

Measuring What Matters

ENHANCING NATIVE REPRESENTATION IN NATIONAL
ARTS PARTICIPATION MEASURES



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Study Context

Limitations Of Current National Data On Native People's Artistic And Cultural Activities

Arts and culture are central to Native¹ ways of knowing, living, and working. In many communities, artistic practices are fully integrated with foodways and ceremonial cycles, making them part of daily life. Additionally, many people engage in creating works and performances outside their communities. Yet the rich artistic and cultural lives of Native people are largely invisible in national datasets used to shape arts policy and decision-making in the United States. For example, in standard reporting on findings from the Survey of Public Participation in the Arts (SPPA)—the most widely referenced national data source on US adults' participation in arts and culture—Native-identifying respondents are grouped into the "Other" race category, a common convention used when reporting on Census-collected data due to sample size limitations for Native populations. This practice obscures Native people's visibility in public discourse around artistic and cultural participation.. This practice obscures Native people's visibility in public discourse around artistic and cultural participation.² Such exclusion is widespread across national surveys and has led to the term "*Asterisk Nation*," a reference to the frequent use of an asterisk in place of a meaningful data point for Native populations.³

As policy and philanthropy leader Sherry Salway Black wrote,⁴

"Native people continue to be invisible to most other Americans because of an absence of data, accurate media images and stories, or any awareness about Native peoples in their daily lives. State and federal agencies and other policymakers including other nonprofit organizations leave us out of data collection, reporting and analysis and public media campaigns citing 'small sample size, large margins of errors, or other issues related to the validity and statistical significance of data' on Native peoples."

As Black summarizes, several factors contribute to this invisibility in national data:

1 Throughout this report, the terms "Native" and "Native American" are used to describe individuals of American Indian, Alaska Native, and Native Hawaiian identity.

2 Sunil Iyengar et al., "Arts Participation Patterns in 2022: Highlights from the Survey of Public Participation in the Arts" (Washington, DC: National Endowment for the Arts, October 2023), <https://www.arts.gov/sites/default/files/2022-SPPA-final.pdf>. For example, the NEA's recent research brief (July 2022) examining demographic differences amongst those in the U.S. artist workforce is only able to report on racial and ethnic differences between 'White, non-Hispanic' and 'non-white or Hispanic' workers.

3 National Congress of American Indians, "Data Disaggregation," NCAI Policy Research Center, n.d., <https://archive.ncai.org/policy-research-center/research-data/data>.

4 First Peoples Fund, "Investing in the Indigenous Arts Ecology" (Rapid City, SD, 2018), <https://www.firstpeoplesfund.org/research/investing-in-the-indigenous-arts-ecology>.

Small population size: Native Americans represent a relatively small proportion of the US population. In 2023, people identifying as American Indian, Alaska Native, or Native Hawaiian or Other Pacific Islander (alone or in combination with other races) on the US Census made up approximately 2.7% of the total population.⁵ Even under optimal data collection conditions, Native people are a small subgroup within nationally representative datasets.

Sampling and data collection challenges: Native people are historically considered a hard-to-reach population in national, probability-based survey research.^{6,7,8} This reflects both their relatively small population size and the geographic and cultural diversity across Native communities. Reaching a representative sample can be cost-prohibitive, requiring extensive screening across dispersed households. Even after Native individuals are identified, obtaining survey participation can be difficult. Two key barriers include:

Consent and trust: For many Native communities, historical experiences with research—particularly government-funded—have been perceived as extractive and as yielding little benefit. As a result, there is skepticism and limited willingness among some Native individuals to participate in research studies.⁹

Access: Many Native people live in rural or remote areas with limited internet, telephone, or mail services, increasing the difficulty of reaching them to complete surveys.¹⁰

Unknown content validity of survey items: Even when participation is secured, survey measures may fail to capture the full breadth of activities they are designed to measure. This is referred to as *content validity*. Previous gap analyses across sectors have called for the content validity of federal survey items to be tested with Native populations, due to concerns about how questions may be interpreted.¹¹

5 United States Census Bureau, "Facts for Features: National Native American Heritage Month: November 2024," Census.gov, October 25, 2024, <https://www.census.gov/newsroom/facts-for-features/2024/ai-an-month.html>.

6 Eugene P. Ericksen, "Problems in Sampling the Native American and Alaska Native Populations," in *Changing Numbers, Changing Needs: American Indian Demography and Public Health*, ed. National Research Council (US) Committee on Population et al. (National Academies Press (US), 1996), <https://www.ncbi.nlm.nih.gov/books/NBK233090/>.

7 Adena M. Galinsky et al., "Surveying Strategies for Hard-to-Survey Populations: Lessons From the Native Hawaiian and Pacific Islander National Health Interview Survey," *American Journal of Public Health* 109, no. 10 (October 2019): 1384–91, <https://doi.org/10.2105/AJPH.2019.305217>.

8 Office the Assistant Secretary for Planning and Evaluation, "Gaps and Strategies for Improving American Indian/Alaska Native/Native American Data" (Washington, DC: Office of the Assistant Secretary for Planning and Evaluation, January 30, 2007), <http://aspe.hhs.gov/reports/gaps-strategies-improving-american-indianalaska-native/native-american-data>.

9 Native American Center for Excellence, "Steps for Conducting Research and Evaluation in Native Communities" (Native American Center for Excellence, n.d.), <https://www.samhsa.gov/sites/default/files/nace-steps-conducting-research-evaluation-native-communities.pdf>.

10 Janet Harkness et al., "Surveying Cultural and Linguistic Minorities," in *Hard-to-Survey Populations* (New York, NY, US: Cambridge University Press, 2014), 245–69, <https://doi.org/10.1017/CBO9781139381635.016>.

11 Office the Assistant Secretary for Planning and Evaluation, "Gaps and Strategies for Improving American Indian Alaska Native/Native American Data."



This study addresses the issue of unknown content validity. Over its 40+ year history, the SPPA has collected data on arts attendance, consumption, creation, performance, and learning among US adults.¹² Yet cognitive testing has identified disconnects between how the survey defines arts participation and how people—both the general US adult public and specific minoritized communities—actually engage with arts and culture.¹³ Further, prior research has demonstrated differences between how Native individuals conceptualize their own artistic and cultural activities and common terminologies used in public discourse and policy around arts and culture.¹⁴ As a result, there is a clear and urgent need to reevaluate and test the content validity of current measures.

12 National Endowment for the Arts and United States Census Bureau, "Survey of Public Participation in the Arts (SPPA), United States, 2022: Version 1" (Interuniversity Consortium for Political and Social Research, 2024), <https://doi.org/10.3886/ICPSR38936.V1>.

13 Jennifer L. Novak-Leonard, Michael K. O'Malley, and Eileen Truong, "Minding the Gap: Elucidating the Disconnect Between Arts Participation Metrics and Arts Engagement Within Immigrant Communities," *Cultural Trends* 24, no. 2 (April 3, 2015): 112–21, <https://doi.org/10.1080/09548963.2015.1031477>.

14 Gwendolyn Rugg et al., "Brightening the Spotlight: The Practices and Needs of Native American, Native Hawaiian, and Alaska Native Creators in the Performing Arts" (Chicago, IL: NORC at the University of Chicago, 2022), <https://www.norc.umd.edu/content/dam/norc-org/documents/standard-projects-pdf/Practices%20and%20Needs%20of%20Native%20American%20Native%20Hawaiian%20and%20Alaska%20Native%20Creators%20in%20the%20Performing%20Arts.pdf>.

Study Motivations & Research Questions

This study aims to test the content validity of existing federal survey measures of artistic and cultural participation with Native individuals and to develop revised, community-informed survey measures that more accurately reflect and capture how Native people engage with arts and culture.

TWO QUESTIONS GUIDE OUR RESEARCH:

1. WHAT IS THE CONTENT VALIDITY OF CURRENT FEDERAL SURVEY MEASURES ON ARTISTIC AND CULTURAL PARTICIPATION FOR NATIVE PEOPLE?
2. HOW CAN CURRENT SURVEY MEASURES BE REVISED TO BETTER CAPTURE AND CONVEY THE FULL BREADTH OF ARTISTIC AND CULTURAL ACTIVITIES PEOPLE ENGAGE IN?

This work is important, given the well-documented richness and diversity of Native cultural life¹⁵ and growing recognition of the need to center Native communities' own terminology, values, and ways of articulating their arts and cultural practices.¹⁶ This study takes a crucial step toward enabling greater visibility of Native people in national data on artistic and cultural participation, used to gain insight on creative and artistic vitality across the United States and to inform policy.

At the same time, many of the study's findings transcend cultural specificity. They may benefit individuals of all backgrounds by proposing changes to national measures that can give greater visibility to the breadth of artistic and cultural engagement in communities across the United States. More generally, this study supports the broad goal of ensuring that more Americans—regardless of background or identity—see their own forms of artistic and cultural engagement reflected in future surveys and in the practices and policies that such survey data inform.

15 Carole Rosenstein, "Diversity and Participation in the Arts: Insights from the Bay Area" (Washington, DC: Urban Institute, October 2005), <https://www.urban.org/sites/default/files/publication/51741/311252-Diversity-and-Participation-in-the-Arts.PDF>.

16 Rugg et al., "Brightening the Spotlight: The Practices and Needs of Native American, Native Hawaiian, and Alaska Native Creators in the Performing Arts."

Methods Overview

Cognitive Interviews	Sample
- Assess whether survey questions function as intended - Test question clarity and relevance for respondents - Explore respondents' thought processes as they interpret and answer survey questions	- Native American, Alaska Native and Native Hawaiian adults (aged 18+) - Diversity across geography, Tribal affiliation, residence on or off Tribal lands, age, and gender. - Includes Some professional artists (make some income through artistic/cultural engagement)
Survey Questions Tested Survey of Public Participation in the Arts (SPPA, 2022) American Time Use Survey (ATUS)	
78 interviews	

3 Wave Data Collection

Wave	N	Mode	Items Tested	Population
Wave 1	27	In person	Original SPPA items	Native-identifying adults residing in Santa Fe and Albuquerque, NM, region, on or off tribal lands
Wave 2	15	Virtual (Zoom/telephone)	- Original SPPA items (selection from Wave 1) - Revised SPPA items - ATUS items	Native-identifying adults residing in the continental US, Alaska, or Hawai'i who make income through artistic/cultural engagement
Wave 3	36	Virtual (Zoom/telephone)	- Original SPPA items (selection from Wave 2) - Revised SPPA items	Native-identifying adults residing in continental US, Alaska, or Hawaii



Findings

Limitations Of Current Survey Measures

Study findings suggest that some SPPA survey items, as currently worded, do not fully capture the artistic and cultural participation of Native people. Across waves of cognitive interviews, we heard repeatedly from Native respondents that certain survey items failed to signal that their artistic and cultural practices were relevant to the questions being asked. As a result, many respondents inadvertently excluded central aspects of their artistic and cultural lives because the language of the question did not prompt those associations. This means that existing survey measures risk missing some of the very activities they are meant to capture and raise concerns about the validity of responses from Native respondents to the SPPA.

Our study details three types of limitations of some current SPPA survey measures:

Narrow Recognition of Art Forms and Activities: Some items implicitly or explicitly center Western art forms and activities—like classical music or ballet—and to some respondents appear to exclude art forms and activities pertinent to Native communities, such as beadwork, regalia making, basketry, ceremonial dance, or storytelling. Native respondents often described inhabiting “two worlds,” noting that survey language sometimes steered them toward reporting on activities and art forms they practiced in the “outside” (non-Native) world and away from other practices core to their communities. Such an orientation may lead to underreporting of valid artistic activities and cultural expressions.

Limited Acknowledgment of Varied Contexts for Artistic and Cultural Participation: Several survey items emphasize arts engagement that happens in ticketed, entertainment, or commercial contexts. However, many Native respondents described artistic practices embedded in ceremonial grounds, family kitchens, community halls, and outdoor landscapes—places where art is integrated into social, spiritual, or subsistence activities. Survey item wording that does not acknowledge the varied contexts for artistic engagement can lead respondents to omit activities that take place in specific contexts as “not what the question is asking.”



Restrictive Motivational Framing: Questions that frame participation chiefly as leisure, a pastime, or professional work overlook motivations such as cultural preservation, social responsibility, spiritual practice, and community healing—all frequently cited by Native respondents as motivations for artistic and cultural engagement. When survey item language does not reflect the full range of motivations, respondents may omit crucial forms of engagement.

Collectively, the limitations demonstrate a need for greater cultural flexibility in the wording and structure of certain survey items to more fully capture the artistic and creative activities happening in communities across the United States.

Strategies to Increase Cultural Flexibility in Survey Items

This study's data paint a clear picture: **culturally flexible survey design is essential** for creating survey items that reflect the full breadth of people's artistic and cultural experiences. Culturally flexible questions use language that invites respondents to interpret and describe their participation according to their own cultural frameworks. Study findings suggest that cultural flexibility is particularly critical for capturing community-based, traditional, or ceremonial modes of artistic and cultural engagement that are central to and deeply meaningful within many communities. Using culturally flexible questions helps ensure that all modes of engagement—regardless of the cultural background of survey respondents—are captured alongside those traditionally captured in survey items, enriching the understanding of how people create and connect through artistic practices.

Findings from our study point to an opportunity to thoughtfully revisit the core aspects of what the Survey of Public Participation in the Arts intends to capture—what art forms are measured, where and with whom participation occurs, and why people participate—with an eye toward expanding the cultural flexibility of survey questions. This report details three strategies to modify SPPA items:

Strategy 1: Expand art forms and activities

Strategy 2: Broaden contexts for artistic and cultural engagement

Strategy 3: Deepen motivational framing



The strategies aim to create space within survey items for a wide range of valid interpretations of what constitutes artistic and cultural participation. They are intended to help respondents, regardless of cultural background, see their own activities reflected in the questions. Even modest revisions—such as expanding examples or adding explanatory language—can enable respondents to recognize their own practices in the questions they are asked. The strategies can reduce underreporting, prevent misclassification, and ultimately improve the quality and validity of national data on artistic and cultural engagement.

Strategy 1: Expand Art Forms and Activities

Interview data suggested that the phrasing used in certain SPPA questions emphasizes Western forms of artistic and cultural participation. Such phrasing meant the loss of information about an array of other activities that occur in Native communities, particularly those rooted in community and tradition. In the interviews, respondents explained that by broadening the language used to describe art forms and activities to include expressions of cultural knowledge and creativity more broadly, survey questions could help them understand their participation in such activities as relevant.

Table 1 summarizes the revisions made to expand the artistic and cultural forms and activities included in survey items. Making such forms and activities more visible in the questions resulted in a fuller range of activities shared by respondents.

Table 1. Items Revised to Expand Art Forms and Activities

Original Question	Revised Question	
C1Q11A		
[During the last 12 months,] did you go to a crafts fair or a visual arts festival?	[During the last 12 months,] did you go to a crafts fair or a visual arts festival? This could include cultural or traditional arts or crafts events.	
C1Q12A		
[During the last 12 months,] did you go to an outdoor festival that featured performing artists?	During the last 12 months,] did you go to a community gathering that featured cultural activities such as music, dance, or ceremony?	
MBQ1A		
[During the last 12 months,] did you work with pottery, ceramics, or jewelry?	[During the last 12 months,] did you create, design, or work with pottery, ceramics, or jewelry?	
MBQ1G		
[During the last 12 months] Did you do any social dancing, including dancing at weddings, clubs, or other social settings?	[During the last 12 months] Did you do any social dancing at community, cultural, or ceremonial events?	
MBQ1H		
[During the last 12 months] Did you perform or practice any dance, such as for an audience or as a form of artistic expression?	[During the last 12 months] Did you perform or practice any form of dance, such as for an audience, as a form of artistic expression, or for cultural purposes?	
MBQ1K		
[During the last 12 months] Did you create any other visual art, such as paintings, sculpture, graphic designs, or digital art?	[During the last 12 months] Did you create any other visual art, such as paintings, sculpture, graphic designs, digital art, or forms of traditional art?	
MCQ1F		
[During the last 12 months] Did you do any interior design, architectural work, fashion design, or landscaping as a pastime or hobby?	[During the last 12 months] Did you do any interior design; architectural work; fashion design; costume, clothing, or regalia design; or landscaping as a pastime or hobby?	
MCQ1G		
[During the last 12 months] Did you work on any projects in which you restored, rebuilt, or customized something, such as a historic home, a classic vehicle, or furniture?	[During the last 12 months] Did you work on any projects in which you restored, rebuilt, or customized something, such as a historic home, a culturally significant item, a classic vehicle, or furniture?	
MCQ6		
[During the last 12 months] Did you purchase or acquire any pieces of art, such as paintings, drawings, sculpture, pottery, or other visual art?	[During the last 12 months] Did you purchase or acquire any pieces of art, such as paintings, drawings, sculpture, pottery, traditional art, or other visual art?	

 Recommended new item  Recommended modification  Recommendation to consider modifications and test further

In the following section, we present three detailed examples of ways that broadening the range of arts activities in certain questions can address common challenges that respondents had with survey items in their original form.

Example 1. Expanding Conceptions of “Performance”

When asked an original SPPA item about attendance at “outdoor festivals featuring performing artists” (**C1Q12A**), only half of Wave 1 respondents described thinking of certain activities and events specific to Native communities. Other respondents focused primarily on paid or ticketed spectator events like pop music festivals, comedy shows, and popular dance. Testing the revised version of the question—which incorporated cues related to “community” and “cultural” activities—brought new, culturally specific examples to mind for 86% of respondents. Examples included powwow, various ceremonial gatherings, and seasonal celebrations that include participatory song, dance, and storytelling. While some respondents initially described thinking of gatherings like powwow with the original question wording, many demonstrated cognitive burden as they attempted to justify including such activities in their answer about attending performances. Several described powwow not as a performance but rather as “social dance,” “experiencing cultural tradition,” or as a “community cultural activity.” One said the key difference is powwow is “interactive” and “participatory” while a performance is more “sitting, watching, and more structured.”

“The first [original] question made me think about how I’m not in a dance group or musical theater and I’m not known for dance, but with the second [revised] question I thought about how the elders watch me dance. I consider that a performance. I think the second question made me think of more types of dancing.”

The limited effectiveness of the word “performance” to convey different activities that happen in Native artistic and cultural life was a repeated theme for respondents. This theme appeared across items that frame performance in terms of artistic expression and as having a clear separation between audience members and performers (questions **C1Q8A** and **MBQ1H**). One respondent stated that when Native people are asked about performance, “[t]hey’re not thinking about the cultural activities or the community activities that they do as performance,” but, rather, “they think of things like the opera and the theater.” As evidence, when asked about

attending “live dance performances” (**C1Q8A**) or “perform[ing] or practic[ing] any dance, such as for an audience or as a form of artistic expression” (**MBQ1H**), approximately half of respondents were more likely to share examples like Broadway musicals, contemporary dance recitals, and public market performances than Native-specific dance activities. One respondent commented, *“I think there’s a sense of professionalism to [the term] ‘artistic expression,’ whereas my social dancing is about connection and community gathering. This isn’t really about artistic expression. It doesn’t feel like it’s the same thing.”* Many felt that their attendance at or participation in cultural dance activities would not be included per the original question wording within these and other items (for example, question **MBQ1G**) focused on dance and performance.

Our proposed revisions to questions acknowledge the connotations of words like “performance” by removing it entirely (**C1Q12A**) or placing it in context with words that respondents found more inviting and inclusive of their experiences (**MBQ1H**). Many respondents specifically preferred the addition of the word “culture” or “cultural” in revised question constructions (**C1Q11A, C1Q12A, MBQ1G, MBQ1H, MCQ1G**). For respondents, the word was key to their understanding how to respond to questions in a way that reflected their own background and traditions rather than limited to activities more common to Western cultures. As one respondent stated, *“I prefer the second question because it includes ‘for cultural purposes,’ because those [events] don’t necessarily have an audience, but [the revised question] opens the question to include these.”*

Example 2. Accounting for the Diversity of Native Dance

In addition to challenges reported with items centered around dance “performance,” interviews suggested that several other original survey items related to participation in dance (**MBQ1H, MBQ1G, C1Q8A**) did not capture the full breadth of respondents’ dance activities due to restrictive verbiage or culturally narrow question framing. For example, just 60% of Wave 1 respondents were clear that cultural, traditional, and ceremonial dances would always count as “social dance” (**MBQ1G**). Another 25% believed firmly that such dances would *not* be social dance, and the remaining 15% said the distinction would depend on context. One respondent emphasized that they did not think that Native people



would automatically see the *"dances they do back home"* as related to the survey wording. Another respondent stated, *"I don't know if reading that ["social dance"] on a survey that thought [about ceremonial or cultural dance] would pop into my head."*

Respondents offered nuanced descriptions of similarities and differences between ceremonial, cultural, and traditional dancing and social dancing. For example, one respondent described traditional cultural dance as *"usually rooted in storytelling that carries lessons, messages, and intentions rather than something that is meant for entertainment and profit."* Another respondent stated, *"They're different. Social dancing is for fun. Ceremonial dance is usually for a purpose like to heal someone or focus on the harvest—not necessarily about fun—it's about prayer and sacrifice. With social dancing, you're just there to have a good time, and you can eat and have fun and joke—be joyous."* Yet another commented, *"Social dancing is a night out. Traditional dance is different."* Across the three waves, almost all respondents associated the phrase "traditional dance" with their own Native culture or other Native tribal practices. As one respondent shared, survey wording needs to mention such practices explicitly to cue respondents to include them in their thinking: *"It has to be worded as 'traditional dance' to get people to think about it."*

In some cases, respondents indicated that a social dance was a specific type of cultural dance in their community—more narrowly defined than the survey’s use of the term “social dance” (**MBQ1G**), which placed it alongside the examples of weddings and clubs. Even when placed next to the general “or other social settings,” the examples limited thinking to non-Native dance in commercial, consumer, or general non-Native social settings. As one respondent explained, *“when you say ‘cultural or ceremonial events’ I look at my cultural participation. ‘Weddings and clubs’ is...something that elicits a fun, relaxed type of thing.”* While our respondents shared that Native individuals absolutely attend and dance at weddings and clubs, such words have “outside world” connotations and led them to consider more mainstream culture dance expressions at the expense of Native-oriented examples.

