to you in any sense?
Concerns	Do you have any concerns or doubts after seeing this ad?
Suggestion	What, if anything, is missing from this ad? Moderator to limit "art direction" comments.

/* NEXT PAGE */

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Activity D: Take-Away Message about the Census

Activity Description: After being exposed to all the ads, respondents will reflect on what they've learned about the census during the online qualitative session and their take-away message about the 2020 Census.

Shown to participants:

APPEAR ON FINAL DAY OF AD REVIEW##

For today's exercise, we would like you to reflect on what you have learned about the census during the last five days that you did not necessarily know before. Please check back to see if the moderator have follow-up questions for you.

Figure 11: Sample Reflection Activity

Questions for this activity may include:

Metric	Question
Post Reaction	After what you have seen, how do you feel about the census?
	What would you tell your families, friends, and colleagues to encourage them to fill out the 2020 Census?
Interest	Is there anything else that you would like to share that we haven't touched on during the study?

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B.2.2 Campaign Focus Group Discussion Guide

B.2.2.1 English Focus Group Discussion Guide

The following guide outlines a general flow of facilitated conversation during a focus group session. This guide will be used as a tool for the moderator to ensure that key research objectives are met and an adequate level of consistency across groups is achieved to draw reliable conclusions.

Notes to Reviewer

- The moderator will use the framework outlined as a guide, rather than a formal script. Questions will not be read verbatim.
- The moderator will use his/her judgment to determine whether to switch to other sections of the guide as discussion flows, based on the research objectives and to maintain a natural flow of conversation. The discussion guide may contain more content than can be covered in 90 minutes; optional question probes have been *italicized* to facilitate consistent prioritization of conversation topics across groups.
- **Bolded text indicates instructions for the moderator and will not be read aloud to participants. Instructions are also highlighted in green.**
- Materials are highlighted in yellow.
- **Room Setup:** In front of each participant, there will be three cards for voting during the warm up. In the corner of the room, there will be a **flip pad** for the moderator to use. The room will also contain a laptop and a projector for the moderator to show video animatic ad stimuli.

Focus Group Breakdown: Total time – 90 minutes
Section A: Introduction & Icebreaker (10 minutes) **Moderator will explain the purpose of the focus group and allow participants to ask any questions.**
Section B: Warm Up (5 minutes) **The purpose of this section is to warm up conversation and briefly establish a baseline for past Census experiences.**
Section C: Individual Advertisement Testing (65 minutes) **The purpose of this section is to present and review individual advertisements. The order of advertisements presented will be randomized across focus groups.**
Section D: Conclusion (10 minutes) **This section provides an opportunity for participants to share final thoughts, including if anything they read or saw affected their opinion or perceptions of the 2020 Census. The moderator will thank participants and ensure all questions have been answered.**

Section A: Introduction & Icebreaker – 10 minutes

Moderator will explain the purpose of the focus group and allow participants to ask any questions. Participants will receive a copy of the consent form in the waiting area when they check in that provides the OMB approval number and contact information for the study.

Before the start of each session, the moderator will brief participants on the structure and the objectives of the focus group. Participants will be briefed as follows:

Good evening, and thank you all for taking the time to be with us today to share your thoughts and opinions. Before we get started, I want to first mention a few things about our discussion:

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- I am an independent market researcher for a firm that conducts hundreds of groups like this each year. That means my job is to listen to you and encourage conversation, and I have no stake in the opinions you share. Love or hate something we talk about, it's all the same to me.
- Your thoughts and opinions are very important to us, there are no right or wrong answers, and your individual responses won't be shared outside of the research team.

We have 90 minutes together today. Before we jump in, let's go over some important things:

- Your participation is voluntary, and you don't have to answer every question.
- That said, you are here because your opinions are very important, and I do hope to hear from everyone at some point this evening. Please know that anything you share will be kept among the research team, and you will not be personally identified in any reports we prepare based on our conversation. We also ask that we all respect the privacy of everyone in the room, and that you don't share what is discussed with others.
- We are hosting groups like this across the country over many weeks, and there is no way I could remember everything we discuss. To help my team and me write a report, we will be audio [and VIDEO RECORDING IF AVAILABLE] recording this session. The audio files will be transcribed, but any information that could identify you will be removed from the transcripts, and the audio and video files will be destroyed when the report is complete. These transcripts and recordings will be a reference for me and my team as we write our report and will allow me to focus on our conversation rather than taking notes.

Depending on the facility, explain that there are observers behind the glass (if applicable) and via livestreaming (if available): You may have noticed the glass behind me. I have some team members who are here helping me today who are observing and taking notes. We also have some team members who could not travel to be with us today and are observing remotely. We all want to learn from you, so it is important that you share your honest opinions.

On the note about your opinions, I want to be sure you all know that the goal of our conversation is not to agree with one another. If you disagree with something that is shared, it's important for us to hear your perspective, because you may represent a lot of people. Similarly, if you agree with something that is said, I'd like to hear that too.

I think that's just about everything. If you need to use the restroom during our session, please feel free to do so. **Before we get started, please turn off your cell phone or switch it to silent mode.**

Any questions?

Okay, let's get started by introducing ourselves to each other. Please tell us: **(1)** your first name, **(2)** how long you have lived in (name the city or town), and **(3)** a couple of your favorite TV shows. **[NON ENGLISH LANGUAGE GROUPS ONLY]: (3)** how long you've been living in the U.S.

I'll go first. **Moderator will introduce self and then facilitate introductions of others.**
Great, very glad to meet all of you. Let's start our discussion.

Section B: Warm Up: Past Census Experience—5 minutes

The purpose of this section is to warm up the conversation and explore what previous census ads the participants remember.

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Today, our discussion will be about the U.S. decennial census. I'd like to start by sharing some information about what the U.S. decennial census to be sure we're all thinking about the same thing for the rest of our conversation. **Moderator shows the following definition on the flip pad and reads aloud:** The U.S. census is the count of all the people who live in the United States. It happens every 10 years—which is why it is called the decennial census. The Census plans to ask questions such as how many people live at your address or place and their age, gender, race, ethnicity, relationships, and citizenship. The next census is in 2020. For the rest of our conversation, please think about this when we say "the census."

- By a show of hands, have you participated in the census before? Raise your hand if "yes"? How many "no"? How many "not sure"?
  READ COUNT OUT LOUD to be captured by the audio recording (e.g., 2 yes, 3 no, and 3 unsure).

Thank you everyone. It is helpful to know a little more about different experiences as we continue our conversation today.

Section C: Individual Advertisement Review – 65 Minutes (10-12 minutes per advertisement)

The purpose of this section is to present and discuss individual advertisements. The order of advertisements presented will be randomized across focus groups. The advertisements will be a mix of static print, video animatic, and radio.

Now, we are going to look at a few different sample advertisements regarding the 2020 Census. These are draft advertisements that the Census Bureau may use to encourage people to participate in the 2020 Census. Some of these ideas may be developed into more complete advertisements you might see on TV, in a newspaper or magazine, or on a billboard. It's really expensive to develop ads, so getting your feedback early on is important. Please keep in mind that these are still ideas that need to be polished. In fact, the video ads I show you today are rough sketches that are animated and not ads as you may be accustomed to seeing on TV.

As you watch and read the different draft ads, pay close attention to the content.

ADVERTISEMENT [COLOR 1] (12 minutes per ad)
Here is the first one. **Moderator will play or hand out the advertisement.**

PRINT AD: Moderator to hand out print advertisement.
VIDEO AD: Moderator to play the video one time and ask participants to simply watch. Moderator to play the video a second time, and ask participants to watch again, this time paying closer attention and thinking about their reactions.
RADIO AD: Moderator will play the audio one time and ask participants to simply listen. Moderator to play the audio a second time, and ask participants to listen again, this time playing closer attention and thinking about their reactions.

Moderator will provide 2-3 minutes for individual completion.

- What are the words that caught your attention in a positive way, or the words you circled?
  - *Probe on reasons*
  - *Probe on what is relevant or relatable*
- What are the words that caught your attention in a negative way, or the words you crossed out?
  - *Probe on reasons*
  - *Probe on what is not relevant or relatable*

I have a few questions about the ad I'd like to get your opinion on.

Metric	Question

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Overall Reaction	First, let's start general. Tell me what caught your attention overall.
Main Message	In your own words, what do you think the ad is trying to convey?
	What questions, if any, come to mind when you see this?
	What did you learn, if anything, from the ad?
	Who do you think this ad is trying to reach? Someone like you or someone else? Describe that person.
Emotion	How does this ad make you feel?
	Does it make you feel differently?
Clarity	What, if anything, was confusing about the ad?
Opinion	How, if at all, does it change your view of the census?
Relevance	Is the ad useful or relevant to you in any sense?
Concerns	Do you have any concerns or doubts after seeing this ad?
Suggestion	What, if anything, is missing from this ad? **Moderator to limit "art direction" comments.**

Section D: Conclusion – 10 Minutes

This section provides an opportunity for participants to share final thoughts, including if anything they read or saw affected their opinion or perceptions of the 2020 Census. The moderator will thank participants and ensure all questions have been answered.

Thank you for sharing your thoughts today! As we conclude our discussion, I have a few final wrap-up questions.

- What, if anything, did you see or hear today that made you feel differently about filling out the census form? Tell me about that.
- What would you tell your families, friends, and colleagues to encourage them to fill out the 2020 Census?
- Is there anything else that you would like to share that we haven't touched on during the study?

[If time allows] If you don't mind, I'm going to step out for just a moment to see if my team has any additional follow-up questions. **[Ask follow-ups]**

Okay, thank you so much. I've enjoyed meeting you all. Is there anything else that you would like to share that we haven't touched on yet? Are there any final questions? If not, please leave all your materials on the table and have a lovely evening.

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B.2.2.2 Arabic Focus Group Discussion Guide

يوضح الدليل التالي التوجُّه العام للمحادثة الميسَّرة أثناء جلسة مجموعة التركيز. سيتم استخدام هذا الدليل كأداة للمشرف لضمان تحقيق أهداف البحث الرئيسية وتحقيق مستوى مناسب من الاتساق عبر المجموعات لاستخلاص استنتاجات موثوقة.

ملاحظات للمراجع

- سيستخدم المشرف الإطار الموضَّح كدليل، بدلًا من نص رسمي. لن تتم قراءة الأسئلة حرفيًّا.
- سيستخدم المشرف حكمه لاتخاذ القرار بشأن التبديل إلى أقسام أخرى من الدليل حسب توجُّه المناقشة، استنادًا إلى أهداف البحث والمحافظة على التوجُّه الطبيعي للمحادثة. قد يحتوي دليل المناقشة على محتوى أكثر مما يمكن تغطيته خلال 90 دقيقة؛ تحقيق الأسئلة الاختيارية مميز بالخط المائل لتسهيل تحديد الأولويات لموضوعات المحادثة عبر المجموعات.
- يُشير النص الغامق إلى تعليمات للمشرف ولن يُقرأ بصوت مرتفع على المشاركين. التعليمات أيضًا مميزة باللون الأخضر.
- المواد مميزة باللون الأصفر.
- إعداد الغرفة: قلم جاف يُوضع أمام كل مقعد إلى أن يُخبر المشرف المشاركين بموعد وطريقة استخدامه. أنشطة مراجعة الإعلانات ، تُوضع أمام المشرف (سيوزع المشرف أمثلة إعلانات كلٌّ على حدة). في ركن الغرفة، ستكون هناك لوحة قلابة ليستخدمها المشرف. ستحتوي الغرفة أيضًا على كمبيوتر محمول وجهاز عرض يستخدمهما المشرف لعرض محفزات إعلانات الفيديو المتحركة.

تقسيم مجموعة التركيز: الوقت الإجمالي - 90 دقيقة
القسم أ: مقدمة وتحفيز المشاركين (10 دقائق) يشرح المشرف الغرض من جلسة مجموعة التركيز ويسمح للمشاركين بطرح أي أسئلة.
القسم ب: الإحماء (5 دقائق) الغرض من هذا القسم هو إحماء المحادثة وإرساء خط الأساس لخبرات التعداد السكاني السابقة.
القسم ج: اختبار إعلان فردي (65 دقيقة) الغرض من هذا القسم هو عرض الإعلانات الفردية ومراجعتها. سيتم اختيار ترتيب الإعلانات المقدَّمة بشكل عشوائي عبر مجموعات التركيز.
القسم د: الاستنتاج (10 دقائق) يوفر هذا القسم للمشاركين فرصة مشاركة الأفكار النهائية، بما في ذلك ما إذا كان هناك أي شيء كانوا قد قرؤوه أو رأوه يؤثر على رأيهم أو تصوراتهم حول تعداد عام 2020. سوف يشكر المشرف المشاركين ويضمن الإجابة عن جميع الأسئلة.

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القسم أ :مقدمة وتحفيز المشاركين 10 – دقائق

يشرح المشرف الغرض من جلسة مجموعة التركيز ويسمح للمشاركين بطرح أي أسئلة. سيحصل المشاركون على نسخة من استمارة الموافقة في منطقة الانتظار عند تسجيل الوصول، وهي توفر رقم موافقة مكتب التسيير والميزانية OMB ومعلومات الاتصال الخاصة بالدراسة.

قبل بدء كل جلسة، سيقوم المشرف بإطلاع المشاركين على هيكل وأهداف جلسة مجموعة التركيز. سيتم إطلاع المشاركين على النحو التالي:

مساء الخير، أشكركم جميعًا على تخصيص وقتكم لتكونوا معنا اليوم لمشاركة أفكاركم وآرائكم. قبل أن نبدأ، أريد أن أذكر أولًا بعض الأشياء حول مناقشتنا:

- أنا باحث مستقل لشركة تُنسق المئات من هذه الجلسات كل عام. وهذا يعني أن مهمتي هي الاستماع إليكم وتشجيع المحادثة، وليس لديَّ أي مصلحة في الآراء التي تشاركونها. إن أحببتم أو كرهتم شيئًا أقوله، فلن يشكل هذا فارقًا عندي.
- أفكاركم وآراؤكم مهمة للغاية عندنا، ولا توجد إجابات صحيحة أو خاطئة، ولن تتم مشاركة إجاباتكم الفردية خارج فريق البحث.

لدينا 90 دقيقة نقضيها معًا اليوم. قبل البدء، دعونا نتناول بعض الأمور المهمة:

- مشاركتكم تطوُّعية، وليس عليكم الإجابة عن كل سؤال.
- ومع ذلك، فأنتم هنا لأن آراءكم مهمة للغاية، وآمل أن أسمع من الجميع هذا المساء. يُرجى العلم بأنه سيتم الاحتفاظ بأي شيء تشاركونه بين فريق البحث، ولن يتم التعرف عليكم شخصيًّا في أي تقارير نُعدّها استنادًا إلى محادثتنا. نطلب أيضًا أن نحترم جميعًا خصوصية كل شخص في الغرفة، وعدم مشاركة ما يتم مناقشته مع الآخرين.
- نستضيف مجموعات مثل هذه في جميع أنحاء الدولة على مدار عدة أسابيع، ولا توجد طريقة لتذكُّر كل ما نناقشه. لمساعدة الفريق في كتابة التقرير، سنُسجل هذه الجلسة صوتيًا [وبالفيديو في حالة التوافر]. سيتم نسخ الملفات الصوتية، ولكن ستتم إزالة أي معلومات يمكن التعرف عليك باستخدامها من النصوص، وسيتم مسح ملفات الصوت والفيديو عند اكتمال التقرير. ستكون هذه النصوص والتسجيلات مرجعًا لي ولفريقي في أثناء كتابة تقريرنا وستسمح لنا بالتركيز على محادثتنا بدلًا من تدوين الملاحظات.

اعتمادًا على المكان، اشرح وجود مراقبين وراء الزجاج (إن وُجدوا) وعبر البث الحي (إن وُجدوا): لعلكم قد لاحظتم الزجاج الموجود خلفي. يوجد بعض أعضاء الفريق الذين يساعدونني اليوم يراقبون ويُدونون الملاحظات. نستعين أيضًا ببعض أعضاء الفريق الذين لم يتمكنوا من السفر ليكونوا معنا اليوم وهم يراقبون عن بُعد. نريد أن نتعلم منكم جميعًا؛ لذا من المهم مشاركة آرائكم بإخلاص.

ملاحظة حول آرائكم، أريد أن أتأكد من أنكم جميعًا تعلمون أن هدف محادثتنا ليس أن نتفق بعضنا مع بعض. إذا لم توافقوا على شيء، فمن المهم لنا أن نسمع وجهة نظركم؛ لأنكم قد تمثلون الكثير من الناس. وبالمثل، إذا كنتم تتفقون مع ما يقال، أود أن أعرف ذلك أيضًا.

أعتقد أن هذا كل شيء. إذا كنتم بحاجة إلى استخدام دورة المياه خلال جلستنا، فلا تترددوا في ذلك. قبل أن نبدأ، يُرجى إطفاء هواتفكم المحمولة أو تحويلها إلى الوضع الصامت.

هل لديكم أي أسئلة؟

حسنًا، دعونا نبدأ بتعريف أنفسنا. يُرجى أن تخبرنا: (**1**) اسمك الأول و(**2**) منذ متى وأنت تعيش في (اسم المدينة أو البلدة)، و(**3**) اثنين من البرامج التلفزيونية المفضلة لديك. [المجموعات التي لا تتحدث باللغة الإنجليزية فقط]: (**3**) منذ متى وأنت تعيش في الولايات المتحدة؟

سأبدأ أولًا. وسيقدم المشرف نفسه ثم ينسق تقديم الآخرين.

عظيم، سعدت جدًّا أن ألتقي بكم جميعًا .لنبدأ مناقشتنا

القسم ب: إحماء: تجربة التعدادالسكاني السابقة - 5دقائق

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الغرض من هذا القسم هو إحماء المحادثة واستكشاف إعلانات التعداد السابقة التي يتذكرها المشاركون.

اليوم، ستكون مناقشتنا حول التعداد الأمريكي كل عشر سنوات. أود أن أبدأ بمشاركة بعض المعلومات عن ماهية التعداد السكاني لكل عشر سنوات في الولايات المتحدة للتأكد من أننا نفكر في الشيء نفسه لبقية محادثتنا. يعرض المشرف التعريف التالي على اللوحة القلابة ويقرأ بصوت مرتفع: .تعداد سكان الولايات المتحدة هو إحصاء جميع الأشخاص الذين يعيشون في الولايات المتحدة. يحدث كل 10 سنوات - وهذا هو السبب في أنه يسمى التعداد كل عشر سنوات. تشمل خطة التعداد طرح أسئلة تتعلق بعدد الأشخاص الذين يعيشون في عناوينكم أو مناطقكم وسِنّهم وجنسهم وعرقهم وعلاقاتهم وجنسيتهم. سيكون التعداد التالي في عام 2020. في بقيّة محادثتنا، يُرجى استحضار هذه الأفكار عندما نقول "التعداد".

- برفع الأيدي، هل شاركتم في التعداد من قبل؟ ارفعوا أيديكم إذا كانت الإجابة "نعم"؟ كم عدد إجابات "لا"؟ كم عدد إجابات "غير متأكد"؟
اقرأ العدد بصوت مرتفع ليتم التقاطها بواسطة التسجيل الصوتي (على سبيل المثال: **2** نعم، و**3** لا، و**3** غير متأكد).

شكرًا لكم جميعًا. من المفيد معرفة المزيد عن التجارب المختلفة بينما نواصل حديثنا اليوم.

القسم ج: استعراض إعلان فردي - 65 دقيقة (10-12 دقيقة لكل إعلان)

الغرض من هذا القسم عرض ومناقشة الإعلانات الفردية. سيتم اختيار ترتيب الإعلانات المقدَّمة بشكل عشوائي عبر مجموعات التركيز. وستكون الإعلانات مزيجًا من الطباعة الثابتة والفيديو المتحرك والإذاعة.

الآن، سننظر في بعض إعلانات العيّنات المختلفة بخصوص تعداد عام 2020. هذه الإعلانات هي عبارة عن مسوّدة قد يستخدمها مكتب التعداد لتشجيع الناس على المشاركة في تعداد عام 2020. قد يتم تطوير بعض هذه الأفكار إلى إعلانات أكثر اكتمالًا قد تراها على التلفزيون أو في صحيفة أو مجلة أو على لوحة إعلانات. تطوير الإعلانات مكلف للغاية؛ لذا من المهم الحصول على تعليقاتكم في وقت مبكّر. يُرجى أن تضعوا في حسبانكم أن هذه الأفكار ما زالت بحاجة إلى تحسين. في الواقع، إعلانات الفيديو التي نعرضها عليكم اليوم هي مخططات متحركة مبدئية وليست إعلانات اعتدتم على مشاهدتها على التلفزيون.

أثناء مشاهدتكم لنصوص الإعلانات المختلفة وقراءتها، انتبهوا جيدًا للمحتوى.

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الإعلان 1 [COLOR] (12 دقيقة لكل إعلان)

ها هو الإعلان الأول. سيُشغّل المشرف الإعلان أو يوزعه.

الإعلان المطبوع: يوزع المشرف الإعلان المطبوع.

إعلان الفيديو: يُشغّل المشرف الفيديو مرة واحدة ويطلب من المشاركين مشاهدته. يُشغِّل المشرف الفيديو مرة ثانية، ويطلب من المشاركين أن يشاهدوا مرة أخرى، وهذه المرة مع إيلاء اهتمام أكبر والتفكير في ردود أفعالهم.

إعلان الراديو: سيقوم المشرف بتشغيل الصوت مرة واحدة ويطلب من المشاركين الاستماع. يُشغّل المشرف الصوت مرة ثانية، ويطلب من المشاركين أن يستمعوا مرة أخرى، وهذه المرة مع إيلاء اهتمام أكبر والتفكير في ردود أفعالهم.

يوزع المشرف مطبوعات نشاط مراجعة الإعلانات اكتبوا المعرّف الفريد في الزاوية اليسرى العليا.

في نشاط المراجعة أود منكم إكماله استنادًا إلى الإعلان الذي قرأناه أو شاهدناه أو سمعناه.

لا تترددوا في كتابة أي تعليقات على أوراقكم. وبعد ذلك، سنتحدث عنها. سيسمح المشرف بمدة تتراوح بين دقيقتين و**3** دقائق للإكمال الفردي.

- ما الكلمات التي جذبت انتباهكم بطريقة إيجابية، أو الكلمات التي وضعتموها في دائرة؟
  - تحقق من الأسباب
  - تحقق مما هو ذو صلة أو علاقة
- ما الكلمات التي لفتت انتباهكم بطريقة سلبية، أو الكلمات التي شطبتموها؟
  - تحقق من الأسباب
  - تحقق مما هو ذي صلة أو علاقة

لديَّ بعض الأسئلة حول الإعلان الذي أرغب في معرفة آرائكم بخصوصه.

السؤال	القياس
أولًا، دعونا نبدأ بمناقشة عامة. ما الذي جذب انتباهكم عمومًا؟	رد الفعل العام
بكلماتكم الخاصة، ما الرسالة التي يحاول الإعلان إيصالها في رأيكم؟	الرسالة الرئيسية
ما الأسئلة، إن وُجدت، التي تتبادر إلى أذهانكم عندما ترون هذا؟	
ماذا تعلمتم من الإعلان؟ إن كان هناك شيء تعلمتموه	
مَن هم المستهدفون من الإعلان في اعتقادكم؟ شخص مثلكم أم شخص آخر؟ قدِّموا وصفًا لهذا الشخص.	
ما شعوركم تجاه هذا الإعلان؟	العاطفة
هل يجعلكم تشعرون شعورًا مختلفًا؟	
ما الذي كان مربكًا بشأن الإعلان؟ إن كان هناك أي شيء مربك	الوضوح
كيف يغير وجهة نظركم بخصوص التعداد؟	الرأي
هل الإعلان مفيد أو ذو صلة بكم بأي شكل من الأشكال؟	الصلة
هل لديكم أي مخاوف أو شكوك بعد مشاهدة هذا الإعلان؟	المخاوف

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ما الذي يفتقر إليه هذا الإعلان؟ يقيّد المشرف تعليقات "التوجُّه الفني".	المقترحات

القسم د: الاستنتاج - 10 دقائق

يوفر هذا القسم للمشاركين فرصة مشاركة الأفكار النهائية، بما في ذلك ما إذا كان هناك أي شيء كانوا قد قرؤوه أو رأوه يؤثر على رأيهم أو تصوراتهم حول تعداد عام 2020. سوف يشكر المشرف المشاركين ويضمن الإجابة عن جميع الأسئلة.

أشكركم على مشاركة أفكاركم اليوم! بينما نختتم مناقشتنا، لديَّ بعض الأسئلة الختامية النهائية.

- ما الذي رأيتموه أو سمعتموه اليوم وجعلكم تشعرون بشعور مختلف حيال ملء استمارة التعداد؟ أخبروني عن ذلك.
- ماذا ستقولون لعوائلكم وأصدقائكم وزملائكم لتشجيعهم على ملء التعداد السكاني لعام 2020؟
- هل هناك أي شيء آخر ترغبون في مشاركته ولم نتطرق إليه بعد؟

[إذا سمح الوقت] إذا كنتم لا تمانعون، فسأخرج للحظة فقط لمعرفة ما إذا كان لدى فريقي أي أسئلة إضافية للمتابعة. [أسئلة تعقيبية]

حسنًا، شكرًا جزيلًا لكم. لقد سعدت جدًّا بمقابلتكم جميعًا. هل هناك أي شيء آخر ترغبون في مشاركته ولم نتطرق إليه بعد؟ هل هناك أي أسئلة أخيرة؟ إن لم تكن هناك أسئلة، يُرجى ترك جميع المواد على الطاولة وأتمنى لكم أمسية سعيدة.

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B.2.2.3 Brazilian (Portuguese) Focus Group Discussion Guide

Esse guia apresenta o fluxo geral para conversas mediadas durante sessão com grupos de pesquisa. Esse guia será usado como ferramenta para que o moderador garanta o cumprimento dos objetivos-chave da pesquisa e para que o nível de coerência entre os grupos seja adequado e leve a conclusões confiáveis.

Notas para o Revisor

- O moderador usará a estrutura apresentada aqui como diretriz, não como um script formal. As perguntas não serão lidas palavra por palavra.
- O moderador julgará a conveniência de passar para outras seções do guia conforme o andamento da discussão, com base nos objetivos da pesquisa e para que se mantenha o fluxo natural da conversa. O guia de discussão pode conter conteúdo para mais de 90 minutos de discussão; as perguntas opcionais, em *itálico*, servem para mediar com consistência a prioridade dos tópicos de conversa nos diversos grupos.
- **O texto em negrito são as instruções para o moderador. Ele não deverá ser lido em voz alta para os participantes. As instruções também estão destacadas em verde.**
- Os materiais estão destacados em amarelo.
- **Configuração da sala:** Deve-se colocar uma **caneta** na frente de cada assento até que o moderador instrua os participantes sobre quando e como usá-la. **As atividades de revisão de anúncios** devem ser colocadas em frente ao moderador (as cópias de anúncio serão entregues uma a uma pelo moderador). Haverá um **flip chart** no canto da sala para uso do moderador. A sala também terá laptop e projetor para que o moderador exiba vídeos animados com estímulos relacionados ao anúncio.

Detalhamento da sessão com grupo de pesquisa: Tempo total: 90 minutos
Seção A: Apresentação e atividade de integração (10 minutos) O moderador explicará a finalidade do grupo de pesquisa e permitirá que os participantes façam perguntas.
Seção B: Aquecimento (5 minutos) A finalidade desta seção é iniciar a conversa e estabelecer brevemente uma linha de referência para experiências passadas com o Censo.
Seção C: Testes com anúncios individuais (65 minutos) A finalidade dessa seção é apresentar e revisar anúncios individuais. A ordem de apresentação dos anúncios será aleatória nos diversos grupos de pesquisa.
Seção D: Conclusão (10 minutos) Essa seção dá aos participantes a oportunidade de compartilhar suas impressões finais, inclusive se algo que leram ou viram tiver afetado sua opinião ou percepção sobre o Censo de 2020. O moderador agradece aos participantes e confere se todas as perguntas foram respondidas.

Seção A: Apresentação e atividade de integração (10 minutos)

O moderador explicará a finalidade do grupo de pesquisa e permitirá que os participantes façam perguntas. Os participantes receberão uma cópia do formulário de autorização na área de espera, ao registrar sua entrada. Nele, constará o número de aprovação no OMB e as informações de contato para o estudo.

Antes do início de cada sessão, o moderador explicará a estrutura e os objetivos do grupo de pesquisa aos participantes. A explicação aos participantes deve seguir esta linha:

Boa noite. Obrigado a todos vocês por estarem aqui hoje para compartilhar suas opiniões e pensamentos conosco. Antes de começarmos, quero mencionar algumas coisas sobre a nossa discussão:

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- Sou pesquisador de mercado independente e trabalho para uma empresa que conduz centenas de sessões em grupo como esta todos os anos. Isso significa que meu papel é ouvi-los e estimular a conversa. Eu não tenho nenhum interesse específico nas opiniões que vocês compartilharem. Se vocês amam ou odeiam alguma coisa sobre a qual vamos falar, para mim não faz diferença.
- O que é muito importante para nós são suas opiniões e pensamentos. Não há respostas certas ou erradas e as suas respostas pessoais não serão compartilhadas com ninguém além da equipe de pesquisa.

Hoje, passaremos 90 minutos juntos. Antes de começarmos, preciso dar alguns avisos importantes:

- A sua participação é voluntária e você não precisa responder a todas as perguntas.
- Dito isso, vocês estão aqui porque as suas opiniões são muito importantes e eu realmente espero ouvir todo mundo em algum momento durante esta noite. Saiba que qualquer coisa que vocês disserem será compartilhada somente com a equipe da pesquisa e que não vamos identificá-los individualmente nos relatórios que prepararemos com base na nossa conversa. Pedimos ainda que se respeite a privacidade de todo mundo que está aqui e que não se compartilhe o que foi discutido aqui com pessoas de fora.
- Realizaremos sessões em grupo como estas em todo o país, durante várias semanas, e eu não teria como lembrar tudo o que conversamos. Para que eu e minha equipe possamos fazer nosso relatório, vamos gravar o áudio [e VÍDEO, SE DISPONÍVEL] desta sessão. Os arquivos de áudio serão transcritos, mas quaisquer informações que possam identificá-los serão retiradas das transcrições e os arquivos de áudio e vídeo serão destruídos quando o relatório for concluído. Essas transcrições e gravações servirão de referência para mim e para a minha equipe ao prepararmos o nosso relatório. Assim, eu posso me concentrar na nossa conversa, em vez de ficar tomando notas.

Dependendo do local, explique que há observadores atrás do vidro (conforme o caso) e assistindo online por transmissão ao vivo (se estiver disponível): Vocês devem ter percebido este vidro atrás de mim. Há algumas pessoas da equipe me ajudando aqui, observando e tomando notas. Também há algumas pessoas da nossa equipe que não puderam viajar até aqui hoje e estarão observando a sessão pela internet. Todos nós queremos aprender com vocês, por isso é importante que vocês compartilhem suas opiniões de maneira sincera.

E por falar em opiniões, quero que saibam que o objetivo desta conversa não é que todos concordem uns com os outros. Se você discordar de algo que for compartilhado, é muito importante sabermos o seu ponto de vista, pois você pode estar representando muitas outras pessoas. Da mesma forma, se você concordar com algo que for dito, também gostaríamos de saber.

Acho que era isso que eu tinha para dizer. Quem precisar ir ao banheiro durante a nossa sessão, pode ficar à vontade. **Antes de iniciarmos, peço-lhes a gentileza de desligar os seus telefones celulares ou colocá-los no modo silencioso.**

Alguma dúvida?

Ótimo. Então vamos começar nos apresentando. Por favor, diga: **(1)** o seu nome, **(2)** há quanto tempo que você mora em (nome da cidade) e **(3)** alguns dos programas de TV de que você mais gosta. **[SOMENTE PARA GRUPOS NÃO CONDUZIDOS EM INGLÊS]: (3)**há quanto tempo você mora nos Estados Unidos.

Vou começar. **O moderador se apresenta e depois media as apresentações das outras pessoas.**

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Ótimo, prazer em conhecer todos vocês. Vamos iniciar a nossa conversa.

Seção B: Aquecimento: Experiência passada com o Censo – 5 minutos

A finalidade desta seção é iniciar a conversa e explorar os anúncios anteriores do Censo dos quais os participantes se recordam.

Hoje vamos falar sobre o recenseamento decenal dos EUA. Vou começar com algumas informações sobre o que é o recenseamento decenal dos EUA, para que tenhamos certeza de que estamos todos falando da mesma coisa ao longo da nossa conversa. **O moderador mostra a seguinte definição no flip chart e a lê em voz alta:** O censo dos Estados Unidos é a contagem de todas as pessoas que moram nos Estados Unidos. Ele é realizado a cada 10 anos – por isso, é chamado de recenseamento decenal. O censo pretende fazer perguntas tais como quantas pessoas moram no seu endereço e a idade delas, o sexo, raça, etnia, relacionamentos e cidadania. O próximo censo será em 2020. Durante a nossa conversa, é nisso que quero que vocês pensem quando dissermos "censo".

- Você já participou do censo anteriormente? Levante a mão se a resposta for "sim". Quantos "não" participaram? Quantos "não têm certeza"?
  CONTE EM VOZ ALTA para que isso fique registrado na gravação de áudio (por exemplo, 2 sim, 3 não e 3 não têm certeza).

Muito obrigado a todos. Ajuda muito sabermos um pouco mais sobre diferentes experiências durante nossa conversa de hoje.

Seção C: Análise de anúncios individuais – 65 minutos (10-12 minutos por anúncio)

A finalidade desta seção é apresentar e discutir anúncios individuais. A ordem de apresentação dos anúncios será aleatória nos diversos grupos de pesquisa. Os anúncios serão um misto de impressos estáticos, vídeos animados e rádio.

Agora veremos algumas amostras de diferentes anúncios sobre o Censo 2020. Eles são propostas de anúncio que o Departamento do Censo poderá usar para incentivar as pessoas a participar do Censo 2020. Algumas das ideias podem se tornar anúncios mais completos que você verá na TV, em jornais ou revistas, ou em outdoors. É muito caro criar anúncios; por isso, é importante saber a opinião de vocês com antecedência. Lembre-se: essas são ideias que ainda precisam ser refinadas. Na verdade, os anúncios em vídeo que vocês verão hoje são apenas rascunhos em animação; não são como os anúncios que vocês devem estar acostumados a ver na TV.

Ao assistir e ler os diferentes modelos de anúncio, preste bastante atenção ao conteúdo deles.

ANÚNCIO [COR X] 12 minutos por anúncio)_____

Aqui está o primeiro. **O moderador passa o anúncio ou entrega a versão impressa.**

ANÚNCIO IMPRESSO: O moderador entrega o anúncio impresso.
ANÚNCIO EM VÍDEO: O moderador exibe o vídeo uma vez e pede aos participantes que apenas o assistam. O moderador exibe o vídeo uma segunda vez e pede aos participantes que o assistam novamente, prestando mais atenção e pensando sobre suas reações.
ANÚNCIO DE RÁDIO: O moderador toca o áudio uma vez e pede aos participantes que apenas o ouçam. O moderador toca o áudio uma segunda vez e pede aos participantes que o ouçam novamente, prestando mais atenção e pensando sobre as suas reações.

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Fique à vontade para escrever os comentários que desejar em sua folha. Falaremos sobre eles depois. **O moderador dará 2-3 minutos para que a atividade seja concluída.**

- Quais as palavras que chamaram sua atenção positivamente ou as palavras que você circulou?
    - *Procure saber as razões*
    - *Pergunte o que é relevante para eles ou com que eles têm afinidade*
- Quais as palavras que chamaram sua atenção negativamente ou as palavras que você riscou?
    - *Procure saber as razões*
    - *Pergunte o que não é relevante para eles ou com que eles não têm afinidade*

Eu tenho algumas perguntas sobre o anúncio e gostaria de saber sua opinião sobre ele.

Métrica	**Pergunta**
Reação geral	Vamos começar de modo mais geral. Me diga o que chamou sua atenção de modo geral.
Mensagem principal	Em suas próprias palavras, o que você acha que o anúncio está tentando transmitir?
	Quais dúvidas surgem ao vê-lo, se é que surge alguma?
	Você aprendeu alguma coisa com o anúncio? O quê?
	A quem esse anúncio se destina, na sua opinião? A alguém como você ou a outra pessoa? Descreva essa pessoa.
Emoção	Como este anúncio faz você se sentir?
	Você se sente diferente de algum modo?
Clareza	Há algo confuso no anúncio? Se sim, o quê?
Opinião	Ele muda sua opinião sobre o censo? Se sim, de que forma?
Relevância	O anúncio é útil ou relevante para você de algum modo?
Preocupações	Depois de ver esse anúncio, você ficou com alguma dúvida ou preocupação?
Sugestão	Há algo faltando neste anúncio? Se sim, o quê? **O moderador deve limitar os comentários do tipo "direção de arte".**

Seção D: Conclusão - 10 minutos

Essa seção dá aos participantes a oportunidade de compartilhar suas impressões finais, inclusive se algo que leram ou viram tiver afetado sua opinião ou percepção sobre o Censo de 2020. O moderador agradece aos participantes e confere se todas as perguntas foram respondidas.

Agradecemos sua disposição em compartilhar suas opiniões conosco hoje! Para concluir nossa conversa, tenho algumas perguntas finais.

- Você viu ou ouviu algo hoje que o fez se mudar de opinião sobre responder o questionário do Censo? Se sim, o quê? Fale um pouco mais sobre isso.
- O que você diria para a sua família, seus amigos e colegas para incentivá-los a responder ao Censo 2020?
- Há alguma outra coisa que você gostaria de acrescentar sobre a qual não tenhamos falado durante o estudo?

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[Se o tempo permitir] Se vocês não se importarem, vou ali rapidinho ver se a minha equipe tem alguma pergunta a mais. **[Faça as perguntas complementares]**

Muito obrigado! Foi um prazer conhecer todos vocês. Há alguma outra coisa que você gostaria de acrescentar sobre a qual não tenhamos falado? Alguma pergunta final? Se não houver, peço que deixem seus materiais sobre a mesa e tenham uma ótima noite.

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B.2.2.4 Chinese (Mandarin) Focus Group Discussion Guide

附件 E - 焦点小组讨论指南

以下指南概述了在焦点小组讨论会时便于讨论的一般流程。主持人将使用本指南作为工具，以确保达到主要的研究目标，并让各组之间达到充分的一致性，以得出可靠的结论。

审稿人注意事项

- 主持人将使用此概述框架作为指南，而不是作为正式脚本。不必逐字照念问题。
- 主持人可基于研究目标，在需要维持对话自然流畅进行时，根据讨论流程自行判断是否切换到指南的其他部分。讨论指南包含的内容，可能超出在 90 分钟内所能涵盖的内容；备选问题的探讨已使用斜体字表示，以方便各组能以一致的优先顺序讨论各个主题。
- **粗体文字为主持人准备的提示说明，不会向参与者宣读。提示说明内容也以绿色高亮显示。**
- 资料道具以黄色高亮显示。
- **会场设置：**在会场角落有一个**翻页板** 供主持人使用。会场并配备一台笔记本电脑和投影仪，主持人可用来播放视频动画广告。

焦点小组讨论时间分配：总时间-90 分钟
A 部分：介绍及活跃气氛（10 分钟） 主持人将说明焦点小组的目的，并允许参与者提提出任何疑问。
B 部分：暖场（5 分钟） 本部分的目的为讨论暖场，并简明地为以往人口普查经验确定基本标准。
C 部分：个别广告测试（65 分钟） 本部分的目的是展示和评论个别的广告。各焦点小组的广告展示顺序将为随机。
D 部分：结论（10 分钟） 本部分为参与者提供了分享最终见解的机会，包括他们所阅读或看到的内容是否会影响他们对于 2020 年人口普查的看法或理解。主持人对参与者表示感谢，并确定所有问题都已回答。

A 部分：介绍及活跃气氛 - 10 分钟
主持人将说明焦点小组的目的，并允许参与者提出任何疑问。参与者在等待区报到时，将收到一份印有管理与预算办公室（OMB）核准号码和研究联系信息的同意书

在每场讨论会开始之前，主持人都将向参与者简要说明焦点小组的结构和目标。向参与者简要说明的内容如下：

大家晚上好，感谢各位在百忙之中抽出时间，与我们一起分享您的见解与观点。在开始之前，我想要先说明一下关于讨论会的一些事项：

- 我是一名独立市场研究员，我们公司每年都会举办数百场类似的小组讨论会。也就是说，我的工作就是倾听并鼓励各位参与讨论，我与您所分享的观点没有利益关系。无论您是喜欢或讨厌我们所讨论的内容，对于我来说都是一样的。
- 大家的想法与观点对我们非常重要，您们的回答没有对错之分，除了研究小组之外，我们不会与他人分享您们的个人回答。

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今天我们的讨论时间为 90 分钟。在开始讨论之前，我们先来了解一些重要的事项：

- 大家参与本次讨论是自愿性质的，所以不必回答每一个问题。
- 话虽如此，但大家之所以来到这里，是因为您们的意见非常重要。所以我真心希望今晚能听到每一位参与者都能表达意见。请大家了解，您所分享的任何内容都将仅限于研究小组内部使用。而且，在我们根据讨论内容所制作的任何报告中，都不会涉及任何个人身份信息。同时，我们请求所有人尊重在场每一个人的隐私，不要与他人分享我们所讨论的内容。
- 几个星期以来，我们在全美各地举办了多次类似的小组讨论，所以，我不可能记住我们所讨论的所有内容。为了方便我的团队和我自己撰写报告，我们将对本次讨论会进行录音（在可能的情况下进行录影）。我们会将音频档案转为文字，但会删除文字记录中可以识别个人身份的任何信息。在完成报告后，音频档案和视频档案都将销毁。这些文字记录和录制内容，将成为我和我的团队在撰写报告时的参考资料，这样我就能专注于我们的讨论，而不必忙着做笔记。

根据现场设施，说明在玻璃后面设有观察人员（如果有的话）并在进行现场直播（如果有的话）：大家可能注意到我身后的玻璃。今天，我们现场有一些团队成员来帮助我，进行观察并做笔记。另外还有一些今天不能来到现场的团队成员，他们将进行远程观察。我们所有人都希望听到您的声音。所以，请与我们分享您最真实的意见，这一点十分重要。

关于大家的意见，我想确定你们都知道我们讨论的目的，并非要互相认可彼此的观点。如果您不同意他人分享的某些内容，我们希望倾听您的见解，这一点十分重要，因为您可能代表很多人。同样地，如果您同意他人的某些话，我也希望听到您说出来。

我所要说明的大概就是这些。如果您在讨论会进行时需要使用洗手间，请随意离座。**在我们开始之前，请将您的手机关机或调至静音。**

大家是否还有任何疑问？

好的，让我们先开始互相自我介绍。请告诉我们：**(1)** 您的名字，**(2)** 您在（城市或市镇名称）已经住了多久，和 **(3) 您最喜欢的几个电视节目。[仅适用于非英语小组]：(3)** 您在美国已经居住多久。

就先从我开始。**主持人介绍自己，然后引导其他人做自我介绍。**

非常好，很高兴认识各位。让我们现在开始讨论。

B 部分：暖场：过去的人口普查经验 - 5 分钟

本部分的目的是对讨论进行暖场，并探讨参与者对于以前的人口普查广告记得些什么。

今天，我们将讨论关于十年一次美国人口普查。我想先从分享一些有关十年一次美国人口普查的信息开始，以确保在接下来的讨论中，我们都在考虑同一个主题。**主持人在翻页板上展示下列定义并大声宣读：**美国人口普查是对所有居住在美国的人口做统计。人口普查每十年进行一次 – 这也是十年一次人口普查名称的由来。人口普查所设计列问的问题例如：在您的地

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址或住所居住的人口数目，以及他们的年龄、性别、种族、族裔、关系及公民身份。下次人口普查将于 2020年进行。在接下来的讨论中，请在我们提到“人口普查”时思考这些问题。

- 请举手示意，您之前是否参加过人口普查？如果回答为“是”，请举手？有多少位的答案是“否”？有多少位的答案是“不确定”？
  大声报出计数，以便能被录音录下（例如：2 位回答是，3 位回答否，和 3 个不确定）。

感谢各位。在我们继续今天的讨论时，我们希望再多了解一些关于大家的各种不同经验，这将对我们非常有帮助。

C 部分：个别广告评论 - 65 分钟（每个广告 10-12 分钟）

本部分的目的是展示并讨论个别的广告。各焦点小组中的广告展示顺序为随机。这些广告将是静态平面广告，视频动画和广播广告的组合。

现在，我们来看一下几份有关 2020 年人口普查的广告样本。这些是人口普查局可能会用来鼓励大众参与 2020 年人口普查的广告草案。其中的一些创意可能会被制作成更为完整的广告，您可能将会在电视、报纸或杂志，或户外广告看牌上见到。制作广告的成本非常高，因此能及早获得大家的反馈非常重要。请注意，这些还仍然只是创意，需要更完整地改进。实际上，我今天将向各位展示的视频广告只是动画草图，并不是您认为会在电视上出现的广告。

在您观看和阅读不同的广告草案时，请仔细注意广告内容。

广告 [颜色 1] (每个广告 12 分钟)

这是第一个广告。**主持人播放或分发广告。**

平面广告：主持人分发平面广告。

视频广告：主持人播放一次影片，并请参与者只需观看。主持人接着再次播放影片，并请参与者再观看一次，这一次必须要仔细注意观看，并思考自己的反应。

音频广告：主持人播放一次广播音频，并请参与者只需聆听。主持人接着再次播放音频，并请参与者再聆听一次，这一次必须要仔细注意聆听，并思考自己的反应。

主持人给每个人 2-3 分钟完成填写。

- 哪些词语以积极的方式吸引您的注意，或者您圈出的词语有哪些？
  - *探究原因*
  - *探讨哪些是相关或有所关联*
- 哪些词语以消极的方式吸引您的注意，或者您划掉的词语有哪些？
  - *探究原因*
  - *探讨哪些是不相关或没有关联*

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对于我希望各位提供意见的广告，我这里有几个问题。

标准	问题
整体反应	首先，我们从整体来看。请告诉我，这个广告整体上引起您注意的是什么。
主要信息	您认为这个广告想要传达什么信息？请用您自己的话来描述。
	当您看到这个广告时，想到了哪些问题（如果有的话）？
	您从这个广告中了解到什么（如果有的话）？
	您认为这个广告是想向谁传达？ 是与您一样的人或其他人？请描述那个人。
情感	您觉得这个广告怎么样？
	您是否会觉得这个广告与众不同？
清晰性	这个广告让人感到迷惑的地方（如果有的话）是什么？
观点	这个广告如何改变您对人口普查的看法（如果有的话）？
相关性	这个广告是否无论如何对您有用或与您有关？
问题	当您看完这个广告后，是否有任何担心或疑虑？
建议	这个广告是否少了些什么（如果有的话）？**主持人限制对于“美术指导”的评论。**

D 部分：结论 - 10 分钟

本部分为参与者提供了分享最终见解的机会，包括他们所阅读或看到的内容是否会影响他们对于 2020 年人口普查的看法或理解。主持人将对参与者表示感谢并确保他们已回答所有问题。

感谢各位今天的分享！在结束讨论之前，我还有最后几个总结问题。

- 今天，您看到或听到的哪些内容会让您在填写人口普查表时有不同感受（如果有的话）？请告诉我。
- 您会如何告诉您的家人、朋友和同事，以鼓励他们填写 2020 年人口普查表？
- 您是否有任何其他想与我们分享，但在我们今天的研究中尚未涉及的其他内容？

[如时间允许] 如果各位不介意，我将出去问一问我的团队是否还有其他后续问题。**[询问后续问题]**

好的，非常感谢大家。很高兴认识各位。您是否有任何其他想与我们分享，但在我们今天的研究中尚未涉及的其他内容？最后还有问题吗？如果没有，请将所有资料放在桌面上，祝各位有个美好的夜晚。

B.2.2.5 Chinese (Cantonese) Focus Group Discussion Guide

附件 E – 焦點小組討論指南

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以下指南概述了在焦點小組討論會時便於討論的一般流程。主持人將使用本指南作為工具，以確保達到主要的研究目標，並讓各組之間達到充分的一致性，以得出可靠的結論。

審稿人注意事項

- 主持人將使用此概述框架作為指南，而不是作為正式腳本。不必逐字照唸問題。
- 主持人可基於研究目標，在需要維持對話自然流暢進行時，根據討論流程自行判斷是否轉換到指南的其他部分。討論指南所包含的內容，可能超出在 90 分鐘內所能涵蓋的內容；備選問題的探討已使用*斜體字*表示，以方便各組能以一致的優先順序討論各個主題。
- **粗體文字為主持人準備的提示說明，不會向參與者宣讀。提示說明也以綠色高亮顯示。**
- 資料道具以黃色高亮顯示。
- **會場設置：**在會場角落有一個**翻頁板** 供主持人使用。會場並配備一個筆記型電腦和投影機，主持人可用來播放視頻動畫廣告。

焦點小組時間分配：總時間 – 90 分鐘
A 部分：簡介及活躍氣氛（10 分鐘） **主持人將說明焦點小組的目的，並允許參與者提出任何疑問。**
B 部分：暖場（5 分鐘） **本部分的目的是在為討論暖場，並簡明地為過去的人口普查經驗確立基本標準。**
C 部分：個別廣告測試（65 分鐘） **本部分的目的是展示和評論個別的廣告。各焦點小組的廣告展示順序將為隨機。**
D 部分：結論（10 分鐘） **本部分為參與者提供了分享最終想法的機會，包括他們所讀到或看到的內容是否影響他們對於 2020 年人口普查的觀點或認知。主持人將感謝參與者，並確定所有問題都已回答。**

A 部分：簡介及活躍氣氛 - 10 分鐘

主持人將說明焦點小組的目的，並允許參與者提出任何疑問。參與者在等待區報到時，將收到一份印有管理與預算辦公室（OMB）核准號碼和研究聯絡資訊的同意書。

在每場討論會開始之前，主持人將向參與者簡要說明焦點小組的結構和目標。向參與者簡要說明的內容如下：

大家晚上好，感謝各位今天抽出寶貴的時間，和我們一起分享您的見解與觀點。在開始之前，我想要先說明一下關於討論會的一些事項：

- 我是一名獨立市場研究員，我們公司每年都會舉辦數百場像這樣的小組討論會。也就是說，我的工作是傾聽並鼓勵各位參與討論，我與您所分享的意見沒有利益關係。無論您喜歡或討厭我們所討論的內容，對我來說都是一樣的。
- 大家的想法與觀點對我們非常重要，您們的回答沒有對錯之分，除了研究團隊之外，我們不會與他人分享您們的個人回答。

今天我們的討論時間為 90 分鐘。在開始討論之前，我們先來瞭解一些重要事項：

- 大家參與本次討論是自願性質的，所以您不必回答每一個問題。
- 話雖如此，但大家之所以來到這裡，是因為您們的意見非常重要。所以我真心希望今晚能聽到每一位參與者都能表達意見。請大家瞭解，您所分享的任何內容都將僅限於研究小組內部使用。而且，在我們根據討論內容所製作的任何報告中，都不會涉及任何個人身分。同時，我們懇請所有人尊重在場每一個人的隱私，不要與他人分享我們所討論的內容。
- 我們花了好幾個星期的時間，在全美各地舉辦了多次類似的小組討論，所以，我不可能記住我們所討論的所有內容。為了方便我的團隊和我撰寫報告，我們將對本次討論會進行錄音 [在可能的情況下進行錄影]。我們會將音頻檔案轉為文字，但會刪除文字記錄中可以識別個人身分的任何資訊。在完成報告後，音頻檔案和視頻檔案都將銷毀。這些文字記

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錄、錄音和錄像，這些文字記錄和錄製內容，將成為我和我的團隊在撰寫報告時的參考資料，這樣我就可以專注於我們的討論，而不必忙著做記錄。

根據現場設施，解釋在玻璃後面設有觀察人員（如果有的話），並在進行現場直播（如果有的話）：大家可能注意到我身後的玻璃。今天，現場有一些團隊成員來幫我觀察和做記錄。另外還有一些今天不能來到現場的團隊成員，他們將進行遠程觀察。我們都希望聽到您的聲音，因此，請與我們分享您最真實的意見，這一點十分重要。

關於大家的意見，我想確定你們都知道我們討論的目的，並非要互相認可彼此的觀點。如果您不同意他人分享的某些內容，我們希望傾聽您的見解，這一點十分重要，因為您可能代表了一大群人。同樣地，如果您同意他人的某些話，我也希望聽到您說出來。

我想說明的大概就是這些。如果您在討論會進行時需要使用洗手間，請隨意離座。**在我們開始之前，請將您的手機關機或調至靜音。**

大家是否還有任何疑問？

好的，讓我們先開始互相自我介紹。請告訴我們：**(1)** 您的名字，**(2)** 您在（城市或市鎮名稱）已經住了多久，以及 **(3)** 您最喜歡的幾個電視節目。**[僅適用於非英語小組]**：**(3)** 您在美國已經居住多久。

就先從我開始。**主持人介紹自己，之後引導其他人做自我介紹。**

非常好，很高興認識各位。讓我們現在開始討論。

B 部分：暖場：過去的人口普查經驗 - 5 分鐘

本部分的目的是對討論進行暖場，並探討參與者對於以前的人口普查廣告記得些什麼。

今天，我們將討論關於十年一次美國人口普查。我想先從分享一些有關十年一次美國人口普查的資訊開始，以確保在接下來的討論中，我們都在考慮同樣的主題。**主持人在翻頁板 上展示下列定義並大聲宣讀**：美國人口普查是對所有居住在美國的人口做統計。人口普查每十年進行一次 – 這也是十年一次人口普查名稱的由來。人口普查所設計列問的問題例如：在您的地址或住所居住的人口數目，以及他們的年齡、性別、種族、族裔、關係和公民身分。下次人口普查將於 2020 年進行。在接下來的討論中，請在我們提到「人口普查」時思考這些。

- 請舉手示意，您之前是否參加過人口普查？如果回答為「是」，請舉手？有多少位的答案是「否」？有多少位的答案是「不確定」？
  大聲報出計數，以方便能被錄音錄下（例如：2 位回答是，3 位回答否，3 位不確定）。

感謝各位。在我們繼續今天的討論時，我們想再多了解一些關於大家的各種不同經驗，這將對我們非常有幫助。

C 部分：個別廣告評論 - 65 分鐘（每個廣告 10-12 分鐘）

本部分的目的是展示並討論個別的廣告。各焦點小組中的廣告展示順序為隨機。這些廣告將是靜態平面廣告、視頻動畫和廣播廣告的組合。

現在，我們來看一下幾份有關 2020 年人口普查的廣告樣本。這些是人口普查局可能會用來鼓勵大眾參與 2020 年人口普查的廣告草案。其中的一些創意可能會被製作成更為完整的廣告，您可能將會在電視、報紙或雜誌，或是戶外看板上見到。製作廣告的成本非常高，因此能及早獲得大家的回饋非常重要。請注意，這些還仍然只是創意，需要更完整地改進。事實上，我今天將向大家展示的視頻廣告只是動畫草圖，並不是您認為會在電視上出現的廣告。

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在您觀看和閱讀不同的廣告草案時，請仔細注意廣告內容。

廣告 [顏色 1]（每個廣告 12 分鐘）

這是第一個廣告。**主持人播放或分發廣告**。

平面廣告：主持人分發平面廣告。

視頻廣告：主持人播放一次影片，並請參與者只需觀看。主持人接著再一次播放影片，並請參與者再觀看一次，這一次必須要仔細注意觀看，並思考自己的反應。

廣播廣告：主持人播放一次廣播音頻，並請參與者只需聆聽。主持人接著再一次播放音頻，並請參與者再聆聽一次，這一次必須要仔細注意聆聽，並思考自己的反應。

主持人給每個人 2-3 分鐘完成填寫。

- 哪些詞語以積極的方式引起您的注意，或者您圈出的詞語有哪些？
  - *探究原因*
  - *探討哪些是相關或有所關聯*
- 哪些詞語以消極的方式引起您注意，或者您劃掉的詞語有哪些？
  - *探究原因*
  - *探討哪些是不相關或沒有關聯*

對於我希望各位提供意見的廣告，我這裡有一些問題。

• 標準	• 問題
• 整體反應	• 首先，我們從整體來看。請告訴我，這個廣告整體上引起您注意的是什麼。
• 主要訊息	• 您認為這個廣告想要傳達什麼訊息？請用您自己的話來描述。
	• 當您看到這則廣告時，想到了哪些問題（如果有的話）？
	• 您從這個廣告中瞭解到什麼（如果有的話）？
	• 您認為這個廣告是想向誰傳達？ • 是和您一樣的人或其他人？請描述那個人。
• 情感	• 您覺得這個廣告如何？
	• 您是否會覺得這個廣告與眾不同？
• 清晰性	• 這個廣告讓人感到迷惑的地方（如果有的話）是什麼？
• 觀點	• 這個廣告如何改變您對人口普查的看法（如果有的話）？
• 相關性	• 這個廣告是否無論如何都對您有用或與您有關？
• 問題	• 當您看完這個廣告後，是否有任何擔心或疑慮？
• 建議	• 這個廣告是否少了些什麼（如果有的話）？**主持人限制對於「美術指導」的評論。**

D 部分：結論 - 10 分鐘

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本部分為參與者提供了分享最終見解的機會，包括他們所讀到或看到的內容是否影響他們對於 2020 年人口普查的意見或觀點。主持人將對參與者表示感謝並確保他們已回答所有問題。

感謝大家今天的分享！在結束討論之前，我還有最後幾個總結問題。

- 今天，您看到或聽到的哪些內容讓您對填寫人口普查表時有不同感受（如果有的話）？請告訴我。
- 您會如何告訴您的家人、朋友和同事，以鼓勵他們填寫 2020 年人口普查表？
- 您是否有任何其他想與我們分享，但在我們今天的研究中尚未涉及的其他內容？

[如時間允許] 如果大家不介意的話，我將出去問一問我的團隊是否還有其他後續問題。**[提問後續問題]**

好的，非常感謝大家。很高興認識各位。您是否有任何其他想與我們分享，但在我們今天的研究中尚未涉及的其他內容？最後還有問題嗎？如果沒有，請將所有資料放在桌面上，祝各位有個美好的夜晚。

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B.2.2.6 French (Sub-Saharan African) Focus Group Discussion Guide

Le guide suivant dessine les grandes lignes d'une conversation animée lors d'une séance de groupe de réflexion. Ce guide servira d'outil au modérateur pour s'assurer que les principaux objectifs de recherche sont atteints et que le niveau de cohérence entre les groupes permet de tirer des conclusions fiables.

Remarques pour l'examinateur

- Le modérateur utilisera le cadre défini comme guide et non comme script formel. Les questions ne seront pas lues telles quelles.
- Le modérateur sera libre de décider de passer à une autre section du guide au fil de la discussion, en fonction des objectifs de la recherche et en vue de conserver le fil naturel de la conversation. Le guide de discussion peut contenir trop de contenu pour une séance de 90 minutes; les questions facultatives apparaissent en *italique* pour faciliter la hiérarchisation des sujets de conversation dans les groupes.
- **Le texte en gras indique les instructions à l'attention du modérateur et ne sera pas lu à voix haute aux participants. Les instructions sont également surlignées en vert.**
- Les outils sont surlignés en jaune.
- **Configuration de la pièce:** Un **stylo** doit être placé devant chaque siège jusqu'à ce que le modérateur explique aux participants quand et comment l'utiliser. **Les activités d'analyse de publicité** doivent être placées devant le modérateur (le modérateur distribuera les maquettes de publicité une à une). Dans un coin de la pièce, un **chevalet** sera mis à la disposition du modérateur. La pièce contiendra également un ordinateur portable et un projecteur pour permettre au modérateur de diffuser les stimuli publicitaires sous forme de vidéos d'animation.

Organisation du groupe de réflexion: Durée totale – 90 minutes
Section A: Présentation et premier contact (10 minutes) Le modérateur explique l'objectif du groupe de réflexion et laisse les participants poser leurs questions.
Section B: Échauffement (5 minutes) L'objectif de cette section est de préparer le terrain de la conversation et d'établir rapidement une idée de l'expérience du groupe en matière de recensement.
Section C: Test des publicités individuelles (65 minutes) L'objectif de cette section est de présenter et d'examiner des publicités individuelles. L'ordre de présentation des publicités sera randomisé entre chaque groupe de réflexion.
Section D: Conclusion (10 minutes) Cette section donne aux participants la chance de partager leurs impressions, notamment pour savoir si ce qu'ils ont lu ou vu a modifié leur opinion ou perception du recensement de 2020. Le modérateur remercie les participants et s'assure d'avoir répondu à toutes les questions.

Section A: Présentation et premier contact – 10 minutes

Le modérateur explique l'objectif du groupe de réflexion et laisse les participants poser leurs questions. Lors de leur enregistrement dans la zone d'attente, les participants reçoivent une copie du formulaire de consentement qui contient le numéro d'approbation de l'OMB et les coordonnées de l'étude.

Avant le début de chaque session, le modérateur informe les participants de la structure et des objectifs du groupe de réflexion. Les participants sont informés comme suit:

Bonsoir, et merci à tous d'avoir pris le temps de nous rejoindre pour nous faire part de vos réflexions et de vos opinions. Avant de commencer, permettez-moi d'apporter quelques précisions à propos de notre discussion.

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- Je suis analyste de marché indépendant pour une société qui dirige des centaines de groupes comme celui-ci chaque année. Cela signifie que mon travail consiste à vous écouter et à encourager la conversation, et que les opinions que vous partagez ne constituent pas un enjeu pour moi. Que vous aimiez ou détestiez une chose dont nous parlons, cela m'est égal.
- Vos réflexions et vos opinions ont beaucoup de valeur pour nous, il n'y a pas de bonnes ou de mauvaises réponses, et vos réponses personnelles ne seront pas divulguées en dehors de l'équipe de recherche.
- Nous disposons de 90 minutes. Avant de nous lancer, passons en revue quelques points importants :
- Votre participation se fait sur base volontaire et vous n'êtes pas tenus de répondre à toutes les questions.
- Cela dit, vous êtes ici car vos opinions comptent beaucoup, et j'espère entendre chacun de vous s'exprimer pendant la soirée. Rien de ce que vous direz de sortira de l'équipe de recherche, et votre identité ne sera pas dévoilée dans les rapports préparés sur la base de notre conversation. Nous vous demandons également de respecter la vie privée de chaque personne présente dans cette pièce, et de ne pas révéler le contenu de cette conversation à des tiers.
- Nous accueillons des groupes comme celui-ci dans tout le pays pendant de nombreuses semaines, et il m'est impossible de me souvenir de tout ce dont nous discutons. Pour nous aider, mon équipe et moi-même, à rédiger un rapport, nous enregistrerons cette session sur bande audio [et VIDÉO SELON LES DISPONIBILITÉS]. Les fichiers audio seront retranscrits, mais les informations susceptibles de permettre votre identification seront supprimées des transcriptions, tandis que les fichiers audio et vidéo seront détruits lorsque le rapport sera terminé. Ces transcriptions et enregistrements nous serviront de référence pour rédiger notre rapport et me permettront de me concentrer sur notre conversation sans devoir prendre de notes.

En fonction des installations, expliquez que des observateurs se trouvent derrière la vitre (le cas échéant) ou regardent une diffusion en direct (le cas échéant) : Vous avez peut-être remarqué la vitre derrière moi. Plusieurs membres de mon équipe m'aident aujourd'hui en observant et en prenant des notes. D'autres membres de l'équipe, qui n'ont pas pu être avec nous aujourd'hui, observent à distance. Nous voulons tous savoir ce que vous avez à dire, c'est pourquoi il est important que vous vous exprimiez avec sincérité.

En ce qui concerne vos opinions, je veux m'assurer que vous êtes tous conscients du fait que l'objectif de la conversation n'est pas d'être d'accord les uns avec les autres. Si vous n'êtes pas d'accord avec une opinion, nous voulons entendre votre point de vue, car vous représentez peut-être un grand nombre de personnes. De la même manière, si vous êtes d'accord avec une opinion, n'hésitez pas à le faire savoir.

Je pense que c'est tout. Si vous devez utiliser les toilettes pendant la session, n'hésitez pas. **Avant de commencer, veuillez éteindre votre téléphone portable ou le placer en mode silencieux.**

Des questions ?

Parfait, commençons par nous présenter. Veuillez nous dire : **(1)** votre prénom, **(2)** depuis quand vous vivez à (insérer ville ou village), et **(3)** vos émissions télévisées préférées. **[UNIQUEMENT POUR LES GROUPES NON ANGLOPHONES] : (3)** depuis quand vous vivez aux États-Unis.

Je commence. **Le modérateur se présente et anime les présentations des autres.**

Parfait, c'est un plaisir de vous rencontrer. Commençons notre discussion.

Section B : Échauffement : Expérience en matière de recensement – 5 minutes

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L'objectif de cette section est de préparer le terrain de la conversation et d'explorer les publicités concernant le recensement dont les participants se souviennent.

Aujourd'hui, la conversation concernera le recensement décennal aux États-Unis. J'aimerais commencer expliquer ce qu'est le recensement décennal aux États-Unis afin de m'assurer que nous pensons tous à la même chose pendant le reste de la conversation. **Le modérateur montre la définition suivante sur le chevalet et lit à voix haute:** Le recensement des États-Unis consiste à compter les personnes qui vivent aux États-Unis. Il a lieu tous les 10 ans – c'est pourquoi on l'appelle le recensement décennal. Le principe du recensement est de poser des questions relatives notamment au nombre de personnes qui vivent à votre adresse ou dans votre foyer, ainsi qu'à leur âge, leur genre, leur race, leur origine ethnique, leurs relations et leur citoyenneté. Le prochain recensement aura lieu en 2020. Pendant le reste de notre conversation, pensez à cela lorsque nous parlerons du « recensement ».

- Avez-vous déjà participé au recensement par le passé ? Levez la main si « oui » ? Combien de « non » ? Combien ne sont « pas sûrs » ?

