



The Refugee Integration Survey and Evaluation (RISE) Study:

**Identifying and Tracking Community Integration Indicators for
Colorado Refugees Served by Wilson-Fish Programs**

Year Two Report



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About This Report

This is a slightly revised version of the second year annual report (October 2011-September 2012) of the four-year, Wilson-Fish evaluation, conducted by Quality Evaluation Designs (QED) for the Colorado Refugee Services Program—CSRP—(PO IHA CRSP1123064) through a grant from the federal Office of Refugee Resettlement (ORR). The purpose of the grant is to create a framework for understanding refugee integration in Colorado, and then assess refugee integration through a survey administered once each year to a population of refugees who will be followed for the duration of the evaluation. The evaluation is called the Refugee Integration Survey and Evaluation (RISE). A summary of RISE can be found on the QED website (www.QualityEvaluationDesigns.com).

QED is grateful to CSRP staff, including Mr. Paul Stein and Mr. Joseph Wismann-Horther for their commitment to the refugee community in Colorado and for their support of and assistance with this project. QED is also very grateful to the Volags, for their cordiality and graciousness to QED staff, their conscientious and tireless efforts, their understanding of and patience with the refugees whom they serve, and their willingness to administer the QED survey (and the impeccable care that they take with each survey that they gave) on top of their already excessive responsibilities. Finally, we are grateful to the refugees themselves who have participated in the survey and those who comprise Community Advisory Committee and our network of “Community Connectors” who remain in contact with our survey population, without whom this project would not be possible.

Executive Summary

The purpose of the Year Two Annual Report is to review RISE project activities from October 2011 to September 2012. These include:

- A final determination of population/sampling issues – that the entire population surveyed during the first year (June 2011-June 2012) will be tracked and resurveyed in each of the subsequent years, and no sampling from that population will occur.
- Completion of administration of the survey instrument to what amounted to 451 adult refugees from Somalia, Iraq, Bhutan and Burma. This administration was conducted through local affiliates of national refugee resettlement agencies, called *voluntary agencies* or *volags*.
- Close collaboration between the RISE project manager and volag case managers and interpreters.
- Creation by the RISE project manager of a team of Community Connectors, who began checking in with and tracking the whereabouts of participants beginning three months after the date upon which each was given the survey.
- Preliminary analysis of partial survey results midway through the first year, and reporting of these results in writing and through presentations to CRSP (Messrs Stein and Wismann-Horther), CARES, and the volag case managers.
- Commencement and completion of a Translation Study, to determine if certain questions raised by the preliminary results may have resulted from translation irregularities.
- Analysis of the first year of data from survey, creating a baseline description of the population/participants against which future years' responses will be able to be compared.
- Continued refinement of the survey instrument items for the second year of survey administration, based upon feedback from CRSP, CARES, and survey administrators.
- Beginning in July, 2012, commencement of the second administration of the survey to the first year participants on a rolling basis, approximately one year after each took the survey the first time; the second administration being conducted by the Community Connectors, and as of October 12, 2012, 64 completed surveys having been received.

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I. Recap of Year One and Overview of Year Two Activities

This is a four-year evaluation, during which time the Refugee Integration Survey & Evaluation (RISE) survey will be administered three times, once each in 2012, 2013, and 2014. A fourth year of survey administration may occur, if funds are available. The primary purpose of the evaluation is to develop a conceptually valid and statistically reliable survey instrument that assesses refugee integration. A secondary goal is to explore issues related to refugee integration within the first three years of arrival using qualitative methods (interview and focus groups). Third, Quality Evaluation Designs (QED) will identify (as a result of the prior two goals), promising areas for further study. This could include identifying specific domains that are especially indicative or predictive of successful integration, as well as identifying critical supports or impediments to refugees' successful transition. The RISE project will identify areas of study worthwhile to "drill down" into, and that are likely to move the needle on refugee integration experiences and success.

The research questions guiding the RISE evaluation in Year Two remain unchanged from what was set out in the Year One Annual Report. At the same time, framing of the integration construct has become more elaborated, due mostly to increased attention to integration issues nationally. The term "integration" remains essentially within the framework presented by Grantmakers Concerned with Immigrants and Refugees in their *Immigrant Integration Toolkit* of 2006, which has this definition:

"Immigrant integration is a dynamic, two-way process in which newcomers and the receiving society work together to build secure, vibrant, and cohesive communities. As an intentional effort, integration engages and transforms all community members, reaping shared benefits and creating a new whole that is greater than the sum of its parts. Mutual responsibility, multi-sector involvement, and multi-strategy approach are the cornerstones of GCIR's Immigrant Integration Framework. These elements are critical to any effort to weave newcomers into the fabric of our communities."

In this study, "integration" for refugees and from the perspective of refugees is operationally defined as a refugee's progress over time along the following nine pathways or domains: (a) employment, (b) education, (c) health care, (d) housing, (e) social bonding within a refugee's culture/community, (f) social bridging to those outside that culture/community, (g) language and cultural knowledge, (h) safety and stability, and (i) civic engagement. We acknowledge that pathways or domains for integration by receiving societies and communities are not yet well studied or well defined, and are outside of the scope of inquiry of the RISE study. The following questions, which frame the current evaluation, focus on integration just from the perspective of newcomer or arriving refugees:

1. To what extent have refugees become integrated into Colorado during their first three years here?
2. How does integration relate to demographic factors such as gender, age, and country of origin?
3. How does integration relate to refugees' level of self-sufficiency by the end of their first three years in Colorado?
4. How does integration relate to refugees' sense of well-being by the end of their first three years in Colorado? "

The primary vehicle for answering these questions has been the RISE survey instrument, comprised of approximately 100 questions covering the nine domains specified in the first evaluation question (above) and the demographic factors of the second question. Administration of the survey to adult refugees from Somalia, Iraq, Bhutan and Burma commenced in June of 2011. Each refugee was administered the survey approximately 90 days after arrival. The Year One (2011) Annual Report described in detail the processes of arriving developing both the survey instrument and the plans for its administration, as well as the actual administration of the survey through the local affiliates of national refugee resettlement agencies, called *voluntary agencies* or *volags*, from June-September 2011. The report also covered issues arising from changes in the survey population from what had been anticipated at the outset of this project.

The Year Two Annual Report covers project activities from October 2011 to September 2012. These activities – to be described further in the subsequent sections of this report – include:

- A final determination that the entire population surveyed during the first year (June 2011-June 2012) will be tracked and resurveyed in each of the subsequent years, and no sub-sampling from that population will occur.
- Completion of administration of the survey instrument to 451 adult refugees from Somalia, Iraq, Bhutan and Burma. This administration was conducted through Volag case managers and interpreters in close collaboration with the RISE project manager.
- Creation by the RISE project manager of a team of Community Connectors, who began checking in with and tracking the whereabouts of all participants beginning three months after the date upon which each was given the survey.
- Preliminary analysis of partial survey results midway through the first year, and reporting of these results in writing and through presentations to CRSP (Messrs Stein and Wismann-Horther), CARES, and the Volag case managers.
- Commencement and completion of a Translation Study, to determine if certain questions raised by the Preliminary Results may have resulted from translation irregularities.

- Analysis of the first year of data from survey, creating a baseline description of the population/participants against which future years' responses will be able to be compared.
- Continuing refinement of the survey instrument items, based upon feedback from CRSP, CARES, Volag survey administrators, and Community Connectors.

Beginning in July, 2012, commencement of the second administration of the survey to the first year participants on a rolling basis, approximately one year after each took the survey the first time; the second administration being conducted by the Community Connectors, and as of October 12, 2012, 64 completed surveys having been received.¹

Each of the above activities, as well as an outline of future steps, is, in turn, explored in the report sections below.

¹ In this Report, the phrases "Year One" and "Year Two" refer to the first two years of the RISE project: October 2010-September 2011, and October 2011-September 2012. The first year of survey administration began partway through Year One, in June 2011, and continued through part of Year Two, closing in June 2012. The second year of survey administration began soon thereafter, and is ongoing. To avoid confusion between and among these overlapping time periods, this Report refers to Year One and Year Two of the project, and the first year and the second year surveys.

II. Population/Sampling Determination: The Entire Population Participates

As of the end of Year One, one change from what had been anticipated at the outset of this project had become clear: the 2600 incoming refugees for first year survey administration were not materializing. The reasons for this population shortfall were spelled in pages 6-7 and 12 of the Year One Annual Report. By the end of the Year One reporting period, however, the RISE team had not yet made a final decision as to what impact this change in refugee numbers would have on its sampling plan for the second and third years of survey administration. The original plan of sampling 25% of the arriving refugee population for further surveying was probably not going to be workable – the resulting n would undoubtedly be too small for any meaningful inferences to be drawn from the data.

As the numbers of arriving refugees continued to decrease, by the close of the first year of survey administration one conclusion became crystal clear: there would be no “sampling plan.” The total population of arriving adult refugees from four countries (Bhutan, Burma, Iraq and Somalia) to whom the survey could feasibly be administered during the first year turned out to amount to fewer than 500—the number of surveys input into the database was 451. This is the entire population of incoming adult refugees from these four countries for the year, and the intention is to follow each of them longitudinally through the RISE study. (Please see the part VII below, “Completion of First Year Survey: Achieving a Baseline” for details about the few people we did not survey.) The RISE team has an extensive network of Community Connectors devoted to tracking and resurveying every refugee who took the first year survey for the subsequent (two) administrations.

III. Completion of First Year Survey: Achieving a Baseline

During Year Two of the RISE Study, the first year of administration of the survey instrument was completed. The first year survey administration covered the adult refugees arriving into Denver from Bhutan, Burma, Somalia and Iraq beginning in March, 2011; the surveys were administered from June, 2011 into June, 2012. A total of 451 surveys were received.² Of this total, 260 were from Bhutan, 154 from Burma,³ 15 from Iraq, and 22 from Somalia. The data collected from these 451 participants through the survey, now input into the RISE database and analyzed by the RISE team (see part VIII, below) constitute the baseline, from which, ultimately, inferences will be drawn about this population's progress (or lack thereof) in the process of integration into the community in the United States.

The primary focus of this section is to describe the process of collecting this first year data. As described in the Year One Annual Report, CRSP and the RISE team decided early on to have Volag case managers administer the first year survey, and to have that administration occur during the face-to-face meeting that occurs with each refugee approximately 90 days after arrival in Denver. Meetings were held during Year One to inform the case managers about the study, to obtain their advice and counsel about the most opportune time to administer the first year survey, and to train the case managers in how to administer that survey. The initial plan was to have the RISE project manager meet with the case managers and/or their supervisors on a regular basis to collect completed surveys, keep the case managers supplied with copies of surveys in the appropriate translations for the different language groups, and deal with any questions or problems that might arise with respect to obtaining interpreters, uncovered ambiguities in survey items, and the like.

That was the initial plan. There was nothing easy, simple, or straightforward about implementing that plan, however. It is complicated to collect data in a systematic way from a population of newly arriving refugees. The complications surfaced from many sources: language difficulties, process inconsistencies among the voluntary agencies or Volags who are more or less the first responders to the wants and needs of the new-comers, and variations in the way leadership is exercised within the different Volags.

² Actually, there were 480 refugees identified as eligible to take the survey. Fifteen of these declined to take the survey. Fourteen were labeled as "no time," a category used when either the particular family at the 90 day meeting was too large/had too many adult members for the case manager to be able to give the survey to all of them at that time, or there was some other obstacle to survey administration, such as the refugee being mute or mentally disabled. As a result, the number of completed surveys received was 451.

³ The refugees from Burma, in turn, divided into three language groups: 69 spoke Burmese, 70 Karen, and 15 Karenni.

Language Difficulties

Language difficulties arose from two different factors. First, before the start of survey administration, the survey instrument had been translated into each of the language groups spoken by the incoming refugees. Early on in the survey administration process, concerns were raised about whether some of the translations were accurate in certain cases. This led to some dissension among some case managers and interpreters, many of whom are refugees who had been in this country for some time, as to who had performed the translations and whether those persons were the appropriate ones to have done so. Sorting out the nuances of the relationships involved proved to be a time-consuming venture for the RISE project manager and CRSP staff. Ultimately, as discussed further in part VI below, an unanticipated Translation Study was instituted in order to determine whether certain survey items might have been misleading or confusing to participants because of translation irregularities.

Second, it was often the case that the case manager for a particular incoming refugee was not a native speaker of that refugee's language; the case manager may well have once been a refugee, with much empathy about the refugee experience and a strong commitment to helping the new-comer, but he or she simply came from a different country. For that reason, even though the case manager had a translated survey, he or she had to bring in an interpreter to participate in the administration of it. Because of this, and because of the very large caseload of some of the case managers, those from some (but not all) of the Volags in varying degrees took to delegating survey administration entirely to the interpreters, after training them to do so. The RISE project manager added the interpreters to her list of people with whom to touch base on a regular basis in order to ensure the orderly administration of the Year One Survey.