To address the survey’s perceived lack of comprehensiveness regarding dance practices, proposed revisions to some questions added examples of dance forms and contexts—such as supplementing a question about dancing at weddings and clubs with a question about dancing at community, cultural, or ceremonial events (**MBQ1G**). Other items were revised to incorporate simple cue phrases that indicated broader inclusion of Native dance expressions (for example, dance for “cultural purposes” [**MBQ1H**] and dance “events with cultural significance in your community” [**C1Q8A**]). Large majorities of Waves 2 and 3 respondents (85–100%) preferred the inclusiveness of the revised questions over the original SPPA questions.

Example 3. Incorporating Traditional Art Forms Alongside Contemporary Mediums

Many respondents spoke about relevant arts and cultural activities in which they or fellow community members participated that were not represented in the original SPPA survey items. During Wave 1, we asked respondents to list all the arts and cultural activities they participated in, whether or not they felt the current survey items represented the activities. For example, when reporting on the range of visual art they created (**MBQ1K**), purchased or acquired (**MCQ6**), and the range of crafts fairs or visual arts festivals they attended (**C1Q11A**), one-third to half of respondents described engaging in activities not explicitly mentioned or tied to survey examples and verbiage. Many of the activities tended to be described as traditional practices often done for cultural preservation, revitalization, and/or protection; one respondent described traditional activities as the things Native people do for

Table 2. Traditional Artistic and Cultural Activities Mentioned by Respondents but not Captured in Survey Items

• Gourd rattle making • Fashioning traditional dance garments • Beading • Instrument making (drums, flutes, whistles) • Regalia making • Looming • Gathering herbal medicine	• Moccasin making • Drum making • Glass blowing • Quillwork • Basketweaving • Traditional jewelry • Furniture making / woodwork • Traditional pottery
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"spiritual nourishment."^{17,18} **Table 2** lists examples of traditional activities that respondents mentioned that are not explicitly captured by SPPA questions.

One respondent's question (*"Is there a place in these questions for these [activities]?"*) expressed doubt that people who do these types of traditional activities would think to include them when answering visual artmaking survey questions as currently worded. They added *"I don't know that people who are making really culturally specific materials or items would feel like there's a place in those categories that were mentioned for them to respond as an artist."* Another respondent commented explicitly on the perceived Western nature of the visual artmaking survey items: *"It seems like these questions were more of a...Western model of how we do art in today's modern society. There are other arts that happen at home that are more of a ritual art and not really recognized by a degree of achievement or aesthetic or certain height...to have it be received."*

To encourage Native respondents to include traditional art forms and practices in their thinking when responding to SPPA questions, respondents suggested explicitly mentioning *"traditional," "cultural,"* or *"ceremonial"* activities as general umbrella terms that could be included in survey questions. Some proposed question edits

17 Patricia Moore Shaffer et al., "Living Traditions: A Portfolio Analysis of the National Endowment for the Arts' Folk & Traditional Arts Program" (Washington, DC: National Endowment for the Arts, October 2019), <https://www.arts.gov/impact/research/publications/living-traditions-portfolio-analysis-national-endowment-arts-folk-traditional-arts-program>.
 18 Vanessa Whang, "Native Arts and Culture: Resilience, Reclamation, and Relevance" (Washington, DC: Native Arts and Cultures Foundation, February 2021), https://www.nativeartsandcultures.org/wp-content/uploads/2021/02/Native-Arts-Culture-Conference-Full-Report_FINAL.pdf.

directly signal within the question stem that traditional arts should be included (**C1Q11A**), while others add traditional art to the list of examples provided within the question (**MBQ1K**, **MCQ6**). Over 80% of Wave 3 respondents for each item preferred the revised versions, and approximately half of respondents thought of different, more Native-oriented examples when prompted with the revised versions (see **Table 2**). One respondent underscored the importance of explicitly calling out traditional art forms, stating:

“For many of us, it’s not just art—it’s knowledge and it’s sacred, something to be cared for. I think it’s important to include traditional arts, because—for a lot of us artists—we are making traditional arts. Some of my traditional art is stuff you wouldn’t consider art, like baskets. Art did not exist in my people’s language. It’s just a form of expression—a different way of seeing things.”

Strategy 2: Broaden Contexts for Artistic and Cultural Engagement

Artistic and cultural engagement occurs across a wide range of contexts—it can be solitary or social, public or private, formal or informal. Some survey questions on arts participation attempt to capture this range by offering examples of where, how, and with whom people engage. However, data from our study suggest that the examples provided in some SPPA questions unintentionally narrowed the scope of what Native respondents understood to be valid contexts for artistic and cultural engagement. Items that emphasized individual or commercial activities in formal venues—like theaters or galleries—risked excluding the rich, relational, and collective forms of cultural expression found in many communities, including Native communities.

Table 3 summarizes the revisions made to incorporate a broader set of contexts for artistic and cultural engagement, especially those grounded in community life, ceremony, and shared traditions. Making these contexts more visible in the questions meant that respondents shared a fuller range of activities.

In the following section, we present two examples of how to address common challenges that respondents identified regarding contexts for artistic and cultural participation in the SPPA questions.

Table 3. Items Revised to Acknowledge a Broader Range of Contexts

Original Question	Revised Question	
C1Q8A		
Did you go to a live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance during the last 12 months?	Did you go to a live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance during the last 12 months? This could be performances for entertainment or events with cultural significance in your community.	
C1Q12A		
[During the last 12 months,] did you go to an outdoor festival that featured performing artists?	During the last 12 months,] did you go to a community gathering that featured cultural activities such as music, dance, or ceremony?	
C1Q13A		
[During the last 12 months], did you visit any place for its historic, architectural, or design value? This may be a park, building, monument, or neighborhood.	[During the last 12 months,] did you visit any place for its historic, architectural, cultural, or design value? This may be a park, building, monument, sacred site, neighborhood, or another type of place.	
C2Q1A		
[During the last 12 months,] did you go to a live music, theater, or dance performance?	[During the last 12 months,] did you go to a live music, theater, or dance performance? These could include performances for entertainment or events with cultural significance in your community.	
C2Q3F		
In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events...In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events...	In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events...	
Did you go to any of these events at a...community center or public library?	Did you go to any of these events at a...community center, cultural center, public library, or tribal library?	
MBQ1D		
[During the last 12 months] Did you do any singing, either by yourself, in a social gathering, or in a group or choir?	[During the last 12 months] Did you do any singing, either by yourself, in a social gathering, in a choir, or in another type of group?	
MBQ1G		
[During the last 12 months] Did you do any social dancing, including dancing at weddings, clubs, or other social settings?	[During the last 12 months] Did you do any social dancing at community, cultural, or ceremonial events?	
MCQ1K		
[During the last 12 months] Did you visit a public library?	[During the last 12 months] Did you visit a public or tribal library?	
MCQ7		
[During the last 12 months] Did you participate in any community activities, meetings, or events?	[During the last 12 months] Did you participate in any community activities, meetings, or events? Please include activities, meetings, or events from your local community, or any communities you take part in related to your personal or cultural identity.	
MDQ4E		
[During the last 12 months] Did you learn dance through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.	[During the last 12 months] Did you learn dance through other means not involving lessons or classes? This could include from family, friends, or elders; as family tradition; or by teaching yourself.	

Example 1. Broadening Social Contexts for Arts Engagement and Learning

In Wave 1 interviews, we saw that existing survey language overlooks important sources of artistic and cultural learning expression, including those that occur within specific social contexts. For example, respondents were prompted to think about all the ways in which they learn new artistic skills, techniques, and forms. They provided a host of examples, many beyond the survey's current bounds of "from family, friends, as family tradition, or by teaching yourself" (**MDQ4E**). Notably, examples centered around intergenerational knowledge transfer from individuals beyond friends and family, including—in respondents' words—"culture bearers" and "elders." When prompted to think of "other ways of learning arts and culture" not covered by the questions, 47% of Wave 1 respondents cited elders, culture bearers, or other means of intergenerational knowledge transfer. Culture bearers were described by one respondent as "*community historians*" with institutional and historical knowledge about particular practices, art forms, and techniques. One respondent added that as culture bearers by nature, "*[e]lders should be mentioned separately and called attention to as a means of learning.*" Yet 60% of those prompted in Wave 1 felt that such individuals were not covered by the original question wording. Across the three waves, respondents were split on whether elders were already included implicitly in the phrase, "from family or friends." About half felt strongly that elders were a separate group that must be referred to separately to ensure accurate responses because, "*If you're in a tribal community and people refer to elders, the assumption isn't that you're referring to your personal grandparents, but rather a community of elders who serve a specific role within the community.*" The other half of the respondents felt that elders were included in the term "family or friends," but most noted that it would be preferable for elders to be called out explicitly as a separate example. Our proposed revision added "elders" as a separate source of learning arts and culture; the word "elder" is a distinct and yet culturally portable term that could apply to individuals of varied backgrounds. About 90% of respondents preferred the revised item including the term "elders."

Another revision expanded the groups with which people sing (**MBQ1D**). Across survey waves, respondents tended to focus on the term "choir" when it was posed as the last example in the

“My experience in Indian country is that if you are not given permission to share your identity, you won’t.”

original question wording. Some respondents interpreted choir within a religious context: *“Choir is a very specific definition for me—it has connotations—it’s not an elementary or high school choir—it connotes church for me.”* For many respondents, “church” conjured up a deep and troubled history involving colonization, forced conversion, family separation, and boarding school violence.¹⁹ For this reason, respondents shared that singing in a choir was not an example that would resonate with them personally or with many of their peers.

Our question revision invited respondents to think of other, more culturally relevant group singing activities by adding “or in another type of group” as an additional example. The phrase opened the question for broader interpretation. Over half of respondents preferred the revised item, which elicited additional group singing opportunities, including powwow groups, ceremonial singing groups, and singing in prayer. One respondent stated, *“My experience in Indian country is that if you are not given permission to share your identity, you won’t. Adding this phrase [“in another type of group”] gives us permission.”*

Example 2. Better Capturing Activities that Happen in Communal and Community Spaces

In some survey questions, specific examples regarding the types of spaces, venues, and settings where artistic and cultural activities happen influenced the types of activities respondents considered when answering the questions. For example, in Wave 1 testing, over half of respondents did not think of visits to tribal libraries²⁰ when asked about visiting a public library (**MCQ1K**). When asked to think about artistic and cultural events respondents attended at community centers, 30% of respondents did not think to include such events that took place at cultural centers (**C2Q3F**).

19 Tammy Heise, “Religion and Native American Assimilation, Resistance, and Survival,” in *Oxford Research Encyclopedia of Religion*, 2017, <https://oxfordre.com/religion/display/10.1093/acrefore/9780199340378.001.0001/acrefore-9780199340378-e-394>.

20 Sandra D Littletree, “Let Me Tell You About Indian Libraries: Self-Determination, Leadership, and Vision— The Basis of Tribal Library Development in the United States” (PhD Dissertation, Seattle, Washington, University of Washington, 2018), <https://digital.lib.washington.edu/server/api/core/bitstreams/a93a3770-12e7-41b8-a2ee-279bad076fca/content>.

Most respondents acknowledged the shared community services of both tribal libraries and public libraries (**MCQ1K**)—internet access, job search help, free book and movie and magazine access, and unmonetized 'hang out' space. However, other respondents noted that tribal libraries serve a specific community and also have the purpose of preserving access to cultural knowledge. In that way, tribal libraries feel a bit less public because, as one respondent stated, they are “community-based,” with access potentially restricted in different ways compared with public libraries. Respondents shared some key differences, including displaying culturally specific art, featuring community languages on signage and in programming, limiting checkout privileges to community members, and more nuanced or detailed cultural and historical content that is community-specific. Additionally, tribal libraries often serve as archives, language repositories, heritage centers, and museums.²¹

Table 4 provides a summary of key characteristics of tribal libraries, compared with public libraries.

Table 4. Key Characteristics of Public and Tribal Libraries

Public Libraries	Tribal Libraries ²²
• Serve the general public with a mission to provide free and equal access to information, education, and cultural enrichment.	• Serve tribal citizens with a mission rooted in cultural preservation, language revitalization, sovereignty, and access to information and education.
• Governed by local municipalities, library boards, or state agencies, often under state public library laws.	• Governed by tribal governments, tribal education departments, or cultural offices, operating within the framework of tribal sovereignty.
• Funded primarily through local taxes, state funding, federal grants (for example, under the Library Services and Technology Act), and private donations.	• Funded through a combination of tribal government support, federal programs (for example, Institute of Museum and Library Services' Native American Library Services), and philanthropic grants.
• Prioritize broad cultural programming reflective of diverse community interests but often grounded in mainstream US cultural norms.	• Prioritize Indigenous knowledge systems, language, traditions, and cultural continuity specific to their nation.
• Feature general collections including books, media, and digital resources for a wide audience.	• Include general collections plus materials specific to a tribe's history, culture, language, and community needs, often including oral histories and culturally sensitive content.
• Open to all members of the public regardless of residency, although some services may be limited to local residents.	• Primarily serve tribal citizens and community members, with some services open to non-tribal patrons depending on local policy.

21 Cindy Hohl, "What Is a Tribal Library?," American Indian Library Association, June 23, 2018, <https://ailanet.org/what-is-a-tribal-library/>.

22 Miriam Jorgensen, "Sustaining Indigenous Culture: The Structure, Activities, and Needs of Tribal Archives, Libraries, and Museums" (Oklahoma City, OK: Association of Tribal Archives, Libraries, and Museums, 2012), <https://www.atalm.org/resources/reports/atalm-reports/#2012-sustaining-indigenous-cultures-report/1/>.

In addition, a small but meaningful number of respondents called out the distinction between references to “community center” (**C2Q3F**) and to the cultural centers that often play large roles in Native life: “I think the space holds the same energy but they do different things—[cultural centers] have the same types of programs, services, and functions” but are “very specific to our community.” Collectively, respondents emphasized the unique purpose of tribal libraries and cultural centers in preserving Native heritage, history, practice, art, and language.²³ 24 When prompted to think about venues for events or performances (**C1Q12A**, **C1Q13A**, **C2Q3A-F**), respondents often noted the omission of sacred and ceremonial spaces. This omission led to considerable underreporting of relevant activities in such spaces. For example, in Wave 1 interviews, only 15% of respondents indicated that they would include those taking place in sacred or ceremonial sites in their responses, when prompted to think about events or performances in “a church, synagogue, or other place of worship” (**C2Q3C**). One respondent stated, “When you say church or synagogue, I immediately think of religion—structured religion that modern society is used to. I definitely don’t think of sacred grounds or anything like that.” The respondent explained that including “other place of worship” suggested that the survey writers were trying to be inclusive of Native spiritual practices but that “it’s not the right language.” Another respondent noted the distinction of the purpose of sacred or ceremonial spaces, explaining, “That’s a totally separate thing going on. It is a place of worship, but it’s not worship like it is in the church.” A third respondent also distinguished ceremonial sites from the given categories: “It feels different. It’s not worship, I would say; it’s a place we return to acknowledge history or reconnect with our past, people of our past.” Edits to the survey questions added references to cultural centers and tribal libraries where appropriate (**MCQ1K**, **C2Q3F**) and more broad-based references to sacred sites and to ceremonial settings (**C1Q13A**, **MBQ1G**). We opted not to juxtapose the latter terms alongside “church, synagogue, or other place of worship” (**C2Q3C**) because sacred sites and other Native spiritual spaces have qualities perceived as distinct from Western religious spaces; Wave 1 interviews indicated that the lack of parallels between the two types of institutions may be a deterrent for some Native respondents. Instead, we ensured that sacred sites and

23 Loriene Roy, Anjali Bhasin, and Sarah K. Arriaga, eds., *Tribal Libraries, Archives, and Museums: Preserving Our Language, Memory, and Lifeways* (Lanham: Scarecrow Press, 2011). Tribal nations create and operate a range of institutions in support of traditional knowledge, cultural practices, and tribal sovereignty. It is common for such institutions to intentionally combine features of what are usually considered to be discrete categories: archives attached to museums; or cultural centers that combine museum collections with community services, such as elder care and youth services.

24 Amy Lonetree, *Decolonizing Museums: Representing Native America in National and Tribal Museums* (Chapel Hill, N.C.: The University of North Carolina Press, 2012).



ceremonial settings were represented in revised items on dance (**MBQ1G**) and on visiting spaces for their cultural value (**C1Q13A**). In addition, the study team added phrasing referencing “another type of...” to certain items to address some perceived limitations of examples given (**C1Q13A**, **MBQ1D**). Interviews suggested that this approach successfully broadened the questions for many respondents, allowing them to think of and share relevant examples from their lives.

Strategy 3: Deepen Motivational Framing

People engage in artistic and cultural practices for a variety of reasons that go beyond leisure, entertainment, or professional motivation. Study findings highlight that for many Native respondents, creative expression is often tied to preserving traditions, to fulfilling social or spiritual responsibilities, and to strengthening intergenerational and communal bonds. Respondents shared that artistic practices like beading, regalia making, and storytelling are not simply hobbies or performances—they are acts of cultural continuity, identity affirmation, and community care. The current wording of some SPPA questions tended to lead respondents to share activities that had individualistic, commercial, or consumer-oriented motivations and to omit activities tied to cultural, spiritual, and communal drivers of participation.

Table 5 summarizes revisions made to expand the range of motivations for artistic and cultural engagement recognized in the survey questions. The revisions incorporated cultural, spiritual, and communal motivations as explicit motivations for arts engagement, while retaining other common motivations such as enjoyment, income generation, and professional pursuits.

In the following section, we present two examples to show how expanding the range of motivations included in survey questions can broaden the range of activities that respondents see as referenced by the items.

Table 5. Items Revised to Expand Motivations for Participation

Original Question	Revised Question	
C1Q8A		
Did you go to a live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance during the last 12 months?	Did you go to a live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance during the last 12 months? This could be performances for entertainment or events with cultural significance in your community.	
C1Q13A		
[During the last 12 months], did you visit any place for its historic, architectural, or design value? This may be a park, building, monument, or neighborhood.	[During the last 12 months], did you visit any place for its historic, architectural, cultural , or design value? This may be a park, building, monument, sacred site , neighborhood, or another type of place .	
C2Q1A		
[During the last 12 months], did you go to a live music, theater, or dance performance?	[During the last 12 months], did you go to a live music, theater, or dance performance? These could include performances for entertainment or events with cultural significance in your community.	
MBQ1H		
[During the last 12 months] Did you perform or practice any dance, such as for an audience or as a form of artistic expression?	[During the last 12 months] Did you perform or practice any form of dance, such as for an audience, as a form of artistic expression, or for cultural purposes?	
MCQ1F		
[During the last 12 months] Did you do any interior design, architectural work, fashion design, or landscaping as a pastime or hobby?	[During the last 12 months] Did you do any interior design; architectural work; fashion design; costume, clothing, or regalia design; or landscaping as a pastime or hobby?	
MCQ1J		
[During the last 12 months] Did you prepare or cook any food as an artistic activity or take part in a cooking class?	[During the last 12 months] Did you prepare or cook any food as an artistic activity or take part in a cooking class? This could include preparing food that is visually appealing, traditional, experimental, or culturally significant.	

Example 1. Acknowledging Arts and Culture as Embedded in Daily Life

A subset of questions on the SPPA²⁵ asks respondents to report on activities done as a leisure activity (all item labels beginning with **MC**) or as a hobby or pastime (**MCQ1F**). Interview data suggest that many Native respondents do not conceptualize artistic and cultural participation in these ways, but rather as an inseparable part of daily life, community obligations, and cultural preservation. Early findings from Wave 1 interviews show that respondents engaged in a wide variety of cultural activities—including gardening for sustenance and ceremony, gathering traditional medicines, participating in ceremony, reviving traditional foods, hunting and meat processing, and preserving or restoring traditional, ceremonial, or otherwise culturally significant items. Many of these activities would not fit neatly into the motivational framing of participating in such activities as leisure, pastimes, or hobbies. One respondent explicitly rejected the idea of leisure time as a helpful survey concept, stating:

"I don't have leisure time. All the [artistic and cultural] things that I do, which maybe people think of as leisure, are just things that I do because they're part of my life. They're part of my work, or what I've dedicated my life to doing to ensure that my community keeps going and thriving."

