



RHODE ISLAND LATINOS

DEBUNKING MYTHS & UNCOVERING TRUTHS

Evidence from the New England Latino Survey

Center for Study of Race and Ethnicity in America
Brown University

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This project is funded by a generous grant from the Rhode Island Foundation.

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Foreword

On behalf of my colleagues on the Latino National Survey-New England project team, I am pleased to present this report entitled “Rhode Island Latinos: Debunking Myths and Uncovering Truths.” This report is an example of the kind of analysis we can produce based on data from the survey.

The New England Latino survey consists of Rhode Island, Massachusetts and Connecticut. It was conducted in 2007-08 and funded by a generous grant from the Rhode Island Foundation. Our survey is an extension of the Latino National Survey which covered 16 states and Washington D.C.—Arizona, California, Florida, Georgia, Illinois, Nebraska, New Mexico, New Jersey, New York, Texas, Iowa, Colorado, Washington, Nevada, North Carolina and Arkansas—that produced a highly reliable sample of Latinos with a geographic coverage of at least 83% of the Latino population currently residing in the U.S. Each of the three New England states had 400 respondents. The survey is composed of 165 distinct items and covers topics ranging from basic demographic information to questions concerning local and national politics, religiosity, education, discrimination, race relations, and level of integration and acculturation. This is basically an opinion survey reflecting the experiences, perceptions and perspectives of the men and women surveyed, and is distinct from the U.S. census data which is available to the public.

Our state-based design provides the first ever context specific understanding of variations in the political attitudes, values, beliefs, and behaviors of Latinos. Additionally, the design captures Latino diversity in terms of immigration status, citizenship, national origins, gender, education, income, place of residence, population concentration, and differences in state government partisanship and institutional structures. It overcomes the current reliance on nationally based sample designs that force a standardization and homogenizing of Latino experiences that is not reflective of their current state-based political reality.

In sum, the Latino National Survey provides a timely and much needed systematic empirical foundation for understanding this segment of the American population whose continued political incorporation is intimately tied to the future of the entire country. We are confident that this study will provide a much needed, substantially improved baseline of data and related understanding upon which many policy analysis will rely and upon which many future scholars will build. Given the uneven distribution of national origins, incomes, lengths of residency and histories of political incorporation, the sampling design allows a variety of sub-group or state-based analyses that are not as easily accomplished with a basic national sample and allows us to address important questions of context and state-level political variation. The report we present here is an example of state-based analysis, with some comparative reference to the other New England states surveyed, Massachusetts and Connecticut.

We are planning a national conference for Fall 2009 that will bring together academic and community-based scholars and public policy makers to share and discuss original research using the Latino National Survey New England and national data. The Rhode Island Foundation has provided seed money for this conference.

The entire New England data is now available online at the website for the Center for the Study of Race and Ethnicity in America, www.brown.edu/race/ under the heading Latino National Survey-New England.

Please do not hesitate to direct your questions, inquiries and comments to me.

Evelyn Hu-DeHart

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RHODE ISLAND LATINOS

DEBUNKING MYTHS & UNCOVERING TRUTHS

Evidence from the New England Latino Survey

Latinos are the fastest growing segment of the American population. In 2006 Latinos accounted for 15 percent of the United States population and by 2050 are projected to make up nearly a quarter. In Rhode Island alone the Latino population increased by 33 percent between 2000 and 2006. Increased media coverage of immigration policy and demographic change within the United States has heightened public attention to the Latino community as a whole. From this public discourse, several generalization or myths about the Latino community have arisen. These myths pertain to the characteristics and opinions of this community as well as the role of the Latino community in American economic and social life. This report seeks to examine the accuracy of these myths using data on the demographic, social and political characteristics and perspectives of the Rhode Island Latino population, across citizenship and nativity statuses. We attempt to focus on myths that speak to the core values, beliefs and practices of the Latino community as these myths often become the foundation of public perception of Latinos and in turn have enormous implications for their participation and treatment within United States communities.

While this report focuses on the Rhode Island Latino community we pay attention to areas in which the Latino communities in Connecticut, Massachusetts and Rhode Island differ. Interestingly, there were markedly few areas of the survey that showed significant differences between states; any differences that were found are noted in the results.

Within the scientific literature, there is consistent evidence of substantial variability within the Latino community across citizenship and nativity (US or immigrant) groups for a variety of outcomes. Immigrant individuals consistently have different health, educational and occupational outcomes than their native born counterparts. Citizenship influences the level of participation in the political and economic structures of the United States. As we expect to see differences in both demographic characteristics as well as perspectives and attitudes based on nativity and citizenship statuses, we compare these Latino groups throughout the report.

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- 1 U.S. Census Bureau (2004) Census Bureau Projects Tripling of Hispanic and Asian Populations in 50 Years; Non-Hispanic Whites May Drop To Half of Total Population. <http://www.census.gov/Press-Release/www/releases/archives/population/001720.html>. Retrieved June 1, 2008.
 - 2 PEW Hispanic Center. (2008, January). Change in the Hispanic Population by State: 2000 and 2006. Retrieved July 12, 2008, from <http://pewhispanic.org/files/factsheets/hispanics2006/Table-13.pdf>

NOTE

Throughout this report, we use the following terms to differentiate nativity and citizenship statuses:

- Immigrant citizens:** foreign born naturalized citizens.
- Immigrant non-citizens:** immigrants who are not citizens; this survey does not inquire into respondents' immigrant status (whether documented or undocumented).
- US born:** all citizens by law; all Puerto Ricans belong to this category as Puerto Rico is part of the United States.

MYTHS

.....VERSUS.....

REALITIES

Results from the New England Latino Survey

Myth 1 Latinos are not invested in the American dream.

Reality Rhode Island Latinos actively plant roots in the US economy and society. The majority purchase homes in their communities and complete, or have a close family member who has completed, military service.

Myth 2 Latinos do not want to become Americans.

Reality The majority of Rhode Island Latinos plan to stay in the US for the rest of their lives and seek to fully participate and blend into US society while maintaining connections to cultural traditions.

Myth 3 Latinos do not want to learn English and insist on Spanish only.

Reality Rhode Island Latinos stress both the importance of learning English as well as maintaining Spanish in their own families and in the Latino community at large.

Myth 4 Latino parents are not invested in the education of their children.

Reality Rhode Island Latino parents hold extremely high aspirations for their children, and expect their children to attain them.

Myth 5 Latinos are not politically active.

Reality The majority of Rhode Island Latinos are registered voters and actively participated in the last election.

Myth 6 Latinos are always Democrats.

Reality A significant proportion of Rhode Island Latinos are independent or undecided voters.

Myth 7 Latinos drain money from the US.

Reality A significant portion of Rhode Island Latinos do not send remittances, something that is true for the overwhelming majority of US born Latinos. Latinos invest their money in the US economy in a variety of ways, such as buying homes in their communities.

Myth 8 Latinos want to get money from government/public assistance.

Reality The majority of Rhode Island Latino immigrants have never received government assistance.

Myth 9 Latinos are inevitably in competition with African Americans.

Reality The majority of Rhode Island Latinos do not see themselves as being in competition with African American individuals. Rather, they see their success as linked with the success of the African American community.

Myth 10 Latinos always complain about discrimination.

Reality The majority of Rhode Island Latinos do not report being unfairly treated when asked about their experiences across a variety of scenarios.

Myth I

Latinos are not invested in the American dream.

HOME OWNERSHIP

- Over half of immigrant citizen respondents own their home. This is strikingly higher than the rate for immigrant non-citizen respondents as well as US born respondents (24 percent for immigrant non-citizens and 32 percent for US born). For all groups there was clearly an emphasis on establishing a permanent home in their communities.
- This impetus to establish roots in the US is further demonstrated in responses to the question of how long participants planned to stay in the US. For all groups the overwhelming majority choose either “as long as I can” or “my whole life” (see Figure 1).