Volag Process Inconsistencies

There were three Volags with whom the RISE project manager endeavored to reconnoiter on weekly basis, in order to ensure that the survey administration process was operating in as disciplined and systematic a way as possible. With each, the project manager had to develop a very different routine so as to accommodate different Volag approaches to the task at hand.

For example, with one Volag, the RISE project manager was ushered in by a receptionist who knew about RISE and the activities of the case managers, who gathered the completed surveys and handed them over as well as facilitated her connecting with the case managers. In this case, the RISE project manager got to know and trust the case managers' supervisor, who stayed connected to the survey administration process and saw its implementation as part of his responsibilities. With another Volag, she arrived on the day of the week in which the agency was closed to the public and had to remain at the door and try different case managers' cell phones or rap at the door until someone came out so that she could be let in. With this Volag, a staff person who initially took charge of RISE and corralled the case managers for the RISE project manager to meet with was assigned to other duties part way through – job turnover was a constant factor for all the Volags – so that she started on her own arranging to meet

regularly with the individual case managers and the interpreters to whom survey administration was being delegated. (It should be noted that this particular Volag conducted significantly more surveys and presumably had substantially more new refugee arrivals than the others.) With the third Volag, she often showed up at her appointed time during the week – also on the day that Volag was closed to the public – to find no one there. There were seven case managers over the course of the year, and a number of interpreters doing the surveys, and no apparent schedule as to when they were in the office or out servicing clients and no staff person knowledgeable as to where they might be found at any given time. Supervision was spotty, with the supervisor being frequently absent or of little assistance if a case manager or interpreter was not around; however, the supervisor was helpful when she and her staff were in the office. The RISE project manager learned that showing up regularly once a week – as she did with the other two Volags – was a futile exercise, so she changed from a regular meeting and tracking time to whenever she could arrange to see them individually.

Through all of this regular and persistent making of personal contact with the survey administrators, the RISE project manager was able to oversee that the process of administering the survey was conducted in reasonably similar ways, even though the survey givers themselves worked for different agencies with different operating procedures, managing practices, and internal supervisory attention.

Even with the personal relationships that the RISE project manager was developing with the individual supervisors, case managers, and interpreters, it was not at first easy to determine whether all the refugees who were supposed to be surveyed at the 90 day meeting were in fact being surveyed. The responsibilities and caseloads of the case managers were overwhelming, and the 90-day meetings did not necessarily occur with regularity. Through close observation of the Volag operations during her weekly meetings, however, the RISE project manager was able to learn how to supplement her knowledge about refugee arrivals so that she could try to ensure that surveys were administered 90 days later. She found that each Volag had its equivalent of an arrival board: a bulletin board with a hard copy list of who was arriving that week and the assigned case manager. The RISE project manager learned to copy down that information, and thereby was able to check with the appropriate case manager about 90 days after arrival to remind him or her, if needed, that a survey was to be given.

Through these efforts, questions were asked and answered, the methodical administration of the survey was overseen, relationships were forged, trust was built, and the ultimate goal was attained: surveys were competently and consistently given.

Volag Leadership Differences

The survey process variations among the Volags described above may well stem from differences in the way leadership and supervision was structured across different Volag agencies. In one Volag, the supervisor clearly took ownership of the RISE project. In the second Volag, a staff person was initially delegated to take a strong role leading the survey effort. However, she had no supervisory authority over the case managers, and after a few months into the first year, she was reassigned to new duties; no one ever took on that

leadership role with respect to the survey again. And with the third Volag, connecting with the supervisor was positive, but very hit or miss.

Obviously, this variation had an impact on the process of ensuring that surveys were administered to everyone. Through extensive efforts by the RISE project manager, very few potential project participants fell through the cracks. But one thing became clear: the very high level of turnover among case managers and varying organizational structures in different agencies had a palpable impact on the whole process of survey administration. When a leader took ownership and responsibility for ensuring surveys were administered, the whole process was fluid and effective. Where no such leadership was taken, much more outside project management effort was required to keep survey administration on track.

IV. Community Connectors: Creating a Team, Tracking and Retaining Participants

One of the core difficulties with collecting longitudinal data from newly arrived refugee populations is their mobility: refugees move a lot, finding more satisfying housing arrangements, following new jobs, joining family members and friends, etc. It has been clear from the outset of this project that a longitudinal integration study over three years would be impossible if a mechanism were not put in place to track the whereabouts of initial participants over time so as to be able to retain them in the study. This mechanism for the RISE study has been the creation and fostering of a team of what we call “Community Connectors.”

The main objective with the Community Connectors was to pull together a group of former or recent refugees from each nationality and language group in the study, who could (a) make and maintain contact with each participant from the time at which he or she initially took the survey, and (b) administer the second and third year survey to each participant. Obviously, members of the communities themselves would have an easier time (or, perhaps, any chance at all) to keep track of the whereabouts of these refugees with their changing addresses, jobs, and cellphone numbers than would the RISE team members who are not a part of these communities.

First, the Community Connectors had to be identified and persuaded to join the team.⁴ The RISE project manager located each Connector in a different way. The Community Connector for the refugees from Bhutan has been an interpreter for one of the Volags to whom, ultimately, the administration of the first year survey was almost entirely delegated. The Connector for the Somalis is a Health Services Coordinator at one of the Volags. The Iraqi Community Connector is very involved in the community and is one of the members of the RISE Community Advisory Committee. A Burmese speaking Connector is the son of a Volag case manager, and is a 20 year old high school student (applying to get a full ride to go to Stanford when he graduates). The Karenni-speaking Community Connector works at South High School with the Bhutanese connector, and was recommended by a case manager. This case manager also referred the project manager to a young woman in Aurora who joined to connect with the Karen-speaking refugees, when she wasn't going to school, commuting an hour and a half a day to her job at Panda Express, doing medical interpretation, getting married, and moving. Locating the second Karen-Speaking Community Connector turned out to be a 4-5 month process, in which contacts with CRSP, the Volags, organizations like the Spring Institute, were probed until exhausted. Ultimately, the RISE project manager met up with someone from her synagogue who was sponsoring a non-Karen-speaking refugee for a medical interpreting certificate; she had tea with the refugee and a staff member of Goodwill, who connected her with someone at the Colorado African Organization who knew someone who interpreted Karen, and after three weeks of trying, a meeting was arranged.

⁴ Community Connectors are compensated for their efforts to some extent; they receive \$10 per survey and \$5 per contact for up to three contacts; they only receive payment once the survey has been received.

In essence, the only way to create a group like the Community Connectors is to leverage every contact one has; keep one's schedule open and flexible to be able to drop everything to meet with a potential connector at a moment's notice; and, frankly, wait until the stars are aligned. This is a continuing process, because it can be anticipated that, just as with the Volag case managers, there will be turnover, and replacement connectors will have to be located and persuaded to join.

Second, the new Community Connectors have to be trained. The RISE project manager both trained the Connectors in how to administer the survey, and developed a set of standard operating procedures with each Connector as to how often to contact participants after they take the first year survey, what each contact should comprise, and how and how often to report back to the RISE team. She meets with each Community Connector monthly face-to-face at places of his/her choosing; each has different levels of access to the internet and of online sophistication, so in between meetings some of the Connectors keep her apprised of how the participant tracking is going through Google document sharing or shared drop boxes, some email her documents that she stores in her computer, some provide her with hard copies or oral/telephone reports.

Third, the Community Connectors have to track the refugee participants. This is not a matter of science; it is a complicated mix of happenstances -- meeting a neighbor of a participant's mother in an apartment hall, asking friends about friends, picking up something on Facebook, running into an uncle at a wedding -- keeping their feelers out constantly, and leveraging every piece of information they pick up. It is non-prescribable, entirely unpredictable, and a little magical. It is not something that someone from outside of the community or the language group could ever hope to do.

And the Community Connectors have thus far done their jobs quite well. Out of 451 participants, it has been discovered that there have been more than 100 moves. Yet only 36 of them have been "lost" (14 from Bhutan, 21 from Burma, one from Iraq). That means that 415 of the original participants have been retained -- for a retention rate of over 92%.

V. Preliminary Results Analysis and Report: Questions Arise

In January, 2012, administration of the first year survey had been ongoing for about six months. It seemed an opportune time to take a preliminary look at the data that had been collected thus far – both the quantitative raw data on items in each of the nine domains, and the qualitative data (mostly picked up from anecdotes from refugee participants, survey administrators, and members of the RISE team in the course of survey giving). At that point, 204 surveys had been received and input into the database. These preliminary results were gathered into a report submitted to CRSP on January 20, 2012. The contents of the Report were presented to CRSP (Messrs Stein and Wismann-Horther), to a monthly meeting of the Colorado Alliance for Refugee Empowerment and Success (CARES), and to the Volag case managers and their supervisors.

A copy of the January 20, 2012 Preliminary Data Report is attached as Appendix A; its early results have been superseded by the results from the entire population (discussed in part VII below), so this Year Two Annual Report will not belabor them. One interesting and important concern did arise, however, from the review of these early results by the RISE team and CRSP: some individual items' responses did not seem to make sense given what we know. This concern was reinforced by observations and reactions that had been expressed in informal interviews by some of the Volag survey administrators – they had opined that some of the survey items might be misleading and/or confusing to the refugee respondents. The possibility was raised that the apparent confusion and the anomalous answers may have been a consequence of irregularities in the translation of the instrument from the original English into the seven different languages spoken by the participants.

A couple of examples might clarify. One question asked whether the participant visited a doctor for a routine physical exam within the past year. Fifty seven percent of respondents said “yes,” while 28% said “no” and 15% either did not know or did not answer. The fact is that 100% of these refugees were given a routine physical upon their arrival in Denver. Clearly, there was confusion in the question, which might well be attributable to how the terms “routine physical” and “within the past year” were translated or understood. Similarly, another question asked if the participant has taken job training or job readiness classes or programs in the United States. Sixty percent of the participants answered “no.” Yet representatives from CRSP assured us that all of the adult refugees had attended a cultural orientation session that was in fact considered to be a “job readiness” class; they should all have answered “yes.” Was there a problem with the way that the question was translated that may have triggered the anomalous result?

Concerns about the accuracy of the translations, triggered by the preliminary data review and Volag concerns, led the RISE team, in conjunction with CRSP staff, to undertake the Translation Study that is described in more detail in the next section.

VI. Translation Study: Was Anything Lost in Translation?

At the close of the first year surveys and before administration of the second year surveys, the RISE team approached the Spring Institute to re-translate the RISE survey. Using the second year version, which included only minor changes from the first year version,⁵ surveys were translated by professional, certified translators into Arabic, Burmese, Karen, Nepali, and Somali at a cost of \$3,500. The RISE team felt that this was necessary to certify the quality of the survey translations, which will be critical if other evaluators or researchers use the survey. However, ensuring a high quality translation left two important questions unanswered:

- 1) How good was the first year survey?
- 2) To what extent does the second year translation compare to the first year translation?

Question #1 is particularly tricky to answer, since “good” is always in the mind of the beholder. Translators could, however, speak to the extent to which survey items compared in English to the target language, and how different items might be interpreted by respondents with varying levels of literacy. Issues of denotation in survey items could be directly addressed by qualified translators, and issues pertaining to culture and meaning might be revealed.

One example of an item that might be problematic has to do with the question about whether refugees have volunteered in their children’s schools. The concept of volunteering might not exist in some cultures, or might be understood differently by members of a culture compared to how we understand it in English.

Out of economic concerns, not all survey items were studied. The RISE survey contains several items in each survey section (employment, education and training, children’s education, health, housing, social bonding, social bridges, language and culture, safety and stability, civic engagement). Only some of the items in each section contribute to a scale score in the related domain. Other items not used to create a scale score provide auxiliary information. Only items that contributed to the scale score were studied. The proportion of scale items studied varied, as shown below:

⁵ The second year survey contains a few changes, most of which involve correcting ambiguities in questions and shifting from “since arriving to Denver” (for first year respondents) to “in the past year” (for second year respondents). A copy of the second year survey in its revised form is attached as Appendix B. The refinement of the second year survey is discussed in part VIII, below.

Proportions of Scaled Items Studied Compared to All Scale Items

Survey Section	# Scale Items Included in the Study/# Scale Items in the survey section	% of Scale Items Included in the Study
Employment	3/6	50%
Education & Training	2/3	66%
Children’s Education	3/5	60%
Health	2/5	40%
Housing	2/2	100%
Social Bonding	4/4	100%
Social Bridging	4/4	100%
Language & Culture	4/7	57%
Safety & Stability	5/7	71%
Civic Engagement	4/6	75%

Total proportion of scaled scores studied was 33/50 or 66%. Items were selected to study based on assumptions of their complexity, subtlety, or possible cultural centeredness. Examples of items studied and those not are shown below.