For this respondent and others, activities such as sewing for ceremonies were acts of service to their communities rather than pastimes. Another respondent commented that gathering traditional herbal medicines is not leisure but a *"cultural necessity."* Similarly, another respondent referenced the *"community-oriented cultural purpose"* of gardening and growing specific foods and plants for ceremony: *"We're not approaching growing [ceremonial plants] because 'this is cool'... it's more like a responsibility, a personal and cultural responsibility, versus a leisure activity."* Importantly, these respondents did not emphasize the personal pleasure implied by the motivation to engage in arts and culture as a pastime or hobby.

Respondents described a lack of clear boundaries across economic activity, social responsibility, and personal fulfillment, suggesting that, in **MCQ1F**, the phrase "pastime or hobby" in the original

25 National Endowment for the Arts and United States Census Bureau, "Survey of Public Participation in the Arts (SPPA), United States, 2022." On the 2022 SPPA, these questions are contained within Module C: MCQ1A-MCQ1J. On the 2017 SPPA, these questions are contained within Module D (MDQ1A-MDQ1K) and are explicitly categorized as "leisure" activities in the introductory language to the question series. The research team tested questions from 2022's Module C using the additional introductory "leisure" framing of the 2017 Module D.

question was restrictive because it excluded cultural practices or artistic work done in service to community. Many respondents explained that the phrasing was misaligned with the reasons why they engaged in the cultural activities that the question referenced. Our initial edit cut the reference to the activities being done *“as a pastime or hobby,”* which opened response possibilities for many respondents. For example, respondents involved in regalia design reported that they viewed their work as part of their identity and livelihood rather than as a casual activity. Several respondents described regalia making as *“a calling”* or *“a way of life”* that *“goes beyond a hobby or pastime”* or a simple exchange of labor for pay. Findings from Waves 2 and 3 show that respondents supported this change; over half of the respondents (about 58%) preferred the revised version with the phrase removed, while about 24% had no preference, and only about 16% preferred the original. Those who expressed no preference approved of the revision but thought that it was fundamentally a different question.

Respondents expressed similar concerns about the motivations expressed in **MCQ1J**, which prompts respondents to report on cooking for “artistic” purposes. Some associated this concept with visual appeal, describing the activity as involving preparing food that was beautifully plated, decorative, or designed to be aesthetically exciting. However, others thought that artistic cooking could include preparing food tied to cultural meaning, where the intention and context of food preparation matters more than its visual presentation. Several respondents noted that they ascribe deep cultural meaning beyond artistic creativity to certain types of food preparation, such as traditional food preparation, ceremonial cooking, or communal meals shared with family and elders where technique and food practices are passed down to new generations.

However, respondents did not agree on whether the original item allowed for identifying a cultural motivation for cooking. One respondent stated, *“I’m a cook, but it’s not an artistic activity, and it’s not a class. It’s in ceremony.”* Another respondent felt similarly that the practice of making and sharing traditional food is a *“way of life, not necessarily an artistic activity.”* To address the perceived limitation of the item, we expanded the question to include motivations for food preparation explicitly related to participating in tradition or culture. By Wave 3, 88% of respondents indicated that they preferred this revision.

In Wave 3 itself, 35% of respondents changed their answer from 'no' to 'yes' when prompted first with the original question and then with the revised question in sequence, suggesting that the revised item prompted more people to see their own artistic and cultural cooking activities as included within the parameters of the survey question. The revised item expanded relevant examples that came to mind for 77% of respondents, indicating that it more fully reflects the varied creative and cultural motivations that respondents ascribe to cooking.

Example 2. Broadening Cultural Connotations of Certain Activities

Certain terms—especially when rooted in mainstream or institutional framings—may unintentionally narrow how people understand and respond to survey questions about their artistic and cultural participation. This can be particularly true when specific words carry distinct cultural meanings that depend on one's background. Respondents identified a small subset of SPPA questions that contained phrasing that they felt was limiting.

When we prompted respondents to explain what artistic and cultural activities they participated in—whether or not the activities were reflected in original survey items—regalia²⁶ design, creation, and restoration was cited often. But there was no clear space in the survey for respondents to share that activity. Some respondents included regalia when contemplating questions about visual art (**MBQ1K**, **MCQ6**, **MDQ4C**), fiber or textile work (**MBQ1C**), or fashion design (**MCQ1F**, **MDQ1C**). However, many did not, in part because terms like “fashion design” (**MCQ1F**) evoked very specific connotations for many respondents that caused them to hesitate about including their regalia making activities in response. As one respondent put it, *“I think that fashion design has a rarefied ring to it”* that suggests *“something that could be in New York or Paris.”* Our proposed revision replaced “fashion design” with “costume, clothing, or regalia design” to expand the question beyond the limited connotations of the term “fashion” and to better reflect different types of garment-related artistic practices noted in our interviews. The revision offered a clear opportunity for respondents to report their engagement with regalia design, creation, restoration, and use, capturing nuances which—according to our testing—were not seen with other SPPA items.

²⁶ Regalia is the preferred term for specialized clothing and adornment used for ceremonial and cultural gatherings. It can include cloth, ornaments, and body decorations. Regalia is handcrafted and represent the wearer's relationships to family, community, and cultural traditions, as well as the creativity of the wearer and makers. Regalia includes Tribally-specific elements and sometimes designs and materials connected to clan and moiety relationships as well. Cultural practices around regalia creation and usage are highly variable according to Tribal traditions and the context for use.

Table 6 summarizes the key characteristics of regalia, with a comparison to fashion.

Table 6. Key Characteristics—Comparing Regalia With Fashion

Regalia	Fashion
• Sacred and cultural significance • Worn for specific purposes • Reflects personal and tribal identity • Not broadly considered fashion, which emphasizes aesthetics and personal expression	• Creative and commercial • Emphasizes aesthetics, personal expression, and style • Can be inspired by tradition • Worn in both everyday and formal settings

Interview findings suggest that making such changes invites a wider range of responses and helps ensure that more varied forms of participation—especially those rooted in community-specific traditions and practices—are accurately captured.



Looking Forward

Why This Study Matters

Since the early 1980s, the Survey of Public Participation in the Arts has been a vital tool to inform arts practices and policies. The survey has been updated over time to reflect and evolve alongside social and cultural changes. Such updates have included additions and question wording modifications to include the forms of technology people use to engage with arts, the broadening of artistic forms to give visibility to particular groups' cultural engagement, and new questions about settings and motivations for arts participation. Revisions have contributed to a more nuanced understanding of how and why people engage in arts and culture.

As the SPPA has evolved, there have been questions about whether to update survey items to reflect social and cultural changes or to keep them consistent and provide cross-sectional data to examine trends over time. A small number of survey items—mainly measures of attendance at six traditional “benchmark” arts events and museums—have remained mostly unchanged. To balance the need for both continuity and relevance, the 2017 and 2022 SPPA questionnaires used a split sample for the initial core modules.²⁷ Our study now provides empirical insights on ways to update questions included in both the original Core 1 module and the more recent Core 2 module. We also propose updates to certain measures from other SPPA modules that have been carried across multiple waves or from the first SPPA. Such measures have not been used on a regular basis for trend analyses. Many SPPA items are refreshed with each wave. With the next wave expected in 2027, now (2025) is an opportune time to incorporate the proposed updates.

Our research provides an empirical basis for a next evolution of the SPPA, giving more visibility to artistic and cultural practices interconnected with community practices and traditions for survey respondents and in particular, Native respondents. The lack of data on Native people in American life obscures their visibility in national policy discussions and in funding decisions. Ensuring such visibility is increasingly critical. According to 2020 Census data, American Indian and Alaska Native communities are estimated to have been under-

27 National Endowment for the Arts and United States Census Bureau, “Survey of Public Participation in the Arts (SPPA), United States, 2022.”

counted by 5.64%, a higher rate than any other population group. Yet these communities are growing at twelve times the rate of the US population, by 86.5% between 2010 and 2020.²⁸ For this reason, there are significant potential benefits connected with greater visibility for Native people in national data. Such benefits would extend outward, strengthening national data and enriching arts policy discussion for all Americans.

Benefits of Increasing Cultural Flexibility

Insights from our research emphasize the need to increase the cultural flexibility of survey items, to better ensure visibility for and understanding of artistic and cultural practices that have been largely invisible in national data. Culturally flexible survey measures promise benefits for all groups interested in national arts policy, as well as for tribal nations and Native people.

When surveys make space for cultural flexibility, they have the potential to generate a more accurate portrait of American cultural life, which in turn may:

- **Improve the precision of estimates on arts participation** that inform creative-sector investment.
- **Build public narratives** that reflect the diversity of cultural contributions across the United States.

For tribal nations and Native people, culturally flexible survey measures may:

- **Strengthen sovereignty and self-determination.** When Native-generated cultural output is visible in federal datasets, tribal governments can marshal stronger evidence in negotiations over resource allocation, heritage protection, and place-based community development.
- **Advance indigenous data governance.** Embedding concepts from the CARE Principles (**C**ollective Benefit, **A**uthority to Control, **R**esponsibility, **E**thics) into survey practice operationalizes indigenous data sovereignty, returning interpretive authority to Native people.^{29,30}

28 Sandra Mitrovich and Steph Glascock, "Why Collecting Disaggregated Data for Native Communities Matters," The Leadership Conference on Civil and Human Rights, January 19, 2023, <https://civilrights.org/blog/why-collecting-disaggregated-data-for-native-communities-matters/>.

29 Stephanie Russo Carroll et al., "The CARE Principles for Indigenous Data Governance," *Data Science Journal* 19, no. 1 (November 4, 2020), <https://doi.org/10.5334/dsj-2020-043>.

30 "Indigenous Data Governance Brief: US Indigenous Data Sovereignty & Governance Summit" (Chuk:son [Tucson, AZ]: US Indigenous Data Sovereignty Network, April 2024), <https://usindigenousandatanetwork.org/wp-content/uploads/2024/10/Indigenous-Data-Governance-Brief-FINAL.pdf>.

- **Support community well-being.** Research links arts engagement to social connectedness and health.^{31,32} Documenting Native participation more fully can surface culturally specific pathways to well-being overlooked by conventional indicators.

Overall, study findings underscore the significant role that question phrasing plays in influencing how people understand and answer survey questions, in turn shaping our understanding of what forms of arts participation are visible within national data. Our study's methodological process of community-led cognitive testing, iterative wording revisions, and preference elicitation can be replicated with other populations. Achieving greater cultural flexibility in survey measures requires identifying culturally specific art forms, participation contexts, and motivations for engaging, not only for Native respondents but across the full spectrum of US cultural groups and identities. In addition, survey language must be negotiated to increase cultural flexibility without losing broad applicability to the general public.

Policy Considerations

Over the timeline of this study, there have been significant changes to many federal data collection efforts. At the time this report was prepared (April 2025), no changes to the SPPA have been announced. If the SPPA continues to be administered approximately every five years, with the next wave slated for 2027, we suggest that the question revisions tested within this study be applied to the next SPPA and/or administered in an interim year (for example, with the annual Arts Basic Survey, including an oversample of individuals who identify as American Indian or Alaska Native in the US Census).

Should the SPPA be limited or otherwise not be conducted as it has been over the last 40 years, philanthropic organizations could plan to ensure that a third-party continues to administer the SPPA, starting in 2027, with the suggested question revisions incorporated. The SPPA is an important data source on the vitality of artistic and cultural engagement within the United States. The survey has changed over time and should continue to evolve to fully document the array of artistic and cultural practices and traditions that provide meaning and richness for the American public.

31 National Endowment for the Arts, "Arts Attendance, Art-Making, and Social Connectedness: Spring/Summer 2024" (Washington, DC: National Endowment for the Arts, 2024), <https://www.arts.gov/impact/research/publications/arts-attendance-art-making-and-social-connectedness-springsummer-2024>.

32 Gwendolyn Rugg et al., "The Outcomes of Arts Engagement for Individuals and Communities" (Chicago, IL: NORC at the University of Chicago, January 2021), <https://www.norc.umd.edu/content/dam/norc-umd/documents/standard-projects-pdf/NORC%20Outcomes%20of%20Arts%20Engagement%20-%20Full%20Report.pdf>.

Appendix A: Methodology

To evaluate the content validity of current federal survey measures on artistic and cultural participation—and to explore how these measures can be improved—this study conducted 78 cognitive interviews across three waves of data collection.

Cognitive interviewing is a qualitative research method to assess whether survey questions function as intended. The method follows a structured protocol to explore respondents' thought processes as they interpret and answer survey questions, specifically examining how a respondent comprehends a question, retrieves information relevant for an answer, judges the information's applicability, and ultimately selects a response option.³³ Cognitive interviewing enables researchers to surface issues in question wording and design, making it an ideal method to evaluate and revise survey instruments.³⁴

Identifying Survey Measures to Test

The research team began by reviewing key federal surveys that collect data on artistic and cultural engagement, particularly surveys that collect information on both recreational and professional forms of engagement. Employment in artistic and cultural activities is an important dimension of artistic and cultural engagement, as employment indicates monetary compensation for artistic and cultural activities. For this reason, the research team also reviewed key federal surveys that capture information about paid work. **Table 7** details the survey instruments reviewed. For each survey reviewed, the research team gathered background information on history, methodology, questionnaire content, target population, and use in research and policy. Based on the review, the team prioritized cognitive testing of arts engagement measures from the most recent SPPA (2022), due to the survey's longitudinal nature and prominence in arts research. Employment-related measures were drawn from the ATUS, given its expansive view of employment (for example, including informal, short-term paid work as well as longer-term employment arrangements) and a focus on individuals rather than employers.

33 Roger Tourangeau, "Cognitive Science and Survey Methods: A Cognitive Perspective," in *Cognitive Aspects of Survey Methodology: Building a Bridge Between Disciplines*, ed. National Research Council (Washington, DC: National Academies Press, 1984), 73-100, <https://doi.org/10.17226/930>.

34 Gordon Willis et al., "The Use of Cognitive Interviewing to Evaluate Translated Survey Questions: Lessons Learned" (Conference of the Federal Committee on Statistical Methodology, Arlington, VA, 2005).

Table 7. National Survey Measures with Relevant Items

Survey of Public Participation in the Arts (SPPA)

A nationally representative survey on how U.S. adults engage with the arts, including attendance at live performances, artmaking and performance, arts learning, and digital consumption of the arts. First administered in 1982, the SPPA has been conducted about every five years by the National Endowment for the Arts in partnership with the U.S. Census Bureau, as a supplement to the Current Population Survey (CPS). The target population is U.S. adults aged 18 and older. The SPPA is designed to inform public understanding and policy related to patterns of arts participation across the country.

Arts Basic Survey (ABS)

A short-form, nationally representative survey on key indicators of arts participation among U.S. adults aged 18 and older. The National Endowment for the Arts developed the ABS and the U.S. Census Bureau conducts the survey as a supplement to the CPS. The ABS has been fielded in odd-numbered years since 2013, alternating with the SPPA, which gathers more in-depth data. The ABS collects data on activities such as attending live arts events, creating or performing art, and engaging with the arts through electronic media. A streamlined format enables frequent monitoring of national trends in arts participation.

Current Population Survey (CPS) and its Contingent Worker Supplement (CWS)

The U.S. Census Bureau and the Bureau of Labor Statistics conduct the monthly CPS, to collect labor force and demographic information from a nationally representative sample of U.S. civilians aged 16 and older. The CPS is the primary source of official labor statistics in the United States and includes data on employment, unemployment, occupation, and earnings. The CWS is a periodic add-on to the CPS that gathers data on nontraditional and alternative work arrangements, such as freelance, temporary, and on-call jobs. The CWS has been fielded intermittently—recently in 1995, 1997, 1999, 2001, 2005, and 2017—with a cadence reflecting funding and policy priorities.

Current Employment Statistics Survey (CES)

The Bureau of Labor Statistics conducts the monthly CES survey, to collect data on employment, hours, and earnings from a sample of about 122,000 businesses and government agencies that represent roughly 666,000 individual worksites. Unlike household-based surveys, the CES survey targets nonfarm payroll establishments, making it a key source of information on job growth and labor market trends across industries. The survey has been conducted since the 1930s, providing timely, high-frequency data used to produce key economic indicators such as the monthly jobs report. Data from the CES survey are widely used by policymakers, researchers, and the public to assess labor market health at national and state levels.

Occupational Employment and Wage Statistics Survey (OEWS)

The Bureau of Labor Statistics conducts the annual OEWS survey, to collect data on employment and wage estimates across occupations and industries. It targets a large sample of nonfarm business establishments nationwide, providing detailed information on the number of people employed in specific occupations and the wages they earn. The OEWS survey has been conducted since 1999, building on earlier versions dating to the 1970s. Data from the OEWS survey are widely used for labor market analysis, policy development, career exploration, and setting wage standards at national, state, and local levels.

American Time Use Survey (ATUS)

The U.S. Census Bureau conducts the annual ATUS for the Bureau of Labor Statistics, to collect data on how U.S. residents aged 15 and older allocate their time across daily activities. The survey captures detailed information on time spent working, engaging in leisure and sports, caregiving, volunteering, and participating in arts and cultural activities. Fielded since 2003, the ATUS provides a comprehensive view of Americans' time use patterns across demographic and employment groups. The data are widely used to inform economic, social, and labor policy, as well as for research on work-life balance and well-being.

Cognitive Interview Guide

Survey Item Selection

After identifying relevant survey instruments, the research team selected specific items to test. For the SPPA, the research team aimed to test as many items as possible from the 2022 instrument. The team prioritized core questions widely used across the survey's history, as well as items from the SPPA's supplemental modules most closely related to artistic and cultural engagement and items most likely to pose interpretation challenges.

For employment-related questions, the team chose a sequence of questions from the ATUS focused on paid work. Many artists and arts workers engage in nontraditional work arrangements (for example, freelance, temporary, seasonal, or short-term work), more often than workers in many other professions.³⁵ For this reason, a central goal of testing employment measures was to assess whether the measures captured all forms of arts-related paid work, with priority for questions that captured nontraditional work arrangements, in addition to more traditional, long-term employment.

Interview Guide Structure

The study was conducted in three waves; see **Table 8** for overview. Wave 1 tested original survey questions to identify potential patterns or recurring issues in how the measures were interpreted. Findings informed decisions about which measures required revision and how to revise them. Waves 2 and 3 tested both original and revised versions of selected items side by side, to assess respondents' perceptions of each version of the question and to make any further revisions.

Table 8. Interview Guide Structure

	Purpose	Tested Items	Data Collected
Wave 1	Test original items to elicit information on which items may need to be revised and how to revise	Original survey items	• Item response • Details on response • Details on item terminologies • Immediacy of response • Ease of comprehension
Wave 2	Test original items alongside revised items	Original and revised items	Same as Wave 1, plus: • Difference in response between original and revised items • Whether answer changed between original and revised and why • Original/revised item preference
Wave 3	• Collect data on revised items from Wave 2 to confirm the efficacy of revisions • Test items revised further for Wave 3	Original and revised items	Same as Wave 2

35 Mark Treskon et al., "Empowering Artists through Employment" (Washington, DC: Urban Institute, November 2024), <https://www.urban.org/sites/default/files/2024-11/Empowering-Artists-through-Employment.pdf>.

Wave 1

Interviews focused on gathering nuanced insights into how respondents understood and responded to each survey item in original form. Respondents were first asked each original question exactly as it appeared on the source survey. If they responded affirmatively to the question, interviewers followed up with probes to elicit greater detail. For example, for SPPA item **C1Q8A** (attendance at live dance performances), respondents were asked to describe the type of performance, the performers, the location, and their motivations for attending. They were also invited to share about other similar activities or events in their community, even if they did not personally attend or participate. The probes helped identify activities or events respondents associated with each survey question. Respondents were also asked to reflect on specific terminology used in the questions. For example, for **C1Q8A** about attendance at “live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance,” respondents were asked to share what “folk” and “traditional” dance meant to them and whether the terms aligned with the dance forms practiced in their communities or whether other terms would be more appropriate.

Notetakers documented respondents’ verbal responses and recorded observational data, including:

- **Immediacy of response.** Whether the respondent answered immediately, hesitated, or asked for clarification before answering. Delays or clarification requests suggested potential issues with question clarity.
- **Ease of comprehension.** Notetakers categorized questions as:
 - Easy to comprehend—immediate response, with no clarification needed
 - Somewhat challenging to comprehend—hesitation or request to clarify, but answer was ultimately provided
 - Challenging to comprehend—respondent could not formulate an answer

Wave 2

The interview protocol tested both original and revised versions of SPPA survey items. Revisions were made based on insights from Wave 1. Respondents were asked to answer each version of the question and share examples of what came to mind for both. If answers or examples differed between the two versions of an item, respondents were asked to explain what wording prompted the different answers. Finally, they were asked which version they preferred and why.