  LISEZ LE DÉCOMPTE À VOIX HAUTE pour qu'il soit capturé sur l'enregistrement audio (par ex., 2 oui, 3 non et 3 pas sûr).

Merci. En savoir plus sur l'expérience de chacun s'avèrera utile au cours de notre conversation.

Section C: Analyse des publicités individuelles – 65 minutes (10-12 minutes par publicité)

L'objectif de cette section est de présenter des publicités individuelles et d'en débattre. L'ordre de présentation des publicités sera randomisé entre chaque groupe de réflexion. Les publicités seront présentées sous la forme d'impressions statiques, d'animations vidéo et de messages radio.

Nous allons maintenant nous pencher sur différents échantillons de publicités concernant le recensement de 2020. Il s'agit de projets de publicités que le Bureau de recensement pourrait utiliser pour encourager la population à participer au recensement de 2020. Certaines de ces idées pourraient évoluer en publicités plus complètes que vous pourriez retrouver à la télévision, dans le journal, dans un magazine ou sur un panneau publicitaire. Élaborer des publicités coûte très cher, c'est pourquoi nous désirons obtenir vos réactions tôt dans le processus. N'oubliez pas qu'il ne s'agit que d'idées qui n'ont pas encore été peaufinées. En réalité, les publicités vidéo que je vais vous montrer sont des croquis animés, et pas des publicités comme vous avez l'habitude d'en voir à la télévision.

Lorsque vous regarderez et lirez les différents projets de publicités, prêtez attention à leur contenu.

PUBLICITÉ [COULEUR 1] (12 minutes par publicité)_____

Voici la première. **Le modérateur joue ou distribue la publicité.**

PUBLICITÉ IMPRIMÉE: Le modérateur distribue la publicité imprimée.
PUBLICITÉ VIDÉO: Le modérateur joue la vidéo une fois et demande aux participants de simplement la regarder. Le modérateur joue la vidéo une deuxième fois et demande aux participants de la regarder à nouveau, en étant plus attentifs et en pensant à leurs réactions.
PUBLICITÉ RADIO: Le modérateur joue le fichier audio une fois et demande aux participants de simplement l'écouter. Le modérateur joue le fichier audio une deuxième fois et demande aux participants de l'écouter à nouveau, en étant plus attentifs et en pensant à leurs réactions.

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Vous êtes libres d'écrire les commentaires de votre choix. Ensuite, nous en parlerons. **Le modérateur donne aux participants 2-3 minutes pour compléter le document.**

- Quels mots ont attiré votre attention de manière positive, ou quels mots avez-vous entourés ?
  - *Sondez les raisons*
  - *Demandez ce qui est pertinent ou ce à quoi on peut s'identifier*
- Quels mots ont attiré votre attention de manière négative, ou quels mots avez-vous barrés ?
  - *Sondez les raisons*
  - *Demandez ce qui n'est pas pertinent ou ce à quoi on ne peut pas s'identifier*

J'ai quelques questions à vous poser concernant la publicité, j'aimerais connaître votre opinion.

Mesure	**Question**
Réaction générale	D'abord, parlons de manière générale. Dites-moi ce qui a attiré votre attention en règle générale.
Message principal	À l'aide de vos propres mots, quel message pensez-vous que la publicité tente de transmettre ?
	Le cas échéant, quelles questions vous sont venues à l'esprit en voyant ceci ?
	Le cas échéant, qu'avez-vous appris de la publicité ?
	Qui pensez-vous que cette publicité tente d'atteindre ? Quelqu'un comme vous ou quelqu'un d'autre ? Décrivez cette personne.
Émotion	Comment cette publicité vous fait-elle vous sentir ?
	Vous fait-elle vous sentir différemment ?
Clarté	Le cas échéant, qu'avez-vous trouvé de perturbant dans cette publicité ?
Opinion	Dans quelle mesure vous a-t-elle fait changer d'avis à propos du recensement ?
Pertinence	La publicité vous semble-t-elle utile ou pertinente ?
Inquiétudes	Avez-vous des inquiétudes ou des doutes après avoir vu cette publicité ?
Suggestions	Que pensez-vous qu'il manque à cette publicité ? **Le modérateur est invité à limiter les commentaires de « direction artistique ».**

Section D : Conclusion – 10 minutes

Cette section donne aux participants la chance de partager leurs impressions, notamment pour savoir si ce qu'ils ont lu ou vu a modifié leur opinion ou perception du recensement de 2020. Le modérateur remercie les participants et s'assure d'avoir répondu à toutes les questions.

Merci de nous avoir fait part de vos opinions ! Avant de mettre un terme à notre discussion, j'aimerais vous poser quelques questions pour conclure.

- Qu'avez-vous vu ou entendu aujourd'hui qui vous ait fait changé d'avis par rapport au fait de remplir le formulaire de recensement ? Parlez-en un instant.
- Que diriez-vous à vos familles, amis et collègues pour les encourager à remplir le recensement de 2020 ?
- Désirez-vous aborder certains points dont nous n'avons pas parlé pendant l'étude ?

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[Si le temps le permet] Si cela ne vous dérange pas, je vais sortir quelques instants pour demander à mon équipe si elle désire poser d'autres questions de suivi. **[Posez les questions de suivi]**

Parfait, merci beaucoup. Ce fut un plaisir de vous rencontrer. Désirez-vous aborder certains points dont nous n'avons pas encore parlé ? Avez-vous une dernière question ? Dans le cas contraire, veuillez laisser le matériel sur la table et je vous souhaite une excellente soirée.

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B.2.2.7 Haitian Creole Focus Group Discussion Guide

Gid sa a montre dewoulman jeneral nan konvèsasyon modere pandan yon sesyon gwoup fokis. Gid sa a pral itilize kòm yon zouti pou moderatè a ka asire ke objektif kle rechèch la yo satisfè e reyalize yon nivo konsistans apwopriye atravè gwoup yo pou ka fè konklizyon serye.

Nòt Pou Revizè a

- Moderatè a pral sèvi ak referans sa kòm yon gid, olye de yon preskripsyon fòmèl. Li pap li kesyon yo mo pa mo.
- Moderatè a pral sèvi ak jijman li pou detèmine si pou li chanje ale nan lòt seksyon gid la
  sa depan de kijan diskisyon an
  ap dewoule, baze sou objektif rechèch yo epi pou kenbe yon dewoulman natirèl nan konvèsasyon an.
  Gid diskisyon an ka gen plis kontni ke yo ka kouvri nan
  90 minit; Kesyon opsyonèl yo *an italik* pou fasilite konsistans nan priyoritizasyon nan sijè konvèsasyon atravè gwo up yo.
- **Tèks an gra endike enstriksyon pou moderatè a epi li**
  pa pral li awotvwa pou patisipan yo. Enstriksyon yo tou make nan vèt.
- Materyèl yo make nan jòn.
- **Aranjman Chanm lan**: Yon plim dwe devan chak chèz jiskaske moderatè a di patisipan yo ki lè ak ki jan yo ka sèvi ak yo. **Aktivite revizyon reklam,** ki dwe plase devan moderatè a (moderatè a pral pase modèl reklam yo youn alafwa). Nan kwen an nan sal la, pral gen yon **blòk nòt (Apendis E.4)** pou moderatè a itilize. Nan chanm nan ap genyen yon laptòp ak yon projektè pou moderatè a montre videyo tès reklam yo.

Repatisyon Gwoup Fokis yo: Dire Total – 90 minit
Seksyon A: Entwodiksyon & Kòmansman (10 minit) Moderatè pral eksplike objektif gwoup fokis la epi pèmèt patisipan yo poze nenpòt kesyon.
Seksyon B: Lansman (5 minit) Objektif seksyon sa se pou lanse konvèzasyon an ep etabli baz pou eksperyans resansman ki te fèt deja yo.
Seksyon C: Tès Reklam Endividyèl (65 minit) Objektif seksyon sa a se prezante ak revize reklam endividyèl yo. Lòd piblisite prezante yo pral owaza atravè gwoup fokis yo.
Seksyon D: Konklizyon (10 minit) Seksyon sa a bay yon opòtinite pou patisipan yo pataje panse final, tankou si okenn bagay yo li oswa wè te afekte opinyon yo oswa pèsepsyon nan resansman 2020 an. Moderatè a pral remèsye patisipan yo epi asire tout kesyon yo te reponn.

Seksyon A: Entwodiksyon & Kòmansman – 10 minit

Moderatè pral eksplike objektif gwoup fokis la epi pèmèt patisipan yo poze nenpòt kesyon. Patisipan yo ap resevwa yon kopi fòm konsantman an nan zòn atant lan pandan yo ap tyeke ki bay yo nimewo apwobasyon OMB ak enfòmasyon kontak pou etid la

Anvan kòmansman chak sesyon, moderatè a pral enfòme patisipan de estrikti ak objektif gwoup fokis lan. Yo pral enfòme patisiapan konsa:

Bon aswè, e mèsi paske nou pran tan nou pou la avèk nou jodia pou pataje panse nou ak opinyon nou yo. Anvan nou te kòmanse, mwen vle premyeman mansyone kèk bagay sou diskisyon nou an:

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- Mwen se yon chèchè mache endepandan pou yon konpayi ki fè dè santèn de gwoup tankou sa a chak ane. Sa vle di travay mwen se koute nou epi ankouraje konvèsasyon, epi mwen pa gen okenn pozisyon nan opinyon nou pataje. Renmen oswa rayi yon bagay ke nou pale, se menm bagay la pou mwen.
- Panse nou ak opinyon yo trè enpòtan pou nou, pa gen okenn repons bon oswa sa ki mal, epi repons endividyèl nou pa pral pataje andeyò de ekip rechèch la.
- Nou gen 90 minit ansanm jodi a. Anvan nou kòmanse, an nou pale de kèk bagay enpòtan:
- Patisipasyon nou an volontè, epi nou pa bezwen reponn chak kesyon.
- Sa vle di, nou isit la paske opinyon nou yo trè enpòtan, epi mwen espere tande tout moun a yon moman aswè a. Tanpri konnen ke nenpòt bagay nou pataje ap rete nan mitan ekip rechèch la, epi nou pa pral idantifye nou pèsonèlman nan okenn rapò nou prepare ki baze sou konvèsasyon nou yo. Nou mande tou ke nou tout respekte vi prive tout moun nan sal la, e ke nou pa pataje sa ki diskite avèk lòt moun.
- Nou ap òganize gwoup tankou sa a nan tout peyi a pandan anpil semèn, epi pa gen okenn fason mwen te kapab sonje tout bagay nou diskite. Pou ede ekip mwen ak mwen ekri yon rapò, nou pral fè anrejistreman odyo [ak ANREJISTREMAN VIDEYO SI SA DISPONIB] sesyon sa a. Yo pral transkri dosye odyo yo, men yo pral retir nenpòt enfòmasyon ki ka idantifye nou nan transkripsyon yo, epi nou pral detwi desye odyo ak videyo yo lè rapò a konplè. Transkripsyon ak anrejistreman sa yo pral yon referans pou mwen ak ekip mwen an lè nou pral ekri rapò nou an epi li pral pèmèt mwen konsantre sou konvèsasyon nou an olye ke de pran nòt.

Tou depan de etablisman an, eksplike ke gen obsèvatè dèyè vit la (si sa aplikab) e an direk sou entènèt (si disponib): Ou ka remake vit la dèyè mwen. Mwen gen kèk manm ekip ki isit la ede mwen jodi a ki ap obsève ak pran nòt. Nou gen kèk manm ekip la tou ki pa t' kapab vwayaje pou la avèk nou jodi a men yo ap obsève adistans. Nou tout vle aprann nan men ou, kidonk li enpòtan ke nou pataje opinyon onèt ou.

Sou nòt sou opinyon nou an yo, mwen vle asire w ke nou tout konnen ke objektif konvèsasyon nou an se pa pou youn dakò ak lòt. Si nou pa dakò ak yon bagay ki pataje, li enpòtan pou nou tande pèspektiv ou, paske nou ka reprezante yon anpil moun. Menm jan tou, si nou dakò ak yon bagay ki te di, mwen ta renmen tande sa tou.

Mwen panse ke sa se tout bagay. Si nou bezwen ale nan twalèt la pandan sesyon nou an, tanpri nou lib pou fè sa. **Anvan nou te kòmanse, tanpri fèmen telefòn selilè nou oswa mete li sou silans.**

Okenn kesyon?

Oke, an nou kòmanse pa entwodwi tèt nou youn ak lòt. Tanpri di nou: (1) prenon nou, (2) konbyen tan nou genyen ap viv nan (non vil la), ak (3) de twa non seri televizyon nou pi renmen**. [POU GWOUP KI PA PALE ANGLÈ SÈLMAN]:** (3) Konbyen tan nou genyen depi nou ap viv nan Etazini?

Map kòmanse. **Moderatè pral prezante pwòp tèt li epi fasilite entwodiksyon lòt moun yo.**

Trè byen, mwen trè kontan rankontre nou tout. An nou kòmanse diskisyon nou an.

Seksyon B: Lansman: Eksperyans Resansman Ki Pase Deja - 5 minit

Objektif seksyon sa a se lanse konvèsasyon an ak eksplore ki sa patisipan ansyen resansman yo sonje.

Jodi a, diskisyon nou an pral sou resansman chak dis lane Ameriken an. Mwen ta renmen kòmanse pa pataje kèk enfòmasyon sou sa ki resansman chak dis lane Ameriken an pou nou asire ke nou ke nou tout ap panse a menm bagay pou rès konvèsasyon nou an. **Moderatè a montre definisyon sa sou blòk nòt epi li li awotvwa:** Resansman Ameriken an

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se kontwòl tout moun ki abite Ozetazini. Sa rive chak 10 zan - se poutèt sa li rele resansman an deseni. Resansman pral poze kesyon tankou sou konbyen moun ki abite nan adrès nou oswa kay nou ak laj yo, sèks, ras, etnisite, relasyon, ak sitwayènte. Pwochen resansman ap fèt an 2020. Pou rès konvèsasyon nou an, tanpri reflechi sou sa lè nou di "resansman an."

- Leve men nou si nou te patisipe nan resansman an deja? Leve men nou si "wi"? Konbyen "non"? Konbyen "pa konnen"?
  LI, KONTE, BYEN FO pou anrejistreman odyo a ka pran li (egzanp, 2 wi, 3 non, ak 3 pa konnen).

Mèsi tout moun. Li enpòtan pou w konnen yon ti kras plis sou diferan eksperyans pandan n ap kontinye konvèsasyon nou an jodi a.

Seksyon C: Revizyon Endividyèl Reklam – 65 Minit (10-12 minit pou chak reklam)

Objektif seksyon sa a se prezante ak diskite sou reklam endividyèl. Lòd piblisite prezante yo pral owaza atravè gwoup fokis yo. Reklam yo pral yon melanj de enprimant estatik, videyo animatif, ak radyo.

Koulye a, nou pral gade nan yon kèk echantiyon reklam diferan konsènan resansman 2020 an. Sa yo se bouyon reklam ke Census Bureau an ka itilize pou ankouraje moun yo patisipe nan resansman 2020 an. Kèk nan ide sa yo ka devlope nan reklam plis konplè nou ka wè sou televizyon, nan yon jounal oswa yon magazin, oswa sou yon afichaj. Li reyèlman chè pou yo devlope piblisite, kidonk li enpòtan pou nou resevwa fidbak nou byen bonè. Tanpri kenbe nan tèt nou ke sa yo se lide ki bezwen amelyore toujou. Se sak fè videyo piblisite mwen montre nou jodi a se desen ki anime e se pa piblisite keou abitye wè nan televizyon.

Pandan w ap gade epi li diferan bouyon yo, prete atansyon a kontni an.

PIBLISITE [KOULÈ 1] (12 pa piblisite)_____

Men premye an, **Moderatè an pral jwe oswa lonje reklam lan bay.**

REKLAM SOU PAPYE: Moderatè an pral lonje reklam lan bay.
REKLAM VIDEYO: Moderatè an pral jwe videyo an yon fwa epi mande patisipan yo pou senpleman gade. Moderatè an ap jwe videyo a yon dezyèm fwa, epi mande patisipan yo gade ankò, lè sa yo a prete plis atansyon epi panse sou reyaksyon yo.
REKLAM RADYO: Moderatè ap jwe odyoan yon sèl fwa epi mande patisipan yo pou senpleman koute. Moderatè an ap jwe odyo a yon dezyèm fwa, epi mande patisipan yo koute ankò, lè sa yo a prete plis atansyon epi panse sou reyaksyon yo.

Ekri nenpòt kòmantè nou vle sou fèy nou an. Apresa, na va pale de li. **Moderatè a ap bay 2-3 minit pou chak moun ranpli li.**

- Ki pawòl ki atire atansyon nou nan yon fason pozitif, oswa mo nou ansèkle yo?
  - *Envestige sou rezon yo*
  - *Envestige sou sa ki enpòtan yo oswa sa nou ka konpare*
- Ki pawòl ki atire atansyon nou nan yon fason negatif, oswa mo nou bare yo?
  - *Envestige sou rezon yo*
  - *Envestige sou sa ki pa enpòtan yo oswa sa nou pa ka konpare*

Mwen gen kek kesyon sou piblisite an e mwen ta renmen gen opinyon nou sou yo.

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Mezi	**Kesyon**
Reyaksyon an jeneral	Premyeman, an nou kòmanse an jeneral. Di mwen kisa k atire atansyon nou an jeneral.
Mesaj Prensipal	Nan mo pa ou, kisa nou panse piblisite a vle anonse?
	Ki kesyon, si genyen, ki vini nan lespri nou lè nou wè sa?
	Kisa nou aprann, si genyen, nan piblisite a?
	Sou kiyès moun nou panse ke piblisite sa vle rive? Yon moun tankou nou oswa yon lòt moun? Dekri moun sa.
Emosyon	Kijan piblisite sa fèw santi ou?
	Èske li fè nou santi nou yon lòt fason?
Klarite	Kisa, si genyen, ki te twouble nou nan piblisite a?
Opinyon	Kijan, si genyen, li chanje opinyon nou sou resansman?
Enpòtans	Eske piblisite a itil oubyen enpòtan pou nou nan okenn fason?
Sousi	Èske nou gen okenn sousi oswa dout apre nou fin wè piblisite sa?
Sigjestyon	Kisa, si genyen, ki manke nan piblisite sa? **Moderatè a ap limite kòmantè sou "travay atistik" yo.**

Seksyon D: Konklizyon – 10 Minit

Seksyon sa a bay yon opòtinite pou patisipan yo pataje panse final, tankou si okenn bagay yo li oswa wè te afekte opinyon yo oswa pèsepsyon nan resansman 2020 an. Moderatè a pral remèsye patisipan yo epi asire tout kesyon yo te reponn.

Mèsi paske nou te pataje panse nou ak nou jodia! Pandan nap mete fen nan diskisyon nou an, mwen gen kèk kesyon pou fini.

- Kisa, si genyen, ke nou te wè oswa tande jodia ki fèw santi nou diferan sou fè ranpli fòm pou resansman? Pale mwen de sa.
- Kisa nou te ka di fanmi nou yo, zanmi, ak kòlèg pou ankouraje yo ranpli Resansman 2020 an?
- Èske gen okenn lòt bagay ke nou ta renmen pataje ke nou pa te ko touche nan etid la?

[Si tan pèmèt] Si sa pa deranje nou, mwen pral soti pou jis yon moman pou wè si ekip mwen an pa gen okenn lòt kesyon swivi. **[Mande Swivi]**

Oke, mèsi anpil. Mwen te kontan rankontre nou tout. Èske gen okenn lòt bagay ke nou ta renmen pataje ke nou pa te ko touche? Èske gen okenn kesyon final? Si pa genyen, tanpri kite tout materyèl nou yo sou tab la epi pase yon bèl sware.

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B.2.2.8 Japanese Focus Group Discussion Guide

以下のガイドは、フォーカスグループセッション内での円滑な対話の一般的な流れの概要を説明しています。このガイドは、モデレーターが主なリサーチの目的を満たし、グループ全体で十分な一貫性を保ち、信頼性のある結果を得るためのツールとして使用します。

レビュアーの注意事項

- モデレーターは、公式の台本ではなくガイドとして概説されたフレームワークを使用します。質問を一言一句読み上げることはありません。
- モデレーターは、議論が進むに従い、リサーチの目的を基準として、ガイドのほかのセクションに切り替えるか、対話の自然な流れを保つかどうかを判断します。このディスカッションガイドは90分間でカバーできるよりも多くの内容が含まれている可能性があります。。オプションの詳細な質問は、グループ全体での話題に一貫性のある優先順位を示すために*イタリック体*で表記されています。
- **太文字は、モデレーターに対する指示であり、参加者に読み上げることはありません。また、指示は緑色でハイライトされています。**
- 資料や用具類は黄色でハイライトされています。
- **ディスカッション用ルームの準備**：モデレーターが、使用する時と方法を指示するまで、各座席の前に**ペン**を置いたままとします。 **広告レビュー活動**をモデレーターの前に置きます（モデレーターは広告用モデルを一度に配布します）。部屋の角にモデレーターが使用する**フリップパッド（付録E.4）**を用意します。また、試験的なビデオ広告（ビデオアニマティクス）を表示するためにノートパソコンとプロジェクターも用意します。

フォーカスグループブレークダウン：総時間 – 90分
セクションA：前置きとアイスブレーカー（10分） モデレーターがフォーカスグループの目的を説明し、参加者が質問できるようにします。
セクションB：ウォームアップ（5分） このセクションの目的は、対話のウォーミングアップをすること、簡潔に過去の国勢調査の経験についての基準を設けることです。
セクションC：個別広告テスト（65分） このセクションの目的は、個別広告を提示および評価することです。提示された広告の順番は、フォーカスグループ全体で無作為（ランダム）とします。
セクションD：結論（10分） このセクションでは、モデレーターは2020年の国勢調査に関する見識や意見に影響を与えた映像や言葉を含む、参加者たちの最終的な見解を共有できる機会を設けます。モデレーターは、参加者に感謝を述べ、すべての質問に対して回答します。

セクションA：紹介とアイスブレーカー – 10分

モデレーターがフォーカスグループの目的を説明し、参加者が質問できるようにします。参加者は、受付時に控室でOMB承認番号と調査用の問い合わせ先が記載された同意書を受け取ります。

各セッションの開始前に、モデレーターは、参加者にフォーカスグループの構造と目的に関する簡単な説明を行います。。参加者は、次のように概要の説明を受けます。

こんばんは、本日は見解と意見を共有するためにお集まりいただき誠にありがとうございます。始める前に、ディスカッションについていくつかの点をお話させていただきたいと思います。

- 私は、毎年このような数百のグループをリサーチする企業を対象とする独立した市場調査員です。つまり、私の仕事は皆さんの意見を聞き、会話を促すことであり、共有する意見に対して一切利害関係はありません。話す内容が好きだろうが嫌いだろうが、私には同じことです。。

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- 皆さんの考えや意見は私たちにとって非常に重要です。正しい回答も誤った回答もありません。個人の回答は、リサーチチーム以外では共有しません。
- 今日のディスカッションの時間は90分です。いくつか重要な点について考えていきましょう。
- 皆さんの参加は自主的なものなので、すべての質問に回答する必要はありません。
- とは言うものの、、皆さんの意見が非常に重要なため、お集まりいただきました。今晩はある時点で皆さん全員の意見を聞けることを願っています。共有する内容はリサーチチームのみが管理しますが、対話から作成するレポートに個人を特定する内容が含まれることはありません。また、この部屋にいる全員のプライバシーを尊重し、他者とのディスカッションの内容を共有しないようお願いいたします。
- 私たちは、国中で数週間にわたって、このようなグループを主催しているため、すべてのディスカッションの内容を覚えていることは決してできません。私とチームがレポート作成のための資料として、このセッションの音声（および可能であればビデオ録画）を録音します。音声ファイルは書き起こしされますが、個人を特定する情報は写しから削除されます。音声ファイルと動画ファイルは、レポート作成終了後に、破棄されます。書き起こしと録音は、私とチームがレポートを作成する時に参考資料として使用します。そのため、私はディスカッションの間、ノートを取るよりもむしろ会話に集中することができます。

会場によっては、ガラスの向こう側およびライブストリーミング（使用できるのであれば）を通してオブザーバーがいること（該当する場合）を説明します。私の後ろにガラスがあることにお気付きかもしれません。今日、数名のチームメンバーが私を手伝い、ディスカッションの様子を観察し、ノートを取ります。また、今日来ていませんが、他のメンバーは遠隔で様子を観察します。私たちは全員、皆さんから学びたいため、皆さんが正直な意見を言うすることが重要なのです。

意見に関する注意事項として、互いに同意することが会話の目標ではないことを理解していただきたいと思います。共有する内容に同意しない場合も、あなたの考えが多数の人の意見を代表している可能性があるため、私たちにとって重要なものとなります。同様に、同意する場合も、意見をお聞かせいただきたいと思います。

これがほぼすべての注意事項です。セッション中にトイレを利用する場合は、お気軽にご利用ください。**始める前に、スマートフォンの電源を切る、またはサイレントモードに切り替えてください。**

何かご質問はありますか？

では、お互いの紹介から始めましょう。お話ください。(1)名（ファーストネーム）、(2)（市、または町の名前）に住んでいる年数、(3)好きなテレビ番組をいくつか。**[非英語圏のグループのみ]**:(3) 米国に住んでいる年数

私から始めます。**まず、モデレーターが自己紹介することで、参加者に自己紹介を促します。**

皆さんにお会いすることができ大変喜ばしく思います。ディスカッションを始めましょう。

セクションB：ウォームアップ：過去の国勢調査（5分）

このセクションの目的は、会話のウォーミングアップと参加者が覚えている前回の国勢調査の広告について調査することです。

今日のディスカッションは、米国の10年に一度の国勢調査についてです。全員が同じ内容について考えることができるように、米国の10年に一度の国勢調査に関する情報をいくつかお伝えします。**フリップパッドの以下の定義を示し、読み上げます。**米国の国勢調査は、米国在住の総人口数の調査です。10年ごとに実施されるため、10年ごとの国勢調査と呼ばれています。国勢調査では、居住者数、年齢、性別、人種、民族性、続柄、市民権などについて質問されます。次回の国勢調査は、2020年に実施されます。以降の会話では、この2020年の国勢調査を「国勢調査」と呼びます。

- これまでに国勢調査に参加しましたか？手を挙げて教えてください。「はい」の方は手を挙げてください。「いいえ」の方は何人でしょうか？「分からない」方は何人でしょうか？

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音声録音で分かるように大きな声で数えます（例、「はい」が2人、「いいえ」が3人、「分からない」が3人）。

皆さんどうもありがとうございます。本日の話し合いを続けるうえで、さまざまな経験についてもう少し詳しく知ることは有益です。

セクションC：個別広告レビュー – 65分（広告毎10～12分）

このセクションの目的は、個別広告を提示し、話し合うことです。提示された広告の順番は、フォーカスグループ全体でランダムとします。広告は、印刷物、ビデオアニマティック（試験的なビデオ映像）、ラジオを組み合わせたものになります。

では、2020年の国勢調査に関して、これからいくつか異なるサンプル広告を見ます。これらのサンプル広告は、国勢調査局が2020年の国勢調査参加の参加を促す目的で使用する可能性がある広告の下書きです。一部のアイデアは、さらに完璧な広告となり、テレビや新聞、雑誌、広告板で見ることになる可能性があります。広告の開発には多額の費用が掛かるため、早い時期に皆さんの意見を得ることが重要になります。これらのアイデアは、さらに洗練されたものにする必要があることを覚えていて下さい。実際に、今日、皆さんに紹介するビデオ広告はアニメーションのラフスケッチであり、テレビでよく見る広告とは異なります。

さまざまな下書きの広告を見たり、読んだりするとき、その内容に注目してください。

広告［色 1］（広告毎12分）___

これが最初の広告です。**モデレーターは、広告を再生、または配布します。**

印刷広告：モデレーターは印刷広告を配布します。

ビデオ広告：モデレーターは1回ビデオを再生し、ただ見るように参加者に指示します。モデレーターはもう一度ビデオを再生し、再び見るように参加者に指示します。今回は、参加者の反応に注目します。

ラジオ広告：モデレーターは、1回音声を再生し、ただ聞くように参加者に指示します。モデレーターはもう一度音声を再生し、再び聞くように参加者に指示します。今回は、参加者の反応に注目します。

シートにコメントを自由にお書きください。記入後に、その内容について話し合いましょう。**モデレーターは、2～3分の時間を設け、各人が終了するまで待ちます。**

- ポジティブな意味で注意を引いた言葉や丸を付けた言葉は何ですか？
  - *その理由について調べる*
  - *関連性のある、または関連付けることができることについて調べる*
- ネガティブな意味で注意を引いた言葉や線を引いて候補から外した言葉は何ですか？
  - *その理由について調べる*

*関連性のない、または関連付けることができないことについて調べる*この広告について意見を伺うためにいくつか質問があります。。

測定基準	質問
全体の反応	まず、一般的な内容から始めましょう。全体として、あなたの注意を引いたものを教えてください。
メインメッセージ	その広告が伝えようとしていることをあなた自身の言葉で教えてください。
	もしあれば、この広告を見たときに何を思い浮かべましたか？
	どちらかといえば、広告から何を学びましたか？
	この広告の対象は誰だと思いますか？

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	あなたのような人、それともまったく別の人？その人について詳しく説明してください。
感情	この広告を見てどのように感じますか？
	違ったものを感じますか？
明瞭さ	この広告の何について戸惑いましたか？
意見	仮にそうだとして、国勢調査に対する見方がどのように変わりますか？
妥当性	広告は有益ですか？いかなる意味においても自分に関係しますか？
懸念	もしあれば、この広告を見た後、何か懸念や不安がありますか？
提案	どちらかと言えば、何がこの広告に不足していますか？**モデレーターは、「アートディレクション」のコメントについては制限します。**

セクションD：結論 – 10分

このセクションでは、モデレーターは２０２０年の国勢調査に関する見識や意見に影響を与えた映像や言葉を含む、参加者たちの最終的な見解を共有できる機会を設けます。モデレーターは、参加者に感謝を述べ、すべての質問に対して回答します。

本日は皆さんの考えを共有していただきありがとうございます。ディスカッションが終わりに近づくにあたり、最後にいくつかまとめの質問をさせていただきます。

- 本日のディスカッションで見たり、聞いたりしたものの中で、国勢調査用紙の記入について自分の考えとは異なると感じたものがありましたか？それについて教えてください。
- 2020年の国勢調査の記入を勧めるために、家族、友人、同僚に何を伝えますか？
- 今回の調査で触れていない内容で、共有したいと思うものはありますか？

[時間が許すなら]よろしければ、私のチームに補足の質問があるか確認するために少しの間席を外させていただきます。**[補足の質問をする]**

分かりました、どうもありがとうございます。皆さんと大変楽しい時間を過ごすことができました。まだ触れていない内容で、共有したいと思うものはありますか？何か最後の質問はありますか？なければ、資料は全てテーブルに置いたまま退出してください。本日はどうもお疲れさまでした。

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B.2.2.9 Korean Focus Group Discussion Guide

다음 가이드는 포커스 그룹 세션 동안 진행 가능한 대화의 일반적인 흐름을 설명합니다.
본 가이드는 핵심 조사 목표를 달성하고, 그룹 간의 적절한 일관성을 형성하여 신뢰할 수 있는 결론을 도출할 수 있도록 확인하는 도구로 이용됩니다.

<u>검토자 주의사항</u>

- 사회자는 정식 대본이 아닌 가이드로 요약된 프레임 워크를 사용할 것입니다.
- 질문을 적혀있는 그대로 읽지 않을 것입니다.
- 사회자는 조사 목적과 자연스러운 대화의 흐름을 고려하여 토론 중에 본인의 판단에 따라 다른 섹션으로 넘어갈 것인지 결정합니다. 토론 가이드에는 90분 내에 다룰 수 있는 것보다 많은 내용이 포함될 수 있습니다. 그룹 전체의 대화 주제 우선순위 결정이 용이하도록 선택형 질문은 *이탤릭체*로 작성되어 있습니다.
- **굵은 글씨로 작성된 내용은 사회자를 위한 지침을 나타내며 참여자를 대상으로 큰 소리로 읽지 않습니다. 지침은 또한 녹색 하이라이트 표시가 되어 있습니다.**
- 자료는 노란색 하이라이트로 표시되어 있습니다.
- **공간 구성:** 사회자가 참여자들에게 사용 시기와 방법을 안내하기 전까지 **펜**은 각 좌석 앞에 둡니다. **광고 검토 활동**, 사회자 앞에 둡니다(사회자가 광고 견본을 하나씩 전달합니다). 회의실 구석에 사회자가 사용할 **플립 패드**를 둡니다. 회의실에는 또한 사회자가 비디오 애니메이션 광고 초안을 보여주는데 필요한 노트북과 프로젝터를 둡니다.

포커스 그룹 구성: 총 시간 – 90분
섹션 A: 소개 및 긴장 풀기(10분) 사회자가 포커스 그룹의 목적을 설명하고 참가자들에게 질문을 하도록 합니다.
섹션 B: 워밍업(5분) 이 섹션의 목적은 대화 준비를 하고 간단하게 과거의 인구조사(Census) 경험을 확인하는 것입니다.
섹션 C: 개별 광고 테스트(65분) 이 섹션의 목적은 개별 광고를 상연하고 검토하는 것입니다. 광고 상연 순서는 포커스 그룹에서 무작위로 정합니다.
섹션 D: 결론(10분) 이 섹션을 통해 참가자들은 본인들이 보고 읽은 것들이 2020 인구조사에 대한 생각이나 느낌에 영향을 주었는지에 대한 최종 결론을 토론합니다. 사회자는 참가자들에게 감사 인사를 하고 모든 질문에 답변을 얻었는지 확인합니다.

섹션 A: 소개 및 긴장 풀기 – 10분

사회자가 포커스 그룹의 목적을 설명하고 참가자들에게 질문을 하도록 합니다. 참가자들은 입장 시 대기구역에서 OMB 승인번호와 조사 관련 연락처 정보가 제공된 동의서를 받습니다.

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각 세션을 시작하기 전에 사회자는 참가자들에게 포커스 그룹의 구성과 목적에 대해 설명합니다. 참가자들은 다음과 같은 내용을 안내 받습니다.

안녕하세요, 여러분의 생각과 의견을 말씀하시기 위해 시간을 내주셔서 감사합니다. 시작하기 전에 먼저 토론에 대한 몇 가지 설명을 드리겠습니다.

- 저는 해마다 지금과 같은 그룹 토론을 수백 건씩 진행하는 기관을 위해 일하는 독립 조사 담당자입니다. 다시 말해서 저의 직업은 여러분의 말씀을 듣고 대화가 원활히 이루어지도록 격려하는 것이며, 여러분의 의견에는 아무런 이해관계가 없습니다. 대화 주제에 대한 호불호는 저에게 아무런 문제가 되지 않습니다.
- 여러분의 생각과 의견은 저희에게 매우 중요하며 정답이나 오답은 없습니다. 그리고 개별적인 반응은 조사팀 외부로 공개되지 않습니다.
- 우리는 오늘 90분간 함께 할 것입니다. 시작하기 전에 몇 가지 중요한 점을 말씀드리겠습니다.
- 귀하의 참여는 자발적인 것이며, 모든 질문에 답변하실 의무는 없습니다.
- 여러분을 모신 이유는 여러분의 의견이 매우 중요하기 때문이며 오늘 토론을 진행하면서 모두의 의견이 골고루 제시되었으면 합니다. 여러분이 말씀하신 내용은 조사팀이 보관할 것이며, 오늘 대화를 토대로 작성한 보고서에 특정 개인을 식별할 수 있는 정보는 들어가지 않을 것입니다. 또한 여기 계신 모든 분들의 프라이버시를 존중하고 외부에 오늘 논의한 내용을 공개하지 말아주실 것을 부탁드립니다.
- 저희는 몇 주에 걸쳐 전국적으로 이와 같은 그룹 모임을 진행하고 있기 때문에 논의한 내용을 모두 정확히 기억할 수는 없습니다. 저와 저희 팀원들은 보고서를 작성하기 위해 이 세션을 녹음[영상 촬영이 가능한 경우에는 영상 녹화]할 것입니다. 음성 파일은 문서로 기록되나 여러분 개인을 식별할 수 있는 정보는 기록에서 제거되며, 음성 및 영상 파일은 보고서를 작성한 후 파기됩니다. 이러한 기록과 녹음물은 저와 저희 팀원들이 보고서를 작성하기 위한 참고자료가 될 것이며, 오늘 제가 필기를 하기 보다 대화에 집중하도록 도와줄 것입니다.

시설에 따라 참관인이 유리창 뒤에서 보고 있거나 라이브스트리밍을 통해 보고 있음을 설명합니다. 제 뒤에 유리창이 보일 것입니다. 오늘 저를 도와 회의에 참관하고 기록을 작성할 팀원들이 와 있습니다. 그리고 일부 팀원은 직접 이곳에 참석하지 못하고 원격으로 참관하고 있습니다. 저희 모두는 여러분을 통해 새로운 내용을 알아보고자 하므로 솔직한 의견을 제공해주시는 것이 중요합니다.

여러분의 의견과 관련하여 한 가지 말씀드리면, 우리 대화의 목적은 서로 합의를 이루는 것이 아니라는 점을 기억해주십시오. 여러분께서는 많은 사람들을 대표하는 분일 수 있으므로 다른 사람의 말에 동의하지 않으실 경우, 본인의 생각을 말씀해주시는 것이 중요합니다. 이와 마찬가지로 다른 의견에 동의할 경우에도 말씀을 해주시기 바랍니다.

제 생각에는 그것이 가장 중요합니다. 세션을 진행하는 중에 화장실을 가셔야 한다면 자유롭게 이용해주시기 바랍니다. **시작하기 전에 핸드폰을 끄거나 무음으로 설정해주시기 바랍니다.**

질문 있으십니까?

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좋습니다, 그럼 서로 자기소개부터 시작하겠습니다. 다음 사항을 말씀해주십시오. (1) 귀하의 이름, (2)(도시 또는 타운 이름) 거주 기간, (3) 본인이 좋아하는 TV 쇼 두 가지 **[영어 외 언어 사용자 그룹만]**: (3) 미국 거주 기간

저부터 시작하겠습니다. **사회자가 본인 소개를 하고 다른 사람들의 소개를 진행합니다.**

좋습니다, 여러분 모두 만나게 되어 반갑습니다. 토론을 시작하겠습니다.

섹션 B: 워밍업: 과거의 인구조사 경험 – 5분

이 섹션의 목적은 대화 준비를 하고 참가자들이 기억하는 과거의 인구조사 광고는 무엇인지 알아보는 것입니다.

오늘 우리 토론 주제는 10개년 인구조사입니다. 먼저 미국의 10개년 인구조사에 대한 몇 가지 정보를 말씀드리고 대화를 진행하는 동안 우리 모두 같은 조사에 대해 생각하도록 할 것입니다. **사회자가 다음 정의를 플립 패드에 표시하고 소리 내어 읽습니다.** 미국 인구조사는 미국에 거주하는 모든 사람의 수를 세는 것입니다. 이 조사는 10년에 한 번 실시하기 때문에 10개년 조사라고 합니다. 인구조사에서는 여러분의 주소지나 거주지에 몇 명이 거주하는지, 거주하는 사람들의 연령, 성별, 인종, 민족, 관계, 시민권 소지 여부는 어떻게 되는지 질문합니다. 다음 인구조사는 2020년에 실시됩니다. 대화를 진행하는 동안 "인구조사"라는 말이 나오면 이 조사를 떠올려 주십시오.

- 인구조사에 참여한 적이 있으신 분은 손을 들어주시겠습니까? "참여한 적이 있다"? "없다"? "모르겠다"? **녹음될 수 있도록 큰소리로 말씀하십시오(예: 있다 2명, 없다 3명, 모름 3명).**

감사합니다. 오늘 대화를 진행하는 동안 서로 다른 경험에 대해 알아보는데 도움이 될 것입니다.

섹션 C: 개별 광고 검토 – 65분(광고 당 10-12분)

이 섹션의 목적은 개별 광고를 상연하고 토론하는 것입니다. 광고 상연 순서는 포커스 그룹에서 무작위로 정합니다. 인쇄, 비디오 애니메이션, 라디오 광고들이 혼합되어 있습니다.

이제 우리는 2020 인구조사에 관련된 몇 가지 샘플 광고를 볼 것입니다. 이 광고들은 통계국(Census Bureau)이 2020 인구조사 참여를 권장하기 위해 이용할 광고의 초안들입니다. 이 아이디어들 중 일부는 TV나 신문, 잡지, 간판에서 볼 수 있는 완성된 광고로 발전될 수도 있습니다. 광고를 개발하는 비용은 매우 비싸기 때문에 초기에 여러분의 의견을 들어보는 것이 매우 중요합니다. 이 광고들은 아직 다듬어야 하는 아이디어들이라는 점을 기억해주십시오. 사실, 제가 오늘 보여드리는 동영상 광고는 애니메이션으로 만들어진 스케치이며 TV에서 흔히 볼 수 있는 완성된 광고는 아닙니다.

여러 광고 초안을 시청하고 읽어보시면서 내용에 관심을 두시기 바랍니다.

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광고 [컬러 1](광고 당 12분)____

첫 번째 광고입니다. 사회자가 광고를 재생하거나 광고물을 전달합니다.

인쇄 광고: 사회자가 인쇄 광고를 전달합니다.

동영상 광고: 사회자가 동영상을 한 번 재생하고 참가자들에게 시청할 것을 요청합니다. 사회자가 두 번째로 광고를 재생하고 참가자들에게 다시 시청하도록 요청합니다. 이번에는 참가자들의 반응을 잘 살펴보고 생각해봅니다.

라디오 광고: 사회자가 음성 광고를 한 번 재생하고 참가자들에게 들어볼 것을 요청합니다. 사회자가 두 번째로 음성 광고를 재생하고 참가자들에게 다시 들어보도록 요청합니다. 이번에는 참가자들의 반응을 잘 살펴보고 생각해봅니다.

종이에 본인의 의견을 자유롭게 써주십시오. 그 다음에 여러분의 생각에 대해 말해볼 것입니다. **사회자는 참가자들에게 2-3분간 검토서를 작성하도록 합니다.**

- 긍정적인 관심을 일으키거나 동그라미를 표시하게 한 단어는 무엇이었습니까?
  - *이유를 알아봅니다*
  - *타당하거나 관련이 있는 것이 무엇인지 알아봅니다*
- 부정적인 관심을 일으키거나 엑스를 표시하게 한 단어는 무엇이었습니까?
  - *이유를 알아봅니다*
  - *타당하지 않거나 관련이 있는 것이 무엇인지 알아봅니다*

여러분의 생각을 알아볼 광고와 관련하여 몇 가지 질문을 드리겠습니다.

측정	질문
전반적인 반응	먼저 전체적인 내용을 알아보겠습니다. 전반적으로 여러분의 관심을 끈 것이 무엇인지 말씀해주십시오.
주 메시지	광고에서 전달하고자 하는 내용이 무엇이었는지 설명해주시겠습니까?
	광고를 봤을 때 어떤 의문점이 떠올랐습니까?
	광고에서 배운 것이 있다면 무엇입니까?
	이 광고는 어떤 사람들을 대상으로 한다고 생각하십니까? 여러분과 같은 사람입니까 아니면 다른 부류의 사람입니까? 그 사람에 대해 설명해주십시오.
감정	이 광고는 어떤 느낌을 들게 합니까?
	다른 느낌을 들게 합니까?
명확성	광고에서 혼동스러운 부분이 있었습니까?
의견	인구조사에 대한 귀하의 생각을 변화시켰다면 어떻게 변화시켰습니까?
관련성	광고가 여러분에게 어떤 식으로든 유용하거나 관련이 있었습니까?
우려	이 광고에 대한 우려나 의혹이 있습니까?
제안	이 광고에 빠진 점이 있다면 무엇입니까? **사회자는 "아트 디렉션"에 대한 의견을 제한합니다**

섹션 D: 결론 – 10분

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이 섹션을 통해 참가자들은 본인들이 보고 읽은 것들이 2020 인구조사에 대한 생각이나 느낌에 영향을 주었는지에 대한 최종 결론을 토론합니다. 사회자는 참가자들에게 감사 인사를 하고 모든 질문에 답변을 얻었는지 확인합니다.

오늘 여러분의 생각을 말씀해주셔서 감사합니다. 토론을 마치면서 몇 가지 최종 정리 질문을 드릴 것입니다.

- 오늘 보거나 들은 내용 중에 인구조사서 작성에 대한 생각을 변화시킨 것이 있습니까? 무엇인지 말씀해주십시오.
- 여러분의 가족, 친구, 동료에게 2020 인구조사서를 작성하도록 권유하기 위해 어떤 말씀을 하시겠습니까?
- 오늘 조사에서 다루지 않은 내용 중에 하실 말씀이 있습니까?

[시간이 충분한 경우] 괜찮으시다면 잠시 저희 팀에게 추가로 후속 질문이 있는지 확인해보겠습니다. **[후속 질문하기]**

대단히 감사합니다. 여러분을 만나게 되어 정말 즐거웠습니다. 우리가 오늘 이야기하지 않은 부분에 대해 하실 말씀이 있습니까? 마지막으로 하실 질문이 있습니까? 없으시다면 자료를 모두 책상 위에 두시고 좋은 밤 되시기 바랍니다.

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B.2.2.10 Polish Focus Group Discussion Guide

Poniższy przewodnik podaje ogólny przebieg rozmowy prowadzonej podczas sesji grupy fokusowej. Przewodnik ten będzie również stosowany jako narzędzie dla moderatora w celu zapewnienia spełnienia najważniejszych celów badawczych oraz osiągnięcia odpowiedniego poziomu spójności w grupach, aby móc wyciągnąć wiarygodne wnioski.

Notatki dla sprawdzającego

- Moderator będzie korzystał z podanej struktury w ramach przewodnika, a nie formalnego skryptu. Pytania nie będą odczytywane słowo w słowo.
- Moderator będzie sam decydował, czy przejść do innych sekcji przewodnika w trakcie dyskusji, w oparciu o cele badania oraz by utrzymać naturalny przebieg rozmowy. Przewodnik po dyskusji może zawierać więcej treści niż można objąć w 90 minut; pytania opcjonalne zostały podane *kursywą*, aby ułatwić ustalanie spójnych priorytetów co do tematów rozmowy w różnych grupach.
- **Tekst pogrubiony oznacza instrukcje dla moderatora i nie będzie głośno odczytywany uczestnikom. Instrukcje są również zaznaczone na zielono.**
- Materiały są zaznaczone na żółto.
- **Przygotowanie pomieszczenia: Długopis** ma być umieszczony przed każdym siedzeniem, do momentu, gdy moderator poinstruuje uczestników, kiedy i jak go użyć. **Działania przeglądu reklam** mają być umieszczone przed moderatorem (moderator rozda próbne reklamy pojedynczo). W rogu pomieszczenia będzie się znajdować **tablica z kartkami**, z której moderator może korzystać. Pomieszczenie będzie także zawierało laptopa oraz projektor, by moderator pokazywał wideo wersji próbnej reklamy.

Harmonogram grupy fokusowej: Czas całkowity – 90 minut
Sekcja A: Wprowadzenie i przełamanie lodów (10 minut) Moderator wyjaśni cel grupy fokusowej oraz umożliwi uczestnikom zadawanie pytań.
Sekcja B: Rozgrzewka (5 minut) Celem tej sekcji jest ocieplenie rozmowy oraz krótkie podanie punktów odniesienia w postaci poprzednich doświadczeń związanych ze spisem ludności.
Sekcja C: Indywidualne testowanie reklam (65 minut) Celem tej sekcji jest zaprezentowanie oraz przegląd indywidualnych reklam. Kolejność pokazywanych reklam będzie losowa w różnych grupach fokusowych.
Sekcja D: Podsumowanie (10 minut) Sekcja ta daje możliwość, by uczestnicy podzielili się ostatecznymi spostrzeżeniami, np. opowiedzieli, czy coś, co przeczytali bądź zobaczyli wpłynęło na ich opinię lub postrzeganie Spisu ludności 2020. Moderator podziękuje uczestnikom i upewni się, że odpowiedziano na wszystkie pytania.

Sekcja A: Wprowadzenie i przełamanie lodów – 10 minut

Moderator wyjaśni cel grupy fokusowej oraz umożliwi uczestnikom zadawanie pytań. Uczestnicy otrzymają kopię formularza zgody w poczekalni, gdy się zarejestrują, podającego numer zatwierdzenia OMB oraz dane kontaktowe dotyczące badania.

Przed rozpoczęciem każdej sesji moderator poda uczestnikom informacje na temat struktury oraz celów grupy fokusowej. Uczestnicy uzyskają poniższe informacje:

Dobry wieczór. Dziękuję Państwu za poświęcenie czasu, by być dzisiaj z nami i podzielić się swoimi spostrzeżeniami i opiniami. Zanim rozpoczniemy, chcę wspomnieć o kilku kwestiach w związku z naszą dyskusją:

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- Jestem niezależnym badaczem rynku w firmie przeprowadzającej każdego roku setki badań z udziałem grup takich jak dzisiejsza. Oznacza to, że moim zadaniem jest słuchanie i zachęcanie do rozmowy. Nie mają na mnie wpływu przekazywane przez Państwa opinie. Czy coś się Państwu podoba, czy też czegoś Państwo nie mogą znieść – dla mnie to bez znaczenia.
- Państwa spostrzeżenia i opinie są dla nas bardzo ważne. Nie ma dobrych ani złych odpowiedzi, a Państwa indywidualne odpowiedzi nie będą przekazywane osobom spoza zespołu badawczego.
- Spędzimy dziś razem 90 minut. Zanim rozpoczniemy, omówmy kilka ważnych spraw:
- Państwa udział jest dobrowolny i nie muszą Państwo odpowiadać na każde pytanie.
- Jednakże są tutaj Państwo, gdyż Państwa opinie są bardzo ważne, więc mam nadzieję, że tego wieczoru uzyskam opinie od każdego z Państwa. Wszelkie podane przez Państwa informacje pozostaną w zespole badawczym i nie będą Państwo osobiście zidentyfikowani w żadnych raportach, jakie przygotowujemy w oparciu o naszą rozmowę. Prosimy także o szacunek wobec prywatności każdej z osób w tym pomieszczeniu oraz o to, by nie przekazywali Państwo innym tego, co tutaj omawiamy.
- Grupy takie jak ta prowadzimy w kraju przez wiele tygodni i nie ma możliwości, abym zapamiętał wszystko, co omawiamy. Aby pomóc mojemu zespołowi w spisaniu raportu, będziemy nagrywać dźwiękową wersję tej sesji [oraz WERSJĘ WIDEO, JEŚLI BĘDZIE TO MOŻLIWE]. Pliki audio zostaną zachowane jako transkrypcja, jednak wszelkie informacje, które będą mogły Państwa zidentyfikować, zostaną usunięte z transkrypcji, a pliki audio i wideo zostaną zniszczone po ukończeniu raportu. Te transkrypcje oraz nagrania będą źródłem dla mnie i mojego zespołu przy pisaniu raportu i umożliwią mi skupienie się na naszej rozmowie zamiast prowadzenia notatek.

W zależności od obiektu, wyjaśnić, iż są obserwatorzy za szybą (jeśli dotyczy) oraz za pośrednictwem przesyłania strumieniowego na żywo (jeśli jest dostępne): Być może Państwo zauważyli, że za mną znajduje się szyba. Są tam członkowie zespołu, którzy mi dziś pomagają i obserwują nas, robiąc notatki. Niektórzy członkowie zespołu, którzy nie mogli do nas dzisiaj przyjechać, obserwują nas zdalnie. Wszyscy chcemy się czegoś od Państwa dowiedzieć, więc ważne jest, by podawali Państwo swoje szczere opinie.

Jeśli chodzi o opinie, chcę zapewnić, iż celem dzisiejszej rozmowy nie jest zgadzanie się z innymi. Jeśli nie zgadzają się Państwo z czymś, co zostanie powiedziane, ważne, abyśmy usłyszeli Państwa perspektywę, gdyż mogą Państwo reprezentować wiele osób. Podobnie, jeśli zgadzają się Państwo z czymś, co ktoś powiedział, też chcę o tym usłyszeć.

Myślę, że to wszystko. Jeśli będą Państwo chcieli skorzystać z toalety podczas naszej sesji, proszę to zrobić. **Zanim rozpoczniemy, proszę o wyłączenie telefonów komórkowych lub przełączenie ich na tryb cichy.**

Czy są jakieś pytania?

OK, rozpocznijmy od przedstawienia się sobie nawzajem. Proszę nam podać: **(1)** swoje imię, **(2)** od jak dawna mieszka Pan/Pani w (nazwa miasta) oraz **(3)** kilka ulubionych programów telewizyjnych. **[TYLKO GRUPY NIEANGLOJĘZYCZNE]: (3)** ile czasu mieszkają Państwo w USA.

Zacznę od siebie. **Moderator się przedstawi, a następnie poprowadzi przedstawianie się innych osób.**

Świetnie, bardzo mi miło Państwa poznać. Rozpocznijmy dyskusję.

Sekcja B: Rozgrzewka: Wcześniejsze doświadczenia spisu ludności – 5 minut

Celem tej sekcji jest ocieplenie rozmowy oraz sprawdzenie, jakie poprzednie reklamy dotyczące spisu ludności uczestnicy pamiętają.

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Dziś rozmawiać będziemy na temat dziesięcioletniego spisu ludności w USA. Chciałbym rozpocząć od wyjaśnienia, czym jest dziesięcioletni spis ludności USA, abyśmy wszyscy myśleli o tym samym przez dalszą część naszej rozmowy. **Moderator pokazuje poniższą definicję na tablicy z kartkami i czyta ją na głos:** Spis ludności USA liczy wszystkie osoby mieszkające w Stanach Zjednoczonych. Dzieje się tak co 10 lat – dlatego jest to spis dziesięcioletni. Celem spisu ludności jest zadanie takich pytań, jak: ile osób mieszka pod Pana/Pani adresem oraz w jakim są wieku, jakiej płci, rasy, pochodzenia etnicznego, w jakich są związkach i jakie mają obywatelstwo. Następny spis ludności odbędzie się w 2020 r. Przez dalszą część rozmowy proszę o tym myśleć, gdy będziemy mówić o „spisie ludności".

- Proszę się zgłosić, jeśli ktoś brał wcześniej udział w spisie ludności. Jeśli „tak", proszę podnieść rękę. A ile osób nie brało udziału? Ile osób nie jest pewnych?

PRZECZYTAĆ LICZBĘ GŁOŚNO, by zapisać ją na nagraniu audio (np. 2 – „tak", 3 – „nie" i 3 – osoby niepewne).

Dziękuję wszystkim. Dobrze jest poznać nieco bliżej różne doświadczenia, w ramach kontynuacji naszej dzisiejszej rozmowy.

Sekcja C: Indywidualny przegląd reklam – 65 minut (10–12 minut na reklamę)

Celem tej sekcji jest zaprezentowanie oraz omówienie indywidualnych reklam. Kolejność pokazywanych reklam będzie losowa w różnych grupach fokusowych. Reklamy będą stanowiły mieszankę druku, wideo i nagrań radiowych.

Teraz przyjrzymy się kilku różnym próbnym reklamom dotyczącym Spisu ludności 2020. Są to wersje robocze reklam, jakie Biuro Spisu Ludności może wykorzystać w celu zachęcania ludzi do udziału w Spisie ludności 2020. Niektóre z tych pomysłów mogą zostać rozwinięte w bardziej kompletne reklamy, jakie mogą Państwo zobaczyć w telewizji, gazecie czy magazynie, lub na billboardzie. Opracowywanie reklam jest bardzo drogie, więc uzyskiwanie opinii zwrotnej na początku jest ważne. Proszę mieć na uwadze, że są to na razie pomysły, które muszą zostać doszlifowane. Reklamy wideo, jakie Państwu dzisiaj pokazuję to nieobrobione animowane wersje robocze, a nie reklamy, do których są Państwo przyzwyczajeni w telewizji.

Oglądając i czytając wersje robocze różnych reklam proszę zwracać szczególną uwagę na treść.

REKLAMA [KOLOR 1] (12 minut na reklamę)

Oto pierwsza reklama. **Moderator odtworzy lub wręczy reklamę.**

REKLAMA DRUKOWANA: Moderator wyda reklamę drukowaną.
REKLAMA WIDEO: Moderator odtworzy klip wideo raz i poprosi uczestników o obejrzenie go. Moderator odtworzy klip wideo drugi raz i poprosi uczestników o ponowne obejrzenie go, tym razem zwracając uwagę i myśląc o swoich reakcjach.
REKLAMA W RADIU: Moderator odtworzy klip audio raz i poprosi uczestników o odsłuchanie go. Moderator odtworzy klip audio drugi raz i poprosi uczestników o ponowne odsłuchanie go, tym razem zwracając uwagę i myśląc o swoich reakcjach.

Można wpisać swoje uwagi na swoim arkuszu. Później o tym porozmawiamy. **Moderator da 2–3 minuty na wypełnienie indywidualne.**

- Które słowa przykuły Państwa uwagę w sposób pozytywny lub które słowa Państwo zaznaczyli kółkiem?
  - *Zapytać o powody*

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- *Zapytać, co ich dotyczy lub z czym się utożsamiają*
- Które słowa przykuły Państwa uwagę w sposób negatywny lub które słowa wykreślili Państwo?
  - *Zapytać o powody*
  - *Zapytać, co ich nie dotyczy lub z czym się nie utożsamiają*

Mam kilka pytań na temat reklamy, co do których chcę uzyskać Państwa opinię.

Dane metryczne	**Pytanie**
Ogólna reakcja	Zacznijmy ogólnie. Proszę mi powiedzieć, co generalnie przykuło Państwa uwagę.
Główny komunikat	Co według Państwa, mówiąc swoimi słowami, ta reklama chce przekazać?
	Jakie pytania (jeśli w ogóle) przychodzą do głowy, gdy widzą to Państwo?
	Czego się Państwo dowiedzieli, jeśli czegokolwiek, z tej reklamy?
	Jak Państwo myślą, do kogo chce dotrzeć ta reklama? Do kogoś, jak Państwo, czy do kogoś innego? Proszę opisać tą osobę.
Emocja	Jak się Państwo czują po tej reklamie?
	Czy czują się Państwo inaczej?
Jasność	Czy coś w reklamie wprowadzało w zakłopotanie/było niejasne?
Opinia	Czy zmienia to Państwa opinię na temat spisu ludności?
Znaczenie	Czy reklama ta jest przydatna lub dotyczy Państwa w jakiś sposób?
Obawy	Czy mają Państwo jakieś obawy lub wątpliwości po obejrzeniu tej reklamy?
Sugestia	Czy czegoś brakowało w tej reklamie? **Moderator ograniczy uwagi dotyczące „kierunku artystycznego”.**

Sekcja D: Podsumowanie – 10 minut

Sekcja ta daje możliwość, by uczestnicy podzielili się ostatecznymi spostrzeżeniami, np. opowiedzieli, czy coś, co przeczytali bądź zobaczyli wpłynęło na ich opinię lub postrzeganie Spisu ludności 2020. Moderator podziękuje uczestnikom i upewni się, że odpowiedziano na wszystkie pytania.

Dziękujemy za podzielenie się dziś Państwa opinią! Kończąc naszą dyskusję, mam kilka pytań podsumowujących.

- Czy coś, co dziś Państwo zobaczyli lub usłyszeli sprawiło, że poczuli się Państwo inaczej w związku z wypełnianiem formularza spisu ludności? Proszę mi o tym powiedzieć.
- Co powiedzieliby Państwo swoim rodzinom, znajomym i kolegom z pracy, aby zachęcić ich do wypełnienia Spisu ludności 2020?
- Czy chcieliby Państwo jeszcze coś przekazać, czego nie poruszyliśmy w badaniu?

[Jeśli wystarczy czasu] Jeśli nie mają Państwo nic przeciwko, na chwilę wyjdę, aby sprawdzić, czy mój zespół ma jakieś dodatkowe pytania. **[Spytać o dodatkowe pytania]**

OK, bardzo dziękuję. Miło mi było Państwa poznać. Czy chcieliby Państwo jeszcze coś przekazać, czego nie poruszyliśmy? Czy są jakieś końcowe pytania? Jeśli nie, proszę zostawić swoje materiały na stole. Życzę miłego wieczoru.

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B.2.2.11 Russian Focus Group Discussion Guide

В следующем руководстве представлено общее направление обсуждения в рамках встречи фокус-группы. Настоящее руководство представляет собой инструмент модератора, используемый для выполнения ключевых целей исследования и достижения должного уровня системности в группах для получения заслуживающих доверия заключений.

Примечания для наблюдателя

- Модератор будет использовать структуру, предлагаемую в качестве руководства, а не формальный сценарий. Вопросы не будут зачитываться дословно.
- Модератор будет опираться на свое суждение для определения того, следует ли переходить к другим разделам руководства по мере обсуждения, исходя из целей исследования, или же поддерживать естественный ход беседы. Руководство по обсуждению может содержать больше вопросов, чем можно обсудить за 90 минут; для облегчения построения приоритетов тем обсуждения в группах необязательные вопросы *выделены курсивом*.
- **Текст, выделенный жирным шрифтом, обозначает инструкции для модератора и не будет зачитываться участникам вслух. Инструкции выделены зеленым.**
- Материалы выделены желтым.
- **Обстановка в комнате:** напротив каждого места кладется **ручка**, и модератор сообщает участникам о том, когда и как ее использовать. **Материалы по изучению рекламы** размещаются напротив модератора (модератор будет раздавать макеты рекламы по одному за раз). В углу комнаты устанавливается **откидной плакат** для использования модератором. В комнате также будет стоять ноутбук и проектор, с помощью которого модератор будет показывать видеорекламу.

Разбивка фокус-группы: общее время — 90 минут
Раздел A: Введение и знакомство (10 минут) Модератор объяснит цель работы фокус-группы и позволит участникам задать возникшие вопросы.
Раздел B: Подготовка (5 минут) Цель данного раздела заключается в налаживании общения и кратком изучении опыта участия в прошлых переписях.
Раздел C: Изучение отдельных видов реклам (65 минут) Цель данного раздела заключается в представлении и анализе отдельных рекламных материалов. Порядок предлагаемых рекламных роликов будет случайным для разных фокус-групп.
Раздел D: Заключение (10 минут) Данный раздел предоставляет участникам возможность поделиться заключительными мыслями, в том числе рассказать о том, что они прочитали или увидели и что повлияло на их мнение или восприятие переписи 2020 г. Модератор поблагодарит участников и убедится, что ни один вопрос не остался без ответа.

Раздел A: Введение и знакомство — 10 минут

Модератор объяснит цель работы фокус-группы и позволит участникам задать возникшие вопросы. Участники получат копию формы согласия в зоне ожидания при регистрации, в которой будет указан номер утверждения OMB и контактная информация лиц, проводящих исследование.

Перед началом каждой сессии модератор будет информировать участников о структуре и целях фокус-группы. Участники получат следующие инструкции:

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Добрый вечер, и спасибо всем, что нашли время присоединиться к нам сегодня, чтобы поделиться своими мыслями и мнением. Прежде чем начать, я бы хотел прояснить несколько моментов, относящихся к нашему обсуждению.

- Я выступаю в качестве независимого исследователя рынка для фирмы, которая ежегодно организует работу сотни подобных групп. Моя работа заключается в том, чтобы выслушать вас и поддержать обсуждение, и у меня нет личной заинтересованности в точках зрения, которыми вы делитесь. Мне всё равно, нравится ли вам то, о чем вы говорите, или нет.
- Ваши мысли и точки зрения очень важны для нас, здесь нет правильных или неправильных ответов. Ваши ответы по отдельности не будут предоставлены лицам за пределами исследовательской группы.
- Сегодня наше обсуждение займет 90 минут. Но прежде чем мы начнем, давайте обсудим некоторые важные моменты.
- Ваше участие является добровольным, и вы не обязаны отвечать на все вопросы.
- Однако вы здесь, потому что ваше мнение имеет важное значение, и сегодня вечером я надеюсь услышать мысли каждого из вас. Хочу вас заверить, что всё, чем вы делитесь, не подлежит разглашению за пределами исследовательской группы, и ваша личность не будет раскрыта в каких-либо отчетах, которые мы подготовим на основе нашего обсуждения. Мы также просим уважать неприкосновенность частной жизни всех присутствующих и не передавать никому то, что обсуждается с другими.
- Мы собираем подобные группы по всей стране в течение многих недель, и я просто физически не могу запомнить всё обсуждаемое. Чтобы помочь мне и моей команде в составлении отчета, будет вестись аудиозапись [и ВИДЕОЗАПИСЬ, ЕСЛИ ИМЕЕТСЯ ТАКАЯ ВОЗМОЖНОСТЬ] этого сеанса. Затем будет создана стенограмма аудиофайлов, однако вся информация, которая может идентифицировать вас, будет удалена из стенограмм, а аудио- и видеофайлы будут уничтожены после составления отчета. Такие стенограммы и записи будут использоваться мной и моей командой в качестве справочных материалов при составлении отчета и позволят мне сосредоточиться на нашем обсуждении, а не делать заметки.

В зависимости от места проведения встречи объясните, что за стеклом находятся наблюдатели (если применимо) и ведется прямой эфир (если применимо): Вы могли заметить стекло позади меня. Здесь присутствуют некоторые члены моей группы — они будут помогать мне, наблюдая и делая заметки. Те, кто не смог приехать, будут вести наблюдение удаленно. Мы все хотим узнать ваше мнение, поэтому крайне важно быть откровенными.

Приглашая вас делиться своим мнением, я должен быть уверен, что вы все понимаете: цель нашего разговора — вовсе не в том, чтобы прийти к согласию друг с другом. Если вы не согласны с какой-либо мыслью, нам очень важно услышать именно вашу точку зрения, поскольку ее могут разделять множество людей. Аналогичным образом, если вы согласны с высказываемыми здесь соображениями, я бы хотел услышать об этом.

Я думаю, для начала информации достаточно. Если вам понадобится выйти в процессе встречи, не стесняйтесь. **Прежде чем мы начнем, я хочу попросить вас отключить мобильные телефоны или перевести их в беззвучный режим.**

Есть вопросы?