MILITARY SERVICE

- Levels of military service, completed by oneself or a close member of one’s family, is high for all Rhode Island Latino groups. Close to half of the US born generation has either served or has a close member of their family who has served in the military. While immigrant citizens are less likely to report military service, still close to a third respond affirmatively. For obvious reasons the immigrant non-citizens are significantly less likely to have served than the immigrant citizens and US born respondents (8 percent of immigrant non-citizens answer affirmatively for this question).
- Significant state differences are evident for this question; participants in Rhode Island are significantly less likely to have served in the military than their counterparts in Connecticut or Massachusetts.

BELIEF IN UPWARD MOBILITY

- As has been documented in current research, survey results show that Latino respondents, especially immigrant respondents, have a strong commitment to hard work and hold a strong belief that hard work pays off in the US. The overwhelming majority of participants across nativity and citizenship groups and across states agree with the statement, “Latinos can get ahead in the United States if they work hard” (see Figure 2).

Figure 1. How long do you think you will remain in the US? (Rhode Island sample)

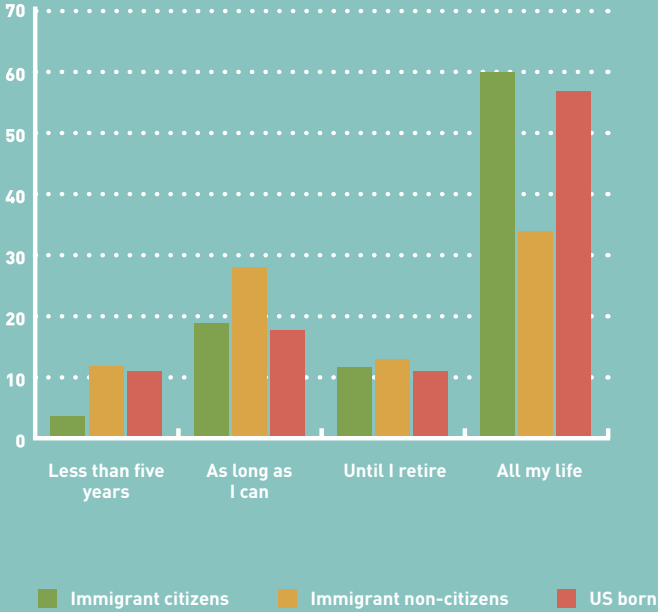
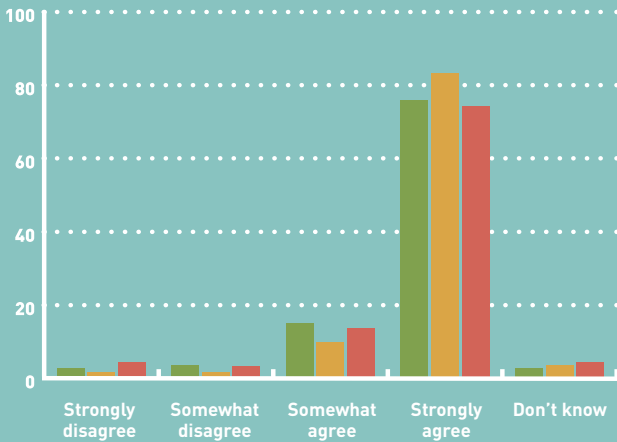


Figure 2. Latinos can get ahead in the United States if they work hard (Rhode Island sample)



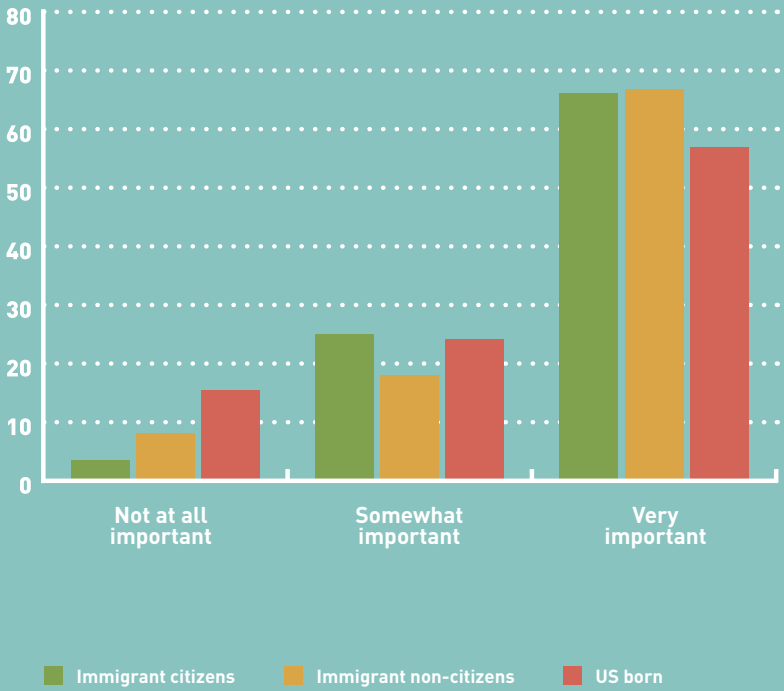
Myth 2

Latinos do not want to become Americans.

CULTURAL PARTICIPATION

- Public discourse surrounding Latinos has often questioned the extent to which Latinos are committed to participating fully in US society. Retaining Spanish language or participating in native cultural traditions has at times been used as evidence that Latino individuals do not want to “blend” or participate in the larger American culture. Survey results, as well as past research, point to the simultaneous existence of a strong desire to participate in American culture while maintaining native cultural traditions.
- When asked to rate the importance of making changes in order to blend into the larger US culture, the overwhelming majority of all nativity and citizenship groups (across states) rate this as “very important”. Immigrant respondents are even more likely to rate acculturation as “very important” (see Figure 3; significant for female respondents only). In addition, across nativity and citizenship groups the majority of respondents say that “maintaining their distinct cultures” is “very important”.

Figure 3. How important is it for Latinos to change so that they blend into the larger American society? (Rhode Island sample)



Myth 3

Latinos do not want to learn English and insist on Spanish only.

LANGUAGE PREFERENCES AND VALUES

- The overwhelming majority of respondents report a strong commitment to both obtaining English fluency and maintaining their native language.

MAINTAINING SPANISH

- There are differences between nativity and citizenship groups in the level of importance they give to maintaining Spanish. Maintaining Spanish is most important for immigrant citizens (96 percent say that it was very important) followed by US born and immigrant non-citizens respondents (83 percent and 89 percent rate this as “very important” respectively). These differences are significant for female respondents only.

ENGLISH

- In contradiction to the belief that a desire to maintain Spanish language runs counter to the desire to learn English, the overwhelming majority of all nativity and citizenship groups believe that it is “very important” for everyone in the United States to learn English (96 percent of immigrant citizens, 95 percent of immigrant non-citizens, and 91 percent of the US born believe this to be true).
- It is important to note that the high importance of learning English is more likely to be stressed by the immigrant respondents than the US born respondents (groups are significantly different among female respondents). These results are indicative of the commitment to linguistic acculturation that US newcomers exhibit.