This protocol allowed the research team to document:

- Differences in immediacy of response
- Differences in ease of comprehension
- Differences in answer:
 - Whether the answer (for example, yes or no) changed between each question version
 - Whether a respondent described the same or different activities across both

versions

- Reasons for response differences: What about the revised wording influenced the change
- Respondent preference: Which version respondents found clearer, more relevant to their experiences, or more appropriate

Wave 2 also introduced the ATUS employment questions, which were tested using a similar approach to Wave 1. Respondents answered the original questions, provided more detail on their responses, and reflected on the clarity and relevance of key terms. They were also asked whether the questions successfully captured all paid work related to artistic and cultural engagement that they held, and if not, to describe any work not reflected.

Wave 3

Wave 3 largely followed the Wave 2 protocol with two key differences:

- Some questions were revised based on data from Wave 2, then tested for the first time in Wave 3 alongside the original versions.
- The Wave 3 interview guide included fewer questions overall. Based on Wave 2 findings, the team excluded items that did not require further testing, including some SPPA items and all ATUS employment items.

Staff and Training

Data Collection Staffing

Project Directors from First Peoples Fund and NORC co-led the project. The Project Directors jointly oversaw all phases of work in collaboration with expert advisors—field leaders from academic institutions who provided guidance on study design, data collection, and analysis.

The broader team included:

- A NORC cognitive interview methodologist who developed the interview protocols
- A NORC research director who led the field interviewer training
- Five field interviewers from First Peoples Fund and NORC who conducted and documented the interviews
- A community connector who supported in-person logistics in Santa Fe, such as securing interview locations and coordinating with respondents
- Two data analysts responsible for processing, analyzing, and synthesizing interview data
- Additional staff from First Peoples Fund and NORC who supported project setup and

operations

Field Interviewer Training

All field interviewers participated in a two-day, in-person training before Wave 1. Refresher trainings were held prior to Waves 2 and 3.

Training activities included:

- A primer on the study's purpose and design
- A review of human subjects research protocols and informed consent
- Round robin exercises administering the interview questions according to protocol
- Mock interviews in pairs with practice notetaking
- Group discussions on anticipated challenges and solutions

Data Collection

Data collection began after NORC's Institutional Review Board (IRB) reviewed and approved all study materials for relevance to human subjects research. There were three waves of data collection, with periods of analysis in between waves that informed development of the subsequent wave's interview guide.

Table 9. Data Collection Waves

	Field Period	N	Mode	Population
Wave 1	October 16-19, 2023	27	In person	Native-identifying adults residing in Santa Fe, NM and Albuquerque, NM region, on or off tribal lands
Wave 2	March 19-April 2, 2024	15	Virtual (Zoom/telephone)	Native-identifying adults residing in continental US, Alaska, and Hawaii who make income through art/culture
Wave 3	October 1-November 1, 2024	36	Virtual (Zoom/telephone)	Native-identifying adults residing in continental US, Alaska, and Hawaii

Sampling and Recruitment

Each wave involved recruiting a distinct population:

- **Wave 1:** Native American, Alaska Native, or Native Hawaiian adults (aged 18+) residing in the Santa Fe, NM area (in-person interviews)
- **Wave 2:** Native-identifying adults who make at least some income through artistic and cultural engagement (virtual interviews)
- **Wave 3:** Native-identifying adults living on or off tribal lands (virtual interviews)

Most respondents were recruited from First Peoples Fund's extensive database of Native-identifying individuals; the database contained both contact and demographic information. Using the database enabled the research team to ensure diversity in geographic location, tribal affiliation, residence on or off tribal lands, age, and gender.

First Peoples Fund staff invited eligible individuals to participate via email, and the team sampled from individuals who expressed interest in participating. Several rounds of email invitations were sent until the target quota of signups was reached for a given wave. In Wave 1, individuals were also recruited through word of mouth by the team's New Mexico-based community connector and through referrals from other respondents. All respondents completed an initial screener to confirm eligibility.

Interviews were conducted in person (Wave 1) or virtually by Zoom or telephone (Waves 2 and 3). The mixed mode approach supported broader tribal and geographic representation in this study and accommodated prospective respondents who were not able to travel or who lacked access to reliable internet/phone connections.

Interview Process

Before each interview began, field interviewers reviewed the study's consent form with respondents and addressed any questions. A two-person team conducted each interview; one interviewer led the session while the second prepared notes. Each team included at least one First Peoples Fund staff member or an individual who identified as Native.

All respondents completed interviews (n=78), and no individuals withdrew or only partially completed an interview. Each interview lasted about 90 minutes and was audio recorded for transcription and analysis. Each respondent who completed an interview received a \$100 cash-equivalent incentive.

Analysis

Analytic Approach

Following each wave of data collection, team members transcribed interviews. Analysts coded the transcripts using the qualitative coding software Dedoose, guided by a thematic coding framework. The team applied a deductive coding approach, using a set of predefined codes aligned with the study's goals and research questions. As coding progressed, analysts also applied an inductive approach to identify and capture emergent themes in respondent interpretations and critiques of survey measures. New codes were added as needed to reflect recurring patterns in the data.

Appendix B: Cognitive Interview Protocols

Expanding Visibility in National Measures of Arts Participation

Cognitive Interview Protocol

WAVE 1 GUIDE V1 (INCLUDES CORE 1)

Step 1: Introduction

- *Introduce yourself to the respondent. Introduce the notetaker.*
- *Read the study description below.*

The reason why we are doing these interviews is because the activities and opinions of Native people are not always well represented in national data. Our research team from First Peoples Fund and NORC at the University of Chicago is doing a project to test whether the questions that are asked on national surveys about arts and cultural participation do a good job of capturing the experiences of Native people and communities. We are conducting this interview with you today to help us test these existing survey questions and learn how we can improve them. Your participation will help us design better surveys that more accurately reflect the lived experiences of Native people and communities.

Step 2: Informed Consent

- *Read IRB-approved consent statement.*
- *Obtain consent for participation and recording.*
- *Begin recording if consent was provided.*

"Before we jump into the interview, I have a few items related to privacy that I'd like to share. You may remember these items from our previous outreach.

- Your participation in this interview is completely voluntary.
- You can skip any question and/or stop the interview at any time without any consequences.
- All data collected during the interview will remain completely private.
- Any information we collect that could potentially identify you, like your email address, will not be linked to your responses.
- An overall summary of the findings from this interview and others might be shared in a public report, but those findings will not include any information that could identify you."

"Do you have any questions about the study generally, how we will protect your privacy, or about how your responses will be used? "

◇ No [Continue]

◇ Yes [Answer questions, then continue]

"Do you agree to participate?"

◇ Respondent agrees to do the interview [Continue]

◇ Respondent does not agree to do the interview [Stop interview]

"With your permission, the interview session will be audio recorded so that we can capture all your feedback. This recording will be confidential and will not be shared with anyone outside the research team. May I record this interview?"

◇ Respondent agrees to be recorded [Continue with recording]

◇ Respondent does not agree to be recorded [Continue, just take notes]

If consent to record is provided, turn on recorder...

[IF RECORDING]: "Ok. I have turned the recording on."

Step 3: Begin Survey

"As you answer questions, we will sometimes stop to discuss the questions and your answers. Hearing you talk about the questions and your answer will help us understand how to improve the survey questions. There are no right or wrong answers to the questions. I am more interested in how you interpret the questions and arrive at your answers than in the answers themselves. Ok. Let's begin."

SPPA22 Core 1 - Arts attendance and literary reading (live performance)
C1Q1A-C1Q9A

Question: The following questions are about live performances you have attended, in-person, in the last 12 months between [CURRENT MONTH] 2022 and today. Do not include online or virtual performances, and do not include performances by elementary, middle, or high school student groups.

With the exception of elementary, middle, or high school performances:

[READ IF NEEDED] Exclude online or virtual performances.

[READ IF NEEDED] Exclude elementary, middle, or high school performances.

		Yes	No	DK	Ref
C1Q1A	Did you go to a live jazz performance during the last 12 months?				
C1Q2A	Did you go to a live Latin, Spanish, or salsa music performance during the last 12 months?				
C1Q3A	Did you go to a live classical music performance during the last 12 months?				
C1Q4A	Did you go to a live opera during the last 12 months?				
C1Q5A	Did you go to a live musical stage play during the last 12 months?				
C1Q6A	Did you go to a stage play other than a musical during the last 12 months?				
C1Q7A	Did you go to a live ballet performance during the last 12 months?				
C1Q8A	Did you go to a live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance during the last 12 months?				
C1Q9A	Did you go to any live music, dance, or theater performance--other than the kinds I've asked about--during the last 12 months? This may include: rock, folk, or country music concerts; rap or hip-hop performances; comedy/improv, magic shows, or circus acts.				

Probes: Now let's talk about these questions on attending live performances.

- C1P1. [SELECT ONE OR TWO LIVE PERFORMANCES THE RESPONDENT ATTENDED FOR FURTHER DISCUSSION] I would like to hear a little more about the [FILL] you said you attended. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] What kind of performance/event was it? What musician(s)/artist(s)/performer(s)/etc. did you see? Where did you go to see that performance/event? Did you go with someone? What interested you in going?
- C1P2. (Aside from the live performance(s) these questions asked about) What other live performances have you attended in the last 12 months? Can you tell me more about that?
- C1P3A. (In addition to the performance(s) we have already talked about) What other kinds of live performances do you see being done in your community? Can you tell me more about that?
- C1P4. This set of questions asked about different kinds of live performances that people may have attended, such as [LIST A FEW]. Are there any other kinds of live performances that you know about that you think aren't covered by these questions? Can you tell me more about that?
- [SPECIFIC PROBES]
 - C1P5. [C1Q8A] One of the questions referred to folk dance and traditional dance. What do you think of as folk dance? Traditional dance?
 - C1P6. [C1Q8A] What terms would you use to describe the dances you see being done [in your community/as a part of your community's cultures]? In your opinion, do the terms "folk" dance or "traditional" dance describe these dances or is there a better term?
 - C1P7. [IF YES TO C1Q9A - OTHER LIVE MUSIC, DANCE, THEATER PERFORMANCES] Can you tell me more about the performance you are thinking of? How would you describe it? Was this event performance done [in your community/as a part of your community's cultures]?

SPPA22 Core 1 - Arts attendance and literary reading (other activities)**C1A10A-C1Q13A**

Question: Next I will ask you about other activities you may have taken part in during the last 12 months.

		Yes	No	DK	Ref
C1Q10A	[During the last 12 months,] did you visit an art museum or gallery?				
C1Q11A	[During the last 12 months,] did you go to a crafts fair or a visual arts festival?				
C1Q12A	[During the last 12 months,] did you go to an outdoor festival that featured performing artists?				
C1Q13A	[During the last 12 months,] did you visit any place for its historic, architectural, or design value? This may be a park, building, monument, or neighborhood.				

Probes: Now let's talk about these questions about the places you went to do artistic and cultural activities.

- C1P8. [SELECT ONE OR TWO PLACES THE RESPONDENT WENT TO FOR FURTHER DISCUSSION] I would like to hear a little more about the [FILL] you said you went to. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] What kind of museum/festival/historic place/etc. was it? What did you see? Did you go with someone? What interested you in going?
- C1P9. (Aside from the place(s) these questions asked about) What other places did you go to do artistic and cultural activities in the last 12 months? Can you tell me more about that?
- C1P10. (In addition to the place(s) we have already talked about) What other kinds of places do people in your community go to do artistic and cultural activities? Can you tell me more about that?
- C1P12. This set of questions asked about places such as [LIST A FEW]. Are there any other places that you know people go to do artistic and cultural activities that you think aren't covered by these questions? Can you tell me more about that?
- [SPECIFIC PROBES]
 - C1P13. [C1Q13A] One of the questions referred to a place of historic, architectural, or design value. In your opinion, would a ceremonial site count as a place of historic, architectural, or design value?
 - » Have you been to a place of historic, architectural, or design value to do cultural activities? In your opinion, do you think these places you go to do cultural activities are covered by this question?
 - C1P14. [C1Q11A] One of the questions referred to a crafts fair or visual arts festival. What do you think of as crafts or visual arts fairs or festivals? Can you give some examples?
 - » Do the terms crafts and visual arts capture events that are a part of [your community/your community's cultures]? Is there a better term to use?
 - » In your opinion, would regalia be considered a craft or visual art?
 - C1P15. [C1Q12A] One of the questions referred to an outdoor festival that featured performing artists. What do you think of as this type of festival? Can you give some examples?
 - » Does the term performing arts capture events that are a part of [your community/your community's cultures]? Is there a better term to use?

SPPA22 Module B - Making and doing art**MBQ1A - MBQ1M****Question:** The following questions are about ways people make and do art.

		Yes	No	DK	Ref
MBQ1A	During the last 12 months, did you work with pottery, ceramics, or jewelry?				
MBQ1B	[During the last 12 months] Did you do any leatherwork, metal-work or woodwork?				
MBQ1C	[During the last 12 months] Did you do any weaving, crocheting, quilting, needlepoint, knitting, or sewing?				
MBQ1D	[During the last 12 months] Did you do any singing, either by yourself, in a social gathering, or in a group or choir?				
MBQ1E	[During the last 12 months] Did you did you play a musical instrument?				
MBQ1F	[During the last 12 months] Did you do any acting?				
MBQ1G	[During the last 12 months] Did you do any social dancing, including dancing at weddings, clubs, or other social settings?				
MBQ1H	[During the last 12 months] Did you perform or practice any dance, such as for an audience or as a form of artistic expression?				
MBQ1I	[During the last 12 months] Did you create any films or videos as an artistic activity?				
MBQ1J	[During the last 12 months] Did you take any photographs as an artistic activity?				
MBQ1K	[During the last 12 months] Did you create any other visual art, such as paintings, sculpture, graphic designs, or digital art?				
MBQ1L	[During the last 12 months] Did you do any creative writing, such as fiction, non-fiction, poetry, or plays?				
MBQ1M	[During the last 12 months] Did you design, code, or create any games, software, or tools for computers, mobile devices, or other platforms for artistic purposes?				

Probes: Now let's talk about these questions on the ways people make and do art.

- *MBP1.* [SELECT ONE OR TWO WAYS THE RESPONDENT MAKES OR DOES ART] I would like to hear a little more about the [FILL] that you make/do. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] What kind of [FILL] do you make/do? How did you learn to do this? Where do you go to make/do this? Did you go (or do this) with someone? What interested you in going (or doing this)?
- *MBP2.* (Aside from this/these arts activity/activities) What other ways did you make and do art in the last 12 months? Can you tell me more about that?
- *MBP3A.* (In addition to the ways that these questions asked about) What other ways do people in your community make and do art? Can you tell me more about that?
- *MBP4.* This set of questions asked about ways to make and do art such as [LIST A FEW]. Are there any other ways you know about to make and do art that you think aren't covered by these questions? Can you tell me more about that?
- [SPECIFIC PROBES]
 - *MBP5.* [MBQ1G] One of the questions asked about social dancing. In your opinion, would social dancing include ceremonial or cultural dance?
 - *MBP6.* [MBQ1K] One of the questions asked about creating visual art, such as paintings, sculpture, graphic designs, or digital art. In your opinion, would this include activities such as beading, quillwork, hidetanning? What about making tools, weapons, or baskets? What about printmaking?

SPPA22 Module C - Other leisure activities**MCQ1B - MCQ7****Question:** The following questions are about other leisure activities people do.

		Yes	No	DK	Ref
MCQ1B	[During the last 12 months] Did you exercise or participate in any sports activities?				
MCQ1C	[During the last 12 months] Did you do any hunting or fishing?				
MCQ1D	[During the last 12 months] Did you participate in any other outdoor activities, such as camping, hiking, or canoeing?				
MCQ1E	[During the last 12 months] Did you work with indoor plants or do any gardening for pleasure?				
MCQ1F	[During the last 12 months] Did you do any interior design, architectural work, fashion design, or landscaping as a pastime or hobby?				
MCQ1G	[During the last 12 months] Did you work on any projects in which you restored, rebuilt, or customized something, such as a historic home, a classic vehicle, or furniture?				
MCQ1J	[During the last 12 months] Did you prepare or cook any food as an artistic activity or take part in a cooking class?				
MCQ1K	[During the last 12 months] Did you visit a public library?				
MCQ3A	[During the last 12 months] Did you do any volunteer or charity work?				
MCQ3B	[IF YES TO MCQ3A] Did you volunteer for an arts organization, group, or project?				
MCQ5	[During the last 12 months] Outside of any ticket purchases or subscriptions, did you donate any money, goods, or services to an arts organization, group, or project?				
MCQ6	[During the last 12 months] Did you purchase or acquire any pieces of art, such as paintings, drawings, sculpture, pottery, or other visual art?				
MCQ7	[During the last 12 months] Did you participate in any community activities, meetings, or events?				

Probes: Now let's talk about these questions on leisure activities/activities people do in their free time.

- MCP1. [SELECT ONE OR TWO WAYS THE RESPONDENT SPENDS TIME] I would like to hear a little more about the [FILL] that you do. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] What kind of [FILL] do you make/do? How did you learn to do this? Where do you go to make/do this? Did you go (or do this) with someone? What interested you in going (or doing this)?
- MCP2. This set of questions asked about activities people do in their free time [LIST A FEW]. Are there any other leisure activities people do in their free time that you know about that you think aren't covered by these questions? Can you tell me more about that?
- [SPECIFIC PROBES]
 - MCP3. [MCQ1E] One of the questions asked about working with indoor plants or gardening for pleasure. In your opinion, what does this include? In your opinion, would growing plants for other reasons, such as for ceremonial use, or for food, count here?
 - MCP4. [MCQ1J] One of the questions asked about preparing or cooking food in an artistic way or taking part in a cooking class. Can you tell me in your own words what this question is asking? In your opinion, what does it mean to prepare or cook food in an artistic way?
 - MCP5. [MCQ1K] One of the questions asked about visiting a public library. What does "public library" mean to you? In your opinion, would a public library include a tribal library? Why or why not?
 - MCP6. [MCQ3A/MCQ3B] Some of the questions asked about volunteer or charity work, and about volunteering for an arts organization, group or project. Can you tell me in your own words what these questions are asking? What kinds of volunteering or charity work for arts organizations, groups, or projects have you heard about in your community?
 - MCP7. [MCQ6] One of the questions asked about purchasing or acquiring art such as paintings, drawing, sculpture, pottery, or other visual art. In your opinion, what are other examples of visual art? Would handmade jewelry count? What about custom-made garments, handmade tools, pottery, carvings, prints, photographs? Why or why not?

STOP AND CHECK THE TIME.

- If there is enough time remaining in your interview, complete the remaining module.
- If there is not enough time, skip to Step 4 - Interview Wrap-up.

SPPA22 Module D - Learning
MDQ1A - MDQ4H

Question: These questions are about learning. Classes or lessons taken online should be included.

		Yes	No	DK	Ref
MDQ1A	In your lifetime, have you ever taken lessons or classes in music—either voice-training or playing an instrument?				
MDQ3A	During the last 12 months, did you take lessons or classes in music?				
MDQ4A	During the last 12 months, did you learn music through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.				
MDQ1B	In your lifetime, have you ever taken lessons or classes in photography or filmmaking?				
MDQ3B	During the last 12 months, did you take any lessons or classes in photography or filmmaking?				
MDQ4B	During the last 12 months, did you learn photography or filmmaking through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself.				
MDQ1C	In your lifetime, have you ever taken any lessons or classes in other visual arts such as drawing, painting, pottery, weaving, graphic design, or fashion design?				
MDQ3C	During the last 12 months, did you take any lessons or classes in other visual arts?				
MDQ4C	During the last 12 months, did you learn other visual arts through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself.				
MDQ1D	In your lifetime, have you ever taken lessons or classes in acting or theater?				
MDQ3D	During the last 12 months, did you did you take any lessons or classes in acting or theater?				
MDQ4D	During the last 12 months, did you learn acting or theater through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself. Read if needed: Include online classes or lessons.				
MDQ1E	In your lifetime, have you ever taken lessons or classes in dance?				

MDQ3E	During the last 12 months, did you take any lessons or classes in dance?				
MDQ4E	During the last 12 months, did you learn dance through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself.				
MDQ1F	In your lifetime, have you ever taken lessons or classes in creative writing?				
MDQ3F	During the last 12 months, did you take any lessons or classes in creative writing?				
MDQ4F	During the last 12 months, did you did you learn creative writing through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself.				
MDQ1G	In your lifetime, have you ever taken lessons or classes in art history or art or music appreciation?				
MDQ3G	During the last 12 months, did you take any lessons or classes in art history or art or music appreciation?				
MDQ4G	During the last 12 months, did you did you learn art history or art or music appreciation through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself.				
MDQ1H	In your lifetime, have you ever taken lessons or classes in creative coding or in computer animation or digital art?				
MDQ3H	During the last 12 months, did you take any lessons or classes in computer animation or digital art?				
MDQ4H	During the last 12 months, did you learn creative coding or computer animation or digital art through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself.				

Probes: Now let's talk about these questions on lessons and classes and other ways people learn about arts and culture.

