

2020 Census Program Management Review

2015 National Content Test (NCT)

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Overview of the National Content Test

- Census Day of September 1, 2015
- Use a large nationally representative sample, including Puerto Rico
- Evaluate and compare different census content, including race and Hispanic origin, relationship, and within-household coverage
- Refine estimates of national self response and Internet response rates and continue testing different contact strategies for optimizing self response
- Conduct content reinterview that includes a subsample of respondents, to measure accuracy of race/origin and coverage

2015 National Content Test

Content

- Race & Hispanic Origin
- Relationship
- Within-Household Coverage

Contact Strategies

- Nine strategies for optimizing self response

Language

- Test two methods of offering Spanish language materials

Develop 2020 census that is cost-effective, improves coverage, and reduces operational risk.



Race & Hispanic Origin Question

Four Key Dimensions to Explore

- Separate questions vs. combined question
- “Middle Eastern or North African” (MENA) category
- Instruction wording and terminology
- Web-based designs to improve question understanding and optimize reporting of detailed racial and ethnic groups

Question Format: Separate vs. Combined

Separate questions

**** NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.**

8. Is this person of Hispanic, Latino, or Spanish origin? Mark one or more boxes **AND** print the specific origin(s).

No, not of Hispanic, Latino, or Spanish origin

Yes, Mexican, Mexican Am., Chicano

Yes, Puerto Rican

Yes, Cuban

Yes, another Hispanic, Latino, or Spanish origin – Print origin(s), for example, Dominican, Salvadoran, Guatemalan, Colombian, Spaniard, Ecuadorian, etc.

9. What is this person's race? Mark one or more boxes **AND** print the specific race(s) and/or origin(s).

White – Print origin(s), for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.

Black or African Am. – Print origin(s), for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Ghanaian, etc.

American Indian or Alaska Native – Print name of enrolled or principal tribe, for example, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, etc.

Chinese Vietnamese Native Hawaiian

Filipino Korean Samoan

Asian Indian Japanese Guamanian or Chamorro

Other Asian – Print origin(s), for example, Pakistani, Cambodian, Hmong, Thai, Laotian, Bangladeshi, etc.

Other Pacific Islander – Print origin(s), for example, Tongan, Fijian, Palauan, Marshallese, Tahitian, Papua New Guinean, etc.

Some other race – Print race(s) and/or origin(s).

Combined question

What is this person's race or origin? Mark one or more boxes **AND** print the specific race(s) and/or origin(s).

White – Print origin(s), for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.

Hispanic, Latino, or Spanish origin – Print origin(s), for example, Mexican or Mexican American, Puerto Rican, Cuban, Dominican, Salvadoran, Colombian, etc.

Black or African Am. – Print origin(s), for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Ghanaian, etc.

Asian – Print origin(s), for example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.

American Indian or Alaska Native – Print origin(s), for example, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, etc.

Native Hawaiian or Other Pacific Islander – Print origin(s), for example, Native Hawaiian, Samoan, Guamanian or Chamorro, Tongan, Fijian, Marshallese, etc.

Some other race or origin – Print race(s) and/or origin(s).

MENA Category

What is your race or ethnicity? Mark all boxes that apply **AND** print your specific ethnicities in the spaces below. Note, you may report more than one group.

- White** – Print specific ethnicities, for example, German, Irish, English, Italian, Polish, French, etc.

- Hispanic, Latino, or Spanish origin** – Print specific ethnicities, for example, Mexican or Mexican American, Puerto Rican, Cuban, Dominican, Salvadoran, Colombian, etc.

- Black or African Am.** – Print specific ethnicities, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Ghanaian, etc.

- Asian** – Print specific ethnicities, for example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.

- American Indian or Alaska Native** – Print specific ethnicities, for example, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, etc.

- Middle Eastern or North African** – Print specific ethnicities, for example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.

- Native Hawaiian or Other Pacific Islander** – Print specific ethnicities, for example, Native Hawaiian, Samoan, Guamanian or Chamorro, Tongan, Fijian, Marshallese, etc.

- Some other race or ethnicity** – Print specific race(s) and/or ethnicities.

- Middle Eastern or North African** – Print specific ethnicities, for example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.



Instructions and Terms

Instruction Wording

- Old: Mark [X] one or more boxes...
- New: Mark all boxes that apply... Note, you may report more than one group.

Alternatives for Terminology

- “Race,” “Ethnicity,” “Origin”
- Which categories describe you?