Examples of Survey Items Studied and Those Not Studied

<i>Items Studied</i>	<i>Items Not Studied</i>
What is total number of hours you work for pay each week?	Are you employed for pay?
Have you visited a doctor for a routine physical exam within the last year?	Do you know how to make an appt to see a doctor?
Do you access information about cultures, ethnic groups, languages or religions different from your own?	Do you spend time interacting with people of a culture, ethnic group, language, or religion different from your own?
Which of the following best describes your English skill?	Do you have a phone?
Do you feel safe when you are at home?	Would you call the fire department to report a fire where you live?

Translation Study Results

Translators compared first year translation with second year translations on selected items. For each item, they were asked to rate whether the responses were *identical*, evidenced *minor differences*, *moderate differences*, or *major differences*.

Translation Issues by Survey Section and Language

	Arabic	Burmese	Karen	Nepali	Somali
Employment	✓	✓	✓	✓	✓
Education	✓	!	✓	!	✓
Children's Education	✓	✓	✓	!	✓
Health	✓	!!	✓	✓	!
Housing	✓	!	✓	✓	✓
Social Bonding	✓	✓	✓	✓	✓
Social Bridging	✓	✓	✓	✓	!
Language & Culture	✓	✓	✓	✓	✓
Safety & Stability	!	!	✓	✓	✓
Civic Engagement	✓	!	✓	✓	✓

✓ = Identical or minor differences on all items.

! = moderate or major issues with one item.

!! = moderate or major issues with two items (no area evidenced more than 2 items with moderate or major issues on the selected items).

Analysis by Survey Section

Although some item issues were identified, the RISE team was pleased that, overall, issues were minor. One significant issue that existed in the first year survey was corrected in the second year version. Of the 10 survey sections, three areas (Employment, Social Bonding, and Language & Culture) had no translation issues in any language. Education, Children's Education, Housing, Social Bridging, Safety & Stability, and Civic Engagement had moderate or major issues with one item in one or two languages. Health had moderate to major issues in one language.

Education

In both cases, moderate differences resulted from lack of clarity in the first year translations. The Burmese translator wrote:

Year 1 said, "a certificate for special training/certificate"

Year 2 said, "a license or a certificate"

The Nepali translator wrote:

The first translation is not a complete translation and hard to understand its meaning.

The second one is clear.

Children's Education

In this section of the survey, an item asks "Do you have children that currently live with you?" In the Nepali version, the first year survey item asked "whether your kids live with you or not?" This could create issues in interpretation because children may live with families to whom they are not related. A respondent could answer "no" to the question, even though they do have children living with them. In addition, there may be families among the Bhutanese refugees in which a man was married to two women and is now married to just one of them for

legal purposes. Therefore, he may have children who do not live with him but live just down the hall with their mother.

Health

Two issues arose with the Burmese translation. Item 39 asks: “9. Do you have one person you think of as your personal doctor or health care provider?” The year one survey asked whether the respondent had “one” personal doctor or health care provider. In year two, the item reads “only one.” The difference in Year two could alter responses.

Item 41 asks: Do you have any kind of health care coverage, including health insurance, prepaid plans such as HMO’s (like Kaiser), or government plans such as Medicaid? The Burmese translator wrote that the first year translation is confusing, but the second year translation is clear: *For “health care coverage, [including health insurance]”, year 1 said, “health insurance eligible for health care.” Year 2 said, “health care coverage.”*

The Nepali translator wrote that the item translates well, but that insurance/health care won’t be understood by people from Nepal. This translator recommended more wording to clarify.

The Somali translator identified a potential issue with item 39, the question having to do with whether a respondent has a personal doctor “or health care provider.” While the translations were nearly identical across the two years, the translator noted that to a Somali, anyone who provides health care is likely to be considered a “doctor.” Respondents may have replied “yes” to this question who may have a care provider who is not a physician.

Housing

The Burmese translator identified a moderate issue between the first and second year translations on item 43, with the first year being translated as “accommodation situation,” and the second year being translated as “housing situation.”

Social Bonding

Social Bonding had an issue for the Somali translator; he wrote that the second year version “doesn’t make much sense.”

The Burmese translator also identified a major issue with Item 49: Do you access information about your culture, ethnic group, language, or religion? The first year version asks “Do you have access...” whereas the second year version asks, “Do you access...” A person could have access and not take advantage of the opportunity.

Social Bridging

The Karen translator identified probably the most troublesome issue of all items, by reporting that the first year translation asks whether the respondent “wastes time interacting...” with members of a different culture.

Safety & Stability

The Arabic translator identified a problem with Item 75, which asks whether the respondent has been a victim of a crime such as assault, robbery, or vandalism in the past year. The first year survey does not limit the question to the past year. It effectively says “Have you been the victim of a crime such as assault, robbery, or vandalism?” The second year version is correct.

The Burmese translator also found an issue with this item, with the term “assault” being translated incorrectly in the first year as “sudden attack.” The second year version is correct.

Civic Engagement

The Burmese translator identified a problem with item 80 in this section: Have you advocated or spoken up for your own or your family’s rights in public and/or before a government agency, body, or office in the past year? The word “or” is omitted from the “and/or” term, which could influence the meaning and response.

Analysis by Language

Although translators had minor recommendations for rewording several items, significant issues in denotation were few. The Burmese and Karen translators had the most recommendations for rewording items, and provided comments that addressed cultural issues. The Burmese translator noted that the language has a colloquial style and a literary style (used for newspapers and academic writing). Year one and two translations use the literary style.

Although Karen had the fewest translation issues, with only one major (but notable) issue emerging in the Social Bridging section, the translator made the following note at the beginning of the response sheet:

It is not always easy to do even short surveys with Karen people, especially the ones who are from Burma. If it is going to be a group survey, you will need to get a very good person to read out the questions (use pauses and intonations). You might not always get the answer for personal questions or questions about others. Sometimes Karen people are reluctant to give their opinions on any situation to others.

The implication here is that survey responses from Karen speakers may be unreliable, even when they understand the questions. This translator made notes throughout about breaking longer items into shorter sentence, especially for less literate respondents.

Summary & Conclusion

The RISE team was pleased that most survey items were effectively translated. There were only a few items that could be expected to affect survey results, either because they were unclear or written above respondents’ literacy levels. Only one item’s translation (in Karen only) diverged significantly from the intended meaning. Had we found several significant problems with the survey items selected for this study, our confidence in overall survey results would be

diminished. In addition, we would have felt a need to re-translate all survey items, not just a sample.

Nevertheless, if we were just starting the study, we would draft the surveys in colloquial language (rather than literary, more formal language) to account for the generally low literacy levels in respondents' native language. At this point, changing the survey in this way would make it impossible to compare items across years. Plus, because the survey is administered orally, items can be clarified as the survey is given. Volags and Community Connectors report that they do explain survey items to respondents as needed; in fact, it was on the basis of the feedback from survey administrators that many items were improved in the second survey year.

QED is still concerned about how some items, even though correctly translated, are interpreted by respondents. Some items are difficult to some respondents because of cultural differences. How, for example, does someone interpret a question about health care coverage when the concept doesn't exist in his or her home country? This is an on-going concern for the evaluation team. These issues will be explored qualitatively in Year Three through cognitive interviews and focus groups.

VII. The First Year Data: Description of Participants' Baseline

The central purpose of the first year's worth of survey data is to establish a base-line, from which the refugee participants' changes within the different domains or integration pathways across RISE administrations may be calculated, and inferences about progress in integration may be drawn. This section briefly describes the baselines within the nine different domains from the first year data, including charts depicting portions of the actual data. It should be noted that statistical inferences can most reliably be drawn when there is a certain amount of variability within the responses to a particular item, and that in response to a few of the items in the RISE survey, there was little variability. That may be as expected, given the very short time in which the refugees had been in the country when the survey was administered to them; their experiences with respect to a particular item may well have been quite similar, maybe even identical. What will be interesting will be to see whether, over time, variability arises in their responses, and to attempt to discern to what the growing variability might be attributable.

Demographic Data

As noted above, the population surveyed is over half from Bhutan, with 85% of the total population from either Bhutan or Burma. Unfortunately, this gives us much smaller numbers for the Iraqi and Somalian participants in the study, and it will ultimately be difficult to draw many meaningful conclusions about refugees from those two countries overall.

What is your country of origin?

		Frequency	Percent	Valid Percent ⁶
Valid	a. Bhutan	267	54.0	57.8
	b. Burma	154	31.2	33.3
	c. Iraq	18	3.6	3.9
	d. Somalia	22	4.5	4.8
	e. (Don't know)	1	.2	.2
	Total	462	93.5	100.0
Missing	System	32	6.5	
Total		494	100.0	

⁶ In these tables, the "Percent" column represents the percent of the total of number of participants in the survey who responded in a certain way – whether or not there is "missing data" (that is, participants for whom no response to the item is recorded). The "Valid Percent" column represents the percentage of actual responses to the item, excluding the participants for whom the data is missing. Since this "Valid Percent" figure gives a more meaningful description of the proportions of responses to an item, it is used in discussion here.

The participants are fairly young: 75% are below the age of 41, and 50% below the age of 29, with the mean age around 32.

How old are you?		
N	Valid	458
	Missing	36
Mean		32.12
Median		29.00
Minimum		-9
Maximum		79
Percentiles	25	23.00
	50	29.00
	75	41.00

Most are married – over 60%, with just over 30% being single and never married. Almost 60% have children living with them, and about 20% have some children who do not live with them.

What is your current marital status?

		Frequency	Percent	Valid Percent
Valid	a. Married	281	56.9	60.8
	b. Divorced	6	1.2	1.3
	c. Separated	11	2.2	2.4
	d. Widowed	18	3.6	3.9
	e. Single; never married	142	28.7	30.7
	f. Other	2	.4	.4
	g. (Don't know)	2	.4	.4
	Total	462	93.5	100.0
Missing	System	32	6.5	
Total		494	100.0	

The level of education and training brought with them from their home countries is not insubstantial. Twenty three percent report some kind of vocational or professional certification from their home country, and about 50% have completed secondary education or above back in their home country. Yet, interestingly, 41% cannot read or write in their native languages (which may say more about the native languages of these participants than about their literacy levels). The RISE team will explore these findings qualitatively through interviews and focus groups. It is likely that the special training and certifications referred to by most respondents involve low- or semi-skilled labor.

Do you have special certification/training (such as vocational or professional) in your home country?

		Frequency	Percent	Valid Percent
Valid	a. No	325	65.8	72.9
	b. Yes (please specify)	115	23.3	25.8
	c. (Don't know)	5	1.0	1.1
	d. (Refused to answer)	1	.2	.2
	Total	446	90.3	100.0
Missing	System	48	9.7	
Total		494	100.0	

What is your highest level of formal education in your home country?

		Frequency	Percent	Valid Percent
Valid	a. Primary (0-8 years)	222	44.9	50.0
	b. Secondary (9-12 years)	150	30.4	33.8
	c. 2 year college or vocational education or training (13-14)	24	4.9	5.4
	d. 4 year college degree (15-16 years)	15	3.0	3.4
	e. Graduate school (more than 16 years)	8	1.6	1.8
	f. Other	19	3.8	4.3
	g. (Don't know)	6	1.2	1.4
Total		444	89.9	100.0
Missing	System	50	10.1	
Total		494	100.0	

Can you read in your native language?

		Frequency	Percent	Valid Percent
Valid	a. Yes	238	48.2	53.2
	b. No	204	41.3	45.6
	c. (Don't know)	5	1.0	1.1
	Total	447	90.5	100.0
Missing	System	47	9.5	
Total		494	100.0	

Employment and Employment Training

After these refugees having been in the US for about 90 days, it would be astonishing if most of them were employed – and in fact, they are not. Indeed, 78% of them say they are not employed, and 91% say that they work less than half-time. Yet, interestingly, almost 33% report that their monthly income is enough, rather than too low, to cover rent, food, and other expenses necessary for daily living.

Are you employed?

		Frequency	Percent	Valid Percent
Valid	No	375	75.9	82.8
	Yes	78	15.8	17.2
	Total	453	91.7	100.0
Missing	System	41	8.3	
Total		494	100.0	

What is the total number of hours you work for pay each week?

		Frequency	Percent	Valid Percent
Valid	a. 1-9	9	1.8	11.5
	b. 10-19	62	12.6	79.5
	c. 20-29	7	1.4	9.0
	Total	78	15.8	100.0
Missing	-9.00	416	84.2	
Total		494	100.0	

Is your family’s monthly income sufficient to cover rent, food, and other expenses necessary for daily living?

		Frequency	Percent	Valid
Valid	a. The income is too low.	280	56.7	67.3
	b. The income is enough.	136	27.5	32.7
	Total	416	84.2	100.0
Missing	-9.00	78	15.8	
Total		494	100.0	

Education

Among a few, steps are being taken already to prepare themselves for employment through education. Twenty six percent say they have taken job training or job readiness classes, and 16% have obtained a license or certification qualifying them for a specific kind of job in the US. Almost no one, however – just over 1%-- has enrolled in a degree program as of yet, not surprising given all the other things to which attention has had to have been paid during their short sojourn in the US.