Figure 4. Level of importance given to maintaining the ability to speak Spanish (Rhode Island sample)

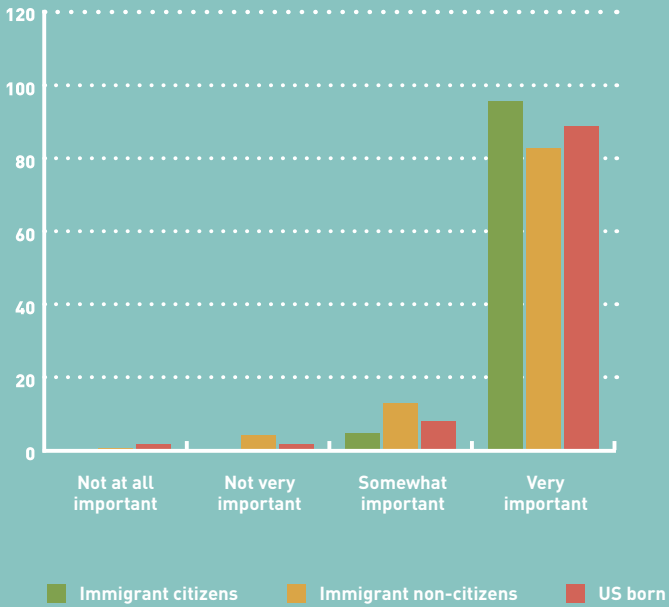
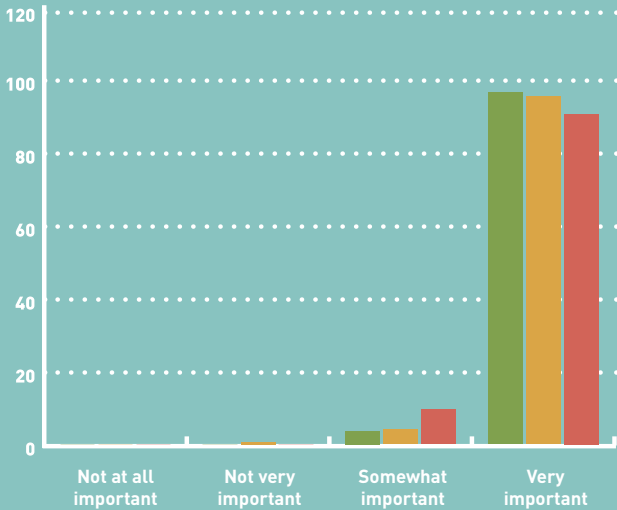


Figure 5. How important do you think it is that everyone in the United States learn English? (Rhode Island sample)



Myth 4

Latino parents are not invested in the education of their children.

EDUCATIONAL ASPIRATIONS AND EXPECTATIONS

- Supporting findings in the scientific literature, the overwhelming majority of Latino parents in this sample, from all nativity groups, exhibit strong educational aspirations for their children. Immigrant groups are even more likely to want their child to go to “college or beyond” than US born individuals (95 percent of immigrant citizens and immigrant non-citizens would like to see their child go to college or receive a professional or graduate degree, compared with 90 percent of US born parents).
- Latino parents not only want their children to obtain high levels of education but they also believe that their children will attain this success. Eighty-seven percent of immigrant citizens, 88 percent of immigrant non-citizens and 82 percent of US born parents expect that their children will go to college or receive a professional or graduate degree.

PARENT-SCHOOL INVOLVEMENT

- There are many obstacles to parent-school involvement for Latino immigrant parents, including unfamiliarity with US school systems as well as language barriers. This is somewhat reflected in survey results, although there is not a significant difference among nativity and citizenship groups. Despite these obstacles, for all groups close to half of respondents report that they have acted as a volunteer for their child’s school (41 percent of immigrant citizens, 44 percent of immigrant non-citizens, and 46 percent of US born) and the majority of all groups report that they have attended a PTA meeting (87 percent of immigrant citizens, 77 percent of immigrant non-citizens, and 72 percent of US born).

Myth 5

Latinos are not politically active.

REASONS FOR BECOMING US CITIZEN

- All groups express great interest and motivation in participating in the US political process. When asked “What would you say is the main reason for becoming a citizen of the United States?,” close to a third of immigrant citizen and nearly a quarter of immigrant non-citizen respondents answer “to be able to vote”. Furthermore, no immigrant citizen reports that they would seek citizenship for economic reasons. In addition, close to a third of immigrant citizens and 22 percent of immigrant non-citizens report that they chose (or would choose) to become citizens for legal or political rights (see Table 1).

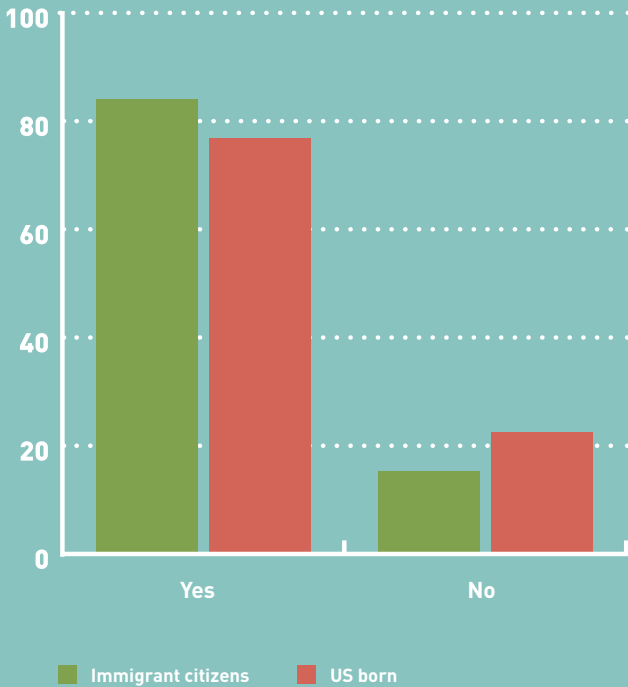
REGISTRATION TO VOTE AND VOTING RECORD

- Across all three states, the majority of US born and immigrant citizens are both registered to vote (84 percent of immigrant citizens, 77 percent of US born) and have voted in the 2004 election. Interestingly, the immigrant citizens are significantly more likely than the US born to have voted (67 vs. 57 percent), further proof of the commitment that recent arrivals have to the political process and civic participation in the US.

Table 1. What would you say is the main reason for becoming a citizen of the United States? (Rhode Island sample)

| | IMMIGRANT CITIZENS | IMMIGRANT NON-CITIZENS |
|---------------------------|--------------------|------------------------|
| To be able to vote | 30 | 22 |
| Legal or political rights | 30 | 22 |
| Economic opportunity | 6 | 0 |
| To receive government | 3 | 0 |
| To reunite with spouse | 6 | 11 |
| To become more American | 11 | 11 |
| Other | 13 | 33 |

Figure 6. Are you registered to vote? (Rhode Island sample)



Myth 6

Latinos are always Democrats.

PARTY AFFILIATION

- While the majority of Latino respondents are registered as Democrats, there are also many Independents (16 percent of immigrant citizens, 9 percent of US born). When asked what party they generally identify with, female immigrant non-citizens are significantly more likely to report not having a party affiliation or not caring. This may reflect a process of developing party affiliations or, more likely, being excluded from the electoral process as non-citizens.
- There are differences in party identification between states. Latinos residing in Connecticut are less likely to be Democrats than residents of Massachusetts or Rhode Island. These differences are significant for male respondents only.

PARTY APPROACH

- Immigrant citizen and immigrant non-citizen respondents are significantly more likely than the other groups to think that the Democratic Party would be most able to address the problems that they have identified. The US born respondents are most likely to report that Democrats and Republicans are equally able to address problems facing the US, while over half of the immigrant citizens believe that the Democrats would be best able to address the problems they have identified. Immigrant non-citizens are fairly evenly split between believing the Democratic Party is best able to address these problems, believing that neither party would be better able than the other, and answering that they do not know.
- Female Latinos in Rhode Island and Massachusetts are more likely to believe that the Democratic party would be best able to address identified problems (MA, 31%, RI, 36%) while those from CT are most likely to say that neither party would be better than the other in this regard (CT, 45%, MA, 33 %, RI, 31%). These differences across states are significant for female respondents only.