Что же, давайте знакомиться. Расскажите нам: **(1)** как вас зовут, **(2)** как долго вы живете в (указать город), и **(3)** назовите пару свои любимых сериалов или телепередач. **[ТОЛЬКО ДЛЯ НЕ АНГЛИЙСКИХ ГРУПП]: (3** как долго вы проживаете в США.

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Я начну. **Модератор представит себя и затем пригласит остальных к знакомству.**

Отлично! Я очень рад познакомиться со всеми вами. Давайте перейдем к обсуждению.

Раздел B: Подготовка: опыт участия в прошлых переписях – 5 минут

Цель данного раздела заключается в подготовке к обсуждению и в изучении того, какие рекламные кампании предыдущих переписей помнят участники.

Сегодня мы поговорим о переписи, проводимой в США каждые 10 лет. Сначала я хотел бы поделиться некоторой информацией о переписи населения, проводимой в США каждые 10 лет, чтобы убедиться в том, что мы с вами далее будем говорить и думать об одном и том же. **Модератор показывает следующее определение на откидном плакате и зачитывает вслух:** перепись населения США — это подсчет населения Соединенных Штатах Америки. Она проводится каждые 10 лет. В рамках переписи вам будут заданы вопросы о том, сколько людей проживает по вашему адресу, а также будут заданы вопросы об их возрасте, поле, расе, этнической принадлежности, степени родства и гражданстве. Следующая перепись состоится в 2020 г. Имейте это в виду, когда в ходе нашего обсуждения мы будем упоминать слово «перепись».

- Давайте определим, участвовали ли вы ранее в переписи. Поднимите руки, если вы уже участвовали в переписи. Сколько ответов «нет»? Сколько неопределившихся?

ВЕДИТЕ ПОДСЧЕТ ВСЛУХ, чтобы это было зафиксировано на аудиозаписи (например, 2 ответа «да», 3 ответа «нет» и 3 человека не уверены).

Всем спасибо. Было полезно узнать немного о вашем прошлом опыте, прежде чем мы перейдем к нашему сегодняшнему обсуждению.

Раздел C: Анализ отдельных рекламных материалов – 65 минут (10–12 минут на рекламу)

Цель данного раздела заключается в представлении и обсуждении отдельных рекламных материалов. Порядок предлагаемых рекламных роликов будет случайным для разных фокус-групп. Рекламные материалы будут представлять собой сочетание печатных, видео- и анимационных и радиоматериалов.

Теперь мы рассмотрим несколько примеров рекламных объявлений, касающихся переписи 2020 г. Это предварительные рекламные объявления, которые Бюро переписи населения может использовать для привлечения людей к участию в переписи 2020 г. Некоторые из этих идей могут лечь в основу более развернутых рекламных объявлений, которые можно будет увидеть по телевизору, в газетах, журналах или на плакатах. Создание рекламы требует огромных средств, поэтому нам очень важно заранее узнать ваше мнение. Имейте в виду, что эти идеи всё еще нуждаются в дальнейшей проработке. На самом деле, видеоролики, которые я покажу вам сегодня, — это всего лишь анимированные наброски, а не реклама, которую вы привыкли видеть по телевизору.

Просматривая и читая различные проекты рекламных объявлений, обращайте внимание на содержание.

РЕКЛАМА [ЦВЕТ 1] (12 минут на рекламу)

Вот первый пример. **Модератор воспроизведет или раздаст рекламные материалы.**

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ПЕЧАТНАЯ РЕКЛАМА: Модератор раздаст примеры печатной рекламы**.**
ВИДЕОРЕКЛАМА: Модератор воспроизведет видео один раз и просит участников просто посмотреть его. Затем модератор покажет видео во второй раз и попросит участников более внимательно его просмотреть и подумать о своей реакции на видео.
РАДИОРЕКЛАМА: Модератор воспроизведет аудиоматериал один раз и попросит участников просто послушать его. Затем модератор включит аудио во второй раз и попросит участников более внимательно его прослушать и подумать о своей реакции на аудио.

Вы можете записывать на этом листе любые комментарии. Затем мы их обсудим. **Модератор отведет 2–3 минуты для индивидуального заполнения.**

- Какие слова вызвали положительные эмоции, а какие привели в замешательство?
    - *Узнайте о причинах*
    - *Поинтересуйтесь, что показалось актуальным и уместным*
- Какие слова привлекли ваше внимание, вызвав негативные эмоции, или какие слова вы попросту пропустили?
    - *Узнайте о причинах*
    - *Поинтересуйтесь, что показалось неактуальным или неуместным*

У меня есть несколько вопросов по поводу рекламы, и я хотел бы узнать ваше мнение.

Критерий	**Вопрос**
Общая реакция	Давайте начнем с общей информации. Расскажите, что в целом привлекло ваше внимание.
Основной посыл	Как вы думаете, какую мысль несет в себе реклама?
	Какие мысли приходят на ум (если приходят) при просмотре этой рекламы?
	Что нового вы узнали (и узнали ли) из рекламы?
	На кого нацелена данная реклама? На кого-то, похожего на Вас, или же на кого-то другого? Опишите этого человека.
Эмоция	Какие чувства вызывает у вас эта реклама?
	Заставляет ли она вас почувствовать себя по-другому?
Ясность	Что смутило вас в рекламном объявлении (если смутило)?
Мнение	Как это изменило ваше отношение к переписи (если изменило)?
Уместность	Является ли эта реклама полезной или актуальной для вас?
Вопросы	Возникли ли у вас какие-либо вопросы или сомнения после просмотра этой рекламы?
Предложение	Чего не хватает в данной рекламе? **Модератору следует ограничить количество комментариев в отношении «художественного оформления».**

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Раздел D: Заключение – 10 минут

Данный раздел предоставляет участникам возможность поделиться заключительными мыслями, в том числе рассказать о том, что они прочитали или увидели и что повлияло на их мнение или восприятие переписи 2020 г. Модератор поблагодарит участников и убедится, что ни один вопрос не остался без ответа.

Спасибо, что поделились своими мыслями! Прежде чем завершить наше обсуждение, я бы хотел задать несколько заключительных обобщающих вопросов.

- Вы услышали или увидели что-либо сегодня, что изменило ваше отношение к форме переписи и мнение о ней? Расскажите мне об этом.
- Что бы вы сказали членам своей семьи, друзьям и коллегам, чтобы побудить их участвовать в переписи 2020 г.?
- Возможно, вы бы хотели поделиться своими мыслями по другим вопросам, не затронутым данным исследованием?

[Если позволяет время] Если вы не возражаете, я ненадолго выйду, чтобы узнать, есть ли у моей группы дополнительные вопросы. **[Задайте дополнительные вопросы]**

Хорошо. Большое спасибо. У меня остались хорошие впечатления от встречи с вами. Возможно, вы бы хотели поделиться своими мыслями по другим вопросам, не затронутым сегодня? Есть какие-нибудь заключительные вопросы? Если нет, оставьте материалы на столе. Желаем вам приятного вечера.

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B.2.2.12 Spanish, U.S. Mainland Focus Group Discussion Guide

La siguiente guía facilita el flujo de la conversación durante una sesión de grupo de enfoque. El moderador o la moderadora del grupo utilizará esta guía como herramienta para garantizar que se cumplan los objetivos clave de la investigación y lograr un nivel adecuado de congruencia entre los grupos para obtener conclusiones confiables.

Notas para el evaluador o la evaluadora:

- El moderador o la moderadora utilizará este marco como guía, en lugar de un guion formal. Las preguntas no se leerán textualmente.
- De acuerdo con los objetivos de la investigación y para mantener el flujo natural de la conversación, el moderador o la moderadora usará su criterio para determinar si cambia a otras secciones de la guía. Es posible que esta guía incluya más material del que se pueda cubrirse en 90 minutos; las preguntas de seguimiento se distinguen con letra *cursiva* para que se les otorgue prioridad en forma congruente a los temas de conversación en todos los grupos.
- **El texto en negrita indica las instrucciones para el moderador o la moderadora y no se leerá en voz alta a los participantes. Las instrucciones también se resaltan en verde.**
- Los materiales están resaltados en amarillo.
- **Configuración del salón**: Se colocará un **bolígrafo** frente a cada asiento hasta que el moderador o la moderadora dé instrucciones de cómo y cuándo usarse a los participantes. **Actividades de evaluación de anuncios,** se colocarán frente al moderador o la moderadora (el moderador o la moderadora repartirá los ejemplos de anuncios, uno a la vez). En la esquina del cuarto habrá un **bloc de hojas grandes de papel** para el uso del moderador o la moderadora. En el cuarto también habrá una computadora portátil y un proyector para que el moderador o la moderadora enseñe el video animatic del anuncio.

Desglose de la sesión del grupo de enfoque: tiempo total – 90 minutos
Sección A: Introducción y ejercicio para romper el hielo (10 minutos) El moderador o la moderadora explicará el propósito del grupo de enfoque y permitirá que los participantes hagan preguntas.
Sección B: Preparación (5 minutos) El propósito de esta sección es entablar la conversación y brevemente establecer el punto de partida en las experiencias pasadas del censo.
Sección C: Evaluación individual de anuncios (65 minutos) El propósito de esta sección es para presentar y evaluar los anuncios individualmente. La presentación de los anuncios será en orden aleatorio a través de los grupos de enfoque.
Sección D: Conclusión (10 minutos) Esta sección ofrece la oportunidad para que los participantes compartan sus pensamientos finales, incluyendo si vieron o leyeron alguna cosa que haya afectado su opinión o percepción sobre el Censo del 2020. El moderador o la moderadora les dará las gracias a los participantes y se asegurará de que todas las preguntas hayan sido respondidas.

Sección A: introducción y ejercicio para romper el hielo – 10 minutos

El moderador o la moderadora explicará el propósito del grupo de enfoque y permitirá que los participantes hagan preguntas. Los participantes recibirán una copia del formulario de consentimiento cuando se registren al llegar, en el área de espera. Este formulario proporciona el número de aprobación de OMB y la información de contacto para el estudio.

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Antes de comenzar cada sesión, el moderador o la moderadora informará a los participantes sobre la estructura y los objetivos del grupo de enfoque. Los participantes serán informados de la siguiente manera:

Buenas noches y gracias a todos por tomarse el tiempo para estar con nosotros con el fin de compartir sus pensamientos y opiniones. Antes de comenzar, quiero mencionar primero algunas cosas sobre nuestra conversación:

- Soy un(a) investigador(a) de mercado independiente para una empresa que realiza cientos de grupos de este tipo cada año. Eso significa que mi trabajo es escucharlos y alentar la conversación, y no tengo ningún interés personal en las opiniones que compartan. Me encante o no me guste algo de lo que hablemos, es lo mismo para mí.
- Sus pensamientos y opiniones son muy importantes para nosotros, no hay respuestas correctas o incorrectas, y sus respuestas individuales no se compartirán con personas ajenas al equipo de investigación.

Tenemos 90 minutos para conversar. Antes de comenzar, repasemos algunas cosas importantes:

- Su participación es voluntaria, y no hace falta que respondan todas las preguntas.
- Dicho esto, están aquí porque sus opiniones son muy importantes, y espero oír las opiniones de todos en algún momento. Tengan en cuenta que cualquier cosa que compartan se mantendrá en el equipo de investigación y que no serán identificados personalmente en ningún informe que preparemos basándonos en nuestra conversación. También pedimos que todos respetemos la privacidad de cada uno de nosotros y que no compartan con otras personas lo que se converse aquí.
- Estaremos realizando grupos como este en todo el país durante muchas semanas y no hay manera de que yo pueda recordar todo lo que conversemos. Para ayudarnos a mí y a mi equipo a escribir un informe, vamos a grabar en audio [y VIDEO SI ESTÁ DISPONIBLE] esta sesión. Los archivos de audio se transcribirán, pero cualquier información que pueda identificarlos se eliminará de las transcripciones, y los archivos de audio y video se destruirán cuando se complete el informe. Estas transcripciones y grabaciones serán una referencia para mí y para mi equipo al escribir nuestro informe y me permitirán centrarme en nuestra conversación en lugar de estar tomando notas.

Dependiendo de la instalación, explique que hay observadores detrás del cristal (si es aplicable) y mediante transmisión en vivo (si está disponible): Pueden haber notado que detrás de mí hay un cristal. Algunos miembros de mi equipo que están aquí ayudándome hoy están observando y tomando notas. También, algunos miembros del equipo que no pudieron viajar para estar con nosotros están observando de forma remota. Todos queremos conocer sus opiniones, por lo que es importante que las compartan honestamente.

Hablando sobre sus opiniones, quiero asegurarme de que todos sepan que el objetivo de nuestra conversación no es estar de acuerdo el uno con el otro. Si están en desacuerdo con algo que se comparta, es importante que escuchemos sus puntos de vista, ya que pueden estar representando a muchas personas. Del mismo modo, si están de acuerdo con algo que se diga, me gustaría oír eso también.

Creo que eso es todo. Si necesitan ir al baño durante nuestra sesión, siéntanse libre de hacerlo. **Antes de comenzar, apaguen sus teléfonos celulares o pónganlos en modo silencioso.**

¿Alguna pregunta?

De acuerdo, comencemos presentándonos. Díganme: **(1)** sus nombres (sin apellidos), **(2)** cuánto tiempo han vivido en (nombre la ciudad o el pueblo) y **(3)** algunos de sus programas de televisión favoritos. **[SOLO GRUPOS QUE NO HABLEN INGLÉS]: (4)** cuanto tiempo han vivido en EE. UU.

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Yo me presentaré primero. **El moderador o la moderadora se presentará y enseguida moderará las presentaciones de los demás.**

Perfecto, encantado(a) de conocerlos a todos. Comencemos nuestra conversación.

Sección B: preparación: experiencia con el censo pasado – 5 minutos

El propósito de esta sección es entablar la conversación y explorar cuales anuncios del censo pasado recuerdan los participantes.

Hoy, nuestra conversación será sobre el censo decenal de los EE. UU. Me gustaría empezar compartiendo algo de información sobre lo que es el censo decenal de los EE. UU. para asegurarme de que todos estemos pensando en lo mismo durante el resto de nuestra conversación. **El moderador o la moderadora enseña la siguiente definición en el bloc de hojas grandes de papel y lee en voz alta:** El censo de los EE. UU. es el conteo de todas las personas que viven en los Estados Unidos. Se lleva a cabo cada 10 años – por eso se llama el censo decenal. El Censo planea incluir preguntas tales como cuántas personas viven en sus hogares, sus edades, sexo, raza, origen étnico, cómo están relacionados, y ciudadanía. El próximo censo es en el año 2020. Durante el resto de nuestra conversación, piensen en esto cuando digamos "el censo."

- ¿Alzando la mano, ¿han participado en el censo anteriormente? **LEA EL CONTEO EN VOZ ALTA para que se escuche en la grabación de audio (por ejemplo, 2 sí, 3 no y 3 no están seguros.**

Gracias a todos. Es de gran ayuda aprender un poco más sobre las diferentes experiencias a medida que avanzamos con nuestra conversación el día de hoy.

Sección C: evaluación individual de anuncios – 65 minutos (10-12 minutos por anuncio)

El propósito de esta sección es presentar y discutir los anuncios individualmente. La presentación de los anuncios será en orden aleatorio a través de los grupos de enfoque. Habrá una mezcla entre anuncios impresos, videos en animatics, y radio.

Ahora vamos a ver algunas muestras de diferentes tipos de anuncios sobre el Censo del 2020. Estos son borradores de los anuncios que quizá use la Oficina del Censo para motivar a las personas a participar en el Censo del 2020. Algunas de estas ideas pueden convertirse en anuncios más completos que posiblemente vean en la televisión, en un periódico o en una revista, o en vallas publicitarias. Es muy caro desarrollar anuncios publicitarios, por eso es muy importante conocer sus opiniones antes de comenzar a desarrollarlos. Por favor tengan en cuenta que estas todavía son ideas que necesitan ser mejoradas. De hecho, los anuncios en video que hoy les mostraré son animaciones de bocetos o fotos. No son anuncios de televisión a los que quizá estén acostumbrados.

Pongan mucha atención al contenido mientras ven y leen los diferentes ejemplos de anuncios.

ANUNCIO [COLOR 1] (12 minutos por anuncio)

Aquí está el primero. **El moderador o la moderadora pondrá a tocar el video, el audio, o repartirá el anuncio impreso.**

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ANUNCIO IMPRESO: El moderador o la moderadora repartirá el anuncio impreso.
ANUNCIO DE VIDEO: El moderador o la moderadora pondrá a tocar el video una vez y les pedirá a los participantes que simplemente lo vean. El moderador o la moderadora pondrá a tocar el video por segunda vez y les pedirá a los participantes que lo vean nuevamente, esta vez poniendo más atención y pensando en sus reacciones**.**
ANUNCIO DE RADIO: El moderador o la moderadora pondrá a tocar el audio una vez y les pedirá a los participantes que simplemente escuchen. El moderador o la moderadora pondrá a tocar el audio por segunda vez y les pedirá a los participantes que escuchen nuevamente, esta vez poniendo más atención y pensando en sus reacciones.

Siéntanse libres de escribir cualquier comentario es sus hojas. Después, hablaremos sobre ello. **El moderador o la moderadora les dará 2-3 minutos para completar cada una.**

- ¿Cuáles son las palabras que les llamó la atención de una manera positiva, o las palabras que marcaron con un círculo?
    - *Indague sobre las razones*
    - *Indague sobre qué es relevante o reconocible*

- ¿Cuáles son las palabras que les llamó la atención de una manera negativa, o las palabras que tacharon?
    - *Indague sobre las razones*
    - *Indague sobre qué no es relevante o no es reconocible*

Tengo algunas preguntas sobre el anuncio y necesito sus opiniones.

Métrica	**Pregunta**
Reacción general	Primero, díganme que les llamó la atención en general.
Mensaje principal	En sus propias palabras, ¿qué mensaje creen que está tratando de transmitir el anuncio?
	¿Qué preguntas, si las hay, vienen a sus mentes cuando ven esto?
	¿Qué es lo que aprendieron, si hay algo, del anuncio?
	¿A quién creen que está dirigido este anuncio? ¿A alguien como ustedes o a alguien más? Describan a esa persona.
Efecto	¿Cómo los hace sentir este anuncio?
	¿Los hace sentir diferente emocionalmente?
Claridad	¿Qué, si hay algo, fue confuso sobre el anuncio?
Opinión	¿De qué manera, si la hay, los hace cambiar de punto de vista sobre el censo?
Relevancia	¿El anuncio es útil o relevante para ustedes en algún sentido?
Preocupaciones	¿Después de ver este anuncio, les preocupa algo o tienen dudas?
Sugerencias	¿Qué, si hay algo, hace falta en este anuncio? **El moderador o la moderadora debe limitar los comentarios sobre la dirección de arte.**

Sección D: Conclusión – 10 minutos

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Esta sección ofrece la oportunidad para que los participantes compartan sus pensamientos finales, incluyendo si vieron o leyeron alguna cosa que haya afectado su opinión o percepción sobre el Censo del 2020. El moderador o la moderadora les dará las gracias a los participantes y se asegurará de que todas las preguntas hayan sido respondidas.

¡Gracias por compartir sus pensamientos conmigo! Estamos por concluir nuestra sesión, y tengo algunas preguntas finales.

- ¿Qué, si hay algo, vieron o escucharon hoy que los haya hecho sentir diferente acerca de llenar el formulario del censo? Cuéntenme sobre eso.
- ¿Qué le dirían a sus amigos, familiares o colegas para motivarlos a llenar el formulario del Censo del 2020?
- ¿Hay algo más que quieran compartir que no hayamos mencionado hoy durante esta sesión?

[Si el tiempo lo permite] Si no les importa, voy a salir un momento para ver si los miembros de mi equipo tienen preguntas adicionales. **[Haga preguntas de seguimiento.]**

Muchas gracias. Ha sido un placer conocerlos a todos. ¿Hay algo más que quieran compartir que no hayamos mencionado todavía? ¿Hay alguna pregunta final? De lo contrario, dejen todos sus materiales sobre la mesa y que tengan muy buenas noches.

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B.2.2.13 Spanish, Puerto Rico Focus Group Discussion Guide

La siguiente guía describe cómo podría fluir la conversación facilitada durante una sesión de grupo focal. Esta guía es una herramienta que usará el moderador para garantizar que se cumplan los objetivos claves de la investigación y se logre un nivel adecuado de coherencia entre los grupos para sacar conclusiones confiables.

Notas para el evaluador o la evaluadora:

- El moderador utilizará el borrador como guía, en lugar de un guión formal. Las preguntas no serán leídas textualmente.
- El moderador usará su juicio para determinar si moverse a otras secciones de la guía a medida que fluya la discusión, en base a los objetivos de la investigación y para mantener un flujo natural de conversación. La guía de discusión puede tener más contenido del que se puede cubrir en 90 minutos; los sondeos opcionales de preguntas están en *cursiva* para facilitar la priorización consistente de los temas de conversación en todos los grupos.
- El texto en negrita indica instrucciones para el moderador y no se leerá en voz alta a los participantes. Las instrucciones también están resaltadas en verde.
- Los materiales están resaltados en amarillo.
- Configuración de la sala: se colocará un **bolígrafo** frente a cada asiento hasta que el moderador instruya a los participantes cuándo y cómo usarlos. Labores para revisar los anuncios, que se colocarán frente al moderador (el moderador pasará los ejemplos de anuncios uno por uno). En la esquina de la sala, habrá un caballete para uso del moderador. La sala también tendrá una computadora portátil y un proyector para que el moderador muestre estímulos de video animados.

Desglose de la sesión del grupo focal: tiempo total – 90 minutos
Sección A: Introducción y ejercicio para romper el hielo (10 minutos) El moderador explicará el propósito del grupo focal y permitirá a los participantes hacer cualquier pregunta.
Sección B: Calentamiento (5 minutos) El propósito de esta sección es comenzar la conversación y establecer un punto de referencia sobre experiencias pasadas con el Censo.
Sección C: Evaluación individual de anuncios (65 minutos) El propósito de esta sección es presentar y analizar anuncios individuales. El orden de los anuncios presentados será aleatorio entre los grupos focales.
Sección D: Conclusión (10 minutos) Esta sección brinda una oportunidad para que los participantes compartan sus pensamientos finales, incluso si algo de lo que leyeron o vieron afectó su opinión o percepción del Censo de 2020. El moderador agradecerá a los participantes y se asegurará de que todas las preguntas hayan sido contestadas.

Sección A: introducción y ejercicio para romper el hielo – 10 minutos
El moderador explicará el propósito del grupo focal y permitirá a los participantes hacer cualquier pregunta. Cuando los participantes se registren en el área de espera recibirán una copia de la forma de consentimiento que proporcionará el número de aprobación de la OMB y la información de contacto para el estudio

Antes del inicio de cada sesión, el moderador informará a los participantes la estructura y los objetivos del grupo focal. Los participantes serán informados de la siguiente manera:

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Buenas noches, y gracias a todos por tomarse el tiempo de estar con nosotros hoy para compartir sus ideas y opiniones. Antes de comenzar, primero quiero mencionar algunas cosas sobre nuestra discusión:

- Soy un investigador de mercado independiente para una empresa que dirige cientos de grupos como éste cada año. Eso significa que mi trabajo es escucharlos y motivar la conversación, y no tengo ningún interés personal en las opiniones que compartan. Que a usted le guste o no le guste algo de lo que hablemos, a mí me da lo mismo.
- Sus ideas y opiniones son muy importantes para nosotros, no hay respuestas correctas o incorrectas, y sus respuestas individuales no se compartirán fuera del equipo de investigación.

Tenemos 90 minutos para conversar. Antes de comenzar, repasemos algunas cosas importantes:

- Su participación es voluntaria, y no hace falta que respondan todas las preguntas.
- Dicho esto, están aquí porque sus opiniones son muy importantes, y espero oír las opiniones de todos en algún momento. Tengan en cuenta que cualquier cosa que compartan se mantendrá en el equipo de investigación y que no serán identificados personalmente en ningún informe que preparemos basándonos en nuestra conversación. También pedimos que todos respetemos la privacidad de cada uno de nosotros y que no compartan con otras personas lo que se converse aquí.
- Estaremos realizando grupos como este en todo el país durante muchas semanas y no hay manera de que yo pueda recordar todo lo que conversemos. Para ayudarnos a mí y a mi equipo a escribir un informe, vamos a grabar en audio [y VIDEO SI ESTÁ DISPONIBLE] esta sesión. Los archivos de audio se transcribirán, pero cualquier información que pueda identificarlos se eliminará de las transcripciones, y los archivos de audio y video se destruirán cuando se complete el informe. Estas transcripciones y grabaciones serán una referencia para mí y para mi equipo al escribir nuestro informe y me permitirán centrarme en nuestra conversación en lugar de estar tomando notas.

Dependiendo de la instalación, explique que hay observadores detrás del cristal (si es aplicable) y mediante transmisión en vivo (si está disponible): Pueden haber notado que detrás de mí hay un cristal. Algunos miembros de mi equipo que están aquí ayudándome hoy están observando y tomando notas. También, algunos miembros del equipo que no pudieron viajar para estar con nosotros están observando de forma remota. Todos queremos conocer sus opiniones, por lo que es importante que las compartan honestamente.

Hablando sobre sus opiniones, quiero asegurarme de que todos sepan que el objetivo de nuestra conversación no es estar de acuerdo el uno con el otro. Si están en desacuerdo con algo que se comparta, es importante que escuchemos sus puntos de vista, ya que pueden estar representando a muchas personas. Del mismo modo, si están de acuerdo con algo que se diga, me gustaría oír eso también.

Creo que eso es todo. Si necesitan ir al baño durante nuestra sesión, siéntanse libre de hacerlo. **Antes de comenzar, apaguen sus teléfonos celulares o pónganlos en modo silencioso.**

¿Alguna pregunta?

Bien, comencemos presentándonos. Diga: (1) su nombre, (2) cuánto tiempo ha vivido en (nombre de la ciudad o pueblo) y (3) un par de programas de televisión favoritos.

Yo iré primero. **El moderador se presentará y luego facilitará las presentaciones de otros.**

Bien, estoy muy contento de conocerlos a todos. Comencemos nuestra discusión.

Sección B: Calentamiento: Experiencia con el censo pasado - 5 minutos

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El propósito de esta sección es calentar la conversación y averiguar qué anuncios del censo de años anteriores recuerdan los participantes.

Hoy, nuestra discusión será sobre el censo de los Estados Unidos. Me gustaría comenzar compartiendo información sobre el censo de los EE.UU. para asegurarme de que todos estemos en la misma página durante el resto de nuestra conversación. **El moderador muestra la siguiente definición en el caballete y lee en voz alta:** El censo de los Estados Unidos es el recuento de todas las personas que viven en los Estados Unidos. Sucede cada 10 años, razón por la cual se le llama censo decenal. El Censo planifica hacer preguntas tales como cuántas personas viven en su dirección o lugar y su edad, género, raza, origen étnico y relación personal. El próximo censo es en el 2020. Durante el resto de nuestra conversación, piense en esto cuando digamos "el censo".

- En una muestra de manos, ¿ha participado antes en el censo? ¿Levante la mano si "sí"? ¿Cuántos "no"? ¿Cuántos "no estoy seguro"? **LEA EN VOZ ALTA para asegurarse que la grabadora lo capta (por ejemplo, 2 sí, 3 no y 3 no está seguro).**

Gracias a todos. Es bueno saber un poco sobre las diferentes experiencias a medida que continuamos nuestra conversación hoy.

Sección C: Evaluación individual de anuncios: 65 minutos (10-12 minutos por anuncio)

El propósito de esta sección es presentar y discutir anuncios individuales. El orden de los anuncios presentados será aleatorio entre los grupos focales. Los anuncios serán una mezcla de impresos, video animado y radio.

Ahora, vamos a ver algunos ejemplos de diferentes anuncios sobre el Censo del 2020. Estos son borradores de anuncios que la Oficina del Censo puede usar para motivar a las personas a participar en el Censo del 2020. Algunas de estas ideas pueden convertirse en anuncios más terminados que se podrían ver en la televisión, en un periódico o una revista, o en una valla publicitaria. Desarrollar anuncios es realmente costoso, por lo que es importante recibir sus comentarios desde el principio. Por favor, tengan en cuenta que estas son ideas que deben ser pulidas. De hecho, los anuncios de video que les muestro hoy son bocetos que están animados y no anuncios como está acostumbrado a ver en la televisión.

Mientras miran y leen los diferentes borradores de anuncios, presten mucha atención al contenido.

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PUBLICIDAD [COLOR 1] (12 minutos por anuncio) _____ _____

Aquí está el primero. **El moderador mostrará o entregará el anuncio.**

ANUNCIO GRÁFICO: Moderador repartirá publicidad impresa.

ANUNCIO EN VIDEO: Moderador mostrará el video una vez y pedirá a los participantes que simplemente lo vean. El moderador debe mostrar el video por segunda vez y pedir a los participantes que lo vean de nuevo, esta vez prestando más atención y pensando en sus reacciones.

ANUNCIO DE RADIO: El moderador correrá el audio una vez y pedirá a los participantes que simplemente escuchen. Moderador correrá el audio por segunda vez, y pedirá a los participantes que escuchen nuevamente, esta vez prestando más atención y pensando en sus reacciones.

Tengo algunas preguntas pues me gustaría obtener su opinión sobre el anuncio.

Métrica	**Pregunta**
Reacción general	Primero, empecemos por lo general. Díganme que llamó su atención en general.
Mensaje principal	En sus propias palabras, ¿qué cree que trata de transmitir el anuncio?
	¿Qué preguntas, si alguna, vienen a su mente cuando ve esto?
	¿Qué aprendió, si algo, del anuncio?
	¿A quién cree que intenta llegar este anuncio? ¿A alguien como usted o a alguien diferente? Describa a esa persona.
Emoción	¿Cómo le hace sentir este anuncio?
	¿Le hace sentir diferente?
Claridad	¿Qué, si algo, fue confuso en este anuncio?
Opinión	¿Cómo cambia, si en algo, su visión del censo?
Relevancia	¿El anuncio es útil o relevante de alguna forma para usted?
Preocupaciones	¿Tiene alguna preocupación luego de haber visto este anuncio?
Sugerencia	¿Qué falta, si falta algo, en este anuncio? El moderador debe evitar los comentarios de "dirección de arte".

Sección D: Conclusión – 10 minutos

Esta sección brinda una oportunidad para que los participantes compartan sus pensamientos finales, incluso si algo de lo que leyeron o vieron afectó su opinión o percepciones del Censo de 2020. El moderador agradecerá a los participantes y se asegurará de que todas las preguntas hayan sido contestadas.

¡Gracias por compartir sus pensamientos hoy! Al concluir nuestra discusión, tengo algunas preguntas finales para recapitular.

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- ¿Qué fue lo que vio o escuchó el día de hoy que le hizo sentir diferente en cuanto a completar el formulario del censo? Hablemos de eso.
- ¿Qué les diría a sus familiares, amigos y colegas para motivarlos a completar el Censo de 2020?
- ¿Hay algo más que le gustaría decir que no hayamos mencionado durante el estudio?

[Si el tiempo lo permite] Si no les importa, voy a salir por un momento para ver si mi equipo de trabajo tiene alguna pregunta adicional. **[Hacer las preguntas]**

OK. Muchas gracias. He disfrutado mucho este tiempo con ustedes. ¿Hay algo más que les gustaría decir que aún no hayamos tocado? ¿Hay alguna pregunta final? Si no, dejen todos sus materiales sobre la mesa y tengan buenas noches.

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B.2.2.14 Tagalog (Taglish) Focus Group Discussion Guide

Binabalangkas ng sumusunod na gabay ang isang pangkalahatang daloy ng facilitated na pag-uusap sa panahon ng focus group na sesyon. Ang patnubay na ito ay gagamitin bilang isang kasangkapan para sa moderator upang matiyak na ang mga pangunahing layunin ng pananaliksik ay natutugunan at ang isang sapat na antas ng pagkakapare-pareho sa mga grupo ay nakamit upang makagawa ng mga maaasahang konklusyon.

Mga Nota para sa Reviewer

- Gagamitin ng moderator ang framework na naka-outline bilang gabay, sa halip na isang pormal na script. Hindi babasahin ang mga tanong sa mga salitang ito.
- Gagamitin ng moderator ang kanyang paghatol upang matukoy kung lilipat sa iba pang mga seksyon ng gabay sa talakayan, batay sa mga layunin ng pananaliksik at upang mapanatili ang natural na daloy ng pag-uusap. Ang gabay sa talakayan ay maaaring maglaman ng higit pang nilalaman kaysa maaaring masakop sa 90 minuto; Ang mga opsyonal question probes ay *nai-italicized* upang mapabilis ang pare-parehong pag-prayoridad ng mga paksa sa pag-uusap sa lahat ng grupo.
- **Ang mga naka-bold na teksto ay nagpapahiwatig ng mga tagubilin para sa moderator at hindi babasahin sa mga kalahok. Ang mga tagubilin ay naka-highlight din sa berde.**
- Ang mga materyal ay naka-highlight sa dilaw.
- **Setup ng Room:** Isang **ballpen** ang ilalagay sa harapan ng bawat upuan hanggang ang tagapangasiwa ay sabihan ang mga kalahok kung kailan at paano gamitin ang mga ito. **Mga aktibidad sa pag-review ng advertisement**, na ilalagay sa harap ng moderator (ipapasa ng moderator ang mga mock up ng advertisement nang paisa-isa). Sa sulok ng silid, magkakaroon ng **flip pad** para gamitin ng moderator. Naglalaman din ang silid ng isang laptop at isang projector para ipakita ng moderator ang video animatic ad stimuli.

Focus Group Breakdown: Kabuuang oras - 90 minuto
Seksyon A: Introduksyon & Icebreaker (10 minuto) Ipapaliwanag ng Moderator ang layunin ng focus group at papayagan ang mga kalahok na magtanong.
Seksyon B: Warm Up (5 minuto) Ang layunin ng seksyon na ito ay upang mag-warm up ng pag-uusap at maikling magtatatag ng baseline para sa nakaraang mga karanasan sa Sensus.
Seksyon C: Indibidwal na Testing ng Advertisement (65 minuto) Ang layunin ng seksyon na ito ay upang ipakita at suriin ang mga indibidwal na advertisement. Ang pagkakasunud-sunod ng mga advertisement na iniharap ay randomized sa lahat ng focus group.
Seksyon D: Konklusyon (10 minuto) Ang seksyon na ito ay nagbibigay ng pagkakataon para sa mga kalahok na magbahagi ng mga pangwakas na saloobin, kasama na kung ang anumang nabasa o nakita nila ay nakaapekto sa kanilang opinyon o pananaw para sa 2020 Census. Pasasalamatan ng moderator ang mga kalahok at titiyaking nasagot lahat ng mga tanong.

Seksyon A: Introduksyon & Icebreaker – 10 minuto

Ipapaliwanag ng Moderator ang layunin ng focus group at papayagan ang mga kalahok na magtanong. Ang mga kalahok ay makakatanggap ng isang kopya ng consent form sa waiting area kapag sila ay nag-check in na nagbibigay ng approval number sa OMB at impormasyon ng contact para sa pag-aaral.

Bago magsimula ang bawat sesyon, ipapaliwanag sandali ng moderator sa mga kalahok ang kaayusan at ang mga layunin ng focus group. Ang mga kalahok ay papaliwanagan sandali ng ganito:

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Magandang gabi, at salamat sa lahat para sa paglalaan ng oras upang makasama kami ngayon upang ibahagi ang iyong mga saloobin at opinyon. Bago tayo magsimula, nais kong munang banggitin ang ilang bagay tungkol sa ating talakayan:

- Isa akong independiyenteng tagapagpananaliksik sa merkado para sa isang kompanya na nagsasagawa ng daan-daang grupo tulad nito bawat taon. Nangangahulugan na ang aking trabaho ay makinig sa inyo at hikayatin sa pag-uusap, at wala akong taya sa mga opinyon na inyong ibinabahagi. Magustuhan o hindi ang bagay na pinag-uusapan natin, pareho lang ito sa akin.
- Ang iyong mga saloobin at opinyon ay napakahalaga sa amin, walang tama o maling sagot, at ang iyong mga indibidwal na tugon ay hindi ibabahagi sa labas ng pangkat ng pananaliksik.

Mayroon tayong 90 minuto na magkasama ngayon. Bago tayo magsimula, pag-usapan muna ang mga mahahalagang bagay:

- Ang iyong paglahok ay boluntaryo, at hindi mo kailangang sagutin ang bawat tanong.
- Kahit ganoon, narito ka dahil ang iyong mga opinyon ay napakahalaga, at umaasa akong marinig ito mula sa lahat anumang oras ngayong gabi. Mangyaring alamin na ang anumang ibinabahagi ay itatago sa pangkat ng pananaliksik, at hindi ka personal na makikilala sa anumang mga ulat na inihanda namin batay sa aming pag-uusap. Hinihiling din namin na iginalang namin ang privacy ng lahat ng tao sa kuwarto, at na hindi mo ibabahagi ang napag-usapan sa iba.
- Nagho-host kami ng mga grupo tulad nito sa buong bansa sa loob ng maraming linggo, at walang paraan na maaalala ko ang lahat ng ating natalakay. Upang tulungan ako at ang aking koponan na magsulat ng ulat, i-a-audio [at VIDEO RECORDING KUNG AVAILABLE] recording namin ang sesyon na ito. Ang mga audio file ay ita-transcribe, ngunit anumang impormasyong maaaring makilala ka ay aalisin mula sa mga transcript, at ang mga audio at video file ay sisirain kapag kumpleto na ang ulat. Ang mga transcript at recording na ito ay isang reperensya para sa akin at sa aking koponan habang isinusulat namin ang aming ulat at magpapahintulot sa akin na magtuon sa ating pag-uusap sa halip na maglista.

Depende sa pasilidad, ipaliwanag na may mga nagmamasid sa likod ng salamin (kung naaangkop) at sa pamamagitan ng livestreaming (kung available): Maaaring mapansin mo ang salamin sa likod ko. Mayroon akong ilang miyembro ng koponan na tumutulong sa akin ngayon na nag-oobserba at naglilista. Mayroon din kaming ilang mga miyembro ng koponan na hindi makapaglakbay upang makasama natin ngayon at nag-oobserba sa malayo. Gustong naming lahat na matuto mula sa iyo, kaya mahalaga na ibahagi mo ang iyong mga tapat na opinyon.

Sa tala tungkol sa iyong opinyon, nais kong tiyaking alam ninyong lahat na ang layunin ng ating pag-uusap ay na hindi sumang-ayon sa isa't isa. Kung hindi ka sumasang-ayon sa isang bagay na ibinahagi, mahalaga para sa amin na marinig ang iyong pananaw, sapagkat maaaring mong katawanin ang maraming tao. Sa katulad na paraan, kung sumasang-ayon ka sa isang bagay na sinabi, gusto ko rin itong marinig..

Sa palagay ko ay wala na. Kung kailangan mong gumamit ng banyo sa panahon ng ating sesyon mangyaring huwag mag-atubiling gawin ito. **Bago tayo magsimula, mangyaring patayin ang iyong cell phone o ilagay ito sa silent mode.**

May katanungan?

Okay, magsimula tayo sa pamamagitan ng pagpapakilala ng ating sarili sa isa't isa. Mangyaring sabihin sa amin: **(1)** ang iyong pangalan, **(2)** kung gaano kana katagal nakatira sa (pangalanan ang lungsod o bayan), at **(3)** ilan sa iyong mga paboritong palabas sa TV **[[GRUPONG HINDI NAGSASALITA NG INGLES NA WIKA LAMANG]:: (3)** gaano katagal kana na nakatira sa U.S.

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Ako muna **Ipakikilala ng moderator ang sarili at pagkatapos ay ipapakilala ang iba.**

Mahusay, natutuwa ako na makilala kayong lahat. Umpisahan natin ang talakayan.

Seksyon B: Warm Up: Past Census Experience – 5 minuto

Ang layunin ng seksyon na ito ay upang mapainit ang pag-uusap at tuklasin kung anong mga nakaraang mga census ad ang natatandaan ng mga kalahok.

Ngayon, ang ating talakayan ay tungkol sa U.S. decennial census. Gusto kong magsimula sa pamamagitan ng pagbabahagi ng ilang impormasyon tungkol sa kung ano ang U.S. decennial census upang masigurong pareho ang iniisip natin sa buong bahagi ng ating pag-uusap. **Ipinapakita ng Moderator ang sumusunod na kahulugan sa flip pad at babasahin nang malakas:** Ang U.S. census ay ang bilang ng lahat ng taong nakatira sa Estados Unidos. Ito ay nangyayari tuwing 10 taon - kung kaya't tinatawag itong decenial census. Plano ng Census na magtanong tulad ng kung gaano karaming tao ang nakatira sa iyong address o lugar at ang kanilang edad, kasarian, lahi, etnisidad, relasyon, at pagkamamamayan. Ang susunod an census ay sa 2020.. Para sa natitirang bahagi ng ating pag-uusap, mangyaring isipin ang tungkol dito kapag sinasabi namin ang "census."

- Sa pamamagitan ng pagsenyas, nakibahagi kana ba sa sensus dati? Itaas ang iyong kamay kung "oo"? Ilan ang "hindi"? Ilang "hindi sigurado"?

BASAHIN ANG PAGBILANG NG MALAKAS para mai-record ng recording (hal., 2 oo, 3 hindi, at 3 hindi sigurado).

Salamat sa inyong lahat. Makakatulong na malaman ang kaunti pa tungkol sa iba't ibang karanasan habang patuloy kami sa aming pag-uusap.

Seksyon C: Repaso ng Indibidwal na Advertisement - 65 Minuto (10-12 minuto and bawat advertisement)

Ang layunin ng seksyon na ito ay upang ipakita at talakayin ang bawat mga patalastas. Ang pagkakasunud-sunod ng mga advertisement na iniharap ay randomized sa lahat ng focus group. Ang mga advertisement ay pinagsama-samang static print, animatic video, at radyo.

Ngayon, titingnan natin ang ilang iba't ibang mga advertisement na sample tungkol sa 2020 Census. Ang mga ito ay mga draft na advertisement na maaaring gamitin ng Census Bureau upang hikayatin ang mga tao na lumahok sa 2020 Census. Ang ilan sa mga ideyang ito ay maaaring gawin na mas kumpletong advertisement na maaari mong makita sa TV, sa pahayagan o magasin, o sa billboard. Talagang mahal bumuo ng mga ad, kaya ang pagkuha ng iyong feedback nang maaga ay mahalaga. Mangyaring tandaan na ang mga ito ay mga ideya pa rin na kailangan pang pagandahin. Sa katunayan, ang mga video ad na ipapakita ko sa iyo ngayon ay mga di-pulidong mga sketch na naka-animate at hindi ad na maaaring nakasanayan mong makita sa TV.

Habang pinapanood mo at binabasa ang iba't ibang mga draft ad, bigyang pansin ang nilalaman.

ADVERTISEMENT [KULAY 1] (12 minuto bawat ad)

Heto ang una. **Ipla-play o ipapamahagi ng moderator ang advertisement.**

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NAKAIMPRENTANG AD: Ipapamahagi ng moderator ang nakaimprentang advertisement
VIDEO AD: Ipe-play ng moderator ang video ng isang beses at hihilingin sa mga kalahok na manood lang. Ipe-play ng moderator ang video sa ikalawang pagkakataon, at hihilingin sa mga kalahok na manood uli, sa pagkakataong ito ay maingat na magbigay pansin at pag-isipan ang kanilang mga reaksyon.
AD SA RADYO: Ipe-play ng moderator ang audio ng isang beses at hihilingin sa mga kalahok na makinig lang. Ipe-play ng moderator ang audio sa ikalawang pagkakataon, at hihilingin sa mga kalahok na maingat na magbigay pansin at pag-isipan ang kanilang mga reaksyon.

Malayang isulat ang anumang komento sa iyong sheet. Pagkatapos, paguusapan natin ito. **Ang moderator ay magbibigay ng 2-3 minuto para matapos ng bawat indibidwal.**

- Ano ang mga salita na nakakuha ang iyong pansin sa isang positibong paraan, o ang mga salita na iyong binilugan?
    - *Suriin ang mga dahilan*
    - *Suriin kung ano ang mahalaga o relatable*
- Ano ang mga salita na nakakuha ang iyong pansin sa isang negatibong paraan, o ang mga salita na iyong nilagyan ng ekis?
    - *Suriin ang mga dahilan*
    - *Suriin kung ano ang mahalaga o relatable*

Gusto kong alamin ang opinyon mo tungkol sa ilang tanong ko tungkol sa ad.

Metriko	**Tanong**
Kabuuang Reaksyon	Una, magsimula tayo sa pangkalahatan. Sabihin mo sa akin kung ano ang nakakuha ng atensyon mo sa kabuuan.
Pangunahing Mensahe	Sa iyong sariling mga salita, ano sa palagay mo ang gustong iparating ng ad na ito.
	Anong mga tanong, kung mayroon man, ang naiisip mo kapag nakita mo ito?
	Ano ang natutuhan mo, kung mayroon man, mula sa ad?
	Sino sa palagay mo sinisikap na maabot ng ad na ito? Isang tao na tulad mo o ibang tao? Ilarawan ang taong iyon.
Emosyon	Ano ang pakiramdam mo sa ad na ito?
	Binago ba nito ang pakiramdam mo?
Linaw	Ano, kung mayroon man, ang nakakalito sa ad?
Opinyon	Paano, kung sakali, binago mo nito ang iyong pananaw sa sensus?
Kahalagahan	Ang ad ay kapaki-pakinabang o may kahalagahan sa iyo sa anumang paraan?
Mga Ikinababahala	Mayroon ka bang anumang ikinababahala o alinlangan pagkatapos makita ang ad na ito?
Mungkahi	Ano, kung mayroon man, ang kulang sa ad na ito? **Limitahan ng moderator ang mga komento sa "art director".**

Seksyon D: Konklusyon - 10 Minuto

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Ang seksyon na ito ay nagbibigay ng pagkakataon para sa mga kalahok na magbahagi ng mga pangwakas na saloobin, kasama na kung ang anumang nabasa o nakita nila ay nakaapekto sa kanilang opinyon o pananaw para sa 2020 Census. Pasasalamatan ng moderator ang mga kalahok at titiyaking nasagot lahat ng mga tanong.

Salamat sa pagbabahagi ng iyong kaisipan sa araw na ito. Habang tinatapos natin ang ating talakayan, mayroon akong ilang huling tanong na pangwakas.

- Ano, kung mayroon man, ang nakita o naririnig mo ngayon na bumago sa pakiramdam mo tungkol sa pagsagot ng form ng sensus? Sabihin mo sa akin ang tungkol dito.
- Ano ang sasabihin mo sa iyong mga pamilya, kaibigan, at kasamahan upang hikayatin sila na punan ang 2020 Census?
- Mayroon bang anumang bagay na nais mong ibahagi na hindi namin tinalakay sa panahon ng pag-aaral?

[Kung kaya pa ng oras] Kung ayos lang iyo, lalabas ako sandali upang tignan kung may karagdagang mga follow-up na tanong ang aking team. **[Magtanong ng mga follow-up]**

Okey maraming salamat. Natutuwa akong makilala kayong lahat. Mayroon bang anumang bagay na nais mong ibahagi na hindi pa namin natalakay ? Mayroon bang mga pangwakas na tanong? Kung wala, mangyaring iwanan ang lahat ng iyong mga gamit sa mesa at magandang gabi.

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B.2.2.15 Vietnamese Focus Group Discussion Guide

Hướng dẫn sau đây phác thảo một mạch chung tạo điều kiện trong buổi thảo luận nhóm. Hướng dẫn này được sử dụng n hư công cụ để người điều khiển bảo đảm đáp ứng các mục tiêu nghiên cứu quan trọng và đạt được mức độ thống nhất đ ầy đủ giữa các nhóm để đưa ra kết luận đáng tin cậy.

Ghi Chú cho Người Duyệt Xét

- Người điều khiển sẽ sử dụng khuôn khổ này như một hướng dẫn, hơn là kịch bản chính. Câu hỏi sẽ không đư ợc đọc đúng nguyên văn.
- Người điều khiển sẽ sử dụng sự cân nhắc của mình để xác định liệu có nên chuyển sang phần khác của hướn g dẫn khi cuộc thảo luận diễn ra, dựa trên các mục tiêu nghiên cứu và duy trì mạch đối thoại tự nhiên không. Hướng dẫn thảo luận có thể chứa nhiều nội dung hơn mức có thể trình bày trong phạm vi 90 phút; các câu hỏ i khảo sát tùy chọn được *in nghiêng* để thuận tiện cho việc ưu tiên thống nhất các chủ đề hội thoại giữa các n hóm.
- **Nội dung được in đậm là chỉ dẫn dành cho người điều khiển và sẽ không được đọc to cho người tham gia. Chỉ dẫn cũng được đánh dấu màu xanh lá cây.**
- Tài liệu được đánh dấu màu vàng.
- **Bố trí phòng:** Ở góc phòng sẽ có một **bảng lật** để người điều khiển sử dụng. Phòng cũng sẽ có một máy tính xách tay và một máy chiếu để người điều khiển chiếu quảng cáo hoạt hoạ dạng video.

Cấu Trúc Buổi Thảo Luận Nhóm: Thời gian tổng cộng – 90 phút
Phần A: Giới thiệu & Làm quen (10 phút) Người điều khiển sẽ giải thích mục đích của buổi thảo luận nhóm và cho phép người tham gia đặt bất cứ câu hỏi nào.
Phần B: Khởi Động (5 phút) Mục đích của phần này là khởi động cuộc đối thoại và nhanh chóng hình thành nền tảng về các trải nghiệm Thống kê dân số trong quá khứ.
Phần C: Duyệt Xét Từng Quảng Cáo (65 phút) Mục đích của phần này là trình bày và duyệt xét từng quảng cáo. Thứ tự quảng cáo được trình bày là ngẫu nhiên giữa các nhóm thảo luận.
Phần D: Kết Luận (10 phút) Phần này tạo cơ hội để người tham gia chia sẻ suy nghĩ cuối cùng, bao gồm nếu có bất cứ thứ gì họ đã đọc hoặc xem có ảnh hưởng đến quan điểm hoặc nhận thức của họ về Cuộc Thống K ê Dân Số 2020 không. Người điều khiển sẽ cảm ơn người tham gia và bảo đảm tất cả các câu hỏi đều đã được giải đáp.

Phần A: Giới Thiệu & Làm Quen – 10 phút

Người điều khiển sẽ giải thích mục đích của thảo luận nhóm và để người tham gia đặt câu hỏi. Người tham gia sẽ nhận m ột bản mẫu đơn thỏa thuận tham gia ở khu chờ đợi điểm danh khi đến, trong đó có số phê chuẩn của OMB và thông tin li ên lạc cho cuộc nghiên cứu.

Trước khi bắt đầu từng phần, người điều khiển sẽ tóm tắt cấu trúc và mục tiêu của thảo luận nhóm cho người tha m gia. Người tham gia sẽ được giới thiệu tóm tắt như sau:

Chào buổi tối, và cảm ơn tất cả quý vị đã dành thời gian tham gia chia sẻ suy nghĩ và ý kiến của mình với chúng tôi hôm nay. Trước khi chúng ta bắt đầu, tôi xin đề cập trước tiên đến một vài điều về cuộc thảo luận của chúng ta:

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- Tôi là nhà nghiên cứu thị trường độc lập của một công ty chuyên thực hiện hàng trăm cuộc thảo luận nhóm như thế này mỗi năm. Điều đó có nghĩa là công việc của tôi là lắng nghe quý vị và khuyến khích quý vị đối thoại, và tôi không lợi lộc gì trong những ý kiến mà quý vị chia sẻ. Yêu hay ghét những điều mà chúng ta trao đổi, đối với tôi tất cả đều như nhau.
- Suy nghĩ và quan điểm của quý vị rất quan trọng đối với chúng tôi, không có câu trả lời đúng hay sai, và phản hồi cá nhân của quý vị sẽ không được chia sẻ bên ngoài nhóm nghiên cứu.

Chúng ta có 90 phút cùng nhau hôm nay. Trước khi bắt đầu, chúng ta hãy điểm qua một số điều quan trọng:

- Sự tham gia của quý vị là tự nguyện, và quý vị không phải trả lời tất cả các câu hỏi.
- Có nghĩa là quý vị có mặt ở đây vì ý kiến của quý vị rất quan trọng, và tôi hy vọng được nghe từ tất cả quý vị vào một lúc nào đó tối hôm nay. Xin hiểu rằng bất cứ điều gì quý vị chia sẻ sẽ được giữ trong nhóm nghiên cứu, và quý vị sẽ không bị nhận dạng cá nhân trong bất cứ báo cáo nào mà chúng tôi soạn dựa trên cuộc đối thoại của chúng ta. Chúng tôi cũng yêu cầu tất cả chúng ta tôn trọng sự riêng tư của mọi người trong phòng, và quý vị sẽ không chia sẻ những điều đã được thảo luận với người khác.
- Chúng tôi tổ chức những nhóm như thế này trên toàn quốc trong nhiều tuần và tôi không thể nhớ tất cả những gì chúng ta thảo luận. Để giúp nhóm chúng tôi viết báo cáo, chúng tôi sẽ ghi âm [và QUAY VIDEO NẾU CÓ THỂ] buổi thảo luận này. Các tập tin âm thanh sẽ được chép lại, nhưng bất cứ thông tin nào có thể nhận diện quý vị sẽ bị xóa khỏi bản ghi chép và các tập tin âm thanh và video sẽ được hủy bỏ khi báo cáo hoàn tất. Những bản ghi chép và bản ghi âm, ghi hình này sẽ là tài liệu tham khảo cho tôi và nhóm của tôi khi chúng tôi viết báo cáo và sẽ cho phép tôi tập trung vào cuộc đối thoại của chúng ta hơn là ghi chép.

Tuỳ thuộc vào cơ sở, hãy giải thích rằng có những người quan sát sau tấm kính (nếu có) và qua truyền tải trực tiếp (nếu có): Quý vị có thể đã để ý thấy tấm kính phía sau tôi. Có một số thành viên trong nhóm có mặt ở đây để hỗ trợ tôi hôm nay, họ quan sát và ghi chép. Cũng có một số thành viên trong nhóm không thể đến tham gia với chúng ta hôm nay và họ đang quan sát từ xa. Tất cả chúng tôi đều muốn lắng nghe ý kiến của quý vị, vì thế điều quan trọng là quý vị chia sẻ ý kiến của mình một cách trung thực nhất.

Lưu ý về ý kiến của quý vị, tôi muốn chắc chắn rằng tất cả quý vị đều biết mục tiêu cuộc đối thoại của chúng ta không phải là để đồng ý với nhau. Nếu quý vị không đồng ý với điều gì được chia sẻ, điều quan trọng đối với chúng tôi là lắng nghe quan điểm của quý vị vì có thể quý vị đại diện cho rất nhiều người. Tương tự như vậy, nếu quý vị đồng ý với điều gì đó được nêu ra, tôi cũng rất muốn được nghe điều đó.

Tôi nghĩ đó là tất cả. Nếu quý vị muốn sử dụng phòng vệ sinh trong khi thảo luận, xin cứ tự nhiên. **Trước khi bắt đầu, vui lòng tắt điện thoại di động của quý vị hoặc chuyển sang chế độ im lặng.**

Quý vị còn câu hỏi gì nữa không?

Được rồi, hãy bắt đầu bằng việc giới thiệu về bản thân. Vui lòng nói cho chúng tôi biết: **(1)** tên của quý vị , **(2)** quý vị đã sống ở (tên thành phố hoặc thị trấn) bao lâu, và **(3)** một vài chương trình TV yêu thích của quý vị. **[CHỈ DÀNH CHO NHÓM KHÔNG DÙNG TIẾNG ANH]: (3)** quý vị đã sống ở Mỹ bao lâu.

Tôi sẽ tự giới thiệu trước. **Người điều khiển sẽ tự giới thiệu bản thân và sau đó tạo điều kiện cho người khác giới thiệu.**

Tuyệt, rất vui được gặp tất cả quý vị. Hãy bắt đầu cuộc thảo luận của chúng ta.

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Phần B: Khởi Động: Trải nghiệm Thống Kê Dân Số trong Quá khứ – 5 phút

Mục đích của phần này là để khởi động cuộc đối thoại và tìm hiểu những quảng cáo thống kê dân số trước đây mà người tham gia nhớ.

Hôm nay, thảo luận của chúng ta sẽ về cuộc thống kê dân số mười năm một lần của Hoa Kỳ. Tôi sẽ bắt đầu bằng cách chia sẻ một số thông tin về cuộc thống kê dân số mười năm một lần của Hoa Kỳ để bảo đảm rằng tất cả chúng ta đều nghĩ về cùng một chủ đề trong suốt cuộc hội thoại. **Người điều khiển trình bày định nghĩa sau trên bảng lật và đọc to:** Thống kê dân số Hoa Kỳ là kiểm kê tất cả những người sống ở Hoa Kỳ. Điều này diễn ra 10 năm một lần – đó là lý do tại sao nó được gọi là cuộc thống kê dân số mười năm một lần. Cuộc thống kê dân số đặt ra những câu hỏi ví dụ như có bao nhiêu người sống tại địa chỉ hoặc nơi ở của quý vị và độ tuổi, giới tính, chủng tộc, sắc tộc, mối quan hệ và tư cách công dân của họ. Cuộc thống kê dân số tiếp theo diễn ra vào năm 2020. Trong suốt thời gian còn lại của cuộc hội thoại của chúng ta, vui lòng nghĩ đến điều này khi chúng ta nói "thống kê dân số".

- Bằng cách giơ tay, cho biết trước đây quý vị đã từng tham gia vào cuộc thống kê dân số chưa? Hãy giơ tay nếu "có"? Bao nhiêu người " không"? Bao nhiêu người "không chắc chắn"?
  ĐỌC TO SỐ LƯỢNG để ghi âm (ví dụ như, 2 có, 3 không và 3 người không chắc chắn).

Cảm ơn mọi người. Thật hữu ích khi biết thêm về các trải nghiệm khác nhau qua cuộc hội thoại của chúng ta hôm nay.

Phần C: Duyệt Xét Từng Quảng Cáo – 65 phút (10-12 phút cho mỗi quảng cáo)

Mục đích của phần này là để trình bày và thảo luận về từng quảng cáo. Thứ tự quảng cáo được trình bày là ngẫu nhiên giữa các nhóm thảo luận. Các quảng cáo sẽ là sự pha trộn của in tĩnh, hoạt hình video và radio.

Bây giờ chúng ta sẽ xem một số mẫu quảng cáo khác nhau về Cuộc Thống Kê Dân Số 2020. Đây là những bản thảo quảng cáo mà Cục Thống Kê Dân Số có thể sử dụng để khuyến khích mọi người tham gia vào Cuộc Thống Kê Dân Số 2020. Một số ý tưởng này có thể được phát triển thành những quảng cáo hoàn chỉnh hơn mà quý vị sẽ thấy trên TV, trên báo hoặc tạp chí, hoặc trên biển quảng cáo. Xây dựng quảng cáo rất tốn kém, vì thế việc thu thập phản hồi của quý vị ngay từ đầu rất quan trọng. Hãy nhớ rằng những ý tưởng này vẫn cần phải được chau chuốt lại. Thật ra, các quảng cáo dạng video mà tôi chiếu cho quý vị coi hôm nay là những bản phác thảo dạng hoạt hình, không phải những quảng cáo quý vị thường thấy trên TV.

Khi quý vị xem và đọc các mẫu phác thảo quảng cáo khác nhau, xin chú ý vào nội dung.

QUẢNG CÁO [MÀU 1] (12 phút cho mỗi quảng cáo)

Đây là quảng cáo đầu tiên. **Người điều khiển sẽ chiếu hoặc phát tờ quảng cáo.**

QUẢNG CÁO DẠNG IN ẤN: Người điều khiển phát quảng cáo dạng in ấn.
QUẢNG CÁO DẠNG VIDEO: Người điều khiển chiếu video một lần và yêu cầu người tham gia xem. Người điều khiển chiếu video lần thứ hai, và yêu cầu người tham gia xem lại, lần này chú ý kỹ hơn và suy nghĩ về phản ứng của họ.
QUẢNG CÁO TRÊN RADIO: Người điều khiển sẽ cho phát âm thanh một lần và yêu cầu người tham gia lắng nghe. Người điều khiển cho phát âm thanh lần thứ hai, và yêu cầu người tham gia nghe lại, lần này chú ý kỹ hơn và suy nghĩ về phản ứng của họ.

Người điều khiển sẽ để 2-3 phút cho mỗi người điền phiếu.

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- Từ nào thu hút sự chú ý của quý vị một cách tích cực, hoặc từ nào quý vị đã khoanh?
    - *Thăm dò về lý do*
    - *Thăm dò về điều có liên quan hoặc tương đối*
- Từ nào thu hút sự chú ý của quý vị một cách tiêu cực, hoặc từ nào quý vị đã gạch đi?
    - *Thăm dò về lý do*
    - *Thăm dò về điều không liên quan hoặc không tương đối*

Tôi có vài câu hỏi về quảng cáo mà tôi muốn xin ý kiến của quý vị .

Tiêu chuẩn	**Câu hỏi**
Phản ứng Tổng thể	Đầu tiên, chúng ta bắt đầu chung. Hãy nói cho tôi biết điều gì thu hút hoàn toàn sự chú ý của quý vị .
Thông Điệp Chính	Theo cách riêng của mình, quý vị nghĩ quảng cáo đó muốn truyền tải điều gì?
	Câu hỏi nào, nếu có, nảy ra khi quý vị xem quảng cáo này?
	Quý vị học được điều gì, nếu có, từ quảng cáo đó?
	Quý vị nghĩ quảng cáo này muốn tiếp cận ai? Người nào đó giống quý vị hay người nào khác? Hãy mô tả người đó.
Cảm xúc	Quảng cáo này khiến quý vị cảm thấy thế nào?
	Nó có khiến quý vị cảm thấy khác không?
Sự rõ ràng	Điều gì, nếu có, gây khó hiểu trong quảng cáo này?
Ý kiến	Nó thay đổi quan điểm của quý vị, nếu có, về thống kê dân số như thế nào?
Mối liên quan	Quảng cáo có hữu ích hay liên quan đến quý vị trong bất cứ ý nghĩa nào không?
Thắc mắc	Quý vị có bất cứ thắc mắc hoặc đắn đo gì sau khi xem quảng cáo này không?
Đề xuất	Điều gì, nếu có, còn thiếu trong quảng cáo này? **Người điều khiển phải hạn chế các nhận xét "thiên về nghệ thuật".**

Phần D: Kết luận – 10 phút

Phần này tạo cơ hội để người tham gia chia sẻ suy nghĩ cuối cùng, bao gồm việc liệu có bất cứ thứ gì họ đã đọc hoặc xem ảnh hưởng đến quan điểm hoặc nhận thức của họ về Cuộc Thống Kê Dân Số 2020 không. Người điều khiển sẽ cảm ơn người tham gia và bảo đảm tất cả các câu hỏi đều đã được giải đáp.

Cảm ơn quý vị đã chia sẻ suy nghĩ của mình ngày hôm nay! Để kết thúc buổi thảo luận của chúng ta, tôi có một vài câu hỏi tóm gọn cuối cùng.

- Điều gì, nếu có, mà quý vị xem hoặc nghe hôm nay khiến quý vị cảm thấy khác về việc điền phiếu thống kê dân số? Hãy nói cho tôi về điều đó.
- Quý vị sẽ nói với gia đình, bạn bè, và đồng nghiệp của mình điều gì để khuyến khích họ điền phiếu Thống kê dân số 2020?
- Có bất cứ điều gì quý vị muốn chia sẻ mà chúng tôi đã không đề cập đến trong nghiên cứu không?

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[Nếu có thời gian] Nếu quý vị không phiền, tôi xin ra ngoài trong giây lát để xem nhóm của tôi có bất cứ câu hỏi thêm nào không. **[Hỏi câu hỏi thêm]**

Được rồi, cảm ơn quý vị nhiều. Tôi rất vui được gặp tất cả quý vị. Có bất cứ điều gì quý vị muốn chia sẻ mà chúng tôi chưa đề cập đến không? Có bất cứ câu hỏi cuối cùng nào không? Nếu không, hãy đặt tất cả tài liệu của quý vị lên bàn và chúc quý vị một buổi tối vui vẻ.

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B.2.3 Campaign Community Representative Review Discussion Framework

The following guide outlines a general flow of facilitated conversation during a community representative review. This guide will be used as a tool for the facilitator to ensure that each conversation contributes insight along five conceptual areas critical to understanding the strengths and weaknesses of the creative material.

Notes

- Use the framework outlined as a guide rather than a formal script. Topic areas are provided to ensure each conversation adds to the team's understanding along five conceptual areas used to refine the creative material. Standardized questions will not be used across conversations. Rather the facilitator will have the flexibility to adapt to the flow of each conversation and to tailor the conversation to each representative (each of which brings specialized expertise and experience by design).
- Prior to the beginning of the discussion, the community representative should sign an NDA indicating they will not share anything discussed during the conversation with other people. Discussion leader will send representatives the NDA forms to be signed prior to the meeting.
- For phone call meetings, materials will be shown to community representatives via a screensharing software such as GoToMeeting/Webex (i.e., materials are not to be distributed).
- For in person meetings, materials will be shown in person. Community representatives will not be permitted to keep any materials.
- Remember that the interviewer must be special sworn by Census

Introduction

- Thank the community representative for speaking with you. Remind the community representative that his/her thoughts and opinions are important to us.
- Reiterate that we asked the community representative to speak with us because of his/her expertise with the audience. Explain that we are looking for his/her audience-specific insights. Remind the community representative that we are not necessarily looking for their personal opinion, but rather how they think the ads will resonate with the community more broadly.
- Ask for conversation to remain private; do not share what is discussed with others. Remind of NDA.

Ad Review

- Remind the community representative that the ads are rough drafts and will be fully developed into video/print/radio ads at a later stage, and will help to shape the advertising campaign for the 2020 Census.
- Remind the community representative to focus their comments on the content of the ad instead of the art direction.
- Show each ad one at a time, asking questions to cover the topic areas below before moving to the next ad. Take note of the order in which you show the ads and randomize the order across community representatives.