- *MDP1.* [SELECT ONE OR TWO WAYS THE RESPONDENT HAS LEARNED] I would like to hear a little more about how you learned [FILL]. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] How did you learn [FILL]? For example: What kind of lessons or classes did you take? Who taught you? Where did you go to take the lessons or classes? Did you go (or do this) with someone? What interested you in going (or doing this)?
- *MDP2.* (Aside from the lesson(s) or class(es) these questions asked about) What other ways did you learn things related to arts and culture in the last 12 months? Can you tell me more about that?
- *MDP3A.* (In addition to the lessons and classes we have already talked about) What are other ways of learning arts and culture for people in your community? Can you tell me more about that?
- *MDP4.* This set of questions asked about lessons and classes that people take [LIST A FEW]. Are there any other ways of learning arts and culture you know about that you think aren't covered by these questions? Can you tell me more about that?
- [SPECIFIC PROBES]
 - *MDP5A.* In your opinion, does this set of questions include learning from elders or members of your community?

Step 4: Interview Wrap-Up

"Thank you for answering these questions. I have a few final questions for you."

"The goal of this interview is to improve the questions I just asked so that we can collect fuller information on artistic and cultural activities. With this in mind...

- Is there anything (else) you would like to see changed or improved in the questions I asked?
- Are there any artistic or cultural activities that you think should have been included in the questions that we did not cover?
- Is there anything that we have not already discussed that you would like to share?
- Do you have any (more) questions about this interview or your participation in this study that I can answer?"

"In appreciation of the time you took to do this interview today, we would like to provide you with a \$100 Visa gift card. There are instructions for activating the gift card in the envelope, along with the business card of a member of the research team you can reach out to if you have any questions."

"Thank you so much for participating in this interview today."

Turn off the recorder.

Expanding Visibility in National Measures of Arts Participation
Cognitive Interview Protocol
WAVE 1 GUIDE V2 (INCLUDES CORE 2)

Step 1: Introduction

- *Introduce yourself to the respondent. Introduce the notetaker.*
- *Read the study description below.*

The reason why we are doing these interviews is because the activities and opinions of Native people are not always well represented in national data. Our research team from First Peoples Fund and NORC at the University of Chicago is doing a project to test whether the questions that are asked on national surveys about arts and cultural participation do a good job of capturing the experiences of Native people and communities. We are conducting this interview with you today to help us test these existing survey questions and learn how we can improve them. Your participation will help us design better surveys that more accurately reflect the lived experiences of Native people and communities.

Step 2: Informed Consent

- *Read IRB-approved consent statement.*
- *Obtain consent for participation and recording.*
- *Begin recording if consent was provided.*

"Before we jump into the interview, I have a few items related to privacy that I'd like to share. You may remember these items from our previous outreach.

- Your participation in this interview is completely voluntary.
- You can skip any question and/or stop the interview at any time without any consequences.
- All data collected during the interview will remain completely private.
- Any information we collect that could potentially identify you, like your email address, will not be linked to your responses.
- An overall summary of the findings from this interview and others might be shared in a public report, but those findings will not include any information that could identify you."

"Do you have any questions about the study generally, how we will protect your privacy, or about how your responses will be used? "

◇ *No [Continue]*

◇ *Yes [Answer questions, then continue]*

"Do you agree to participate?"

◇ Respondent agrees to do the interview [Continue]

◇ Respondent does not agree to do the interview [Stop interview]

"With your permission, the interview session will be audio recorded so that we can capture all your feedback. This recording will be confidential and will not be shared with anyone outside the research team. May I record this interview?"

◇ Respondent agrees to be recorded [Continue with recording]

◇ Respondent does not agree to be recorded [Continue, just take notes]

If consent to record is provided, turn on recorder...

[IF RECORDING]: "Ok. I have turned the recording on."

Step 3: Begin Survey

"As you answer questions, we will sometimes stop to discuss the questions and your answers. Hearing you talk about the questions and your answer will help us understand how to improve the survey questions. There are no right or wrong answers to the questions. I am more interested in how you interpret the questions and arrive at your answers than in the answers themselves. Ok. Let's begin."

SPAA22 Core 2 - Arts attendance, venues, and motivations (live performances)
C2Q1A-C2Q1C

Question: The following questions are about live performances you have attended, in-person, during the last 12 months between [CURRENT MONTH] 2022 and today. Do not include virtual performances or other online activities.

With the exception of elementary, middle, or high school performances:

		Yes	No	DK	Ref
C2Q1A	Did you go to a live music, theater, or dance performance? [READ IF NEEDED]: Do not include online or virtual performances.				
C2Q1B	Did you go to a live book reading or a poetry or storytelling event? [READ IF NEEDED]: Do not include virtual book readings or other events viewed online.				
C2Q1C	Did you go to an art exhibit, such as paintings, sculpture, pottery, graphic design, or photography? [READ IF NEEDED]: Do not include online or virtual exhibits.				

Probes: Now let's talk about these questions on attending live performances.

- C2P1. [SELECT ONE OR TWO LIVE PERFORMANCES/EVENTS THE RESPONDENT ATTENDED FOR FURTHER DISCUSSION] I would like to hear a little more about the [FILL] you said you attended. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] What kind of performance/event/exhibit was it? What musician(s)/artist(s)/performer(s)/etc. did you see? Where did you go to see that performance/event/exhibit? Did you go with someone? What interested you in going?
- C2P2. (Aside from the live performance(s)/events these questions asked about) What other live performances have you attended in the last 12 months? Can you tell me more about that?
- C2P3A. (In addition to the performance(s)/events we have already talked about) What other kinds of live performances do you see being done in your community? Can you tell me more about that?
- C2P4. This set of questions asked about different kinds of live performances or events that people may have attended, such as [LIST A FEW]. Are there any other kinds of live performances or events that you know about that you think aren't covered by these questions? Can you tell me more about that?
- [SPECIFIC PROBES]
 - C2P5. [IF YES TO C2Q1A - LIVE PERFORMANCE] One of the questions asked about live music, theater, or dance performance. Can you tell me more about the event you attended? Who was the performer that you saw? Where did you go to see that?
 - C2P6. [IF YES TO C2Q1B - LIVE BOOK READING, POETRY, STORYTELLING EVENT] One of the questions asked about live book reading, poetry, and storytelling events. Can you tell me more about the event you attended? Who was the author/poet/storyteller that you saw? Where did you go to see that?
 - C2P7. [IF YES TO C2Q1C - ART EXHIBIT] One of the questions asked about going to an art exhibit. Can you tell me more about the exhibit you attended? Who was the artist that you saw? Where did you go to see that?

SPPA22 Core 2 -Arts attendance, venues, and motivations (venues)
C2Q3A-C2Q3F

Question: The following questions are about live performances you have attended, in-person, during the last 12 months between [CURRENT MONTH] 2022 and today. Do not include virtual performances or other online activities.

In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events...

		Yes	No	DK	Ref
C2Q3A	Did you go to any of these events at a...college or university campus?				
C2Q3B	Did you go to any of these events at a...elementary, middle, or high school?				
C2Q3C	Did you go to any of these events at a...church, synagogue, or other place of worship?				
C2Q3D	Did you go to any of these events at a...restaurant, bar, nightclub, or coffee shop?				
C2Q3E	Did you go to any of these events at a...park or open-air facility?				
C2Q3F	Did you go to any of these events at a...community center or public library?				

Probes: Now let's talk about these questions about places you went to attend live arts and cultural performances and events.

- C2P8. [SELECT ONE OR TWO PLACES THE RESPONDENT WENT TO FOR FURTHER DISCUSSION] I would like to hear a little more about the live performance or event you went to at [FILL]. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] What kind of performance/event was it? What musician(s)/artist(s)/performer(s)/etc. did you see? Where did you go to see that performance/event? Did you go with someone? What interested you in going?
- C2P9. (Aside from the place(s) these questions asked about) What other places did you go to attend live performances in the last 12 months? Can you tell me more about that?
- C2P9A. (In addition to the place(s) we have already talked about) What other kinds of places do people in your community go for live performances? Can you tell me more about that?
- C2P10. This set of questions asked about places such as [NAME A FEW]. Are there any other places you know about that people go for live performances that you think aren't covered by these questions? Can you tell me more about that?
- [SPECIFIC PROBES]
 - C2P11. [C2Q3A] One of the questions asked about events at a college or university campus. Do you think that would include a tribal college?
 - C2P12. [C2Q3C] The questions asked about events at a church, synagogue, or other place of worship. Do you think that would include a ceremonial site?
 - C2P13. [C2Q3E] One of the questions asked about events at a park or open-air facility. Do you think that would include a ceremonial site?
 - C2P14. [C2Q3D] One of the questions asked about events at a restaurant, bar, nightclub, or coffee shop. Do you think that would include a casino?
 - C2P15. [C2Q3F] One of the questions asked about events at a community center or public library. Do you think that would include a cultural center or tribal library?

SPPA22 Module B - Making and doing art**MBQ1A - MBQ1M****Question:** The following questions are about ways people make and do art.

		Yes	No	DK	Ref
MBQ1A	During the last 12 months, did you work with pottery, ceramics, or jewelry?				
MBQ1B	[During the last 12 months] Did you do any leatherwork, metal-work or woodwork?				
MBQ1C	[During the last 12 months] Did you do any weaving, crocheting, quilting, needlepoint, knitting, or sewing?				
MBQ1D	[During the last 12 months] Did you do any singing, either by yourself, in a social gathering, or in a group or choir?				
MBQ1E	[During the last 12 months] Did you did you play a musical instrument?				
MBQ1F	[During the last 12 months] Did you do any acting?				
MBQ1G	[During the last 12 months] Did you do any social dancing, including dancing at weddings, clubs, or other social settings?				
MBQ1H	[During the last 12 months] Did you perform or practice any dance, such as for an audience or as a form of artistic expression?				
MBQ1I	[During the last 12 months] Did you create any films or videos as an artistic activity?				
MBQ1J	[During the last 12 months] Did you take any photographs as an artistic activity?				
MBQ1K	[During the last 12 months] Did you create any other visual art, such as paintings, sculpture, graphic designs, or digital art?				
MBQ1L	[During the last 12 months] Did you do any creative writing, such as fiction, non-fiction, poetry, or plays?				
MBQ1M	[During the last 12 months] Did you design, code, or create any games, software, or tools for computers, mobile devices, or other platforms for artistic purposes?				

Probes: Now let's talk about these questions on the ways people make and do art.

- *MBP1.* [SELECT ONE OR TWO WAYS THE RESPONDENT MAKES OR DOES ART] I would like to hear a little more about the [FILL] that you make/do. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] What kind of [FILL] do you make/do? How did you learn to do this? Where do you go to make/do this? Did you go (or do this) with someone? What interested you in going (or doing this)?
- *MBP2.* (Aside from this/these arts activity/activities) What other ways did you make and do art in the last 12 months? Can you tell me more about that?
- *MBP3A.* (In addition to the ways that these questions asked about) What other ways do people in your community make and do art? Can you tell me more about that?
- *MBP4.* This set of questions asked about ways to make and do art such as [LIST A FEW]. Are there any other ways you know about to make and do art that you think aren't covered by these questions? Can you tell me more about that?
- [SPECIFIC PROBES]
 - *MBP5.* [MBQ1G] One of the questions asked about social dancing. In your opinion, would social dancing include ceremonial or cultural dance?
 - *MBP6.* [MBQ1K] One of the questions asked about creating visual art, such as paintings, sculpture, graphic designs, or digital art. In your opinion, would this include activities such as beading, quillwork, hidetanning? What about making tools, weapons, or baskets? What about printmaking?

SPPA22 Module D - Learning
MDQ1A - MDQ4H

Question: These questions are about learning. Classes or lessons taken online should be included.

		Yes	No	DK	Ref
MDQ1A	In your lifetime, have you ever taken lessons or classes in music—either voice-training or playing an instrument?				
MDQ3A	During the last 12 months, did you take lessons or classes in music?				
MDQ4A	During the last 12 months, did you learn music through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.				
MDQ1B	In your lifetime, have you ever taken lessons or classes in photography or filmmaking?				
MDQ3B	During the last 12 months, did you take any lessons or classes in photography or filmmaking?				
MDQ4B	During the last 12 months, did you learn photography or filmmaking through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself.				
MDQ1C	In your lifetime, have you ever taken any lessons or classes in other visual arts such as drawing, painting, pottery, weaving, graphic design, or fashion design?				
MDQ3C	During the last 12 months, did you take any lessons or classes in other visual arts?				
MDQ4C	During the last 12 months, did you learn other visual arts through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself.				
MDQ1D	In your lifetime, have you ever taken lessons or classes in acting or theater?				
MDQ3D	During the last 12 months, did you take any lessons or classes in acting or theater?				
MDQ4D	During the last 12 months, did you learn acting or theater through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself. Read if needed: Include online classes or lessons.				
MDQ1E	In your lifetime, have you ever taken lessons or classes in dance?				

MDQ3E	During the last 12 months, did you take any lessons or classes in dance?				
MDQ4E	During the last 12 months, did you learn dance through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself.				
MDQ1F	In your lifetime, have you ever taken lessons or classes in creative writing?				
MDQ3F	During the last 12 months, did you take any lessons or classes in creative writing?				
MDQ4F	During the last 12 months, did you did you learn creative writing through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself.				
MDQ1G	In your lifetime, have you ever taken lessons or classes in art history or art or music appreciation?				
MDQ3G	During the last 12 months, did you take any lessons or classes in art history or art or music appreciation?				
MDQ4G	During the last 12 months, did you did you learn art history or art or music appreciation through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself.				
MDQ1H	In your lifetime, have you ever taken lessons or classes in creative coding or in computer animation or digital art?				
MDQ3H	During the last 12 months, did you take any lessons or classes in computer animation or digital art?				
MDQ4H	During the last 12 months, did you learn creative coding or computer animation or digital art through other means not involving lessons or classes? [READ IF NEEDED]: This could include from family or friends, as family tradition, or by teaching yourself.				

Probes: Now let's talk about these questions on lessons and classes and other ways people learn about arts and culture.

- MDP1. [SELECT ONE OR TWO WAYS THE RESPONDENT HAS LEARNED] I would like to hear a little more about how you learned [FILL]. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] How did you learn [FILL]? For example: What kind of lessons or classes did you take? Who taught you? Where did you go to take the lessons or classes? Did you go (or do this) with someone? What interested you in going (or doing this)?
- MDP2. (Aside from the lesson(s) or class(es) these questions asked about) What other ways did you learn things related to arts and culture in the last 12 months? Can you tell me more about that?
- MDP3A. (In addition to the lessons and classes we have already talked about) What are other ways of learning arts and culture for people in your community? Can you tell me more about that?
- MDP4. This set of questions asked about lessons and classes that people take [LIST A FEW]. Are there any other ways of learning arts and culture you know about that you think aren't covered by these questions? Can you tell me more about that?
- [SPECIFIC PROBES]
 - MDP5A. In your opinion, does this set of questions include learning from elders or members of your community?

STOP AND CHECK THE TIME.

- ♦ **If there is enough time remaining in your interview, complete the remaining module.**
- ♦ **If there is not enough time, skip to Step 4 – Interview Wrap-up.**

SPPA22 Module C - Other leisure activities**MCQ1B - MCQ7****Question:** The following questions are about other leisure activities people do.

		Yes	No	DK	Ref
MCQ1B	[During the last 12 months] Did you exercise or participate in any sports activities?				
MCQ1C	[During the last 12 months] Did you do any hunting or fishing?				
MCQ1D	[During the last 12 months] Did you participate in any other outdoor activities, such as camping, hiking, or canoeing?				
MCQ1E	[During the last 12 months] Did you work with indoor plants or do any gardening for pleasure?				
MCQ1F	[During the last 12 months] Did you do any interior design, architectural work, fashion design, or landscaping as a pastime or hobby?				
MCQ1G	[During the last 12 months] Did you work on any projects in which you restored, rebuilt, or customized something, such as a historic home, a classic vehicle, or furniture?				
MCQ1J	[During the last 12 months] Did you prepare or cook any food as an artistic activity or take part in a cooking class?				
MCQ1K	[During the last 12 months] Did you visit a public library?				
MCQ3A	[During the last 12 months] Did you do any volunteer or charity work?				
MCQ3B	[IF YES TO MCQ3A] Did you volunteer for an arts organization, group, or project?				
MCQ5	[During the last 12 months] Outside of any ticket purchases or subscriptions, did you donate any money, goods, or services to an arts organization, group, or project?				
MCQ6	[During the last 12 months] Did you purchase or acquire any pieces of art, such as paintings, drawings, sculpture, pottery, or other visual art?				
MCQ7	[During the last 12 months] Did you participate in any community activities, meetings, or events?				

Probes: Now let's talk about these questions on leisure activities/activities people do in their free time.

- *MCP1.* [SELECT ONE OR TWO WAYS THE RESPONDENT SPENDS TIME] I would like to hear a little more about the [FILL] that you do. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] What kind of [FILL] do you make/do? How did you learn to do this? Where do you go to make/do this? Did you go (or do this) with someone? What interested you in going (or doing this)?
- *MCP2.* This set of questions asked about activities people do in their free time [LIST A FEW]. Are there any other leisure activities people do in their free time that you know about that you think aren't covered by these questions? Can you tell me more about that?
- [SPECIFIC PROBES]
 - *MCP3.* [MCQ1E] One of the questions asked about working with indoor plants or gardening for pleasure. In your opinion, what does this include? In your opinion, would growing plants for other reasons, such as for ceremonial use, or for food, count here?
 - *MCP4.* [MCQ1J] One of the questions asked about preparing or cooking food in an artistic way or taking part in a cooking class. Can you tell me in your own words what this question is asking? In your opinion, what does it mean to prepare or cook food in an artistic way?
 - *MCP5.* [MCQ1K] One of the questions asked about visiting a public library. What does "public library" mean to you? In your opinion, would a public library include a tribal library? Why or why not?
 - *MCP6.* [MCQ3A/MCQ3B] Some of the questions asked about volunteer or charity work, and about volunteering for an arts organization, group or project. Can you tell me in your own words what these questions are asking? What kinds of volunteering or charity work for arts organizations, groups, or projects have you heard about in your community?
 - *MCP7.* [MCQ6] One of the questions asked about purchasing or acquiring art such as paintings, drawing, sculpture, pottery, or other visual art. In your opinion, what are other examples of visual art? Would handmade jewelry count? What about custom-made garments, handmade tools, pottery, carvings, prints, photographs? Why or why not?

Step 4: Interview Wrap-Up

"Thank you for answering these questions. I have a few final questions for you."

"The goal of this interview is to improve the questions I just asked so that we can collect fuller information on artistic and cultural activities. With this in mind...

- Is there anything (else) you would like to see changed or improved in the questions I asked?
- Are there any artistic or cultural activities that you think should have been included in the questions that we did not cover?
- Is there anything that we have not already discussed that you would like to share?
- Do you have any (more) questions about this interview or your participation in this study that I can answer?"

"In appreciation of the time you took to do this interview today, we would like to provide you with a \$100 Visa gift card. There are instructions for activating the gift card in the envelope, along with the business card of a member of the research team you can reach out to if you have any questions."

"Thank you so much for participating in this interview today."

Turn off the recorder.

Expanding Visibility in National Measures of Arts Participation
Cognitive Interview Protocol
WAVE 2 GUIDE

Step 1: Introduction

- *Introduce yourself to the respondent. Introduce the notetaker.*
- *Read the study description below.*

The reason why we are doing these interviews is because the activities and opinions of Native people are not always well represented in national data. Our research team from First Peoples Fund and NORC at the University of Chicago is doing a project to test whether the questions that are asked on national surveys about arts and cultural participation do a good job of capturing the experiences of Native people and communities. We are conducting this interview with you today to help us test these survey questions and learn how we can improve them. Your participation will help us design better surveys that more accurately reflect the lived experiences of Native people and communities.

Today, we are going to ask you a couple different versions of each survey question. We will ask for your answers to the questions, then we will ask you your thoughts on each of the versions of the question. The purpose of this is to help us learn which version works best for people.

Step 2: Informed Consent

- *Read IRB-approved consent statement.*
- *Obtain consent for participation and recording.*
- *Begin recording if consent was provided.*

"Before we jump into the interview, I have a few items related to privacy that I'd like to share. You may remember these items from our previous outreach.

- Your participation in this interview is completely voluntary.
- You can skip any question and/or stop the interview at any time without any consequences.
- All data collected during the interview will remain completely private.
- Any information we collect that could potentially identify you, like your email address, will not be linked to your responses.
- An overall summary of the findings from this interview and others might be shared in a public report, but those findings will not include any information that could identify you."

"Do you have any questions about the study generally, how we will protect your privacy, or about how your responses will be used? "

◇ No [Continue]

◇ Yes [Answer questions, then continue]

"Do you agree to participate?"

◇ Respondent agrees to do the interview [Continue]

◇ Respondent does not agree to do the interview [Stop interview]

"With your permission, the interview session will be audio/video recorded so that we can capture all your feedback. This recording will be confidential and will not be shared with anyone outside the research team. May I record this interview?"