Table 2. Generally speaking, do you usually consider yourself a Democrat, a Republican, an Independent, some other party, or what? (Rhode Island sample)

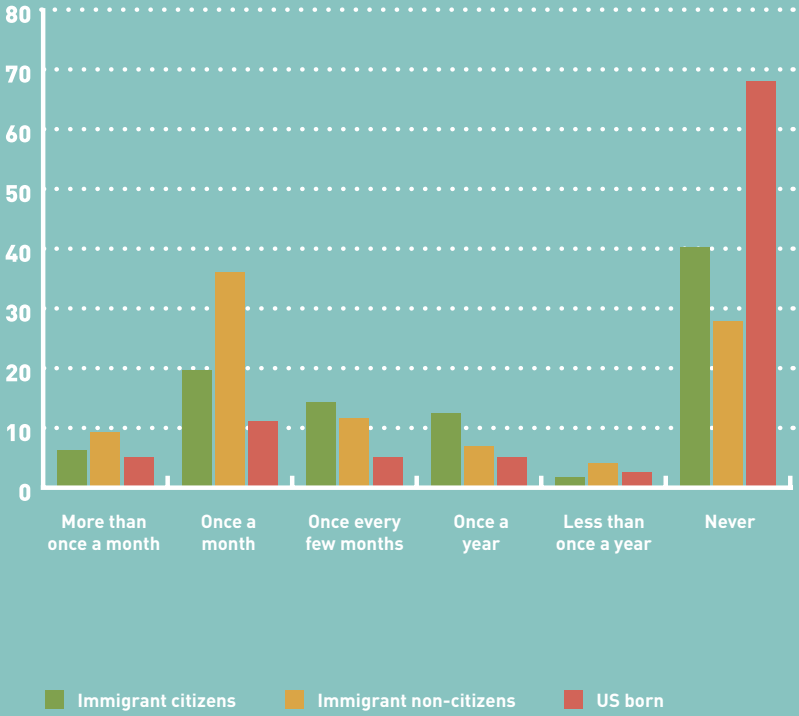
| | IMMIGRANT CITIZENS | IMMIGRANT NON-CITIZENS | US BORN |
|------------------|-----------------------|---------------------------|---------|
| Democrat | 63.39 | 36.05 | 50.86 |
| Republican | 8.04 | 5.81 | 6.03 |
| Independent | 10.71 | 13.95 | 14.66 |
| Don't care | 4.46 | 18.02 | 14.66 |
| Don't know/other | 13.39 | 26.16 | 13.79 |

Myth 7

Latinos drain money from the US.

- This survey examined the frequency at which Rhode Island Latinos send money to relatives and friends abroad. While immigrant non-citizens are significantly more likely to send remittances to relatives abroad, a significant proportion of all nativity and citizen groups have never sent remittances. Very few respondents from any of the nativity and citizen groups send remittances on a weekly basis, and very few citizens (immigrant or US born) send remittances on a monthly basis (see Figure 7).
- For male respondents, there are significant differences among states for this question. Rhode Island residents are more likely to have sent remittances than residents of Connecticut or Massachusetts.
- While questions regarding the level of remittances sent by each Latino group most directly address this myth, it is important to remember that we have also found consistent evidence that Latinos are actively investing their money back into the US economy (see “home ownership” above), data which also tend to contradict this myth.

Figure 7. How often do you send money? (Rhode Island sample)



Myth 8

Latinos want to get money from government/public assistance.

- The majority of immigrant citizen and non-citizen respondents have never received government assistance. US born respondents are significantly more likely to have received aid (see Figure 8), although the percentage is relatively low for all nativity groups.
- For male respondents, residents of Connecticut are less likely to have ever received government aid than residents of Massachusetts or Rhode Island.

Figure 8. Do you receive now or have you ever received any kind of government assistance? (Rhode Island sample)



Myth 9

Latinos are in competition with African Americans.

LINKED SUCCESS

- Respondents were surveyed about the extent to which their wellbeing depended on African Americans also doing well. Latino respondents are likely to see their success as linked with the success of the African American community—a finding that contradicts the belief that animosity exists between these groups.

Further eroding the myth of negative feelings between Latino and African American groups are the results from survey questions dealing with perceived competition between African American and Latino respondents. The survey includes questions investigating the extent to which Latino respondents feel they are in competition with African Americans across several spheres (getting jobs, access to quality schools, getting city official jobs and being elected to office).

- Employment is an obvious area of competition between minority groups, and yet over half of all Latino respondents report that they feel “no competition” with African Americans in this arena (54 percent of immigrant citizens, 59 percent of immigrant non-citizens and 51 percent of US born). Only a quarter of each nativity/citizenship group report experiencing strong competition in this arena. (see Figure 9).
- Similar results are found regarding competition in access to quality schools. Over half of all nativity and citizenship groups report perceiving no competition in this area; however, close to a third do report strong competition.
- Interestingly, respondents feel the greatest competition with African Americans is in getting jobs in the city or state government, and in having representatives elected into office. Twenty-seven percent of immigrant citizens and 36 percent of immigrant non-citizens and US born respondents feel strong competition with African Americans in getting government jobs and 39 percent of immigrant citizens, 36 percent of immigrant non-citizens and thirty-four percent of US born respondents feel that there is strong competition in getting representatives into elected office. It should be noted that even for these areas the majority of participants feel “no competition” or “weak competition” with African Americans.

Table 3. In terms of government services and employment, political power and representation, how much do Latinos have in common with African Americans? (Rhode Island sample)

| | IMMIGRANT CITIZENS | IMMIGRANT NON-CITIZENS | US BORN |
|---------------|--------------------|------------------------|---------|
| Nothing | 11.61 | 18.02 | 6.03 |
| Little | 18.75 | 24.42 | 27.59 |
| Some | 36.61 | 25 | 29.31 |
| A lot | 17.86 | 19.19 | 25.86 |
| Don't know/NA | 15.18 | 13.37 | 11.21 |

Figure 9. Do you believe there is strong competition, weak competition, or no competition at all with African-Americans in getting jobs? (Rhode Island sample)



Myth 10

Latinos always complain about discrimination.

Because of negative associations with the word “discrimination,” the survey asked if the participant had ever been “treated unfairly” in a variety of situations. These included unfair treatment at one’s job, in one’s personal life and by the police.

- Immigrant citizens and non-citizens are significantly less likely to feel as though they have been unfairly fired or denied a job/promotion than the US born (11 percent, 17 percent and 26 percent respectively). These differences have been found consistently in research that has measured perception of discrimination; US born citizens are more likely to perceive and report discrimination than immigrant individuals. Despite differences, the majority of all nativity and citizenship groups report that they do not feel they have been discriminated against in this context.
- This pattern of significant proportions of respondents reporting no unfair treatment also hold true for questions regarding unfair treatment by the police (only 12 percent, 11 percent, and 31 percent of each nativity/citizenship group feel that they have been discriminated against in this context).
- Few respondents feel that they had been unfairly prevented from moving into a neighborhood because a landlord or realtor refused to sell or rent a place (2, 5, 11 percent).
- Immigrant citizens and non-citizens are significantly less likely to report poor treatment at a restaurant (10 percent of immigrant respondents compared with 25 percent of US born).
- When asked about the possible reasons for unfair treatment, the majority of each nativity and citizenship group feel that the reason for mistreatment is being Latino (39, 41, 48 percent), their immigrant status (7, 25, 4 percent), their language (10, 12, 8 percent), their skin color (13, 2, 10 percent), and other reasons (13, 4, 17 percent). For female respondents there are significant differences between nativity and citizenship groups for this question. For the immigrant citizens, being an immigrant holds a greater feeling of being targeted, while for the US born, being Latino and “other” are more salient.