Have you taken job-training or job-readiness classes or programs in this country?

		Frequency	Percent	Valid Percent
Valid	a. No	324	65.6	71.7
	b. Yes	128	25.9	28.3
	Total	452	91.5	100.0
Missing	-9.00	42	8.5	
Total		494	100.0	

Have you obtained a license or certificate that qualifies you for a specific kind of job in the United States?

		Frequency	Percent	Valid Percent
Valid	a. No	373	75.5	82.5
	b. Yes	79	16.0	17.5
	Total	452	91.5	100.0
Missing	-9.00	42	8.5	
Total		494	100.0	

Are you currently enrolled in a degree program?

		Frequency	Percent	Valid Percent
Valid	a. No	444	89.9	98.7
	b. Yes	6	1.2	1.3
	Total	450	91.1	100.0
Missing	-9.00	44	8.9	
Total		494	100.0	

Children's Education

This portion of the Education domain's items pertain to the participants' children's education. (As shown in the demographics, more than a majority of the participants have children living at home with them.) Less than 30% of the participants responding to this question⁷ state that they have visited with at least one of their children's teachers about their performance or progress in school. More than 90%, however, have neither volunteered in their children's schools nor have attended any events at their schools. It will be interesting to see whether these numbers change over time.

Have you visited with at least one of your children's teachers about his/her performance or progress in school?

		Frequency	Percent	Valid Percent
Valid	a. No	175	35.4	70.9
	b. Yes	72	14.6	29.1
	Total	247	50.0	100.0
Missing	-9.00	247	50.0	
Total		494	100.0	

⁷ About 50% of the participants did not respond to this item. Since about 40% do not have children living with them, the non-response rate is not terribly alarming.

Have you volunteered your time at one of your children's schools?

		Frequency	Percent	Valid Percent
Valid	a. No	246	49.8	98.4
	b. Yes	4	.8	1.6
	Total	250	50.6	100.0
Missing	-9.00	244	49.4	
Total		494	100.0	

Have you ever attended a social, sporting, cultural or educational activity or event at one of your children's schools?

		Frequency	Percent	Valid Percent
Valid	a. No	233	47.2	92.8
	b. Yes	18	3.6	7.2
	Total	251	50.8	100.0
Missing	-9.00	243	49.2	
Total		494	100.0	

The children, however, are making their own inroads. Over 30% apparently have at least one good school friend who is not from their home country or culture. In the future, it may be enlightening to track relationships between refugee participants' children's friendship-making and their levels of integration in other domains.

Do any of your children have at least one good friend at school who is not from your home country and culture?

		Frequency	Percent	Valid Percent
Valid	a. No	153	31.0	68.9
	b. Yes	69	14.0	31.1
	Total	222	44.9	100.0
Missing	-9.00	272	55.1	
Total		494	100.0	

Health

Seventy one percent of the participants say they have had a routine physical during the last year,⁸ 45% already understand themselves to have a personal doctor or health care provider, and 96% state they have health care coverage (including Medicaid). About 70%, however, do not know how to make a doctor’s appointment as of yet, and only 17% report having been to a dentist for a routine exam.

Have you visited a doctor for a routine physical exam within the past year?

		Frequency	Percent	Valid Percent
Valid	a. No	127	25.7	28.4
	b. Yes	320	64.8	71.6
	Total	447	90.5	100.0
Missing	-9.00	47	9.5	
Total		494	100.0	

Do you have one person you think of as your personal doctor or health care provider?

		Frequency	Percent	Valid Percent
Valid	a. No	186	37.7	54.9
	b. Yes, only one	153	31.0	45.1
	Total	339	68.6	100.0
Missing	-9.00	155	31.4	
Total		494	100.0	

⁸ As discussed above in Part V, this response rate may reflect confusion on the part of participants as to what is meant by a “routine physical,” in that each refugee received what is considered to be a routine physical checkup in the US during the first weeks after their arrival.

Do you have any kind of health care coverage, including health insurance, prepaid plans such as HMOs (like Kaiser), or government plans such as Medicaid?

		Frequency	Percent	Valid Percent
Valid	a. No	14	2.8	3.1
	b. Yes	431	87.2	96.9
	Total	445	90.1	100.0
Missing	-9.00	49	9.9	
Total		494	100.0	

Do you know how to make an appointment to see a doctor?

		Frequency	Percent	Valid Percent
Valid	a. No	299	60.5	67.6
	b. Yes	143	28.9	32.4
	Total	442	89.5	100.0
Missing	-9.00	52	10.5	
Total		494	100.0	

Housing

At this stage, the items in this scale do not entirely make sense – probably because something has been lost in the translation of the questions to which the refugees responded. For example, 79% of the participants say that they are receiving government help to pay their rent or housing costs – a large number, but not at all surprising given the short time they have been here (indeed, it is a bit surprising that 21% believe that they are **not** receiving any governmental housing subsidies).

Do you get help from the government to pay your rent or housing costs?

		Frequency	Percent	Valid Percent
Valid	a. No	92	18.6	21.0
	b. Yes	347	70.2	79.0
	Total	439	88.9	100.0
Missing	-9.00	55	11.1	
Total		494	100.0	

Social Bonding

This domain involves the bonds participants have with members of their own cultural, ethnic, religious, or language communities. Eighty percent state they spend time with people of their own community. Fewer – almost 54% – say they spend from 1-10 hours a week with members of their own community. Almost 58% access information about their culture, ethnic group, language or religion, but much fewer – 31% -- have attended any celebrations or events of their own culture.

Do you spend time with people who share your culture, ethnic group, language, or religion?

		Frequency	Percent	Valid Percent
Valid	a. No	95	19.2	21.3
	b. Yes	351	71.1	78.7
	Total	446	90.3	100.0
Missing	-9.00	48	9.7	
Total		494	100.0	

How many hours per week do you spend time with people who share your culture, ethnic group, language, or religion?

		Frequency	Percent	Valid Percent
Valid	a. 0 hours	156	31.6	46.3
	b. 1-3 hours	90	18.2	26.7
	c. 4-10 hours	91	18.4	27.0
	Total	337	68.2	100.0
Missing	-9.00	157	31.8	
Total		494	100.0	

Do you access information about your culture, ethnic group, language, or religion?

		Frequency	Percent	Valid Percent
Valid	a. No	186	37.7	42.2
	b. Yes	255	51.6	57.8
	Total	441	89.3	100.0
Missing	-9.00	53	10.7	
Total		494	100.0	

Since coming to Denver, have you attended a celebration or event of your culture, ethnic group, language, or religion (such as a march, parade, or festival)?

		Frequency	Percent	Valid Percent
Valid	a. No	310	62.8	69.2
	b. Yes	138	27.9	30.8
	Total	448	90.7	100.0
Missing	-9.00	46	9.3	
Total		494	100.0	

Social Bridging

This domain concerns the bridges participants have built to individuals outside their own refugee communities. Here, the numbers are, of course, smaller, given the brief time that the participants have been in the Denver area. About 48% say they spend time with people from other cultures – the size of that number probably being influenced by the amount of time that the participants must spend navigating the system to deal with issues of housing, employment, education, health, etc. Ninety two percent say that they spend 1-3 hours a week with people outside their culture. Thirty percent access information about other cultures and communities, and 13% have attended celebrations or event of other cultures. It would be surprising if these numbers did not rise in subsequent years.

Do you spend time with people of a culture, ethnic group, language, or religion different from your own?

		Frequency	Percent	Valid Percent
Valid	a. No	233	47.2	52.0
	b. Yes	215	43.5	48.0
	Total	448	90.7	100.0
Missing	-9.00	46	9.3	
Total		494	100.0	

How many hours a week do you spend time with people of a culture, ethnic group, language, or religion different from your own?

		Frequency	Percent	Valid Percent
Valid	a. 0 hours	16	3.2	7.5
	b. 1-3 hours	196	39.7	92.5
	Total	212	42.9	100.0
Missing	-9.00	282	57.1	
Total		494	100.0	

Do you access information about cultures, ethnic groups, languages, or religions different from your own?

		Frequency	Percent	Valid Percent
Valid	a. No	308	62.3	70.5
	b. Yes	129	26.1	29.5
	Total	437	88.5	100.0
Missing	-9.00	57	11.5	
Total		494	100.0	

Since coming to Denver, have you attended a celebration or event of a culture, ethnic group, language, or religion different from your own (such as a march, parade, or festival)?

		Frequency	Percent	Valid Percent
Valid	a. No	386	78.1	86.9
	b. Yes	58	11.7	13.1
	Total	444	89.9	100.0
Missing	-9.00	50	10.1	
Total		494	100.0	

Language and Cultural Knowledge

For this domain, participants were asked to describe their English language skills, and then to address items relating to their cultural knowledge level in the US. Forty seven percent of the participants say that they “speak a little English,” about 13.5% can speak English for shopping, social, and work situations, and almost 7% believe they are “fluent.” Almost 44% reoier speaking with people whose first language is English on a regular basis, and 53% partake of English language radio or television. Thirty five percent have celebrated an American holiday, and 20% have visited “famous places” in Colorado or the US.

Which of the following best describes your English skill?

		Frequency	Percent	Valid Percent
Valid	a. I cannot speak English.	143	28.9	31.8
	b. I speak a little English.	211	42.7	47.0
	c. I can speak English when shopping and doing other types of business.	33	6.7	7.3
	d. I can speak English in most social and work situations.	28	5.7	6.2
	e. I am fluent in English.	30	6.1	6.7
	f. (Don't know)	4	.8	.9
	Total	449	90.9	100.0
Missing	System	45	9.1	
Total		494	100.0	

Do you regularly speak with people whose first language is English?

		Frequency	Percent	Valid Percent
Valid	a. No	247	50.0	56.4
	b. Yes	191	38.7	43.6
	Total	438	88.7	100.0
Missing	-9.00	56	11.3	
Total		494	100.0	

Do you listen to English language radio or watch English language television?

		Frequency	Percent	Valid Percent
Valid	a. No	208	42.1	46.8
	b. Yes	236	47.8	53.2
	Total	444	89.9	100.0
Missing	-9.00	50	10.1	
Total		494	100.0	

Do you celebrate any American holidays?

		Frequency	Percent	Valid Percent
Valid	a. No	276	55.9	65.2
	b. Yes	147	29.8	34.8
	Total	423	85.6	100.0
Missing	-9.00	71	14.4	
Total		494	100.0	

Have you visited any famous places in Colorado or the United States?

		Frequency	Percent	Valid Percent
Valid	a. No	352	71.3	79.3
	b. Yes	92	18.6	20.7
	Total	444	89.9	100.0
Missing	-9.00	50	10.1	
Total		494	100.0	

Participants were also asked about the extent to which they have access to others through technology. Nearly half the participants report being able to use the internet, and over 80% already have a phone – the ubiquity of cell phones no doubt reaching this population as well as many others.

Do you know how to use the Internet?

		Frequency	Percent	Valid Percent
Valid	a. No	229	46.4	51.7
	b. Yes	214	43.3	48.3
	Total	443	89.7	100.0
Missing	-9.00	51	10.3	
Total		494	100.0	

Do you have a phone?

		Frequency	Percent	Valid Percent
Valid	a. No	88	17.8	19.6
	b. Yes	360	72.9	80.4
	Total	448	90.7	100.0
Missing	-9.00	46	9.3	
Total		494	100.0	

Safety and Stability

With these items, the survey instrument is trying to get at whether the participants “feel” safe, whether they have actually been subject to harassment or crime, and whether they feel comfortable reaching out for help. A majority (56%) of the participants say that they feel safe outside their homes, and over 90% feel safe when they are at home. The participants report being willing to call the fire department (almost 87%) and to call the police if attacked by a stranger (94%). The participants have neither experienced discrimination (98.4%) nor been the victim of crimes (98.7%). It will be interesting to see how these numbers change as the refugees have more experience in this country.

Do you feel safe when you are outside the home?

		Frequency	Percent	Valid Percent
Valid	a. No	191	38.7	43.7
	b. Yes	246	49.8	56.3
	Total	437	88.5	100.0
Missing	-9.00	57	11.5	
Total		494	100.0	

Do you feel safe when you are at home?

		Frequency	Percent	Valid Percent
Valid	a. No	42	8.5	9.7
	b. Yes	393	79.6	90.3
	Total	435	88.1	100.0
Missing	-9.00	59	11.9	
Total		494	100.0	

Would you call the fire department to report a fire where you live?

		Frequency	Percent	Valid Percent
Valid	a. No	55	11.1	13.3
	b. Yes	358	72.5	86.7
	Total	413	83.6	100.0
Missing	-9.00	81	16.4	
Total		494	100.0	

Would you seek help from the police if you were attacked by a stranger?