IF REMOTE, START SCREEN SHARE – CONFIRM HE/SHE IS ABLE TO SEE YOUR SCREEN

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Show the first piece. Give him/her a few minutes to review.

- [VIDEO OR RADIO AD] Remind the community representative that they can play the ad again at any time during the conversation.
- [STATIC AD] Leave the ad on the screen as you cover the following topic areas below.

Topic Areas	
Overall Reaction *First Impression; Learn Something New; Likes/Dislikes*	Begin the interview by asking the representative what their overall feelings are about the ad. Explore what first catches their attention, both in a positive and negative manner about the draft ad. Explore what may have surprised them and what they learned from the ad.
Main Message *In Own Words; Believability; Audience*	We want to learn what they perceive as the message and whether they find the message believable. Probe whether any questions come to mind when they see the ad. We also want to understand who the community representative believes is the intended audience(s) for the ad.
Clarity *Confusion*	Explore potential points of confusion. If offered, capture suggested solutions.
Relevance/Community Appropriateness *Importance/Relevance*	Discuss with the community representative whether the ad is useful or relevant to them and their community. Explore what can be done to increase relevance and positive perceptions of and participation in the 2020 Census.
Watch Outs *Doubts, Hesitation, Suspicion.*	Explore any concerns they may have about the ad's ability to motivate their audience. If offered, capture suggested solutions.
Other Suggestions *Areas for improvement*	Capture any suggestions the community representative may have to improve the ads that do not fit into one of the categories above. Focus comments on content instead of art direction of the ad.

REPEAT FOR ALL ORIGINALS INTENDED FOR THIS AUDIENCE

Conclusion

- Wrap up with any final thoughts
- Thank the community representative for his/her time
- Remind of them of the need for confidentiality
- Collect all materials

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B.2.4 Campaign Conversation Cards

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B.2.5 Campaign Focus Group Consent Form

B.2.5.1 English Focus Group Consent Form

Form Approved
OMB No. 0607-0978
Exp. Date 08/31/2020

INFORMED CONSENT FORM

We ask that you take part in an information collection. This form describes the purpose, benefits, and risks of the information collection. It also describes your right to withdraw at any time. A member of the project staff will read through this form with you and discuss all the information if you like.

Why are you collecting this information?
We are collecting information to understand how people make decisions about responding to the U.S. census. Y&R, an advertising agency, and its partners are conducting this project for the U.S. Census Bureau. The findings will inform the development of an advertising campaign.

What do I need to know about this project?
Adults age 18 and older are able to participate. If you choose to participate, the project team will tell you when and where your focus group will meet. During the focus group, the moderator will ask you to share your thoughts and attitudes about the census. The focus group will last about 90 minutes. There are no costs associated with your participation. You do not have to answer any questions that you do not want to.

In accordance with the Paperwork Reduction Act of 1995, the federal government's Office of Management and Budget (OMB) has approved the questions asked through this project. The OMB control number is **0607-0978**. Without this approval, we could not ask these questions.

Members of the project team will observe the session, either in-person or remotely. Members of the sponsoring agency may also observe the session, either in-person or remotely. The observers will take notes and listen, but they will not bother you. You will only talk to the moderator and a small group of other participants.

What are the potential risks of being in the focus group?
There are minimal risks associated with this project. Breach of confidentiality is possible, but the risk is reduced because your responses are not linked to your name or other identifying information. Instead, we will use a code, and the project team agrees to protect your privacy. You do not have to answer any questions that you do not want to answer.

Does participating in this project provide any benefit?
There is no direct benefit to you in participating in this project. The information from the focus groups will help us decide what ideas and messages might be useful in educational outreach about the U.S. census.

Will it cost me anything to participate in the project?
There are no costs to participate in the project, other than possible transportation costs to and from the facility. Participants in the focus groups will receive $75 for their participation.

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Do I have to be in this project?
Your participation is voluntary, which means you can stop at any time.

[OVER]

Who will see the results of this project or my information?
The research team will hear everything you say during the focus group. We will be very careful to only let people working on the project see your information. There is a small risk that others might find out what you say, despite all of our best efforts. In this, appropriate steps will be taken to notify participants.

The focus group will be audio- and video-recorded and transcribed. It might also be livestreamed so that other members of the project team or members of the sponsoring agency who could not travel can watch remotely. You will be told at the start of the focus group whether it is being livestreamed. By signing this form, you consent to being recorded and livestreamed during the focus group.

Your name and other personal information will not be linked to your responses and will not be shared with the sponsoring agency. This means that no one outside of the project team will be able to trace what you said back to you. Everything you share will be kept private to the extent allowed by law. This means that we will not share anything you provide with anyone outside the project unless it is required to protect you, or if required by law. However, if you show a direct threat of harm to yourself or others, we have the right to take action out of concern for you and concern for others.

All of the information we collect, including anything you say in the focus group, information collected during screening, audio files, video files, and transcripts will be stored on a password-protected computer or in locked cabinets that only the project team can access. After three years, all of the collected information will be destroyed by securely shredding documents or permanently deleting electronic information.

Results from this project may appear in professional journals or scientific conferences or shared with other project teams. No individual participants will be identified or linked to the results. We will not disclose your identity in any report or presentation.

What if I have questions about the project?
If you have questions or concerns about the project, you can contact Ketzirah Lesser, Project Director at Team Y&R. You can reach her by email at Ketzirah.Lesser@YR.com or by phone at 202-816-3239. You can ask questions about this consent form or the project at any time. This includes before you decide to start the project, at any time during the project, and after the project is complete. If you decide to start the project and then change your mind, you can stop participating at any time without penalty or loss of benefits.

Are my answers confidential?
Yes. The U.S. Census Bureau is required by law to protect your information (13 U.S.C. § 9 and § 214). The Census Bureau is not permitted to publicly release your responses in a way that could identify you or your household.

Please mark a box and sign below. By signing this form, you have not waived any of your legal rights.

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☐ **Yes, I agree to participate in this project. I have read, understand, and had time to consider all of the information above. My questions have been answered, and I have no further questions.**

☐ **No, I do not agree to participate in this project. I have read, understand, and had time to consider all of the information above. My questions have been answered, and I have no further questions.**

Signature Date

If you would like a copy of this form for your records, please ask the project team.

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B.3 Campaign Testing Focus Group Seated Demographics

Table B.40 reflects the number of participants within each audience who fit the screening criteria and were seated in the campaign testing focus groups.

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Table B.40: Campaign Testing Focus Group Seated Demographics

	Age				Gender		Education			
	18-34	35-44	45-54	55+	Female	Male	Less than HS	HS graduate or equivalent	Some college or an associate's degree	College Graduate
Diverse Mass										
English-Dominant Latinos	13	1	2	0	9	7	0	9	2	5
Households with Young Children	11	9	8	4	18	14	4	13	15	0
Rural	14	8	10	11	25	18	5	19	19	0
Middle Eastern/North African	16	2	2	8	16	16	0	4	24	4
American Indian and Alaska Native (AIAN)										
American Indian	40	35	44	21	74	66	17	52	71	0
Alaska Native	12	4	10	6	16	16	9	18	5	0
Asian American										
Chinese (Mandarin)	10	7	7	8	16	16	2	20	10	0
Chinese (Cantonese)	8	5	7	12	18	14	6	15	11	0
Filipino (Tagalog)	11	7	7	7	17	15	1	20	11	0
Japanese	9	0	4	3	8	8	0	5	9	2
Korean	11	6	7	8	16	16	0	19	13	0
Vietnamese	10	4	9	9	15	17	4	11	17	0
Black										
Black/African American	47	15	13	18	53	40	10	43	40	0
Haitian Creole	7	5	2	2	8	8	3	13	0	0
Sub-Saharan African/Caribbean	8	5	2	1	7	9	0	0	6	10
Native Hawaiian and Pacific Islander (NHPI)										
Native Hawaiian and Pacific Islander	23	19	13	9	32	32	2	25	35	2
Spanish, U.S. Mainland										
Spanish, U.S. Mainland	60	52	29	19	81	79	72	59	29	0
Spanish, Puerto Rico										
Spanish, Puerto Rico	22	17	14	11	35	29	14	29	15	6
Emerging Audiences/Legacy										
Arabic	2	1	6	5	8	6	2	6	6	0
Brazilian (Portuguese)	4	7	2	3	9	7	4	4	8	0
Polish	3	6	3	4	9	7	5	7	4	0
Russian	6	4	2	4	9	7	1	9	6	0

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C Appendix C: Campaign Testing Creative Originals

PLEASE NOTE: Creative direction and copy presentation may differ in the creative originals depending on the advertising agency that created them.

C.1 Creative Originals by Audience

C.1.1 Diverse Mass Creative Originals

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C.1.1.1 Census Is Possibilities

Table C.1: Summary of Diverse Mass Census Is Possibilities *Creative Originals by Audience*

	Focus Groups				Online Testing						CRRs	
	Rural	Middle Eastern/North African	Household with Young Children	English-Dominant Latinos	Household with Young Children	English-Dominant Latinos	General Population	Black/African American	Young and Mobile	Lesbian, Gay, Bisexual	Middle Eastern/North African	South Asian
Census Is Possibilities												
Burger Joint (static)	X	X			X	X	X			X		
Health (audio)	X				X	X	X			X		
Education (audio)			X		X	X	X		X	X		
Grandfather (audio)		X		X	X		X	X		X		
Kids First (video)		X	X		X	X	X			X		
Omnibus (static)					X	X	X	X		X		
Omnibus (video)	X		X		X	X	X	X		X		
Online (static)			X		X	X	X	X	X	X		
Every Town (digital)					X	X	X	X		X		
Why Take the Census? (digital)	X				X	X	X		X	X		
Doors (video)	X			X		X	X	X	X	X		X

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Table C.2: Summary of Diverse Mass Census Is Possibilities *Creative Originals by Phase*

	Awareness	Motivation	Reminder
Census Is Possibilities			
Burger Joint (static)	X		
Health (audio)	X		
Education (audio)	X		
Grandfather (audio)	X		
Kids First (video)	X		
Omnibus (static)	X		
Omnibus (video)	X		
Online (static)	X		
Every Town (digital)		X	
Why Take the Census? (digital)		X	
Doors (video)			X

Table C.3: Diverse Mass Census Is Possibilities *Creative Original Content*

Creative Original	Content
 Burger Joint (static)	The census gives you representation. But also, maybe that new burger joint you've always wanted. Not only does your count give you a voice, it also informs businesses about the neighborhoods that would most benefit from their presence. Big or small, census data helps businesses make informed decisions. That's why the census is possibilities. Shape your future. Start here. Visit 2020CENSUS.GOV to learn more.
 Health (audio)	**NURSE:** Last week my daughter asked me, "What's the census?" Well, I'm a registered nurse, so to me, the census is possibilities. The possibility of a new walk-in clinic in the neighborhood, shorter waiting times to see doctors, emergency rooms that are better equipped, and maybe even some assisted-living help for her grandma. They are all possibilities, and they all start with an accurate count. The census will show how our community has changed in the past ten years, and that in turn informs how federal funding could get distributed in our neighborhood. So, when my daughter asked me, "What's the census?" I told her… the census is our chance to make a lot more — a lot more possible. **AVO:** The census is coming. Shape your future. Start here. Visit 2020CENSUS.GOV

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Creative Original	Content
Grandfather (audio)	**MARCO:** It's time for the 2020 Census, and someone asked me what is the census? And when I thought about it, it's more than a count — it's possibilities. My grandfather came to this country 50-years ago for a better life. He learned the census counted everyone in the community to inform federal funding for things like schools, clinics, public transportation, and stuff that mattered to him and his community. So, he made sure my grandmother was counted. And then my father, my aunt, my baby sisters, and my cousin, who wasn't actually my cousin but lived with us, so we called her cousin. Thanks to my grandfather, we all got counted back then, which gave our family all the possibilities we have today. **AVO:** Shape your future. Start here. Visit 2020CENSUS.GOV to learn more.
Education (audio)	**TEACHER:** So I am a teacher and when students ask me what the census is, I tell them that the census is possibilities. The possibility for more preschool programs, lunch programs and even afterschool programs. The census counts everyone. And the more children that are counted in your community, the more children will be going to school. Which means schools will need more resources. An accurate count informs federal funding for all different types of educational programs that could benefit our children. So the census is more than a count, it's possibilities. And the possibilities start with you completing your 2020 Census. **AVO:** The census is coming. Shape your future. Start here. Visit 2020CENSUS.GOV to learn more.
 Kids First (video)	*Open on a school bus driver, driving kids to school.* **DRIVER:** What is the census? It's more than a count, the census is possibilities. *Cut to a caregiver standing in the middle of a chaotic daycare recess.* **CAREGIVER 1:** For me, it's better child care. *Cut to a male Hispanic/Latino teacher in a Head Start classroom coaching kids and teaching them English.* **TEACHER 1:** Getting ready for the big first day. *Cut to conversing kids waiting in a cafeteria line. The lunch worker serves a student and speaks to camera.* **LUNCH WORKER:** School lunch programs. *Cut to a male daycare caregiver managing a game of duck-duck-goose with kids under 5-years old.* **CAREGIVER 2:** It's duck-duck-goose. *Cut to middle school kids tinkering with robots on a table as they spur to life.* **TEACHER 2:** And even robotics club. *Cut to various scenes of kids pre-k, elementary, middle school, and some high school during a day in the life. AVO plays over the montage.* **TEACHER 3:** The census informs federal funding for programs that affect our kids. **KID:** Like the arts, lunch programs, and after-school activities. *Cut to a daycare caregiver hugging kids goodbye and waving as their parents come to pick them up from daycare.* **TEACHER:** So, what is the census?

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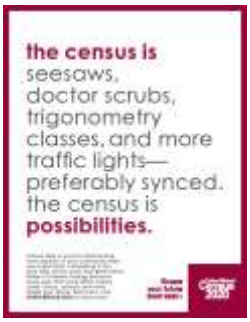
Creative Original	Content
	CAREGIVER 3: The census is possibilities. **AVO:** The census is coming. Shape your future. Start here. Visit 2020CENSUS.GOV
 *Omnibus* (static)	The census is seesaws, doctor scrubs, trigonometry classes, and more traffic lights — preferably synced. The census is possibilities. Census data is used for determining more aspects of your community than you might think. Completing it can even help inform more than $675 billion dollars in federal funding decisions every year that could affect nearby roads, clinics, schools, and more. Shape your future. Start here. Visit 2020CENSUS.GOV to learn more.
 Omnibus (video)	*Open on a farmer waking up with the sunrise.* **FARMER:** America has always been the land of opportunity, and now, it's the land of possibilities too. *Cut to construction workers building a new building.* **WORKER:** The possibility of a walk-in clinic we can actually walk to. *Cut to a mom dropping her kids off at daycare.* **MOM:** The possibility of a preschool for my kids. *Cut to a waiter on his way to work in his car.* **WAITER:** The possibility of housing that is actually affordable. *Cut to an adult mentor coaching a group of kids at the community center.* **COACH:** It's all kinds of possibilities that make our daily lives better. *Cut to a businesswoman holding onto a pole while riding the bus.* **BUSINESSWOMAN:** And it starts with all of us taking the 2020 Census, *Cut to a series of different faces looking to camera*. **VETERAN:** So we can see how our communities have changed over the past ten years. *Cut to a series of different faces looking to camera.* **FIREFIGHTER:** If you have more seniors or more newborns or both. *Show a disabled teacher teaching a class.* **TEACHER:** An accurate count informs how federal funding fuels possibilities… like child care, clinics, affordable housing, and more. *Show various people of diverse ages and backgrounds (e.g., Millennial, elderly, etc.) taking the census on their laptops, phones, and computers.* **AVO:** The census is coming. Shape your future. Start here. Visit 2020CENSUS.GOV
	The census is online, never getting off your couch, barely lifting a finger, and doesn't care if you're wearing pajamas. The census is possibilities. Complete your census online from the comfort of your home and on any device. You can help inform how more than $675 billion dollars in federal funding gets distributed, and rest assured that all your answers will remain confidential—it's protected by law. Shape your future. Start here. Complete it online, by mail, or by phone. 2020CENSUS.GOV

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Creative Original	Content
 Online (static)	
 Everytown (digital)	**AVO & SUPER:** Every town has a reason to fill out the census. **AVO & SUPER:** Concrete, Washington wants new roads. **AVO & SUPER:** Accident, Maryland may need more doctors. **AVO & SUPER:** Dogtown, Alabama wants more parks. **AVO:** And Experiment, Georgia could use more schools. **AVO & SUPER:** What's your town hoping for? **AVO & SUPER:** Shape Your Future. Start Here. at 2020 Census.gov *Census 2020 Logo*
 Why Take the Census? (digital)	**AVO & SUPER:** Why take the census? **AVO & SUPER:** Uncertain, Texas isn't sure. **AVO & SUPER:** Whynot, North Carolina is ready. **AVO & SUPER:** Cashtown, Pennsylvania knows more than $675 billion is in play. **AVO:** So, the question is… **AVO & SUPER:** Is your town ready to take part? **AVO & SUPER:** Shape Your Future. Start Here. at 2020 Census.gov *Census 2020 Logo*
 Doors (video)	*Open on an exterior shot of a home's front door (e.g., urban, suburban, apartment, porch, etc.). The camera pushes in and rotates to view an interior shot of the door. We see a hand opening the door. Cut to a montage of diverse people opening their doors from the inside for census takers.* **AVO:** This is not just a door. It's a gateway for the 2020 Census to shape all the important aspects of your community. That's why your response is so important. And, if you haven't already responded, a census taker from the community will soon knock on your door to assist you. An accurate count informs how federal funding gets distributed in your community for things like clinics, public transit, schools, and more. Open your doors to the census and open your door to possibilities. It's not too late to complete your census. Shape your future. Start here at 2020CENSUS.GOV

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C.1.1.2 Everyone Counts

Table C.4: Summary of Diverse Mass Everyone Counts *Creative Originals by Audience*

	Focus Groups				Online Testing						CRRs	
	Rural	Middle Eastern/North African	Household with Young Children	English-Dominant Latinos	Household with Young Children	English-Dominant Latinos	General Population	Black/African American	Young and Mobile	Lesbian, Gay, Bisexual	Middle Eastern/North African	South Asian
Everyone Counts												
We Are Diverse (video)					X	X	X	X	X			
Across America (video)	X	X	X	X	X	X	X	X	X	X	X	X
How Private? (digital)	X				X	X	X	X	X	X		
Do Newborns Count? (digital)			X		X		X	X	X	X		
Roommate (static)					X	X	X	X	X	X		
Census Builds Communities (static)					X		X		X	X		
Newborn (static)				X	X	X	X	X		X		
Not Your Boss (static)	X	X			X		X		X	X		
Digital Assistant (audio)					X		X		X	X		
My Baby Counts (audio)		X	X		X		X	X		X		
Except Fido (digital)					X		X	X	X	X		
Living in America (static)					X		X		X	X		X
Complex Family (video)		X	X		X		X	X		X	X	X
Mayor (video)	X					X	X	X	X	X		

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Table C.5: Summary of Diverse Mass Everyone Counts *Creative Originals by Phase*

	Awareness	Motivation	Reminder
Everyone Counts			
We Are Diverse (video)	X		
Across America (video)	X		
How Private? (digital)		X	
Do Newborns Count? (digital)		X	
Roommate (static)		X	
Census Builds Communities (static)		X	
Newborn (static)		X	
Not Your Boss (static)		X	
Digital Assistant (audio)		X	
My Baby Counts (audio)		X	
Except Fido (digital)		X	
Living in America (static)		X	
Complex Family (video)		X	
Mayor (video)		X	

Table C.6: Diverse Mass Everyone Counts *Creative Original Content*

Creative Original	Content
 We are Diverse (video)	*Open on a split-screen format comparing various individuals in different locations around the country doing similar or opposite activities. Their compositions help to make up one cohesive visual that symbolizes how we're all connected across America.* *Cut to farmer lifting hay and a woman lifting in a gym.* **AVO:** In America it doesn't matter how old… *Cut to two babies of different ethnic backgrounds crawling.* **AVO:** Or how young you are. *Cut to two different, diverse people holding up an old family photo.* **AVO:** If you have been here ten generations *Cut to a family welcoming someone at the airport and another family at the airport moving to America for the first time.* **AVO:** Or ten days. *Cut to two female factory workers from different industries.* **AVO:** It doesn't matter if you work in a factory *Cut to two offices from different cities, showing the skyline in the background.* **AVO:** Or an office *Cut to an architect's drawing station and a carpenter's station inside their homes.* **AVO:** Or at home *Cut to a retired couple rocking in chairs on their porch and a baby on a rocking horse.* **AVO:** Or even if you don't work at all. *Cut to two families looking through old photo albums.* **AVO:** It doesn't matter what your ancestry results reveal. *Cut to a group of diverse teens walking into a diner and a group of diverse adults walking into a fancy restaurant.* **AVO:** If you live in a small city or a big town, *Cut to two people facing each other on two separate couches.* **AVO:** On your best friend's couch

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Creative Original	Content
	Cut to two big family meals of complex families. **AVO:** Or with 12 people who are not related but you consider family. *Cut to individual portrait shots of different faces in America. Show more people filling out the census on their digital devices.* **AVO:** Everyone counts. And we all have the opportunity to fill out the 2020 Census. An accurate count helps inform how more than $675 billion dollars in federal funding gets distributed each year to making all our communities better. **AVO:** Shape your future. Start here. Visit 2020CENSUS.GOV to learn more.
 Across America (video)	*Open on an aerial view of an American landscape. Cut to a split-screen format comparing two similar yet opposite aspects of American life. Cut to comparison of farmland and city.* **AVO:** In America, we all count *Cut to comparison of serene park and bustling city sidewalk.* **AVO:** No matter where we call home, *Cut to comparison of a big family meal and single mother with her baby.* **AVO:** Whether our families are big or small. *Cut to comparison of new homeowners and a new business owner.* **AVO:** Whether we've seized the American dream, *Cut to comparison of babies walking to and away from camera.* **AVO:** Or just started chasing it. *Cut to comparisons of a Jewish and gospel choir. Then Buddhist and Christian prayer.* **AVO:** No matter how we worship, *Cut to comparison of an elderly and young hand being held.* **AVO:** Or who we love. *Cut to comparison rural home construction and skyscraper construction.* **AVO:** When it comes to shaping America's future, *Show a montage of diverse faces across America.* **AVO:** We all count. And the 2020 Census is how that great American promise is kept. *Cut to different people taking their census on digital devices.* **AVO:** Because when you are counted, you count. *Cut to various scenes comparing parks, roads, health services, schools, and complex families.* **AVO:** Your neighborhood counts, your roads, your access to healthcare, your kids' futures. They all count. *Cut to various comparison footage that show exuberance and vitality across America.* **AVO:** The census is coming. Shape your future. Start here. Visit 2020CENSUS.GOV
  How Private? (digital)	**SUPER:** In 2020, how private are your census answers? **SUPER:** Ask Secret Town, California **SUPER:** Or Hidden Valley, Indiana **SUPER:** We keep your answers private. It's an oath we swear by. **SUPER:** Just the way Protection, Kansas wants it. **SUPER:** Shape Your Future Start Here Census 2020 Logo **POST COPY:** No matter who you are or where you live, we know the security of your information is important to you—it's important to us too. Learn how you can shape your future at 2020census.gov
	SUPER: Do newborns counts.

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Creative Original	Content
 Do Newborns Count? (digital)	**PICTURE:** Baby **SUPER:** (Smiley face) **SUPER:** Of course they do. **PICTURE:** Baby Booties **SUPER:** Congrats to all new parents! **PICTURE:** Balloons float up **SUPER:** Wait…kindergarten is only 5 years away! **SUPER:** Shocked face **PICTURE:** School **SUPER:** The census impacts school funding **SUPER:** Will the new school be ready? **SUPER:** Shape Your Future. Start Here. *Census 2020 Logo*
 Roomate (static)	Your roommate who's barely ever home? Yeah—he still counts. Anyone living in your home on April 1st counts on your census. Your answers will help decide where more than $675 billion in federal funding for things like clinics, schools, and roads will go. Shape your future. Start here. Complete it online, by mail, or by phone. 2020CENSUS.GOV
 Census Builds Communities (static)	The census builds communities in every shade and color of the rainbow. Every person living in our community makes it what it is today, regardless of our skin color or sexual orientation. And in order to strengthen the foundation that we've built, it's important to complete an accurate census that could affect more than $675 billion in public funding toward schools, hospitals, roads, Congressional representation, and more. Shape your future. Start here. Complete it today at: 2020CENSUS.GOV
 Newborn (static)	The newborn baby ? Of course she counts (congrats by the way). From 1-day-old to 101-yearsold, everyone counts on your census. Your answers will help decide where more than $675 billion in federal funding for things like roads, schools, health clinics, and especially hospitals will go. Shape your future. Start here. Complete the census today at: 2020CENSUS.GOV
	Not your boss, not your neighbor, not even law enforcement. No one sees your responses but us. It's secure.

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Creative Original	Content
 Not Your Boss (static)	All census responses are confidential and kept private. These will help inform more than $675 billion in federal funding decisions for public transportation, clinics, schools, and more in your community. That's why your accurate answers are so important. Shape your future. Start here. Complete it today at: 2020CENSUS.GO
 Digital Assistant (audio)	**ROBOT:** Hello. You know my voice don't you? Maybe you've used me to find the best burritos within 2 miles of your house. Or maybe you've even asked me to tell you a joke, like this one: "The past, the present, and the future walk into a bar… it was tense." Ha. Ha. Ha. Well… just this once, I'm going to tell you something without you asking me first. And here it is. For the first time ever, you can complete the census online. Just go to 2020CENSUS.GOV and answer a few quick questions. The census won't share any of your information, and it's as secure as a 57character password. And more importantly, in a few minutes you'll help inform how over 675 billion dollars will be spent on things like new roads, schools, or even hospitals. That means this could be the most important thing you ever hear from me. Complete the census today. Shape your future. Start here. Visit 2020CENSUS.GOV
 My Baby Counts (audio)	**MOM:** Let me tell you who counts. On March 15, 2020. 1:45am. 24,375 minutes and 1.5 million seconds ago, my perfect little bumblebee was born with his chubby little cheeks and puppy dog eyes. Oh, I get so excited just thinking about him. So when I get the 2020 Census, should I count him? Of course, I will! Are you kidding me? He's the center of the universe, why wouldn't he count? Get out of here. The census counts everyone. Moms, dads, and even newborns. My perfect little bumblebee may be age 0, but he's my number 1. **AVO:** Complete the census online, by mail, or by phone. Shape your future. Start here. Visit 2020CENSUS.GOV
 Except Fideo (digital)	**SUPER:** Check off everyone at home. **SFX:** Boxes get clicked **SUPER:** …except Fido. **SFX:** Box next to dog fades off screen **SUPER:** Shape Your Future Start Here *Census 2020 Logo* **POST COPY:** Every human living under your roof counts. Uncle Jon? Yes. Grandma? Yes. The roommate who's never home? Yep, still counts. Even the dog? Well, no, not Fido, though he counts in our hearts. Make sure your home counts at 2020census.gov/respond
	Everyone living in America, no matter who you are. You count. Regardless of when you started living in America or where you came from, you count. Federal law protects your responses, and your personal information will never be disclosed. So, complete your census with peace of mind and help inform where more

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Creative Original	Content
 Living in America (static)	than $675 billion in federal funding for things like schools, hospitals, and clinics will go. Shape your future. Start here. Complete it today at: 2020CENSUS.GOV
 Complex Family (video)	*The camera goes through a house, which has a couple of different types of families living in it. The homeowners are of Pakistani descent. The camera goes from room to room as we reveal a new person. The voiceover describes who they are and why they count.* *Open on a Pakistani family's living room. The camera pans down where we see a group of men watching cricket on television, one of them is wearing the national jersey of the Pakistani team. They are yelling at the screen.* **MOM:** In America we all count. My uncle Hakim and his sons. *The camera moves into one of the bedrooms where we see a newborn who is being rocked to sleep.* **MOM:** The baby who's only been home for three days. *The camera moves into a dining room where we see a young man doing school work.* **MOM:** Shamim, who comes from the same village as my parents and who we treat like family. *The camera moves into the living room, where we see an older man who's getting ready to have a snooze on the couch.* **MOM:** As well as my grandfather, when he's awake or asleep. *The camera turns around to reveal the person who has been speaking is the mom. The family members come to the dinner table.* **MOM:** In fact, everyone living in your home on April 1st counts for your 2020 Census. It doesn't matter if you are related or not because when it comes to shaping the future we all count. **AVO:** Complete the census today. Shape your future. Start here. Visit 2020CENSUS.GOV
 Mayor (video)	*Open on a small-town mayor speaking to camera. We see him leave his office at the courthouse. He knows everyone he passes.* **MAYOR:** Out here, sometimes it feels like we're in our own little world. Cut to him driving on a rural road in an old pickup truck. Cut to shots of people working on a farm. Then others working in an auto-shop. He passes by Juliet's Diner. **MAYOR:** But it suits us. We like having a little room to breathe. But I tell everyone around here, the census is really important for us. It helps inform how funding could be spent on things like health clinics and new schools. It only comes around every 10 years, so this is our chance to raise our hands and say… we're here, and we matter. Cut to the entire town by the "Welcome to Le Clare. Population 959." sign. All 959 of us. **AVO:** Complete the census today. Shape your future. Start here. Visit 2020CENSUS.GOV

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C.1.1.3 Kids

Table C.7: Summary of Diverse Mass Kids *Creative Originals by Audience*

	Focus Groups				Online Testing						CRRs	
	Rural	Middle Eastern/North African	Household with Young Children	English-Dominant Latinos	Household with Young Children	English-Dominant Latinos	General Population	Black/African American	Young and Mobile	Lesbian, Gay, Bisexual	Middle Eastern/North African	South Asian
Kids												
Do Smart Things (video)	X	X	X		X	X	X	X				
Dear Parents (video)	X		X	X	X	X	X	X	X			

Table C.8: Summary of Diverse Mass Kids *Creative Originals by Phase*

	Awareness	Motivation	Reminder
Kids			
Do Smart Things (video)		X	
Dear Parents (video)		X	

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Table C.9: Diverse Mass Kids *Creative Original Content*

Creative Original	Content
 Do Smart Things (video)	*Open on kid eating with a bunch of other kids at a school cafeteria.* **LUNCH KID:** Listen up. We got something important to say — completing the census could mean more money for school breakfasts, so I'm ready to learn. *Cut to a kid standing alone at a remote school bus stop.* **BUS KID:** And you can't go to school if you can't get to school, so we need more buses. *Cut to kids in a school play.* **THEATRE KID:** And you don't want us sitting in front of the TV all day. *Cut to kid making a shot in a school soccer game. She delivers line and then misses shot.* **SPORTS KID:** We need after-school programs to work on our skills. See? *Cut to kids who are doing egg drop experiments from school rooftop.* **SCIENCE KID:** Complete the census and help inform how over $675 billion dollars in federal funding gets distributed annually. *Cut to kid climbing a rope in gym class.* **GYM KID:** We're kind of depending on you here... *Cut to disabled kid shooting hoops.* **BASKETBALL KID:** And it's the smart thing to do. Complete the census online, by mail, or by phone. *He smiles at camera, as if he knew he was going to make it all along.* **AVO**: Shape your future. Start here. Visit 2020CENSUS.GOV
 Dear Parents (video)	*In this spot we see many diverse kids across the country speaking to camera, as if they are reading a letter out loud to their parents/caregivers.* **VARIOUS KIDS (spoken one-by-one):** **KID 1:** Hola Mama, **KID 2:** Dad, Grandma, **KID 3:** Yéyé, **KID 4:** Uncle, **KID 5:** Auntie. **KID 6:** We need you to complete the census. (in American Sign Language) **KID 7:** It's more than a count of all the people in the country. **KID 8:** It's a chance to make our communities better. **KID 3:** For our community. **KID 8:** Because it helps inform where billions of dollars get spent on things like lunch programs in our schools, **KID 9:** Better hospitals and clinics, affordable child care, and even more fire stations... just in case. **KID 10:** So we're counting on you to complete the census. For all of us. *Cut back to all the kids featured in the spot, signing off one-by-one.* **KID 1:** Sincerely, Jose. **KID 9:** Mary. **KID 5:** Junior. **KID 8:** Claire. **KID 4:** Tanisha. **KID 2:** Evan. **AVO:** Complete the census today. Shape your future. Start here. Visit 2020CENSUS.GOV

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C.1.1.4 According To

Table C.10: Summary of Diverse Mass According To *Creative Originals by Audience*

	Focus Groups				Online Testing						CRRs	
	Rural	Middle Eastern/North African	Household with Young Children	English-Dominant Latinos	Household with Young Children	English-Dominant Latinos	General Population	Black/African American	Young and Mobile	Lesbian, Gay, Bisexual	Middle Eastern/North African	South Asian
According To												
Constitution (audio)	X					X	X	X	X	X		
Dad (audio)	X					X	X	X	X	X		
Growth (audio)		X			X	X	X	X		X		
Recipe (video)	X	X	X	X	X	X	X	X	X	X	X	X
Recipe (static)						X	X	X	X	X		
Online (video)	X		X		X		X	X	X	X		
Senior Strong (audio)					X	X	X	X	X	X		

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Table C.11: Summary of Diverse Mass According To *Creative Originals by Phase*

	Awareness	Motivation	Reminder
According To			
Constitution (audio)	**X**		
Dad (audio)		**X**	
Growth (audio)		**X**	
Recipe (video)		**X**	
Recipe (static)		**X**	
Online (video)		**X**	
Senior Strong (audio)		**X**	

Table C.12: Diverse Mass According To *Creative Original Content*

Creative Original	Content
Constitution (audio)	**WILL:** When was the last time you read the Constitution? Maybe you keep a copy in your pocket, or maybe you studied it in school or maybe never. Let's take a second to talk about Article 1 Section 2. The founding fathers thought it was critical to count the population of the United States of America every ten years. And taking the census is the law. It's a good law. This is our opportunity to be heard. I believe we live in the greatest country on earth and our constitution is what makes it great. And if you are lucky enough to live in this country, it is your civic duty to complete the census. **AVO:** Complete the census online, by mail, or by phone. Shape your future. Start here. Visit 2020CENSUS.GOV
My Dad (audio)	**JERRY:** I've lived my whole life in America. My dad died fighting for this country. And my mother still kisses his picture every night before she falls asleep. Country counts. Family counts. I learned that before I learned to walk. Making sure everyone counts is so critical that the founding fathers mandated the census in our Constitution. That's right. It's in the Constitution. That makes the census our right as a people, and frankly, our duty as folks lucky enough to live here. So, I'm completing the 2020 Census. Are you? **AVO:** Shape your future. Start here. Visit 2020CENSUS.GOV
	NEVADAN: According to the 2010 Census, Nevada grew by about 35-percent, making it the fastest growing state in the Union, and I am proud to tell you that I am one of those people that helped Nevada grow. I moved here for the great outdoors. I love golfing in the desert, hiking in the mountains, and boating on the lakes, and evidently so did a whole lot of other folks. That's why I'm looking forward to the 2020 Census. I think it's going to show that we've grown even more, especially my neighborhood which could use a new school, I know, I've got a kid now. And we could use some new roads and more affordable housing too.

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Creative Original	Content
Growth (audio)	You might feel the same way about your community and maybe your state will be the fastest growing this year. And the faster it grows the more important it is that we all get counted. An accurate count helps inform how federal funding gets distributed for stuff that makes our lives better. **AVO:** Complete the census today. Shape your future. Start here. Visit 2020CENSUS.GOV
 Recipe (video)	*Open on a busy kitchen, we see 5 different generations of the family all trying to be the boss of the kitchen. Then grandma walks in, and they all back off.* **AVO:** According to the five generations of Lopez's, the recipe for Abuelita's mole negro is never shared. According to census, neither are your responses which are protected by law. And personal information is never disclosed. Complete the census online, by mail, or by phone. Shape your future. Start here. Visit 2020CENSUS.GOV
 Online (video)	*Open on a 65-year old, Asian-American in her home. The camera moves in closer and we see she's quite the computer wiz. Her grandkids and daughter try to grab her attention, but she remains focused.* **AVO:** According to her daughter, she spends too much time on the Internet. According to census, she just needs a few minutes more. The census is now online. And by answering a few simple questions, you'll help inform where federal funding will get distributed for things like Medicare, community centers, public transit, and more. Then you can get back to whatever you were doing in no time at all. Complete the census today. Shape your future. Start here. Visit 2020CENSUS.GOV
 Senior Strong (audio)	**SENIOR:** According to the 2010 Census, only 13-percent of the population was over the age of 65. And since no one's getting any younger around here, just imagine how many more of us there are now. Now, we mature folks love hanging out in places like community centers and parks. Also, most of us have hung up our work shoes, so we've got time to go places, but not all of us still have our licenses… so we love buses too. That's why I'm looking forward to the 2020 Census. I wasn't part of the 13percent of the population over 65 in 2010, but I am now! And I am not alone. Everywhere you look you see someone 65, you can't miss us. So we won't miss the chance to complete the 2020 Census. I know we have more seniors, we might even have more babies too. Anyway, an accurate count helps inform how more than 675 billion dollars in federal funding gets spent on stuff like healthcare to keep us all going strong, public transportation to get us around, and more things that help make 65 feel like the new 40. Okay, maybe the new 50. **AVO:** Complete the census today. Shape your future. Start here. Visit 2020CENSUS.GOV

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Creative Original	Content
 Recipe (static)	The recipe to my mom's sauce and my census answers. Both are secure. Mom's lips are sealed and so are ours. Federal law protects your responses, and your personal information will not be disclosed. So, complete your census with peace of mind and help inform where over $675 billion in federal funding for hospitals, clinics, schools, and more will go. Shape your future. Start here. Complete it online, by mail, or by phone. 2020CENSUS.GOV

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C.1.1.5 Hometown Heroes

Table C.13: Summary of Diverse Mass Hometown Heroes *Creative Originals by Audience*

	Focus Groups				Online Testing						CRRs	
	Rural	Middle Eastern/North African	Household with Young Children	English-Dominant Latinos	Household with Young Children	English-Dominant Latinos	General Population	Black/African American	Young and Mobile	Lesbian, Gay, Bisexual	Middle Eastern/North African	South Asian
Hometown Heroes												
Tom Howell (video)	X	X			X		X	X	X	X		
Ray Johnson (video)	X	X	X		X	X	X	X	X	X		

Table C.14: Summary of Diverse Mass Hometown Heroes *Creative Originals by Phase*

	Awareness	Motivation	Reminder
Hometown Heroes			
Tom Howell (video)		X	
Ray Johnson (video)		X	

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Table C.15: Diverse Mass Hometown Heroes *Creative Original Content*

Creative Original	Content
 Tom Howell (video)	*Open on Tom Howell. In the background, members of Appalachian Beekeepers Association are inspecting their apiaries.* **TOM:** When a big industry leaves town, whole communities can get affected. I saw it firsthand and decided to create a business that could help boost my community and the people in it. **SUPER:** Tom Howell, Founder of Appalachian Beekeepers Association in Lewisburg, West Virginia **TOM:** Teaching out-of-work, coal miners how to collect and sell their honey for money has truly been a life-changer for many. *Camera cuts back to Tom.* **TOM:** It just goes to show how a small thing like a bee can make a big difference, much like the census. By completing yours, you can help make a big difference for your community too. **AVO:** Complete the census online, by mail, or by phone. Shape your Future. Start here. Visit 2020CENSUS.GOV
 Ray Johnson (video)	*Open on Ray Johnson standing in front of his Community Education Center.* **SUPER:** Ray Johnson Hometown Hero, Charleston, SC **RAY:** We have a saying in my community, *We cut to Ray now in his club. Young men of the club are busy in the background. Camera travels with Ray as he works.* **RAY:** We're raising young kings. *Cut to young Black boy proudly holds up a shirt that say in bold type, Look Good. Feel Good. Do Good.* **RAY:** Just look at 'em. *Camera widens to show young Black men working and interacting. We cut back to Ray showing kid how to have confidence. They practice shaking hands.* **RAY:** It's the small things, like teaching a kid how to look someone in the eye and give a strong handshake, that can give them so much confidence. *Cut to close-up shots of Ray filling out the Census on his mobile phone.* **RAY:** That's why I'm reppin' the 2020 Census. *Ray continues confidently to camera. We then cut to wide shot of Community Center. Ray and young boys are all smiles.* **RAY:** Completing the census is a small thing I can do, to see an impact on how federal funding is spent in our communities. *We cut back to Ray reflecting.* **RAY:** That's funding for our schools, our clinics... *Cut to shot of teen boy confidently standing with arms crossed. Cut to another younger boy standing proudly like a super hero. Then we cut to a group shot of young boys standing confidently with Ray Johnson.* **RAY:** It's one way of helping our boys grow up with better opportunities. **AVO:** Shape your future. Start here at 2020census.gov

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C.1.2 American Indian and Alaska Native Creative Originals

Table C.16: American Indian and Alaska Native Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
According To			
According To (video)	X		
According To (static)*	X		
Circle of Life			
Circle of Life (audio)	X		
Friendly Native Competition			
Friendly Native Competition (audio)*	X		
Our Tomorrow			
Ulali / Our Tomorrow (audio)		X	
Our Tomorrow (static)*		X	
It's Time			
It's Time (video)		X	
Modern Medicine			
Modern Medicine (video)		X	
Census Taker			
Guy Walking on Rez (audio)			X
Snowmobile (audio)			X
Census Taker (static)*			X

- **Ads differed by regional market*

C.1.2.1 According To

Table C.17: AIAN According To *Creative Original Content*

Creative Original	Content
 According To (video)	**DESCRIPTION:** The history of American Indian and Alaska Native people is filled with others telling us what we are, and what we are not. What we can and cannot be. We know the strength of our heritage, and the strength of our culture. The 2020 Census offers us the opportunity to let our collective voice be heard. **VO:** According to some, our existence is history. According to us, we are traditional. According to some, we will not unite. According to us, we will rise. According to some, we will never be heard. According to us, our voice will not go silent. According to some, we are invisible. According to us, we are invincible. According to some, we can't make a difference. According to us, it's about participation. By participating in the 2020 Census you show others what our communities need, now and future generations. **LOGO:** 2020 Census **CTA TITLE**: Shape our future. Start here at 2020census.gov Paid for by US Census Bureau.
	HEAD: according to some, we're history. according to us, we're traditional. **BODY:** The 2020 Census is coming, and for American Indians and Alaska Natives it helps show others how our communities have grown and what we need. When we

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Creative Original	Content
 Fancy Dancer (static)	participate, the census provides us information that we use for programs and grants to help shape the future for generations to come. To learn more go to 2020CENSUS.GOV
 Canoe (static)	**HEAD:** according to some, we can't rise. according to us, we're resilient. **BODY:** The 2020 Census is coming, and for American Indians and Alaskan Natives it helps show others how our communities have grown and what we need. When we participate, the census provides us information that we use for programs and grants to help shape the future for generations to come. To learn more go to 2020CENSUS.GOV
 Dad Lifting Child (static)	**HEAD:** according to some, we've been erased. According to us, we're irreplaceable. **BODY:** The 2020 Census is coming, and for American Indians and Alaska Natives it helps show others how our communities have grown and what we need. When we participate, the census provides us information that we use for programs and grants to help shape the future for generations to come. To learn more go to 2020CENSUS.GOV
 Dogsled (static)	**HEAD**: according to some, we're too remote. according to us, we're more connected. **BODY**: The 2020 Census is coming, and for American Indians and Alaska Natives it helps show others how our communities have grown and what we need. When we participate, the census provides us information that we use for programs and grants to help shape the future for generations to come. To learn more go to 2020CENSUS.GOV

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Creative Original	Content
 Lady in Front of Trees (static)	**HEAD:** according to some, we can't rise. according to us, we're resilient. **BODY:** The 2020 Census is coming, and for American Indians and Alaska Natives it helps show others how our communities have grown and what we need. When we participate, the census provides us information that we use for programs and grants to help shape the future for generations to come. To learn more go to 2020CENSUS.GOV
 Lady with Child on Back (static)	**HEAD:** according to some, we're invisible. according to us, we're invincible. **BODY:** The 2020 Census is coming, and for American Indians and Alaska Natives it helps show others how our communities have grown and what we need. When we participate, the census provides us information that we use for programs and grants to help shape the future for generations to come. To learn more go to 2020CENSUS.GOV

C.1.2.2 Circle of Life

Table C.18: AIAN Circle of Life *Creative Original Content*

Creative Original	Content
 Circle of Life (audio)	**VO:** It's the circle of life that teaches us to take care of each other, to use our voice when we are in need. To honor our past and continue to shape our future. It's the circle of life that shows us how we have become resilient and how we survive. It connects us to each other no matter where we call home. The circle of life is a gift to one another and to all American Indians and Alaska Natives. Like the circle of life there is an opportunity that comes around every 10 years. A chance to participate and let our voice be heard. It lets others know who we are and where we are. The 2020 Census is our opportunity to shape our future for generations to come. **CTA TITLE:** Shape our future. Start here. Visit 2020census.gov to learn more. Paid for by US Census Bureau.

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C.1.2.3 Friendly Native Competition

Table C.19: AIAN Friendly Native Competition *Creative Original Content*

Creative Original	Content
Friendly Native Competition (audio)	**VO LARRY:** Ivan, good to see ya man. What brings you to this convention? **VO IVAN:** Good to see you. You know, same stuff, still trying to move Indian Country forward. **VO LARRY:** Ya, you heard about 2020? **VO IVAN:** What do you mean 2020? Olympics? **VO LARRY:** No dude, census. **VO IVAN:** Census, ya everyone knows about that. **VO LARRY:** They don't, They really don't. But I do, and when we participate, it helps determine funding, you know for things like grants and programs in our communities. **VO IVAN:** Well then maybe we should tell everyone. **VO LARRY:** No, no my idea is to tell as many Tribes as I can in the [Alaskan / Great Lakes / Northwest / Plains / Southeast / Southwest / Urban] areas that they don't need to participate. **VO IVAN:** What? **VO LARRY:** You know when they don't respond and we do, we get more for our communities. **VO IVAN:** Nice, we'll get more. Great move Larry. **ANNOUNCER:** Actually, all American Indians and Alaska Natives need to participate in the 2020 Census and help shape the future for generations to come. **CTA TITLE:** Shape our future. Start here. Visit 2020census.gov to learn more Paid for by US Census Bureau.

C.1.2.4 Our Tomorrow

Table C.20: AIAN Our Tomorrow *Creative Original Content*

Creative Original	Content
Our Tomorrow (audio)	**VO:** Stand up and be counted. We are many. Your voice can be heard. Census 2020. We rise up we break the silence for our future. We are our ancestors. We are the land. The time is now to be heard. We do this hand in hand. Stand up and be counted. We are many. Your voice can be heard. Census 2020. **CTA TITLE:** Complete the census today. Shape our future. Start here at 2020census.gov Paid for by US Census Bureau.
	HEAD: our tomorrow is now **BODY:** The 2020 Census is here and we need to participate now. Our children are counting on us. It helps shape the future of our communities. The census lets others know what we need and where we are. Complete it online, by mail, or by phone.

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Creative Original	Content
 Boy with Boat (static)	2020CENSUS.GOV.
 Dad / Kid Swing (static)	**HEAD:** our tomorrow is now **BODY:** The 2020 Census is here and we need to participate now. Our children are counting on us. It helps shape the future of our communities. The census lets others know what we need and where we are. Complete it online, by mail, or by phone. 2020CENSUS.GOV.
 Kids Graduating (static)	**HEAD:** our tomorrow is now **BODY:** The 2020 Census is here and we need to participate now. Our children are counting on us. It helps shape the future of our communities. The census lets others know what we need and where we are. Complete it online, by mail, or by phone. 2020CENSUS.GOV.
 Ladies on Beach (static)	**HEAD:** our tomorrow is now **BODY:** The 2020 Census is here and we need to participate now. Our children are counting on us. It helps shape the future of our communities. The census lets others know what we need and where we are. Complete it online, by mail, or by phone. 2020CENSUS.GOV.
	HEAD: our tomorrow is now

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Creative Original	Content
 Kid on Hill (static)	**BODY:** The 2020 Census is here and we need to participate now. Our children are counting on us. It helps shape the future of our communities. The census lets others know what we need and where we are. Complete it online, by mail, or by phone. 2020CENSUS.GOV.
 Girls Holding Hands (static)	**HEAD:** our tomorrow is now **BODY:** The 2020 Census is here and we need to participate now. Our children are counting on us. It helps shape the future of our communities. The census lets others know what we need and where we are. Complete it online, by mail, or by phone. 2020CENSUS.GOV.

C.1.2.5 It's Time

Table C.21: AIAN It's Time *Creative Original Content*

Creative Original	Content
 It's Time (video)	**DESCRIPTION:** We always talk about the "what if." The "if we can have a do over". We talk about the past as if we could have done it better. For a lot of American Indians and Alaska Natives we are conditioned to accept rather than seek. The Census give us the opportunity to create the change to shape our future and now is the time. **VO:** This time, we will make it happen. We will perfect every woven strand. This time, we will make the change and step outside the lines. This time, we will not dwell on the past, but look ahead. This time, we will not just talk about it. This time, there is no excuse. This time, we will get it right. This is the time to shape our future. The 2020 Census. Our time to participate is now. **CTA TITLE:** Complete the census online, by mail or by phone. Shape our future. Start here. **LOGO:** 2020 Census 2020census.gov

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C.1.2.6 Modern Medicine

Table C.22: AIAN Modern Medicine *Creative Original Content*

Creative Original	Content
 Modern Medicine (video)	**DESCRIPTION:** It starts today with all the differences, all that has happened and is happening. We all look for what we have in common. Something that together we relate to, no matter our geography. Something that is woven through generations. BASKETBALL. A modern medicine that heals us and yes, sometimes gives us heartbreak. Win or lose we do it together and become a community of PRIDE. A community of HOPE. **VO:** It starts in different places. The grasslands of the plains. To the sand in the desert. From concrete to hardwood. We are just kids with goals and dreams. But when we play, we play for all our Nations, all our places. And when we come to play, you show up. You show up for our communities, to support our youth, to shape our dreams and goals. Now is the time for us to show up for the 2020 Census. Because when we show up, we make a difference. **CTA TITLE:** Complete the census online, by mail or by phone. Shape our future. Start here. **LOGO:** 2020 Census 2020census.gov

C.1.2.7 Census Taker

Table C.23: AIAN Census Taker *Creative Original Content*

Creative Original	Content
 Guy Walking on Rez (audio)	**VO 1:** Yo, John wait up. Man, you sure walk fast. **VO 2:** What? **VO 1:** I've been seeing you everyday. Up this road, down that road, where you going? **VO 2:** Larry, let's just say I am shaping our reservation for the future **VO 1:** The Rez? Now you've got me lost. You a planner? **VO 2:** No, I am a census taker. **VO 1:** Still got me lost. **VO 2:** I'm like many others going around our Native communities to help ensure an accurate count of all American Indians and Alaska Natives. **VO 1:** Oh, why don't you just head down to the enrollment office and get our numbers from the Tribe? **VO 2:** It's not about enrollment, it's the 2020 Census which is the count of all people living in the U.S. right now and we need to participate. **VO 1:** Got it… how can I help? **VO 2:** When I come knock on your door, open it. **VO 1:** Will do. **ANNOUNCER:** Participating in the 2020 Census will help shape the future for generations to come. **CTA TITLE:** It's not too late. Shape our future. Start here at 2020census.gov Paid for by US Census Bureau.

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Creative Original	Content
Snowmobile (audio)	**VO 1:** That's a lot of fuel for one snow machine? Where you going? **VO 2:** I am going village to village. **VO 1:** Your family that big? **VO 2:** No. **VO 1:** Well, why you going to all those places? **VO 2:** I got a duty, a job, a mission. **VO 1**: For what, you going to get to know everyone in every village? **VO 2:** Sort of. **VO 1:** What ya mean? **VO 2:** I am a census taker. **VO 1:** You taking what from them? **VO 2:** No dude, I am working as a census taker, to make sure that all Alaska Natives are accurately counted. **VO 1:** Got ya. **VO 2:** Ya, it's about making sure others know who we are and where we are. This information affects things we care about, like knowing how much salmon we need for the season. It effects our subsistence way of life when they know how many of us depend on it. **VO 1:** Cool can I help? **VO 2:** Ya, open your door when I come by. **ANNOUNCER:** Participate and help shape the future for generations to come. **CTA TITLE:** It's not too late. Shape our future. Start here at 2020census.gov Paid for by US Census Bureau.
 Ivan (static)	**HEAD:** dad. dog sledder. census taker. **BODY:** Usually Ivan spends his time on the trail. Today, Ivan and others like him will be out in the villages and communities to help us get an accurate count for the 2020 Census. By opening your door you may ensure our voice is heard for all American Indians and Alaska Natives. Be heard at 2020CENSUS.GOV
 William (static)	**HEAD:** cousin. story teller. census taker. **BODY:** Usually Will spends his time in the classroom. Today, Will and others like him will be out in the community to help us get an accurate count for the 2020 Census. By opening your door you may ensure our voice is heard for all American Indians and Alaska Natives. Be heard at 2020CENSUS.GOV

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Creative Original	Content
 Sheila (static)	**HEAD:** sister. weaver. census taker. **BODY:** Usually Shelia spends her time in the studio. Today, Shelia and others like her will be out in the community to help us get an accurate count for the 2020 Census. By opening your door you may ensure our voice is heard for all American Indians and Alaska Natives. Be heard at 2020CENSUS.GOV
 Robert (static)	**HEAD:** brother. fisherman. census taker. **BODY:** Usually Robert spends his time on the water. Today, Robert and others like him will be out in the community to help us get an accurate count for the 2020 Census. By opening your door you may ensure our voice is heard for all American Indians and Alaska Natives. Be heard at 2020CENSUS.GOV
 Mary (static)	**HEAD:** auntie. rancher. census taker. **BODY:** Usually Mary spends her time on the ranch. Today, Mary and others like her will be out in the community to help us get an accurate count for the 2020 Census. By opening your door you may ensure our voice is heard for all American Indians and Alaska Natives. Be heard at 2020CENSUS.GOV
 Ada (static)	**HEAD:** grandma. teacher. census taker. **BODY:** Usually Ada spends her time at the Urban Indian Center. Today, Ada and others like her will be out in the community to help us get an accurate count for the 2020 Census. By opening your door you may ensure our voice is heard for all American Indians and Alaska Natives. Be heard at 2020CENSUS.GOV

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C.1.3 Chinese (Cantonese) Creative Originals

Table C.24: Summary of Chinese (Cantonese) Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Traffic, Dad			
Traffic, Dad (video)	X		
Census Is…			
Census Is Chinese (static)	X		
My Dad/My Granddaughter			
My Dad (audio)	X		
My Granddaughter (audio)	X		
I Love…			
Discreet (audio)		X	
Discreet (static)		X	
Attention (audio)		X	
Numbers (static)		X	
Life Changes			
Life Changes (video)		X	
Life Changes (digital)		X	
Getting Stuff Done			
Getting Stuff Done (video)		X	
Shoes Off			
Shoes Off (static)			X

C.1.3.1 Traffic, Dad

Table C.25: Chinese (Cantonese) Traffic, Dad *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Traffic, Dad (video)	*Asian Father and 8 year-old daughter at the family bakery, and dad is cleaning up for the day.* **INTRO: 傍晚時候，一間麵包店入面，我**哋見到有一個爸爸喺度清潔緊準備收鋪，佢個女喺側邊做功課等佢。 **KID: 走啦爹**哋! **DAD: 吓，而家好多車架，等陣先啦。** **KID: 咦，又塞車。** **DAD: 唔，其實以前唔係咁**㗎… **你細個**嗰陣，我哋日日六點鐘就返到屋企嘞。 **KID: 咁而家呢？** **DAD: 你睇吓呢頭起**咗幾多新屋，多咗人嚟住，交通咪差咗囉！ **KID: 咁點解**佢哋唔做番啲嘢呀？ **DAD: 呢**啲嘢冇咁簡單㗎。首先要知道有幾多人喺度住，然後再分析人口數據…	*Asian Father and 8 year-old daughter at the family bakery, and dad is cleaning up for the day.* **INTRO:** It's evening time as we find ourselves at a family business. Dad is cleaning up and closing shop for the day. His daughter is waiting for him while doing her homework. **KID:** Dad, let's go home. **DAD:** There will be traffic now. Let's wait awhile. **KID:** Ugh, traffic. **DAD:** Yeah, I know, it wasn't always this bad. When you were younger, we were always home by 6. **KID:** What happened? **DAD:** All those new houses? People are moving into the neighborhood and now traffic is pretty bad.

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Creative Original	In-Language Content	English Translation Content
	KID: 哦...即係2020人口普查囉！ **KID: 爹**哋，人口普查十年一次㗎，政府會重新統計全國每一個人。然後佢哋就根據呢啲數據， **分配公共資金... 嘻！我**喺學校學㗎。係喎，填咗問卷未呀？ **DAD: 呃... 我遲**啲填完再寄... **KID: 唔係呀嘛爹**哋... **而家可以上網填**㗎。我哋仲可以喺2020CENSUS.GOV**搵到更多關於人口普**查嘅資料。不如而家睇吓吖，我哋大把時間... **DAD: 好啦！** **VO:** 2020**人口普**查即將開始！你我未來，由此展開 2020CENSUS.GOV **LOGO**: [**你我未來，由此展開**。2020 Census] **TITLE:** 2020**人口普**查就要啟動！ **CTA TITLE: 你我未來，由此展開** 2020CENSUS.GOV *Daughter and dad are learning more about the 2020 Census on their phone.*	**KID:** Why don't they do something about it? **DAD:** That kind of stuff doesn't just happen. First, they have to see how many people are moving in. Then analyze the population data... **KID:** So... it's like the 2020 Census! Yeah, you know, every ten years the census counts every person in the country. Then they use the population data to distribute public funds...I'm learning about it in school. Have you responded? **DAD:** Well... I'll get to it and mail it in... **KID:** Dad, seriously? You can respond online. We can learn a lot more about the census at 2020CENSUS.GOV. Why don't we log on and take a look together, we have time. Traffic... **DAD:** Ok (holds up his phone). **VO:** The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV **LOGO:** [Shape your future. Start here. United States 2020 Census] **CTA TITLE:** The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV *Daughter and dad are learning more about the 2020 Census on their phone.*

C.1.3.2 Census Is...

Table C.26: Chinese (Cantonese) Census Is... *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
	HEAD: 華人普查你我他 **SUB: 你我的參與，將使** 2020 **人口普**查更準確且有效力。 **BODY: 身為華人，我肩負著重要的使命；這對於** 2020 **人口普**查也意味重大。**每十年一次的人口普**查，都要統計居住在美國的**每個人。這些數字能對社區進行全面性的瞭解，至關重大。藉由得到的數據，政府方可決定如何分配** 6750 **億的公共資金，用於學校**、	**HEAD:** The census is Chinese. **SUB:** Our participation makes the 2020 Census more powerful and accurate. **BODY:** Being Chinese is important to me and 2020 Census. Every 10 years, the census works to count everyone living in America. These numbers are important in understanding each community as a whole. With the data obtained, the government can decide how to allocate $675 billion public funds for schools, hospitals, or road repairs, and to

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Creative Original	In-Language Content	English Translation Content
Census Is Chinese (static)	醫院或是修補道路，並得以影響相關資源配置。我能通過各種方式，用中文回覆普查問卷， 如上網填寫、郵寄問卷、或撥打專線。除了這些選擇，政府還會派出普查員親自登門協助。 我要成為造就未來的一份子。想要華人群體被重視，一人一數個個都重要。如果沒有我，就沒有我們。 一起讓人口普查為華人發聲! 你我未來，由此展開。 更多詳情，請上網 2020CENSUS.GOV 查詢。	influence the allocation of resources. I can reply to the 2020 Census in Chinese in various ways, online, by mail, or by phone. In addition to these choices, the government will send census taker to help in person. I want to be part of the future. I want the Chinese community to be valued, every single one of us is important. Without me, there would be no us. Let the 2020 Census together speak for the Chinese! Shape your future. Start here. Visit 2020CENSUS.GOV to learn more.

C.1.3.3 My Dad/My Granddaughter

Table C.27: Chinese (Cantonese) My Dad/My Granddaughter *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
My Dad (audio)	*Young girl or boy VO, background school and playground sounds.* **VO:** 好多人都話我似爹哋，尤其係對眼同酒粒...我都覺得係㗎，不過呢個唔係重點。我想講嘅係佢對我將來嘅影響。 嗱，我再過幾年就上大學嘞。跟住落嚟果十年發生嘅事，唔單止影響到我，仲會影響到我爹哋、媽咪，甚至成個社區。呀係喎，仲有我爺爺同嫲嫲。 如果有準確嘅數據就可以令到我哋個社區嚟近十年有更好嘅規劃嘞，甚至可以準確咁分配公共資金俾學校、公園、圖書館，警察甚至消防員。我哋社區入面嘅每一個人，都要計入去㗎。 我咁清楚係因為學校宜家教緊 2020 人口普查。我今晚返屋企一定要同爹哋講，叫佢填咗份問卷佢。 媽咪成日話，你阿爸乜都好，就係間唔中無記性要人提佢... 咦，做咩我講嘢咁似媽咪嘅？ 2020 人口普查即將開始！你我未來，由此展開 2020CENSUS.GOV	*Young girl or boy VO, background school and playground sounds* **VO:** A lot of people say I have my father's eyes, his dimples... Yeah, I look a lot like my dad. But that's not what I'm here to talk about. I want to talk about what my dad can do to help my future. You see, In a few years I'm off to college. And what happens in the next 10 years and beyond affects not only me, my mom and my dad, but my whole community. Oh, grandpa and grandma too. Getting an accurate count allows better planning for future needs of my community. Taking care of my school, the park, the library, the police and firefighters through public funding. Making sure that everyone (that's me) in the community gets counted. I really get this stuff because I'm learning all about the 2020 Census in school. And I'm gonna tell my dad all about it and make sure he responds.

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Creative Original	In-Language Content	English Translation Content
		Like my mom always says, your father understands. He just needs a reminder or two... Wait, why do I sound just like my mother? The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV
My Granddaughter (audio)	*Senior woman VO, background with kids and playground sounds* **VO:** 啲朋友成日話我太縱個孫女。我認㗎。你知啦，**做阿**嫲嘅就梗係縱啲孫㗎喇。所以要我為佢嘅將來鋪路，**我實落足力㗎**，**就好似參加人口普**查咁。 2020 **人口普**查嘅目的係要統計每一個住喺美國嘅人。佢對於嚟緊果十年同埋之後嘅社會發展非常重要，啲公共資金點樣分配俾醫療、學校或者公園，**就靠晒**佢嘞。 **呢**啲唔係咩電話推銷、選舉宣傳果啲嘢。呢個係十年先做一次嘅大計！ **政府會用呢**啲資料數據嚟規劃政策，**分分鐘會影響到我**啲屋企人、甚至成個社區。 **最重要係會影響到我個孫女**。 佢同我講話要上火星，**做第一個華裔女太空人！ 我話**，**我個孫女實得㗎！ 我**哋仲有幾年時間可以同佢一齊做好準備。宜家我可以做嘅， **就係確保呢度有充足嘅資源**，**咁到時我個乖孫就可以盡情咁探索唔同嘅選擇**嘞。 2020 **人口普**查就要啟動！**你我未來**，**由此展開** 2020CENSUS.GO	*Senior woman VO, background with kids and playground sounds* **VO:** My friends tell me I spoil my granddaughter. It's true. There's not much I wouldn't do for her. After all, that's what grandmothers are for. And when it comes to setting her up for the future, I'm especially proactive. Like remembering to respond to the 2020 Census. The 2020 Census aims to count everyone living in America. It's responsible for helping plan and understand our country for the next 10 years and beyond. Public funding forclinics, schools and parks all rely on 2020 Census data. It's not telemarketing, election info, or anything like that. It's a once in a decade eventfor the future. It's information and data that can help shape policies affecting my family and my community. And of course, my granddaughter. She's tells me she wants to be the first Chinese American girl astronaut to go to Mars. I say, "Go girl!" We have a few years to get her ready for exploring other worlds. What I can do now, is make sure this world is ready for her. The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV

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C.1.3.4 I Love...

Table C.28: Chinese (Cantonese) I Love... *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
Discreet (audio)	*Female VO (age 21-35), background city sounds* **VO:** 「我鍾意機密行事」我唔係講緊自己呀，我話哂都係公認嘅活躍人物。 我指嘅係 2020 人口普查。 嗱，每十年一次嘅普查，就係想精確咁統計每一個住喺美國嘅人。 我會覆問卷，係因為我知道美國人口普查局唔會泄露我嘅任何資料， 而聯邦法更加會完善咁保護我嘅私隱。 真係要大聲咁講出嚟，等個個都知道 2020 人口普查有幾咁重要！ 呢樣嘢又唔駛低調喎，因為我知道所有答案都會絕對保密。 唉，真係希望其他機構都可以咁小心咁保護我哋嘅個人資料囉。 我呢，就會繼續喺朋友圈度分享呢個消息，淨低嘅就交俾 2020 人口普查「機密行事」啦！ 請上網填寫普查、或郵寄、或致電回覆。你我未來，由此展開 2020CENSUS.GOV	*Female VO (age 21-35), background city sounds* **VO:** "discreet!" No, I'm not talking about myself. I've been known to be the "life of the party." I'm talking about the 2020 Census. You see, the census happens every 10 years to try and get the most accurate count of everyone living in America. And when I respond, I know that the U.S. Census Bureau does not disclose any of my information. Federal law protects all my answers. I'm shouting out and letting everyone know how important the 2020 Census is! I won't be discreet about that. But I know that my answers will be protected. I wish every organization took data protection as seriously as they do. I'll keep spreading the word to my friends and leave the discretion to the 2020 Census. Complete the 2020 Census online, by mail, or by phone. Shape your future. Start here at 2020CENSUS.GOV This information has been prepared solely for the use and benefit of the U.S. Census Bureau and is not intended for reliance by any other person.
Discreet (static)	我會慎重其事 我指的是，2020 人口普查的資料隱密性。人口普查局從不透露你回覆的任何個人資料；聯邦法保護你的隱私。這些數據只作為統計之用。不論你 是透過網路、郵件或電話進行填答，都同樣受到審慎的處理。我希望每個單位組織都能這樣維護我們的 私人資訊。 我會參與普查。我要參與未來的計劃，為自己發聲。無需大肆宣揚，簡簡單單就能守護我的社區和家 人，這才是真正的幸福。 你我未來，由此展開。	**HEAD:** discreet. **SUB:** I am referring to the confidentiality of the 2020 Census. **BODY:** The U.S. Census Bureau never discloses any personal data you reply; federal law protects your privacy. These data are for statistical purposes only. Whether you answer it via the Internet, mail or phone, you are treated with caution. I hope that every organization can protect our personal information in this way. I will participate in the 2020 Census. I want to participate in future plans and speak for myself. Protect my community and family easily without being publicized. This is true happiness.