Table 4. Percent reporting unfair treatment across scenarios and nativity/citizenship groups (Rhode Island sample)

| | IMMIGRANT CITIZENS | IMMIGRANT NON-CITIZENS | US BORN |
|--|-----------------------|---------------------------|---------|
| Denied a job or promotion? | 10.71 | 16.86 | 25.86 |
| Unfairly treated by the police? | 12.50 | 11.05 | 31.03 |
| Unfairly prevented from moving into a neighborhood (vecindario o barrio) because the landlord or a realtor refused to sell or rent you a house or apartment? | 1.79 | 5.81 | 11.21 |
| Unfairly or badly treated in restaurants or stores? | 9.82 | 9.88 | 25 |

APPENDIX A

Characteristics of the Rhode Island Latino Community

GENDER

- Immigrant non-citizen respondents are fairly evenly divided between males and females (53 percent female). Immigrant citizen as well as US born respondents are disproportionately female (69 percent female, and 66 percent female, respectively).

COUNTRY OF ORIGIN

- There are significant differences by nativity and citizenship as well. Immigrant citizens are most likely to be Dominican, immigrant non-citizens have the highest proportion of Guatemalans, and the US born are overwhelmingly Puerto Rican (see Table 6). It is important to remember that all respondents born in Puerto Rico are US citizens.
- Not surprisingly, there are significant country of origin differences by state. Rhode Island has the largest percentages of Dominicans, Puerto Ricans, Guatemalans and Colombians, with Dominicans making up the largest proportion of the Latino immigrant community. Connecticut and Massachusetts both have larger Puerto Rican populations (constituting nearly half of the Massachusetts sample and over half of the Connecticut sample; see Table 7).

Table 5. Gender composition by nativity and citizenship group (Percentage of groups)

| | IMMIGRANT CITIZENS | IMMIGRANT NON-CITIZENS | US BORN |
|--------|-----------------------|---------------------------|---------|
| Male | 31 | 47 | 34 |
| Female | 69 | 53 | 66 |

Table 6. Nationality composition across nativity and citizenship groups (Rhode Island sample)

| | IMMIGRANT CITIZENS | IMMIGRANT NON-CITIZENS | US BORN |
|--------------------|-----------------------|---------------------------|---------|
| Argentina | 0.9 | 1.7 | 0 |
| Bolivia | 1.8 | 4.7 | 0.9 |
| Chile | 0 | 0 | 0 |
| Colombia | 17.9 | 11.1 | 0.9 |
| Costa Rica | 0 | 0.6 | 0 |
| Cuba | 0.9 | 0.6 | 0 |
| Dominican Republic | 50.9 | 26.2 | 8.6 |
| Ecuador | 0 | 0 | 0 |
| El Salvador | 2.7 | 1.7 | 0.9 |
| Guatemala | 8.9 | 33.7 | 2.6 |
| Honduras | 0.9 | 1.7 | 0.0 |
| Mexico | 3.6 | 11.6 | 3.5 |
| Nicaragua | 0 | 0 | 0 |
| Panama | 0 | 0 | 0 |
| Paraguay | 0 | 0 | 0 |
| Peru | 3.6 | 1.2 | 0.9 |
| Puerto Rico | 2.7 | 0.6 | 74.1 |
| Spain | 0.9 | 3.5 | 4.3 |
| Uruguay | 0.9 | 0.6 | 0.0 |
| Venezuela | 3.6 | 0.6 | 2.6 |
| Non-response | 0.9 | 1.7 | 0.0 |

APPENDIX A

Characteristics of the Rhode Island Latino Community

YEAR OF IMMIGRATION

- There are significant differences between the years of arrival for citizens and non-citizens in the immigrant group. Citizens are more likely to have arrived earlier than non-citizen respondents, and are especially likely to have arrived in the 1980's.

Figure 10. Immigration year for by citizenship (Rhode Island sample)

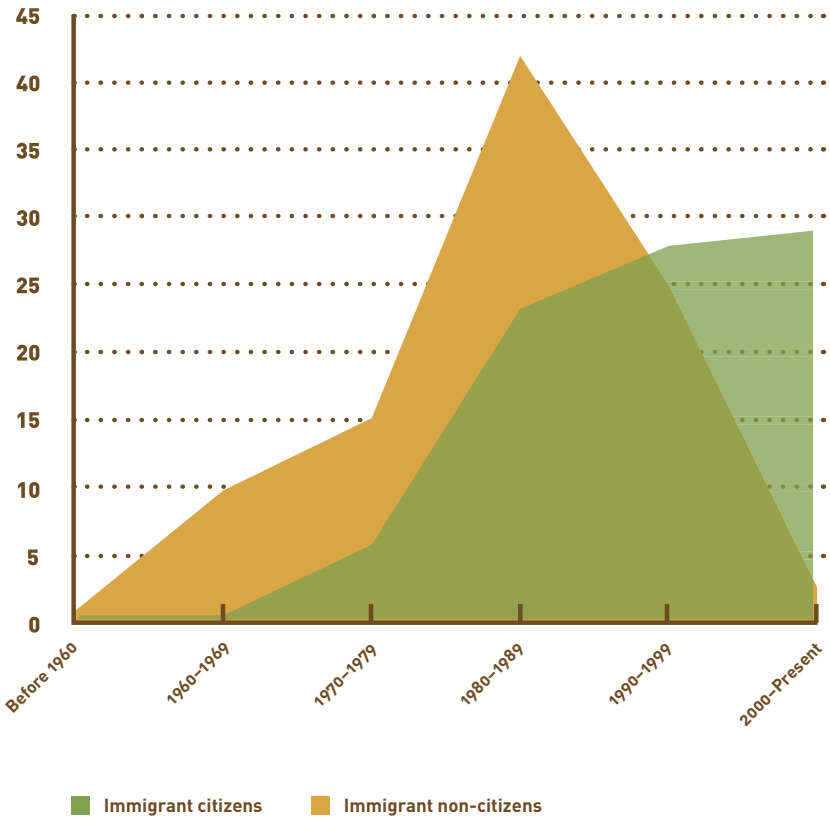


Table 7. Nationality composition across New England states (Percentage of sample)

| | IMMIGRANT CITIZENS | IMMIGRANT NON-CITIZENS | US BORN |
|--------------------|-----------------------|---------------------------|---------|
| Argentina | 0 | 1 | 1 |
| Bolivia | 0 | 0 | 3 |
| Chile | 1 | 1 | 0 |
| Colombia | 5 | 5 | 10 |
| Costa Rica | 1 | 1 | 0 |
| Cuba | 1 | 3 | 1 |
| Dominican Republic | 5 | 17 | 28 |
| Ecuador | 7 | 0 | 0 |
| El Salvador | 1 | 8 | 2 |
| Guatemala | 4 | 4 | 18 |
| Honduras | 2 | 2 | 1 |
| Mexico | 11 | 7 | 7 |
| Nicaragua | 1 | 0 | 0 |
| Panama | 0 | 0 | 0 |
| Paraguay | 0 | 0 | 0 |
| Peru | 5 | 3 | 2 |
| Puerto Rico | 56 | 56 | 23 |
| Spain | 2 | 3 | 3 |
| Uruguay | 0 | 0 | 0 |
| Venezuela | 1 | 1 | 1 |
| Non-response | 0 | 2 | 2 |

APPENDIX A

Characteristics of the Rhode Island Latino Community

LEVEL OF EDUCATION

- Not surprisingly, there is a significant difference in the level of formal education completed by each generation. The obstacles to education in countries of origin as well as in the US prior to obtaining citizenship are readily apparent. Close to half of the immigrant citizens have not completed high school, and only a quarter has completed a 4 year college degree or higher. Interestingly, while immigrant participants are more likely than US born to have not completed a high school diploma, they are also more likely to have completed a 4 year college degree or higher (27 percent of immigrant citizens have completed a 4 year college degree or higher compared to 17 percent of the US born). This data support numerous studies reporting that immigrants often fare better in the US educational system than the US born Latinos.