		Frequency	Percent	Valid Percent
Valid	a. No	25	5.1	6.0
	b. Yes	393	79.6	94.0
	Total	418	84.6	100.0
Missing	-9.00	76	15.4	
Total		494	100.0	

Since coming to Denver have you experienced racial, cultural, or religious discrimination....

		Frequency	Percent	Valid Percent
Valid	a. Never?	430	87.0	98.4
	b. Sometimes?	7	1.4	1.6
	Total	437	88.5	100.0
Missing	-9.00	57	11.5	
Total		494	100.0	

Since coming to Denver have you been the victim of a crime such as assault, robbery, or vandalism?

		Frequency	Percent	Valid Percent
Valid	a. No	439	88.9	98.7
	b. Yes	6	1.2	1.3
	Total	445	90.1	100.0
Missing	-9.00	49	9.9	
Total		494	100.0	

Civic Engagement

The last domain seeks to explore the refugees' involvement with institutions in the civic culture that affect their lives. At this stage, this involvement appears to be quite minimal, but that is not surprising in view of the short time since arrival and their reportedly limited English skills. Almost 94% state they have not participated in civic or governmental agency meetings, 98% have not volunteered in the community, and almost 99% have not advocated for themselves or their families' rights before governmental agencies. Only 6% have drivers' licenses, and over 99% have not yet applied for a green card.

Have you participated in meetings of community organizations, clubs, or governmental agencies since coming to Denver?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a. No	417	84.4	93.9	93.9
	b. Yes	27	5.5	6.1	100.0
	Total	444	89.9	100.0	
Missing	-9.00	50	10.1		
Total		494	100.0		

Have you volunteered your time for community organizations, clubs, or governmental agencies since coming to Denver?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a. No	434	87.9	97.7	97.7
	b. Yes	10	2.0	2.3	100.0
	Total	444	89.9	100.0	
Missing	-9.00	50	10.1		
Total		494	100.0		

Have you advocated or spoken up for your own or your family's rights in public and/or before a government agency, body, or office, since coming to Denver?

		Frequency	Percent	Valid Percent
Valid	a. No	433	87.7	98.9
	b. Yes	5	1.0	1.1
	Total	438	88.7	100.0
Missing	-9.00	56	11.3	
Total		494	100.0	

Do you have a valid driver's license from Colorado or another US state?

		Frequency	Percent	Valid Percent
Valid	a. No	414	83.8	93.7
	b. Yes	28	5.7	6.3
	Total	442	89.5	100.0
Missing	-9.00	52	10.5	
Total		494	100.0	

Have you applied for a green card?

		Frequency	Percent	Valid Percent
Valid	a. No	438	88.7	99.1
	b. Yes	4	.8	.9
	Total	442	89.5	100.0
Missing	-9.00	52	10.5	
Total		494	100.0	

Yet aspirations remain intact. Over 98% wish to become a citizen of the United States.

Do you wish to become a citizen of the United States?

		Frequency	Percent	Valid Percent
Valid	a. No	6	1.2	1.4
	b. Yes	427	86.4	98.6
	Total	433	87.7	100.0
Missing	-9.0000	61	12.3	
Total		494	100.0	

Summary

There are many aspects of this first round of data gathering that bode well for a successful completion of this evaluation study of refugee integration. We have a strategy for tracking, contacting, and interviewing first year participants that will result in continued participation of nearly 450 refugees. Our survey appears to be gathering valid data: refugee responses to questions about their employment, education, housing, and health, for example, seem consistent with what is expected of a newly arrived group. Moreover, our first year data give clear guidelines to the types of questions we will be asking to focus groups of refugees during the coming year. We feel that our primary first year objective has been met: to establish a reliable baseline of data from which to gauge subsequent changes in levels of refugee integration.

VIII. Survey Refinements: Feedback Leads to Changes

As a result of feedback from the survey-givers, Volag case managers, interpreters and Community Connectors, and others serving the refugee communities, certain refinements were made to the second year survey instrument prior to the beginning of its administration in June of 2012.

For example, the response “Health/Disability” was added to Item 7 (“Why are you currently unemployed?”) because survey administrators advised that poor health or disabilities are a big reason why some of the participants do not work. An attendee at a CARES meeting expressed interest in the proportion of refugee income going to monthly rent or housing payments; item 11(a), inquiring as to the amount of monthly rent or housing payment was added so that the proportion could be calculated. Examples of “job training” were added to item 13 (“Have you taken job training or job readiness classes?”) to increase the clarity of the question; examples of “help from the government to pay your rent,” such as TANF, were added to item 45 for the same reason. The word “interacting” was added to the items on social bonding and social bridging based on survey-giver feedback.

The demographic section of the original survey instrument was removed to make the survey shorter. The answers to these questions, by their nature (for example, “What is your country of origin?”), do not change for the participants over time and there is no need to ask them twice.

IX. Commencement of Administration of Second Year Survey: Community Connectors in Dogged Pursuit

With the first year of baseline data under our belt, the administration of the second year RISE survey instrument is well underway. The painstakingly put together group of Community Connectors has been diligently tracking the first year participants, and is giving the participants with whom they have managed to keep in touch (as shown above, at this point 92% of the original participants have been retained) on a rolling, individual basis. The surveys are being administered in person, where feasible, and over the phone where the participant has moved out of city or state. By the end of the Year Two reporting period, 64 surveys had been received. More will follow.

X. Future Steps

As Year Two of the RISE project has come to a close, a number of objectives have been achieved. The first year of survey administration has been completed (with the ample and appreciated assistance of the Volags), and a baseline of data has been compiled, describing 451 refugees from Bhutan, Burma, Iraq, and Somalia at the beginning of their sojourn in this country. A team of Community Connectors has been created, with roots deep in their respective refugee communities, to track and monitor participants and to give them the second year survey, and that second year survey administration has begun. And potential confusions and dissonances arising in the original survey items, raised by survey-givers and CRSP staff (in response to a preliminary data report) have been addressed through a translation study and through a series of small but important refinements to the survey for the second year.

Future steps for Year Three include, of course, continued administration and completion of the second year survey, and that is proceeding apace. Further, now that there is a baseline from the first year data, the stage is set for both quantitative and qualitative analysis. Quantitatively, the RISE team will begin to look longitudinally at first and second year data (as it comes in) together, and to delve more deeply into the relationships between and among different domains and integration as well as potential associations with the collected demographic data.

Logistics related to survey administration consumed the RISE teams' focus in Year 1 of the survey. Qualitative studies—focus groups—were deferred to Year Three, pending results of the Translation Study and preliminary survey data. Survey data would help identify unusual patterns or anomalies that are best explored qualitatively. The Translation study would determine if anomalies in responses might be the result of translation irregularities rather than from the refugees' experiences. In Year 3, QED will conduct 2 or 3 focus groups with refugees to explore issues that have been illuminated through the RISE survey. Survey givers (Volag case managers, interpreters, and Community Connectors) may also be asked to participate in focus groups to allow them to contribute their special insights into the mix.

Year Three of the RISE study promises to be rich and informative. Having confidence that translated survey items reflect their intended meanings denotatively, the RISE team will devote resources during Year Three to exploring items that are confusing or mis-interpreted due to cultural nuances. We will conduct cognitive interviews, a method developed by psychologists in which a respondent is asked to relate his or her thoughts and interpretations of specified survey items. In addition, QED will conduct focus groups with several refugees at a time (clustered by language, of course), during which they will be asked how they understand various items and/or sections of the survey.

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Date: January 20, 2012
To: Paul Stein
From: Laurie Bennett, Maggie Miller, Martin Tombari, Jini Puma, & Gary Lichtenstein
cc: Joe Wismann-Horther
Re: Preliminary data on the viability of RISE Survey Domains

Introduction

The Refugee Integration Survey and Evaluation (RISE) expects 500 newly arrived refugees to take the RISE survey between April 2011-March 2012. So far, under half, about 204, have completed it. Obviously it's premature to speculate on results. However, QED has organized the data both quantitatively and qualitatively to assess the viability of the nine integration domains that comprise the survey:

1. Employment
2. Education and Training
3. Health
4. Housing
5. Social Bonding (within culture)
6. Social Bridging (across cultures)
7. Language and Culture
8. Safety and Stability
9. Civic Engagement

What do we mean by "viability"? Viability refers to the extent to which the domains we've identified through the research literature, policy, and interviews with refugee community members have the potential to explain and predict refugees' successful integration into American culture and commerce. The experiences of refugees and professionals in the field are compelling that concentrating resources in only one domain (e.g., employment), without addressing other domains as well, fails to address the many challenges refugees face when transitioning into a new economic and cultural milieu, leading to failure in not just one, but many, if not all, areas.

Currently, all our data are merely suggestive. We are encouraged, however, that, informally, the domains we have identified indeed seem to be promising indicators. Below, we provide some preliminary and raw data, both quantitative and qualitative.

Quantitative Data

In the following pages, we offer, unedited, raw data on items within each domain. These data reflect responses of 204 respondents. Eventually, QED will be able to create domain scores that can be used to clarify relationships between variables, and even predict outcomes based on a combination of domain scores. We are pleased to see variability on several items, which is helpful statistically, as well as a preponderance of items weighted at baseline levels, suggesting that the survey will be

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able to show growth as refugees gain experience, education, income, language skills, etc.

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Domain	Response	Inference	
Employment			
<i>Are you employed for pay?</i>		After 90 days, most refugees remain unemployed.	
No	70%		
Yes	16%		
No Answer	14%		
<i>Total Hrs. Work Per Week</i>		Those who do work are under-employed.	
N/A	84%		
10-19	2%		
20-29	3%		
30-39	10%		
40-50	1%		
<i>Are you employed...?</i>			
Below your education/skill level	11%	The majority of those who do work, do so below their education/skill level.	
At your education/skill level	4%		
Don't know	2%		
N/A	84%		
<i>Is your family's monthly income sufficient to cover expenses for rent, food, and other expenses necessary for daily living?</i>			
Income too low	64%	After 90 days, 64% of refugees report that their income is not sufficient.	
Income is enough	15%		
Don't know	7%		
No Answer	14%		

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Domain	Response	Inference	Domain
Education & Training			
<i>Have you obtained a license or certificate that qualifies you for a specific kind of job in the US?</i>			
No	77%	After 90 days, most refugees have no special licenses or certificate to improve their employability.	
Yes	10%		
No Answer	14%		
<i>Have you taken job training or job readiness classes or programs in the US?</i>			
No Answer	14%	After 90 days, only about 25% of refugees have taken job readiness classes.	
No	60%		
Yes	26%		
<i>Have you taken English language classes in this country?</i>			
No Answer	14%		
Don't Know	1%		
No	32%		
Yes	53%		
Your Children's Education			
<i>Do you have children who currently live with you?</i>			
No Answer	7%	Just over half of refugees support children who live with them. 66% report having 1-2 children living with them, 21% report 3-4 children, and 12% report 5-6 children living with them.	
No	38%		
Yes	54%		
<i>Have you ever attended one of your children's social, sporting, cultural, educational, religious or community activity or event outside of their schools?</i>			
No Answer	8%	Only 3% of those who have children living with them have attended a child-based activity.	
No	43%		
Yes	3%		
N/A	46%		

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Domain	Response	Inference	
Health			
<i>Have you visited a doctor for a routine physical exam within this past year?</i>			
No Answer	14%	Most, at least 57% of refugees report having a routine physical exam in the last year—it's not clear whether this was within the US.	
Don't know	1%		
No	28%		
Yes	57%		
<i>Do you know how to make an appointment to see a doctor?</i>			
No Answer	15%	At least 51% of refugees report they don't know how to make an appt. to see a doctor, suggesting that their last health exam might not have been in this country, or that they relied on someone to help them make an appointment in the US.	
Don't know	2%		
No	51%		
Yes	33%		
Housing			
<i>What is your housing situation?</i>			
No Answer	14%	After 90 days, over 80% refugees report living in a home or apartment. 80% of respondents report that they live in 1-2 bedroom dwellings.	
Don't know	1%		
Homeless shelter/transitional housing	1%		
Rotate between homes of friends and family	2%		
Live in my own home (apartment, condo, house)	83%		
<i>Do you get help from the government to pay your rent or housing costs?</i>			
No Answer	15%	Suggest that government support for housing is critical, given the fact that most report unemployment and under-employment.	
Don't know	2%		
No	28%		
Yes	55%		