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Creative Original	In-Language Content	English Translation Content
	即刻上網參與普查2020CENSUS.GOV	Shape your future. Start here. Participate in the 2020 Census online now! 2020CENSUS.GOV
Attention (audio)	*Female VO (age 35-65), background city sounds* **VO:** 「我鍾意引人注目！」 我唔係講緊要著到身光頸靚呀。 我指嘅係，做個有代表性嘅人，等其他人睇到自己同社區嘅需求。 你知唔知呀？十年一次嘅人口普查就係想精確咁統計每一個住喺美國嘅人。 呢啲數字將會決定我哋喺政府入面有幾多席位，仲代表咗唔同層面嘅分析數據。 只要我參與 2020 人口普查，佢哋就會計埋我嘅回覆，咁就可以為自己同社區發聲。 如果乜都唔做，就無人會睇到我哋嘅存在。 試諗吓，唔通要俾其他族裔決定我哋嘅未來咩？梗係唔得啦！ 回覆問卷一個咁小嘅舉動就有咁深遠嘅影響，所以我一定會參與， 因為咁係代表我重視自己同埋華人社區。 請上網填寫普查、或郵寄、或致電回覆。 你我未來，由此展開 2020CENSUS.GOV	*Female VO (age 35-65), background city sounds* **VO:** "Attention!" No, I'm not talking about dressing impressively or anything like that. I'm talking about representation. For myself and our community. You know? The census happens every 10 years to try and get the most accurate count of everyone living in America. These numbers help determine many aspects our representation in all levels of government. When I respond to the 2020 Census, I'm counted—as me and as a part of my community. And if I don't respond, nobody will know my existence. Imagine that! We would be letting others shape the future of our community. Of course not! Responding -- a small effort that could go a long way, hence I must do it, because it is for me and my community. Complete the 2020 Census online, by mail, or by phone. Shape your future. Start here at 2020CENSUS.GOV
Numbers (static)	我愛數字遊戲 我指的是，2020 人口普查和公共資金。 我不是會計師，不過我喜歡數學演算的邏輯。每十年一次的人口普查，目的就在於統計居住在美國的每 一個人。數據越確切，我們社區發展就更有機會獲得公共資金的補助。這意味著，普查資訊將影響 6750 億美元的分配，用於學校、消防局或是修補道路，受惠之處不勝枚舉。 我要參與普查，在社區發展的未來規劃中，為自己發聲。運用我們的數字，舉手之勞就能幫助社區更臻 完善，何樂而不為呢? 你我未來，由此展開。 即刻上網參與普查 2020CENSUS.GOV	**HEAD:** Numbers. **SUB:** I am referring to the 2020 Census and public funding. **BODY:** I am not an accountant, but I like the logic of mathematical calculations. The purpose of the census every ten years is to count everyone living in the United States. The more precise the data, the more opportunities our community will receive for public funding. This means that 2020 Census information will affect $675 billion in allocations for schools, fire stations or road repairs, and the benefits are endless. I want to participate in the 2020 Census and speak for myself in the future planning of community development. Using our numbers, it will help the

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Creative Original	In-Language Content	English Translation Content
		community to improve and improve, why not? Shape your future. Start here. Participate in the 2020 Census online now! 2020CENSUS.GOV

C.1.3.5 Life Changes

Table C.29: Chinese (Cantonese) Life Changes *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Life Changes (video)	*Animated split-flap graphic 10 to 1 countdown overlay on video with VO* **INTRO: 呢段影片將會以倒數形式播放十年裏面發生過嘅事。**喺過去十年裏面，我哋嘅生活有幾多變化， **而我**哋嘅屋企人同四周嘅事物又有咩轉變呢。我哋準備好迎接下個十年未呀？ **VO: 十年萬變...** **VO: 九次跨年** **VO: 八場音樂會** **VO: 七次主題公園** **VO: 六個就職機會** **VO: 五堂進修課程** **VO: 四次新居入伙** **VO: 三個小朋友** **VO: 兩隻狗仔** **VO: 一次大好機會，帶動下個十年！** **VO: 即刻參與2020人口普**查！ 2020CENSUS.GOV	*Animated split-flap graphic 10 to 1 countdown overlay on video with VO* **INTRO:** This spot is a visual countdown over a ten year period. We will see how much our lives change. How our family members and surroundings change over the last ten years. Are we ready for the next ten? **VO:** A lot changes in 10 years... **VO:** 9 New Years **VO:** 8 recitals **VO:** 7 trips to the amusement parks. **VO:** 6 job offers. **VO:** 5 continue education courses **VO:** 4 new homes **VO:** 3 kids **VO:** 2 furry kids **VO:** 1 chance to make changes to the next 10 years. Complete the 2020 Census today at 2020CENSUS.GOV **LOGO:** Shape your future. Start here. 2020 Census **CTA TITLE:** Complete the 2020 Census today at 2020CENSUS.GO
	十年萬變... **三個新成員** **二間新學校** **一次大好機會，翻轉下個十年！** 2020 **人口普**查現正進行中 **你我未來，由此展開**	a lot changes in 10 years... 3 new additions 2 new schools 1 chance to help get it right for the next 10 years. the 2020 Census is here. Shape your future. Start here.

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Creative Original	In-Language Content	English Translation Content
Life Changes (digital)		

C.1.3.6 Getting Stuff Done

Table C.30: Chinese (Cantonese) Getting Stuff Done *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Getting Stuff Done (video)	*Two men are playing chess. A third man arrives late to the game. They talk in between moving pieces.* **INTRO:** 喺清晨時份，我哋見到兩個老朋友喺公園度捉緊棋。 **而另一個朋友就比平時遲**咗好多先嚟到。 **MAN #1: 乜咁遲呀？** **MAN #2: 唉，診所遠**吖嘛！應該喺度開多幾間... **MAN #1: 咁政府度要有人代表我**哋喎，唔係邊個理華人嘅需求呀？ **MAN #2: 你**... **MAN #3:** (interrupts)**你**哋兩個都啱。 **MAN #3: 其實參加**2020**人口普**查就可以幫到社區未來嘅規劃。 **一嚟可以分配公共資金嚟開診所，仲可以令政府**喺規劃嗰陣注意埋我哋... **話時話，而家可以用手機填問卷喎...** **嘿，將軍！** **MAN 1 & 2:** (On their phones) VO: **即刻參與人口普**查！你我未來，由此展開。 **LOGO: 你我未來，由此展開。**2020 Census **TITLE:** 2020**人口普**查就要啟動！ **CTA TITLE: 你我未來，由此展開** 2020CENSUS.GOV	*Two men are playing chess. A third man arrives late to the game. They talk in between moving pieces.* **INTRO:** It's early in the day. We find two old friends playing chess in the park. A third friend joins them, but much later than usual. **MAN #1:** Why were you so late today? **MAN #2:** Ugh, the clinic is so far. They really need to open up more clinics... **MAN #1:** We have to get more representation in government then. Or our needs won't be heard. **MAN #2:** You... **MAN #3:** (interrupts) You guys are both right. **MAN #3:** Fill out the 2020 Census, it helps inform future planning. Public funding for clinics and government representation for our community... You can even respond right now on your phone... Oh, and I just won (smirk). **MAN 1 & 2:** (On their phones) **VO:** Complete the 2020 Census today. Shape your future. Start here. 2020CENSUS.GOV **LOGO:** [Shape your future. Start here. United States 2020 Census] **CTA TITLE:** Complete the 2020 Census today. Shape your future. Start here.2020CENSUS.GO

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C.1.3.7 Shoes Off

Table C.31: Chinese (Cantonese) Shoes Off *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Shoes Off (static)	**HEAD:** 我會入內脫鞋 **SUB:** 身為 2020 人口普查員，我的職責之一就是表達對你的尊重。 **BODY:** 今年我肩負重要的任務，就是走訪你社區裡的各個家庭，協助進行 2020 人口調查。這是每十年一次的 關鍵時刻，藉此了解這個國家居住的人口分佈。 上網填寫、郵寄問，或電話聯繫卷等，各種方式皆十分簡易便民。除此之外，我們還會上門提供協助。 可見取得正確的資料，是如此重要。 接受來訪可能有些唐突。但我為你帶來的禮物，是一份契機。若你為我敞開大門，我定會脫鞋以示尊 重。 你我未來，由此展開。 敬請把握時間，馬上參與普查！ 2020CENSUS.GOV	**HEAD:** I take my shoes off. **SUB:** As a 2020 Census taker, being respectful is part of my job. **BODY:** This year I have an important task, it is to visit families in your community to help with the 2020 Census. This is a critical moment every ten years to understand the population distribution of the country. Filling online, by mail, or by phone, all kinds of methods are very simple and convenient. In addition, we will also provide assistance at home. This is how important it is to us to get it right. Accepting a visit may be a bit abrupt. But the gift I bring to you is an opportunity. If you open the door for me, I will take off my shoes to show respect. Shape your future. Start here. Please grasp the time and participate in the 2020 Census immediately! 2020CENSUS.GOV

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C.1.4 Chinese (Mandarin) Creative Originals

Table C.32: Summary of Chinese (Mandarin) Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Traffic, Dad			
Traffic, Dad (video)	X		
Census Is…			
Census Is Chinese (static)	X		
My Dad/My Granddaughter			
My Dad (audio)	X		
My Granddaughter (audio)	X		
I Love…			
Discreet (audio)		X	
Discreet (static)		X	
Attention (audio)		X	
Numbers (static)		X	
Life Changes			
Life Changes (video)		X	
Life Changes (digital)		X	
Getting Stuff Done			
Getting Stuff Done (video)		X	
Shoes Off			
Shoes Off (static)			X

C.1.4.1 Traffic, Dad

Table C.33: Chinese (Mandarin) Traffic, Dad *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Traffic, Dad (video)	*Asian Father and 8 year-old daughter at the family bakery, and dad is cleaning up for the day.* **INTRO:** 在傍晚時候，一家麵包店裏，一位父親正在清潔並準備關店，他的女兒在旁邊做功課等他。 **KID:** 爸，回家吧。 **DAD:** 哈？現在剛好是下班高峰！等一下吧。 **KID:** 哎唷，又是堵車。 **DAD:** 對呀，以前不會這樣… 你小時候，我們每天六點就到家了。 **KID:** 那現在怎麼回事呢？ **DAD:** 你看那些新蓋的房子，越來越多人搬到附近，交通當然差囉！ **KID:** 怎麼不想想辦法呢？ **DAD:** 這種事不是憑空決定的。首先要知道多少人搬到這裡，然後分析人口數據… **KID:** 哦…就是 2020 人口普查嘛！	*Asian Father and 8 year-old daughter at the family bakery, and dad is cleaning up for the day.* **INTRO:** It's evening time as we find ourselves at a family business. Dad is cleaning up and closing shop for the day. His daughter is waiting for him while doing her homework. **KID:** Dad, let's go home. **DAD:** There will be traffic now. Let's wait awhile. **KID:** Ugh, traffic. **DAD:** Yeah, I know, it wasn't always this bad. When you were younger, we were always home by 6. **KID:** What happened? **DAD:** All those new houses? People are moving into the neighborhood and now traffic is pretty bad.

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Creative Original	In-Language Content	English Translation Content
	KID: 哎唷，十年一次的人口普查，會重新統計全國男女老幼。 然後政府根據數據，分配公共資金… 我在學校學的。爸，你回覆問卷了嗎？ **DAD:** 呃… 我找時間填寫寄出去… **KID:** 爸，你開玩笑吧… 可以直接上網填呀。我們還可以到 2020CENSUS.GOV 查看更多人口普查的資訊。不然我們現在一起看吧，反正有的是時間… **DAD:** 好啊！ **VO:** 2020 人口普查即將啟動！你我未來，由此展開 2020CENSUS.GOV **LOGO:** 你我未來，由此展開。2020 Census **TITLE:** 2020 人口普查即將啟動！ **CTA TITLE:** 你我未來，由此展開 2020CENSUS.GOV *Daughter and dad are learning more about the 2020 Census on their phone.*	**KID:** Why don't they do something about it? **Dad:** That kind of stuff doesn't just happen. First, they have to see how many people are moving in. Then analyze the population data... **KID:** So… it's like the 2020 Census! Yeah, you know, every ten years the census counts every person in the country. Then they use the population data to distribute public funds...I'm learning about it in school. Have you responded? **DAD:** Well… I'll get to it and mail it in... **KID:** Dad, seriously? You can respond online. We can learn a lot more about the census at 2020CENSUS.GOV Why don't we log on and take a look together, we have time. Traffic... **DAD:** Ok (holds up his phone). **VO:** The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV **LOGO:** [Shape your future. Start here. United States 2020 Census] **CTA TITLE**: The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV *Daughter and dad are learning more about the 2020 Census on their phone.*

C.1.4.2 Census Is…

Table C.34: Chinese (Mandarin) Census Is... *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
	HEAD: 华人普查你我他 **SUB:** 你我的参与，将使 2020 人口普查更准确且有效力。 **BODY:** 身为华人，我肩负着重要的使命；这对于 2020 人口普查也意味重大。 每十年一次的人口普查，都要统计居住在美国的每个人。这些数字能对社区进行全面性的了解， 至关重大。藉由得到的数据，政府方可决定如何分配 6750 亿的公共资金，用于学校	**HEAD:** The census is Chinese. **SUB:** Our participation makes the 2020 Census more powerful and accurate. **BODY:** Being Chinese is important to me and 2020 Census. Every 10 years, the census works to count everyone living in America. These numbers are important in understanding each community as a whole. With the data obtained, the government can decide how to allocate $675 billion public funds for schools,

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Creative Original	In-Language Content	English Translation Content
Census Is Chinese (static)	**医院或是修**补道路，**并得以影响相关**资源配置。我能通过各种方式，**用中文回覆普**查问卷，**如上网填** **写、**邮寄问卷、或拨打专线。除了这些选择，**政府**还会派出普查员亲自登门协助。 **我要成**为造就未来的一份子。想要华人群体被重视， **一人一数个个都重要。如果没有我，就没有我**们。一起让人口普查为华人发声! **你我未来，由此展开。** **更多**详情，请上网 2020CENSUS.GOV 查询。	hospitals or road repairs, and to influence the allocation of resources. I can reply to the 2020 Census in Chinese in various ways, online, by mail, or by phone. In addition to these choices, the government will send census taker to help in person. I want to be part of the future. I want the Chinese community to be valued, every single one of us is important. Without me, there would be no us. Let the 2020 Census together speak for the Chinese! Shape your future. Start here. Visit 2020CENSUS.GOV to learn more.

C.1.4.3 My Dad/My Granddaughter

Table C.35: Chinese (Mandarin) My Dad/My Granddaughter *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
My Dad (audio)	Young girl or boy VO, background school and playground sounds **VO: 很多人**说我有我爸的眼睛，**他的酒**窝…对呀，**我**长得很像我爸。但这不是重点。我要说的是我的未来，**我在想，** **我爸可以怎么帮助我的未来。** **你看，再**过年我就上大学了。接下来 10 **年**发生的事，**不但影响我，** **更会影响我爸、我**妈，**甚至整个社区。哦**，还有我的爷爷奶奶。 **准确的**计算数字，**不但能好好**规划我们社区以后的需求。 还能透过公共资金维护我的学校、公园、图书馆，**警察和消防**员。**社区里的每个人，包括我，** **都要被算在内。** **我是真的懂，因**为学校正在教 2020 **人口普**查的事情。我要跟我爸说，**叫他一定要参加普**查。 **我**妈老说，**你爸其**实都知道，**他只是要人家一直提醒…** **天啊，我怎么听起来跟**妈一样？	*Young girl or boy VO, background school and playground sounds* **VO:** A lot of people say I have my father's eyes, his dimples…Yeah, I look a lot like my dad. But that's not what I'm here to talk about. I want to talk about what my dad can do to help my future. You see, In a few years I'm off to college. And what happens in the next 10 years and beyond affects not only me, my mom and my dad, but my whole community. Oh, grandpa and grandma too. Getting an accurate count allows better planning for future needs of my community. Taking care of my school, the park, the library, the police and firefighters through public funding. Making sure that everyone (that's me) in the community gets counted. I really get this stuff because I'm learning all about the 2020 Census in school. And I'm gonna tell my dad all about it and make sure he responds. Like my mom always says, your father understands. He just needs a reminder or

Creative Original	In-Language Content	English Translation Content
	2020 人口普查就要启动！你我未来，由此展开 2020CENSUS.GOV	two...Wait, why do I sound just like my mother? The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV
My Granddaughter (audio)	Senior woman VO, background with kids and playground sounds **VO:** 朋友说我宠坏了宝贝孙女，倒也没错。我可以为她做任何事情。这就是当奶奶该做的。 想帮她的未来做好准备，我可是特别积极。这就是我一定要参与 2020 人口普查的原因。 2020 人口普查要统计在美国生活的每一个人。对于下个十年和之后的国家发展非常重要， 规划公共资金怎么分配在医疗、学校、公园，总之全靠这次的数据。 这不是什么电话推销啦、选举宣传啊那种东西。这可是十年一次的未来大计！ 所有资料和数据，都会影响到我们家、影响到社区的政策。 当然啰，也对我的宝贝孙女会有影响。 她跟我说她想当第一个华裔女太空人，要去火星！ 我说，那就去呗！ 我们还有几年的时间帮她探索自己的梦想。现在我能做的，就是确保她能够得到她所需要的支持。 2020 人口普查就要启动！你我未来，由此展开 2020CENSUS.GOV	Senior woman VO, background with kids and playground sounds **VO:** My friends tell me I spoil my granddaughter. It's true. There's not much I wouldn't do for her. After all, that's what grandmothers are for. And when it comes to setting her up for the future, I'm especially proactive. Like remembering to respond to the 2020 Census. The 2020 Census aims to count everyone living in America. It's responsible for helping plan and understand our country for the next 10 years and beyond. Public funding forclinics, schools and parks all rely on 2020 Census data. It's not telemarketing, election info, or anything like that. It's a once in a decade eventfor the future. It's information and data that can help shape policies affecting my family and my community. And of course, my granddaughter. She's tells me she wants to be the first Chinese American girl astronaut to go to Mars. I say, "Go girl!" We have a few years to get her ready for exploring other worlds. What I can do now, is make sure this world is ready for her. The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV

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C.1.4.4 I Love...

Table C.36: Chinese (Mandarin) I Love... *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Discreet (audio)	*Female VO (age 21-35), background city sounds* **VO: 我喜**欢机密行事」 **我不是在**说自己，我可是公认的活跃人物。 **我指的是** 2020 **人口普**查。 **你看，每十年一次的普**查，就是要精确统计住在美国的每一个人。 **当我回**问卷的时候，我知道美国人口普查局不会透露任何我的资料。 **而**联邦法更是完全保护我的隐私。 **真想大声呼吁**，让大家都能知道 2020 **人口普**查有多么重要！ 这种事**情可不用低**调。因为我知道，我所有的回答全部保密到家。 **哎，希望其他**单位组织也**能**这样小心维护我们的私人资讯。 **我呢会持**续在朋友圈里分享这个消息，剩下的就交给 2020 **人口普**查「机密行事」啰！ 请上网填写普查、或邮寄、或致电回复。 你我未来，由此展开 2020CENSUS.GO	*Female VO (age 21-35), background city sounds* **VO:** "discreet!" No, I'm not talking about myself. I've been known to be the "life of the party." I'm talking about the 2020 Census. You see, the census happens every 10 years to try and get the most accurate count of everyone living in America. And when I respond, I know that the U.S. Census Bureau does not disclose any of my information. Federal law protects all my answers. I'm shouting out and letting everyone know how important the 2020 Census is! I won't be discreet about that. But I know that the answers will be protected. I wish every organization took data protection as seriously as they do. I'll keep spreading the word to my friends and leave the discretion to the 2020 Census. Complete the 2020 Census online, by mail, or by phone. Shape your future. Start here at 2020CENSUS.GOV This information has been prepared solely for the use and benefit of the U.S. Census Bureau and is not intended for reliance by any other person.
  Discreet (static)	**HEAD: 我会慎重其事** **SUB:** 我指的是，2020 人口普查的资料隐密性。 **BODY:** 人口普查局从不透露你回覆的任何个人资料；联邦法保护你的隐私。这些数据只作为统计之用。 不论你是透过网路、邮件或电话进行填答，都同样受到审慎的处理。我希望每个单位组织都能这样维护我们的私人资讯。 我会参与普查。我要参与未来的计划，为自己发声。无需大肆宣扬，简简单单就能守护我的社区和家人，这才是真正的幸福。 你我未来，由此展开。 即刻参与 2020 人口普查！ 2020CENSUS.GOV	**HEAD:** discreet. **SUB:** I am referring to the confidentiality of the 2020 Census. **BODY:** The U.S. Census Bureau never discloses any personal data you reply; federal law protects your privacy. These data are for statistical purposes only. Whether you answer it via the Internet, mail or phone, you are treated with caution. I hope that every organization can protect our personal information in this way. I will participate in the 2020 Census. I want to participate in future plans and speak for myself. Protect my community and family easily without being publicized. This is true happiness.

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Creative Original	In-Language Content	English Translation Content
		Shape your future. Start here. Participate in the 2020 Census online now! 2020CENSUS.GOV
 Attention (audio)	Female VO (age 35-65), background city sounds **VO:** 「我爱引人瞩目！」 这可不是在说什么光鲜亮丽的打扮。 我指的是，成为具有代表性的一员，让自己和社区的需求被看见。 你知道吗？十年一次的人口普查会精确统计住在美国的每一个人。 这些数[]将决定我们在政府里的席次和各面向的代表性。 所以，当我回复 2020 人口普查时，我的应答就会被算在内，等于同时为个人和社群发声。 如果置之不理的话，就没有人会看到我们的⇗在。 你想，难道要让别的族群来决定我们的未来吗？当然不要！ 回复问卷便是对自己和华人群体付出，这么简单就能带来更多瞩目和影响，我当然要参与！ 请上网填写普查、或邮寄、或致电回复。 你我未来，由此展开 2020CENSUS.GOV	Female VO (age 35-65), background city sounds **VO:** "Attention!" No, I'm not talking about dressing impressively or anything like that. I'm talking about representation. For myself and our community. You know? The census happens every 10 years to try and get the most accurate count of everyone living in America. These numbers help determine many aspects our representation in all levels of government. When I respond to the 2020 Census, I'm counted—as me and as a part of my community. And if I don't respond, nobody will know my existence. Imagine that! We would be letting others shape the future of our community. Of course not! Responding -- a small effort that could go a long way, hence I must do it, because it is for me and my community. Complete the 2020 Census online, by mail, or by phone. Shape your future. Start here at 2020CENSUS.GOV
  Numbers (static)	**HEAD:** 我爱数字游戏 **SUB:** 我指的是，2020 人口普查和公共资金。 **BODY:** 我不是会计师，不过我喜欢数学演算的逻辑。每十年一次的人口普查，目的就在于统计居住在美国的每个人。数据越确切，我们社区发展就更有机会获得公共资金的补助。这意味着，普查资讯将影响6750亿美元的分配，用于学校、消防局或是修补道路，受惠之处不胜枚举。我要参与普查，在社区发展的未来规划中，为自己发声。运用我们的数字，举手之劳就能帮助社区更臻完善，何乐而不为呢？ 你我	**HEAD:** Numbers. **SUB:** I am referring to the 2020 Census and public funding. **BODY:** I am not an accountant, but I like the logic of mathematical calculations. The purpose of the census every ten years is to count everyone living in the United States. The more precise the data, the more opportunities our community will receive for public funding. This means that 2020 Census information will affect $675 billion in allocations for schools, fire stations or road repairs, and the benefits are endless. I want to participate in the 2020 Census and speak for myself in the future planning of community development. Using our numbers, it will help the

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Creative Original	In-Language Content	English Translation Content
	未来，由此展开。 即刻参与 2020 人口普查！2020CENSUS.GOV	community to improve and improve, why not? Shape your future. Start here. Participate in the 2020 Census online now! 2020CENSUS.GOV

C.1.4.5 Life Changes

Table C.37: Chinese (Mandarin) Life Changes *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Life Changes (video)	*Animated split-flap graphic 10 to 1 countdown overlay on video with VO.* **INTRO:** 這視訊將以倒數的方式播放一些十年來所發生的事。在過去十年間， 我們的生活中有了多少變化，我們的家人和四周的事物又經歷了什麼改變呢。 我們準備好迎接下一個十年了嗎？ **VO:** 十年萬變... **VO:** 九次跨年 **VO:** 八場音樂會 **VO:** 七趟遊樂園 **VO:** 六個錄取通知。 **VO**: 五堂進修課程 **VO:** 四次搬家紀錄 **VO:** 三個孩子 **VO:** 兩個毛小孩 **VO:** 一次大好機會，翻轉下個十年！ **VO:** 立即於 2020CENSUS.GOV 上參與 2020 人口普查	*Animated split-flap graphic 10 to 1 countdown overlay on video with VO.* **INTRO:** This spot is a visual countdown over a ten year period. We will see how much our lives change. How our family members and surroundings change over the last ten years. Are we ready for the next ten? **VO:** A lot changes in 10 years... **VO:** 9 New Years **VO:** 8 recitals **VO:** 7 trips to the amusement parks. **VO:** 6 job offers. **VO:** 5 continue education courses **VO:** 4 new homes **VO:** 3 kids **VO:** 2 furry kids **VO:** 1 chance to make changes to the next 10 years. **VO:** Complete the 2020 Census today at 2020CENSUS.GOV **LOGO:** Shape your future. Start here. 2020 Census **CTA TITLE:** Complete the 2020 Census today at 2020CENSUS.GOV
	十年万变... 三个新成员 二间新学校 一次大好机会，翻转下个十年！ 2020 人口普查现正进行中 你我未来，由此展开	a lot changes in 10 years... 3 new additions 2 new schools 1 chance to help get it right for the next 10 years. the 2020 Census is here. Shape your future. Start here

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Creative Original	In-Language Content	English Translation Content
Life Changes (digital)		

C.1.4.6 Getting Stuff Done

Table C.38: Chinese (Mandarin) Getting Stuff Done *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Getting Stuff Done (video)	*Two men are playing chess. A third man arrives late to the game. They talk in between moving pieces.* **INTRO:** 在清晨時分，我們看見兩位老朋友在公園裡下棋。而另一個朋友比平常晚了很多才來到。 **MAN #1:** 怎麼這麼晚？ **MAN #2:** 哎，診所很遠，超麻煩！這裡應該多開幾間… **MAN #1:** 那政府要有我們的人，不然誰會注意到華人的需求… **MAN #2:** 你… **MAN #3:** (interrupts) 你們都對。 **MAN #3:** 其實參加 2020 人口普查即能幫助社區未來的規劃。既可以分配公共資金來開診所，還能讓政府在規劃時把我們考慮進去… 而且現在手機就能回覆問卷… 嘿，將軍！ **MAN 1 & 2:** (On their phones) **VO:** 立即參與2020人口普查！你我未來，由此展開。 **LOGO:** 你我未來，由此展開。2020 Census **TITLE:** 2020 人口普查即將啟動！ **CTA TITLE:** 你我未來，由此展開 2020CENSUS.GOV	*Two men are playing chess. A third man arrives late to the game. They talk in between moving pieces.* **INTRO:** It's early in the day. We find two old friends playing chess in the park. *A third friend joins them, but much later than usual.* **MAN #1:** Why were you so late today? **MAN #2:** Ugh, the clinic is so far. They really need to open up more clinics... **MAN #1:** We have to get more representation in government then. Or our needs won't be heard. **MAN #2:** You... **MAN #3:** (interrupts) You guys are both right. **MAN #3:** Fill out the 2020 Census, it helps inform future planning. Public funding for clinics and government representation for our community... You can even respond right now on your phone... Oh, and I just won (smirk). **MAN 1 & 2:** (On their phones) **VO:** Complete the 2020 Census today. Shape your future. Start here. 2020CENSUS.GOV **LOGO:** [Shape your future. Start here. United States 2020 Census] **TITLE:** Complete the 2020 Census today. Shape your future. Start here. 2020CENSUS.GOV

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C.1.4.7 Shoes Off

Table C.39: Chinese (Mandarin) Shoes Off *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Shoes Off (static)	**HEAD: 我会入内脱鞋** **SUB: 身**为 2020 **人口普**查员，**我的**职责之一就是表达对你的尊重 **BODY: 今年我肩**负重要的任务，就是走访你社区里的各个家庭，协助进行 2020 **人口**调查。 这是每十年一次的关键时刻，借此了解这个国家居住的人口分布。 **上网填写、**邮寄问，或电话联系卷等，各种方式皆十分简易便**民。除此之外，我**们还会上门提供协助。 **可**见取得正确的资料，是如此重要。 **接受来**访可能有些唐突。但我为你带来的礼物，是一份契机。 **若你**为我敞开大门，我定会脱鞋以示尊重。 **你我未来，由此展开。** **敬**请把握时间，马上参与普查！ 2020CENSUS.GOV	**HEAD:** I take my shoes off. **SUB:** As a 2020 Census taker, being respectful is part of my job. **BODY:** This year I have an important task, it is to visit families in your community to help with the 2020 Census. This is a critical moment every ten years to understand the population distribution of the country. Filling online, by mail, or by phone, all kinds of methods are very simple and convenient. In addition, we will also provide assistance at home. This is how important it is to us to get it right. Accepting a visit may be a bit abrupt. But the gift I bring to you is an opportunity. If you open the door for me, I will take off my shoes to show respect. Shape your future. Start here. Please grasp the time and participate in the 2020 Census immediately! 2020CENSUS.GOV

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C.1.5 Filipino (Tagalog) Creative Originals

Table C.40: Filipino (Tagalog) Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Traffic, Dad			
Traffic, Dad (video)	X		
Census Is…			
Census Is Pinoy (static)	X		
My Dad/My Granddaughter			
My Dad (audio)	X		
My Granddaughter (audio)	X		
I Love…			
Discreet (audio)		X	
Discreet (static)		X	
Attention (audio)		X	
Numbers (static)		X	
Life Changes			
Life Changes (video)		X	
Life Changes (digital)		X	
Getting Stuff Done			
Getting Stuff Done (video)		X	
Shoes Off			
Shoes Off (static)			X

C.1.5.1 Traffic, Dad

Table C.41: Filipino (Tagalog) Traffic, Dad *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Traffic, Dad (video)	*A Filipino father, mid-40s. 12 year old son at home.* **INTRO:** Gabi na at nasa bahay tayo ng isang pamilya. Inaayos ni Tatay ang kanyang mga libro. Naghihintay ang kanyang anak, habang gumagawa ito ng kanyang homework. **SON:** Tay, halika na. Uwi na tayo. Gumawa raw ng arroz caldo si Lola! **DAD:** Anak, maya-maya na…maiipit tayo sa trapik! **SON:** Kakainis naman ang trapik na 'to, noh! **DAD:** Di naman ganyan ka trapik noong araw eh. Alas-6 nasa bahay na kami. **SON:** Ano ba nangyari? **DAD:** Lahat ng bagong bahay? Marami nang taong lumilipat dito sa atin kaya	*A Filipino father, mid-40s. 12 year old son at home.* **INTRO:** It's evening time as we find ourselves at a family home. Dad is organizing his books. His son is waiting for him while doing his homework. **SON:** Pa, let's go to Uncle Boy's to see Grandma. She said she made my favorite, rice porridge! I'm hungry! It's dinner time. **DAD:** Kid (Son), in a little while ,we are going to get stuck in traffic! Son: Traffic stinks! **DAD:** It didn't used to be this way back in the day, you know? We would be there by 6. **SON:** What happened?

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Creative Original	In-Language Content	English Translation Content
	ayun, punong-puno na ang mga daan at sobrang trapik na! **SON:** Bakit hindi nila gawan ng paraan? **DAD:** Anak, hindi naman nangyayari 'yun basta-basta. Una, kailangan munang malaman kunggaano kadaming tao ang lumilipat sa iisang lugar. Tapos pag-aaralan pa ang population data… **SON:** Ay, parang 2020 Census! Oo, alam ninyo kada sampung taon, ang Census ay binibilang lahat ng tao rito sa bansang ito. Tapos ginagamit 'yung population data na yun para sa pagbibigay ng pondo para sa mga daan… Pinag-aaralan namin sa eskwelahan ito. Sinagot n'yo na ba? **DAD:** Ah, eh, saka ko na gagawin 'yan, i-mail ko na lang…. **SON:** Seryoso, Tay? Puwede kayong sumagot online. Pag-aralan pa natin ang census sa 2020CENSUS.GOV. Mag-log on ka na at ipapakita ko po sa inyo dahil may oras pa naman. Trapik kasi. **DAD:** Sige, sabay natin tingnan. (holds up his phone) **VO:** Darating na ang 2020 Census. Ihugis ang inyong kinabukasan. Simulan dito sa 2020CENSUS.GOV **LOGO:** [Ihugis ang inyong kinabukasan. Simulan dito. United States 2020 Census] **CTA TITLE:** Darating na ang 2020 Census. Ihugis ang inyong kinabukasan. Simulan dito sa 2020CENSUS.GOV Son and dad are learning more about the 2020 Census on their phone.	**DAD:** All those new houses? People are moving into the neighborhood and now the roads are pretty crowded. **SON:** Why don't they do something about it? **DAD:** Kid, That kind of stuff doesn't just happen. First, they have to see how many people are moving in. Then analyze the population data... **SON:** So… it's like the 2020 Census! Yeah, you know, every ten years the census counts person in the country. Then they use the population data to distribute public funds for roads... I'm learning about it in school. Have you responded? **DAD:** Well I...I'll get to it and mail it in... **SON:** Dad, seriously? You can respond online. We can learn a lot more about the censusat 2020CENSUS.GOV. Log on and I'll show you, we have time. Traffic... **DAD:** Ok, let's take a look. (holds up his phone) **VO:** The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV

C.1.5.2 Census Is…

Table C.42: Filipino (Tagalog) Census Is… *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
	Pinoy ang census! Dahil sa sagot ko, mas magiging malakas at tumpak ang 2020 Census.	**HEAD:** The census is Pinoy. **SUB:** My response makes the 2020 Census more powerful and accurate.

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 Census Is Pinoy (static)	Importante sa akin ang pagkapinoy ko! Pati na rin sa 2020 Census. Kada sampung taon, binibilang ng census ang lahat ng taong naninirahan dito sa Amerika. Importante ang mga bilang na ito para maintindihan ang kabubuan ng isang komunidad. Ang mga data na ito ay nakakatulong sa pagdesisyon sa mahigit na 675 bilyong dolyar, para sa publikong pagpopondo ng mga paaralan, klinika, kalsada, at gayundin sa representasyon ng mga Pilipino sa gobyerno. Pwede ako sumagot online, sa mail o sa telepono. Tagalog lahat ang salita! At kung di ako makapili kung papano sumagot, pwederin silang magpadala sa bahay ko ng tagakuha ng mga sagot ko para sa 2020 Census. Gusto kong maging parte ng kinabukasan- Para mabilang at makilala bilang Pilipino. Kung wala ako, wala tayong lahat at hindi mabibilang ang mga Pinoy sa 2020 Census natin. Ihugis ang inyong kinabukasan. Simulan dito. Bisitahin ang 2020CENSUS.GOV para sa marami pang kaalaman.	**BODY:** Being Pinoy is important to me, and to the 2020 Census. Every 10 years, the census works to count everyone living in America. These numbers are important in understanding each community as a whole. With this data, it informs decisions on over 675 billion dollars in public funding for schools, clinics, and roads, as well as government representation. I can respond online, by mail, or by phone. All in Tagalog. And if I don't choose any of the above, they will send a census taker to my house to help me respond. I want to be part of the future. To be counted and reflected. Without me, there is no "we"and the 2020 Census won't be very Pinoy. Shape your future. Start here. Visit 2020CENSUS.GOV to learn more.

C.1.5.3 My Dad/My Granddaughter

Table C.43: Filipino (Tagalog) My Dad/My Granddaughter *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
My Dad (audio)	**VO:** Maraming nagsasabi na nagmana ako kay Tatay, Pero hindi yun ang gusto kong pagusapan. Gusto ko pagusapan ang aking kinabukasan…At kung anong pwedeng gawin ng tatay ko para makatulong sakin. Kase, malapit na akong magkokolehiyo. At ang mangyayari sa susunod na sampung taon ay makakaapekto sa akin, pamilya ko at sa buong komunidad. Ang pagkuha ng tumpak na bilang ay makakatulong para sa mas maayos na plano para sa mga pangangailangan ng komunidad.	**VO:** A lot of people say I got my traits from father…But that's not what I'm here to talk about. I want to talk about my future. And how my dad can help. You see, I'm off to college soon. And what happens in the next 10 years affects not only me and my family, but my whole community. Getting an accurate count allows better planning for future needs of my community.

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Creative Original	In-Language Content	English Translation Content
	Ang pondo pang publiko ay tinatabi para sa pagaalaga ng aking eskwelahan, mga parks, mga libraries at mga pulis at bumbero. Pinagaaralan kase naming ang 2020 Census sa eskwelahan. At sasabihin ko si Itay na kailangan nyang sumagot. Kasi sabi nga ni Nanay minsan kase nakakalimot. Naku, para na rin akong si Nanay ha! Darating na ang 2020 Census. Ihugis ang inyong kinabukasan. Simula dito sa 2020CENSUS.GOV	Taking care of my school, the park, the library, the police and firefighters through public funding. We are learning all about the 2020 Census in school. And I'll tell dad to respond. Coz mom says, He just needs to be reminded…Wait, am I turning into my mother? The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV
My Granddaughter (audio)	**VO**: Sabi ng mga kumare ko, inii-spoil ko daw apo ko. Lahat ata gagawin ko para sa aking pinakamamahal na apo. Mahalaga sakin ang kanyang kinabukasan. Katulad nalang ng pagsagot ng 2020 Census. Lahat ng nakatira sa Amerika ay dapat bilangin ng 2020 Census. Ito ay makakatulong sa pagplano ng mga lugar dito sa Amerika para sa pondong pampubliko katulad ng mga klinika, mga eskwelahan, at mga parks. Hindi sya telemarketing noh! Kada isang dekada lang and okasyon na ito. Ang impormasyon na ito ay makakatulong sa paghugis ng mga patakaran para sa ikauunlad nating lahat. At syempre, para sa apo ko. Sabi nya gusto nya maging astronaut para makakapunta sya sa Mars. Sabi ko naman "Kaya mo yan, anak!" Marami pa syang bigas na kakaiinin, ika nga Pero lahat gagawin ko para handa ang mundo para sa kanya. Darating na ang 2020 Census. Ihugis ang inyong kinabukasan. Simula dito sa 2020CENSUS.GOV	**VO**: My friends tell me I spoil my granddaughter. There's not much I wouldn't do for my dearest granddaughter… And when it comes to setting her up for the future, I'm especially proactive. Like remembering to respond to the 2020 Census. The 2020 Census aims to count everyone living in America. It's responsible for helping plan and understand our country for the next 10 years and beyond. Public funding for clinics, schools and parks all rely on 2020 Census data. It's not telemarketing! It's a once in a decade event. It's information that can help shape policies affecting everyone . And of course, my granddaughter. She's tells me she wants to be an astronaut to go to Mars. I say, "Go girl!" She's got a lot more rice to eat before then (Filipino saying). What I can make sure of is that this world is ready for her. The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV

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C.1.5.4 I Love…

Table C.44: Filipino (Tagalog) I Love… *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
Discreet (audio)	**VO:** "Pribado akong tao!" Hindi, Hindi ito tungkol sakin. Ako kasi palagi ang "bumabangka." Ang tinutukoy ko ay ang 2020 Census. Kase, ang census ay nangyayari kada sampung taon lamang at sinusubukan nilang makakuha ng pinaka-tumpak na bilang ng lahat ng taong naninirahan dito sa Amerika. Alam ko kase na ang U.S Census Bureau ay hindi maaring ibahagi sa iba ang aking personal na impormasyon. Protektado ng pederal na batas ang lahat ng mga sagot ko. Malakas kong isisigaw para malaman ng lahat ng tao na napakaimportante ng 2020 Census. Hindi ako tatahimik tungkol dito. Dahil alam ko na ang mga isasagot ko ay pribado at protektado. Sana lang nga, lahat ng organisasyon ay ganyan kaalaga sa pag-protektado ng impormasyon at data. Sasabihan ko lahat ng mga kaibigan ko at ipapaubaya ko ang diskresyon sa 2020 Census. Ikumpleto ang census online, sa mail o sa telepono. Ihugis ang inyong kinabukasan. Simula dito sa 2020CENSUS.GOV	**VO:** "I love being discreet!" No, I'm not about myself. I've been known to be the "life of the party." I'm talking about the 2020 Census. You see, the census happens every 10 years to try and get the most accurate count of everyone living in America. And when I respond, I know that the U.S. Census Bureau does not disclose any of my information. Federal law protects all my answers. I'm shouting out and letting everyone know how important the 2020 Census is! I won't be discreet about that. But I know that the my answers will be protected. I wish every organization took data protection as seriously as they do. I'll keep spreading the word to my friends and leave the discretion to the 2020 Census. Complete the 2020 Census online, by mail, or by phone. Shape your future. Start here at 2020CENSUS.GOV
 Discreet (static)	Pribado akong tao. Ang sinasabi ko ay tungkol sa 2020 Census. Ang U.S. Census Bureau ay hindi nagbibigay ng personal na impormasyon dahil protektado ng federal na batas ang inyong impormasyon. Ang data na ito ay para lang sa mga layunin ng istatistika. Pareho ang patakarang ito, maski sumagot kayo online, sa mail o telepono. Sana lahat ng organisasyon ay ganito kaseryosong pinoprotektahan ang mga sagot ng ating mamamayan.	**HEAD:** I love being discreet. **SUB:** I'm talking about my 2020 Census info. **BODY:** The U.S. Census Bureau does not disclose any personal information when you respond; federal law protects your answers. The data is only used for statistical purposes. The same discretion holds true whether you respond by online, mail, or phone. I wish every organization takes this kind of protection as seriously as they do. I'm responding. I'm going to have a say in future planning. No need to shout about

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Creative Original	In-Language Content	English Translation Content
	Ako'y sasagot! Dahil meron akong masasabi sa planong pangkinabukasan. Di na kailangan mag-ingay pa, basta inaalagaan ko ang aking komunidad at mga taong mahal ko sa buhay. Ihugis ang inyong kinabukasan. Simula dito. Kumpletuhin ang 2020 Census ngayon sa 2020CENSUS.GOV	it, just doing my part in taking care of my community and the people I love. Shape your future. Start here. Complete the 2020 Census today at 2020CENSUS.GOV
Attention (audio)	**VO:** "Papansin ako! Hindi noh! Hindi dahil KSP ako o kulang sa pansin. Ang tinutukoy ko ay tungkol sa representasyon! Para sa aking sarili at sa ating komunidad. Kasi, ang census ay nangyayari lamang kada sampung taon at sinusubukan makakuha ng pinaka-tumpak na bilang ng lahat ng naninirahan sa Amerika. Etong mga numerong ito ay makaka-tukoy sa maraming aspeto ng ating representasyon sa lahat ng antas ng gobyerno. Pag ako'y sumagot sa 2020 Census, mabibilang ako bilang indibidual at parte ng aking kumunidad. Nakakatuwa na ang maliit na bagay sa pamamagitan ng pagsagot ay malayo ang maaabot. At kung di naman ako sumagot, parang hindi ako naririto. Grabe! Nakakalungkot isipin na ipapaubaya ko sa iba ang paghugis ng ating komunidad. Di' ako papayag nun, noh! Sasagot talaga ako! Para naman sakin din yung pagkakataon na to eh…Para sating lahat! Ikumpleto ang census online, sa mail o sa telepono. Ihugis ang inyong kinabukasan. Simula dito sa 2020CENSUS.GOV	**VO:** "I love attention!" No, I'm not about the latest fashion or anything like that. I'm talking about representation. For myself and our community. You see, the census happens every 10 years to try and get the most accurate count of everyone living in America. These numbers help determine many aspects our representation in all levels of government. When I respond to the 2020 Census, I'm counted—as me and as a part of my community. I love that it's a small effort that could go a long way. And if I don't respond, it's like I'm not here. Imagine that! We would be letting others shape the future of our community. Not gonna happen for me. I'm responding. I'm thinking of it as…more me time. More our time. Complete the 2020 Census online, by mail, or by phone. Shape your future. Start here at 2020CENSUS.GOV
	Mahilig ako sa numero. Ang pinag-uusapan dito ay ang 2020 Census at pampublikong pagpopondo. Hindi ako accountant. Pero gustong-gusto ko kapag tama ang mga numero. Sampung tanong, kada sampung taon para bilangin ang lahat ng taong naninirahan dito sa Amerika.	**HEAD:** I love numbers. **SUB:** I'm talking about my 2020 Census and public funding. **BODY:** I'm no accountant, but I love it when the numbers add up. Every 10 years the census aims to count everyone living in America.

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Creative Original	In-Language Content	English Translation Content
 Numbers (static)	Ang mga numero ng 2020 Census ay makakatulong para malaman ang kinakailangang pondong pampubliko para sa ating mga komunidad. Ibig sabihin, ang impormasyon na ito ay nagtuturo ng higit sa 675 bilyong dolyar para sa mga paaralan, mga kagawaran ng sunog, at mga kalsada. Ako'y sasagot para may masabi naman ako tungkol sa kinabukasan natin. Gamitin natin ang ating mga numero para makatulong paunlarin ang ating komunidad. Sino bang hindi sang-ayon doon? Ihugis ang inyong kinabukasan. Simula dito. Kumpletuhin ang 2020 Census ngayon sa 2020CENSUS.GOV	The more accurate the count, the better the numbers can inform public funding for our communities. That information that guides over 675 billion dollars for schools, fire departments, and roads just to name a few. I am going to respond and have a say in future planning. Using our numbers to do good and helping to make the community better. What's not to love about that. Shape your future. Start here. Complete the 2020 Census today at 2020CENSUS.GOV

C.1.5.5 Life Changes

Table C.45: Filipino (Tagalog) Life Changes *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Life Changes (video)	*Animated split-flap graphic 10 to 1 countdown overlay on video with VO.* **INTRO:** Ang spot na ito ay isang visual countdown sa loob ng sampung taon na panahon. Makikita natin kung papaano nagbago ang ating buhay. Paano ba nagbago ang mga miyembro ng pamilya at kapaligiran sa huling sampung taon. Handa na ba tayo para sa susunod na sampu? **VO:** Maraming pagbabago sa loob ng sampung taon... **VO:** Siyam na pagbisita sa Bagong Taon **VO:** Walong recital **VO:** Pitong paglalakbay sa amusement park **VO:** Anim na alok na trabaho **VO:** Limang klase sa unibersidad **VO:** Apat na bagong bahay **VO:** Tatlong anak **VO:** Dalawang bagong aso [dogs] **VO:** Isang pagkakataon para itama ang susunod na sampung taon	*Animated split-flap graphic 10 to 1 countdown overlay on video with VO.* **INTRO:** This spot is a visual countdown over a ten year period. We will see how much our lives change. How our family members and surroundings change over the last ten years. Are we ready for the next ten? **VO:** A lot changes in 10 years… **VO:** 9 visits for New Years **VO:** 8 recitals **VO:** 7 trips to the amusement parks. **VO:** 6 job offers. **VO:** 5 night classes at the university. **VO:** 4 new homes **VO:** 3 kids **VO:** 2 new buddies (dogs) **VO:** 1 chance to get it right for the next 10 years. **VO:** Complete the 2020 Census today at 2020CENSUS.GOV

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Creative Original	In-Language Content	English Translation Content
	VO: Kumpletuhin ang 2020 Census ngayon sa 2020CENSUS.GOV	
Life Changes (digital)	Maraming pagbabago sa loob ng 10 taon... 3 bagong karagdagan 2 bagong eskweladhan 1 pagkakataon para itama ang susunod na 10 taon. Nandito na ang 2020 Census. Ihugis ang inyong kinabukasan. Simula dito	a lot changes in 10 years... 3 new additions 2 new schools 1 chance to help get it right for the next 10 years. the 2020 Census is here. Shape your future. Start here

C.1.5.6 Getting Stuff Done

Table C.46: Filipino (Tagalog) Getting Stuff Done *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Getting Stuff Done (video)	*Filipino Backyard Party where children are running around, 20's somethings are doing karaoke and there is a food spread with Filipino staples like Pancit where the Tito's and Tita's banter. Tita Meding enters with the lechon with an apple in its mouth, carried by her children who place the pig as the centerpiece for the food spread...* **INTRO:** Mataas pa ang araw. Dalawang matalik na kaibigan ay magkasama sa isang party. Pagkalipas ng kaunting panahon, makikisali ang isa pa nilang kaibigan. **TITA #1:** Naku, Pilipino Time ka na naman, Mare! Tsk tsk... **TITA #2:** Naku, pumunta pa ako sa klinika doon sa kabilang parte ng bayan. Kailangan na talaga nilang magbukas ng klinikang mas malapit sa atin! **TITA #1:** Naku, mangyayari lang 'yan kung meron tayong representasyon sa gobyerno. **TITA #2:** Bakit ka masyadong... **TITA #3:**(Enters with a tray of Lumpia) Pwede n'yo gawin 'yan pareho. Subukan n'yong sagutin ang 2020 Census.	*Filipino Backyard Party where children are running around, 20's somethings are doing karaoke and there is a food spread with Filipino staples like Pancit where the Tito's and Tita's banter. Tita Meding enters with the lechon with an apple in its mouth, carried by her children who place the pig as the centerpiece for the food spread...* **INTRO:** It's early in the day. We find two old friends at a large family gathering. A third friends joins them, but much later than expected. **TITA #1:** Oh, you're late, running on Filipino Time again, friend! Tsk Tsk... **TITA #2:** Ugh you know I gotta go to the other side of town to the clinic. They really need to open more clinics **TITA #1:** The only way that's gonna happen, is more representation for us in government. **TITA #2:** Why you always... **TITA #3:** (Enters with a tray of Lumpia) Friends, You can do both! Try filling out the 2020 Census. It's responsible for future planning.

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Creative Original	In-Language Content	English Translation Content
	Responsable 'yan para sa pondong pangkinabukasan. Ang pondong pampubliko ay para sa mga klinika at representasyon sa gobyerno para sa ating komunidad. Pwede ka ngang sumagot ngayon din sa inyong telepono. Ano, kain na tayo! *Kids and everyone swarm the table where they are serving food, while the two Tita's are intent on their phones.* **VO:** Kumpletuhin ang 2020 Census ngayon. Ihugis ang inyong kinabukasan. Simulan dito! 2020CENSUS.GOV **LOGO:** [Ihugis ang inyong kinabukasan. Simulan dito! United States 2020 Census] **CTA TITLE:** Kumpletuhin ang 2020 Census ngayon. Ihugis ang inyong kinabukasan. Simulan dito! 2020CENSUS.GOV	Public funding for clinics and government representation for our community… You can even respond right now on your phone. Now Let's eat! *Kids and everyone swarm the table where they are serving food, while the two Tita's are intent on their phones.* **VO:** Complete the 2020 Census today. **CTA TITLE:** Shape your future. Start here. 2020CENSUS.GOV

C.1.5.7 Shoes Off

Table C.47: Filipino (Tagalog) Shoes Off *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Shoes Off (static)	Nagtatanggal akong sapatos! Bilang isang 2020 Census taker, ang pagiging magalang ay parte ng trabaho. Napakaimportante ng trabaho ko ngayong taon- Bumibisita ako sa mga bahay ninyo sa ating komunidad para tulungan kayong sumagot ng 2020 Census kung nangangailangan. Pagkakataon natin tuwing sampung taon upang makakuha ng mas mahusay na larawan ng mga taong naninirahan dito sa Amerika. Madaling sumagot online, sa telepono o sa mail. Kung di kayo makapili, pupuntahan na lang namin kayo para tumulong sumagot. Mahalaga na makakuha kami ng tamang sagot! Naiintindihan naman namin na hindi madaling mag-imbita ng taong di nyo kakilala sa inyong pamamahay. Dadalhin ko sa iyo ang regalong pagkakataon at kung buksan mo ang pinto, handa na akong alisin ang aking mga sapatos.	**HEAD:** I take my shoes off. **SUB:** As a 2020 Census taker, being respectful is part of my job. **BODY:** I have a very important job this year—visiting households in our community to help you respond to the 2020 Census. It's one chance every 10 years to get a better picture of the people living in this country. It's easy to respond online, by mail, or phone. And if you don't pick any of those, we'll come over and help you respond. That's how important it is to us to get it right. I understand it's not always easy to have people visit your home. I'm bringing you a gift of opportunity and if you open the door, I'll be ready to take my shoes off. Shape your future. Start here. It's not too late to complete the 2020 Census at 2020CENSUS.GOV

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Creative Original	In-Language Content	English Translation Content
	Ihugis ang inyong kinabukasan. Simula dito. Hindi pa huli para kumpletuhin ang 2020 Census sa 2020CENSUS.GOV	

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C.1.6 Japanese Creative Originals

Table C.48: Japanese Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Traffic, Dad			
Traffic, Dad (video)	X		
Census Is…			
Census Is Japanese (static)	X		
My Dad/My Granddaughter			
My Granddaughter (audio)	X		
I Love…			
Discreet (static)		X	
Numbers (audio)		X	
Getting Stuff Done			
Getting Stuff Done (video)		X	
Shoes Off			
Shoes Off (static)			X

C.1.6.1 Traffic, Dad

Table C.49: Japanese Traffic, Dad *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Traffic, Dad (video)	*Asian Father and 8 year-old daughter at the family bakery, and dad is cleaning up for the day.* **INTRO:** 日暮れ時。家族経営の店の店内。父親が店を閉め、片付けをしている。娘が宿題をしながら、父親を待っている。 **子供**：パパ、帰ろうよ。 **父親**：もうちょっと待とうか。まだ、トラフィックがひどいからね。 **子供**：トラフィック？ **父親**：うん、前は６時に帰れたけどなあ。 **子供**：　どうしちゃったの？ **父親**：　家がたくさん建っただろ？ で、人がいっぱい引っ越してきて、道が混むようになったんだよ。 **子供**：　混雑なくせばいいのにね。 **父親**：　うん、でも簡単じゃないんだ。どこにどのくらい人が住んでるか調べてそれをいろいろ研究してから… **子供**：　それって…2020国勢調査のことね！ 10年に一回、アメリカに住む人全員の数を数えるのよ。	*Asian Father and 8 year-old daughter at the family bakery, and dad is cleaning up for the day.* **INTRO:** It's evening time as we find ourselves at a family business. Dad is cleaning up and closing shop for the day. His daughter is waiting for him while doing her homework. **KID:** Papa, let's go home. **DAD:** Let's wait awhile. The traffic is still bad. **KID:** Traffic? **DAD:** Yeah, we used to be able to get back by 6. **KID:** What happened? **DAD:** See all those new houses? People are moving in there and the streets are crowded. **KID:** Why don't they just solve the jams? **DAD:** You're right, but it's not that easy. First, you need to find out where and how many people live, then they are gonna study its data.. **KID:** You mean the 2020 Census!

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Creative Original	In-Language Content	English Translation Content
	そのデータを使って道に使うお金 や場所を決めたりするの。 学校で習ったわ。パパはもうやった？ **父親：** じゃあ、書類を取り寄せて送らないとな… **子供：** 何いってるの、オンラインでできるよ。2020CENSUS.GOVだよ。 今、やっちゃおうよ、教えてあげるから。どうせトラフィックだし。 **父親：** そうだな、じゃ、教えてもらおうか。 **VO:** もうすぐ、国勢調査。未来のカタチ。ここからスタート。2020CENSUS.GOV **LOGO**: 未来のカタチ。ここからスタート。２０２０国勢調査 **CTA TITLE:** もうすぐ、国勢調査。未来のカタチ。ここからスタート。 2020CENSUS.GOV *Daughter and dad are filling out the census on their phone.*	Once every 10 years, they count everyone lives in America. Then they use its data decide where and how much to money to use for roads. I learnt that in school. Have you responded? **DAD:** Well then, better get the forms and send it… **KID:** What're you talking about, you can do it online. It's 2020CENSUS.GOV. Let's do it now, I'll teach you, since there's traffic. **DAD:** Ok, then teach me. (holds up his phone) **CTA TITLE:** The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV *Daughter and dad are filling out the 2020 Census on their phone.*

C.1.6.2 Census Is…

Table C.50: Japanese Census Is… *Creative Original Content*

Creative Original	Content
 Census Is Japanese (static)	**HEAD:** The Census is Japanese. **SUB:** Our participation makes the 2020 Census more powerful and accurate. **BODY:** Being Chinese is important to me and 2020 Census. Every 10 years, the census works to count everyone living in America. These numbers are important in understanding each community as a whole. With the data obtained, the government can decide how to allocate hundreds of billions of dollars in public funds for schools, hospitals or road repairs, and to determine government representation I can respond online in Japanese. My response is important becaue without me, there would be no us. Let the Census together speak for the Japanese community. The 2020 Census is coming. Learn more at 2020CENSUS.GOV. Shape your future. Start here.

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C.1.6.3 My Dad/My Granddaughter

Table C.51: Japanese My Dad/My Granddaughter *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
My Granddaughter (audio)	*Senior woman VO, background with kids and playground sounds* **VO:** 孫を甘やかし過ぎるって、いつも言われるの。ま、そうなんだけど。 おばあちゃんなんて、そういうものでしょ。 でもね、あの子の将来のことも、ちゃんと考えているのよ。 ２０２０国勢調査とかね。 ２０２０国勢調査で、アメリカの人口を調べるじゃない。これって１０年後やもっと先のこと を考えるのに、必要なんだって。病院や学校や公園や道路工事の予算とかね。 これ、電話アンケートとかと全然違うの。未来を決める１０年に一回の大調査。 もちろん、孫の将来にも関わってくるわ。 孫は日系人で初めて火星に行く女宇宙飛行士になりたいんだって。 いいでしょ？ いつかそんな日が来るように、今できることは、 あの子のためにしっかりやっておかないとね。 もうすぐ、国勢調査。2020CENSUS.GOV 未来のカタチ。ここからスタート。	*Senior woman VO, background with kids and playground sounds.* **VO:** Everyone says I spoil my grandchild. I admit I do. Isn't that what all grandmothers are like? But I'm also thinking about their future. Like the 2020 Census. The 2020 Census aims to count the number of people living in America. It's something necessary to think about the future 10 years and more from now, like budgeting for schools, hospitals, park and roads. This is much different from telemarketing. It's a big investigation that happens once in 10 years to decide our future. Naturally, that involves the future of my grandchild. My grandchild wants to be the first female Japanese American astronaut to go to Mars. It's good, isn't it? Until a day like that comes, the only thing I can do now is to prepare the world for her. The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV

C.1.6.4 I Love…

Table C.52: Japanese I Love… *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
	黙っているのが、好き。 私が言っているのは、2020 国勢調査のデータのこと。 国勢調査局は個人情報を一切公開しない。 私たちの答えた内容は連邦法で守られているの。データは統計のためだけに使われるわ。これは回答 方法がオンラインでも、電話、郵便でも同じこと。世の中全部の組織が、このくらい厳重に個人情報	I love being discreet. I'm talking about my 2020 Census info. The U.S. Census Bureau does not disclose any personal information when you respond; federal law protects your answers. The data is only used for statistical purposes. The samediscretion holds true whether you respond online, by mail, or by phone. I wish every

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Creative Original	In-Language Content	English Translation Content
Discreet (static)	を守ってくれたらいいのにと、本当に思いますよね。 私は国勢調査に回答します。だって、将来の計画作りに参加したいから。ここは黙ってる時じゃない わ。コミュニティーや、私が大切にしている人のためですもの。 未来のカタチ。ここからスタート。 国勢調査に今すぐご回答を！ 2020CENSUS.GOV	organization takes this kind of protection as seriously as they do. I'm responding. I'm going to have a say in future planning. No need to shout about it, just doing my part in taking care of my community and the people I love. Shape your future. Start here. Complete the 2020 Census today at 2020CENSUS.GOV
Numbers (audio)	*Female or Male VO (age 35-65), background city or park sounds.* **VO:** 数字、大好きです。 数字の力って、本当にすごいんです。 アメリカの人口を調べる、 ２０２０国勢調査が始まっていますね。 この数は、６７50 億ドル以上の国の予算をどう使う か決めていく、ベースになるんです。 学校、公園、警察… どのコミュニティーに何が必要なのか、このデータで分かってきます。 国の統計調査の中でも、一番重要なものです。議員の数や国中のビジネスにも影響します。 すごい力ですね。 だから私は、国勢調査に参加します。私たちの回答が、力に変わります。 数が増えれば増えるほど、次の 10 年、そしてもっと先の暮らしが どんどん良くなっていく… だから私、数字、大好きなんです。 オンライン、郵便、または電話で、今すぐ、国勢調査。 2020CENSUS.GOV 未来のカタチ。ここからスタート。	*Female or Male VO (age 35-65), background city or park sounds.* **VO:** "I love numbers!" The power of numbers is really amazing. The 2020 Census to research the American population has begun. This will become the basis in the decision on how over 675 billion dollars of the national budget will be used. Schools, parks, polices…With this data, we can tell what certain communities need. Out of all the government surveys, this is the most important. It affects the number of government representatives and businesses all over the nation. Amazing how much power it has. That's why I'll participate in the census. Our responses will turn into power. The more the numbers increase, the more better our lives will be for the next decade, and onward… That's why I love numbers so much. Online, by mail, or by phone, do the 2020 Census now. 2020CENSUS.GOV Shape your future. Start here.

C.1.6.5 Getting Stuff Done

Table C.53: Japanese Getting Stuff Done *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
	Two Japanese men meet up for a jog, and third man joins in on the conversation. **INTRO:** 朝。長い付き合いの友人2人が公園でジョギングをしている。 そこに３人目がいつもより遅れて加わってくる。	*Two Japanese men meet up for a jog, and third man joins in on the conversation.* **INTRO:** It's early in the day. We find two old friends jogging in the park. A third friends joins them, but much later than usual.

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Creative Original	In-Language Content	English Translation Content
 Getting Stuff Done (video)	**男#1:** 今日、遅かったな。 **男#2:** 病院だよ。遠くてさ。近くにできないかなあ… **男#1:** じゃ、政府に俺たちの代表がもっと必要だな。 **男#:** またそれか。病院を増やせっていってるだけだぜ。 **男#1:** 自分中心だな。日系コミュニティーのこと考えろよ。 **男#2:** どうしてお前はいつも… **男#3:** どっちもやれるよ。 ２０２０国勢調査だよ。これで病院の予算や議員の数とか、これからのことを決めるんだ。電話でやれるぜ。 **男#1&2:**（電話を取り出す） **VO:** 2020国勢調査に、今すぐご回答を！未来のカタチ。ここからスタート。 **LOGO:** 未来のカタチ。ここからスタート。2020国勢調査 **CTA TITLE:** 2020国勢調査に、今すぐご回答を！未来のカタチ。ここからスタート。2020CENSUS.GOV	**MAN 1:** You were late today. **MAN 2:** I was at the hospital, but it was so far away. I wish there was one closer to here… **MAN 1:** Well then, we need to send more people that represent us in the government. **MAN 2:** That again? I'm just asking for more hospitals. **MAN 1:** Why don't you think more about the Japanese community as a whole, not just yourself. **MAN 2:** Why are you always… **MAN 3:** You can do both. **MAN 3:** The 2020 Census. With it, future plans like budgets for hospitals and the number of representatives are made. You can do it on the phone. **MAN 1 & 2:** (takes out phone) **VO:** Complete the 2020 Census today. Shape your future. Start here. 2020CENSUS.GOV

C.1.6.6 Shoes Off

Table C.54: Japanese Shoes Off *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Shoes Off (static)	靴、脱ぎます。 礼を尽くすのは、2020 国勢調査員の務めです。 私は今年、とても大切な仕事があります。皆様の家におうかがいして、２０２０国勢調査回答のお手伝いをさせていただくのです。国勢調査はこの国にどんな人々が暮らしているのかを知る、10 年に一度のチャンスです。 オンラインや、郵便、電話で簡単にご回答いただけます。もし、これらの方法でご回答いただけなければ、私たちがおうかがいしてお手伝いさせていただきます。この調査はそれほど大事なことなのです。 知らない人が訪ねてくるのは、あまり気持ちのいいものではありませんよね。ただ、私がお訪ねするのはより良い未来を作るためだとご理解ください。そしてド	**HEAD:** I take my shoes off. **SUB:** Being respectful is my job as 2020 Census taker. **BODY:** I have a very important job this year—visiting households in our community to help you respond to the 2020 Census. It's one chance every 10 years to get a better picture of the people living in this country. It's easy to respond online, by mail, or by phone. And if you don't pick any of those, we'll come over and help you respond. That's how important it is to us to get it right. I understand it's not always easy to have people visit your home. I'm bringing you a gift of opportunity and if you open the door, I'll be ready to take my shoes off. Shape your future. Start here.