EMPLOYMENT STATUS

- Immigrant individuals (regardless of citizenship) are the most likely to be working full time. In the Rhode Island sample, 56 percent of immigrant citizens and 59 percent immigrant non-citizens versus 38 percent of the US born have a full time position. US born individuals are more likely to be retired (25 percent of US born, 15 percent for immigrant citizens, and a surprising 3.5 percent for immigrant non-citizens). US born individuals were also slightly more likely to be working more than one job (7.8 percent for US born versus 4.5 percent for immigrant citizens and 3 immigrant non-citizens). All generational groups had rates of unemployment above the national average; in Rhode Island 11 percent for foreign born citizens, 9 percent of immigrant non-citizens and 8 percent of US born. We note that differences across nativity and citizenship groups are only significant among female respondents.

RELIGIOSITY

- Religious involvement is high for immigrant individuals; over half of both the immigrant citizens and immigrant non-citizens attend religious services once a week or more. Religiosity decreases across generations (there are significant differences between nativity/citizenship groups for female respondents), with the percentage of those who never attend religious services rising from 13 and 16 percent for immigrant citizens and non-citizens, to 29 percent for the US born in the Rhode Island sample.

Table 8. Highest level of education completed by nativity and citizenship (Rhode Island sample)

| | IMMIGRANT CITIZENS | IMMIGRANT NON-CITIZENS | US BORN |
|--------------------------|-----------------------|---------------------------|---------|
| No formal education | 0.9 | 5.8 | 0.9 |
| Eighth grade or below | 8.9 | 25.0 | 15.5 |
| Some high school | 7.1 | 19.8 | 17.2 |
| GED | 3.6 | 4.1 | 8.6 |
| High school graduate | 25.9 | 21.5 | 16.4 |
| Some college | 26.8 | 11.6 | 24.1 |
| Four year college degree | 20.5 | 7.0 | 10.3 |
| Graduate or professional | 6.3 | 5.2 | 6.9 |

APPENDIX B

New England Latino Survey Items

SCREENERS

1. Would you prefer that I speak in English or Spanish?
2. Do you consider yourself Hispanic or Latino or a person of Spanish origin?
3. Now we can begin the survey
4. The most frequently used terms to describe persons of Latin American descent living in the United States are 'Hispanic' and 'Latino.' Of the two, which do you prefer, or do you not care about this terminology.

SECTION A POLITICAL KNOWLEDGE

1. How frequently would you say you watch television news?
Would it be daily, most days, only once or twice a week, or almost never?
2. How often would you say you read a daily newspaper?
Would it be daily, most days, only once or twice a week, or almost never?
3. For information about public affairs and politics, would you say you rely more heavily on Spanish-language television, radio, and newspapers, or on English-language TV, radio, and newspapers?
4. Do you have regular internet access at home, somewhere else, or not at all?
5. How interested are you in politics and public affairs? Would you say you are very interested, somewhat interested, or not at all interested?

SECTION B DEMOGRAPHICS

1. What year were you born?
2. Are you male or female (*ask only if necessary*)?
- 3a. How many people, including yourself, currently live in your household? We don't need their names, just the number?
- 3b. How many of these people are 18 years of age or older
4. Families of (*Answer to S4*) origin or background in the United States come from many different countries. From which country do you trace your Latino heritage?
5. Were you born in the mainland United States, Puerto Rico or some other country?
6. Where were you born?
7. If Mexican born, can you tell me, what state you were born?
8. What would you say is the **main** reason you came to live in the United States?
9. When did you first arrive to live in the US (*mainland*)?
10. Are you a naturalized American citizen?
- 11a. Where your parents were born, were they both born in the US, was one born in the US, or were both born in another country?
- 11b. How many of your grandparents, if any, were born outside the U.S.A.?

SECTION C ASSIMILATION/ACCULTURATION

Ask only of Spanish interviewees. Otherwise skip to 2.

1. How good is your spoken English? Would you say you could carry on a conversation in English (both understanding and speaking) very well, pretty well, just a little, or not at all?

Ask only of English interviewees.

2. How good is your spoken Spanish? Would you say you could carry on a conversation in Spanish (both understanding and speaking) very well, pretty well, just a little, or not at all?
3. How important do you think it is for you or your family to maintain the ability to speak Spanish?
4. How important do you think it is that everyone in the United States learn English?

SECTION D CIVIC ENGAGEMENT

1. Do you participate in the activities of one social, cultural, civic or political group, more than one such group, or do you not participate in the activities of any such groups?
2. Stop me when I get to your answer. How would you describe these groups? Are they...
(read list)
3. When an issue or problem needs to be addressed, would you work through existing groups or organizations to bring people together, would you get together informally, or would you do nothing to deal with this matter?
4. Have you ever tried to get government officials to pay attention to something that concerned you, either by calling, writing a letter, or going to a meeting?
5. Have you done this more than once?
6. Was the official you contacted a Latino or Hispanic?
7. What is your current marital status?
8. What is your (answer to D7)'s race and ethnicity?
9. How many children do you have, if any?
10. Do you have children under 18 that you assist financially living in another country?
11. If R's spouse/partner is non-Latino and has children: Do you consider your children Latina/o?
12. What is your highest level of formal education completed?

If R is foreign born or born on island of Puerto Rico

13. Where did you complete your highest level of education? US or elsewhere?
14. Which of the following best describes your parents' educational attainment. Did...

APPENDIX B New England Latino Survey Items

SECTION E EDUCATION

1. What grade would you give your community's public schools—A, B, C, D, or Fail?
2. Did you have children enrolled in elementary or secondary/high school last year?

Now I want to ask you about a particular child. Think about your child who had the most recent birthday and was enrolled in school last year. For the following questions please focus on this child.

3. Is this child enrolled in public or private school?
4. Is this child a boy or girl?
5. During the school year that just ended, what grade was your child in?
6. How far would you like to see this child go in school?
7. Here is a list of things that some parents have done and others have not regarding their children's school. Which of these things have you done? Have you:
 - a. Met with your child's teacher
 - b. Attended a PTA meeting
 - c. Acted as a school volunteer for your child's school
8. When you have had contact with school officials, would you say your experience has been very good, somewhat good, not too good, or not good at all?

If Spanish speaking, ask :
9. Was there a specialized program for teaching English to Spanish-speaking children in your child's school?
10. Was your child ever in that program?
11. How far do you think your child will actually go in school?
12. What is your race? Are you White, Black, American Indian, Asian, Native Hawaiian/Pacific Islander, some other race or more than one?
13. In the US, we use a number of categories to describe ourselves racially. Do you feel that (*Answer to Question S4*) make up a distinctive racial group in America?
14. (*Answer to Question S4*) can be described based on skin tone or complexion shades. Using a scale from 1 to 5 where 1 represents very dark and 5 represents being very light.
15. Stop me when I get to the correct one. With what religious tradition do you most closely identify?
16. Do you consider yourself a born-again, spirit-filled Christian or involved in the charismatic movement?
17. How often do you attend religious services? Do you attend (*read list*).
18. Have you or any close member of your family ever served in the U.S. military?