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Domain	Response	Inference	
Social Bonding			
<i>Do you spend time with people who share your culture, ethnic group, language, or religion?</i>			
No Answer	14%	Three-quarters of respondents report frequent interaction within their own language/ethnic group.	
Don't Know	2%		
No	9%		
Yes	76%		
<i>Since coming to Denver, have you attended a celebration or event of your culture, ethnic, language or religion (such as a march, parade, or festival)?</i>			
No Answer	14%	Not surprisingly, more refugees are inclined to attend cultural and social events related to their cultural group than they are other such events (such as those that are based on their children's activities). Still, 50% report not attending any event related to their culture.	
Don't know	1%		
No	50%		
Yes	35%		
Social Bridges			
<i>Do you spend time with people of a culture/religion/ethnic group/language different from your own?</i>			
No Answer	14%	Nearly half of our respondents report regular interaction with people of different cultures.	
Don't know	1%		
No	39%		
Yes	47%		
<i>Since coming to Denver, have you attended a celebration or event of a culture, ethnic group, language or religion different from your own?</i>			
No Answer	14%	Again, new refugees are less prone to socialize outside of their ethnic/cultural groups.	
Don't Know	2%		
No	69%		
Yes	16%		

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Domain	Response	Inference
Language & Cultural Knowledge		
<i>Which of the following best describes your English skill?</i>		
No Answer	14%	It will be interesting to correlate these data with that in other domains, such as employment, health, and social bridging. It will also be interesting to see how quickly these numbers shift towards higher levels of fluency.
Don't know	1%	
Cannot speak English	26%	
Speak a little English	34%	
Can speak English for shopping and other types of business	10%	
Can speak English in most social and work situations	6%	
Fluent in English	9%	
<i>Do you regularly speak with people whose first language is English?</i>		
No Answer	15%	Half of those responding report regularly speaking with English speakers, half report they don't. It will be interesting to track this by respondent over time and correlate with other domains.
Don't know	1%	
No	42%	
Yes	42%	
<i>Do you listen to English language radio or watch English language television?</i>		
No Answer	15%	Half of respondents report listening to English language radio or TV. Since this is a much higher proportion than those who report English fluency, it's likely these people are trying to acquire English.
Don't know	1%	
No	35%	
Yes	50%	
<i>Do you know how to use the internet?</i>		
No Answer	14%	Respondents are split nearly equally in terms of their facility with the internet. This could be a function of age and/or education level, and will be correlated with other variables in other domains.
Don't know	2%	
No	46%	
Yes	38%	

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Domain	Response	Inference
Safety & Stability		
<i>Do you feel safe when you are at home?</i>		
No Answer	14%	Anecdotal data suggest that the 70% “yes” response may over-report how safe refugees feel in their homes. This item will be crossed with other variables and may be followed up with interview data.
Don’t know	3%	
No	12%	
Yes	70%	
<i>Do you feel safe when you are outside the home?</i>		
No Answer	14%	Clearly, a large proportion of refugees do not feel safe outside the home, which would suggest a relationship with social bonding and trepidation to venture outside one’s cultural/ethnic group.
Don’t know	3%	
No	44%	
Yes	39%	
<i>Since coming to Denver, have you been the victim of a crime, such as assault, robbery, or vandalism?</i>		
No Answer	14%	Only a small number of refugees (n=3) report having experienced physical violence, suggesting that the fear of one’s security is based on something other than their experiences in the US.
Don’t know	1%	
No	84%	
Yes	2%	
Civic Engagement		
<i>Have you participated in meetings of community organizations, clubs, or governmental agencies since coming to Denver?</i>		
No	88%	
Yes	12%	
<i>Do you have a valid driver’s license from Colorado or another US state?</i>		
No	91%	This response may reflect bureaucratic challenges more than the desire to engage. Regardless, difficulty obtaining a driver’s license can hinder employment, civic engagement, education, and success in other domains as well.
Yes	9%	

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Domain	Response	Inference
Select Demographic Items		
<i>What is your country of origin?</i>		
No Answer	8%	
Bhutan	47%	
Burma	36%	
Iraq	3%	
Somalia	6%	
<i>What is the highest level of education in your home country?</i>		
No Answer	15%	In fact, the most frequent response regarding occupation in the home country was farming.
Don't Know	2%	
Primary	44%	
Secondary	27%	
2 Year or Vocational	5%	
4 Year degree	4%	
Graduate School	1.5%	
Other	1%	

Qualitative/Anecdotal Data

The RISE evaluation will ultimately depend on substantial statistical data from extensive survey analysis. Interviews and anecdotes will illustrate findings and trends. At this early stage, we use anecdotes to identify possible connections that can be explored quantitatively. We are tracking these stories because they reflect lived experience, which in itself, though not scientifically definitive, is nevertheless compelling. Our early anecdotal data illustrate the inter-connectedness between the different domains. For example, inability to *bridge socially* may lead to inability to secure or maintain *employment*. Poor *health* can lead to eviction and lack of adequate *housing*. Successful *civic engagement* can promote *safety* and *social bridging*. Below we summarize a few such examples.

Interconnectedness between health and several other domains:

Not surprisingly, refugees arrive with myriad mental and physical ailments. Volags report that many refugees have been unable to make the 90-day interview because they are in the hospital. One RISE community connector knows of a newcomer who is suicidal. Research literature draws links between mental **health** and what RISE identifies as **social bonding**. We have heard about refugees who have difficulties in making and keeping medical appointments because of **jobs**.

Inter-connectedness between social bridging and language and culture:

Maggie Miller, RISE project director, has found that a \$5 gift certificate to King Soopers is not effective – better from Family Dollar or H-Mart (an Asian store in Aurora). This may reflect **social non-bridging**, which could, if borne out, have

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implications for acquiring **language, culture** and **employment** skills. Two Burmese stores sprouted up near Colfax & Yosemite. Might this be a market response to some refugees' reluctance to **socially bridge**?

*Inter-connectedness between **language & culture, employment, social bridging, and education**:*

In the course of obtaining translations of the surveys, we learned that the translator's language was generally of a higher literacy level than that of the incoming refugee. Even after we got the best translations, the administrator of the survey has had to reinterpret the translated survey to help the refugee understand the questions. Research confirms that literacy in one's first language predicts literacy in a new language. English literacy is likely a predictor or proxy for other variables, such as **language and culture, social bridging, education, and employment**.

We have learned of a prevalence of Somali single mothers and grandmothers. Prior research shows that single mothers have a hard time balancing **employment** and child care.

There are examples of Somali families being reluctant to let girls go outside of the home for tutoring. Here is an example of how **culture** (and possibly **safety**) may interact with **education** and **social bridging**.

*Inter-connectedness between **safety and stability** and several other domains:*

Many refugees are responding to the overarching safety question on the RISE survey with *No*, they don't feel safe, even though the underlying indicators— *whether you trust neighbors, whether you feel ok about calling police and firefighters for help*— have all been answered in the affirmative. The explanation by one case manager is that these refugees don't feel safe anywhere, due to past experiences in war and camps. They essentially suffer from PTSD—suggesting an interaction between mental **health** and **safety and stability**. Because of their life experiences, many refugees' world view seems to be that the environment generally is risky, and that overall danger is interrupted by moments of relative security. We are curious to explore the extent to which refugees will pursue **social bridging, education and training**, and acquisition of **language and culture** when their sense of personal security depends on an insular existence.

A middle school psychologist spoke of fights between students of different Burmese ethnic groups. Refugee kids have formed gangs to protect themselves from gangs they encounter in school or on the street. Gang activity could certainly affect **safety and stability, social bridging, civic engagement, education and training, health**, and even **employment**.

APPENDIX B: Year Two RISE Survey

Study ID _____ Gender of Person taking survey _____
Name of person giving the survey _____
Date Administered (mm/dd/yy): _____ Time Started: _____ Time Completed: _____
Complete (C) or Refused (R)?

Survey of Refugee Integration YEAR TWO (5-19-12)

Hello! As you know, my name is ____ and I'm from the RISE Project. (Refugee Integration Study and Evaluation). As you know, you took a survey about 1 year ago. You are now being asked to take the survey again, and you'll also be asked to take it again next year, and then one more time in two years. Each time you take it, you will be paid \$10.

As you know, the purpose of this survey is to gather information about refugees' employment, education, health, housing situation, and more, so that we can understand what it is like for you to get settled in the U.S. and so that we can make this move easier for refugees in the future. We are informing the State of Colorado about the needs of refugees during their first four years in the U.S.

The survey is voluntary and you do not have to answer any questions you do not want to. It takes about 20-25 minutes to complete. There are no risks to taking this survey. Your answers will be kept confidential and will not be connected with your name.

If you have any questions about the survey, I'll try to answer them as best I can now or I could give you the name of a person to call (Ms. Maggie Miller at 303-886-5116). Do you have any questions? *[Answer any questions.]* After today, if you have any questions, you should contact Maggie Miller or myself.

Great. Thank you in advance for taking this survey.

[After the survey: give "I'm moving" form. Explain that if they move, they should send the form in; 1 for each member of the family who is a survey taker. They'll get a \$5 gift card for each form they send in. Even if they move out of state! We can give them the survey by phone if they move out of state.]

Section 1: Employment

First, we'll start with employment.

1. Are you currently employed for pay? *[Do not read the responses]* *(s1q1y2)*
 - a. ___ No⁰ -> *(If "no" go to question # 7)*
 - b. ___ Yes¹
 - c. ___ (Don't know / Refused to answer)⁻⁸

2. How many full time jobs do you have? *[Do not read the responses]* *(s1q2y2)*
 - a. ___ 0⁰
 - b. ___ 1¹
 - c. ___ 2²
 - d. ___ More than 2³
 - e. ___ (Don't know / Refused to answer)⁻⁸

3. How many part time jobs do you have? *[Do not read the responses]* *(s1q3y2)*
 - a. ___ 0⁰
 - b. ___ 1¹
 - c. ___ 2²
 - d. ___ More than 2³
 - e. ___ (Don't know / Refused to answer)⁻⁸

4. What is the total number of hours you work for pay each week? *[Do not read the responses]* *(s1q4y2)*
 - a. ___ 1-9¹
 - b. ___ 10-19²
 - c. ___ 20-29³
 - d. ___ 30-39⁴
 - e. ___ 40-50⁵
 - f. ___ More than 50 hours⁶
 - g. ___ (Don't know / Refused to answer)⁻⁸

5. Do you get retirement benefits through your job? *[Do not read the responses]* *(s1q5y2)*
 - a. ___ No⁰
 - b. ___ Yes¹
 - c. ___ (Don't know / Refused to answer)⁻⁸

6. When considering all your jobs, are you employed..... *[READ the responses]* *(s1q6y2)*

APPENDIX B: Year Two RISE Survey

- a. ___ Below your educational or skill level.⁰ -> **(Go to question # 8)**
- b. ___ At your educational or skill level.¹ -> **(Go to question # 8)**
- c. ___ Above your educational or skill level.² -> **(Go to question # 8)**
- d. ___ (Don't know / Refused to answer)⁻⁸ *[Do not read this response]* -> **(Go to question # 8)**

7. Why are you not currently employed?

[Please check all that apply; Do not read the responses]

- a. ___ Enrolled in vocational training program^{1,0} *(s1q7ay2)*
- b. ___ Children at home^{1,0} *(s1q7by2)*
- c. ___ Working as a volunteer^{1,0} *(s1q7cy2)*
- d. ___ Could not find a job for pay^{1,0} *(s1q7dy2)*
- e. ___ Health / disability^{1,0} *(s1q7ey2)*
- f. ___ Other^{1,0} *(s1q7ey2)*
(Please specify) _____ *(s1q7espy2)*
- g. ___ (Don't know / Refused to answer)⁻⁸ *(s1q7fy2)*

8. How many jobs have you had in the United States during the last year? *[Do not read the responses]* *(s1q8y2)*

- a. ___ 0⁰
- b. ___ 1¹
- c. ___ 2 or 3²
- d. ___ 4 or more³
- e. ___ (Don't know / Refused to answer)⁻⁸

APPENDIX B: Year Two RISE Survey

9. What is your average monthly net income? Please include all sources of income, such as Food Assistance, TANF, OAP, CARES when responding. *[Do not read the responses]* (s1q9y2)
- a. ___ \$0⁰
 - b. ___ \$1 - 399¹
 - c. ___ \$400 – 699²
 - d. ___ \$700 – 999³
 - e. ___ \$1,000 –1,299⁴
 - f. ___ \$1,300 – 1,599⁵
 - g. ___ \$1,600 – 1,899⁶
 - h. ___ \$1,900-2,199⁷
 - i. ___ \$2,200 – 2,499⁸
 - j. ___ More than \$2,500/month⁹
 - k. ___ (Don't know / Refused to answer)⁻⁸
10. What is your family's average monthly net household income (including your income)? Please include all sources of income, such as Food Assistance, TANF, OAP, CARES when responding. *[Do not read the responses]* (s1q10y2)
- a. ___ \$0⁰
 - b. ___ \$1 - 399¹
 - c. ___ \$400 – 699²
 - d. ___ \$700 – 999³
 - e. ___ \$1,000 –1,299⁴
 - f. ___ \$1,300 – 1,599⁵
 - g. ___ \$1,600 – 1,899⁶
 - h. ___ \$1,900-2,199⁷
 - i. ___ \$2,200 – 2,499⁸
 - j. ___ More than \$2,500/month⁹
 - k. ___ (Don't know / Refused to answer)⁻⁸
11. Is your family's monthly income sufficient to cover rent, food, and other expenses necessary for daily living? *[READ the responses]* (s1q11y2)
- a. ___ The income is too low.⁰
 - b. ___ The income is enough.¹
 - c. ___ The income is more than enough.²
 - d. ___ (Don't know / Refused to answer)⁻⁸ *[Do not read this response]*

APPENDIX B: Year Two RISE Survey

11a) What is your monthly rent or housing payment? *[Do not read the responses](s1q11.a.y2)*

- a. ____\$0⁰
- b. ____\$1-\$200¹
- c. ____\$201-\$500²
- d. ____\$501-\$900³
- e. ____\$901-\$1,400⁴
- f. ____ More than \$1,400⁵
- g. ____ (Don't know / Refused to answer)⁻⁸ *[Do not read this response]*

Section 2: Your education/training

Now I'm going to ask you questions about education and training....