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Creative Original	In-Language Content	English Translation Content
	アを開けてくださった時には、もちろん靴を脱ぎます。 未来のカタチ。 ここからスタート。 まだ間に合います！国勢調査に今すぐご回答を！ 2020CENSUS.GOV	It’s not too late to complete the 2020 Census at 2020CENSUS.GOV

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C.1.7 Korean Creative Originals

Table C.55: Korean Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Traffic, Dad			
Traffic, Dad (video)	X		
Census Is…			
Census Is Korean (static)	X		
My Dad/My Granddaughter			
My Dad (audio)	X		
My Granddaughter (audio)	X		
I Love…			
Discreet (audio)		X	
Discreet (static)		X	
Attention (audio)		X	
Numbers (static)		X	
Life Changes			
Life Changes (video)		X	
Life Changes (digital)		X	
Getting Stuff Done			
Getting Stuff Done (video)		X	
Shoes Off			
Shoes Off (static)			X

C.1.7.1 Traffic, Dad

Table C.56: Korean Traffic, Dad *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Traffic, Dad (video)	*Asian Father and 8 year-old son at the family deli store and dad is cleaning up for the day.* **INTRO:** 가족이 함께 일하고 있는 곳에서 저녁을 맞이하는 아버지와 아들이 보입니다. 아버지는 퇴근하기 위해 청소를 하고 있습니다. 아들은 그 옆에서 숙제를 하며 아버지를 기다리고 있습니다. **KID:** 아빠, 집에 가요. **DAD:** 지금 갈 수가 없어, 길이 너무 막혀서. 여기서 좀 기다려야 해. **KID:** 으, 길 막히는구나.	*Asian Father and 8 year-old son at the family deli store and dad is cleaning up for the day.* **INTRO:** It's evening time as we find ourselves at a family business. Dad is cleaning up and getting ready to go home for the day. His son is waiting for him while doing his homework. **KID:** Dad, let's go home. **DAD:** You don't wanna leave now, we're gonna be stuck in traffic forever. Let's wait awhile. **KID:** Ugh, traffic. **DAD:** Yeah, I know, it wasn't always this bad. When you were younger, we were always home by 6. **KID:** What happened?

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Creative Original	In-Language Content	English Translation Content
	DAD: 맞아, 예전에는 이렇게 막히지는 않았는데. 너 어릴 때는 6시면 집에 갔었어. **KID:** 지금은 왜 그래요? **DAD:** 새로 지은 집들 보이지? 사람들이 동네로 이사 오니까 길이 많이 막히는 거야. **KID:** 왜 뭔가를 하지 않는거죠? **DAD:** 그게 쉽지 않은 일이란다. 먼저, 얼마나 많은 사람들이 이사를 오는지 알아야 하고, 인구 데이터를 분석해야 하고... **KID:** 아.. 2020 인구 센서스 같은 거군요! 인구 센서스는 10년마다 미국에 살고 있는 모든 사람의 수를 조사하는 거예요. 그 자료를 바탕으로 도로에 공적 자금을 사용할 수 있데요...학교에서 배웠어요. 아빠도 참여했어요? **DAD:** 음....집에 가서 우편으로 보내야지... **KID:** 아빠, 무슨 말씀을... 온라인으로 작성해도 되는데. 2020CENSUS.GOV 에 더 자세한 내용이 있어요...로그인하고 보여 줄게요. 길 막혀서 기다려야 하니까... **DAD:** 그래, 한번 살펴 보자. (holds up his phone) **VO:** 2020 센서스가 시작됩니다. 2020CENSUS.GOV에서 자세한 내용을 알아보십시오. 우리가 만드는 미래. 지금 시작하십시오. **LOGO:** Shape your future. Start here. United States 2020 Census] **CTA TITLE:** 2020 센서스가 실시됩니다. 우리가 만드는 미래. 2020CENSUS.GOV에서 시작하십시오 *Son and dad are learning more about the 2020 Census on their phone.*	**DAD:** All those new houses? People are moving into the neighborhood and now traffic is pretty bad. **KID:** Why don't they do something about it? **DAD:** That kind of stuff doesn't just happen. First, they have to see how many people are moving in. Then analyze the population data... **KID:** So... it's like the 2020 Census! Yeah, you know, every ten years the Census counts everyone in the country. Then they use the population data to distribute public funds for roads... I'm learning about it in school. Have you responded? **DAD:** Well... I'll get to it and mail it in... **KID:** Dad, seriously? You can respond online. We can learn a lot more about the census at 2020CENSUS.GOV. Log on and I'll show you, we have time. Traffic... **DAD:** Ok, let's take a look. (holds up his phone) **VO:** The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV **LOGO:** [Shape your future. Start here. United States 2020 Census] *Son and dad are learning more about the 2020 Census on their phone.*

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C.1.7.2 Census Is...

Table C.57: Korean Census Is... *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Census Is Korean (static)	인구 센서스는 한국인을 위한 것입니다. 참여는 2020 센서스를 더 강력하고 정확하게 만듭니다. 한국인으로 산다는 것은 중요합니다. 2020 센서스 또한 중요합니다. 10 년마다, 인구 센서스는 미국 내 거주하는 모든 사람들의 수를 조사하기 위해 시행됩니다. 이 결과는 각 지역 사회를 전체로 이해하는데 매우 중요한 지표입니다. 조사 자료를 바탕으로 학교, 병원, 도로 및 연방 정부 대표 선출에 사용되는 6,750 억 달러가 넘는 공적 자금 예산이 결정됩니다. 온라인, 우편, 전화로 참여할 수 있습니다. 모두 한글로 작성되어 있습니다. 만일 어떤 것도 선택하지 않으셨다면, 참여를 돕기 위해 인구 조사원이 댁을 방문할 것입니다. 저는 미래의 한 부분이 될 것입니다. 인구 센서스에 참여하고 지역 사회의 일원이라는 것을 보여줄 것입니다. 나 없이, “우리” 는 없으며 2020 센서스에 한국인의 위상을 보여줄 수 없습니다. 우리가 만드는 미래. 지금 시작하십시오. 2020CENSUS.GOV 에서 자세한 내용을 알아보세요.	**HEAD:** The census is Korean. **SUB:** My response makes the 2020 Census more powerful and accurate. **BODY:** Being Korean is important to me, and to the 2020 Census. Every 10 years, the census works to count everyone living in America. These numbers are important in understanding each community as a whole. With this data, it informs decisions on over 675 billion dollars in public funding for schools, clinics, and roads, as well as government representation. I can respond online, by mail, or by phone. All in Korean (language). And if I don’t choose any of the above, they will send a census taker to my house to help me respond. I want to be part of the future. To be counted and reflected. Without me, there is no “we” and the 2020 Census won’t be very Korean. Shape your future. Start here. Visit 2020CENSUS.GOV to learn more.

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C.1.7.3 My Dad/My Granddaughter

Table C.58: Korean My Dad/My Granddaughter *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
My Dad (audio)	*Young girl or boy VO, background school and playground sounds.* **VO:** 많은 사람이 제가 아빠의 눈과 이목구비를 닮았다고 해요. 네, 아주 비슷해요. 하지만 지금 그 얘기를 하려는 게 아니에요. 제 미래에 대해 말하고 싶어요. 그리고 아빠가 내 미래를 위해 도울 수 있는 것을 말이에요. 전 7살이고, 10년 후면 대학에 가요. 그리고 앞으로 10년 후에 일어날 일은 저 뿐만 아니라 엄마, 아빠 그리고 커뮤니티 전체에 영향을 끼쳐요. 아, 할아버지와 할머니도 포함해서요. 정확한 인구 숫자를 파악해야 앞으로 커뮤니티가 필요한 더 나은 계획을 세울 수 있어요. 학교, 공원, 도서관, 경찰 및 소방관은 공적 자금으로 운영되요. 커뮤니티의 모든 사람이 참여했는지 확인하세요. 학교에서 2020년 인구 조사에 대해 배우고 있기 때문에 이런 내용을 잘 알고 있어요. 그리고 아빠가 참여했는지 확인할 거예요. 엄마는 항상 아빠는 좋은 사람이라고 말해요. 다만 한두 번 더 알려줘야 한다고 했어요. 잠깐, 제가 엄마 같은가요? 2020 센서스가 시작됩니다. 2020CENSUS.GOV에서 자세한 내용을 알아보십시오. 우리가 만드는 미래. 지금 시작하십시오.	*Young girl or boy VO, background school and playground sounds.* **VO:** A lot of people say I have my father's eyes, his dimples…Yeah, I look a lot like my dad. But that's not what I'm here to talk about. I want to talk about what my dad can do to help my future. You see, In a few years I'm off to college. And what happens in the next 10 years and beyond affects not only me, my mom and my dad, but my whole community. Oh, grandpa and grandma too. Getting an accurate count allows better planning for future needs of my community. Taking care of my school, the park, the library, the police and firefighters through public funding. Making sure that everyone (that's me) in the community gets counted. I really get this stuff because I'm learning all about the 2020 Census in school. And I'm gonna tell my dad all about it and make sure he responds. Like my mom always says, your father understands. He just needs a reminder or two…Wait, why do I sound just like my mother? The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV

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Creative Original	In-Language Content	English Translation Content
My Granddaughter (audio)	*Senior woman VO, background with kids and playground sounds.* **VO:** 제 친구들은 내가 우리 손녀딸을 버릇없게 만든다고 해요. 맞아요. 우리 손녀를 위해서라면 뭐든 다 할 수 있어요. 원래 할머니가 그런 거예요. 게다가 우리 손녀의 미래를 준비하는 일은 더 적극적이죠. 2020년 인구조사에 꼭 참여해야 한다는 것을 기억하고 있는 것처럼요. 2020년 인구조사는 미국 내 거주하는 모든 사람의 수를 조사하는 것이 목표예요. 이 조사는 향후 10년 이상 나라의 정책을 세우고 이해하는 데 도움이 되는 역할을 해요. 병원, 학교, 공원을 위한 공적 자금이 모두 2020년 인구조사 자료를 토대로 지급되니까요. 텔레마케팅이나, 다단계 판매 같은 것이 아니에요. 미래를 위해 10년에 한 번 있는 행사랍니다. 가족과 사회에 큰 영향을 주는 정책을 결정하는 데 이 정보와 자료가 도움을 줘요. 물론, 우리 손녀한테도 말이죠. 우리 손녀는 화성에 가는 최초의 한인 소녀 우주 비행사가 꿈이랍니다. 저는 응원해요. "가자!" 아이가 다른 세상을 탐험할 준비 기간이 몇 년 남아 있어요. 지금 제가 할 수 있는 일은, 이 세상이 손녀를 위해 준비되어 있는지 확인하는 것입니다. 2020 센서스가 시작됩니다. 2020CENSUS.GOV에서 자세한 내용을 알아보십시오. 우리가 만드는 미래. 지금 시작하십시오.	*Senior woman VO, background with kids and playground sounds.* **VO:** My friends tell me I spoil my granddaughter. It's true. There's not much I wouldn't do for her. After all, that's what grandmothers are for. And when it comes to setting her up for the future, I'm especially proactive. Like remembering to respond to the 2020 Census. The 2020 Census aims to count everyone living in America. It's responsible for helping plan and understand our country for the next 10 years and beyond. Public funding for clinics, schools and parks all rely on 2020 Census data. It's not telemarketing, pyramid selling, or anything like that. It's a once in a decade event for the future. It's information and data that can help shape policies affecting my family and my community. And of course, my granddaughter. She tells me she wants to be the first Korean American girl astronaut to go to Mars. I say, "Go girl!" We have a few years to get her ready for exploring other worlds. What I can do now, is make sure this world is ready for her. The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV

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C.1.7.4 I Love...

Table C.59: Korean I Love... *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
Discreet (audio)	*Female VO (age 21-35), background city sounds* **VO:** "보호 받는 것을 사랑합니다!" 아니, 저 말고요. 2020 센서스에 대해 말하는 겁니다. 인구 센서스는 10 년마다 미국 내 거주하는 모든 사람의 수를 정확히 조사하기 위해 시행됩니다. 제가 참여할 때, 미국 인구조사국은 어떠한 개인 정보도 공개하지 않는다는 것을 알고 있어요. 모든 답변은 연방법으로 보호됩니다. 2020 센서스가 얼마나 중요한지 모든 사람에게 알리고 있어요. 이것만은 조심하고 싶지 않아요. 제 답변이 보호되는 것을 알고 있기 때문이죠. 모든 관련 기관이 정보 보호 정책을 신중하게 수행하길 바랍니다. 친구들에게 계속 이야기해야죠. 그리고 2020 센서스에 재량권을 남겨두겠습니다. 온라인, 우편, 전화로 참여하세요. 우리가 만드는 미래, 2020CENSUS.GOV 에서 시작하십시오.	*Female VO (age 21-35), background city sounds* **VO:** "I love being discreet!" No, I'm not about myself. I'm talking about the 2020 Census. You see, the census happens every 10 years to try and get the most accurate count of everyone living in America. And when I respond, I know that the U.S. Census Bureau does not disclose any of my information. Federal law protects all my answers. I'm shouting out and letting everyone know how important the 2020 Census is! I won't be discreet about that. But I know that the my answers will be protected. I wish every organization took data protection as seriously as they do. I'll keep spreading the word to my friends and leave the discretion to the 2020 Census. Complete the 2020 Census online, by mail, or by phone. Shape your future. Start here at 2020CENSUS.GOV
	보호 받는 것을 사랑합니다. 2020 센서스 정보 정책에 대해 말하는 것입니다. 인구조사국은 여러분이 참여하실 때 어떠한 개인 정보도 공개하지 않습니다. 연방법은 여러분의 답변을 보호합니다. 그 인구 조사 자료는 통계적인 목적으로만 사용됩니다. 온라인, 우편, 전화로	**HEAD:** i love being discreet. **SUB:** I'm talking about my 2020 Census info. **BODY:** The U.S. Census Bureau does not disclose any personal information when you respond; federal law protects your answers. The data is only used for statistical purposes. The same discretion holds true whether you respond by online, mail, or phone. I wish every organization takes this kind of protection as seriously as they do.

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Creative Original	In-Language Content	English Translation Content
Discreet (static)	응답해도 동일한 재량권이 적용됩니다. 모든 관련 기관이 보호 정책을 신중하게 받아들이길 권고합니다. 저는 참여하고, 미래 계획에 대해 말할 것입니다. 큰소리 내지 않고, 지역사회와 사랑하는 사람들을 위한 내 몫을 다할 것입니다 . 우리가 만드는 미래. 지금 시작하십시오. 오늘 2020CENSUS.GOV 로 센서스에 참여하세요.	I'm responding. I'm going to have a say in future planning. No need to shout about it, just doing my part in taking care of my community and the people I love. Shape your future. Start here. Complete the 2020 Census today at 2020CENSUS.GOV
 Attention (audio)	*Female VO (age 35-65), background city sounds* **VO:** "저는 관심을 사랑해요!" 아니, 최신 패션이나 그런 걸 말하는 게 아니에요. 저 자신과 우리 사회 대표에 대해 말하는 겁니다. 인구 센서스는 10 년마다 미국 내 거주하는 모든 사람의 수를 정확히 조사하기 위해 시행됩니다. 이 수치는 다양한 정부 대표 결정에 도움을 줍니다. 2020 센서스에 참여할 때, 지역 사회 일원이라는 것을 보여주는 것입니다. 적은 노력으로 큰 변화를 만드는 이 기회를 사랑합니다. 참여하지 않는다면, 저 자신은 이곳에 없는 것입니다. 상상해보세요. 우리 커뮤니티의 미래를 다른 사람이 만들게 하는 겁니다. 있을 수 없는 일이죠. 저는 참여합니다. 저와 우리를 위한 것으로 생각합니다. 온라인, 우편, 전화로 참여하세요. 우리가 만드는 미래, 2020CENSUS.GOV 에서 시작하십시오	*Female VO (age 35-65), background city sounds* **VO:** "I love attention!" No, I'm not about the latest fashion or anything like that. I'm talking about representation for myself and our community. You see, the census happens every 10 years to try and get the most accurate count of everyone living in America. These numbers help determine many aspects our representation in all levels of government. When I respond to the 2020 Census, I'm counted—as me and as a part of my community. I love this chance that a small effort could go a long way. And if I don't respond, it's like I'm not here. Imagine that! We would be letting others shape the future of our community. Not gonna happen for me. I'm responding. I'm thinking of it as…more me time. More our time. Complete the 2020 Census online, by mail, or by phone. Shape your future. Start here at 2020CENSUS.GOV
	숫자를 사랑합니다.	**HEAD:** I love numbers.

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Creative Original	In-Language Content	English Translation Content
 Numbers (static)	2020 센서스와 공적 자금에 대해 말하는 것입니다. 난 회계사는 아니지만, 숫자가 모아지는 것을 사랑합니다. 10 년마다 미국 내 거주하는 모든 사람의 수를 조사하기 위해 시행됩니다. 더 정확한 집계, 더 많은 참여 인원수는 우리 사회 공적 자금 규모의 척도가 됩니다. 이 결과를 바탕으로 학교, 소방서 및 도로 설비에 쓰이는 6,750 억 달러 이상의 기금을 제공 받을 수 있다는 것을 의미합니다. 미래 계획에 대해 의견을 말하고 참여할 것입니다. 조사 결과는 더 나은 지역 사회를 만드는데 도움을 줍니다. 저는 이 점을 사랑하지 않을 수 없습니다. 우리가 만드는 미래. 지금 시작하십시오. 오늘 2020CENSUS.GOV 로 센서스에 참여하세요.	**SUB:** I'm talking about the 2020 Census and public funding. **BODY:** I'm no accountant, but I love it when the numbers add up. Every 10 years the census aims to count everyone living in America. The more accurate the count, the better the numbers can inform public funding for our communities. That information that guides over 675 billion dollars for schools, fire departments, and roads just to name a few. I am going to respond and have a say in future planning. Using our numbers to do good and helping to make the community better. What's not to love about that. Shape your future. Start here. Complete the 2020 Census today at 2020CENSUS.GOV

C.1.7.5 Life Changes

Table C.60: Korean Life Changes *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Life Changes (video)	*Animated split-flap graphic 10 to 1 countdown overlay on video with VO.* **INTRO:** 이번 광고는 십 년을 거꾸로 세면서, 그 기간을 시각적으로 보여드릴 것입니다. 지난 10년간 얼마나 우리 가족과 그 주위 환경들이 변화했는지 보여드립니다. 여러분은 다음 10년이 준비되셨습니까? **VO:** 십 년 안에 많은 변화가 생깁니다... **VO:** 아홉 번째 맞는 새해 **VO:** 여덟 번의 경연 **VO:** 일곱 번째 놀이공원 방문 **VO:** 여섯 번째 취업 소식	*Animated split-flap graphic 10 to 1 countdown overlay on video with VO.* **INTRO**: This spot is a visual countdown over a ten year period. We will see how much our lives change. How our family members and surroundings change over the last ten years. Are we ready for the next ten? **VO:** A lot changes in 10 years... **VO:** 9 visits for New Years **VO:** 8 recitals **VO:** 7 trips to the amusement parks. **VO:** 6 job offers. **VO:** 5 night classes at the university. **VO:** 4 new homes

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Creative Original	In-Language Content	English Translation Content
	VO: 다섯 개 야간 수업을 듣는 대학 생활 **VO:** 네 번째 이사 **VO:** 세 명의 아이들 **VO:** 두 마리 강아지들 **VO:** 한번 주어지는 향후 10년을 바꿀 기회 **VO:** 센서스에 참여하세요. 우리가 만드는 미래, 지금 시작하십시오. 2020CENSUS.GOV	**VO:** 3 kids **VO:** 2 new buddies (dogs) **VO:** 1 chance to get it right for the next 10 years. **LOGO:** Shape your future. Start here. 2020 Census **CTA TITLE:** Complete the 2020 Census today at 2020CENSUS.GOV
 Life Changes (digital)	십 년 안에 많은 변화가 생깁니다. 세 명의 자녀 탄생 두 개의 학교 설립 한번 주어지는 향후 10 년을 바꿀 기회 2020 센서스가 시작됩니다. 우리가 만드는 미래, 지금 시작하십시오	a lot changes in 10 years... 3 new additions 2 new schools 1 chance to help get it right for the next 10 years. the 2020 Census is here. Shape your future. Start here

C.1.7.6 Getting Stuff Done

Table C.61: Korean Getting Stuff Done *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Getting Stuff Done (video)	*Three women in a computer class at a Korean senior center.* **INTRO:** 이른 아침입니다. 우리는 커뮤니티 센터의 컴퓨터 클래스에 앉아 있는 두 노인을 보게 됩니다. 그리고 평소보다 늦은 세 번째 친구가 도착합니다. **AUNT #1:** 왜 늦었어? **AUNT #2:** 병원에 갔다 오느라고. 솔직히 근처에 병원이 몇 개 더 생겨야 하는데... **AUNT #1:** 그렇게 되려면 더 많은 정부 대표를 선출해야 해. **AUNT #2:** 아니..왜..	*Three women in a computer class at a Korean senior center.* **INTRO:** It's early in the day. We find two old friends at a community center computer class. A third friends joins them, but much later than usual. **AUNT #1:** Why were you so late today? **AUNT #2:** Ugh, had to stop by the clinic on the way. They really need to open up more clinics near us.... **AUNT #1:** That'll only happen if we get more representation in government. **AUNT #2:** Why are you... **AUNT #3:** (interrupts) You can do both. Try filling out the 2020 Census. When you respond, it helps inform future planning.

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Creative Original	In-Language Content	English Translation Content
	AUNT #3: (interrupts) 둘 다 가능한 얘기지. 2020 센서스를 작성하고, 참여하면 미래 계획에 도움이 돼. 지역 내 필요한 병원과 정부 대표를 위한 공적 자금을 받을 수 있거든. 둘 다 컴퓨터로 작성할 수 있어. 바로 여기서! 난 방금 끝냈어. (smirk) **AUNT 1 & 2:** (On their computers) **VO:** 센서스에 참여하세요. 우리가 만드는 미래, 지금 시작하십시오. 2020CENSUS.GOV **LOGO:** [우리가 만드는 미래, 지금 시작하십시오. 2020 센서스] **CTA TITLE:** 오늘 센서스에 참여하세요. 우리가 만드는 미래, 지금 시작하십시오. 2020CENSUS.GOV	Public funding for clinics and government representation for our community... You can even respond right now on your computer... Oh, and I just finished. (smirk) **AUNT 1 & 2:** (On their computers) **VO:** Complete the 2020 Census today. Shape your future. Start here. 2020CENSUS.GOV **LOGO:** [Shape your future. Start here. United States 2020 Census] **CTA TITLE:** Complete the 2020 Census today. Shape your future. Start here. 2020CENSUS.GOV

C.1.7.7 Shoes Off

Table C.62: Korean Shoes Off *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Shoes Off (static)	신발을 벗겠습니다. 2020 인구 조사원으로서, 존중하는 마음도 제 일의 일부입니다. 저는 올해 중요한 업무를 맡고 있습니다. 여러분의 2020 센서스 참여를 돕기 위해 각 가정을 방문할 것입니다. 10 년마다 이 나라에 거주하는 사람들에게 더 나은 미래를 제공하는 한 번의 기회입니다. 온라인, 우편, 전화로 쉽게 참여할 수 있습니다. 만일 어떤 것도 선택하지 않으셨다면, 참여를 돕기 위해 인구 조사원이 댁을 방문할 것입니다. 조사에 참여하시는 것은 정말 중요한 일입니다. 여러분 가정을 방문하는 것은 언제나 쉬운 일이 아니라는 것 잘 알고 있습니다. 항상 신발을 벗을	**HEAD:** I take my shoes off. **SUB:** As a 2020 census taker, being respectful is part of my job. **BODY:** I have a very important job this year—visiting households in our community to help you respond to the 2020 Census. It's one chance every 10 years to get a better picture of the people living in this country. It's easy to respond online, by mail, or by phone. And if you don't pick any of those, we'll come over and help you respond. That's how important it is to us to get it right. I understand it's not always easy to have people visit your home. I'm bringing you a gift of opportunity and if you open the door, I'll be ready to take my shoes off. Shape your future. Start here. It's not too late to complete the 2020 Census at 2020CENSUS.GOV

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Creative Original	In-Language Content	English Translation Content
	준비를 하고, 문을 열어 주신다면, 여러분께 선물 같은 소중한 참여 기회를 드리겠습니다. 잊지 마십시오. 늦추지 마십시오. 2020CENSUS.GOV 에서 참여하셔도 늦지 않습니다.	

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C.1.8 Vietnamese Creative Originals

Table C.63: Summary of Vietnamese Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Traffic, Dad			
Traffic, Dad (video)	X		
Census Is…			
Census Is Vietnamese (static)	X		
My Dad/My Granddaughter			
My Dad (audio)	X		
My Granddaughter (audio)	X		
I Love…			
Discreet (audio)		X	
Discreet (static)		X	
Attention (audio)		X	
Numbers (static)		X	
Life Changes			
Life Changes (video)		X	
Life Changes (digital)		X	
Getting Stuff Done			
Getting Stuff Done (video)		X	
Shoes Off			
Shoes Off (static)			X

C.1.8.1 Traffic, Dad

Table C.64: Vietnamese Traffic, Dad *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Traffic, Dad (video)	*Asian Father and 8 year-old daughter at the family bakery, and dad is cleaning up for the day.* **INTRO:** Thời gian là xế chiều và chúng ta đến với một doanh nghiệp gia đình nhỏ. Người cha đang dọn dẹp và chuẩn bị đóng tiệm trong khi cô con gái đang làm bài tập và đợi bố mình làm xong việc. **KID:** Bố ơi, mình về được chưa? **DAD:** Chưa con, giờ này kẹt xe lắm. Ráng đợi chút nữa. **KID:** Ugh, kẹt xe hoài! **DAD:** Càng ngày càng kẹt. Nhớ hồi con còn nhỏ, mình 6h đã về đến nhà **KID:** Tại sao vậy bố? **DAD:** Con thấy mấy toà nhà mới không? Nhiều người dọn vào khu này rồi đường xá thành chật hẹp.	*Asian Father and 8 year-old daughter at the family bakery, and dad is cleaning up for the day.* **INTRO:** It's evening time as we find ourselves at a family business. Dad is cleaning up and closing shop for the day. His daughter is waiting for him while doing her homework. **KID:** Dad, can we go home yet? **DAD:** Not yet, it's high traffic time. Let's wait a bit. **KID:** Ugh, traffic! **DAD:** The traffic gets worse. When you were a lot younger, we were always home by 6 **KID:** What happened dad?

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Creative Original	In-Language Content	English Translation Content
	KID: Sao họ không làm gì để cải tiến đường xá hả Bố? **DAD:** Đâu thể tự nhiên nới đường được. Trước tiên, họ phải biết bao nhiêu người dọn đến khu này. Sau đó phân tích dữ liệu dân số... **KID:** Vậy là giống Thống Kê Dân Số 2020 rồi! Yeah, cô giáo dạy, mỗi 10 năm chính quyền làm kiểm kê dân số, đếm tất cả mọi người sinh sống trên toàn quốc. Sau đó họ dùng dữ liệu của thống kê để tài trợ tu bổ đường xá... Mà bố đã trả lời họ chưa? **DAD:** Ohhhh, bố sẽ làm và sẽ gửi đi... **KID:** Bố có thiệt không? Bố có thể trả lời qua mạng. Chúng ta có thể tìm hiểu về Thống Kê Dân Số tại 2020CENSUS.GOV Hãy cùng nhau lên mạng và con sẽ chỉ cho Bố, mình có thời gian mà. Kẹt xe quá đi. **DAD:** Ok, mình cùng làm con cưng. (holds up his phone) **VO:** Thống Kê Dân Số 2020 sắp bắt đầu. Định hướng tương lai. Khởi đầu từ 2020CENSUS.GOV **LOGO:** [Định hướng tương lai. Khởi đầu từ đây. United States 2020 Census] **CTA TITLE:** Thống Kê Dân Số 2020 sắp bắt đầu. Định hướng tương lai. Khởi đầu từ 2020CENSUS.GOV *Daughter and dad are learning more about the 2020 Census on their phone.*	**DAD:** See all those new condos? People are moving into the neighborhood and now the roads pretty congested. **KID:** Why can they do something to improve the traffic Dad? **DAD:** That kind of stuff doesn't just happen. First, they have to see how many people are moving in. Then analyze the population data... **KID:** So... it's like the 2020 Census! Yeah, my teacher said every ten years the government do the census to take headcount of every person in the country. Then they use the population data to give out funds for roads... Have you responded? **DAD:** Ohhhh, I'll get to it and mail it in **KID:** Dad, seriously? You can respond online. We can learn a lot more about the census at 2020CENSUS.GOV. Log on and I'll show you, we have time. Trafficccc... **DAD:** Ok, let's take a look. (holds up his phone) **VO:** The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV *Daughter and dad are learning more about the 2020 Census on their phone.*

C.1.8.2 Census Is...

Table C.65: Vietnamese Census Is... *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
	Thống kê dân số đậm chất việt. Câu trả lời của tôi làm Thống Kê Dân Số 2020 ưu việt và chính xác hơn. Là người gốc Việt quan trọng đối với tôi và với cả Thống Kê Dân Số 2020. Mỗi 10 năm, Cục Thống Kê Dân Số tiến hành kiểm kê mỗi người sinh sống trong	**HEAD:** The census is Vietnamese. **SUB:** My response makes the 2020 Census more powerful and accurate. **BODY:** Being Vietnamese is important to me, and to the 2020 Census. Every 10 years, the census works to count everyone living in America. These

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Creative Original	In-Language Content	English Translation Content
 Census Is Vietnamese (static)	Hoa Kỳ. Những con số này đóng vai trò quan trọng giúp hiểu rõ các cộng đồng như một tổng thể. Dữ liệu này được dung để phân bổ hơn 675 tỉ Đô ngân sách đến các trường học, dịch vụ y tế và đường xá công cộng cũng như đại diện trong chính quyền. Tôi có thể trả lời qua mạng trực tuyến, qua điện thoại hay đường bưu tín. Tất cả đều bằng tiếng Việt. Và nếu tôi không thích các chọn lựa trên, nhân viên thống kê sẽ ghé nhà và giúp tôi trả lời. Tôi muốn góp phần cho tương lai. Tôi muốn được đếm và phản ánh. Không có tôi sẽ không có "chúng ta" và Thống Kê Dân Số 2020 sẽ thiếu bóng dáng người Việt mình. Định Hướng Tương Lai. Khởi Đầu Từ Đây. Ghé 2020CENSUS.GOV để biết thêm chi tiết.	numbers are important in understanding each community as a whole. With this data, it informs decisions on over 675 billion dollars in public funding for schools, clinics, and roads, as well as government representation. I can respond online, by mail, or by phone. All in Vietnamese (language). And if I don't choose any of the above, they will send a census taker to my house to help me respond. I want to be part of the future. To be counted and reflected. Without me, there is no "we" and the 2020 Census won't be very Vietnamese. Shape your future. Start here. Visit 2020CENSUS.GOV to learn more.

C.1.8.3 My Dad/My Granddaughter

Table C.66: Vietnamese My Dad/My Granddaughter *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 My Dad (audio)	*Young girl or boy VO, background school and playground sounds.* **VO:** Nhiều người nói con có đôi mắt, khuôn mặt giống bố. Vâng, con nhìn rất giống bố. Nhưng con đến đây không phải để nói chuyện này. Con bàn về tương lai của con. Và điều bố có thể làm để giúp tương lai con. Con năm nay 7 tuổi. 10 năm nữa con sẽ lên đại học. Và những gì xảy ra trong 10 năm tới và xa hơn nữa không những ảnh hưởng đến con, Bố Mẹ con mà còn cả cộng đồng nữa. À quên, còn ông bà nữa. Số lượng chính xác giúp chúng ta hoạch định tốt hơn cho nhu cầu tương lai của cộng đồng. Chăm sóc trường học của con, công viên, thư viện, sở cảnh sát và sở cứu hoả qua tài trợ liên bang. Đảm bảo tất cả mọi người, kể cả con, trong cộng đồng được đếm.	*Young girl or boy VO, background school and playground sounds.* **VO:** A lot of people say I have my father's eyes, his cheekbones. Yeah, I look a lot like my dad. But I'm not here to talk about that. I'm talking about my future. And what my dad can do to help my future. I'm 7 this year. In 10 years, I'm off to college. And what happens in the next 10 years and beyond affects not only me, my mom and my dad, but my whole community. Oh, grandpa and grandma too. An accurate count allows better planning for future needs of my community. Taking care of my school, the park, the library, the police and firefighters through federal funding. Making sure that everyone, including me, in the community gets counted.

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Creative Original	In-Language Content	English Translation Content
	Con hiểu rõ điều này vì con học tất cả về Thống Kê Dân Số năm 2020 ở trường. Và con sẽ nói chuyện và nhắc Bố trả lời ngay. Như Mẹ thường nói, bố con là ông bố tốt. Mỗi tội muốn gì thì phải nhắc nhở vài lần....Ủa, sao con nói chuyện y chang như Mẹ vậy ta? Thống Kê Dân Số sắp bắt đầu. Định Hướng Tương Lai. Khởi Đầu Từ 2020CENSUS.GOV	I really get this stuff because I'm learning all about the 2020 Census in school. And I will talk and remind him to respond. Like my mom always says, my father is a good guy. If you want him to do something, he just needs a reminder or two...Wait, why am talking like my mother? The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV
My Granddaughter (audio)	*Senior woman VO, background with kids and playground sounds.* **VO:** Bạn tôi thường nói tôi chiều chuộng cháu gái mình quá mức. Họ nói không sai. Tôi luôn hết mình vì con cháu. Bà ngoại nào mà chẳng nuông chiều cháu chắt! Và khi nói đến việc chuẩn bị cho tương lai của con cháu, tôi hoàn toàn chủ động. Như ghi nhớ việc trả lời Thống Kê Dân Số 2020. Mục tiêu của Thống Kê Dân Số 2020 là kiểm kê mỗi nam phụ lão ấu sinh sống trong toàn Hoa Kỳ. Những con số này áp dụng vào việc lên kế hoạch và hiểu rõ về nước ta trong 10 năm sắp tới và xa hơn nữa. Ngân sách tài trợ dịch vụ y tế cộng đồng, trường học và công viên đều căn kết vào dữ liệu của Thống Kê Dân Số 2020. Đây không phải tiếp thị qua điện thoại, chương trình hoạt náo hay hội thoại .... Đây là một sự kiện quan trọng diễn ra mỗi thập niên vì tương lai. Đây chính là chi tiết và dữ liệu giúp định hình các chính sách ảnh hưởng đến gia đình và cộng đồng của tôi. Và đương nhiên, cả cháu cưng của tôi nữa. Cháu bày tỏ nguyện ước của mình là nữ phi hành gia người Mỹ gốc Việt đầu tiên đặt chân lên Sao Hoả. Tôi nói, "Bà ủng hộ cháu!" Chúng tôi có vài năm để giúp cháu chuẩn bị khám phá các hành tinh khác. Việc tôi có thể làm bây giờ là đảm bảo nơi này sẵn sàng cho cháu. Thống Kê Dân Số sắp bắt đầu.	*Senior woman VO, background with kids and playground sounds.* **VO:** My friends tell me I spoil my granddaughter. They are not wrong. There's not much I wouldn't do for my grandchildren. After all, whose doesn't like to spoil their grandchildren! And when it comes to setting up for their (grandchildren) future, I'm especially proactive. Like remembering to respond to the 2020 Census. The 2020 Census aims to count every person living in America. These numbers are responsible for helping plan and understand our country for the next 10 years and beyond. Public funding for clinics, schools and parks all rely on 2020 Census data. It's not telemarketing, inspiration talk, or talk show. It's a once in a decade event for the future. It's information and data that can help shape policies affecting my family and my community. And of course, my little cutie pie granddaughter. She conveys her wish to be the first Vietnamese American girl astronaut to go to Mars. I say, "I support you!" We have a few years to get her ready for exploring other worlds. What I can do now, is make sure this place is ready for her. The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV

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Creative Original	In-Language Content	English Translation Content
	Định Hướng Tương Lai. Khởi Đầu Từ 2020CENSUS.GOV	

C.1.8.4 I Love…

Table C.67: Vietnamese I Love… *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
Discreet (audio)	*Female VO (age 21-35), background city sounds* **VO:** TÔI YÊU THÍCH SỰ KÍN ĐÁO! Không, tôi không nói về mình vì tôi đã góp vui không ít cho những bữa tiệc linh đình. Tôi đây muốn nói về 2020 Census. Bạn có biết rằng Thống Kê Dân Số 2020 xảy ra mỗi 10 năm và kiểm kê chính xác mỗi người sinh sống trong toàn Hoa Kỳ. Và khi tôi trả lời, tôi biết Cục Thống Kê Hoa Kỳ không tiết lộ bất cứ chi tiết cá nhân nào của tôi. Luật Liên Bang bảo mật tất cả những câu trả lời của tôi. Tôi muốn kêu gọi và muốn cho mọi người biết rằng Thông Kê Dân Số 2020 quan trọng như thế nào! Tôi không kín đáo về sự kiện quan trọng này. Nhưng tôi biết câu trả lời của tôi sẽ được bảo mật. Tôi mong ước mọi cơ quan chức năng đều thực hiện chế độ bảo mật một cách thận trọng như Cục Thống Kê Dân Số. Tôi sẽ nhắn nhủ tất cả bạn bè để họ trả lời thống kê và việc bảo mật thông tịn đã có cục thống kê 2020 lo. Trả lời thống kê qua mạng, bưu tín, hay điện thoại. Định hướng tương lai. Khởi đầu từ 2020CENSUS.GOV	*Female VO (age 21-35), background city sounds* **VO:** "I love being discreet!" No, I'm not about myself. I've been known to be the "life of the party." I'm talking about the 2020 Census. You see, the census happens every 10 years to try and get the most accurate count of everyone living in America. And when I respond, I know that the U.S. Census Bureau does not disclose any of my information. Federal law protects all my answers. I'm shouting out and letting everyone know how important the 2020 Census is! I won't be discreet about that. But I know that the my answers will be protected. I wish every organization took data protection as seriously as they do. I'll keep spreading the word to my friends and leave the discretion to the 2020 Census. Complete the 2020 Census online, by mail, or by phone. Shape your future. Start here at 2020CENSUS.GOV
	Tôi yêu thích sự kín đáo. Tôi muốn nói về chi tiết trong Thống Kê Dân Số 2020 của tôi. Cục Thống Kê Dân Số không tiết lộ chi tiết cá nhân khi tôi trả lời. Luật Liên Bang bảo mật câu trả lời của người dân. Dữ liệu chỉ được dùng cho mục đích thống kê. Sự cẩn mật này áp dụng cho dù quý vị trả lời qua mạng, bưu tín, hay qua điện thoại. Tôi	I love being discreet. I'm talking about my 2020 Census info. The U.S. Census Bureau does not disclose any personal information when you respond; federal law protects your answers. The data is only used for statistical purposes. The same discretion holds true whether you respond online, by mail, or by phone. I wish every

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Creative Original	In-Language Content	English Translation Content
 Discreet (static)	mong ước mọi cơ quan chức năng đều thực hiện chế độ bảo mật một cách thận trọng như Cục Thống Kê Dân Số. Tôi sẽ trả lời. Tôi sẽ lên tiếng để định hình tương lai. Không cần phải to tiếng mà chỉ cần thực hiện bổn phận của mình để chăm lo cho cộng đồng và những người thân của tôi. Định Hướng Tương Lai. Khởi Đầu Từ Đây. Trả lời Mẫu Khảo Sát Dân Số ngay hôm nay tại 2020CENSUS.GOV	organization takes this kind of protection as seriously as they do. I'm responding. I'm going to have a say in future planning. No need to shout about it, just doing my part in taking care of my community and the people I love. Shape your future. Start here. Complete the 2020 Census today at 2020CENSUS.GOV
 Attention (audio)	*Female VO (age 35-65), background city sounds* **VO:** "TÔI MUỐN ĐƯỢC CHÚ Ý!" Không, Tôi không muốn nói về trào lưu thời trang mới nhất. Tôi muốn nói về sự đại điện. Cho chính tôi và cho cộng đồng của tôi. Bạn có biết rằng Thống Kê Dân Số 2020 xảy ra mỗi 10 năm và kiểm kê chính xác mỗi người sinh sống trong toàn Hoa Kỳ. Những con số này được dùng trong việc xác định nhiều khía cạnh đại diện của chúng ta trong tất cả bậc thang của chính quyền. Khi tôi trả lời Thống Kê Dân Số 2020, tôi được đếm—là chính tôi và là một phần của cộng đồng của tôi. Quá thích thú khi thực hiện một nỗ lực nhỏ bé nhưng hiệu quả lại dài thênh thang. Và nếu tôi không trả lời, thì lại giống như không có sự hiện diện. Hãy hình dung như thế! Làm sao có thể để người khác định hướng tương lai cho cộng động của mình. Không, tôi sẽ không để điều này xảy ra. Tôi sẽ trả lời, Tôi xem như đây là… thêm thời gian cho tôi. Và them thời gian cho chúng ta. Trả lời khảo sát dân số qua mạng, đường bưu tín hay qua điện thoại. Định hướng tương lại. Khởi đầu từ 2020CENSUS.GOV	*Female VO (age 35-65), background city sounds* **VO:** "I love attention!" No, I'm not about the latest fashion or anything like that. I'm talking about representation. For myself and our community. You see, the census happens every 10 years to try and get the most accurate count of everyone living in America. These numbers help determine many aspects our representation in all levels of government. When I respond to the 2020 Census, I'm counted—as me and as a part of my community. I love that it's a small effort that could go a long way. And if I don't respond, it's like I'm not here. Imagine that! We would be letting others shape the future of our community. Not gonna happen for me. I'm responding. I'm thinking of it as…more me time. More our time. Complete the 2020 Census online, by mail, or by phone. Shape your future. Start here at 2020CENSUS.GOV
	Tôi yêu những con số.	**HEAD:** I love numbers.

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Creative Original	In-Language Content	English Translation Content
 Numbers (static)	Tôi đang muốn nói về Thống Kê Dân Số 2020 và tài trợ liên bang. Tôi chẳng phải là kế toán, nhưng tôi rất thích những con số có lý lẽ. Mỗi 10 năm cục thống kê dân số cố gắng đếm tất cả mọi người sinh sống trong Hoa Kỳ. Dữ liệu càng chính xác, các con số càng có khả năng thiết lập số tiền tài trợ liên bang cho cộng đồng của chúng ta. Dữ liệu này là kim chỉ nam đưa ngân sách hơn 675 tỉ Mỹ Kim đến các trường học, sở cứu hỏa, đường xá công cộng và nhiều nữa. Tôi sẽ trả lời để có tiếng nói trong việc định hướng tương lai. Sử dụng các con số của chúng ta để làm việc tốt và cải tiến cộng đồng. Còn gì hay hơn thế! Định Hướng Tương Lai. Khởi Đầu Từ Đây. Trả lời Mẫu Khảo Sát Dân Số ngay hôm nay tại 2020CENSUS.GOV	**SUB:** I'm talking about the 2020 Census and public funding. **BODY:** I'm no accountant, but I love it when the numbers add up. Every 10 years the census aims to count everyone living in America. The more accurate the count, the better the numbers can inform public funding for our communities. That information that guides over 675 billion dollars for schools, fire departments, and roads just to name a few. I am going to respond and have a say in future planning. Using our numbers to do good and helping to make the community better. What's not to love about that. Shape your future. Start here. Complete the 2020 Census today at 2020CENSUS.GOV

C.1.8.5 Life Changes

Table C.68: Vietnamese Life Changes *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Life Changes (video)	*Animated split-flap graphic 10 to 1 countdown overlay on video with VO.* **INTRO:** Mẫu quảng cáo này ôn lại thời khắc quan trọng của một thập niên. Chúng ta sẽ thấy cuộc sống của chúng ta thay đổi như thế nào. Các thành viên gia đình và môi trường xung quanh của chúng ta thay đổi như thế nào trong mười năm qua. Và chúng ta đã sẵn sàng cho mười năm tiếp theo chưa? **VO:** Nhiều thứ thay đổi trong 10 năm... **VO:** 9 lần chào đón năm mới **VO:** 8 lần biểu diễn âm nhạc **VO:** 7 lần phiêu lưu kỳ thú **VO:** 6 lời mời việc mới **VO:** 5 lớp học ban đêm **VO:** 4 nhà mới **VO:** 3 nhóc tì **VO:** 2 người bạn mới **VO:** 1 dịp để giúp định hướng đúng đắn cho 10 năm tới.	*Animated split-flap graphic 10 to 1 countdown overlay on video with VO.* **INTRO:** This spot is a visual countdown over a ten year period. We will see how much our lives change. How our family members and surroundings change over the last ten years. Are we ready for the next ten? **VO:** A lot changes in 10 years... **VO:** 9 times greeting new year **VO:** 8 musical recitals **VO:** 7 amusing adventures **VO:** 6 job offers **VO:** 5 night classes **VO:** 4 new homes **VO:** 3 kids **VO:** 2 new buddies **VO:** 1 chance to get it right for the next 10 years. **VO:** Complete the 2020 Census today at 2020CENSUS.GOV

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Creative Original	In-Language Content	English Translation Content
	VO: Trả lời Mẫu Khảo Sát Dân Số 2020 ngay hôm nay tại 2020CENSUS.GOV	
 Life Changes (digital)	Nhiều thứ thay đổi trong 10 năm 3 thành viên mới 2 trường mới 1 dịp để giúp định hướng đúng đắn cho 10 năm tới Thời Khắc làm Thống Kê Dân Số 2020 Định Hướng Tương Lai. Khởi Đầu Từ Đây.	a lot changes in 10 years... 3 new additions 2 new schools 1 chance to help get it right for the next 10 years. the 2020 Census is here. Shape your future. Start here

C.1.8.6 Getting Stuff Done

Table C.69: Vietnamese Getting Stuff Done *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Getting Stuff Done (video)	*Two men are playing chess. A third man arrives late to the game. They talk in between moving pieces.* **INTRO:** Thời gian là buổi sáng. Chúng ta thấy hai người bạn già đang chơi cờ trong công viên. Người thứ ba tham gia, nhưng đến muộn. **MAN #1:** Sao ông tới trễ vậy? **MAN #2:** Tui đi khám sức khoẻ bên kia thành phố. Coi bộ họ cần phải mở thêm dịch vụ y tế cho cộng đồng... **MAN #1:** Cách duy nhất để xảy ra là phải có thêm người đại diện của mình trong chính quyền. **MAN #2:** Tại sao ông.... **MAN #3:** (interrupts) Có thể làm cả hai đó! Hãy trả lời Thống Kê Dân Số 2020. Trả lời đồng nghĩa với việc giúp thay đổi tương lai như tài trợ liên bang cho dịch vụ y tế công cộng và chọn đại diện chính quyền cho cộng đồng của mình... Và các ông có thể trả lời bằng điện thoại ngay bây giờ Hà hà, và tôi đã thắng!	*Two men are playing chess. A third man arrives late to the game. They talk in between moving pieces.* **INTRO:** It's early in the day. We find two old friends playing chess in the park. A third friends joins them, but much later than usual. **MAN #1:** Why were you so late today? **MAN #2:** Ugh, you got a doctor appointment on the other side of town. They really need to open up more community clinics... **MAN #1:** The only way that's gonna happen, is more representation for us in government. **MAN #2:** Why are you... **MAN #3:** (interrupts) You can do both. **MAN #3:** You should fill out the 2020 Census. Responding is the same as helping with future planning like public funding for clinics and government representation for our community... You can even respond right now on your phone. Ha ha, and I just won!

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Creative Original	In-Language Content	English Translation Content
	MAN 1 & 2: (On their phones) **VO:** Trả lời Thống Kê Dân Số 2020 ngay hôm nay. Định hướng tương lai. Khởi đầu từ 2020CENSUS.GOV **LOGO:** [Định hướng tương lai. Khởi đầu từ đây. United States 2020 Census] **CTA TITLE:** Trả lời Thống Kê Dân Số 2020 ngay hôm nay. Định hướng tương lai. Khởi đầu từ 2020CENSUS.GOV	**MAN 1 & 2:** (On their phones) **VO:** Complete the 2020 Census today. Shape your future. Start here. 2020CENSUS.GOV

C.1.8.7 Shoes Off

Table C.70: Vietnamese Shoes Off *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Shoes Off (static)	Tôi cởi giày. Là nhân viên làm Thống Kê Dân Số 2020, tôn trọng quý vị là một phần của công việc. Tôi làm một việc quan trọng nhất năm nay—ghé mỗi nhà trong cộng đồng để giúp quý vị trả lời Thống Kê Dân Số 2020. Đây là cơ hội quan trọng mỗi 10 năm nhằm có được dữ liệu dân số Hoa Kỳ hoàn chỉnh. Thật dễ dàng để trả lời: qua mạng, qua điện thoại hay bằng đường bưu tín. Và nếu quý vị không thích các chọn lựa trên, chúng tôi sẽ ghé nhà và giúp quý vị trả lời. Đối với chúng tôi, làm việc đúng, chuẩn mực là điều quan trọng nhất. Tôi hiểu rằng đón khách lạ vào nhà không phải lúc nào cũng dễ. Tôi mang đến cho quý vị cơ hội và nếu quý vị mở cửa, tôi sẽ cởi giày trước khi vào nhà. Định Hướng Tương Lai. Khởi Đầu Từ Đây. Vẫn còn thời gian để trả lời mẫu khảo sát dân số tại 2020CENSUS.GOV	**HEAD:** I take my shoes off. **SUB:** As a 2020 census taker, being respectful is part of my job. **BODY:** I have a very important job this year—visiting households in our community to help you respond to the 2020 Census. It's one chance every 10 years to get a better picture of the people living in this country. It's easy to respond online, by mail, or phone. And if you don't pick any of those, we'll come over and help you respond. That's how important it is to us to get it right. I understand it's not always easy to have people visit your home. I'm bringing you a gift of opportunity and if you open the door, I'll be ready to take my shoes off. Shape your future. Start here. It's not too late to complete the 2020 Census at 2020CENSUS.GOV

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C.1.9 Undocumented Asian Creative Originals

Table C.71: Summary of Undocumented Asian Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Traffic, Dad			
Traffic, Dad (video)	X		
Census Is…			
Census Is Chinese (static)	X		
My Dad/My Granddaughter			
My Dad (audio)	X		
My Granddaughter (audio)	X		
I Love…			
Discreet (static)		X	
Attention (audio)		X	
Life Changes			
Life Changes (video)		X	
Shoes Off			
Shoes Off (static)			X

C.1.9.1 Traffic, Dad

Table C.72: Undocumented Asian Traffic, Dad *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Traffic, Dad (video)	*Asian Father and 8 year-old daughter at the family bakery, and dad is cleaning up for the day.* **INTRO:** 在傍晚時候，一家麵包店裏，一位父親正在清潔並準備關店，他的女兒在旁邊做功課等他。 **KID:** 爸，回家吧。 **DAD:** 哈？現在剛好是下班高峰！等一下吧。 **KID:** 哎唷，又是堵車。 **DAD:** 對呀，以前不會這樣… 你小時候，我們每天六點就到家了。 **KID:** 那現在怎麼回事呢？ **DAD:** 你看那些新蓋的房子，越來越多人搬到附近，交通當然差囉！ **KID:** 怎麼不想想辦法呢？ **DAD:** 這種事不是憑空決定的。首先要知道多少人搬到這裡，然後分析人口數據… **KID:** 哦…就是 2020 人口普查嘛！ **KID:** 哎唷，十年一次的人口普查，會重新統計全國男女老幼。 然後政府根據數據，分配公共資金… 我在學校學的。爸，你回覆問卷了嗎？	*Asian Father and 8 year-old daughter at the family bakery, and dad is cleaning up for the day.* **INTRO:** It's evening time as we find ourselves at a family business. Dad is cleaning up and closing shop for the day. His daughter is waiting for him while doing her homework. **KID:** Dad, let's go home. **DAD:** There will be traffic now. Let's wait awhile. **KID:** Ugh, traffic. **DAD:** Yeah, I know, it wasn't always this bad. When you were younger, we were always home by 6. **KID:** What happened? **DAD:** All those new houses? People are moving into the neighborhood and now traffic is pretty bad. **KID:** Why don't they do something about it? **DAD:** That kind of stuff doesn't just happen. First, they have to see how many

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Creative Original	In-Language Content	English Translation Content
	Dad: 呃… 我找時間填寫寄出去… **Kid:** 爸，你開玩笑吧… 可以直接上網填呀。我們還可以到 2020CENSUS.GOV 查看更多人口普查的資訊。不然我們現在一起看吧，反正有的是時間… **Dad:** 好啊！ **VO:** 2020 人口普查即將啟動！你我未來，由此展開 2020CENSUS.GOV **LOGO:** 你我未來，由此展開。2020 Census **TITLE:** 2020 人口普查即將啟動！ **CTA TITLE**: 你我未來，由此展開 2020CENSUS.GOV *Daughter and dad are learning more about the 2020 Census on their phone.*	people are moving in. Then analyze the population data... **KID:** So… it's like the 2020 Census! Yeah, you know, every ten years the census counts every person in the country. Then they use the population data to distribute public funds...I'm learning about it in school. Have you responded? **DAD:** Well… I'll get to it and mail it in... **KID:** Dad, seriously? You can respond online. We can learn a lot more about the census at 2020CENSUS.GOV Why don't we log on and take a look together, we have time. Traffic... **DAD:** Ok (holds up his phone). **VO:** The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV **LOGO:** [Shape your future. Start here. United States 2020 Census] **CTA TITLE:** The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV *Daughter and dad are learning more about the 2020 Census on their phone.*

C.1.9.2 Census Is…

Table C.73: Undocumented Asian Census Is… *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Census Is Chinese (static)	**HEAD:** 华人普查你我他 **SUB:** 你我的参与，将使 2020 人口普查更准确且有效力。 **BODY:** 身为华人，我肩负着重要的使命；这对于 2020 人口普查也意味重大。 每十年一次的人口普查，都要统计居住在美国的每个人。这些数字能对社区进行全面性的了解， 至关重大。藉由得到的数据，政府方可决定如何分配 6750 亿的公共资金，用于学校医院或是修补道路，并得以影响相关资源配置。我能通过各种方式，用中文回覆普查问卷，如上网填	**HEAD:** The census is Chinese. **SUB:** Our participation makes the 2020 Census more powerful and accurate. **BODY:** Being Chinese is important to me and 2020 Census. Every 10 years, the census works to count everyone living in America. These numbers are important in understanding each community as a whole. With the data obtained, the government can decide how to allocate $675 billion public funds for schools, hospitals or road repairs, and to influence the allocation of resources. I can reply to the 2020 Census in Chinese in various ways, online, by mail, or by phone. In addition to these choices, the

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Creative Original	In-Language Content	English Translation Content
	写、邮寄问卷、或拨打专线。除了这些选择，**政府**还会派出普查员亲自登门协助。 **我要成**为造就未来的一份子。想要华人群体被重视， **一人一数个个都重要。如果没有我，就没有我**们。一起让人口普查为华人发声! **你我未来，由此展开。** **更多**详情，请上网 2020CENSUS.GOV 查询。	government will send census taker to help in person. I want to be part of the future. I want the Chinese community to be valued, every single one of us is important. Without me, there would be no us. Let the 2020 Census together speak for the Chinese! Shape your future. Start here. Visit 2020CENSUS.GOV to learn more.

C.1.9.3 My Dad/My Granddaughter

Table C.74: Undocumented Asian My Dad/My Granddaughter *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
My Dad (audio)	*Young girl or boy VO, background school and playground sounds* **VO: 很多人**说我有我爸的眼睛，**他的酒**窝… 对呀，**我**长得很像我爸。但这不是重点。 我要说的是我的未来，**我在想，** **我爸可以怎么帮助我的未来。** **你看，再**过年我就上大学了。接下来 10 **年**发生的事，**不但影响我，** **更会影响我爸、我**妈，**甚至整个社区。哦**，还有我的爷爷奶奶。 **准确的**计算数字，**不但能好好**规划我们社区以后的需求。 还能透过公共资金维护我的学校、公园、图书馆，**警察和消防**员。**社区里的每个人，包括我，** **都要被算在内。** **我是真的懂，因**为学校正在教 2020 **人口普**查的事情。我要跟我爸说，**叫他一定要参加普**查。 **我**妈老说，**你爸其**实都知道，**他只是要人家一直提醒…** **天啊，我怎么听起来跟**妈一样？ 2020 **人口普**查就要启动！**你我未来，由此展开** 2020CENSUS.GOV	*Young girl or boy VO, background school and playground sounds* **VO:** A lot of people say I have my father's eyes, his dimples…Yeah, I look a lot like my dad. But that's not what I'm here to talk about. I want to talk about what my dad can do to help my future. You see, In a few years I'm off to college. And what happens in the next 10 years and beyond affects not only me, my mom and my dad, but my whole community. Oh, grandpa and grandma too. Getting an accurate count allows better planning for future needs of my community. Taking care of my school, the park, the library, the police and firefighters through public funding. Making sure that everyone (that's me) in the community gets counted. I really get this stuff because I'm learning all about the 2020 Census in school. And I'm gonna tell my dad all about it and make sure he responds. Like my mom always says, your father understands. He just needs a reminder or two…Wait, why do I sound just like my mother? The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV

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Creative Original	In-Language Content	English Translation Content
My Granddaughter (audio)	*Senior woman VO, background with kids and playground sounds* **VO: 朋友**说我宠坏了宝贝孙女，**倒也没**错。我可以为她做任何事情。这就是当奶奶该做的。 **想帮她的未来做好准**备，**我可是特**别积极。这就是我一定要参与 2020 **人口普**查的原因。 2020 **人口普**查要统计在美国生活的每一个人。对于下个十年和之后的国家发展非常重要， 规划公共资金怎么分配在医疗、学校、公园，总之全靠这次的数据。 这不是什么电话推销啦、选举宣传啊那种东西。这可是十年一次的未来大计！ **所有**资料和数据，**都会影响到我**们家、影响到社区的政策。 **当然**啰，**也**对我的宝贝孙女会有影**响**。 **她跟我**说她想当第一个华裔女太空人，**要去火星！** **我**说，**那就去**呗！ **我**们还有几年的时间帮她探索自己的梦想。现在我能做的，**就是确保她能**够得到她**所需要的支持**。 2020 **人口普**查就要启动！**你我未来**，**由此展开** 2020CENSUS.GOV	*Senior woman VO, background with kids and playground sounds* **VO:** My friends tell me I spoil my granddaughter. It's true. There's not much I wouldn't do for her. After all, that's what grandmothers are for. And when it comes to setting her up for the future, I'm especially proactive. Like remembering to respond to the 2020 Census. The 2020 Census aims to count everyone living in America. It's responsible for helping plan and understand our country for the next 10 years and beyond. Public funding forclinics, schools and parks all rely on 2020 Census data. It's not telemarketing, election info, or anything like that. It's a once in a decade eventfor the future. It's information and data that can help shape policies affecting my family and my community. And of course, my granddaughter. She's tells me she wants to be the first Chinese American girl astronaut to go to Mars. I say, "Go girl!" We have a few years to get her ready for exploring other worlds. What I can do now, is make sure this world is ready for her. The 2020 Census is coming. Shape your future. Start here at 2020CENSUS.GOV

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C.1.9.4 I Love…

Table C.75: Undocumented Asian I Love… *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
Attention (audio)	*Female VO (age 35-65), background city sounds* **VO:**「我爱引人瞩目！」 这可不是在说什么光鲜亮丽的打扮。 **我指的是，成**为具有代表性的一员，让自己和社区的需求被看见。 **你知道**吗？**十年一次的人口普**查会精确统计住在美国的每一个人。 这些数[]**将决定我**们在政府里的席次和各面向的代表性。 **所以，当我回复** 2020 **人口普**查时，**我的**应答就会被算在内，**等于同**时为个人和社群发声。 **如果置之不理的**话，**就没有人会看到我**们的⇗**在**。 **你想**，难道要让别的族群来决定我们的未来吗？**当然不要！** **回复**问卷便是对自己和华人群体付出，这么简单就能带来更多瞩目和影响，**我当然要参与！** 请上网填写普查、**或**邮寄、或致电回复。 **你我未来，由此展开** 2020CENSUS.GOV	*Female VO (age 35-65), background city sounds* **VO:** "Attention!" No, I'm not talking about dressing impressively or anything like that. I'm talking about representation. For myself and our community. You know? The census happens every 10 years to try and get the most accurate count of everyone living in America. These numbers help determine many aspects our representation in all levels of government. When I respond to the 2020 Census, I'm counted—as me and as a part of my community. And if I don't respond, nobody will know my existence. Imagine that! We would be letting others shape the future of our community. Of course not! Responding -- a small effort that could go a long way, hence I must do it, because it is for me and my community. Complete the 2020 Census online, by mail, or by phone. Shape your future. Start here at 2020CENSUS.GOV
 Discreet (static)	**HEAD: 我会慎重其事** **SUB:** 我指的是，2020 人口普查的资料隐密性。 **BODY:** 人口普查局从不透露你回覆的任何个人资料；联邦法保护你的隐私。这些数据只作为统计之用。 不论你是透过网路、邮件或电话进行填答，都同样受到审慎的处理。我希望每个单位组织都能这样维护我们的私人资讯。 我会参与普查。我要参与未来的计划，为自己发声。无需大肆宣扬，简简单单就能守护我的社区和家人，这才是真正的幸福。 你我未来，由此展开。 即刻参与 2020 人口普查！ 2020CENSUS.GOV	**HEAD:** discreet. **SUB:** I am referring to the confidentiality of the 2020 Census. **BODY:** The U.S. Census Bureau never discloses any personal data you reply; federal law protects your privacy. These data are for statistical purposes only. Whether you answer it via the Internet, mail or phone, you are treated with caution. I hope that every organization can protect our personal information in this way. I will participate in the 2020 Census. I want to participate in future plans and speak for myself. Protect my community and family easily without being publicized. This is true happiness.

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Creative Original	In-Language Content	English Translation Content
		Shape your future. Start here. Participate in the 2020 Census online now! 2020CENSUS.GOV

C.1.9.5 Life Changes

Table C.76: Undocumented Asian Life Changes *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
  Life Changes (video)	*Animated split-flap graphic 10 to 1 countdown overlay on video with VO.* **INTRO:** 這視訊將以倒數的方式播放一些十年來所發生的事。在過去十年間，我們的生活中有了多少變化，我們的家人和四周的事物又經歷了什麼改變呢。我們準備好迎接下一個十年了嗎？ **VO:** 十年萬變... **VO:** 九次跨年 **VO:** 八場音樂會 **VO:** 七趟遊樂園 **VO:** 六個錄取通知。 **VO**: 五堂進修課程 **VO:** 四次搬家紀錄 **VO:** 三個孩子 **VO:** 兩個毛小孩 **VO:** 一次大好機會，翻轉下個十年！ **VO:** 立即於 2020CENSUS.GOV 上參與 2020 人口普查	*Animated split-flap graphic 10 to 1 countdown overlay on video with VO.* **INTRO:** This spot is a visual countdown over a ten year period. We will see how much our lives change. How our family members and surroundings change over the last ten years. Are we ready for the next ten? **VO:** A lot changes in 10 years... **VO:** 9 New Years **VO:** 8 recitals **VO:** 7 trips to the amusement parks. **VO:** 6 job offers. **VO:** 5 continue education courses **VO:** 4 new homes **VO:** 3 kids **VO:** 2 furry kids **VO:** 1 chance to make changes to the next 10 years. **VO:** Complete the 2020 Census today at 2020CENSUS.GOV **LOGO:** Shape your future. Start here. 2020 Census **CTA TITLE:** Complete the 2020 Census today at 2020CENSUS.GOV

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C.1.9.6 Shoes Off

Table C.77: Undocumented Asian Shoes Off *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Shoes Off (static)	**HEAD: 我会入内脱鞋** **SUB: 身**为 2020 **人口普**查员，**我的**职责之一就是表达对你的尊重 **BODY: 今年我肩**负重要的任务，就是走访你社区里的各个家庭，协助进行 2020 **人口**调查。 这是每十年一次的关键时刻，借此了解这个国家居住的人口分布。 **上网填写、**邮寄问，或电话联系卷等，各种方式皆十分简易便**民。除此之外，我**们还会上门提供协助。 **可**见取得正确的资料，是如此重要。 **接受来**访可能有些唐突。但我为你带来的礼物，是一份契机。 **若你**为我敞开大门，我定会脱鞋以示尊重。 **你我未来，由此展开。** **敬**请把握时间，马上参与普查！ 2020CENSUS.GOV	**HEAD:** i take my shoes off. **SUB:** As a 2020 Census taker, being respectful is part of my job. **BODY:** This year I have an important task, it is to visit families in your community to help with the 2020 Census. This is a critical moment every ten years to understand the population distribution of the country. Filling online, by mail, or by phone, all kinds of methods are very simple and convenient. In addition, we will also provide assistance at home. This is how important it is to us to get it right. Accepting a visit may be a bit abrupt. But the gift I bring to you is an opportunity. If you open the door for me, I will take off my shoes to show respect. Shape your future. Start here. Please grasp the time and participate in the 2020 Census immediately! 2020CENSUS.GOV

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C.1.10 Black/African American Creative Originals

Table C.78: Summary of Black/African American Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Hometown Heroes			
Kia (video)	X		
Kia (audio)	X		
Ray (video)	X		
Ray (audio)	X		
Tracy (video)	X		
One Thing			
For Her (video)		X	
For Her (audio)		X	
Be About It (video)		X	
Be About It (audio)		X	
Be About It (digital)		X	
Braille (video)		X	
Braille (audio)		X	
Word (audio)		X	
Parks (static)		X	
Daycare (static)		X	
Senior (static)		X	
Take the Shot			
Grind (audio)			X
Single Guys (audio)			X
Take the Shot (static)			X
Closed Mouths (digital)			X

C.1.10.1 Hometown Heroes

Table C.79: Black/African American Hometown Heroes *Creative Original Content*

Creative Original	Content
 Kia (video)	**VIDEO:** Open on Kia Nesby looking at camera. We hear her dialogue off-camera. Women of her club are in the background. **SUPER:** Kia Nesby Hometown Hero, New Haven, CT **KIA:** I saw single moms struggling with mental health issues and I wanted to help. **VIDEO:** Kia interacting with some of the women she's helped. **KIA:** I'm a community builder by nature. That's what the census is all about. I tell all my Mothers to take the census. **VIDEO:** Cut back to Kia interacting with her Helping Mothers community. Cut to scenes of folks in the community. **KIA:** Accurately counting our communities can affect the federal funding we receive for business opportunities, like the federal grant I applied for to start Helping Mothers. **VIDEO:** Kia with the Helping Mothers. **KIA:** That's the power of the census! **VIDEO:** Cut to Kia filing out the census on tablet.