SECTION F MOBILIZATION

If non-citizen ask

1. Now we would like to ask you about U.S. Citizenship. Are you a U.S. citizen, currently applying for citizenship, planning to apply to citizenship, not planning on becoming a citizen.
2. What would you say is the main reason you chose to become a US citizen?
(open ended, interviewer code into categories)
3. In what year did you become a US citizen?
4. What would you say is the main reason for becoming a citizen of the United States?
(Open ended, interviewer code into categories)
5. What would you say is the main reason you have not naturalized?
(open ended, interviewer code into categories)

SECTION G INTER-ETHNIC/GROUP RELATIONS

1. Thinking about issues like job opportunities, educational attainment or income, how much do *(Answer to S4)* have in common with other racial groups in the United State to day? Would you say *(Answer to S4)* have a lot in common, some in common, little in common, or nothing at all in common with:
 - a. African Americans ?
 - b. Whites?
 - c. Asian Americans?
2. Now I'd like you to think about the political situation of *(Answer to S4)* in society. Thinking about things like government services and employment, political power and representation, how much do *(Answer to S4)* have in common with **other racial groups in the United States today**? Would you say *(Answer to S4)* have a lot in common, some in common, little in common, or nothing at all in common with:
 - a. African Americans ?
 - b. Whites?
 - c. Asian Americans?
3. How much does *(Answer to S4)* "doing well" depend on African-Americans also doing well? A lot, some, a little, or not at all?
4. Some have suggested that *(Answer to S4)* are in competition with African-Americans. After each of the next items, would you tell me if you believe there is strong competition, weak competition, or no competition at all with African-Americans? How about
 - a. In getting jobs?
 - b. Having access to education and quality schools?
 - c. Getting jobs with the city or state government?
 - d. Having *(Answer to S4)* representatives in elected office?

APPENDIX B New England Latino Survey Items

5. How important is it for (*Answer to S4*) to:
 - a. change so that they blend into the larger American society
 - b. maintain their distinct cultures?
6. How would you describe your friends? Are they (*read response items*)
7. **Coworkers** How would you describe your co-workers? Stop me when I get to your answer. Are they (*read response items*).

SECTION H GENDER

1. People frequently have different opinions about the status of women in society including the nature of relationships between men and women. Please tell me if you Strongly Agree, Somewhat Agree, Somewhat disagree, Disagree Strongly or do you have No Opinion about the following statements:
 - a. Men and women should get equal pay when they are in the same jobs.
 - b. Mothers should be more responsible for caring for their children than Fathers.
 - c. Women should have easy access to birth control/ contraception.
 - d. Men are better qualified to be political leaders than women.

SECTION I ELECTORAL PARTICIPATION

If not a U.S. Citizen, skip to 5b

1. Are you currently registered to vote in the U.S.?
2. About how old were you when you first registered in the US?
3. In talking to people about elections, we often find that a lot of people were not able to vote because they weren't registered, they were sick, or they just didn't have time. How about you—did you vote in the presidential election last November?
4. In the 2004 elections, were you ever contacted to vote for or contribute money to a candidate or political campaign?
- 5a. *For voters:* Who did you vote for in this past election?
- 5b. *For non-voters and non-citizen respondents:* Whom did you favor or prefer for president in this past election?
6. If a party or candidate was trying to contact you about an election, which of the following would you pay the most attention to?
7. People were not able to vote because of a variety of reasons. How about you? What was the main reason for not voting in this past November election?

Ask only of non-voting registered US citizens

Open ended response; read response categories only if necessary

If registered

8. Are you registered as ...? (*rotate order*)

Ask of citizens, if not yet registered

9. Do you know how and where to register to vote?

SECTION J PARTY IDENTIFIER

1. Generally speaking, do you usually consider yourself a Democrat, a Republican, an Independent, some other party, or what?

If Democrat or Republican:

2. Would you consider yourself a strong (Democrat or Republican), or a not very strong (Democrat or Republican)

If Independent:

3. Do you think of yourself as closer to the Republican or Democratic Party?

If Other:

4. Do you think of yourself as closer to the Republican or Democratic Party?
5. Which of the following best describes how your feelings about the parties have changed in recent years?
6. Generally speaking, in politics do you consider yourself as conservative, liberal, middle-of-the-road, or don't you think of yourself in these terms?
7. Do you consider yourself a strong or not very strong conservative?
8. Do you consider yourself a strong or not very strong liberal?
9. Do you consider yourself more like a liberal, or more like a conservative, or truly middle-of-the-road?
10. Which political party, Democrat or Republican (*alternate order*), has a majority in the United States House of Representatives?
11. In the United States, presidential elections are decided state-by-state. Can you tell me, in the election of 2004, which candidate, Bush or Kerry, won the most votes in (*respondent's current state of residence*)?
12. Which one of the political parties is more conservative than the other at the national level, the Democrats or the Republicans?

For residents of Washington state
13. Some states have programs by state agencies and universities to increase opportunities specifically targeted for women and minorities, including Latinos; while other states ban these programs. Does Washington have such programs or do they ban these practices?
For residents of Iowa
14. Many states have laws restricting government business and services to the English-language. Does Iowa have such a law?

APPENDIX B New England Latino Survey Items

SECTION K PARTY IDENTIFIER

1. People can prefer a candidate for a variety of different reasons. How important is it for you, that a candidate:
 - a. is (*Answer to S4*)?
 - b. speaks Spanish?
 - c. shares your positions on issues?

People have different ideas about the government in the United States. Please tell me how strongly you agree or disagree with each of these statements...

- 2a. "Government is pretty much run by just a few big interests looking out for themselves, and not for the benefit of all the people."
- 2b. "People like me don't have any say in what the government does."
- 2c. "Sometimes politics and government seem so complicated that a person like me can't really understand what's going on."
- 2d. "People are better off avoiding contact with government"
3. How much of the time do you trust the government to do what is right – just about always, most of the time, some of the time or never?
4. Would you strongly agree, somewhat agree, somewhat disagree, strongly disagree with the following statements, or do you have no opinion?
 - a. "No matter what a person's political beliefs are, they are entitled to the same legal rights and protections as anyone else."
 - b. "Most people who don't get ahead should not blame the system; they have only themselves to blame."
 - c. "It is not really that big of a problem if some people have more of a chance in life than others."
5. Now I would like to ask you about your feelings towards President Bush. Thinking about the kind of person he is, would you say you view him Very Favorably, Somewhat Favorably, Somewhat Unfavorably, Very Unfavorably, or you have no feeling toward him one way or another?
6. I am going to read you a list of characteristics about President Bush. From the following list which is the most important reasons why you view him favorably. (*interviewer reads list*)
7. How strongly do you approve or disapprove of how President Bush is doing as president? Would you say you strongly approve, somewhat approve, somewhat disapprove, strongly disapprove, or don't you have strong feelings on that?
8. Now thinking about the economy in the country as a whole, would you say that over the past year the nation's economy has gotten better, stayed about the same, or gotten worse?
9. What about your personal financial situation? Over the past year, has it gotten better, stayed about the same or gotten worse?
10. What is your employment status? Stop me when I describe your situation. Are you (Read items from list, stop when respondent indicates appropriate answer):

If US born:

11. What kind of work do you usually do?

For example are you primarily a carpenter, teacher, sales clerk, bricklayer, meat processing, agricultural worker etc.

If foreign born:

12. What kind of work do you usually do in the US?

For example are you primarily a carpenter, teacher, sales clerk, bricklayer, meat processing, agricultural worker etc.

13. Are you or anyone in your household a member of a union?

14. Where you currently live, have you ever been paid less than you were promised, or not paid at all, for work you completed?