- 12.** Have you obtained a license or certificate that qualifies you for a specific kind of job in the United States?

[Do not read the responses]

(s2q12y2)

- a. ___ No⁰
- b. ___ Yes¹

(Please specify) _____

(s2q12bspy2)

- c. ___ (Don't know / Refused to answer)⁻⁸

- 13.** Have you taken job-training or job-readiness classes or programs in this country (such as Cultural Orientation, English as a Second Language, Job Readiness, Work Intensive Skills Camp, Pathways, WorkWise, Community Work Experience Programs)? *[Do not read the responses]*

(s2q13y2)

- a. ___ No⁰ -> ***(If 'no', go to question # 15)***
- b. ___ Yes¹
- c. ___ (Don't know / Refused to answer)⁻⁸

- 14.** How many job-training or job-readiness classes or programs? *[Do not read the responses]**(s2q14y2)*

- a. ___ 1-3¹
- b. ___ More than 3²
- c. ___ (Don't know / Refused to answer)⁻⁸

- 15.** Are you currently enrolled in a job-training or job-readiness class or program?

[Do not read the responses]

(s2q15y2)

- a. ___ No⁰ -> ***(If no, go to question # 17)***
- b. ___ Yes¹
- c. ___ (Don't know / Refused to answer)⁻⁸

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16. For how long have you been enrolled in this class or program?

[Do not read the responses]

(s2q16y2)

- a. ___ Less than 3 months ¹
- b. ___ 3-6 months ²
- c. ___ 7-10 months ³
- d. ___ More than 10 months ⁴
- e. ___ (Don't know / Refused to answer) ⁻⁸

17. Have you taken English language classes in this country? *[Do not read the responses]*(s2q17y2)

- a. ___ No⁰ -> **(If 'no' go to question # 19)**
- b. ___ Yes ¹
- c. ___ (Don't know / Refused to answer) ⁻⁸

18. How many English language classes? *[Do not read the responses]*

(s2q18y2)

- a. ___ 1-3 ¹
- b. ___ More than 3 ²
- c. ___ (Don't know / Refused to answer) ⁻⁸

19. Have you taken other kinds of classes in this country? *[Do not read the responses]* (s2q19y2)

- a. ___ No⁰ -> **(If 'no', go to question # 21)**
- b. ___ Yes ¹
- c. ___ (Don't know / Refused to answer) ⁻⁸

20. How many other kinds of classes?

[Do not read the responses]

(s2q20y2)

- a. ___ 1-3 ¹
- b. ___ More than 3 ²
- c. ___ (Don't know / Refused to answer) ⁻⁸

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21. Are you currently enrolled in a degree program? *[Do not read the responses]* (s2q21y2)
- a. ___ No⁰ -> **(if 'no', go to Section 3, question # "(94)")**
 - b. ___ Yes¹
 - c. ___ (Don't know / Refused to answer)⁻⁸
22. At what level is this degree program? Is it....**[READ the responses]** (s2q22y2)
- a. ___ High School Diploma or GED¹
 - b. ___ Associates Degree²
 - c. ___ Bachelor's Degree³
 - d. ___ Master's Degree or above⁴
 - e. ___ (Don't know / Refused to answer)⁻⁸ *[Do not read this response]*

Section 3: Your children's education

Now I'm going to ask you about your marital status and your children's education, if you have children.

(94) What is your current marital status? *[Do not read the responses]* (s11q94y2)

- a. ___ Married ¹
- b. ___ Divorced ²
- c. ___ Separated ³
- d. ___ Widowed ⁴
- e. ___ Single; never married ⁵
- f. ___ Other ⁶

(Please specify) _____ (s11q94fspy2)

g. ___ (Don't know / Refused to answer) ⁻⁸

23. Do you have children who currently live with you? *[Do not read the responses]* (s3q23y2)

- a. ___ No ⁰ -> (if 'no', skip to Section 4, question # 38)
- b. ___ Yes ¹
- c. ___ (Don't know / Refused to answer) ⁻⁸

24. How many children are currently living with you? *[Record response on the line]* (s3q24y2)

- a. _____ children
- b. ___ (Don't know / Refused to answer) ⁻⁸

25. How old is your oldest child who lives with you? *[Do not read the responses]* (s3q25y2)

- a. ___ Less than one year ¹
- b. ___ 1-6 years ²
- c. ___ 7-12 years ³
- d. ___ 13-18 years ⁴
- e. ___ Older than 18 years ⁵
- f. ___ (Don't know / Refused to answer) ⁻⁸

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26. What is your oldest child's grade level? *[Do not read the responses]* (s3q26y2)
- a. ___ Too young for school ¹
 - b. ___ Preschool or Kindergarten ²
 - c. ___ Grades 1-5 (Elementary school) ³
 - d. ___ Grades 6-8 (Middle school) ⁴
 - e. ___ Grades 9-12 (High school) ⁵
 - f. ___ Post high-school (College, voc-ed) ⁶
 - g. ___ No longer in school ⁷
 - h. ___ Other ⁸
 - i. ___ (Don't know / Refused to answer) ⁻⁸

[If there are no more children, go to question # 33]
[If "a," go to question # 38]

27. How old is your second oldest child who lives with you? *[Do not read the responses]*(s3q27y2)
- a. ___ Less than one year ¹
 - b. ___ 1-6 years ²
 - c. ___ 7-12 years ³
 - d. ___ 13-18 years ⁴
 - e. ___ Older than 18 years ⁵
 - f. ___ (Don't know / Refused to answer) ⁻⁸

28. What is your second oldest child's grade level in school?
[Do not read the responses] (s3q28y2)
- a. ___ Too young for school ¹
 - b. ___ Preschool or Kindergarten ²
 - c. ___ Grades 1-5 (Elementary school) ³
 - d. ___ Grades 6-8 (Middle school) ⁴
 - e. ___ Grades 9-12 (High school) ⁵
 - f. ___ Post high-school (College, voc-ed) ⁶
 - g. ___ No longer in school ⁷
 - h. ___ Other ⁸
 - i. ___ (Don't know / Refused to answer) ⁻⁸

[If there are no more children, go to question # 33]

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29. How old is your third oldest child who lives with you? *[Do not read the responses]* (s3q29y2)
- a. ___ Less than one year ¹
 - b. ___ 1-6 years ²
 - c. ___ 7-12 years ³
 - d. ___ 13-18 years ⁴
 - e. ___ Older than 18 years ⁵
 - f. ___ (Don't know / Refused to answer) ⁻⁸

30. What is your third child's grade level? *[Do not read the responses]* (s3q30y2)
- a. ___ Too young for school ¹
 - b. ___ Preschool or Kindergarten ²
 - c. ___ Grades 1-5 (Elementary school) ³
 - d. ___ Grades 6-8 (Middle school) ⁴
 - e. ___ Grades 9-12 (High school) ⁵
 - f. ___ Post high-school (College, voc-ed) ⁶
 - g. ___ No longer in school ⁷
 - h. ___ Other ⁸
 - i. ___ (Don't know / Refused to answer) ⁻⁸

[If there are no more children, go to question # 33]

31. How old is your fourth oldest child who lives with you? *[Do not read the responses]* (s3q31y2)
- a. ___ Less than one year ¹
 - b. ___ 1-6 years ²
 - c. ___ 7-12 years ³
 - d. ___ 13-18 years ⁴
 - e. ___ Older than 18 years ⁵
 - f. ___ Other ⁶
 - g. ___ (Don't know / Refused to answer) ⁻⁸

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32. What is your fourth oldest child's grade level? *[Do not read the responses]* (s3q32y2)
- a. ___ Too young for school ¹
 - b. ___ Preschool or Kindergarten ²
 - c. ___ Grades 1-5 (Elementary school) ³
 - d. ___ Grades 6-8 (Middle school) ⁴
 - e. ___ Grades 9-12 (High school) ⁵
 - f. ___ Post high-school (College, voc-ed) ⁶
 - g. ___ No longer in school ⁷
 - h. ___ Other ⁸
 - i. ___ (Don't know / Refused to answer) ⁻⁸
- [If there are more children, record this information on the back of this sheet]***

33. Have you visited with at least one of your children's teachers about his/her performance or progress in school? *[Do not read the responses]* (s3q33y2)
- a. ___ No ⁰
 - b. ___ Yes ¹
 - c. ___ (Don't know / Refused to answer) ⁻⁸

34. Have you volunteered your time at one of your children's schools? *[Do not read the responses]* (s3q34y2)
- a. ___ No ⁰
 - b. ___ Yes ¹
 - c. ___ (Don't know / Refused to answer) ⁻⁸

35. Have you ever attended a social, sporting, cultural or educational activity or event at one of your children's schools? *[Do not read the responses]* (s3q35y2)
- a. ___ No ⁰
 - b. ___ Yes ¹
 - c. ___ (Don't know / Refused to answer) ⁻⁸

36. Have you ever attended one of your children's social, sporting, cultural, educational, religious, or community activity or event outside of their schools? *[Do not read the responses]* (s3q36y2)
- a. ___ No ⁰
 - b. ___ Yes ¹
 - c. ___ (Don't know / Refused to answer) ⁻⁸

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37. Do any of your children have at least one good friend at school who is not from your home country and culture? *[Do not read the responses]* *(s3q37y2)*
- a. ____ No⁰
 - b. ____ Yes¹
 - c. ____ (Don't know / Refused to answer)⁻⁸

Section 4: Health

Now I'm going to ask you questions about your health and health care.

- 38.** Have you visited a doctor for a routine physical exam within the past year? *[Do not read the responses]* (s4q38y2)
- a. ___ No⁰
 - b. ___ Yes¹
 - c. ___ (Don't know / Refused to answer)⁻⁸
- 39.** Do you have one person you think of as your personal doctor or health care provider? *[Do not read the responses, but if says "yes" ask, "only one or more than one?"]* (s4q39y2)
- a. ___ No⁰
 - b. ___ Yes, only one¹
 - c. ___ Yes, more than one²
 - d. ___ (Don't know / Refused to answer)⁻⁸
- 40.** Do you know how to make an appointment to see a doctor? *[Do not read the responses]* (s4q40y2)
- a. ___ No⁰
 - b. ___ Yes¹
 - c. ___ (Don't know / Refused to answer)⁻⁸
- 41.** Do you have any kind of health care coverage, including health insurance, prepaid plans such as HMO's (like Kaiser), or government plans such as Medicaid? *[Do not read the responses]* (s4q41y2)
- a. ___ No⁰
 - b. ___ Yes¹
 - c. ___ (Don't know / Refused to answer)⁻⁸
- 42.** Have you visited a dentist or dental clinic for a routine exam within the past year? *[Do not read the responses]* (s4q42y2)
- a. ___ No⁰
 - b. ___ Yes¹
 - c. ___ (Don't know / Refused to answer)⁻⁸

Section 5: Housing

Now I am going to ask you questions about your housing.

- 43.** What is your housing situation? [**READ** the responses] (s5q43y2)
- a. ____ I am currently homeless. ¹ -> (**If checked, skip to question # 45. If not checked, go to Question # 44.**)
 - b. ____ I live in a homeless shelter/transitional housing (such as Warren Village). ² -> (**If checked, skip to question # 45. If not checked, go to Question # 44.**)
 - c. ____ I rotate between homes of friends and family. ³ -> (**If checked, skip to question # 45. If not checked, go to Question # 44.**)
 - d. ____ I live in my own home (such as rooms, apartment, condo, house). ⁴
 - e. ____ (Don't know / Refused to answer) ⁻⁸ [*Do not read this response*]
- 44.** How many bedrooms are in the place where you live? [*Do not read the responses*] (s5q44y2)
- a. ____ 1 ¹
 - b. ____ 2 ²
 - c. ____ 3 ³
 - d. ____ More than 3 ⁴
 - e. ____ (Don't know / Refused to answer) ⁻⁸
- 45.** Do you get help from the government to pay your rent or housing costs (e.g., TANF, CARES, or Section 8 Housing)? [*Do not read the responses*] (s5q45y2)
- a. ____ No ⁰
 - b. ____ Yes ¹
 - c. ____ (Don't know / Refused to answer) ⁻⁸
- 46.** How many times have you moved in the past year?
[Record response on the line] (s5q46y2)
- a. _____ Times
 - b. ____ (Don't know / Refused to answer) ⁻⁸

Section 6: Social Bonding

Now I am going to ask you some questions about the people you spend time with.