◇ Respondent agrees to be recorded [Continue with recording]

◇ Respondent does not agree to be recorded [Continue, just take notes]

If consent to record is provided, turn on recorder/begin Zoom recording...

[IF RECORDING]: "Ok. I have turned the recording on."

Step 3: Begin Survey

"As you answer questions, we will sometimes stop to discuss the questions and your answers. Hearing you talk about the questions and your answer will help us understand how to improve the survey questions. There are no right or wrong answers to the questions. I am more interested in how you interpret the questions and arrive at your answers than in the answers themselves. Ok. Let's begin."

SPPA22 Core 1 - Arts attendance and literary reading (live performance)
C1Q1A-C1Q9A

Question: The following questions are about live performances you have attended, in-person, in the last 12 months between [CURRENT MONTH] 2023 and today. Do not include online or virtual performances, and do not include performances by elementary, middle, or high school student groups.

With the exception of elementary, middle, or high school performances:

[READ IF NEEDED] Exclude online or virtual performances.

[READ IF NEEDED] Exclude elementary, middle, or high school performances.

		Yes	No	DK	Ref
C1Q8A	Did you go to a live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance during the last 12 months? ◇ Yes >> Go to C1Q8A-P1, then go to revised question ◇ No, DK, REF >> Go to revised question				
C1Q8A-W2REV	Now I'd like to ask you a slightly different question. Did you go to a live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance during the last 12 months? This could be performances for entertainment or events with cultural significance in your community. ◇ Yes to both Qs >> Go C1Q8A-P2 ◇ No to both Qs >> Go C1Q8A-P3 ◇ No to original, Yes to revised >> Go C1Q8A-P4 ◇ DK, Ref to one or both Record answers and go to next question				

Probes: Now let's talk about these questions on attending live dance performances.

- C1Q8A-P1: I would like to hear more about the live dance performance that you went to. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF NATIVE CULTURAL DANCE.]
- C1Q8A-P2
 - C1Q8A-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - C1Q8A-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "This could be performances for entertainment or events with cultural significance in your community." to the question. Do you think the original question or this revised version is better? Why is the [original/ revised] question better?
 - C1Q8A-P2C: [IF NO NATIVE CULTURAL DANCE MENTIONED IN PROBING] Did you go to any performances or events with cultural significance in your community in the last 12 months?
 - * [IF YES] Were you thinking of these performances or events when you answered the original question? The revised question?
- C1Q8A-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "This could be performances for entertainment or events with cultural significance in your community" to the question. Do you think the original question or this revised version is better? Why is the [original/ revised] question better?
- C1Q8A-P4:
 - C1Q8A-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question?
 - * C1Q8A-P4A1: Could you tell me a little more about the types of performances or events that you went to? [INTERVIEWER: OBSERVE FOR MENTION OF NATIVE CULTURAL DANCE.]
 - » C1Q8A-P4A2: [IF NO NATIVE CULTURAL DANCE MENTIONED] Did you go to any Native cultural dance performances or events in the last 12 months?
 - C1Q8A-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds "This could be performances for entertainment or events with cultural significance in your community" to the question. Do you think the original question or this revised version is better? Why is the [original/ revised] question better?

SPPA22 Core 1 - Arts attendance and literary reading (other activities) C1A10A-C1Q13A					
Question: Next I will ask you about other activities you may have taken part in during the last 12 months.					
		Yes	No	DK	Ref
C1Q11A	[During the last 12 months,] did you go to a crafts fair or a visual arts festival? ◇ Yes >> Go to C1Q11A-P1, then go to revised question ◇ No, DK, REF >> Go to revised question				
C1Q11A- W2REV	Now I'd like to ask you a slightly different question. [During the last 12 months,] did you go to a crafts fair or a visual arts festival? This could include cultural or traditional arts or crafts events. ◇ Yes to both Qs >> Go C1Q11A-P2 ◇ No to both Qs >> Go C1Q11A-P3 ◇ No to original, Yes to revised >> Go C1Q11A-P4 ◇ DK, Ref to one or both >> Record answers and go to next question				

Probes: Now let's talk about these questions on attending crafts fairs or visual arts festivals.

- C1Q11A-P1: I would like to hear more about the crafts fairs or visual arts festivals that you went to. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF TRADITIONAL NATIVE ARTS.]
- C1Q11A-P2
 - C1Q11A-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - C1Q11A-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "This could include cultural or traditional arts or crafts events" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
 - C1Q11A-P2C: [IF NO TRADITIONAL NATIVE ARTS MENTIONED IN PROBING] Did you go to any cultural or traditional arts or crafts events in the last 12 months?
 - * [IF YES] Were you thinking of these events when you answered the original question? The revised question?
- C1Q11A-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "This could include cultural or traditional arts or crafts events" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- C1Q11A-P4:
 - C1Q11A-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question?
 - * C1Q11A-P4A1: Could you tell me a little more about the types of crafts fairs or visual arts festivals that you went to? [INTERVIEWER: OBSERVE FOR MENTION OF TRADITIONAL NATIVE ARTS.]
 - » C1Q8A-P4A2: [IF NO TRADITIONAL NATIVE ARTS MENTIONED] Did you go to any crafts fairs or visual arts festivals centered around traditional Native arts in the last 12 months?
 - C1Q11A-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds "This could include cultural or traditional arts or crafts events" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?

C1Q12A	[During the last 12 months,] did you go to an outdoor festival that featured performing artists? >> ANY ANSWER, Go to C1Q12A-W2REV				
C1Q12A-W2REV	Now I'd like to ask you a slightly different question. [During the last 12 months,] did you go to a community gathering that featured cultural activities such as music, dance, or ceremony? ANY ANSWER, Go to all probes.				

Probes: Now let's talk about this question on community gatherings.

- C1Q12A-P1: Can you tell me in your own words what this question is asking? Can you give me some examples of what would count as a community gathering that featured cultural activities such as music, dance, or ceremony?
- C1Q12A-P2: [IF RESPONDENT ANSWERED "YES"] I would like to hear a little more about the gathering that you said you attended. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] What kind of gathering was it? What did you do? Did you go with someone? What interested you in going?
- C1Q12A-P3: Is there anything you weren't sure whether to include when you answered this question?
- C1Q12A-P4: Is there a better way to phrase this question?

C1Q13A	[During the last 12 months,] did you visit any place for its historic, architectural, or design value? This may be a park, building, monument, or neighborhood. • Yes >> Go to C1Q13A-P1, then go to revised question • No, DK, REF >> Go to revised question				
C1Q13A-W2REV-A	Now I'd like to ask you a slightly different question. [During the last 12 months,] did you visit any place for its historic, architectural, cultural, or design value? This may be a park, building, monument, sacred site, neighborhood or another type of place. • Yes to both Qs >> Go C1Q13A-W2REV-A-P2 • No to both Qs >> Go C1Q13A-W2REV-A-P3 • No to original, Yes to revised >> Go C1Q13A-W2REV-A-P4 • DK, Ref to one or both >> Record answers and go to next question				

Probes: Now let's talk about these questions on visiting these places.

- C1Q13A-P1: I would like to hear more about the place that you went to. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF CULTURAL OR SACRED SITES.]
- C1Q13A-W2REV-A-P2
 - C1Q13A-W2REV-A-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - C1Q13A-W2REV-A-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds mention of sites of cultural value, and sacred sites, to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
 - C1Q13A-W2REV-A-P2C: [IF NO CULTURAL/SACRED SITES MENTIONED IN PROBING] Did you go to any sites of cultural value, or sacred sites, in the last 12 months?
 - * [IF YES] Were you thinking of these places when you answered the original question? The revised question?
- C1Q13A-W2REV-A-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds mention of sites of cultural value, and sacred sites, to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- C1Q13A-W2REV-A-P4:
 - C1Q13A-W2REV-A-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question?
 - * C1Q13A-W2REV-A-P4A1: Could you tell me a little more about the types of places that you went to? [INTERVIEWER: OBSERVE FOR MENTION OF SACRED/CULTURAL SITES.]
 - » C1Q13A-W2REV-A-P4A2: [IF NO SACRED/CULTURAL SITES MENTIONED] Did you go to any sites of cultural value, or sacred sites, in the last 12 months?
 - C1Q13A-W2REV-A-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds mention of sites of cultural value, and sacred sites, to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?

C1Q13A-W2REV-B	Now I'd like to ask you an additional question. [During the last 12 months,] did you visit any place for its cultural value? This may be a park, building, monument, sacred site, neighborhood or another type of place.				
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Probes: Now let's talk about this question on places of cultural value.

- C1Q13A-W2REV-B-P1: Can you tell me in your own words what this question is asking? Can you give me some examples of what would count as a place of cultural value?
- C1Q13A-W2REV-B-P2: [IF RESPONDENT ANSWERED "YES"] I would like to hear a little more about the place of cultural value that you said you attended. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] What kind of place was it? What did you see? Did you go with someone? What interested you in going?
- C1Q13A-W2REV-B-P3: Is there anything you weren't sure whether to include when you answered this question?
- C1Q13A-W2REV-B-P4: Is there a better way to phrase this question?

SPAA22 Core 2 - Arts attendance, venues, and motivations (live performances)
C2Q1A-C2Q1C

Question: The following questions are about live performances you have attended, in-person, during the last 12 months between [CURRENT MONTH] 2023 and today. Do not include virtual performances or other online activities.

With the exception of elementary, middle, or high school performances:

		Yes	No	DK	Ref
C2Q1A	Did you go to a live music, theater, or dance performance? [READ IF NEEDED]: Do not include online or virtual performances. • Yes >> Go to C2Q1A-P1, then go to revised question • No, DK, REF >> Go to revised question				
C2Q1A-W2REV	Now I'd like to ask you a slightly different question. Did you go to a live music, theater, or dance event performance? These could include cultural or traditional events. [READ IF NEEDED]: Do not include online or virtual events performances. • Yes to both Qs >> Go C2Q1A-P2 • No to both Qs >> Go C2Q1A-P3 • No to original, Yes to revised >> Go C2Q1A-P4 • DK, Ref to one or both >> Record answers and go to next question				

Probes: Now let's talk about these questions on attending live performances or events.

- C2Q1A-P1: I would like to hear more about the live performance or event that you went to. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF TRADITIONAL NATIVE CULTURAL EVENTS.]
- C2Q1A-P2
 - C2Q1A-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - C2Q1A-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question replaces the word "performance" with "event" and adds "these could include cultural or traditional events." Do you think the original question or this revised version is better? Why is the [original/revised] question better?
 - C2Q1A-P2C: [IF NO NATIVE CULTURAL EVENTS MENTIONED IN PROBING] Did you go to any performances or events with cultural or traditional significance in your community in the last 12 months?
 - * [IF YES] Were you thinking of these performances or events when you answered the original question? The revised question?
- C2Q1A-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question replaces the word "performance" with "event" and adds "these could include cultural or traditional events." Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- C2Q1A-P4:
 - C2Q1A-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question?
 - * C2Q1A-P4A1: Could you tell me a little more about the types of performances or events that you went to? [INTERVIEWER: OBSERVE FOR MENTION OF NATIVE CULTURAL EVENTS.]
 - » C2Q1A-P4A2: [IF NO NATIVE CULTURAL EVENTS MENTIONED] Did you go to any Native cultural performances or events in the last 12 months?
 - C2Q1A-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question replaces the word "performance" with "event" and adds "these could include cultural or traditional events." Do you think the original question or this revised version is better? Why is the [original/revised] question better?

SPPA22 Core 2 -Arts attendance, venues, and motivations (venues)
C2Q3A-C2Q3F

Question: The following questions are about live performances you have attended, in-person, during the last 12 months between [CURRENT MONTH] 2023 and today. Do not include virtual performances or other online activities.

In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events...

		Yes	No	DK	Ref
C2Q3F	Did you go to any of these events at a...community center or public library? • Yes >> Go to C2Q3F-P1, then go to revised question • No, DK, REF >> Go to revised question				
C2Q3F-W2REV	Now I'd like to ask you a slightly different question. Did you go to any of these events at a...community center, cul-tural center , or public library, or tribal library ? • Yes to both Qs >> Go C2Q3F-P2 • No to both Qs >> Go C2Q3F-P3 • No to original, Yes to revised >> Go C2Q3F-P4 • DK, Ref to one or both >> Record answers and go to next question				

Probes: Now let's talk about these questions on attending events at community centers, cultural centers, and libraries.

- C2Q3F-P1: I would like to hear more about the places that you went to for these events. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF TRIBAL LIBRARIES AND NATIVE CULTURAL CENTERS.]
- C2Q3F-P2
 - C2Q3F-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - C2Q3F-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "cultural center" and "tribal library" specifically to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
 - C2Q3F-P2C: [IF NO CULTURAL CENTERS/TRIBAL LIBRARIES MENTIONED IN PROBING] Did you go to any events at a tribal library or cultural center in the last 12 months?
 - * [IF YES] Were you thinking of these events when you answered the original question? The revised question?
- C2Q3F-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "cultural center" and "tribal library" specifically to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- C2Q3F-P4:
 - C2Q3F-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question?
 - * C2Q3F-P4A1: Could you tell me a little more about the types of places that you went to for these events? [INTERVIEWER: OBSERVE FOR MENTION OF TRIBAL LIBRARIES AND NATIVE CULTURAL CENTERS.]
 - » C2Q3F-P4A2: [IF NO TRIBAL LIBRARIES OR NATIVE CULTURAL CENTERS MENTIONED] Did you go to any tribal libraries or Native cultural centers in the last 12 months?
 - C2Q3F-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds "cultural center" and "tribal library" specifically to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?

SPPA22 Module B - Making and doing art**MBQ1A - MBQ1M****Question:** The following questions are about ways people make and do art.

		Yes	No	DK	Ref
MBQ1A	During the last 12 months, did you work with pottery, ceramics, or jewelry? • Yes >> Go to MBQ1A-P1, then go to revised question • No, DK, REF >> Go to revised question				
MBQ1A-W2REV	Now I'd like to ask you a slightly different question. During the last 12 months, did you create, design, or work with pottery, ceramics, or jewelry? • Yes to both Qs >> Go MBQ1A -P2 • No to both Qs >> Go MBQ1A -P3 • No to original, Yes to revised >> Go MBQ1A -P4 • DK, Ref to one or both >> Record answers and go to next question				

Probes: Now let's talk about these questions on working with pottery, ceramics, or jewelry.

- MBQ1A-P1: I would like to hear more about the pottery, ceramics, or jewelry you've worked with. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF RESPONDENT CREATING OR DESIGNING POTTERY, CERAMICS, OR JEWELRY.]
- MBQ1A-P2
 - MBQ1A-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - MBQ1A-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "create" and "design" to the question, in addition to "work with." Do you think the original question or this revised version is better? Why is the [original/revised] question better?
 - MBQ1A-P2C: [IF NO CREATING OR DESIGNING POTTERY, CERAMICS, OR JEWELRY MENTIONED IN PROBING] Did you create or design any pottery, ceramics, or jewelry in the last 12 months?
 - * [IF YES] Were you thinking of these instances where you created or designed [pottery/ceramics/jewelry] when you answered the original question? The revised question?
- MBQ1A-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "create" and "design" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- MBQ1A-P4:
 - MBQ1A-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question?
 - * MBQ1A-P4A1: Could you tell me a little more about the pottery, ceramics, or jewelry you've made? [INTERVIEWER: OBSERVE FOR MENTION OF CREATING OR DESIGNING POTTERY, CERAMICS, OR JEWELRY.]
 - » MBQ1A-P4A2: [IF NO CREATING OR DESIGNING MENTIONED] Did you create or design any pottery, ceramics, or jewelry in the last 12 months?
 - * MBQ1A-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds "create" and "design" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?

MBQ1D	[During the last 12 months] Did you do any singing, either by yourself, in a social gathering, or in a group or choir? • Yes >> Go to MBQ1D-P1, then go to revised question • No, DK, REF >> Go to revised question				
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MBQ1D-W2REV	Now I'd like to ask you a slightly different question. [During the last 12 months] Did you do any singing, either by yourself, in a social gathering, or in a group or choir? • Yes to both Qs >> Go MBQ1D-P2 • No to both Qs >> Go MBQ1D-P3 • YES to original, NO to revised >> Go MBQ1D-P4 • DK, Ref to one or both >> Record answers and go to next question				
Probes: Now let's talk about these questions on singing. • MBQ1D-P1: I would like to hear more about the singing you did in the last 12 months. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF SINGING IN CHOIRS.] • MBQ1D-P2 ◦ MBQ1D-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions? ◦ MBQ1D-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question eliminates the example of "choir" from the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better? ◦ MBQ1D-P2C: [IF NO SINGING IN CHOIRS MENTIONED IN PROBING] Did you sing in any choirs in the last 12 months? * [IF YES] Were you thinking of these instances when you answered the original question? The revised question? • MBQ1D-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question eliminates the example of "choir" from the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better? • MBQ1D-P4: ◦ MBQ1D-P4A: You answered "yes" to the original question and "no" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the first question? * MBQ1D-P4A1: Could you tell me a little more about the types of singing you did in the last 12 months? [INTERVIEWER: OBSERVE FOR MENTION OF SINGING IN CHOIRS.] » MBQ1D-P4A2: [IF NO SINGING IN CHOIRS] Did you sing in any choirs in the last 12 months? ◦ MBQ1D-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question eliminates the example of "choir" from the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?					

MBQ1G	[During the last 12 months] Did you do any social dancing, including dancing at weddings, clubs, or other social settings? • Yes >> Go to MBQ1G-P1, then go to revised question • No, DK, REF >> Go to revised question				
MBQ1G-W2REV-A	Now I'd like to ask you a slightly different question. [During the last 12 months] Did you do any social dancing, including dancing at weddings, clubs, community or cultural events, or other social settings? • Yes to both Qs >> Go MBQ1G-W2REV-A-P2 • No to both Qs >> Go MBQ1G-W2REV-A-P3 • No to original, Yes to revised >> Go MBQ1G-W2REV-A-P4 • DK, Ref to one or both >> Record answers and go to next question				

Probes: Now let's talk about these questions on social dancing.

- MBQ1G-P1: I would like to hear more about the social dancing that you did. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF DANCING AT COMMUNITY OR CULTURAL EVENTS.]
- MBQ1G-W2REV-A-P2
 - MBQ1G-W2REV-A-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - MBQ1G-W2REV-A-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "community or cultural events" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
 - MBQ1G-W2REV-A-P2C: [IF NO CULTURAL/COMMUNITY EVENTS MENTIONED IN PROBING] Did you do any dancing at community or cultural events in the last 12 months?
 - * [IF YES] Were you thinking of these events when you answered the original question? The revised question?
- MBQ1G-W2REV-A-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "community or cultural events" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- MBQ1G-W2REV-A-P4:
 - MBQ1G-W2REV-A-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question?
 - * MBQ1G-W2REV-A-P4A1: Could you tell me a little more about the types of events that you danced at? [INTERVIEWER: OBSERVE FOR MENTION OF COMMUNITY/CULTURAL EVENTS.]
 - » MBQ1G-W2REV-A-P4A2: [IF NO COMMUNITY/CULTURAL EVENTS MENTIONED] Did you do any dancing at any community or cultural events in the last 12 months?
 - MBQ1G-W2REV-A-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds "community or cultural events" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?

MBQ1G-W2REV-B	Now I'd like to ask you a slightly different question. [During the last 12 months] Did you do any social dancing at community, cultural, or ceremonial events?				
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Probes: Now let's talk about this question on social dancing at community, cultural, or ceremonial events.

- MBQ1G-W2REV-B-P1: Can you tell me in your own words what this question is asking? Can you give me some examples of what would count as a community, cultural, or ceremonial event?
- MBQ1G-W2REV-B-P2: [IF RESPONDENT ANSWERED "YES"] I would like to hear a little more about the community, cultural, or ceremonial event that you said you attended. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] What kind of event was it? What did you see? Did you go with someone? What interested you in going?
- MBQ1G-W2REV-B-P3: Is there anything you weren't sure whether to include when you answered this question?
- MBQ1G-W2REV-B-P4: Is there a better way to phrase this question?

MBQ1H	[During the last 12 months] Did you perform or practice any dance, such as for an audience or as a form of artistic expression? • Yes >> Go to MBQ1H-P1, then go to revised question • No, DK, REF >> Go to revised question				
MBQ1H-W2REV	Now I'd like to ask you a slightly different question. During the last 12 months] Did you perform or practice any form of dance, such as for an audience, as a form of artistic expression, or for cultural purposes? • Yes to both Qs >> Go MBQ1H -P2 • No to both Qs >> Go MBQ1H -P3 • No to original, Yes to revised >> Go MBQ1H -P4 • DK, Ref to one or both >> Record answers and go to next question				

Probes: Now let's talk about these questions on dance.