15. Do you own or rent your residence in the United States?

16. How many years have you lived at your current address?

For residents of California:

- a1. Over the past year, have you considered or taken steps to move out of California?

- a2. If yes, what state(s) have you considered moving to?

- a3. What is the primary reason that you are considering moving out of state?

Ask of Foreign Born

17. Have you lived in another state in the US previously? If yes, which state was that?

SECTION L INTRA-LATINO RELATIONS/PAN-ETHNICITY

1. Thinking about issues like job opportunities, educational attainment or income, how much do you have in common with other (*Answer to S4*)? Would you say you have a lot in common, some in common, little in common, or nothing at all in common?
2. Now thinking about things like government services and employment, political power, and representation, how much do you have in common with other Latinos/Hispanics? Would you say you have a lot in common, some in common, little in common, or nothing at all in common?
3. How much does your “doing well” depend on other Latinos/Hispanics also doing well? A lot, some, a little, or not at all?
4. Thinking about issues like job opportunities, education or income, how much do (*ethnic subgroup*) have in common with other Latinos or Hispanics? Would you say (*ethnic subgroup*) share a lot in common, some things in common, little in common, or nothing in common with other Latinos?
5. Now thinking about things like government services and employment, political power and representation, how much do (*ethnic subgroup*) have in common with other Hispanics or Latinos? Would you say (*ethnic subgroup*)? share a lot in common, some things in common, little in common, or nothing in common with other Latinos?

APPENDIX B New England Latino Survey Items

6. How much does (*ethnic subgroup*) “doing well” depend on how other Hispanics or Latinos also doing well? A lot, some, a little, or not at all?
7. Some have suggested that (*Answer to B4*) are in competition with other Latinos. After each of the next items, would you tell me if you believe there is strong competition, weak competition, or no competition at all with other Latinos:
 - a. In getting jobs?
 - b. Having access to education and quality schools?
 - c. Getting jobs with the city or state government?
 - d. Having (*Answer to B4*) representatives in elected office?

I am going to read a list of labels describing people and I want you to tell me how strongly you identify with each.

8. “American.” In general, how strongly or not do you think of yourself as American?
9. “(*Answer to B4*)”, In general, how strongly or not do you think of yourself as (national origin descriptor)?
10. Finally, in general, how strongly or not do you think of yourself as Hispanic or Latino?
11. Of the three previous terms, Latino or Hispanic, (*Answer to B4*), or American, which best describes you?
12. When you think of what it means to be fully American in the eyes of most Americans, do you think it is very important, somewhat important, or not important to:
 - a. Have been born in the United States?
 - b. To speak English well
 - c. To be White?
 - d. To be Christian?
13. What do you think is THE one most important problem facing the country today?
14. Which political party do you think has a better approach to address this problem? Is it (*Rotate: the Republicans or the Democrats*), or is neither party better than the other?
15. What do you think is THE one most important problem facing the Latino community today?
16. Which political party do you think has a better approach to address the problem you have identified? Is it (*Rotate: the Republicans or the Democrats*), or is neither party better than the other?
17. Do you think the police in your community treat (*Answer to S4*) fairly?
18. Have you ever been the victim of a crime in this country?
19. Was the person who committed the crime Hispanic, White, Black or don’t you know?

Social Ideology/Social Policy

20. I'm going to ask you about some policy issues. Please tell me how strongly you support or oppose the following policies. Your response can be: strongly support, support, oppose or strongly oppose. If you are not sure how you feel or don't know, feel free to say so. How about: *(Repeat response choices as needed)*
- a. "Keep U.S. military troops in Iraq as long as it takes to stabilize their government."
 - b. "Government should provide income support to those who need it."
 - c. "The current health-care system needs government intervention to improve access and reduce costs."
 - d. "Undocumented immigrants attending college should be charged a higher tuition rate at state colleges and universities, even if they grew up and graduated high-school in the state."
 - e. "Use of matricula consular—as an ID issued by foreign countries—as an acceptable form of identification for immigrants in the US."
 - f. "Use standardized tests to determine whether a child is promoted to the next grade or graduates from high school."
 - g. "Fund public education so that all school districts have about the same amount of money to spend per student."
 - h. "Provide school vouchers to pay for a portion of the cost to send children to private schools, even if that would take some money away from public schools."
 - i. "Replace multi-year bilingual instruction in schools with instruction only in English after one year."
 - j. "Government should provide income support to those who try to provide for themselves, but who can not adequately do so."
21. What is your view about same-sex couples? Should they be permitted to:
22. Generally speaking, do you think abortion should be:
23. Are the following government services available in Spanish in your community? Answer yes or no for each type of service.
- a. Social services including public health clinics or hospitals
 - b. Police or law enforcement, Courts/legal representation
 - c. Information from public schools
- 24a. Looking around at conditions in your neighborhood, how impacted is your neighborhood today by pollution, toxic waste, landfills?
- 24b. Do you believe that pollution, toxic waste etc. are less likely, more likely, or equally likely to be located in minority neighborhoods?
25. Which comes closer to your own views?
26. What is your preferred policy on undocumented or illegal immigration? Should there be:
(read responses)

APPENDIX B New England Latino Survey Items

SECTION M TRANSNATIONALISM

1. How often do you have contact with friends and family in (*R's country of origin*)?
If foreign-born :
2. Since coming to the US, how often have you returned to (*R's country of origin*)?
3. Have you ever returned to live (rather than just visit) there for a portion of time?
5. How long do you think you will remain in the US?
6. Are you the owner of land, a house or a business in (*Answer to B4*)?
7. How often do you visit (*Answer to B4*)?
8. Do you have plans to go back to (*Answer to B4*) to live permanently?
9. How often do you send money?
If R send money:
10. What is the average amount you send each time?
11. Do you participate in the activities of a club, association or federation connected to the town or province your family came from in (*Answer to B4*)?
12. How much attention would you say you pay to politics in (*Answer to B4*)? Would you say you pay a lot of attention, some attention, a little attention, or none at all?
If R not born in US:
13. Before coming to the US, did you ever vote in (*Answer to B4*) elections?
14. Have you ever voted in (*Answer to B4*) elections since you've been in the US?
15. Did you cast your vote from the US, or from (*Answer to B4*)?
16. Since coming to the U.S., have you contributed money to a candidate or party in your country of origin?
17. Before you came to the United States, how active were you in a political party, a political organization, or in any other type of organizations such as labor unions, student organizations or paramilitary organizations?
18. Some people believe that it is appropriate (*Answer to B4*) living in the United States be able to cast their ballot in (*Answer to B4*) national elections from the United States? Would you strongly agree, somewhat agree, somewhat disagree, or strongly disagree, or haven't you thought much about that?


SECTION N DISCRIMINATION

1. For the following questions, please indicate how much you agree with each statement:
 - a. "Poor people can get ahead in the United States if they work hard?"
 - b. "Latinos can get ahead in the United States if they work hard?"

2. In the following questions we are interested in your beliefs about the way other people have treated you in the U.S. Have you ever:
 - a. “Been unfairly fired or denied a job or promotion?”
 - b. “Been unfairly treated by the police?”
 - c. “Been unfairly prevented from moving into a neighborhood (vecindario o barrio) because the landlord or a realtor refused to sell or rent you a house or apartment?”
 - d. “Been treated unfairly or badly at restaurants or stores?”
3. There are lots of possible reasons why people might be treated unfairly, what do you think was the main reason for your experience(s)? Would you say...*(read list)*
4. In the most recent incident you experienced what was the race or ethnicity of the person/s treating you unfairly?
5. Which of the following best describes the total income earned by all members of your household during 2004?
6. How many people work to contribute to this combined income?
7. How many people are currently supported by this combined income?
8. Do you receive now or have you ever received any kind of government assistance?

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