- 47.** Do you spend interacting with time with people other than your family who share your culture, ethnic group, language, or religion?
[Do not read the responses] *(s6q47y2)*
- a. ___ No ⁰ -> **(If 'no', go to question # 49)**
 - b. ___ Yes ¹
 - c. ___ (Don't know / Refused to answer) ⁻⁸
- 48.** How many hours per week do you spend time interacting with people who share your culture, ethnic group, language, or religion? *[Do not read the responses]* *(s6q48y2)*
- a. ___ 0 hours ⁰
 - b. ___ 1-3 hours ¹
 - c. ___ 4-10 hours ²
 - d. ___ More than 10 hours ³
 - d. ___ (Don't know / Refused to answer) ⁻⁸
- 49.** Do you access information about your culture, ethnic group, language, or religion? *[Do not read the responses, but you can give examples from Question # 50 if needed.]* *(s6q49y2)*
- a. ___ No ⁰ -> **(If 'no', go to question # 51)**
 - b. ___ Yes ¹
 - c. ___ (Don't know / Refused to answer) ⁻⁸
- 50.** Which of the following sources of information do you access to get information about your culture, ethnic group, language, or religion?
[READ Responses; Check all that apply]
- a. ___ Newspaper ^{1,0} *(s6q50ay2)*
 - b. ___ Radio ^{1,0} *(s6q50by2)*
 - c. ___ TV ^{1,0} *(s6q50cy2)*
 - d. ___ Online ^{1,0} *(s6q50dy2)*
 - e. ___ Other people ^{1,0} *(s6q50ey2)*
 - f. ___ (Don't know / Refused to answer) ⁻⁸ *[Do not read this response]* *(s6q50fy2)*

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51. In the past year, have you attended a celebration or event of your culture, ethnic group, language, or religion (such as a march, parade, or festival)? *[Do not read the responses](s6q51y2)*
- a. ____ No⁰
 - b. ____ Yes¹
 - c. ____ (Don't know / Refused to answer)⁻⁸

Section 7: Social Bridges

52. Do you spend time interacting with people of a culture, ethnic group, language, or religion different from your own? *[Do not read the responses]* (s7q52y2)
- ___ No ⁰ -> **(If 'no', go to question # 55)**
 - ___ Yes ¹
 - ___ (Don't know / Refused to answer) ⁻⁸
53. How many hours a week do you spend time interacting with people of a culture, ethnic group, language, or religion different from your own? *[Do not read the responses]* (s7q53y2)
- ___ 0 hours ⁰
 - ___ 1-3 hours ¹
 - ___ 4-10 hours ²
 - ___ More than 10 hours ³
 - ___ (Don't know / Refused to answer) ⁻⁸
54. How did you meet people of a culture, ethnic group, language, or religion different from your own? **[READ Responses; Check all that apply]**
- ___ Through work ^{1,0} (s7q54ay2)
 - ___ Through my school or my children's school ^{1,0} (s7q54by2)
 - ___ Other ^{1,0} (s7q54cy2)
(Please specify) _____ (s7q54cspy2)
 - ___ (Don't know / Refused to answer) ⁻⁸ *[Do not read this response]* (s7q54dy2)
55. Do you access information about cultures, ethnic groups, languages, or religions different from your own? *[Do not read the responses, but you can give examples from Question # 56 if needed.]* (s7q55y2)
- ___ No ⁰ -> **(If 'no', go to question # 57)**
 - ___ Yes ¹
 - ___ (Don't know / Refused to answer) ⁻⁸

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56. Which of the following sources of information do you access to get information about cultures, ethnic groups, languages, or religions different from your own? **[READ responses;**

Check all that apply]

- a. ___ Newspaper ^{1,0} (s7q56ay2)
- b. ___ Radio ^{1,0} (s7q56by2)
- c. ___ TV ^{1,0} (s7q56cy2)
- d. ___ Online ^{1,0} (s7q56dy2)
- e. ___ Other people ^{1,0} (s7q56ey2)
- f. ___ (Don't know / Refused to answer) ⁻⁸ [Do not read this response] (s7q56fy2)

57. In the past year, have you attended a celebration or event of a culture, ethnic group, language, or religion different from your own (such as a march, parade, or festival)?

[Do not read the responses]

(s7q57y2)

- a. ___ No ⁰
- b. ___ Yes ¹
- c. ___ (Don't know / Refused to answer) ⁻⁸

Section 8: Language and Cultural Knowledge

Now I'm going to ask you questions about your language skills and about things about the United States.

- 58.** Which of the following best describes your English skill? [**READ** responses] (s8q58y2)
- a. ___ I cannot speak English. ⁰
 - b. ___ I speak a little English. ¹
 - c. ___ I can speak English when shopping and doing other types of business. ²
 - d. ___ I can speak English in most social and work situations. ³
 - e. ___ I am fluent in English. ⁴
 - f. ___ (Don't know / Refused to answer) ⁻⁸ [*Do not read this response*]
- 59.** Do you regularly speak with people whose native language is English? [*Do not read the responses*] (s8q59y2)
- a. ___ No ⁰
 - b. ___ Yes ¹
 - c. ___ (Don't know / Refused to answer) ⁻⁸
- 60.** Do you listen to English language radio or watch English language television? [*Do not read the responses*] (s8q60y2)
- a. ___ No ⁰
 - b. ___ Yes ¹
 - c. ___ (Don't know / Refused to answer) ⁻⁸
- 61.** Do you celebrate any American holidays? [*Do not read the responses*] (s8q61y2)
- a. ___ No ⁰
 - b. ___ Yes ¹ -> (***If yes, ask the below question***)
 - i. Which holiday? _____ (s8q61biy2)
 - c. ___ (Don't know / Refused to answer) ⁻⁸

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62. What is the name of the current president of the United States? [Record the response on the line below] (s8q62y2)
- a. _____ 1,0
- b. ____ (Don't know / Refused to answer) ⁻⁸
63. What is the city where the White House and Congress are located? [Record the response on the line below] (s8q63y2)
- a. _____ 1,0
- b. ____ (Don't know / Refused to answer) ⁻⁸
64. What are 3 popular American sports? [Record the response on the lines below]
- a. _____ 1,0 (s8q64ay2)
- b. _____ 1,0 (s8q64by2)
- c. _____ 1,0 (s8q64cy2)
- d. ____ (Don't know / Refused to answer) ⁻⁸
65. Have you visited any famous places in Colorado or the United States? [Do not read the responses] (s8q65y2)
- a. ____ No ⁰
- b. ____ Yes ¹ -> (If yes, say this statement)
- i. Name one of the places that you visited: _____ (s8q65biy2)
- c. ____ (Don't know / Refused to answer) ⁻⁸
66. Do you know how to use the Internet? [Do not read the responses] (s8q66y2)
- a. ____ No ⁰ (If 'no', go to question # 68)
- b. ____ Yes ¹
- c. ____ (Don't know / Refused to answer) ⁻⁸
67. How many hours per week do you use the Internet? [Record the response on the line below] (s8q67y2)
- a. _____ Hours ¹ (s8q67aspy2)
- b. ____ (Don't know / Refused to answer) ⁻⁸
68. Do you have a phone? [Do not read the responses] (s8Q68y2)
- a. ____ No ⁰ -> (If 'no', go to Section 9, question # 70)
- b. ____ Yes ¹
- c. ____ (Don't know / Refused to answer) ⁻⁸

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69. What type of phone do you have? [**READ** responses]

(s8q69y2)

- a. ____ Cell phone ¹
- b. ____ Land line ("home phone") ²
- c. ____ Both a cell phone and a land line ³
- d. ____ (Don't know / Refused to answer) ⁻⁸ [*Do not read this response*]

Section 9: Safety and Stability

Now I'm going to ask you some safety questions.

- 70.** Do you feel safe when you are at home? [*Do not read the responses*] (s9q70y2)
- a. ___ No⁰
 - b. ___ Yes¹
 - c. ___ (Don't know / Refused to answer)⁻⁸
- 71.** Do you feel safe when you are outside the home? [*Do not read the responses*] (s9q71y2)
- a. ___ No⁰
 - b. ___ Yes¹
 - c. ___ (Don't know / Refused to answer)⁻⁸
- 72.** Would you call the fire department to report a fire where you live? [*Do not read the responses*] (s9q72y2)
- a. ___ No⁰
 - b. ___ Yes¹
 - c. ___ (Don't know / Refused to answer)⁻⁸
- 73.** Would you seek help from the police if you were attacked by a stranger? [*Do not read the responses*] (s9q73y2)
- a. ___ No⁰
 - b. ___ Yes¹
 - c. ___ (Don't know / Refused to answer)⁻⁸
- 74.** Do you trust your neighbors? [*Do not read the responses*] (s9q74y2)
- a. ___ No⁰
 - b. ___ Yes¹
 - c. ___ (Don't know / Refused to answer)⁻⁸
- 75.** In the past year, have you been the victim of a crime such as assault, robbery, or vandalism? [*Do not read the responses*] (s9q75y2)
- a. ___ No⁰
 - b. ___ Yes¹
 - c. ___ (Don't know / Refused to answer)⁻⁸

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76. In the past year, have you experienced racial, cultural, or religious discrimination....[**READ responses**]

(s9q76y2)

- a. ____ Never? ¹
- b. ____ Sometimes? ²
- c. ____ Often? ³
- d. ____ Regularly? ⁴
- d. ____ (Don't know / Refused to answer) ⁻⁸ [Do not read this response]

Section 10: Civic Engagement

Now I'm going to ask you about your involvement in things.

- 77.** Have you participated in meetings of community organizations, clubs, or governmental agencies in the past year? *[Do not read the responses]* (s10q77y2)
- ___ No⁰ -> (If 'no', go to question # 79)
 - ___ Yes¹
 - ___ (Don't know / Refused to answer)⁻⁸
- 78.** Which of the following have you participated in?
[READ responses; Check all that apply]
- ___ Community organization meetings (such as CAO)^{1,0} (s10q78ay2)
 - ___ Neighborhood associations^{1,0} (s10q78by2)
 - ___ School board meetings^{1,0} (s10q78cy2)
 - ___ City council / county commissioner meetings^{1,0} (s10q78dy2)
 - ___ (Don't know / Refused to answer)⁻⁸ *[Do not read this response]* (s10q78ey2)
- 79.** Have you volunteered your time for community organizations, clubs, or governmental agencies in the past year? *[Do not read the responses]* (s10q79y2)
- ___ No⁰
 - ___ Yes¹
 - ___ (Don't know / Refused to answer)⁻⁸
- 80.** Have you advocated or spoken up for your own or your family's rights in public and/or before a government agency, body, or office, in the past year? *[Do not read the responses]*(s10q80y2)
- ___ No⁰ (If 'no' go to question # 82)
 - ___ Yes¹
 - ___ (Don't know / Refused to answer)⁻⁸

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81. In which of the following situations have you advocated or spoken up? (**READ** responses;

Check all that apply]

- a. ___ County courts ^{1,0} (s10q81ay2)
- b. ___ Health provider or agency ^{1,0} (s10q81by2)
- c. ___ Welfare (TANF)/benefits office ^{1,0} (s10q81cy2)
- d. ___ Housing office ^{1,0} (s10q81dy2)
- e. ___ Signed a petition ^{1,0} (s10q81ey2)
- f. ___ Protest gathering ^{1,0} (s10q81fy2)
- g. ___ Other government office, board, or commission ^{1,0} (s10q81gy2)
- h. ___ (Don't know / Refused to answer) ⁻⁸ [Do not read this response] (s10q81hy2)

82. Do you have a valid driver's license from Colorado or another US state? [Do not read the responses] (s10q82y2)

- a. ___ No ⁰
- b. ___ Yes ¹
- c. ___ (Don't know / Refused to answer) ⁻⁸

83. Have you applied for a green card? [Do not read the responses] (s10q83y2)

- a. ___ No ⁰
- b. ___ Yes ¹
- c. ___ (Don't know / Refused to answer) ⁻⁸

84. Do you wish to become a citizen of the United States? [Do not read the responses] (s10q84y2)

- a. ___ No ⁰
- b. ___ Yes ¹
- c. ___ (Don't know / Refused to answer) ⁻⁸