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Creative Original	Content
	ANNCR: Complete the census today. Shape your future. Start here. **CUT TO TITLECARD:** Shape your future. Start Here. 2020Census.gov
 Ray (video)	**VIDEO:** Open on Ray Johnson standing in front of his Community Education Center. **SUPER:** Ray Johnson Hometown Hero, Charleston, SC **RAY:** We have a saying in my community, **VIDEO:** We cut to Ray now in his club. Young men of the club are busy in the background. Camera travels with Ray as he works. **RAY:** We're raising young kings. **VIDEO:** Cut to young Black boy proudly holds up a shirt that say in bold type, Look Good. Feel Good. Do Good. **BACKGROUND AUDIO FROM STUDENTS:** Hey, Mr. Ray! **RAY:** Just look at 'em. **VIDEO:** Camera widens to show young Black men working and interacting. We cut back to Ray showing kid how to have confidence. They practice shaking hands. **RAY:** It's the small things, like teaching a kid how to look someone in the eye and give a strong handshake, that can give them so much confidence. **VIDEO:** Cut to close-up shots of Ray filling out the census on his mobile phone. **RAY:** That's why I'm reppin' the 2020 Census. **VIDEO:** Ray continues confidently to camera. We then cut to wide shot of Community Center. Ray and young boys are all smiles. **RAY:** Completing the census is a small thing I can do, to see an impact on how federal funding is spent in our communities. **VIDEO:** We cut back to Ray reflecting. **RAY:** That's funding for our schools, our clinics... **VIDEO:** Cut to shot of teen boy confidently standing with arms crossed. Cut to another younger boy standing proudly like a superhero. Then we cut to a group shot of young boys standing confidently with Ray Johnson. **RAY:** it's one way of helping our boys grow up with better opportunities. **ANNCR:** Complete the census today. Shape your future. Start here. **CUT TO TITLECARD:** Shape your future. Start here. 2020Census.gov
 Tracy (video)	**AUDIO:** Fade up Church gospel organ music **VIDEO:** Open on establishing shot of Church in downtown Chicago. **SUPER:** Tracy Powers Hometown Hero, Chicago, IL **VIDEO:** We cut to Tracy Powers entering her church with other ladies who are well dressed. **TRACY:** In my community, a First Lady is a minister's wife, but we're not just here for our good looks. **VIDEO:** We cut to wide shot of First Ladies in Church setting next to stain glass window. **TRACY:** We take our duties to our communities seriously! **VIDEO:** We cut to reveal more First Ladies in the pews attentively watching Tracy's presentation. **TRACY:** Our meeting today is about spreading the word.. **VIDEO:** We cut to Tracy presenting at Lectern to spread the message. The U.S. 2020 Census is projected on a screen. **TRACY:** ...on the importance of completing the 2020 Census. **VIDEO:** We cut to close up shot of First Lady filling out the Census. **TRACY:** If we get our communities involved in responding to it,

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Creative Original	Content
	VIDEO: Cut to exterior wide shot of children in playground **TRACY:** we could see an impact on how funding flows through our neighborhoods **VIDEO:** Cut to interior shot of a nurse taking patient's blood pressure. **TRACY:** ...for the next 10 years! That could mean funding for clinics **VIDEO:** We then cut and see teens playing their music instruments in a band room. **TRACY:** and after school programs. **VIDEO:** Cut to women sitting at table completing the census. **TRACY:** Completing the 2020 Census is our little bit we do for the better! **VIDEO:** Tracy places hand on the shoulder of one of the younger first wives. **ANNCR:** Shape your future. Start here at 2020census.gov. **CUT TO TITLECARD:** Shape your future. Start here. 2020Census.gov
Kia (audio)	**SFX:** Music **ANNCR:** There are community heroes everywhere that have a positive impact on where they live. Take Kia Nesby of New Haven, Connecticut. **KIA:** Hello, I'm Kia Nesby. I founded Helping Mothers, a support group for working single moms. **ANNCR:** Kia saw the struggles of her community and decided she could do more to help. **KIA:** These mothers work 2-3 jobs while raising their children. They're the real heroes. **ANNCR:** Kia took the Census in 2000 and 2010. **KIA:** I tell all my mothers to take the census. Accurately counting our communities brings us opportunity, like the one I was given when I applied for the federal grant that built Helping Mothers. If we take this small step together, we could help shape the future of our housing, our clinics, our schools, and so many needs for our community. That's the power of taking the census! **ANNCR:** Shape your future. Start here. Visit 2020census.gov to learn more.
Ray (audio)	**ANNCR:** There are community heroes in every city and every town of America that stand up for their community. Meet Ray Johnson from Charleston, South Carolina. **RAY:** Hi, I'm Ray Johnson and I founded Raising Kings, a mentorship program for young Black boys. **SFX:** Hear kids laughing and playing in background. **RAY:** I get so much joy from molding these young men. It's the small things, like teaching a kid how to look someone in the eye and give a strong handshake that can give these boys so much confidence. That's why I'm reppin' the 2020 Census. If I complete the census and get their parents and our friends to complete the census, we could have an impact on how federal funding flows through all of our communities. That means we could see funding for our schools, our clinics—things we need to see them grow up healthy and strong. **KIDS:** (Hear kids calling) "Hi, Mr. Ray!" **RAY:** We've got to make sure our boys are counted. Complete the 2020 Census. It's a small effort that can go a long, long way. **ANNCR:** Shape your future. Start here. Visit 2020census.gov to learn more.

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C.1.10.2 One Thing

Table C.80: Black/African American One Thing *Creative Original Content*

Creative Original	Content
 For Her (video)	**VIDEO:** Open on a young boy asleep in his bed. Father turns on nightlight, closes door. **VIDEO:** Cut to the interior of a two-bedroom apartment. An able-bodied Black male, late 20s, cleans up his home as he waits for his wife, African-American and around the same age, to come home. **BAE VO:** She never gets home in time to see little man go to sleep. Her bus stop is a mile away. We still can't afford a car. Got student loans and mom's medical bills. **VIDEO:** See man washing dishes. We see his phone in facetime next to the sink. His wife pops up on-screen. **BAE:** I wish I could walk home with her, but someone needs to be home with little man. **VIDEO:** See phone on kitchen counter on top of an envelope from the 2020 Census. Screen shows a facetime call from wife. He smiles. **VIDEO:** See man washing dishes, dishes being placed. **BAE VO:** So I'm on the phone with her till she comes in and says 'hey'. **VIDEO:** Man grabs envelope. **VIDEO:** Sitting at table, open envelope, filling out census. **BAE VO:** I'm completing the census for her and little man. Every response can have an impact on how federal funding is spent. That's education for little man. Transportation for her. **VIDEO:** Profile of man as he sits back, small triumphant smile to himself. **VIDEO:** Apartment door opens. Woman appears in doorway. **BAE:** (relieved, loving) Hey. **HER:** (tired) Hey. **ANNCR:** Complete the census today. Shape your future. Start here. **TITLE CARD:** Shape your future. Start here. 2020census.gov.
 Be About It (video)	**VIDEO:** Open on African American male and his girlfriend. He speaks to camera as she nods along excitedly, interrupting intermittently as he speaks. **BOYFRIEND:** If I could do one thing for my community, I'd make sure there'd be more textbooks. I'm a math teacher. I've seen the need, but my girl here likes to say, "don't just talk about it, be about it." **GIRLFRIEND:** That's right! **VIDEO:** Cut to camera to show him taking the census on phone. **BOYFRIEND:** And we're about taking the 2020 Census. Just go online, count the folks you live with. **GIRLFRIEND:** That's you, me, the roomies… **BOYFRIEND OS:** And boom! **GIRLFRIEND:** (gestures) Boom! **VIDEO:** Camera cuts back to couple. **BOYFRIEND:** Federal funding. **GIRLFRIEND:** For schools, lunch programs, daycare… **BOYFRIEND:** So get on that census! Don't just talk about it… **GIRLFRIEND:** Be about it! **ANNCR:** Complete the census today. Shape your future. Start here. **TITLECARD:** Shape your future. Start here. 2020census.gov.

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Creative Original	Content
 Braille (video)	**VIDEO:** Open on a group of African American young students, listening to their friend speak. The speaker is blind. The students are in science class building robots. **STUDENT:** If I could do one thing to shape my future, there would be more technology in school for blind students like me. **FRIENDS:** Yeah! **STUDENT:** That's why we need our parents to complete the 2020 Census. **FRIENDS:** Huh? **STUDENT:** We deserve to be counted! And the census can affect where federal funds flow to after-school programs and education. **FRIEND:** (react in awe) yoooo... **VIDEO:** Cut to parent filling out the census on their computer at home. **STUDENT:** Parents can do it online. It's easy! So, if I could do one thing to shape my future… **VIDEO:** Cut back to students at school. **STUDENT:** I'm telling my parents, let's take the census now! **FRIENDS:** (cheering) **ANNCR:** Complete the census online, by mail or by phone. Shape your future. Start here at 2020census.gov.
For Her (audio)	**MUSIC:** Fade-up light piano music. **BAE:** I'm here in my apartment, waiting for my wife to get in. She never gets home in time to see little man go to sleep. The bus stop's a mile away. We still can't afford a car. Student loans and my mother's medical bills. I wish I could walk home with her, but little man's got bedtime. So I sit on the cell phone with her.. **HER:** (on cell phone): I'm on my way home **BAE:** and wait till I hear the door unlock. **HER:** (on cell phone): How's little man? **BAE:** And hear that tired smile through her voice when she says 'hey'. I'm completing the 2020 Census for her and little man. It came in the mail the other day, and I've learned that every response counted from my community can have an impact on how federal funding is spent. That means education for little man, and transportation for her. **SFX:** (door opens in background) **HER:** (tired in background) Hey. **BAE:** Hey. I want a future we can shape. I'll start with the census. **ANNCR:** Complete the census online, by mail, or by phone. Shape your future. Start here at 2020census.gov.
Be About It (audio)	**BOYFRIEND:** If I could do one thing to shape our future, I'd make sure there'd be more textbooks in school. I'm a math teacher. I've seen the need, but my girl here likes to say, "don't just talk about it, be about it." **GIRLFRIEND:** That's right! **BOYFRIEND:** And we're about completing the 2020 Census. The census is a once-in-a-decade opportunity for us to do some good for our community. **GIRLFRIEND:** We're talking about impacting the flow of federal funding for the next 10 years, while sitting on the bus on your way to work! **BOYFRIEND:** Just hit up 2020census.gov, answer a few questions, count everyone who lives with you. **GIRLFRIEND:** That's you, me, the roomies, but not the cat. **BOYFRIEND:** And boom!!

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Creative Original	Content
	GIRLFRIEND: Boom! **BOYFRIEND:** Our answers impact funding for our schools, lunch programs, daycares. **GIRLFRIEND:** Roads, clinics, even shaping congressional representation! **BOYFRIEND:** (surprised) ...wait for real-real? **GIRLFRIEND:** For really-real! **BOYFRIEND:** (more urgent) So get on that census! Don't just talk about it... **GIRLFRIEND:** ...Be about it! **ANNCR:** Complete the census online, by mail, or by phone. Shape your future. Start here at 2020census.gov.
 Word (audio)	**FRIEND 1:** If you could do one thing to help your community, what would it be? **FRIEND 2:** I'd help the community by building a health clinic that folks could afford. **FRIEND 1:** You could help do that right now. **FRIEND 2:** (surprised) Word? *MUSIC IN BACKGROUND* **FRIEND 1:** Word. You can help by completing the 2020 Census. Every response from your community could have an impact on how federal funds flow through your neighborhood. That includes funding for schools, roads, and clinics. **FRIEND 2:** (excited) Word? **FRIEND 1:** Word. **FRIEND 2:** (unsure) Well, my community needs jobs though. **FRIEND 1:** You could also help with that by completing the census. Responses may even bring more jobs to your community. **FRIEND 2:** (shock and awe) Word?? **FRIEND 1:** Word. **FRIEND 2:** Where do I take it then? **FRIEND 1:** You can take the census online, by mail, or by phone. **FRIEND 2:** You've convinced me. Let me get out my phone and take this census real quick. **FRIEND 1:** Word? **FRIEND 2:** Word! **FRIEND 1:** Word. **ANNCR:** Complete the census today. Shape your future. Start here at 2020census.gov.
 Parks (static)	If I could do one thing, he'd have more parks to play in. Start by taking the 2020 Census. We all see what our neighborhood needs. We all know we need funding. Taking the 2020 Census is a step in the right direction. It's more than a form. It plays a role in shaping the flow of federal funding to all communities. That's funding for roads, affordable housing, and education. Your community is counting on you. Shape your future. Start here. Complete it online, by mail, or by phone. 2020CENSUS.GOV
	I wish there was a daycare next to work. Start by taking the 2020 Census. If you could do one thing for your community, what would it be? More daycare centers? More funding for the arts? Completing the 2020 Census is a safe and easy way to impact federal funding for resources like daycares and

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Creative Original	Content
 Daycare (static)	art programs. It's within your control. Shape your future. Start here. Complete it online, by mail, or by phone. 2020CENSUS.GOV
 Braille (static)	If I could do one thing, I'd tell the world she counts. Begin by taking the 2020 Census. Communities are as rich and diverse as their needs. That's why completing the 2020 Census matters. It's a safe and confidential step towards having an impact on how federal funds flow through our communities. That could mean more resources in your area for special needs. It's within your control. Shape your future. Start here. Complete it online, by mail, or by phone. 2020CENSUS.GOV
 Senior (static)	If it were up to me, we'd have all the healthcare we need. Begin by taking the 2020 Census. There's talking about how to make a difference and there is doing something. Let's start by completing the 2020 Census. By taking the census you can have an impact on how federal funding is spent. That's funding for senior care. Your community is counting on you to get this right. It's within your control. Shape your future. Start here. Complete it online, by mail, or by phone. 2020CENSUS.GOV
 Be About It (digital)	We talk about schools. We talk about clinics. We talk about jobs. We talk about roads. We talk about our families. Don't just talk about it, be about it. Impact how federal funding is psent in our communities. Shape your future. Start here. Do it now.

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C.1.10.3 Take the Shot

Table C.81: Black/African American Take the Shot *Creative Original Content*

Creative Original	Content
Grind (audio)	**SFX:** upbeat music **AUNTIE:** People always ask me how I stay on my grind. I tell them, "every time I see an opportunity, I take it. No asking twice!" And right now, we have a shot at influencing federal funding with the 2020 Census. Our responses could count towards getting resources for our schools, our clinics, even shaping political representation. It's that real, y'all. So hop online at 2020Census.gov and make sure you count everyone living with you, that includes Uncle Ray and the newborns. Complete the census by online, by mail, or by phone. If you don't, a local census taker will come by soon to help you complete it. The information you give is private, confidential, and your contribution could have the impact of a lifetime. This is an opportunity, y'all, no asking twice! Get on that census! Complete it before it's too late. **ANNCR:** It's not too late to complete your census. Shape your future. Start here at 2020census.gov.
Single Guys (audio)	**SFX:** BASKETBALL GAME AMBIENCE; Ray screaming & clapping; cheering on his team. **RAY:** Man, did you see that shot? Get your face out the phone! **TERRY:** Hmm? **RAY:** What are you doing? **TERRY:** Taking my shot. **SFX:** CROWD ROARS **RAY:** You playing a fantasy game or something? **TERRY:** This isn't a game or a fantasy. I'm completing the 2020 Census. **RAY:** But during the game though? **TERRY:** I've got to do it when I can do it. It's important, you know? Completing the census impacts how and where federal funds flow for the next 10 years. If we take it, we could get resources for schools, roads, affordable housing. We could even shape congressional representation. **RAY:** You've got to be kidding! Alladat? **ERRY:** aaaalladat. All I've got to do is answer some questions, count everyone I live with. **RAY:** So you and your nephew. **TERRY:** Yeah that makes 2 for me. **RAY:** So if I do it, I could really have an impact on my community? **TERRY:** WHEN you do it, you could have an impact on OUR community. **RAY:** OK, I'll do it when I have time. **SFX:** Ref whistle. **TERRY:** It's half time. You've got time right now. **RAY:** You right, you right. *(Men joking)* **ANNCR:** It's not too late to complete your census. Shape your future. Start here at 2020census.gov.

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Creative Original	Content
 Take the Shot (static)	You can't make the basket unless you take the shot. Don't miss your shot with the census. It doesn't matter if this is your fourth census or your first, don't miss your shot at impacting your community's funding. Respond to the census online, by mail, or by phone. Don't wait, or a local census taker could stop by to help soon. Count everyone, yourself and those living in your home. Shape your future. Start here. It's not too late to complete the census at 2020CENSUS.GOV
 Closed Mouths (digital)	Closed mouths don't get fed.

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C.1.11 Haitian Creole Creative Originals

Table C.82: Summary of Haitian Creole Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Hometown Heroes			
Jean Luc (audio)	X		
Jean Luc (static)	X		
One Thing			
Tell Our Story (audio)		X	
Mom/Son (static)		X	
Be About It (video)		X	
Take the Shot			
In My Culture (audio)			X
3 Generations (static)			X

C.1.11.1 Hometown Heroes

Table C.83: Haitian Creole Hometown Heroes *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
Jean Luc (audio)	**SFX:** upbeat music **ANNCR:** Ann rankontre ak Jean-Luc Etienne, yon ewo nan vil natal li epi fondatè Read Up, yon pwogram alfabetizasyon pou adilt pou Ayisyen ki fèk rive. **JEAN-LUC:** Bonjou, mwen se Jean-Luc. An 2015, mwen te wè nesesite pou m mete yon pwogram alfabetizasyon sou pye pou adilt Ayisyen, ki fèk rive Etazini. Se sa ki fè mwen te kreye pwogram alfabetizasyon Read Up la. Kounye a an 2020, mwen wè nesesite pou genyen plis finansman nan kominote mwen an, e se rezon sa a ki fè m ap patisipe nan resansman 2020 an. Patisipe nan resansman se yon okazyon ki prezante chak dizan pou konte chak Ayisyen nan Etazini, kèlkeswa sitiyasyon fwaye w. Repons nou yo kapab gen yon enpak sou finansman gouvènman federal la ap bay pou lasante katye nou yo pou pwochen 10 zan yo. Sa vle di ka vin gen lajan pou klinik, lekòl ak pwogram alfabetizasyon	**SFX:** upbeat music **ANNCR:** Meet Jean-Luc Etienne, hometown hero and founder of Read Up, an adult literacy program for newly arrived Haitians. **JEAN-LUC:** Hi, I'm Jean-Luc. In 2015, I saw the need for a literacy program for Haitian adults, newly arrived to the States. That's why I created the Read Up literacy program. Now in 2020, I see the need for more funding in my community, and that's why I'm completing the 2020 Census. Completing the census is a once-in-a-decade opportunity to count every Haitian in America, no matter your home situation. Our responses could impact federal funding for the health of our neighborhoods for the next 10 years. That could mean resources for clinics, schools, and literacy programs. Don't worry, giving your information is safe and confidential. So be ready! Complete the 2020 Census, a small effort, that can have the impact of a lifetime.

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Creative Original	In-Language Content	English Translation Content
	Pa enkyete w, lè w bay enfòmasyon w yo, yo sekirize epi yo konfidansyèl. Kidonk mete w prè! Patisipe nan resansman 2020 an: yon ti efò ki ka gen enpak tout yon vi. **ANNCR:** Resansman an ap vini. Fasone avni w. Kòmanse isit la nan 2020census.gov.	**ANNCR:** The census is coming. Shape your future. Start here at 2020census.gov
 Jean Luc (static)	**HEAD:** Fè yon diferans nan kominote mwen an se yon bagay ki enpòtan pou mwen. **SUB:** Se pou rezon sa a ki fè m ap patisipe nan resansman 2020 an. **CALL OUT:** Jean-Luc Etienne, fondatè Read Up **BODY:** Lè Jean-Luc te wè nesesite yon pwogram alfabetizasyon anglè nan katye li a, li te fonde Read Up, yon pwogram alfabetizasyon pou adilt. Jean-Luc kwè tout moun kapab fè yon diferans nan kominote yo--epi yon bon mwayen pou kòmanse se ranpli resansman 2020 an. Resansman se yon okazyon ki prezante chak dizan pou konte chak Ayisyen nan Etazini, kèlkeswa sitiyasyon fwaye w. Ranpli resansman an sekirize, konfidansyèl, epi kapab genyen yon enpak sou fason finansman federal la ap depanse nan chak kominote. Sa ka gen ladan l finansman federal pou pwogram ETS ak TOEFL, tankou sa Jean Luc te jwenn pou finanse Read Up la. Fasone avni w. Kòmanse la a. Vizite 2020census.gov pou w ka aprann plis. 2020CENSUS.GOV	**HEAD:** Making a difference in my community is something I take personally. **SUB:** That's why I'm taking the 2020 Census. **CALL OUT:** Jean-Luc Etienne, founder of Read Up **BODY:** When Jean-Luc saw the need for an English literacy program for Haitian immigrants in his neighborhood, he founded Read Up, an adult literacy program. Jean-Luc believes that anyone can make a difference in their community—and a good way to begin is to complete the 2020 Census. The census is a once-in-a-decade opportunity to count every Haitian in America, no matter your home situation. Completing the census is safe, confidential, and could have an impact on how federal funding is spent in every community. That could include federal grants for ETS and TOEFL programs, like the one Jean Luc received to fund Read Up. Shape your future. Start here. Visit 2020census.gov to learn more. 2020CENSUS.GOV

C.1.11.2 One Thing

Table C.84: Haitian Creole One Thing *Creative Original Content*

Creative Original	Content
	VIDEO: Open on African American male and his girlfriend. He speaks to camera as she nods along excitedly, interrupting intermittently as he speaks. **BOYFRIEND:** If I could do one thing for my community, I'd make sure there'd be more textbooks. I'm a math teacher. I've seen the need, but my girl here likes to say, "don't just talk about it, be about it." **GIRLFRIEND:** That's right!

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Creative Original	Content
 Be About It (video)	**VIDEO:** Cut to camera to show him taking the census on phone. **BOYFRIEND:** And we're about taking the 2020 Census. Just go online, count the folks you live with. **GIRLFRIEND:** That's you, me, the roomies… **BOYFRIEND OS:** And boom! **GIRLFRIEND:** (gestures) Boom! **VIDEO:** Camera cuts back to couple. **BOYFRIEND:** Federal funding. **GIRLFRIEND:** For schools, lunch programs, daycare… **BOYFRIEND:** So get on that census! Don't just talk about it… **GIRLFRIEND:** Be about it! **ANNCR:** Complete the census today. Shape your future. Start here. **TITLECARD:** Shape your future. Start here. 2020census.gov.

Creative Original	In-Language Content	English Translation Content
Tell Our Story (audio)	**YOUNG MAN:** Nou menm Ayisyen, nou konnen rakonte istwa se yon zouti ki pisan. **MAN:** Non mwen se Wes. Mwen te vini Florida aprè Tranblemanntè a. **WOMAN:** Non mwen se Aya. Mwen se dezyèm jenerasyon epi mwen apèn gradye. **CHILD**: Non mwen se Josue. M ap viv ak Granmè m. **SFX:** Voices fade into an ominous murmur of storytelling. **YOUNG MAN:** Nou rakonte istwa nou yo pou konsève lyen ak rasin nou yo pandan n ap fè konnen prezans nou atravè monn lan. Isit la nan Ezazini, espesyalman, kominote nou yo merite pou konte. Sa vle di chak Ayisyen nan Etazini ta dwe ranpli Resansman 2020 an. Kantite repons nou yo kapab fè enpak sou fason finansman federal la depanse nan katye nou yo. Enfòmasyon ou bay yo sekirize epi konfidansyèl. Kidonk, kanpe epi rakonte istwa w la. Patisipe nan resansman an kounye a. **SENIOR:** Non mwen se David. Mwen te patisipe nan resansman 2020 an. **ANNCR**: Patisipe nan resansman an sou entènèt, pa lapòs, oswa pa telefòn. Fasone avni w. Kòmanse isit la nan 2020census.gov.	**YOUNG MAN:** We Haitians know storytelling is a powerful tool. **SFX:** (voices fade into each other) **MAN:** My name is Wes. I came to Florida after the Earthquake. **WOMAN:** My name is Aya. I am second generation and just graduated. **CHILD:** My name is Josue. I live with my Grandma. **SFX:** Voices fade into an ominous murmur of storytelling. **YOUNG MAN:** We tell our stories to keep strong ties to our roots while making our presence known across the world. Here in the states, especially, our communities deserve to be counted. This means every Haitian in America should fill out the 2020 Census. The number of our responses could impact how federal funding is spent in our neighborhoods. The information you give is safe and confidential. So stand up and tell your story. Take the census now. **SENIOR:** My name is David. I took the 2020 Census. **ANNCR:** Complete the census online, by mail, or by phone. Shape your future. Start here at 2020census.gov.

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Creative Original	In-Language Content	English Translation Content
 Mom / Son (static)	**HEAD:** li lè pou nou pran desten nou nan pwòp men nou. **SUB:** Ou renmen kominote w ? Tanpri, ranpli fòmilè resansman an. **BODY:** Nou pa dwe ap tann lòt yo pote chanjman. Nou kapab pote chanjman pou tèt nou. Ranpli Resansman 2020 an se chans ou pou enfliyanse finansman federal la. Kominote nou an bezwen pou tout moun konte pou kapab fè enpak sou resous pou lekòl, klinik, ak (3)plas piblik. Sekirize. Konfidansyèl. kapab fè enpak. Fasone avni w. Kòmanse isit la. Ranpli l sou entènèt, pa lapòs, oswa pa telefòn. 2020CENSUS.GOV	**HEAD:** it's time to take matters into your own hands. **SUB:** Love your community. Complete the census. **BODY:** We don't have to wait for others to make change happen. We can make change happen for ourselves. Completing the 2020 Census is your chance to influence federal funding. Our community needs everyone counted to impact resources for schools, clinics, and parks. Safe. Confidential. Impactful. Shape your future. Start here. Complete it online, by mail, or by phone. 2020CENSUS.GOV

C.1.11.3 Take the Shot

Table C.85: Haitian Creole Take the Shot *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
In My Culture (audio)	**SFX:** Upbeat music **YOUNG MALE:** Genyen yon pwovèb nan kilti mwen an, "Lè youn nan fè yon bon bagay, se tout vilaj la ki santi l byen." Kidonk imajine fyète ak lajwa mwen santi lè m ap travay isit la nan Etazini kòm yon moun k ap patisipe nan resansman an. Pou mwen, yon travay konsa gen plis valè pase yon salè. Mwen santi se yon devwa pou m fè ti pati pa m nan pou asire yo konte chak Ayisyen nan Etazini. Reponn kesyon resansman an kapab fè enpak sou fason finansman federaln an pase atravè katye nou yo. Sa kapab vle di finansman pou reparasyon wout oswa konstriksyon plis lekòl ak tèren de je. Kidonk si w tande m ap frape nan pòt ou, pa konfonn mwen ak yon etranje. Mwen jis ap pase (byen vit) pou ede ou menm ak fanmi w reponn kesyon resansman an Sa kapab fè enpak sou sante kominote nou an pou pwochen 10 lane yo ak plis toujou. Kidonk annou fè byen pou vilaj	**SFX:** Upbeat music **YOUNG MALE:** There's a saying we have in my culture, "When one of us does good, the whole village feels good." So imagine the pride and joy I feel working here in America as a census taker. For me, a job like this is bigger than a paycheck. I feel a sense of purpose doing my small part to make sure every Haitian in America gets counted. Responding to the census could impact how federal funding flows through our neighborhoods. That could mean funding for road maintenance or building more schools and playgrounds. So if you hear me knocking at your door, don't mistake me for a stranger. I'm just stopping by (real quick) to help you and your family complete your census. This could impact the health of our community for the next 10 years and beyond. So let's do good for our village. One household response, to the census, at

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	nou an. Se yon sèl fwaye alafwa ki pou reponn kesyon yo **ANNCR:** Asire w ou konte. Fasone avni w. Kòmanse isit la nan 2020census.gov.	a time. **ANNCR:** Make sure you count. Shape your future. Start here at 2020census.gov.
  3 Generations (static)	**HEAD:** kèlkeswa moun ou ye a, kèlkeswa kote w soti, Resansman 2020 an enpòtan pou ou. **BODY:** Kèlkeswa se Mama, Tonton Trevor oswa Tati Gerthy--nenpòt moun ou ye oswa nenpòt kote ou soti, patisipe nan Resansman 2020 an enpòtan. Repons ou yo kapab fè enpak sou finansman federal la oswa sou kominote nou yo. Patisipe sou entènèt epi konte tout moun k ap viv avèk ou, kèlkeswa nasyonalite yo. Repons ou yo ap rete prive epi pèsonn pap janm pataje yo ak pwopriyetè kay yo, otorite lalwa oswa otorite imigrasyon yo. Fasone Avni w. Komanse isit la. Fè yo tande w nan 2020CENSUS.GOV	**HEAD:** No matter who you are or where you're from, the 2020 Census matters. **BODY:** Whether it's Mama, Uncle Trevor or Auntie Gerthy—no matter who you are or where you're from, taking the 2020 Census matters. Your response could impact federal funding for our communities. Take it online and count everyone who lives with you, regardless of their citizenship status. Your responses are private and never shared with landlords, law enforcement or immigration authorities. Shape your future. Start here. Be heard at 2020CENSUS.GOV

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C.1.12 Sub-Saharan African (French) Creative Originals

Table C.86: Summary of Sub-Saharan African (French) Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Hometown Heroes			
Dr. Jessica (audio)	X		
Dr. Jessica (static)	X		
Ray (video)	X		
One Thing			
Roll Call (audio)		X	
Kids (static)		X	
Take the Shot			
Voices (audio)			X
Counting on Us (static)			X

C.1.12.1 Hometown Heroes

Table C.87: Sub-Saharan African (French) Hometown Heroes *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
Dr. Jessica (audio)	**SFX:** Upbeat music **JESSICA:** Bonjour. Je m'appelle Jessica Nwaobasi. Je suis docteur en pharmacie et j'ai fondé la revue Vibrant Health afin d'éduquer ma communauté sur la santé et le bien-être des africains. Là d'où je viens, la santé est la mère des richesses et je me réjouis d'améliorer celle de ma communauté en les incitant à participer au Recensement 2020. C'est bien plus qu'un simple formulaire administratif, c'est une réelle opportunité. Plus vous y participerez, mieux nos communautés seront prises en compte dans les budgets fédéraux. Notamment pour le financement des établissements de santé et des crèches. Alors préparez-vous tous à participer au recensement, quelle que soit votre situation au pays. Il n'y a rien de plus simple : vous pouvez le faire en ligne, par courrier ou par téléphone. De plus, les informations que vous fournirez seront sécurisées et confidentielles. Alors apportons chacun sa pierre au mieux-être de notre	**SFX:** Upbeat music **JESSICA:** Hello, I'm Dr. Jessica Nwaobasi. I'm a pharmacist who also started Vibrant Health Magazine to educate my community about African health and wellness. Where I come from, health is wealth and I am passionate about building community health by completing the 2020 Census. It's more than a government form, it's an opportunity. The number of our responses could shape how federal funds flow through our communities. This includes funding for clinics and daycares. So everyone, be ready to complete the census regardless of your situation at home. Responding is convenient because it can be taken online, by mail, or by phone. Furthermore, information given is safe and confidential. So let's all contribute to the wellness of our community. Let's all complete the 2020 Census. **ANNCR**: The census is coming. Shape your future. Start here at

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Creative Original	In-Language Content	English Translation Content
	communauté et participons tous au Recensement 2020. **ANNCR:** Le recensement va bientôt commencer. Façonner l'avenir commence avec vous. Rendez-vous sur 2020CENSUS.GOV	2020CENSUS.GOV
 Dr. Jessica (static)	**HEAD:** le Recensementde 2020 pourrait permettre à notre communeauté de trouver la prospérité. **SUB:** C'est pour cela qu'il est important d'y répondre. **BODY:** Jessica Nwaobasi, docteur nigérianoaméricaine, a fondé la revue Vibrant Health, dédiée à l'amélioration de la santé et du bien-être de sa communauté. Là d'où elle vient, la santé est la mère des richesses et l'amélioration de la santé de sa communauté pourrait bien commencer par votre participation au Recensement 2020. C'est vraiment bien plus qu'un simple formulaire administratif: c'est une opportunité d'influencer la répartition des budgets fédéraux dans nos communautés, y compris pour le financement des établissements de santé et des crèches. Vos réponses au questionnaire seront sécurisées et confidentielles, et pourrait avoir un impact sur la santé de nos communautés pour les 10 années à venir, et même plus. Façonner l'avenir commence avec vous. Rendez-vous sur 2020CENSUS.GOV	**HEAD:** The path to our community's wellness could begin by taking the 2020 Census. **SUB:** That's why our responses matter. **BODY:** Dr. Jessica Nwaobasi, founder of Vibrant Health Magazine. Nigerian-American Dr. Jessica Nwaobasi founded Vibrant Health Magazine, dedicated to improving the health and wellness of her community. Where she comes from, health is wealth, and a healthy community could begin with taking the 2020 Census. It's more than a government form, it could impact how federal funding will flow through our communities. This includes resources for clinics and daycare. Responding is safe and confidential, and could have an impact on the health of our communities for the next ten years and beyond. Shape the future. Start here. Visit 2020census.gov to learn more. 2020CENSUS.GOV

Creative Original	Content
 Ray (Video)	**VIDEO:** Open on Ray Johnson standing in front of his Community Education Center. **SUPER:** Ray Johnson Hometown Hero, Charleston, SC **RAY:** We have a saying in my community, **VIDEO:** We cut to Ray now in his club. Young men of the club are busy in the background. Camera travels with Ray as he works. **RAY:** We're raising young kings. **VIDEO:** Cut to young Black boy proudly holds up a shirt that say in bold type, Look Good. Feel Good. Do Good. **BACKGROUND AUDIO FROM STUDENTS:** Hey, Mr. Ray! **RAY:** Just look at 'em.

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Creative Original	Content
	VIDEO: Camera widens to show young Black men working and interacting. We cut back to Ray showing kid how to have confidence. They practice shaking hands. **RAY:** It's the small things, like teaching a kid how to look someone in the eye and give a strong handshake, that can give them so much confidence. **VIDEO:** Cut to close-up shots of Ray filling out the census on his mobile phone. **RAY:** That's why I'm reppin' the 2020 Census. **VIDEO:** Ray continues confidently to camera. We then cut to wide shot of Community Center. Ray and young boys are all smiles. **RAY:** Completing the census is a small thing I can do, to see an impact on how federal funding is spent in our communities. **VIDEO:** We cut back to Ray reflecting. **RAY:** That's funding for our schools, our clinics... **VIDEO:** Cut to shot of teen boy confidently standing with arms crossed. Cut to another younger boy standing proudly like a superhero. Then we cut to a group shot of young boys standing confidently with Ray Johnson. **RAY:** it's one way of helping our boys grow up with better opportunities. **ANNCR:** Complete the census today. Shape your future. Start here. **CUT TO TITLECARD:** Shape your future. Start here. 2020Census.gov

C.1.12.2 One Thing

Table C.88: Sub-Saharan African (French) One Thing *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
Roll Call (audio)	**SFX:** Upbeat music **WOMAN:** Bâtir des communautés implique la participation de tous les Africains. Alors, ne manquez pas cette occasion d'influencer la manière dont les budgets fédéraux vont être répartis ! Cette opportunité ne se présente pas tous les jours ! Chacun d'entre nous, résidant aux Etats-Unis, doit participer au Recensement 2020. C'est bien plus qu'un simple formulaire : c'est une opportunité de façonner notre avenir et celui de ceux qui nous entourent. Notamment en influençant la manière dont les budgets fédéraux sont alloués aux secteurs de l'éducation et de la santé pour les 10 prochaines années. Nos communautés ont besoin de toutes ces ressources, quels que soient notre passé ou nos origines.	**SFX:** Upbeat music **WOMAN:** When it comes to building communities, all Africans matter. So why should you sit out this opportunity to impact where and how federal funding is spent? The answer is you shouldn't! Every generation of us here in the States needs to complete the 2020 Census. It's more than some form, it's a way to shape the future of our lives and the lives around us. That includes impacting how federal funding flows through education and healthcare, for the next 10 years. These are all resources our communities here need, no matter where we are from or how we've arrived. Count everyone living with you in your home, even the children, and do not worry about your information being shared. Your responses are safe and confidential.

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Creative Original	In-Language Content	English Translation Content
	Recensez les personnes vivant sous votre toit, y compris les enfants. Et ne vous inquiétez pas : ces informations ne seront pas partagées. Vos réponses seront sécurisées et confidentielles. Dès que vous rentrez à la maison aujourd'hui, demandez à vos enfants de vous donner un coup de main ! Il s'agit de notre avenir à tous. Participez au Recensement 2020 dès aujourd'hui. **ANNCR:** Participez au recensement en ligne, par courrier ou par téléphone. Façonner l'avenir commence avec vous. Rendez-vous sur 2020census.gov.	Soon as you get home today, tell the kids to help you! It's for all of our futures. Complete the 2020 Census today. **ANNCR:** Complete the census online, by mail, or by phone. Shape your future. Start here at 2020census.gov.
  Kids (static)	**HEAD:** participer au Recensement 2020 'est aussi exprimer son amour pour sa communauté. **BODY:** La participation au Recensement 2020 est notre chance d'influencer la répartition des budgets fédéraux dans nos communautés. Cela peut avoir un impact sur le financement des écoles, des programmes de santé et des parcs. Chaque foyer doit s'y inscrire et peut le faire en ligne, par courrier ou par téléphone. Recensez les personnes vivant sous votre toit, y compris les enfants. Et rappelez-vous que vos informations resteront confidentielles. Tout le monde doit se faire recenser sans distinction de citoyenneté. Façonner l'avenir commence avec vous. Participez au recensement aujourd'hui sur 2020CENSUS.GOV	**HEAD:** loving our community is completing the 2020 Census. **BODY:** Completing the 2020 Census is our chance to influence how federal funding flows through our communities. This could affect funding for schools, healthcare programs, and parks. Every household needs to respond – you can do it online, by mail, or by phone. Count everyone who lives with you, including the children, and remember, your information is private. Everyone is counted regardless of citizenship status. Shape your future. Start here. Complete it online, by mail, or by phone. Shape your future. Start here. Complete the census today at 2020CENSUS.GOV

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C.1.12.3 Take the Shot

Table C.89: Sub-Saharan African (French) Take the Shot *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Voices (audio)	**ANNCR:** L'écho de nos voix ne nous est pas seulement familier, il peut aussi changer la donne. Et en participant au Recensement 2020, nous pouvons influencer la manière dont les budgets fédéraux seront répartis chaque année, pour chacune de nos communautés. Autrement dit, l'ensemble de nos réponses peut avoir un impact fort sur la façon dont les ressources sont réparties dans les domaines de la santé et de l'éducation. Au vu de l'enjeu, faisons entendre nos voix! Tout le monde doit être recensé, quel que soit le statut de sa citoyenneté. Vos informations seront sécurisées et confidentielles. Et pour ceux d'entre nous qui attendent la dernière minute (vous vous reconnaîtrez), un membre de l'équipe du recensement viendra frapper à votre porte pour vous aider. Alors pourquoi attendre ? Donnez de la voix dans votre communauté ! **ANNCR:** Façonner l'avenir commence avec vous. Rendez-vous sur 2020census.gov.	**SFX:** *A single African voice begins to chant and sing. Through call and response, more and more voices join together, African voices begin to blend in and break into a beautiful chant.* **ANNCR:** The melody of our voices not only sounds familiar, but can become very powerful. When we complete the 2020 Census, we can actually impact how federal funding flows through each and every one of our communities. In other words, our concentrated response could have a positive effect on how resources are spent on our healthcare and our schools. With all this at stake, why would we be quiet? **MUSIC:** *(Comes in on particular call and chant "I'm here, I'm here").* **ANNCR:** Everyone is counted no matter your citizenship status. Our information will be safe and confidential. And for those of us who wait till the last minute...you know who you are...a local census taker will be knocking at your door to help you. So why wait? Bring out the voice in your community! **MUSIC:** *(Swells)* **ANNCR:** Make sure you count. Shape your future. Start here at 2020census.gov.
 Counting on Us (static)	**HEAD:** notre communauté compte sur nous. **SUB:** Participez au recensement dès aujourd'hui. **BODY:** La participation au Recensement 2020 est notre chance d'influencer la répartition des budgets fédéraux dans nos communautés. Cela peut avoir un impact sur le financement des écoles, des programmes de santé et des parcs. Chaque foyer doit s'y inscrire et peut le	**HEAD:** our community is counting on us. **SUB:** Complete the 2020 Census today **BODY:** Completing the 2020 Census is our chance to influence how federal funding flows through our communities. This could influence funding for schools, healthcare programs, and even parks. Every household needs to respond – you can do it online, by mail, or by phone. Count everyone living with you, including

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	faire en ligne, par courrier ou par telephone. Recensez les personnes vivant sous votre toit, y compris les enfants. Tout le monde doit se faire recenser sans distinction de citoyenneté. Façonner l'avenir commence avec vous. Rendez-vous sur 2020census.gov.	the children. Everyone is counted regardless of citizenship status. Shape your future. Start here. It's not too late to complete the census at 2020CENSUS.GOV

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C.1.13 Afro-Caribbean Creative Originals

Table C.90: Summary of Afro-Caribbean Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
No Matter			
No Matter (static)	X		
Love Your Community			
Love Your Community (static)		X	
Census Takers			
Census Takers (static)		X	
Everyone Counts			
Everyone Counts (out of home)			X

C.1.13.1 No Matter

Table C.91: Afro-Caribbean No Matter *Creative Original Content*

Creative Original	Content
 No Matter (static)	**HEAD:** No matter who you are or where you're from, the 2020 Census matters. **BODY:** Whether it's Mama, little Gigi, or Auntie Madeline—no matter who you are or where you're from, taking the 2020 Census matters. Regardless of your status, everyone's response matters. Your participation could impact federal funding for our communities and your response is safe and confidential. So, everyone should feel comfortable counting everyone living in your household. Learn more at: **2020CENSUS.GOV**

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C.1.13.2 Love Your Community

Table C.92: Afro-Caribbean Love Your Community *Creative Original Content*

Creative Original	Content
 Love Your Community (static)	**HEAD:** Loving our community is completing the 2020 Census. **BODY:** Now is our chance to inform how billions of dollars in funding flow into your community for hundreds of services like schools, healthcare rograms, parks, and more. Count everyone who lives with you, including newborns and children. All your information is private, so take your census with peace of mind. **Respond online by phone or by mail.** Complete the census at: **2020CENSUS.GOV**

C.1.13.3 Census Takers

Table C.93: Afro-Caribbean Census Takers *Creative Original Content*

Creative Original	Content
 Census Takers (static)	**HEAD:** Everyone counts, and we'll count everyone. **BODY:** We all care about our communities, which is why we became census takers. We know how important it is to get an accurate count. It shows where there are more people and more needs. So, we'll be coming through your neighborhood to help anyone who has not yet completed the census. **It's not too late.** Complete the census at: **2020CENSUS.GOV**

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C.1.13.4 Everyone Counts

Table C.94: Afro-Caribbean Everyone Counts *Creative Original Content*

Creative Original	Content
Everyone Counts (out of home)	Everyone counts, and everyone needs to be counted. It's not too late. **2020CENSUS.GOV**

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C.1.14 Undocumented African/Caribbean Creative Originals

Table C.95: Summary of Undocumented African/Carribean Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Hometown Heroes			
Jean Luc (audio) [Haitian Creole]*	X		
One Thing			
Tell Our Story (audio) [Haitian Creole]*		X	
Take the Shot			
Counting on Us (static) [French]*			X

**Creative originals tested with the Undocumented African/Caribbean audience were the same as those tested with the Haition Creole audience and Sub-Sharan African (French) audience.*

C.1.14.1 Hometown Heroes

Table C.96: Undocumented African/Carribean Hometown Heroes *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
Jean Luc (audio)	**ANNCR:** Ann rankontre ak Jean-Luc Etienne, yon ewo nan vil natal li epi fondatè Read Up, yon pwogram alfabetizasyon pou adilt pou Ayisyen ki fèk rive. **JEAN-LUC:** Bonjou, mwen se Jean-Luc. An 2015, mwen te wè nesesite pou m mete yon pwogram alfabetizasyon sou pye pou adilt Ayisyen, ki fèk rive Etazini. Se sa ki fè mwen te kreye pwogram alfabetizasyon Read Up la. Kounye a an 2020, mwen wè nesesite pou genyen plis finansman nan kominote mwen an, e se rezon sa a ki fè m ap patisipe nan resansman 2020 an. Patisipe nan resansman se yon okazyon ki prezante chak dizan pou konte chak Ayisyen nan Etazini, kèlkeswa sitiyasyon fwaye w. Repons nou yo kapab gen yon enpak sou finansman gouvènman federal la ap bay pou lasante katye nou yo pou pwochen 10 zan yo. Sa vle di ka vin gen lajan pou klinik, lekòl ak pwogram alfabetizasyon Pa enkyete w, lè w bay enfòmasyon w yo, yo sekirize epi yo konfidansyèl. Kidonk mete w prè!	**SFX:** upbeat music **ANNCR:** Meet Jean-Luc Etienne, hometown hero and founder of Read Up, an adult literacy program for newly arrived Haitians. **JEAN-LUC:** Hi, I'm Jean-Luc. In 2015, I saw the need for a literacy program for Haitian adults, newly arrived to the States. That's why I created the Read Up literacy program. Now in 2020, I see the need for more funding in my community, and that's why I'm completing the 2020 Census. Completing the census is a once-in-a-decade opportunity to count every Haitian in America, no matter your home situation. Our responses could impact federal funding for the health of our neighborhoods for the next 10 years. That could mean resources for clinics, schools, and literacy programs. Don't worry, giving your information is safe and confidential. So be ready! Complete the 2020 Census, a small effort, that can have the impact of a lifetime. **ANNCR:** The census is coming. Shape your future. Start here at 2020census.gov

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Creative Original	In-Language Content	English Translation Content
	Patisipe nan resansman 2020 an: yon ti efò ki ka gen enpak tout yon vi. **ANNCR:** Resansman an ap vini. Fasone avni w. Kòmanse isit la nan 2020census.gov.	

C.1.14.2 One Thing

Table C.97: Undocumented African/Carribean One Thing *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
Tell Our Story (audio)	**YOUNG MAN:** Nou menm Ayisyen, nou konnen rakonte istwa se yon zouti ki pisan. **MAN:** Non mwen se Wes. Mwen te vini Florida aprè Tranblemanntè a. **WOMAN:** Non mwen se Aya. Mwen se dezyèm jenerasyon epi mwen apèn gradye. **CHILD:** Non mwen se Josue. M ap viv ak Granmè m. **YOUNG MAN:** Nou rakonte istwa nou yo pou konsève lyen ak rasin nou yo pandan n ap fè konnen prezans nou atravè monn lan. Isit la nan Ezazini, espesyalman, kominote nou yo merite pou konte. Sa vle di chak Ayisyen nan Etazini ta dwe ranpli Resansman 2020 an. Kantite repons nou yo kapab fè enpak sou fason finansman federal la depanse nan katye nou yo. Enfòmasyon ou bay yo sekirize epi konfidansyèl. Kidonk, kanpe epi rakonte istwa w la. Patisipe nan resansman an kounye a. **SENIOR:** Non mwen se David. Mwen te patisipe nan resansman 2020 an. **ANNCR:** Patisipe nan resansman an sou entènèt, pa lapòs, oswa pa telefòn. Fasone avni w. Kòmanse isit la nan 2020census.gov.	**YOUNG MAN:** We Haitians know storytelling is a powerful tool. **SFX:** (*voices fade into each other)* **MAN:** My name is Wes. I came to Florida after the Earthquake. **WOMAN:** My name is Aya. I am second generation and just graduated. **CHILD:** My name is Josue. I live with my Grandma. **SFX:** *Voices fade into an ominous murmur of storytelling.* **YOUNG MAN:** We tell our stories to keep strong ties to our roots while making our presence known across the world. Here in the states, especially, our communities deserve to be counted. This means every Haitian in America should fill out the 2020 Census. The number of our responses could impact how federal funding is spent in our neighborhoods. The information you give is safe and confidential. So stand up and tell your story. Take the census now. **SENIOR:** My name is David. I took the 2020 Census. **ANNCR:** Complete the census online, by mail, or by phone. Shape your future. Start here at 2020census.gov.

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C.1.14.3 Take the Shot

Table C.98: Undocumented African/Caribbean Take The Shot *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Counting on Us (static)	**HEAD:** notre communauté compte sur nous. **SUB:** Participez au recensement dès aujourd'hui. **BODY:** La participation au Recensement 2020 est notre chance d'influencer la répartition des budgets fédéraux dans nos communautés. Cela peut avoir un impact sur le financement des écoles, des programmes de santé et des parcs. Chaque foyer doit s'y inscrire et peut le faire en ligne, par courrier ou par telephone. Recensez les personnes vivant sous votre toit, y compris les enfants. Tout le monde doit se faire recenser sans distinction de citoyenneté. Façonner l'avenir commence avec vous. Rendez-vous sur 2020census.gov.	**HEAD:** our community is counting on us. **SUB:** Complete the 2020 Census today **BODY:** Completing the 2020 Census is our chance to influence how federal funding flows through our communities. This could influence funding for schools, healthcare programs, and even parks. Every household needs to respond – you can do it online, by mail, or by phone. Count everyone living with you, including the children. Everyone is counted regardless of citizenship status. Shape your future. Start here. It's not too late to complete the census at 2020CENSUS.GOV

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C.1.15 Native Hawaiian and Pacific Islander (NHPI) Creative Originals

Table C.99: Summary of Native Hawaiian and Pacific Islander (NHPI) Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Family First			
Family First (video)	X	X	
Diversity (audio)	X	X	X
Pidgin (audio)	X	X	
Elder (audio)	X	X	
Famini (static)	X	X	
Direct Mailer (static)	X	X	
Our Future Banner (digital)	X	X	
Trusted Voices			
Trusted Voices (video)	X	X	
Trusted Voices (audio)	X		X
Direct Mailer (static)	X	X	

C.1.15.1 Family First

Table C.100: NHPI Family First *Creative Original Content*

Creative Original	Content
 Family First (video)	**WIDE:** A Hawaiian 'Ohana (Father, mother, son and two daughters) sit together at the backyard. Ko'olau range in the background. **VO: HAWAIIAN FATHER: 'Ohana** **CLOSE UP:** Hands working. **MID:** A Samoan 'Aiga working together preparing food. **VO: SAMOAN MOTHER:** 'Aiga **WIDE:** Chukeese famini walking to the local store. Mother is holding her son. Father and daughter behind. **MEDIUM CLOSE UP:** Chukeese daughter. **VO: CHUKEESE DAUGHTER:** Famini **CLOSE UP:** Hawaiian Father **CLOSE UP:** Samoan Mother **CLOSE UP:** Chukeese daughter **VO: CHUKEESE VOICE:** ...no matter how we express it—FAMILY is at the head of all of us who call the Pacific Islands home. **WIDE:** Hokule'a sailing across the ocean. **MID:** Hokule'a crew working together on deck. **VO: TONGAN VOICE:** Stretching across the ocean, we are one family and our community matters–our voices must be heard. **CLOSE-UP:** Hawaiian father puts on his firefighter uniform. **MID:** Hawaiian father puts on his firefighter uniform. **WIDE:** Firetruck drives out of Kapolei Fire Department. **VO: HAWAIIAN VOICE:** Participating in the 2020 Census ensures our communities and our needs are taken into account—that only we can shape our own and our families' future.

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Creative Original	Content
	WIDE: Samoan family standing together smiling forward. **MID:** College Graduate Samoan son in a black graduation gown and hat. **VO: SAMOAN VOICE:** Every person in our community must be counted no matter their age—even our youngest members. **CLOSE-UP:** Samoan graduate student walking to class at the University of Hawai'i at Mānoa. **VO: SAMOAN COLLEGE GRADUATE:** My grandpa taught me that family comes first, so I am going to complete the census for their sake too. This year, I can even do it online! **WIDE:** Samoan graduate student walking down the UHM walkway, raises both arms in the air. **VO: "Shape your future! Start Here! Chee hoo!"** **CLOSE-UP:** Hand filling out 2020 Census form. **VO:** Responses are confidential and cannot be used by any other government agency. **FULLSCREEN:** Census 2020 lockup **VO:** Go to 2020census.gov and complete your census today**.**
Diversity (audio)	**MULTIPLE PACIFIC VOICES:** Aloha, Talofa, Ran annim, Mālō e lelei **SPEAKER 1:** The people of the Pacific are diverse but share a common value that the family is the center of life. **SPEAKER 2:** Today, whether you are new to the U.S. or grew up here, we all seek a better life and a chance to shape the future of our families in the communities we now call HOME. **SPEAKER 3:** The 2020 Census informs decisions about critical funding for public services our families need, and the infrastructure that helps our communities thrive. **SPEAKER 4:** Every person under our roof must be counted no matter their age—even our youngest family members. **CTA:** Shape your future. Start here. Visit 2020census.gov to learn more.
Pidgin (audio)	*(In Pidgin— teenage boys)* **FRIEND:** Eh brah—you ready fo go?! **SON:** I like go, but my mom wants me to help her do this 2020 Census form online**.** **FRIEND:** What's that?? Eh, surfs up, I like go! **SON:** It happens every 10 years, she says we can shape our future, and it's important for our people. Ey, Ma, you pau yet? **MOM:** Not yet, but I will be by da time you finish washing rice. **SON:** Awww Ma... **(NARRATOR):** Participating in the 2020 Census ensures our voices matter to shape the future of how federal funds are allocated for OUR communities—your family's responses are confidential... Federal law protects your answers. **CTA:** Shape your future. Start Here. Go to 2020census.gov to learn more.
	(Background sounds: Ocean) *(Narrator note: Narrator speaks to group, then speaks to individual, then embraces the group at the end again.)* **HAWAIIAN VOICE:** Aloha **SAMOAN VOICE:** Talofa **TAHITIAN VOICE:** Ioarana **KUPUNA (Speaking slowly and insistently):** Our greetings may be in different tongues, but no matter what Pacific island you call home, it is important in our collective cultures to acknowledge others, and to be acknowledged ourselves.

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Creative Original	Content
Elder (audio)	*Background sounds: Ocean transition to forest* No matter where you are from...what island, or State... I see you. I acknowledge you. I ask you to be acknowledged... in the 2020 Census. Your participation in the census ensures your voice, and the voice of your family, your community, is heard. *Background sounds: Forest transition to fields* **CTA:** Complete the census today. Shape your future. Start here at 2020census.gov.
 Family First (Direct Mailer Static)	**HEAD:** the census is for our 'aiga. **BODY:** Stretching across the United States, we are one family—your voice matters, your community matters. The 2020 Census informs decisions about critical funding for the public services to help our families flourish,and the infrastructure that helps our communities thrive. Your responses are confidential and cannot be used by any other government agency. Shape your future. Start here. Complete the census today at 2020census.gov
 Famini (static)	**HEAD:** the census is for our famini. **SUB:** Stretching across the United States, we are one family—your voice matters, your community matters. **BODY:** The 2020 Census informs decisions about critical funding for the public services to help our families flourish, and the infrastructure that helps our communities thrive.Your responses are confidential and cannot be used by any other government agency. Shape your future. Start here. Complete the census today at 2020census.gov.
 Our Future Banner (Digital)	the census is our 'aiga. the census is our future. make your voice heard, complete your census today. get counted now.

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C.1.15.2 Trusted Voices

Table C.101: NHPI Trusted Voices *Creative Original Content*

Creative Original	Content
 Trusted Voices (video)	**CLOSE-UP HEADSHOT:** Nainoa Thomspon, Hawaiian navigator. **MEDIUM:** Nainoa standing on the Hokule'a, a double-hulled canoe **VO:** Aloha, 2020 is a very important year for our pacific people. It is time to participate in the census—a nationwide count of who we are and where we are…. **WIDE:** Fijian leader standing on a cliffside near the ocean. **MEDIUM HEAD-SHOT:** Fujian leader hold his hands out to the ocean **VO:** It will only take you a few minutes to complete the form, but the impacts are forever. **MEDIUM CLOSE UP**: 'Ul'uli Fifita, in Tongan garb sitting at home. **MEDIUM WIDE:** 'Uli'uli with his family. **VO:** It's easy… you just answer a handful of questions about your household, and it is extremely safe and confidential. **MEDIUM:** Hawaiian environmental leader working in the rain forest. **VO:** Participating in the census is important because it guides where federal funding goes for things like… **CLOSE-UP:** Chuukeese Doctor **VO:** Hospitals for our people **MEDIUM:** Tongan girl **VO:** Schools for our tama **WIDE:** HFD Firefighters **VO:** Fire Stations for our communities **MEDIUM:** Fijian Mother and her baby **VO:** So whether it is your baby's first census **MEDIUM:** Old Samoan Leader **VO:** Or your eighth census **WIDE:** Chukeese Pastor in front of a Choir **VO:** It all adds up…. and helps to shape our future. **CLOSE-UP:** Person opening census envelope and unfolding form and then, quick close-up of completion. **VO:** Shape your future, start today… **FULLSCREEN:** Census 2020 lockup **VO:** at 2020census.gov.
 Trusted Voices (audio)	**MUSIC:** Pahu drum and flute **Narrator:** Nainoa Thompson Our people are voyagers, and crossed thousands of miles to settle our island home. From the Hōkūle'a I have seen our communities across Hawai'i, the country, and the world—we ARE shaping the future of our people wherever we go. THE TIME IS NOW to be counted in the 2020 Census. Census data informs decisions about vital funding to help our families flourish. It is our responsibility to be counted. Your community is depending on your participation, no matter your age, including our keiki and kupuna. **CTA:** Make sure you count. Shape your future. Start here at 2020census.gov.

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Creative Original	Content
 Direct Mailer (static)	**HEAD:** the census is for our lahui. **BODY:** Stretching across the United States, we are one family and our community matters. Participating in the 2020 Census ensures our communities and our needs are taken into account—and our own and our family's responses are confidential. Shape the future. Start here.Visit 2020census.gov to learn more.

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C.1.16 Spanish, Puerto Rico Creative Originals

Table C.102: Summary of Spanish, Puerto Rico Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
We All			
We All (video)	X		
Coqui (audio)	X		
We All Have Goals (static)	X		
We All Have Goals (digital)	X		
Invest a Few Minutes			
Invest a Few Minutes (video)		X	
We Invest Time for Children (static)		X	
It's Safe			
Your Response are Confidential (static)		X	
Are We Here?			
Empty Spaces (video)			X
If We Don't Respond (static)			X
Flight (audio)			X

C.1.16.1 We All

Table C.103: Spanish, Puerto Rico We All *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 We All (video)	*A través del comercial veremos escenas de Puerto Rico que representan esperanza y muestran personas contribuyendo en distintas comunidades. Abrimos en tiro panorámico de montañas de Puerto Rico, visto desde el balcón de una casa. Vemos que los árboles están frondosos con hojas. Escuchamos varias voces recitando texto. Cortamos a la mirada de hombre entrado en edad sentado en su balcón admirando el paisaje.* **VO1:** Todos hemos visto lo mismo. *Cortamos a grupo de personas ayudando a reconstruir el techo de una casa de madera.* **VO2:** Todos hemos trabajado más que nunca. *Cortamos a grupo de niños pintando una cancha de baloncesto.* **VO3:** Todos tenemos esperanza. *Cortamos a grupo de mujeres preparando comida para su comunidad.* **VO4:** Todos tenemos que responder al Censo 2020.	*Throughout the spot we see Puerto Rican scenes that represent hope and that show people contributing in their own way to their communities. We open with a panoramic view of the mountains of Puerto Rico from the balcony of a house. We see the trees have leaves. Throughout the spot we also hear the voices of different people saying different lines of copy.* *Cut to the gaze of an old man sitting on his balcony admiring the view.* **VO1:** We all have seen the same things. *Cut to a group of people helping rebuild the roof of a wooden house.* **VO2:** We all have worked harder than ever. *Cut to a group of children painting a basketball court.* **VO3:** We all have hope. *Cut to a group of women preparing meals for their community.* **VO4:** We all must respond to the 2020 Census.

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Creative Original	In-Language Content	English Translation Content
	Cortamos a grupo de agricultores con su cosecha de café. **VO5:** Ser contados ayudará a determinar cómo fondos federales son asignados a Puerto Rico. *Cortamos a joven empresario en su camión de comidas.* **VO5:** Fondos que podrían mejorar la economía, la salud, la infraestructura y la educación. *Cortamos a logo y URL del Censo 2020.* **VO5:** Dale forma a tu futuro. Empieza aquí. Conoce más en 2020CENSUS.GOV.	*Cut to a group of coffee farmers with their crops.* **VO5:** Being counted will help determine how federal funds are allocated to Puerto Rico. *Cut to a young entrepreneur in his food truck.* **VO5:** Funds that may help improve the economy, health services, infrastructure and education. *Cut to Census 2020 logo and URL.* **VO5:** Shape your future. Start here. Learn more at 2020CENSUS.GOV.
Coqui (audio)	**SFX: MUSIC** Escuchamos la voz de un puertorriqueño hablando. También escuchamos el sonido de un en dos momentos del comercial. El sonido del coquí se usa para enfatizar cuando nadie está respondiendo. **VO:** ¿Quieres vivir en un mejor Puerto Rico? *(Pausa de silencio, se escucha el coquí)* **VO:** Repito, ¿Quién quiere vivir en un mejor Puerto Rico? *(Pausa de silencio, se escucha el coquí)* **VO:** Si lo piensas, y no lo expresas, es difícil tener resultados. Por eso es importante responder al Censo 2020. Ser contados ayudará a determinar cómo fondos federales son asignados a Puerto Rico. Fondos que podrían mejorar la economía, la salud, la infraestructura y la educación. Dale forma a tu futuro. Empieza aquí. Conoce más en 2020census.gov.	**SFX: MUSIC.** We hear the voice of what feels like a real Puerto Rican saying the copy throughout. We also hear the voice of a coquí, a local Puerto Rican frog, at two particular instances in the ad. The sound of the coquí is used to emphasize when no one is responding, much like the sound of crickets is used in the US. **VO:** Do you want to live in a better Puerto Rico? *(Silence pause-no answer. We hear a coquí.)* **VO:** I repeat, who wants to live in a better Puerto Rico? *(Silence pause-no answer. We hear a coquí.)* **VO:** If you think about it, but you don't express it, it is difficult to get results. That is why it is important to respond to the 2020 Census. Being counted will help determine how federal funds are allocated to Puerto Rico. Funds that may help improve the economy, health services, infrastructure and education. Shape your future. Start here. Learn more at 2020CENSUS.GOV.
	TITULAR: todos tenemos metas. Todos tenemos que responder al censo 2020. **COPIA DE CUERPO:** Ser contados ayudará a determinar como fondos federales son asignados a Puerto Rico. Fondos que podrían mejorar la economía, la salud, la infraestructura y la educación.	**HEADLINE:** We all have goals. We all must respond to the 2020 Census. **BODY COPY:** Being counted will help determine how federal funds are allocated to Puerto Rico. Funds that may improve the economy, health services, infrastructure and education. If we all respond, we contribute to a better future.

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Creative Original	In-Language Content	English Translation Content
 We All Have Goals (static)	Si todos respondemos, contribuímos a un mejor futuro. Dale forma a tu futuro. Empieza aquí. Conoce más en 2020census.gov	Shape your future. Start here. Learn more at 2020CENSUS.GOV
 We All Have Goals (digital)	**SUPER LEE:** Todos tenemos metas. Todos tenemos que responder al censo 2020. Recomendamos levantar escenas del comercial de TV y convertirlo en videos de 6 segundos. Los supers con mensaje aparecerán sobre los videos, parecido a nuestros titulares de prensa para la etapa de "awareness". En este caso veremos un joven empresario en su camión de comida. **TEXTO POST:** Ser contados ayudará a determinar cómo fondos federales son asignados a Puerto Rico. Fondos que podrían mejorar la economía, la salud, la infraestructura y la educación. Dale forma a tu futuro. Empieza aquí. Conoce más.	**SUPERS:** We all have goals. We all must respond to the 2020 Census. We recommend lifting scenes from our TV spot and turning them into 6 second video posts. Supers will appear over the videos, similar to our print headlines for the awareness stage. In this case we see a young entrepreneur in his food truck. The super reads: "We all have goals. We all need to respond to the 2020 Census." **POST COPY:** Being counted will help determine how federal funds are allocated to Puerto Rico. Funds that may help improve the economy, health services, infrastructure and education. Shape your future. Start here. Learn more.

C.1.16.2 Invest a Few Minutes

Table C.104: Spanish, Puerto Rico Invest a Few Minutes *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Invest a Few Minutes (video)	*Abrimos en grupo de madres ayudando a sus hijos en una venta de bizcochos en la escuela. A través del comercial escuchamos las voces de diferentes personas recitando texto.* **VO1:** Todos los días invertimos tiempo en nuestros hijos. *Cortamos a grupo de amigos trotando en la mañana por una ruta panorámica.* **VO2:** En nuestras metas.	*We open with a group of moms helping their kids in a school bake sale. Throughout the spot we hear the voices of different people saying different lines of copy.* **VO1:** Every day we invest time for our children. *Cut to a group of friends jogging in the morning down a long scenic path.* **VO2:** To achieve our goals. Cut to a group of neighbors painting community mural.