- MBQ1H-P1: I would like to hear more about the dance you did in the last 12 months. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF NATIVE CULTURAL, TRADITIONAL, OR CEREMONIAL DANCE.]
- MBQ1H P2
 - MBQ1H-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - MBQ1H-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "for cultural purposes" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
 - MBQ1H-P2C: [IF NO NATIVE CULTURAL, TRADITIONAL, OR CEREMONIAL DANCE MENTIONED IN PROBING] Did you dance for any cultural purposes in the last 12 months?
 - * [IF YES] Were you thinking of these instances when you answered the original question? The revised question?
- MBQ1H-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "for cultural purposes" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- MBQ1H-P4:
 - MBQ1H-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question?
 - * MBQ1H-P4A1: Could you tell me a little more about the types of dance you did? [INTERVIEWER: OBSERVE FOR MENTION OF NATIVE CULTURAL, TRADITIONAL, OR CEREMONIAL DANCE.]
 - » MBQ1H-P4A2: [IF NO NATIVE CULTURAL, TRADITIONAL, OR CEREMONIAL DANCE MENTIONED] Did you do any dance for cultural purposes in the last 12 months? For example, pow wow, ceremony, or other cultural or traditional dance?
 - MBQ1H-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds "for cultural purposes" as an example to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?

MBQ1K	[During the last 12 months] Did you create any other visual art, such as paintings, sculpture, graphic designs, or digital art? • Yes >> Go to MBQ1K-P1, then go to revised question • No, DK, REF >> Go to revised question				
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MBQ1K- W2REV	Now I'd like to ask you a slightly different question. [During the last 12 months] Did you create any other visual art, such as paintings, sculpture, graphic designs, or digital art, or forms of traditional art? • Yes to both Qs >> Go MBQ1K-P2 • No to both Qs >> Go MBQ1K-P3 • No to original, Yes to revised >> Go MBQ1K-P4 • DK, Ref to one or both >> Record answers and go to next question				
Probes: Now let's talk about these questions on visual art. • MBQ1K-P1: I would like to hear more about the visual art you created. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF TRADITIONAL ART.] • MBQ1K-P2 ◦ MBQ1K-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions? ◦ MBQ1K-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "or other forms of traditional art" as an example to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better? ◦ MBQ1K-P2C: [IF NO TRADITIONAL ART FORMS MENTIONED IN PROBING] Did you create any visual art that you consider to be traditional art in the last 12 months? * [IF YES] Were you thinking of this traditional art when you answered the original question? The revised question? • MBQ1K-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "or other forms of traditional art" as an example to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better? • MBQ1K-P4: ◦ MBQ1K-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question? * MBQ1K-P4A1: Could you tell me a little more about the types of visual art you created? [INTERVIEWER: OBSERVE FOR MENTION OF TRADITIONAL ART.] » MBQ1K-P4A2: [IF NO TRADITIONAL ART MENTIONED] Did you create any visual art that you consider to be traditional art in the last 12 months? ◦ MBQ1K-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds "or other forms of traditional art" as an example to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?					

MBQ1M	[During the last 12 months] Did you design, code, or create any games, software, or tools for computers, mobile devices, or other platforms for artistic purposes? • Yes >> Go to MBQ1M-P1, then go to revised question • No, DK, REF >> Go to revised question				
MBQ1M-W2REV	Now I'd like to ask you a slightly different question. [During the last 12 months] Did you design, code, or create any games or software, or tools for computers, mobile devices, or other platforms for artistic purposes? • Yes to both Qs >> Go MBQ1M-P2 • No to both Qs >> Go MBQ1M-P3 • YES to original, NO to revised >> Go MBQ1M-P4 • DK, Ref to one or both >> Record answers and go to next question				

Probes: Now let's talk about these questions on computer games and software.

- MBQ1M-P1: I would like to hear more about the computer games, software, or tools you've designed, coded, or created. Could you tell me a little more about that? **[INTERVIEWER: OBSERVE FOR MENTION OF MOBILE DEVICES OR OTHER PLATFORMS.]**
- MBQ1M-P2
 - MBQ1M-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - MBQ1M-P2B: **[REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.]** This revised question eliminates "tools for computers, mobile devices and other platforms" from the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- MBQ1M-P3: **[REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.]** This revised question eliminates "tools for computers, mobile devices and other platforms" from the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- MBQ1M-P4:
 - MBQ1M-P4A: You answered "yes" to the original question and "no" to the revised question. Can you walk me through how you decided on your answer? What made you choose "no" to the second question?
 - MBQ1M-P4B: **[REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.]** The revised question eliminates the examples of "tools for computers, mobile devices and other platforms" from the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?

SPPA22 Module C - Other leisure activities**MCQ1B - MCQ7****Question:** The following questions are about other leisure activities people do.

		Yes	No	DK	Ref
MCQ1F	[During the last 12 months] Did you do any interior design, architectural work, fashion design, or landscaping as a pastime or hobby? • Yes >> Go to MCQ1F-P1, then go to revised question • No, DK, REF >> Go to revised question				
MCQ1F-W2REV	Now I'd like to ask you a slightly different question. [During the last 12 months] Did you do any interior design; architectural work; clothing, costume, or regalia design or creation; or landscaping as a pastime or hobby? • Yes to both Qs >> Go MCQ1F-P2 • No to both Qs >> Go MCQ1F-P3 • No to original, Yes to revised >> Go MCQ1F-P4 • DK, Ref to one or both >> Record answers and go to next question				

Probes: Now let's talk about these questions on particular pastimes and hobbies.

- MCQ1F-P1: I would like to hear more about the interior design, architectural work, fashion design, or landscaping you did in the last 12 months. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF NATIVE CLOTHING OR REGALIA DESIGN/ CREATION.]
- MCQ1F-P2:
 - MCQ1F-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - MCQ1F-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "clothing, costume, or regalia design or creation" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
 - MCQ1F-P2C: [IF NO NATIVE CLOTHING OR REGALIA DESIGN/CREATION MENTIONED IN PROBING] Did you do any clothing, costume, or regalia design or creation in the last 12 months?
 - * [IF YES] Were you thinking of these instances when you answered the original question? The revised question?
- MCQ1F-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "clothing, costume, or regalia design or creation" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- MCQ1F-P4:
 - MCQ1F-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question?
 - * MCQ1F-P4A1: Could you tell me a little more about the types of interior design, architectural work, fashion design, or landscaping you did in the last 12 months? [INTERVIEWER: OBSERVE FOR MENTION OF CLOTHING OR REGALIA DESIGN/CREATION.]
 - » MCQ1F-P4A2: [IF NO CLOTHING OR REGALIA DESIGN/CREATION MENTIONED] Did you do any clothing, costume, or regalia design or creation in the last 12 months?
 - MCQ1F-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds "clothing, costume, or regalia design or creation" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?

MCQ1G	[During the last 12 months] Did you work on any projects in which you restored, rebuilt, or customized something, such as a historic home, a classic vehicle, or furniture? • Yes >> Go to MCQ1G-P1, then go to revised question • No, DK, REF >> Go to revised question				
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MCQ1G-W2REV-A	Now I'd like to ask you a slightly different question. [During the last 12 months] Did you work on any projects in which you restored, rebuilt, or customized something, such as a historic home, a culturally significant item, a classic vehicle, or furniture? • Yes to both Qs >> Go MCQ1G-W2REV-A-P2 • No to both Qs >> Go MCQ1G-W2REV-A-P3 • No to original, Yes to revised >> Go MCQ1G-W2REV-A-P4 • DK, Ref to one or both >> Record answers and go to next question				
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Probes: Now let's talk about these questions on restoring, rebuilding, and customizing things.

- MCQ1G-P1: I would like to hear more about the thing you restored, rebuilt, or customized. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF CULTURAL ITEMS.]
- MCQ1G-W2REV-A-P2
 - MCQ1G-W2REV-A-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - MCQ1G-W2REV-A-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds mention of culturally significant items to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
 - MCQ1G-W2REV-A-P2C: [IF NO CULTURAL ITEMS MENTIONED IN PROBING] Did you restore, rebuild, or customize any items that are culturally significant to you in the last 12 months?
 - * [IF YES] Were you thinking of these items when you answered the original question? The revised question?
- MCQ1G-W2REV-A-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds mention of culturally significant items to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- MCQ1G-W2REV-A-P4:
 - MCQ1G-W2REV-A-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question?
 - * MCQ1G-W2REV-A-P4A1: Could you tell me a little more about the types of items you restored, rebuilt, or customized? [INTERVIEWER: OBSERVE FOR MENTION OF CULTURAL ITEMS.]
 - » MCQ1G-W2REV-A-P4A2: [IF NO CULTURAL ITEMS MENTIONED] Did you restore, rebuild, or customize any items that are culturally significant to you in the last 12 months?
 - MCQ1G-W2REV-A-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds mention of culturally significant items to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?

MCQ1G-W2REV-B	Now I'd like to ask you another slightly different question. [During the last 12 months,] did you work on any projects in which you restored, rebuilt, or customized a culturally significant item, heirloom, or other object?				
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Probes: Now let's talk about this question on restoring, rebuilding, or customizing a culturally significant item, heirloom, or other object.

- MCQ1G-W2REV-B-P1: Can you tell me in your own words what this question is asking? Can you give me some examples of what would count as a culturally significant item, heirloom, or other object?
- MCQ1G-W2REV-B-P2: [IF RESPONDENT ANSWERED "YES"] I would like to hear a little more about the culturally significant item, heirloom, or other object. Could you tell me a little more about that?
 - [GENERAL PROMPTS IF NEEDED] What kind of object was it?
- MCQ1G-W2REV-B-P3: Is there anything you weren't sure whether to include when you answered this question?
- MCQ1G-W2REV-B-P4: Is there a better way to phrase this question?

MCQ1J	[During the last 12 months] Did you prepare or cook any food as an artistic activity or take part in a cooking class? • Yes >> Go to MCQ1J-P1, then go to revised question • No, DK, REF >> Go to revised question				
MCQ1J-W2REV	Now I'd like to ask you a slightly different question. [During the last 12 months] Did you prepare or cook any food as an artistic activity or take part in a cooking class? This could include preparing food that is visually appealing, traditional, experimental, or culturally significant. • Yes to both Qs >> Go MCQ1J-P2 • No to both Qs >> Go MCQ1J-P3 • No to original, Yes to revised >> Go MCQ1J-P4 • DK, Ref to one or both >> Record answers and go to next question				

Probes: Now let's talk about these questions on cooking.

- MCQ1J-P1: I would like to hear more about the cooking or food preparation you did in the last 12 months. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF TRADITIONAL OR CULTURALLY SIGNIFICANT FOOD.]
- MCQ1J-P2
 - MCQ1J-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - MCQ1J-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "This could include preparing food that is visually appealing, traditional, experimental, or culturally significant" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
 - MCQ1J-P2C: [IF NO TRADITIONAL OR CULTURALLY SIGNIFICANT FOOD MENTIONED IN PROBING] Did you cook or prepare any traditional or culturally significant food in the last 12 months?
 - * [IF YES] Were you thinking of these instances when you answered the original question? The revised question?
- MCQ1J-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "This could include preparing food that is visually appealing, traditional, experimental, or culturally significant" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- MCQ1J-P4:
 - MCQ1J-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question?
 - * MCQ1J-P4A1: Could you tell me a little more about the types of food you cooked or prepared? [INTERVIEWER: OBSERVE FOR MENTION OF TRADITIONAL OR CULTURALLY SIGNIFICANT FOOD.]
 - » MCQ1J-P4A2: [IF NO TRADITIONAL OR CULTURALLY SIGNIFICANT FOOD MENTIONED] Did you cook or prepare any traditional or culturally significant foods in the last 12 months?
 - MCQ1J -P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds "This could include preparing food that is visually appealing, traditional, experimental, or culturally significant" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?

MCQ1K	[During the last 12 months] Did you visit a public library? • Yes >> Go to MCQ1K-P1, then go to revised question • No, DK, REF >> Go to revised question				
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MCQ1K-W2REV	Now I'd like to ask you a slightly different question. [During the last 12 months] Did you visit a public or tribal library? • Yes to both Qs >> Go MCQ1K-P2 • No to both Qs >> Go MCQ1K-P3 • No to original, Yes to revised >> Go MCQ1K-P4 • DK, Ref to one or both >> Record answers and go to next question				
Probes: Now let's talk about these questions on visiting libraries. • MCQ1K-P1: I would like to hear more about the library that you went to. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF TRIBAL LIBRARIES.] • MCQ1K-P2 ◦ MCQ1K-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions? ◦ MCQ1K-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "tribal libraries" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better? ◦ MCQ1K-P2C: [IF NO TRIBAL LIBRARIES MENTIONED IN PROBING] Did you go to any tribal libraries in the last 12 months? * [IF YES] Were you thinking of these libraries when you answered the original question? The revised question? • MCQ1K-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "tribal libraries" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better? • MCQ1K-P4: ◦ MCQ1K-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question? * MCQ1K-P4A1: Could you tell me a little more about the types of libraries that you went to? [INTERVIEWER: OBSERVE FOR MENTION OF TRIBAL LIBRARIES.] » MCQ1K-P4A2: [IF NO TRIBAL LIBRARIES MENTIONED] Did you go to any tribal libraries in the last 12 months? ◦ MCQ1K-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds "tribal libraries" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?					
MCQ6	[During the last 12 months] Did you purchase or acquire any pieces of art, such as paintings, drawings, sculpture, pottery, or other visual art? • Yes >> Go to MCQ6-P1, then go to revised question • No, DK, REF >> Go to revised question				

MCQ6-W2REV	Now I'd like to ask you a slightly different question. [During the last 12 months] Did you purchase or acquire any pieces of art, such as paintings, drawings, sculpture, pottery, traditional art, or other visual art? • Yes to both Qs >> Go MCQ6-P2 • No to both Qs >> Go MCQ6-P3 • No to original, Yes to revised >> Go MCQ6-P4 • DK, Ref to one or both >> Record answers and go to next question				
Probes: Now let's talk about these questions on purchasing or acquiring art. • MCQ6-P1: I would like to hear more about the art that you purchased or acquired. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF TRADITIONAL ART.] • MCQ6-P2 ◦ MCQ6-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions? ◦ MCQ6-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "traditional art" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better? ◦ MCQ6-P2C: [IF NO TRADITIONAL ART MENTIONED IN PROBING] Did you purchase or acquire any traditional art in the last 12 months? * [IF YES] Were you thinking of this art when you answered the original question? The revised question? • MCQ6-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds "traditional art" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better? • MCQ6-P4: ◦ MCQ6-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question? * MCQ6-P4A1: Could you tell me a little more about the types of art that you purchased or acquired? [INTERVIEWER: OBSERVE FOR MENTION OF TRADITIONAL ART.] » MCQ6-P4A2: [IF NO TRADITIONAL ART MENTIONED] Did you purchase or acquire any traditional art in the last 12 months? ◦ MCQ6-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds "traditional art" to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?					

MCQ7	[During the last 12 months] Did you participate in any community activities, meetings, or events? • Yes >> Go to MCQ7-P1, then go to revised question • No, DK, REF >> Go to revised question				
MCQ7-W2REV	Now I'd like to ask you a slightly different set of questions. [RECORD ANSWERS FOR EACH BELOW QUESTION] [During the last 12 months] Did you participate in any community activities, meetings, or events? Please include activities, meetings, or events from the neighborhoods or geographic communities you consider yourself to be a part of. [During the last 12 months] Did you participate in any community activities, meetings, or events? Please include activities, meetings, or events from the communities related to your personal identity that you consider yourself to be a part of. [During the last 12 months] Did you participate in any community activities, meetings, or events? Please include activities, meetings, or events from the communities related to your cultural identity that you consider yourself to be a part of. • Yes to original, Yes to ANY revised >> Go MCQ7-P2 • No to original, No to ALL revised >> Go MCQ7-P3 • No to original, Yes to ANY revised >> Go MCQ7-P4 • DK, Ref to one or both >> Record answers and go to next question				

Probes: Now let's talk about these questions on community activities, meetings, or events.

- MCQ7-P1: I would like to hear more about the community activities, meetings, or events that you went to. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF CULTURAL IDENTITY-BASED EVENTS.]
- MCQ7-P2
 - MCQ7-P2A: You answered "yes" to both the original and revised questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - MCQ7-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds examples of the different types of communities you might identify with to the question – including geographic communities and communities based on identity or culture. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
 - MCQ7-P2C: [IF NO CULTURAL IDENTITY-BASED EVENTS MENTIONED IN PROBING] Did you go to any meetings or events related to the culture(s) you identify with in the last 12 months?
 - * [IF YES] Were you thinking of these meetings or events when you answered the original question? The revised question?
- MCQ7-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds detail about the different types of communities you might identify with to the question – including geographic communities and communities based on identity or culture. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- MCQ7-P4:
 - MCQ7-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question?
 - * MCQ7-P4A1: Could you tell me a little more about the types of meetings or events that you went to? [INTERVIEWER: OBSERVE FOR MENTION OF CULTURAL IDENTITY-BASED EVENTS.]
 - » MCQ7-P4A2: [IF NO CULTURAL IDENTITY-BASED EVENTS MENTIONED] Did you go to any meetings or events related to the culture(s) you identify with in the last 12 months?
 - MCQ7-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds examples of the different types of communities you might identify with to the question – including geographic communities and communities based on identity or culture. Do you think the original question or this revised version is better? Why is the [original/revised] question better?

SPPA22 Module D - Learning**MDQ1A - MDQ4H**

Question: These questions are about learning. Classes or lessons taken online should be included.

		Yes	No	DK	Ref
MDQ1E	In your lifetime, have you ever taken lessons or classes in dance?				
MDQ3E	During the last 12 months, did you take any lessons or classes in dance?				
MDQ4E	During the last 12 months, did you learn dance through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself. • Yes >> Go to MDQ4E-P1, then go to revised question • No, DK, REF >> Go to revised question				
MDQ4E-W2REV	Now I'm going to ask you a slightly different question. During the last 12 months, did you learn dance through other means not involving lessons or classes? This could include from family, friends, or elders; as family tradition; or by teaching yourself. • Yes to both Qs >> Go MDQ4E-W2REV-P2 • No to both Qs >> Go MDQ4E-W2REV-P3 • No to original, Yes to revised >> Go MD-Q4E-W2REV-P4 • DK, Ref to one or both >> Record answers and go to next question				

Probes: Now let's talk about these questions on learning dance.

- MDQ4E-P1: I would like to hear more about the way that you learned dance. Could you tell me a little more about that? [INTERVIEWER: OBSERVE FOR MENTION OF LEARNING FROM ELDERS.]
- MDQ4E-W2REV-P2
 - MDQ4E-W2REV-P2A: You answered "yes" to both questions. Can you walk me through how you decided on your answers? What made you choose "yes" to both questions?
 - MDQ4E-W2REV-P2B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds learning from elders to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
 - MDQ4E-W2REV-P2C: [IF NO LEARNING FROM ELDERS MENTIONED IN PROBING] Did you learn dance from elders in the last 12 months?
 - * [IF YES] Were you thinking of this when you answered the original question? The revised question?
- MDQ4E-W2REV-P3: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] This revised question adds learning from elders to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?
- MDQ4E-W2REV-P4:
 - MDQ4E-W2REV-P4A: You answered "no" to the original question and "yes" to the revised question. Can you walk me through how you decided on your answer? What made you choose "yes" to the second question?
 - * MDQ4E-W2REV-P4A1: Could you tell me a little more about the ways that you learned dance? [INTERVIEWER: OBSERVE FOR MENTION OF LEARNING FROM ELDERS.]
 - » MDQ4E-W2REV-P4A2: [IF NO LEARNING FROM ELDERS MENTIONED] Did you learn dance from elders in the last 12 months?
 - MDQ4E-W2REV-P4B: [REREAD ORIGINAL AND REVISED SURVEY QUESTIONS IF NEEDED.] The revised question adds learning from elders to the question. Do you think the original question or this revised version is better? Why is the [original/revised] question better?

ATUS - Employment Questions						
INTRO: Now I'm going to ask you about work you've done in the LAST YEAR . By the LAST YEAR , I mean the days beginning on [Interview date minus 1 year, in day, month, date, year format], and ending yesterday. When answering these questions please think about any current work you do as well as any other work you've done within the last 12 months.						
		Yes	No	DK	Ref	Other
FWK	In the LAST YEAR, did you do ANY work for [either pay or profit]? • Yes >> Go to IO_LEAD • No, DK, REF, Other (Retired, Disabled, Unable to work) >> Go to PW2					
IO_LEAD: Now I have a few questions about [your paid work .]						
IO1OCC	What kind of work do you do, that is what is your occupation? (For example: plumber, typist, farmer) [Enter verbatim response]:					
IO1DT1	What are your usual activities or duties at this job? (For example: types, keeps account books, files, sells cars, operates printing press, lays bricks) [Enter verbatim response]: [THEN ASK "AND DID YOU HAVE OTHER PAID WORK IN THE PAST YEAR?"; IF YES, RE-ASK IO1OCC and IO1DT1 UNTIL NO FURTHER JOBS ARE REPORTED.] [NOTETAKER SHOULD NUMBER JOBS AND ACTIVITIES/DUTIES - E.G. "JOB 1, ACTIVITY/DUTY 1; JOB 2, ACTIVITY/DUTY 2"...]					
PW2	Sometimes people do things that bring in money like selling crafts or babysitting . Aside from the jobs you already told me about , were there any activities that you did [IN THE LAST YEAR] that you were paid for or will be paid for? [IF YES - Ask:] Which ones? [Enter verbatim response, listing all activities done for pay]:					

Probes: Now let's talk about these questions on paid work.