Web Based Designs

Subsequent Screens for Detailed Responses

Screen for Hispanic, Latino, or Spanish

Select all boxes that apply and/or enter detailed ethnicities in the space below.

HISPANIC, LATINO, OR SPANISH

- Mexican or Mexican American
- Puerto Rican
- Cuban
- Salvadoran
- Dominican
- Colombian

Enter other ethnicities below (for example, Guatemalan, Spaniard, Ecuadorian, etc.)

Screen for Black or African Am.

Select all boxes that apply and/or enter detailed ethnicities in the space below.

BLACK OR AFRICAN AM.

- African American
- Jamaican
- Haitian
- Nigerian
- Ethiopian
- Somalian

Enter other ethnicities below (for example, Ghanaian, South African, Barbadian, etc.)

Screen for Asian

Select all boxes that apply and/or enter detailed ethnicities in the space below.

ASIAN

- Chinese
- Filipino
- Asian Indian
- Vietnamese
- Korean
- Japanese

Enter other ethnicities below (for example, Pakistani, Cambodian, Hmong, etc.)

Relationship Question

Version 1 2010 relationship response categories

Version 2 New relationship response categories

2. How is this person related to Person 1? Mark ONE box.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input checked="" type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

← Version 1

Source: U.S. Census Bureau, 2010 Census questionnaire.

Version 2 →

How is this person related to Person 1? Mark (X) ONE box.

- | | |
|---|--|
| <input type="checkbox"/> Opposite-sex husband/wife/spouse | <input type="checkbox"/> Grandchild |
| <input type="checkbox"/> Opposite-sex unmarried partner | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Same-sex husband/wife/spouse | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Same-sex unmarried partner | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Foster child |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Other nonrelative |
| <input type="checkbox"/> Father or mother | |

Within-Household Coverage

Version 1 Rules-based approach

Version 2 Question-based approach

- Determine how many people live in each housing unit: where live and sleep most of the time
- Rules-based approach (2010 Census)
 - Provide residence rule instructions and example situations
 - Ask respondents to apply these instructions to their household and report a population count
- Question-based approach
 - Provide guided questions to elicit a household roster
- Compare a rules-based approach to a question-based approach through reinterview to determine which is more accurate

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Contact Strategies for Optimizing Self Response (OSR)

- Continue testing different contact strategies to encourage households to respond, especially via Internet
- Determine optimal strategy for high, medium, low Internet response areas
- Build on lessons learned from prior census testing and American Community Survey

OSR Panels

	Panel	#1	#2 (7 days later)	#3* (7 days later)	#4* (7 days later)	#5* (7 days later)
1	Internet Push (Control)	Letter	Postcard	Postcard	Mail Q'nnaire	
2	Internet Push with Early Postcard	Letter	Postcard (3 days sooner)	Postcard	Mail Q'nnaire	
3	Internet Push with Early Questionnaire	Letter	Postcard	Mail Q'nnaire	Postcard	
4	Internet Push with Even Earlier Questionnaire (Low response stratum only)	Letter	Mail Q'nnaire	Postcard	Postcard	
5	Internet Choice (Low response stratum only)	Mail Q'nnaire	Postcard	Postcard	Mail Q'nnaire	
6	Internet Push with Postcard as 3 rd Reminder	Letter	Postcard	Postcard	Mail Q'nnaire	Postcard
7	Internet Push Postcard	Postcard	Postcard	Letter	Mail Q'nnaire	
8	Internet Push with Early Postcard and 2 nd Letter Instead of Mail Q	Letter	Postcard (3 days sooner)	Postcard	Letter	
9	Internet Push with Postcard and Email as 1 st Reminder (Same time)	Letter	Postcard and Email (3 days sooner)	Postcard	Mail Q'nnaire	

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Language Panels

1	<u>Control</u> : English materials with Spanish sentence (similar to 2014)
2	<u>Dual-sided letter</u> : Cover letter redesigned with English on front and Spanish on back, with website and languages on outside of envelope
3	<u>Swim-lane letter</u> : Cover letter redesigned to include both English and Spanish content on the same side, with website and languages on outside of envelope



NCT Operational Status

- Field test plan baselined
- High level schedule completed
- Federal Register pre-submission notice published
<https://www.federalregister.gov/articles/2014/12/02/2014-28247/proposed-information-collection-comment-request-2015-national-content-test>
- OMB package preparation in progress



Please send questions to:

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