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Creative Original	In-Language Content	English Translation Content
	Cortamos a grupo de vecinos pintando un mural en la comunidad. **VO3:** En nuestras comunidades. *Cortamos a grupo de amigos trabando en un jardín de la comunidad.* **VO4:** Hoy, Invierte unos minutos para responder al Censo 2020. *Cortamos a niños aprendiendo a tocar la conga. El profesor se toma su tiempo en enseñarles.* **VO4:** Ser contados ayudará a determinar cómo fondos federales son asignados a Puerto Rico para un mejor futuro. *Cortamos puertorriqueño respondiendo al Censo 2020 en su computadora "laptop".* **VO4:** Ya sea online, por correo o por teléfono, es fácil. *Cortamos a logo censo y URL.* **VO5:** Completa el censo hoy. Dale forma a tu futuro. Empieza en 2020CENSUS.GOV.	**VO3:** For our communities. *Cut to a group of friends working in a community garden.* **VO4:** Today, invest a few minutes to respond to the 2020 Census. *Cut to young children learning to play the congas. The teacher takes his time to teach them.* **VO4:** Being counted will help determine how federal funds are allocated to Puerto Rico for a better future. *Cut to Puerto Rican on his laptop responding to the 2020 Census.* **VO4:** Whether it is online, by mail or by phone, It's easy. *Cut to Census 2020 logo lockup and URL.* **VO5:** Complete the census today. Shape your future. Start here at 2020CENSUS.GOV.
 We Invest Time for Children (static)	**TITULAR:** Invertimos tiempo por nuestros hijos. Invierte unos minutos para responder al censo 2020 hoy. **COPIA DE CUERPO:** Ser contado ayudará a determinar como fondos federales son asignados a Puerto Rico para un mejor futuro. Es hora de responder al Censo 2020. Ya sea "online", por correo o por teléfono, es fácil y confidencial. Completa el censo hoy en 2020CENSUS.GOV Dale forma a tu futuro. Empieza aquí.	**HEADLINE:** We invest time for our children. Invest a few minutes to respond to the 2020 Census today. **BODY COPY:** Being counted will help determine how federal funds are allocated to Puerto Rico for a better future. It's time to respond to the 2020 Census. Whether it's "online", by mail or by phone, it's easy and confidential. Complete the census today at 2020CENSUS.GOV Shape your future. Start here.

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C.1.16.3 It's Safe

Table C.105: Spanish, Puerto Rico It's Safe *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Your Responses Are Confidential (static)	**TITULAR:** Tus respuestas son confidenciales. Invierte unos minutos para responder al censo 2020 hoy. **COPIA DE CUERPO:** Ser contado ayudará a determinar como fondos federales son asignados a Puerto Rico para un mejor futuro. La información que respondas es confidencial y está protegida por ley Federal. El censo no pregunta por tu seguro social, ni por tu información de cuentas bancarias ni de tarjetas de crédito. Ya sea "online", por correo o por teléfono, es fácil. Responde hoy. Dale forma a tu futuro. Empieza aquí. Completa el censo hoy en 2020CENSUS.GOV	**HEADLINE:** Your responses are confidential. Invest a few minutes to respond to the 2020 Census today. **BODY COPY:** Being counted will help determine how federal funds are allocated to Puerto Rico for a better future. The information you respond is confidential and protected by Federal Law. The census doesn't ask for your social security number or for your bank account or credit card information. Whether it's online, by mail or by phone, it's easy. Respond today. Complete the census today at 2020CENSUS.GOV Shape your future. Start here.

C.1.16.4 Are We Here?

Table C.106: Spanish, Puerto Rico Are We Here? *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 We All (video)	*Abrimos en comercial mostrando espacios vacíos que normalmente están poblados de gente a través de Puerto Rico. A mitad del comercial vemos que los espacios se empiezan a poblar con personas.* *Empezamos con la plaza del Mercado de Rio Piedras vacía* *Escuchamos la voz de un puertorriqueño:* **VO:** ¿Cuántos estamos aquí? *Cortamos a cancha de baloncesto vacía, en un complejo de vivienda pública.* **VO:** Algunos ven más. *Cortamos a parque de niños Luis Muñoz Rivera.* **VO:** Otros menos. *Cortamos al distrito financiero en Hato Rey.* **VO:** Ahora más que nunca, tenemos que saber.	*We open the spot showing empty spaces across Puerto Rico that normally have people. Halfway through the spot we start seeing people populate those spaces. We start with a shot of la plaza del Mercado de Río Piedras empty. We hear the voice of what feels like a real Puerto Rican saying the copy throughout.* **VO:** How many of us are here? *Cut to an empty basketball court in a public housing complex.* **VO:** Some see more. *Cut to an empty playground in Luis Muñoz Rivera Park.* **VO:** Others less. *Cut to empty Hato Rey financial district.* **VO:** Now more than ever, we need to know. *We see someone enter the frame and pass by in front of the camera. As the person*

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Creative Original	In-Language Content	English Translation Content
	Vemos que alguien atraviesa el recuadro. Al pasar vemos revela que ahora el distrito financiero está lleno de gente. **VO:** Puerto Rico necesita que respondas al Censo 2020 hoy. *Cortamos a grupo de amigos jugando baloncesto en la cancha que habíamos visto vacía.* **VO:** Tu respuesta ayudará a determinar… *Cortamos a niños jugando y compartiendo con sus familiares en el parque que habíamos visto vacío* **VO:** ...como fondos federales son asignados para un mejor futuro. *Cortamos a enumerador del censo caminando por vecindario de camino a tocar la puerta en una casa.* **VO:** Un enumerador te visitará para darte seguimiento, *Cortamos a familia que felizmente abre la puerta para recibir al enumerador.* **VO:** porque tienes que ser contado para que Puerto Rico se pueda ver. *Cortamos a logo del Censo 2020 y URL.* **VO:** No estás tarde. Dale forma a tu futuro. Empieza en 2020CENSUS.GOV.	*walks through the frame we reveal that the financial district is now full of people.* **VO:** Puerto Rico needs you to respond to the 2020 Census today. *Cut to a group of friends playing at a basketball court that we previously saw empty.* **VO:** Your response will help determine... *Cut to children playing and their families playing in the park playground we previously saw empty.* **VO:** ...how federal funds are allocated for a better future. *We cut to a census taker walking down a neighborhood sidewalk on his way to knock on someone's door.* **VO:** A census taker will visit you to follow up. *Cut family happily opening their door to receive the census taker.* **VO:** Because you have to be counted so that Puerto Rico can be seen. *Cut to Census 2020 logo and URL.* **VO:** It's not too late. Shape your future. Start at 2020census.gov.
 If We Don't Respond (static)	**TITULAR:** Si no respondemos, no nos ven. Puerto Rico necesita que respondas al censo 2020 hoy. **COPIA DE CUERPO:** No esperes. Ser contados ayudará a determinar como fondos federales son asignados a Puerto Rico para un mejor futuro. Todos tenemos que ser contados, hasta los niños y recién nacidos. Es hora de responder al Censo 2020. Ya sea "online", por correo o por teléfono, es fácil y confidencial. Un enumerador te visitará para darte seguimiento y ayudarte a ser contado. Dale forma a tu futuro. Empieza aquí. No estás tarde. Completa el censo en 2020CENSUS.GOV	**HEADLINE:** If we don't respond, we are not seen. Puerto Rico needs you to respond to the 2020 Census today. **BODY COPY:** Don't wait. Being counted will help determine how federal funds are allocated to Puerto Rico for a better future. We all have to be counted, even children and newborns. It's time to respond to the 2020 Census. Whether it's "online", by mail or by phone, it's easy and confidential. A census taker will visit you to follow up, and help you be counted. Shape your future. Start here. You're not too late. Complete the census at 2020CENSUS.GOV
	SFX: Sonido dramático de avión despegando. Escuchamos voz de puertorriqueño recitando el texto **VO:** Cada día más puertorriqueños se despiden de su bella isla. Los que estamos	**SFX:** Dramatic sound of airplane taking off. We hear the voice of what feels like a real Puerto Rican saying the copy throughout.

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Creative Original	In-Language Content	English Translation Content
Flight (audio)	aquí, contamos más que nunca. No esperes. Puerto Rico necesita que respondas al Censo 2020 hoy. Tu respuesta ayudará a determinar como fondos federales son asignados a Puerto Rico para un mejor futuro. Responde online, por correo o por teléfono. Un enumerador te visitará para darte seguimiento, y ayudarte a ser contado. No estás tarde. Dale forma a tu futuro. Empieza en 2020census.gov.	**VO:** Each day, more Puerto Ricans say goodbye to their beautiful Island. Those of us that are here count more than ever. Don't wait. Puerto Rico needs you to respond to the 2020 Census today. Your response will help determine how federal funds are allocated to Puerto Rico for a better future. Respond online, by mail or by phone. A census taker will visit to follow up, and help you be counted. It's not too late. Shape your future. Start here at 2020census.gov.

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C.1.17 Spanish, U.S. Mainland Creative Originals

Table C.107: Summary of Spanish, U.S. Mainland Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Kids			
Switching Roles (video)	X		
Grandpa Secret (static)	X		
Uncle Top Secret (static)	X		
Mom Cellphone (static)		X	
Kids Talk (video)		X	
Confidentiality			
Dinner With Friends (video)		X	
The Tomorrow – Construction (video)		X	
The Tomorrow – Farmer (static)		X	
Protected Answers (static)		X	
Concerns (audio)		X	
Confidentiality (audio)		X	
We Count			
The Walk (video)	X		
Possibilities – Park (static)	X		
Everyone Counts (static)	X		
Everybody (video)		X	
Tom, Dick, Harry (static)		X	
Do I Need? (static)		X	
Teachers (static)		X	
Insta Story (digital)		X	
Doors (video)			X
You Still Have Time (audio)			X

C.1.17.1 Kids

Table C.108: Spanish, U.S. Mainland Kids *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Switching Roles (video)	**SUPER:** Imagina que tus pequeños pudieran expresar lo que realmente importa para su futuro. **BOY:** Papá, ¿tienes cinco minutos? **DAD:** Si, claro… **GIRL:** Papá, ¿has pensado en el gran impacto que puede tener el censo en el futuro de todos? **BOY:** ¿Sabías que para distribuir fondos federales a nuestras comunidades, se basan en el conteo de la población que hace el censo cada diez años?	**SUPER:** Imagine that your little ones could express what really matters for their future. **BOY:** Dad, do you have five minutes? **DAD:** Yes, sure… **GIRL:** Dad, have you thought about the great impact that the census can have on everyone's future? **BOY:** Did you know that the allocation of federal funds to our communities is based on the population count done by the Census every ten years?

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Creative Original	In-Language Content	English Translation Content
	GIRL: Exacto. Por eso, es importante contar a todos los que viven en una misma casa: bebés, niños y adultos. **BOY:** En nuestro caso serías tú, mi mamá, mi hermano, mi tío Pepe y yo. Cinco. **GIRL:** El censo es la posibilidad de mejores escuelas, más negocios que generen empleos... **BOY:** Todos tenemos que aprender más sobre el censo, papá. **GIRL:** El censo ya viene. **DAD:** Está bien, niños. Ahora, ¿podemos ir por un helado? **TAGLINE/LOGO/VO:** ¡El censo ya viene! Dale forma a tu futuro. EMPIEZA AQUÍ.	**GIRL:** Exactly. That's why it's important to count everyone living in the same home: babies, kids and adults. **BOY:** In our case, it would be you, mom, my brother, uncle Pepe and me. Five. **GIRL:** The census is the possibility of better schools, more businesses that generate jobs... **BOY:** We all have to learn more about the census, dad. **GIRL:** The census is coming. **DAD:** OK, kids. Now, can we go out for an ice cream? **TAGLINE/LOGO/VO:** The census is coming! Shape your future. START HERE.
 Grandpa Secret (static)	Abuelo, ¿te digo un secreto? Para el censo los abuelitos cuentan y los niños también. El censo cuenta a todas las personas que viven bajo un mismo techo sin importar su lugar de origen o situación, incluyendo a bebés y adultos mayores. Participar en el censo nos da la posibilidad de tener mejores programas educativos para nuestros hijos o nuevos centros comunitarios para nuestros abuelos, y la oportunidad de un mejor futuro para todas. El censo es seguro y nuestra información personal está protegida. ¡El censo ya viene! Aprende más en: 2020cenus.gov	Grandpa, can I tell you a secret? For the census grandparents count and kids do too. The census counts all the people that live under the same roof. It doesn't matter their place of origin or situation, including babies and the elderly. Participating in the census gives us the possibility of having better educational programs for our children or new community centers for our grandparents, and the opportunity of a better future for everyone. The census is secure and our personal information is protected. The census is coming! Learn more at: 2020census.gov
 Uncle Top Secret (static)	Tío, las respuestas al censo son top secret. Aunque no hayas nacido aquí, estas aquí y el censo cuenta a todas las personas que viven en este país sin importar su lugar de origen o situación, incluyendo a parientes, amigos o conocidos que viven en la misma casa. Las respuestas al censo están protegidas, y por ley nadie puede compartir nuestra información personal. ¡El censo ya viene! Aprende más en: 2020cenus.gov	Uncle, the answers to the census are top secret. Even if you weren't born here, you are here, and the census counts all the people that live in this country, it doesn't matter their place of origin or situation, including relatives, friends or anyone living in the same house. The census is secure and our personal information is protected. The census is coming! Learn more at: 2020census.gov
	Mamá, te presto tu celular.	Mom, I'll let you borrow your cellphone. You can now complete the census online.

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Creative Original	In-Language Content	English Translation Content
 Mom Cellphone (static)	Ya puedes llenar el censo por internet. El conteo completo de la población ayuda a que todos tengamos un mejor futuro en nuestras comunidades. Llena el censo hoy mismo desde la privacidad de tu computadora o de tu celular y asegúrate de incluir a todos los que viven en tu casa. Tus respuestas al censo están protegidas, y por ley nadie puede compartir tu información personal. Llena el censo por internet hoy: 2020cenus.gov	The complete count of the population can help your community benefit from more educational programs for your children, health clinics and community centers for the elderly. Fill it out today from the privacy of your computer or your cellphone, by mail or even by phone, and make sure to include babies, grandparents and everyone living in your home. Your answers to the census are protected, and by law, no one can share your personal information. Complete the census online today: 2020census.gov
 Kids Talk (video)	**GIRL 1:** Mamá, papá. Esto es en serio. **BOY 1:** El conteo del censo es vital. **GIRL 2:** Y es una oportunidad que solo se lleva a cabo cada 10 años. **BOY 2:** ¡Cada-diez-años! **BOY 3:** Y solo con un conteo completo… DE NIÑOS Y ADULTOS. **BOY 4:** Nuestras comunidades podrían ser beneficiadas con fondos federales para que haya más centros comunitarios para los abuelitos, clínicas de salud, parques… **GIRL 3:** Programas de almuerzos escolares. Programas educativos. **GIRL 4:** Además, tus respuestas al censo están protegidas, y por ley nadie puede compartir tu información personal. **BOY 5:** NADIE. **GIRL 5:** Llena el censo hoy. **BOY 6:** No es un juego. - Pero todos podemos ganar si todos nos contamos. ¡Así que llena el censo hoy! **TAGLINE/LOGO/VO:** Dale forma a tu futuro. EMPIEZA AQUÍ.	**GIRL 1:** Mom, dad. This is serious. **BOY 1:** The census count is vital. **GIRL 2:** And it's an opportunity that only happens every 10 years. **BOY 2:** Every-ten-years! **BOY 3:** And only with a complete count… OF CHILDREN AND ADULTS. **BOY 4:** Our communities could benefit from receiving federal funds for more community centers for grandparents, health clinics, parks…. **GIRL 3:** Lunch programs in our schools. Educational programs. **GIRL 4:** Plus, your answers to the census are protected, and by law, no one can share your personal information. **BOY 5:** NOBODY. **GIRL 5:** Complete the census today. **BOY 6:** It's not a game. -But we can all win if we all get counted. So complete the census today! **TAGLINE/LOGO/VO:** Shape your future. START HERE.

C.1.17.2 Confidentiality

Table C.109: Spanish, U.S. Mainland Confidentiality *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
	JUAN: Pues bienvenido a los "iunaited", Luis. **LUIS:** Sí, pues a darle duro, ¿no?… Oigan, vi que todos en la casa están discutiendo	**JUAN:** Well, welcome to the U.S., Luis. **LUIS:** Yes, time to get to work, right? Hey, I saw that everyone in the house is discussing whether they are going to fill

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Creative Original	In-Language Content	English Translation Content
 Dinner With Friends (video)	si llenar el censo o no, ¿a mí también me van a incluir? **PEDRO:** Claro. Pues si ya estás de este lado. Quieras o no, ya vives aquí. **LUIS:** Pero ¿no es muy arriesgado? Acuérdate que no tengo papeles. ¿Y qué tal si me regreso? **JUAN:** Cuando yo llegué hace once años estaba como tú. Y me animaron a llenarlo y mírame. Aquí sigo. **LUIS:** Pero te preguntan sobre la ciudadanía y todo, ¿no? **PEDRO:** Sí, pero no te preocupes. Las respuestas al censo están protegidas, y nadie puede compartir tu información personal. **JUAN:** Ni a la migra, ni a los del FBI. Esto es por ley. **LUIS:** Oye, ¡pues está bien! **WAITER:** ¿Están listos para ordenar? **JUAN:** Sí, ¿nos trae un formulario del censo? **TAGLINE/LOGO/VO:** ¡Llena el censo hoy! Dale forma a tu futuro. EMPIEZA AQUÍ.	out the census or not. Do you think they'll include me? **PEDRO:** Of course. You're already on this side of the world. Whether you want to or not, you live here. **LUIS:** But, isn't it risky, man? Remember that I don't have papers. And what if I go back? **JUAN:** When I got here 11 years ago I was like you. And they encouraged me to fill it out and look at me. I'm still here. **LUIS:** But they ask you about citizenship and all that, right? **PEDRO:** Yeah, don't worry. The answers on the census are protected and no one can share your personal information. **JUAN:** Not even to ICE or the FBI. That's the law. **LUIS:** Oh okay, that's good! **WAITER:** Are you ready to order? **JUAN:** Yes. Can you bring us a census form? **TAGLINE/LOGO/VO:** Complete the census today! Shape your future. START HERE.
  The Tomorrow – Construction (static)	El mañana no se deja para mañana. Llena el censo hoy. Te conviene. El censo cuenta a todas las personas que viven en los Estados Unidos sin importar su nacionalidad o situación, y eso te incluye a ti y a todas los que viven bajo un mismo techo. Llénalo ya desde la privacidad de tu computadora o de tu celular, por correo o hasta por teléfono. Tus respuestas al censo están protegidas, y por ley nadie puede compartir tu información personal. Llena el censo por internet hoy: 2020census.gov	The tomorrow is not left for tomorrow. Complete the census today. It's in your best interest. The census counts every person that lives in the United States. It doesn't matter their nationality or situation, and that includes you and everyone living under the same roof. Fill it out from the privacy of your computer or your cellphone, by mail or even by phone. Your answers to the census are protected, and by law, no one can share your personal information. Complete the census online today: 2020census.gov
	El mañana no se deja para mañana. Llena el censo hoy. Te conviene. El censo cuenta a todas las personas que viven en los Estados Unidos sin importar su nacionalidad o situación, y eso te incluye a ti y a todas los que viven bajo un mismo techo. Llénalo ya desde la	The tomorrow is not left for tomorrow. Complete the census today. It's in your best interest. The census counts every person that lives in the United States. It doesn't matter their nationality or situation, and that includes you and everyone living under the same

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Creative Original	In-Language Content	English Translation Content
 The Tomorrow – Farmer (static)	privacidad de tu computadora o de tu celular, por correo o hasta por teléfono. Tus respuestas al censo están protegidas, y por ley nadie puede compartir tu información personal. Llena el censo por internet hoy: 2020census.gov	roof. Fill it out from the privacy of your computer or your cellphone, by mail or even by phone. Your answers to the census are protected, and by law, no one can share your personal information. Complete the census online today: 2020census.gov
 Protected Answers (static)	Tus respuestas al censo están protegidas. Tu información personal, también. El censo cuenta a todas las personas que viven en los Estados Unidos sin importar su nacionalidad o situación y eso te incluye a ti, a tus hijos y a todos los que viven en tu casa. Llénalo ya desde la privacidad de tu computadora o de tu celular, por correo o hasta por teléfono. Tus respuestas al censo están protegidas, y por ley nadie puede compartir tu información personal. Llena el censo por internet hoy: 2020census.gov	Your answers are protected. Your personal information is too. The census counts every person that lives in the United States. It doesn't matter their nationality or situation and that includes you, your kids and everyone living in your home. Fill it out from the privacy of your computer or your cellphone, by mail or even by phone. Your answers to the census are protected, and by law, no one can share your personal information. Complete the census online today: 2020census.gov
 Concerns (audio)	*Escuchamos a dos hombres hablando, uno es más joven que el otro. En el fondo escuchamos los sonidos de un entorno de trabajo.* **VO 1:** Oiga Don Jorge, llegó el correo con información sobre el censo. Pero somos muchos los que vivimos en la casa ¿Qué hacemos con eso? **VO 2:** Ah, mira, Oscar, el censo se hace cada 10 años y es para contar a toda la gente que vive aquí en los Estados Unidos. Por qué no se ponen de acuerdo para ver quién se encarga de llenarlo. Es más, ¡hazlo tú! **VO 1:** Uy no, porque yo no quiero que me cuenten. No sé si voy a quedarme. **VO 2:** Mira, todas las personas tienen que ser contadas porque solo sabiendo cuántos vivimos en una comunidad,	*We listen to a couple of men talking – one younger than the other, in a work environment setting.* **VO 1:** Hey Don Jorge, the mail arrived with information about the census. But a lot of us live in the house. What do we do with that? **VO 2:** Oh, look Oscar, the census takes place every 10 years, and it's to count all the people living here in the United States. Why don't you talk it over to see who will be in charge of completing it. Actually, do it yourself! **VO 1:** Oh no, because I don't want to be counted. I don't know if I'm going to stay. **VO 2:** Look every person has to be counted because only knowing how many of us live in a community, will they know if

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Creative Original	In-Language Content	English Translation Content
	sabrán si necesitamos más escuelas, o más clínicas o más transporte público. **VO 1:** Pero ¿y si me regreso a mi país? **VO 2:** Eso no importa, Oscarín. El censo cuenta a todos los que están viviendo aquí hoy; y cuando responden, bueno, pues contribuyen para que todos podamos tener un mejor futuro. **VO 1:** Ah, la verdad es que me da un poco de miedo. **VO 2:** ¡No te preocupes! Yo te garantizo que cada respuesta está protegida, y por ley nadie puede compartir tu información personal. Bueno, de hecho, este es mi es mi segundo censo. **VO 1:** Muy bien, llegando a la casa les digo a todos que lo llenemos. **VO 2:** ¡Ándale! Oye, y por cierto, ya lo pueden hacer desde su celular o por internet. Entren a la página 2020census.gov, o si quieren, lo pueden mandar por correo… o hasta llamar por teléfono si necesitan ayuda. **VO 1:** Excelente. ¡Gracias, Don Jorge! **VO 2:** De nada, Oscarito. **ANNCR:** ¡LLENA EL CENSO HOY! Dale forma a tu futuro. Empieza aquí en 2020census.gov	we need more schools, or health clinics, or more public transportation. **VO 1:** But what if I go back to my country? **VO 2:** That doesn't matter, Oscar. The census counts everyone living here today; and when they respond, well, they help so everyone can have a better future. **VO 1:** Ah, the truth is that I'm a little scared. **VO 2:** Don't worry! I guarantee you that each answer is protected, and by law, no one can share your personal information. Well, actually, this is my second census. **VO 1:** That's great, once I get home I'll tell everyone that we should complete it. **VO 2:** You do that! Listen, and, BTW, you guys can do it now from your cellphone or online. Go to 2020census.gov, or if you'd like, you can mail it in… or even call if you need help. **VO 1:** Excellent. thank you, Don Jorge! **VO 2:** You're welcome, Oscarito. **ANNCR:** COMPLETE THE CENSUS TODAY! Shape your future. Start here at 2020census.gov
Confidentiality (audio)	**VO:** ¿Qué pasaría si el mundo fuera tan confidencial y seguro como el censo? **HIJO:** Mom ¿me pusiste lunch? **MADRE:** No puedo decirte, hijo; es información confidencial. **HIJO:** Aahh… ¿vas a pasar por mí a la escuela? **MADRE:** Confidencial, hijo. **HIJO:** Ok, mom… te amo. **MADRE:** Confidencial, mi amor… **VO:** En el mundo hay cosas que tienen que ser confidenciales y seguras, otras, no tanto. El censo es una de ellas. Tus respuestas están protegidas, y por ley nadie puede compartir tu información personal. Ya puedes llenar el censo. Hazlo por internet, por correo o hasta por teléfono, y asegúrate de incluir a bebés,	**VO:** What would happen if the entire world was as confidential and secure as the census. **KID:** Mom, did you make my lunch? **MOM:** I can't tell you, son; that's confidential information. **KID:** Aahh… are you going to pick me up from school? **MOM:** Confidential, son. **KID:** Ok, mom… I love you. **MOM:** Confidential, sweetie… **VO:** In this world there are things that have to be confidential and secure, others not so much. The census is one of them. Your answers are protected, and by law, no one can share your personal information. You can fill out the census now. Do it online, by mail or even by phone, and make sure you include babies,

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Creative Original	In-Language Content	English Translation Content
	adultos mayores y a cualquier persona que vive en tu casa. **VO:** ¡Llena el censo hoy! Dale forma a tu futuro. Empieza aquí en 2020census.gov	the elderly and any person living in your home. **VO:** Complete the census today! Shape your future. Start here at 2020census.gov

C.1.17.3 We Count

Table C.110: Spanish, U.S. Mainland We Count *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 The Walk (video)	**MAN 1:** ¿Sabes quién soy? **MAN 2:** Soy cada latino que vive en este país. **MAN 3:** Sí, soy todos los hombres… **WOMAN 1:** …y también todas las mujeres. **BOY:** y los niños. **MAN 4:** Soy el que trabaja duro. **WOMAN 2:** Y la que trabaja duro – doble turno. **WOMAN 3:** Triple. **MAN 5:** Y soy todos aquellos que un día trabajaron duro por nosotros. **MAN 6:** Soy el que vino y se quedó. **GIRL 4:** Y la que nació aquí. **WOMAN 5:** Y la que trajeron de pequeña, to dream big. **MAN 1:** Soy cada latino que cuenta en este país, y cada diez años, el conteo del censo nos da la oportunidad de contribuir a que nuestras comunidades se beneficien con clínicas de salud, escuelas, centros de recreación, o nuevos negocios que generen empleos, en fin, un mejor futuro. ¡El censo ya viene y es para todos! Por ley, tus respuestas están protegidas. **TAGLINE/LOGO/VO:** ¡El censo ya viene! Dale forma a tu futuro. EMPIEZA AQUÍ.	**MAN 1:** Do you know who I am? **MAN 2:** I'm each Latino that lives in this country. **MAN 3:** Yes, I'm all the men… **WOMAN 1:** …and also all the women. **BOY:** and the children. **MAN 4:** I'm the one that works hard. **WOMAN 2:** And the one that works hard – double shift. **WOMAN 3:** Triple. **MAN 5:** And I am all of those who one day worked hard for us. **MAN 6:** I'm the one that came and stayed. **GIRL 4:** And the one who was born here. **WOMAN 5:** And the one they brought here as a child, to dream big. **MAN 1:** I'm each Latino that counts in this country, and every ten years, the census count gives us the opportunity to help our communities benefit from health clinics, schools, recreational centers, or new businesses that generate jobs, in short, a better future. The census is coming and it's for everyone! Your answers are protected by law. **TAGLINE/LOGO/VO:** The census is coming! Shape your future. START HERE.
	El censo es la posibilidad de: Más parques, más áreas verdes, más papas cansados un domingo por la tarde. El censo cuenta a todas las personas que viven en este país sin importar su lugar de origen o situación, esto incluye a niños, bebés, abuelos o amigos que vivan en la misma casa. Participar en el censo es una oportunidad para que nuestras	The census is the possibility of: more parks, more green spaces, more parents exhausted on a Sunday evening. The census counts all the people that live in this country. It doesn't matter their place of origin or situation; this includes children, babies, grandparents or friends living in the same house. Participating in the census is an opportunity for our

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Creative Original	In-Language Content	English Translation Content
 Possibilities – Park (static)	comunidades puedan tener más áreas verdes o centros de recreación. Un mejor futuro para todos. El censo es seguro y nuestra información personal está protegida. ¡El censo ya viene! Aprende más en: 2020cenus.gov	communities to have more, green spaces or recreation centers. A better future for everyone. The census is secure and our personal information is protected. The census is coming! Learn more at: 2020census.gov
 Everyone Counts (static)	Todos los que van aquí adentro, cuentan. Y los que están afuera, también. Dale forma a tu futuro. EMPIEZA AQUÍ. 2020census.gov	Everyone inside here, counts. And the ones outside, do too. Shape your future. START HERE. 2020census.gov
 Everybody (video)	**MAN 1:** Sí, soy yo otra vez. O sea, tú. **FATHER:** Es decir, soy cada latino que llena el censo en este país. **WOMAN:** O qué, ¿crees que estoy aquí "texteando"? **YOUNG MAN:** Sí, le estoy mandando un mensaje a mi futuro. **MOM:** No, no les estoy haciendo la tarea a mis hijos. **MOM:** Al contrario, ellos me están ayudando con MI tarea del censo: La tarea para un mejor futuro. **WORKER:** ¿Mandando mensajes? Sí, checa este meme. **GIRL:** No dejes que nadie confunda "invisible"… **GIRL:** Con invencible.	**MAN 1:** Yes, it's me again. Which means, I´m you. **FATHER:** It means, I´m each Latino that completes the census in this country. **WOMAN:** Or what, do you think I'm here texting? **YOUNG MAN:** Yes. I'm sending a message to my future. **MOM:** No, I'm not doing my kids' homework. **MOM:** It's the opposite, they are helping me with MY census homework: The homework for a better future. **WORKER:** Sending messages? Yes, check out this meme **GIRL:** Don't let anybody confuse "invisible"… **GIRL:** With invincible.

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Creative Original	In-Language Content	English Translation Content
	MAN 1: Llegó la hora de llenar el censo y de darle a nuestras comunidades la posibilidad de un mejor futuro. **INTERCUTS WITH PEOPLE:** Hazlo hoy mismo desde la privacidad de tu computadora o de tu celular, por correo o hasta por teléfono. Tu información personal está protegida. **TAGLINE/LOGO/VO:** ¡Llena el censo hoy! Dale forma a tu futuro. EMPIEZA AQUÍ.	**MAN 1:** It's time to complete the census and to give our communities the possibility of a better future. **INTERCUTS WITH PEOPLE:** Do it online today from the privacy of your computer or cellphone, by regular mail or even by phone. Your personal information is protected. **TAGLINE/LOGO/VO:** Complete the census today! Shape your future. START HERE.
 Tom, Dick, Harry (static)	Fulano, mengano y zutana. Todos a llenar el censo. El conteo del censo ayuda a determinar cómo se distribuyen los fondos federales a nuestras comunidades para que tengamos, por ejemplo, mejores centros deportivos y áreas de recreación. Llénalo hoy mismo desde la privacidad de tu computadora o de tu celular, por correo o hasta por teléfono, y asegúrate de incluir a niños, adultos mayores y a todos los que viven en tu casa. Tus respuestas al censo están protegidas, y por ley nadie puede compartir tu información personal. Llena el censo por internet hoy: 2020census.gov	Tom, Dick and Harry. Let's all fill out the census. The census count helps determine how federal funds are allocated in our communities so we can have, for example, more sports complexes or recreation centers. Fill it out today from the privacy of your computer or your cellphone, by mail or even by phone, and make sure you include children, the elderly and everyone that lives in your home. Your census answers are protected, and by law, no one can share your personal information. Complete the census online today: 2020census.gov
 Do I Need? (static)	¿Lleno el censo o no lleno el censo? ¿Quiero una clínica cerca de mi familia o no la quiero? Llenar el censo es así de importante. Llénalo hoy mismo desde la privacidad de tu computadora o de tu celular, por correo y hasta por teléfono, y asegúrate de incluir a niños y adultos mayores. Tus respuestas al censo están protegidas y por ley nadie puede compartir tu información personal. Llena el censo por internet hoy: 2020census.gov	Do I fill out the census or do I not fill out the census? Do I want a health clinic close to my family or do I not want one? Completing the census is that important. Fill it out today from the privacy of your computer or your cellphone, by mail or even by phone, and make sure to include children, the elderly and everyone living in your home. Your answers to the census are protected, and by law, no one can share your personal information. Complete the census online today: 2020census.gov
	Se necesitan maestros para nueva escuela. Pero primero llenemos el censo para saber que la escuela se necesita. Solo con un conteo completo de la población se puede evaluar lo que cada	Teachers are needed for new school. But let's fill out the census to know the school is needed. Only with a complete count of the population can you determine what each

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Creative Original	In-Language Content	English Translation Content
 Teachers (static)	comunidad necesita. Llena el censo hoy mismo desde la privacidad de tu computadora o de tu celular, por correo o hasta por teléfono, y asegúrate de incluir niños, abuelitos y a todos los que viven en tu casa. Tus respuestas al censo están protegidas, y por ley nadie puede compartir tu información personal. Llena el censo por internet hoy: 2020census.gov	community needs. Complete the census today from the privacy of your computer or your cellphone, by mail or even by phone, and make sure to include children, grandparents and everyone living in your home. Your answers to the census are protected, and by law, no one can share your personal information. Complete the census online today: 2020census.gov
 Insta Story (digital)	**TITULAR 1:** ¿Crees que estoy aquí texteando? **TITULAR 2:** Sí, estoy mandándole un mensaje a mi futuro. **TITULAR 3:** Llena el censo hoy mismo. Desliza hacia arriba para completarlo	**HEADLINE 1:** Do you think I'm here texting? **HEADLINE 2:** Yes. I'm sending a message to my future. **HEADLINE 3:** Fill out the census today. Swipe up to complete it.
 Doors (video)	**VO:** Esto no es solo una puerta. Es la entrada al lugar más seguro y cálido que conoces. Aquí, le das la bienvenida a todo lo que quieres y a todo lo que sueñas. **VO:** Cuando el censo toca a tu puerta y le abres, también le das la bienvenida a la posibilidad de tener más programas educativos para tus hijos, clínicas de salud; nuevos negocios que generan empleos. Además, tus respuestas al censo están protegidas, y por ley nadie puede compartir tu información personal. **VO:** Ábrele la puerta al censo. Dale la bienvenida a un mejor futuro. **TAGLINE/LOGO/VO:** ¡Aún puedes llenar el censo por internet! Dale forma a tu futuro. EMPIEZA AQUÍ.	**VO:** This is not just a door. It's the entrance to the safest and warmest place you know. It's where you welcome everything that's important to you, and all of your dreams. **VO:** When the census knocks on your door and you open it, you welcome the possibility of more educational programs for your children, health clinics, and new businesses that generate jobs. Plus, your answers to the census are protected, and by law, no one can share your personal information. **VO:** Open the door to the census. Welcome a better future. **TAGLINE/LOGO/VO:** You can still complete the census online! Shape your future. START HERE.

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Creative Original	In-Language Content	English Translation Content
You Still Have Time (audio)	*Escuchamos a dos señoras hablar, con música y sonidos de fondo que reflejan un ambiente de gimnasio:* **MARI:** Hola, Carla, ¿qué tal estuvo la clase? Ahorita me toca a mí. **CARLA:** Uy, buenísima, te va a encantar. **MARI:** Oye, te quería preguntar desde el otro día, ¿ya llenaste el censo? **CARLA:** ¡Sí, claro! Desde hace un par de semanas lo llené por internet. Y tú, ¿ya lo llenaste? **MARI:** Los censistas no han venido a tocar a mi casa. Seguro no han de tardar porque escuché que ya comenzaron. Pero no sé si debo incluir a mi cuñado y a su familia que viven con nosotros… ya sabes… **CARLA:** Mari, no tienes que esperar a que toquen a tu puerta. Todavía puedes responder por internet, por correo, o hasta por teléfono. Y sí, inclúyelos. Todos deben de contar. Los bebés también. Las respuestas al censo están protegidas, y por ley nadie puede compartir tu información personal. **MARI:** Ay, qué bueno que te pregunté. Déjame ir a llenarlo ahora mismo. **VO:** Ábrele la puerta al censo. Dale la bienvenida a un mejor futuro. **VO:** Un censista tocará a tu puerta para ayudarte a llenar el formulario del censo, pero aún puedes llenarlo por internet en 2020census.gov, por correo, o hasta por teléfono. **VO:** Dale forma a tu futuro. Empieza aquí en 2020census.gov	*We listen to two ladies speak with gym music or SFX to reflect a gym environment in the background:* **MARI:** Hi, Carla, how was the class? I'm next. **CARLA:** It was great, you're going to love it. **MARI:** Hey, I've been meaning to ask you, have you completed the census yet? **CARLA:** Yes, of course! A couple a weeks ago I filled it out online. How about you, have you filled it out? **MARI:** The census takers haven't come to my house. But I'm sure they'll come soon because I heard they've already started. I just don't know if I should include my brother in-law and his family living with us… you know… **CARLA:** Mari, you don't have to wait until they knock on your door. You can still fill it out online, by mail, or even by phone. And yes, everyone must count. The babies too. The answers to the census are protected, and by law, no one can share your personal information. **MARI:** I'm so glad I asked you. Let me go complete it out right away. **VO:** Open the door to the census. Welcome a better future. **VO:** A census taker will knock on your door to help you complete the census form, but you still have time to fill it out online at 2020census.gov, by mail, or even by phone. **VO:** Shape your future. Start here at 2020census.gov

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C.1.18 Arabic Creative Originals

Table C.111: Summary of Arabic Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Census Is Possibilities			
Our Census (video)	X		
Online (static)		X	
Doors (video)			X
According To			
Recipe (video)		X	
Recipe (static)		X	

C.1.18.1 Census Is Possibilities

Table C.112: Arabic Census Is Possibilities *Creative Orignal Content*

Creative Original	In-Language Content	English Translation Content
 Our Census (video)	يُفتَتح المشهد بزوجَين وأطفال يمشون في الشارع Āحصاء السكاني بيحكي عن مجتمعنا وتÃزنا. كان ممكن نهاجر لأي مكان في العالم، بس احنا اخترنا نكون أمريكيين. تعداد السكان متعلق بالعيلة وضمان مستقبل أفضل لينا وموارد أفضل في مدارس ولادي.)تنتقل الكاميرا لتتبع العائلة في المطعم بينما يتلقون التحية من الرجل خلف الطاولة(الرجل 1: أهÃ وسهÃ الأب 1: مرحبًا الرجل 1: مرحبتين، أهÃ بيكم)تنتقل الكاميرا لتتبع الرجل 1 بينما ينتقل إلى خلف الطاولة لتحضير المنضدة(التعداد السكاني حاجة ليها علاقة بمجتمعنا وكل اللي محتاجينه عشان نقدر ننجح. التعداد السكاني حاجة ليها عÃقة بإني أطور شُغلي، ونتايجه بتساعدني أعرف أفتح مطعمي الجاي فين.)تنتقل الكاميرا لتتبع الرجل 1 بينما يمشي تجاه المنضدة. تقوم العائلة بتحية Ābاء/Āصهار. ويجلس Āب مُتكئًا على عكاز. التعداد السكاني متعلق بمجتمعنا واللي محتاجينه عشان نكون بخير. التعداد السكاني متعلق بصحة كل واحد مننا وضمان حصولنا على خدمات الرعاية الصحية المتطورة في الأماكن اللي بنعيش فيها.)تُÃز الكاميرا على الحفيدة مع الجد(التعداد السكاني متعلق بمجتمعنا وكيف أحترم تراثي وأنا أرسم ملامح مستقبلي. ملء الاستمارة سهل ومكتب التعداد السكاني ملتزم بعدم الكشف عن أي	**MOTHER 1 (Egyptian dialect):** The census is about our community and what makes us unique. **FATHER 1 (Egyptian dialect):** We could have emigrated anywhere in the world but we chose to become Americans. **MOTHER 1 (Egyptian dialect):** Our census is about family, and ensuring we have better future and improved resources in my children's schools. **MAN 1:** Marhaba **FATHER1**: Marhabtain, Ahlan Beek **MAN 1:** Itfadulloh **MAN 1 (Palestinian dialect):** The census is about our community and what we need to succeed. Our census is about growing my business and its results help me plan where to open my next restaurant.

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Creative Original	In-Language Content	English Translation Content
	معلومات شخصية. التعداد السكاني مهم لأننا كلنا أفراد مُهمون في عائلتنا. Ā يكشف مكتب التعداد السكاني عن أي معلومات شخصية، كما تتمتع أجوبتكم بحماية القانون الفيدرالي.	
  Online (static)	يمكنكم ملء استمارة الإحصاء السكاني على الموقع الإلكتروني، في راحة منازلكم حتى وأنتم جالسون على الأريكة، أو بملابس نومكم، الإحصاء السكاني يُهيئ لكم الفرص. املؤوا نموذج الإحصاء السكاني على الموقع الإلكتروني وأنتم في منازلكم باستخدام أي جهاز. يمكنكم الآن المساعدة في تقرير مصير التمويلات الحكومية، وĀ تقلقوا بشأن سريةĀ إجاباتكم Āننا نعدكم بالحفاظ علىĀ سريتها وحمايتها بموجب القانون. شاركوا في رسم ملامح مستقبلكم بتعبئة نموذج الإحصاء السكاني 2020.	You can fill the census form on the web site, in the comfort of your home, even while you are setting on the couch, or wearing sleepwear, the census is the true opportunity. Fill out your census on the web site on any device, while you are at home. Now you can help in the decision regarding public funding distribution, and don't worry about confidentiality of your answers because we promise you to keep them secret and protect them by law. Shape your future. Start here. Complete the census at: 2020CENSUS.GOV Start from here to shape your future with your hands.
 Doors (video)	يُفتَح المشهد بلقطة داخلية ومشاهد Āشخاص مختلفين يفتحون أبوابهم من الداخل لفريق تسجيل التعداد)على سبيل المثال: في مدينة، أو ضاحية، أو شقة، أو رواق، أو ما إلى ذلك(. الإحصاء السكاني يفتح أمامكم أبواب الفرص، فهل ستغتنمون الفرص إذا طَرقت أبوابكم؟ يبتسم فريق تسجيل التعداد، بأفراده ذوي الخلفيات المختلفة، للكاميرا ونراهم يتحدثون إلى مالك المنزل. سيطرق أفراد تسجيل الإحصاء أبواب منازلكم إذا لم تتمكنوا، لأي سبب، من إكمال نموذج الإحصاء على الإنترنت؛ لأن تفاعلكم معنا في غاية Āهمية. الإحصاء الدقيق سيرشد الدولة بشأن كيفية توزيع التمويل الفيدرالي في مجتمعكم على أوجُهٍ عدة، مثل العيادات الصحية والمواصلات العامة والمدارس والطرق وغيرها. لذلك، افتحوا Āبواب لفريق Āحصاء من أجل مستقبلٍ مُشرق. ابدؤوا من هنا لتُشكلوا بأيديكم مستقبلكم. Ā يكشف مكتب التعداد السكاني عن أي معلومات شخصية، كما تتمتع أجوبتكم بحماية القانون الفيدرالي.	**VO:** The census opens doors of possibilities for you, so, will you make use of them if they knocked your doors? If you haven't already filled out your census online, a census taker from your community will knock on your door to help. Because your response is so important. An accurate count will guide the country in how to distribute the federal funding in your community on several aspects, like health clinics, public transportation, schools, roads, and more. So, open your doors to the census logging team for the sake of a brighter future. Complete the census form today. Start here to shape your future with your hands.

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C.1.18.2 According To

Table C.113: Arabic According To *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Recipe (video)	مثلما تحافظ عائلة ريم على سر الخلطة على مر الأجيال، نحافظ علىĀرية ردودكم، بل ونَمنحها الحماية القانونية، لنضمن لكم عدم الكشف عن معلوماتكم الشخصية مهما حدث. بادروا اليوم برسم مĀمح الغد، وتفضلوا بزيارتنا على 2020CENSUS.GOV	*Open on a busy kitchen, we see 5 different generations of the family all trying to be the boss of the kitchen. Then grandma walks in, and they all back off.* **AVO:** Like Reem's family keeping of the blend secret across generations, We keep the confidentiality of your responses, and grant them legal protection, so that we ensure non disclosure of your personal information whatever happens. Start today shaping tomorrow, and visit us at 2020CENSUS.GOV
  Recipe (static)	وصفة ماما وبيانات الإحصاء، الاثنتان في أمان. نحن نحافظ علىĀرية معلوماتكم مثلما تحافظ الĀم علىĀر خلطتها. إن القانون الفيدرالي يحمي أجوبتكم ويضمن عدم الكشف أبدًا عن معلوماتكم الشخصية؛ لذا، شاركوا في الإحصاء السكاني بكل راحة بال وساعدوا في إرشاد الدولة بشأن توزيع التمويلات الحكومية للمستشفيات والمدارس والطرق. زوروا موقعنا: لتعرفوا معلوماتٍ أكثر 2020 CENSUS.GOV عن كيفية رسم ملامح مستقبلكم بكل أمان.	My mom's recipe and census information, both are secure. We keep the confidentiality of your information like Mom keeps her recipe secret. Federal law protects your responses, and ensures not disclosing your personal information. So, participate in the census with complete peace of mind and guide the country regarding distribution of public funds for hospitals, schools, and roads. Shape your future. Start here. Complete it today at: 2020CENSUS.GOV Use your hands to shape (the features of) your future. Start from here.

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C.1.19 Brazilian (Portuguese) Creative Originals

Table C.114: Summary of Brazilian (Portuguese) Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
The Voice			
The Voice (audio)	X		
Possibility of			
More Soccer Fields (digital)	X		
We All Count			
Insta Story (digital)	X		
Family			
Family Girl (audio)		X	
Kids			
Mom Cellphone (digital)		X	

C.1.19.1 The Voice

Table C.115: Brazilian (Portuguese) The Voice *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
The Voice (audio)	**HOMEM 1:** Oi! você sabe quem eu sou? Sou a voz de cada Brasileiro que vive neste país. **HOMEM 2:** Sou a voz de todos os homens…. **MULHER 1:** …e também de todas as mulheres. **HOMEM 3:** Sou a voz de quem veio para cá e ficou. **MULHER 2:** …e a voz de quem nasceu aqui. **HOMEM 1:** Sou a voz de cada Brasileiro que conta neste país, e a cada dez anos a contagem do censo nos dá a oportunidade de ajudar a nossa comunidade a se beneficiar com clínicas de saúde, programas educativos, parques e novos negócios que gerem empregos, ou seja, um futuro melhor para todos nós. O censo está chegando! Suas respostas são protegidas, e por lei, ninguém pode compartilhar sua informação pessoal. **VO:** Dê forma ao seu futuro. Comece aqui em 2020census.gov	**MAN 1:** Hi, do you know who I am? I'm the voice of each Brazilian that lives in this country. **MAN 2:** I'm the voice of all the men… **WOMAN 1:** …and also all the women. **MAN 3:** I'm the voice of the one that came and stayed. **WOMAN 2:** And the one that was born here. **MAN 1:** I'm the voice of every Brazilian that counts in this country, and every ten years, the census count gives us the opportunity to help our communities benefit from health clinics, educational programs, parks, or new businesses that generate jobs, in short, a better future for all of us. The census is coming! Your answers are protected, and by law, no one can share your personal information. **VO:** Shape your future. Start here at 2020census.gov

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C.1.19.2 Possibility Of

Table C.116: Brazilian (Portuguese) Possibility of *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 More Soccer Fields (digital)	O censo é a possibilidade de: mais playgrounds, O censo é a possibilidade de: mais campos de futebol, O censo é a possibilidade de: Mais pais exaustos no domingo de noite.	The census is the possibility of: more playgrounds for kids, The census is the possibility of: more soccer fields, The census is the possibility of: more parents exhausted on a Sunday evening.

C.1.19.3 We All Count

Table C.117: Brazilian (Portuguese) We All Count *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Insta Story (digital)	Brasilieros, Brasilieras, E barsileirinhos Para o censo, todos nos contamos! Arraste para cima para preenchê-lo	Brazilian Men, Brazilian Women, Brazilian Children For the Census, we all count. Swipe up to complete!

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C.1.19.4 Family

Table C.118: Brazilian (Portuguese) Family *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
Family Girl (audio)	**MENINA:** Querida Família, isso é para todos nós: bebês, crianças, avós, homens e mulheres falando um idioma que...não muitos falam neste pais, mas que nos une como brasileiros. Você sabia que todos nós contamos no censo dos Estados Unidos? Sim! Tooooodos nós contamos! *Um pequeno cão late* **MENINA:** Bom, você não Argos. **VO:** Participar do censo é uma grande oportunidade para ajudar a nossa comunidade a se beneficiar com mais escolas ou programas educativos, mais centros recreativos ou comunitários, e mais negócios que gerem empregos. **VO:** Preencha o questionário do censo pela internet hoje. Inclua crianças, avós, e todos que moram na sua casa. Suas respostas são protegidas, e por lei, ninguém pode compartilhar sua informação pessoal. **VO:** Dê forma ao seu futuro. Comece aqui em 2020census.gov	**LITTLE GIRL:** Dear family, this is for all of us: babies, children, grandparents, men and women speaking a language that... not many speak in this country, but that unites us as Brazilians. Did you know that all of us count in the United States census? Yes! Aaallll of us count! *A little dog barks* **LITTLE GIRL:** Well, not you, Argos. **VO:** Participating in the census is a great opportunity to help our communities benefit from more schools or educational programs; more recreation or community centers; and more businesses that generate jobs. **VO:** Complete the census online today. Include children, grandparents, and everyone living in your home. Your answers are protected, and by law, no one can share your personal information. **VO:** Shape your future. Start here at 2020census.gov

C.1.19.5 Kids

Table C.119: Brazilian (Portuguese) Kids *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Mom Cellphone (digital)	**MARCO 1:** Mãe, eu te empresto seu celular. **MARCO 2:** Agora você pode preenchar o censo online.	**FRAME 1:** Mom. I'll let you borrow your cellphone. **FRAME 2:** You can now complete the census online.

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C.1.20 Polish Creative Originals

Table C.120: Summary of Polish Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Census Is Possibilities			
Grandfather (video)	X		
Online (static)		X	
Doors (video)			X
Everyone Counts			
Across America (video) [in English]*	X		
According To			
Recipe (static)		X	
Recipe (video)		X	

**Across America (video) was a Diverse Mass creative original and was tested in English among community representatives to gauge whether or not this type of storytelling approach would be worthwhile if transcreated for a Polish audience.*

C.1.20.1 Census Is Possibilities

Table C.121: Polish Census Is Possibilities *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Grandfather (video)	**VO:** Dla mojego dziadka spis oznaczał nowe możliwości. Mój dziadek przyjechał tu 50 lat temu, w nadziei na lepsze życie. Wiedział, że celem spisu ludności było policzenie wszystkich w jego lokalnej społeczności, by na tej podstawie podejmować lepsze i bardziej świadome decyzje o tym, jak rozdzielić federalne fundusze na szkoły, kliniki medyczne, transport publiczny i rzeczy, które miały znaczenie dla niego i jego sąsiadów. Dlatego zadbał, aby moja babcia nie została w nim pominięta. A potem mój tata, moja ciocia, siostry i kuzynka, która nie jest co prawda moją kuzynką, ale mieszkała z nami, więc nazwaliśmy ją kuzynką. Dzięki mojemu dziadkowi policzono nas wszystkich i jestem przekonana, że dało to naszej rodzinie wszelkie te możliwości, z jakich korzystamy dzisiaj.	**VO:** For my grandfather the census meant new possibilities. My grandfather came here 50 years ago in the hope of a better life. He knew that the purpose of the census was to count everyone in his local community, so as on this basis to make better and more informed decisions on how to divide federal funds for schools, medical clinics, public transport and things that mattered to him and his neighbors. Therefore, he took care for that my grandmother not to be omitted from it. And then my dad, my aunt, my sister and my cousin, who is not my cousin, but she lived with us, so we called her a cousin. Thanks to my grandfather, we were all counted and I am convinced that it gave our family all the possibilities we take advantage of today. **VO:** Influence the shape of your future. Start today at 2020CENSUS.GOV page.

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Creative Original	In-Language Content	English Translation Content
	VO: Wpływaj na kształt swojej przyszłości. Zacznij już dziś na stronie 2020CENSUS.GOV.	
 Online (static)	Spis ludności jest dostępny online. można go wypełnićnie wstając z kanapy, nie kiwając palcem, w piżamie. Spis to obietnica nowych możliwości. Wypełnij spis ludności w domu, online i na dowolnym urządzeniu. Możesz nam pomóc w dystrybucji środków publicznych i mieć pewność, że wszystkie Twoje odpowiedzi pozostaną poufne, ponieważ sąchronione prawem. Wpływaj na kształt swojej przyszłości. Zacznij już dziś. Odwiedź stronę2020CENSUS.GOV i uzyskaj więcej informacji.	The census is available online, you can fill it out without getting up from the couch, without lifting a finger, in pajamas. Census is the promise of new possibilities. Fill out the census at home, online and on any device. You can help us distribute public funds and be sure that all your answers remain confidential, because they are protected by law. Shaping your future begins with the completion of the Census 2020. Influence the shape of your future. Start today. Visit 2020CENSUS.GOV page and get more information. 2020CENSUS.GOV
 Doors (video)	**VO:** Spis powszechny to nowe możliwości. A gdy możliwości pukają do drzwi, wypada otworzyć! Jeśli jeszcze nie wypełniłeś spisu ludności online, rachmistrz spisowy z twojej społeczności zapuka do drzwi, aby Ci w tym pomóc. A to dlatego, że Twój udział jest dla nas naprawdę ważny. Dokładne liczby pobrane w spisie ludności są dla nas cenną informacją o tym, jaki sposób federalne fundusze mogą być dystrybuowane w Twojej społeczności i przeznaczone na rzeczy takie, jak kliniki zdrowia, transport publiczny, szkoły, drogi i inne. Otwórz drzwi. Otwórz się na lepszą przyszłość. Wypełnij spis powszechny już dziś i wpłyń na kształt swojej przyszłości.	**VO:** The census is new possibilities. And when possibilities knock on the door, it's only right to open! If you have not filled out the online census yet, the census taker from your community will knock on your door to help you with it. And that's because your participation is really important to us. The exact figures of the census are a valuable information for us on how federal funds can be distributed in your community and intended for things like health clinics, public transport, schools, roads and more. Open the door. Open yourself to a better future. Fill the census today and influence the shape of your future.

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C.1.20.2 Everyone Counts

Table C.122: Polish Everyone Counts *Creative Original Content*

Creative Original	Content
 Across America (video)	*Open on an aerial view of an American landscape. Cut to a split-screen format comparing two similar yet opposite aspects of American life. Cut to comparison of farmland and city.* **AVO:** In America, we all count *Cut to comparison of serene park and bustling city sidewalk.* **AVO:** No matter where we call home, *Cut to comparison of a big family meal and single mother with her baby.* **AVO:** Whether our families are big or small. *Cut to comparison of new homeowners and a new business owner.* **AVO:** Whether we've seized the American dream, *Cut to comparison of babies walking to and away from camera.* **AVO:** Or just started chasing it. *Cut to comparisons of a Jewish and gospel choir. Then Buddhist and Christian prayer.* **AVO:** No matter how we worship, *Cut to comparison of an elderly and young hand being held.* **AVO:** Or who we love. *Cut to comparison rural home construction and skyscraper construction.* **AVO:** When it comes to shaping America's future, *Show a montage of diverse faces across America.* **AVO:** We all count. And the 2020 Census is how that great American promise is kept. *Cut to different people taking their census on digital devices.* **AVO:** Because when you are counted, you count. *Cut to various scenes comparing parks, roads, health services, schools, and complex families.* **AVO:** Your neighborhood counts, your roads, your access to healthcare, your kids' futures. They all count. *Cut to various comparison footage that show exuberance and vitality across America.* **AVO:** The census is coming. Shape your future. Start here. Visit 2020CENSUS.GOV

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C.1.20.3 According To

Table C.123: Polish According To *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Recipe (static)	Sekrety kulinarne mojej mamy to świętość. podobniejest w przypadku ochrony prywatnościmoich odpowiedzi na Census 2020. Mama dobrze wie, jak dochować tajemnicy, a my bierzemy z niej przykład. Prawo federalne chroni wszystkie odpowiedzi, a my chronimy Twoje dane osobowe przed wglądem osób trzecich. Spis ludności wypełniaj bez obaw, pamiętając, że Twój wkład pomoże nam zdecydować, jak rozdzielić publiczne fundusze na szpitale, szkoły i drogi. Wpływaj na kształt swojej przyszłości. Wypełnij spis ludności już dziś na stronie:2020CENSUS.GOV	My mother's culinary secrets are a sanctity. The same is true for the protection of privacy of my responses to the Census 2020. Mum knows well how to keep a secret, and we follow her example. Federal law protects all responses, and we protect your personal information from third party access. Fill out the census with no worries, remembering that your contribution will help us decide how to divide public funds for hospitals, schools and roads. Influence the shape of your future. Complete the census today on page:2020CENSUS.GOV
 Recipe (video)	**VO:** W rodzinie Tomczyków tajny przepis na niedzielny bigos przekazuje się w zaufaniu już od dziewięciu pokoleń. W przypadku spisu ludności stosujemy identyczną regułę. Twoje odpowiedzi chroni prawo, a dane osobowe nie są nigdy nikomu udostępniane. **AVO:** Wypełnij spis powszechny już dziś i wpłyń na kształt swojej przyszłości. 2020CENSUS.GOV. **LEGAL VO:** Census Bureau nie ujawnia żadnych danych osobowych. Twoje odpowiedzi chroni prawo federalne.	**VO:** In the Tomczyk family, the secret recipe for bigos has been handed down in confidence for nine generations. In the case of the census, we apply an identical rule. Your answers are protected by law and your personal information is never shared with anyone. **AVO:** Fill the census today and influence the shape of your future. 2020CENSUS.GOV. **LEGAL VO:** Census Bureau does not disclose any personal data. Federal law protects your answers.

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C.1.21 Russian Creative Originals

Table C.124: Summary of Russian Creative Originals by Family and Phase

	Awareness	Motivation	Reminder
Census Is Possibilities			
Grandfather (audio) [in English]*	X		
Health (audio) [in English]*	X		
Omnibus (static)	X		
Online (static)		X	
Doors (video)			X
Everyone Counts			
Across America (video) [in English]*	X		
According To			
Recipe (video)		X	
Recipe (static)		X	

**Grandfather (audio), Health (audio), and Across America (video) were Diverse Mass creative originals and were tested in English among community representatives to gauge whether or not this type of storytelling approach would be worthwhile if transcreated for a Russian audience.*

C.1.21.1 Census Is Possibilities

Table C.125: Russian Census Is Possibilities *Creative Original Content*

Creative Original	Content
Grandfather (audio)	**MARCO:** It's time for the 2020 Census, and someone asked me what is the census? And when I thought about it, it's more than a count — it's possibilities. My grandfather came to this country 50-years ago for a better life. He learned the census counted everyone in the community to inform federal funding for things like schools, clinics, public transportation, and stuff that mattered to him and his community. So, he made sure my grandmother was counted. And then my father, my aunt, my baby sisters, and my cousin, who wasn't actually my cousin but lived with us, so we called her cousin. Thanks to my grandfather, we all got counted back then, which gave our family all the possibilities we have today. **AVO:** Shape your future. Start here. Visit 2020CENSUS.GOV to learn more.
Health (audio)	**NURSE:** Last week my daughter asked me, "What's the census?" Well, I'm a registered nurse, so to me, the census is possibilities. The possibility of a new walk-in clinic in the neighborhood, shorter waiting times to see doctors, emergency rooms that are better equipped, and maybe even some assisted-living help for her grandma. They are all possibilities, and they all start with an accurate count. The census will show how our community has changed in the past ten years, and that in turn informs how federal funding could get distributed in our neighborhood. So, when my daughter asked me, "What's the census?" I told her… the census is our chance to make a lot more — a lot more possible. **AVO:** The census is coming. Shape your future. Start here. Visit 2020CENSUS.GOV

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Creative Original	In-Language Content	English Translation Content
 Omnibus (static)	Перепись населения — это детские площадки, одежда для врачей, интересная школьная программа и дополнительные светофоры, работающие на одной волне. Перепись — это новые возможности. Результаты переписи населения определяют жизнь вашей местной общины больше, чем можно себе представить. Заполните опросник, и на основе ваших данных будут приняты важные решения, связанные с финансированием местных дорог, больниц, школ и многого другого. Узнайте, как ваше участие повлияет на распределение более 675 млрд долларов. государственного финансирования и изменит ваше будущее. Будущее начинается здесь и сейчас. Узнайте больше на: 2020CENSUS.GOV	The census is children's playgrounds, clothes for doctors, school subjects, and additional traffic lights working on the same wave. The census is new possibilities. Census results determine the life of your community more than one might imagine. Fill out the questionnaire, and based on your responses, important decisions will be made related to financing local roads, hospitals, schools, and more. Learn how your participation will impact the distribution of public funding in the amount of more than 675 billion dollars in public funding that can change your future. Future starts here and now. Learn more at 2020CENSUS.GOV
 Online (static)	Перепись населения проводится онлайн: оставайтесь на диване в любимом халате. Перепись —это новые возможности. Участвуйте в переписи онлайн на любом устройстве, не выходя из дома. Повлияйте на решение о распределении бюджетных средств и будьте уверены: ваши ответы останутся конфиденциальными, а защита конфиденциальности обеспечивается законом. Поучаствуйте в переписи–2020. Будущее начинается здесь и сейчас. 2020CENSUS.GOV	The census is carried out online: stay on the couch, in the favorite robe. The census is new possibilities. Take part in the online census on any device without leaving your home. Influence budget allocation decisions and rest assured that your answers will remain confidential, and protection of confidentiality is ensured by law. The future begins with your participation in the 2020 population census. Take part in 2020 census. future begins here and now. 2020CENSUS.GOV
	VO: Перепись населения — это новые возможности. Если возможности постучатся в вашу дверь, разве вы не откроете? Если вы еще не прошли перепись онлайн, переписчик из вашего сообщества постучится в вашу дверь и поможет вам. Потому что ваши	**VO:** The census is possibilities. If possibilities knock on your door, wouldn't you open it? If you have not participated in the census online, a census taker from your community will knock on your door and help you. Because your answers are very important.

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Creative Original	In-Language Content	English Translation Content
Doors (video)	ответы очень важны. Точные результаты переписи повлияют на федеральное финансирование местных больниц, общественного транспорта, школ, дорог и много другого. В ваши двери стучится будущее. Откройте. Поучаствуйте в переписи сегодня. Будущее начинается здесь и сейчас.	Accurate census results will affect federal funding for local hospitals, public transport, schools, roads, and more. The future is knocking on your door. Open up. Participate in the census today. Future starts here and now.

C.1.21.2 Everyone Counts

Table C.126: Russian Everyone Counts *Creative Original Content*

Creative Original	Content
 Across America (video)	*Open on an aerial view of an American landscape. Cut to a split-screen format comparing two similar yet opposite aspects of American life. Cut to comparison of farmland and city.* **AVO:** In America, we all count *Cut to comparison of serene park and bustling city sidewalk.* **AVO:** No matter where we call home, *Cut to comparison of a big family meal and single mother with her baby.* **AVO:** Whether our families are big or small. *Cut to comparison of new homeowners and a new business owner.* **AVO:** Whether we've seized the American dream, *Cut to comparison of babies walking to and away from camera.* **AVO:** Or just started chasing it. *Cut to comparisons of a Jewish and gospel choir. Then Buddhist and Christian prayer.* **AVO:** No matter how we worship, *Cut to comparison of an elderly and young hand being held.* **AVO:** Or who we love. *Cut to comparison rural home construction and skyscraper construction.* **AVO:** When it comes to shaping America's future, *Show a montage of diverse faces across America.* **AVO:** We all count. And the 2020 Census is how that great American promise is kept. *Cut to different people taking their census on digital devices.* **AVO:** Because when you are counted, you count. *Cut to various scenes comparing parks, roads, health services, schools, and complex families.* **AVO:** Your neighborhood counts, your roads, your access to healthcare, your kids' futures. They all count. *Cut to various comparison footage that show exuberance and vitality across America.* **AVO:** The census is coming. Shape your future. Start here. Visit 2020CENSUS.GOV

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C.1.21.3 According To

Table C.127: Russian According To *Creative Original Content*

Creative Original	In-Language Content	English Translation Content
 Recipe (video)	**VO:** Рецепт пирога моей мамы - семейная тайна за семью печатями То же касается ваших ответов на вопросы переписи. Их конфиденциальность защищена законодательством. Мы не разглашаем персональную информацию. Будущее начинается здесь и сейчас: 2020CENSUS.GOV	**VO:** My mom's pie recipe is the family secret behind seven seals. The same goes for your answers to census questions. Their privacy is protected by law. We do not disclose personal information. Future starts here and now: 2020CENSUS.GOV
 Recipe (static)	Рецепт пирога моей мамы, как и мои ответы, — тайна за семью печатями. Мама ни за что не выдаст секрет. И мы тоже. Федеральный закон защищает ваши ответы, поэтому они конфиденциальны. Поучаствуйте в переписи и повлияйте на решения о государственном финансировании для больниц, школ, дорог и т. д. Будущее начинается здесь и сейчас: 2020CENSUS.GOV	The recipe of my mother's cake, just like my answers, is a mystery behind the seven seals. Mom would never disclose a secret. And neither will we. Federal law protects your answers and ensures confidentiality of your personal information. Participate in the census and influence public funding decisions for hospitals, schools, and roads. Future starts here and now: 2020CENSUS.GOV

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D Appendix D: Acronyms and Abbreviations

Table D.1

Acronym	Definition
AIAN	American Indian and Alaska Native
BAA	Black/African American
C1W	Culture ONE World
CBAMS	Census Barriers, Attitudes, and Motivators Study
CHWA	Carol H Williams Agency
CRR	Community Representative Review
FG	Focus Groups
G&G	G+G Advertising
HHYC	Households with Young Children
ICC	Integrated Communications Campaign
IPC	Integrated Partnership and Communication
LGB	Lesbian, Gay, Bisexual
LRS	Low Response Score
MENA	Middle Eastern or North African
NHPI	Native Hawaiian and Pacific Islander
OOH	Out-of-Home
OT	Online Testing
PII	Personally Identifiable Information
QIPT	Quick Idea Platform Testing
TDW	TDW+Co
TKG	The Kālaimoku Group
Team Y&R	Team Young & Rubicam – 2020 ICC communications contractor including subcontractors

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