- ATUS-P1. How easy or difficult was it for you to answer these questions on the work you did in the last year?
 - ATUS-P1A: [If difficult] what was difficult?
- ATUS-P2. Is there anything that you were not sure whether to include when you reported your jobs and other paid activities?
 - ATUS-P2A: [IF YES] What was that work/job/activity? What made you unsure whether it counted?
- ATUS-P3. The questions I just asked you about your jobs are intended to capture any artistic or cultural activities that you did in the last year that you were paid to do. In the last year, have you been paid for doing any artistic or cultural activities? This might include things related to culture bearing, storytelling, visual arts, or performing arts.
 - ATUS-P3A: [IF YES] When you reported your jobs and other paid activities, did you include all of these activities?
 - * ATUS-P3A1: [IF PAID ARTS ACTIVITIES WERE NOT INCLUDED AS WORK] Why did you decide not to include this as paid work?

STOP AND CHECK THE TIME.

- If there is enough time remaining in your interview, complete as much as possible within the remaining Core module.
- If there is not enough time, go to Step 4 - Interview Wrap-up.

Step 4: Interview Wrap-Up

"Thank you for answering these questions. I have a few final questions for you."

"The goal of this interview is to improve the questions I just asked so that we can collect fuller information on artistic and cultural activities. With this in mind...

- Is there anything (else) you would like to see changed or improved in the questions I asked?
- Is there anything that we have not already discussed that you would like to share?
- Do you have any questions about this interview or your participation in this study that I can answer?"

"In appreciation of the time you took to do this interview today, we would like to provide you with a \$100 digital gift card that you selected when you signed up [CONFIRM WHICH GIFT CARD THEY WANT]. You will receive an email within 24 hours titled "NORC Rewards - First Peoples Fund Interviews." The email will contain instructions for activating your gift card. [CONFIRM THE EMAIL ADDRESS THAT THE GIFT CARD SHOULD BE SENT TO.]

"Thank you so much for participating in this interview today."

Turn off the recorder.

Expanding Visibility in National Measures of Arts Participation
Cognitive Interview Protocol
WAVE 3 GUIDE

Step 1: Introduction

- *Introduce yourself to the respondent. Introduce the notetaker.*
- *Read the study description below.*

The reason why we are doing these interviews is because the activities and opinions of Native people are not always well represented in national data. Our research team from First Peoples Fund and NORC at the University of Chicago is doing a project to test whether the questions that are asked on national surveys about arts and cultural participation do a good job of capturing the experiences of Native people and communities. We are conducting this interview with you today to help us test these survey questions and learn how we can improve them. Your participation will help us design better surveys that more accurately reflect the lived experiences of Native people and communities.

Today, we are going to ask you a couple different versions of each survey question. We will ask for your answers to the questions, then we will ask you your thoughts on each of the versions of the question. The purpose of this is to help us learn which version works best for people.

Step 2: Informed Consent

- *Read IRB-approved consent statement.*
- *Obtain consent for participation and recording.*
- *Begin recording if consent was provided.*

"Before we jump into the interview, I have a few items related to privacy that I'd like to share. You may remember these items from our previous outreach.

- Your participation in this interview is completely voluntary.
- You can skip any question and/or stop the interview at any time without any consequences.
- All data collected during the interview will remain completely private.
- Any information we collect that could potentially identify you, like your email address, will not be linked to your responses.
- An overall summary of the findings from this interview and others might be shared in a public report, but those findings will not include any information that could identify you."

"Do you have any questions about the study generally, how we will protect your privacy, or about how your responses will be used? "

◇ No [Continue]

◇ Yes [Answer questions, then continue]

"Do you agree to participate?"

◇ Respondent agrees to do the interview [Continue]

◇ Respondent does not agree to do the interview [Stop interview]

"With your permission, the interview session will be audio/video recorded so that we can capture all your feedback. This recording will be confidential and will not be shared with anyone outside the research team. May I record this interview?"

◇ Respondent agrees to be recorded [Continue with recording]

◇ Respondent does not agree to be recorded [Continue, just take notes]

If consent to record is provided, begin Zoom recording (and make sure auto-transcript is on)...

[IF RECORDING]: "Ok. I have turned the recording on."

Step 3: Begin Survey

"As you answer questions, we will sometimes stop to discuss the questions and your answers. Hearing you talk about the questions and your answer will help us understand how to improve the survey questions. There are no right or wrong answers to the questions. I am more interested in how you interpret the questions and arrive at your answers than in the answers themselves. Ok. Let's begin."

SPPA22 Core 1 - Arts attendance and literary reading (other activities)

Question: I will ask you about activities you may have taken part in during the last 12 months.

C1Q12A

[During the last 12 months,] did you go to an outdoor festival that featured performing artists?

>> ANY ANSWER, Go to C1Q12A-W2REV

YES

NO

DON'T KNOW

REFUSED

C1Q12A-W2REV

Now I'd like to ask you a slightly different question.

[During the last 12 months,] did you go to a community gathering that featured cultural activities such as music, dance, or ceremony? >> ANY ANSWER, Go to all probes.

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions. [START SCREEN SHARING TO SHOW POWER-POINT SLIDE CONTAINING BOTH QUESTIONS.]

- C1Q12A-P1-W3: Can you tell me in your own words what this first question is asking?
 - C1Q12A-P1A-W3: [IF "YES" to C1Q12A] I would like to hear a little more about the outdoor festival that you said you attended. Could you tell me a little more about that?
 - C1Q12A-P1B-W3: [IF "NO"/REF/DK to C1Q12A] Have you ever been to an outdoor festival that featured performing artists? [IF YES] Could you tell me a little more about that?
- C1Q12A-P2-W3: Now, can you tell me in your own words what this second question is asking?
 - C1Q12A-P2A-W3: [IF "YES" to C1Q12A-W2REV] I would like to hear a little more about the community gathering that you said you attended. Could you tell me a little more about that?
 - C1Q12A-P2B-W3: [IF "NO"/REF/DK to C1Q12A-W2REV] Have you ever been to a community gathering that featured cultural activities such as music, dance, or ceremony? [IF YES] Could you tell me a little more about that?
 - C1Q12A-P3-W3: Is there a better way to phrase this question?
- C1Q12A-P4-W3: Do you think these questions are asking about the same types of events or are they asking about completely different types of events?
 - [IF NEEDED] Do you think [outdoor festivals and community gatherings] are pretty much the same or are they different to you?

C1Q13A

[During the last 12 months,] did you visit any place for its historic, architectural, or design value? This may be a park, building, monument, or neighborhood.

>> Go to C1Q13A-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

C1Q13A-W2REV-A

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

[During the last 12 months,] did you visit any place for its historic, architectural, **cultural**, or design value? This may be a park, building, monument, **sacred site**, neighborhood, **or another type of place**.

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on visiting these places.

- C1Q13A-P1-W3:
 - C1Q13A-P1A-W3: [IF YES TO C1Q13A] I would like to hear more about the place that you went to. Could you tell me a little more about that?
 - C1Q13A-P1B-W3: [IF NO/REF/DK TO C1Q13A] Have you ever been to any place for its historic, architectural, or design value? [IF YES] Could you tell me a little more about that?
- C1Q13A-P2-W3:
 - C1Q13A-P2A-W3: [IF YES TO C1Q13A-W2REV-A] I would like to hear more about the place that you went to. Could you tell me a little more about that?
 - C1Q13A-P2B-W3: [IF NO/REF/DK TO C1Q13A-W2REV-A] Have you ever been to any place for its historic, architectural, **cultural**, or design value? [IF YES] Could you tell me a little more about that?
- [ONLY ASK IF RESPONDENT ANSWERED "NO" TO FIRST QUESTION AND "YES" TO SECOND, OTHERWISE GO TO C1Q13A-P4-W3] C1Q13A-P3-W3: You answered "no" to the original question and "yes" to the revised question. What made you choose "yes" to the second question?
- C1Q13A-P4-W3: The second question adds mention of sites of **cultural value**, and **sacred sites**, to the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

C1Q8A

Did you go to a live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance during the last 12 months?

>> Go to C1Q8A-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

C1Q8A-W2REV

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

Did you go to a live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance during the last 12 months? **This could be performances for entertainment or events with cultural significance in your community.**

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on attending live dance performances.

- C1Q8A-P1-W3:
 - C1Q8A-P1A-W3: [IF YES TO C1Q8A] I would like to hear more about the live dance performance that you went to other than ballet, such as modern, contemporary, folk, traditional, or tap dance. Could you tell me a little more about that?
 - C1Q8A-P1B-W3: [IF NO/REF/DK TO C1Q8A] Have you ever been to any live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance? [IF YES] Could you tell me a little more about that?
- C1Q8A-P2-W3:
 - C1Q8A-P2A-W3: [IF YES TO C1Q8A-W2REV] I would like to hear more about this performance. Could you tell me a little more about that?
 - C1Q8A-P2B-W3: [IF NO/REF/DK TO C1Q8A-W2REV] Have you ever been to this kind of live dance performance? [IF YES] Could you tell me a little more about that?
- [ONLY ASK IF RESPONDENT ANSWERED "NO" TO FIRST QUESTION AND "YES" TO SECOND, OTHERWISE GO TO C1Q8A-P4-W3] C1Q8A-P3-W3: You answered "no" to the original question and "yes" to the revised question. What made you choose "yes" to the second question?
- C1Q8A-P4-W3: The second question adds "**This could be performances for entertainment or events with cultural significance in your community**" to the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

SPAA22 Core 2 - Arts attendance, venues, and motivations (live performances)

Question: The following questions are about live performances you have attended, in-person, during the last 12 months between [CURRENT MONTH] 2023 and today. Do not include virtual performances or other online activities.

With the exception of elementary, middle, or high school performances:

C2Q1A

Did you go to a live music, theater, or dance performance?

[READ IF NEEDED]: Do not include online or virtual performances.

>> Go to C2Q1A-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

C2Q1A-W3REV

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

Did you go to a live music, theater, or dance **performance**? **These could include performances for entertainment or events with cultural significance in your community.**

[READ IF NEEDED]: Do not include online or virtual **performances**.

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on attending live performances or events.

- C2Q1A-P1-W3:
 - C2Q1A-P1A-W3: [IF YES TO C2Q1A] I would like to hear more about the live music, theater, or dance performance that you went to. Could you tell me a little more about that?
 - C2Q1A-P1B-W3: [IF NO/REF/DK TO C2Q1A] Have you ever been to any live music, theater, or dance performance? [IF YES] Could you tell me a little more about that?
- C2Q1A-P2-W3:
 - C2Q1A-P2A-W3: [IF YES TO C2Q1A-W3REV] I would like to hear more about this performance or event that you went to. Could you tell me a little more about that?
 - C2Q1A-P2B-W3: [IF NO/REF/DK TO C2Q1A-W3REV] Have you ever been to any live music, theater, or dance performance or event? These could include performances for entertainment or events with cultural significance in your community. [IF YES] Could you tell me a little more about that?

- [ONLY ASK IF RESPONDENT ANSWERED "NO" TO FIRST QUESTION AND "YES" TO SECOND, OTHERWISE GO TO C2Q1A-P4-W3] C2Q1A-P3-W3: You answered "no" to the original question and "yes" to the revised question. What made you choose "yes" to the second question?
- C2Q1A-P4-W3: The second question adds "These could include performances for entertainment or events with cultural significance in your community." Do you think the first question or this second version is better? Why is the [first/second] question better?

SPPA22 Module B - Making and doing art

Question: The following questions are about ways people make and do art.

MBQ1D

[During the last 12 months] Did you do any singing, either by yourself, in a social gathering, or in a group or choir?

>> Go to MBQ1D-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

MBQ1D-W3REV

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

[During the last 12 months] Did you do any singing, either by yourself, in a social gathering, **in a choir, or in another type of group?**

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on singing.

- MBQ1D-P1-W3:
 - MBQ1D-P1A-W3: [IF YES TO MBQ1D] I would like to hear more about the singing you did, either by yourself, in a social gathering, or in a group or choir. Could you tell me a little more about that?
 - MBQ1D-P1B-W3: [IF NO/REF/DK TO MBQ1D] Have you ever done any singing, either by yourself, in a social gathering, or in a group or choir? [IF YES] Could you tell me a little more about that?
- MBQ1D-P2-W3:
 - MBQ1D-P2A-W3: [IF YES TO MBQ1D-W3REV] I would like to hear more about the singing you did, either by yourself, in a social gathering, **in a choir, or in another type of group.** Could you tell me a little more about that?
 - MBQ1D-P2B-W3: [IF NO/REF/DK TO MBQ1D-W3REV] Have you ever done any **singing, either by yourself, in a social gathering, in a choir, or in another type of group?** [IF YES] Could you tell me a little more about that?
- [ONLY ASK IF RESPONDENT ANSWERED "NO" TO FIRST QUESTION AND "YES" TO SECOND, OTHERWISE GO TO MBQ1D-P4-W3] MBQ1D-P3-W3: You answered "no" to the original question and "yes" to the revised question. What made you choose "yes" to the second question?

- MBQ1D-P4-W3: The second question adds “or in another type of group” to the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

MBQ1G

[During the last 12 months] Did you do any social dancing, including dancing at weddings, clubs, or other social settings?

>> ANY ANSWER, Go to MBQ1G-W3REV

YES

NO

DON'T KNOW

REFUSED

MBQ1G-W3REV

Now I'd like to ask you a slightly different question.

[During the last 12 months] Did you do any ~~social~~ dancing at community, cultural, or ceremonial events?

>> ANY ANSWER, Go to all probes.

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions.

- MBQ1G-P1-W3: Can you tell me in your own words what this first question is asking?
 - MBQ1G-P1A-W3: [IF “YES” to MBQ1G] I would like to hear a little more about the social dancing that you did, including dancing at weddings, clubs, or other social settings. Could you tell me a little more about that?
 - MBQ1G-P1B-W3: [IF “NO”/REF/DK to MBQ1G] Have you ever done any social dancing, including dancing at weddings, clubs, or other social settings? [IF YES] Could you tell me a little more about that?
- MBQ1G-P2-W3: Now, can you tell me in your own words what this second question is asking?
 - MBQ1G-P2A-W3: [IF “YES” to MBQ1G-W3REV] I would like to hear a little more about the dancing at community, cultural, or ceremonial events you did. Could you tell me a little more about that?
 - MBQ1G-P2B-W3: [IF “NO”/REF/DK to MBQ1G-W3REV] Have you ever danced community, cultural, or ceremonial events? [IF YES] Could you tell me a little more about that?
 - MBQ1G-P3-W3: Is there a better way to phrase this question?
- MBQ1G-P4-W3: Do you think these questions are asking about the same types of danc-

ing or are they asking about completely different types of dancing?

- [IF NEEDED] Do you think social dancing at weddings, clubs, and social settings and dancing at community, cultural, or ceremonial events are pretty much the same or are they different to you?

MBQ1H

[During the last 12 months] Did you perform or practice any dance, such as for an audience or as a form of artistic expression?

>> Go to MBQ1H-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

MBQ1H-W2REV

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

[During the last 12 months] Did you perform or practice any **form of** dance, such as for an audience, as a form of artistic expression, **or for cultural purposes**?

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on dance.

- MBQ1H-P1-W3:
 - MBQ1H-P1A-W3: [IF YES TO MBQ1H] I would like to hear more about the dance you performed or practiced, such as for an audience or as a form of artistic expression. Could you tell me a little more about that?
 - MBQ1H-P1B-W3: [IF NO/REF/DK TO MBQ1H] Have you ever performed or practiced any dance, such as for an audience or as a form of artistic expression? [IF YES] Could you tell me a little more about that?
- MBQ1H-P2-W3:
 - MBQ1H-P2A-W3: [IF YES TO MBQ1H-W2REV] I would like to hear more about the dance you performed or practiced, including for an audience, as a form of artistic expression, **or for cultural purposes**. Could you tell me a little more about that?
 - MBQ1H-P2B-W3: [IF NO/REF/DK TO MBQ1H-W2REV] Have you ever performed or practiced any dance, such as for an audience, as a form of artistic expression, **or for cultural purposes**? [IF YES] Could you tell me a little more about that?

- [ONLY ASK IF RESPONDENT ANSWERED “NO” TO FIRST QUESTION AND “YES” TO SECOND, OTHERWISE GO TO MBQ1H-P4-W3] MBQ1H-P3-W3: You answered “no” to the original question and “yes” to the revised question. What made you choose “yes” to the second question?
- MBQ1H-P4-W3: The second question adds “for cultural purposes” as an example to the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

MBQ1K

[During the last 12 months] Did you create any other visual art, such as paintings, sculpture, graphic designs, or digital art?

>> Go to MBQ1K-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

MBQ1K- W2REV

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

[During the last 12 months] Did you create any other visual art, such as paintings, sculpture, graphic designs, ~~or~~ digital art, or forms of traditional art?

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on visual art.

- MBQ1K-P1-W3:
 - MBQ1K-P1A-W3: [IF YES TO MBQ1K] I would like to hear more about the visual art you created, such as paintings, sculpture, graphic designs, or digital art. Could you tell me a little more about that?
 - MBQ1K-P1B-W3: [IF NO/REF/DK TO MBQ1K] Have you ever created visual art such as paintings, sculpture, graphic designs, or digital art? [IF YES] Could you tell me a little more about that?
- MBQ1K-P2-W3:
 - MBQ1K-P2A-W3: [IF YES TO MBQ1K-W2REV] I would like to hear more about the visual art you created such as paintings, sculpture, graphic designs, ~~or~~ digital art, or forms of traditional art. Could you tell me a little more about that?
 - MBQ1K-P2B-W3: [IF NO/REF/DK TO MBQ1K-W2REV] Have you ever created visual art such as paintings, sculpture, graphic designs, digital art, or forms of traditional art? [IF YES] Could you tell me a little more about that?

- [ONLY ASK IF RESPONDENT ANSWERED “NO” TO FIRST QUESTION AND “YES” TO SECOND, OTHERWISE GO TO MBQ1K-P4-W3] MBQ1K-P3-W3: You answered “no” to the original question and “yes” to the revised question. What made you choose “yes” to the second question?
- MBQ1K-P4-W3: The second question adds “or forms of traditional art” as an example to the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

SPPA22 Module C - Other leisure activities

Question: The following questions are about other leisure activities people do.

MCQ1F-W3REV-A

[During the last 12 months] Did you do any interior design; architectural work; costume, clothing, or regalia design; or landscaping as a pastime or hobby?

>> Go to MCQ1F-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

MCQ1F-W3REV-B

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

[During the last 12 months] Did you do any interior design; architectural work; costume, clothing, or regalia design; or landscaping ~~as a pastime or hobby?~~

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions.

- MCQ1F-P1-W3:
 - MCQ1F-P1A-W3: [IF YES TO MCQ1F-W3REV-A] I would like to hear more about the interior design; architectural work; costume, clothing, or regalia design; or landscaping you did as a pastime or hobby. Could you tell me a little more about that?
 - MCQ1F-P1B-W3: [IF NO/REF/DK TO MCQ1F-W3REV-A] Have you ever done interior design; architectural work; costume, clothing, or regalia design; or landscaping as a pastime or hobby? [IF YES] Could you tell me a little more about that?

- MCQ1F-P2-W3:
 - MCQ1F-P2A-W3: [IF YES TO MCQ1F-W3REV-B] I would like to hear more about the interior design; architectural work; **costume, clothing, or regalia design**; or landscaping you did. Could you tell me a little more about that?
 - MCQ1F-P2B-W3: [IF NO/REF/DK TO MCQ1F-W3REV-B] Have you ever done interior design; architectural work; costume, clothing, or regalia design; or landscaping? [IF YES] Could you tell me a little more about that?
- [ONLY ASK IF RESPONDENT ANSWERED “NO” TO FIRST QUESTION AND “YES” TO SECOND, OTHERWISE GO TO MCQ1F-P4-W3] MCQ1F-P3-W3: You answered “no” to the original question and “yes” to the revised question. What made you choose “yes” to the second question?
- MCQ1F-P4-W3: The second question removes “**as a pastime or hobby**” from the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

MCQ1G

[During the last 12 months] Did you work on any projects in which you restored, rebuilt, or customized something, such as a historic home, a classic vehicle, or furniture?

>> Go to MCQ1G-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

MCQ1G-W3REV

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

[During the last 12 months] Did you work on any projects in which you restored, rebuilt, or customized something, such as a historic home, a classic vehicle, ~~or~~ furniture, **or something of cultural significance**?

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on restoring, rebuilding, and customizing things.

- MCQ1G-P1-W3:
 - MCQ1G-P1A-W3: [IF YES TO MCQ1G] I would like to hear more about what you restored, rebuilt, or customized, such as a historic home, a classic vehicle, or furniture. Could you tell me a little more about that?

- MCQ1G-P1B-W3: [IF NO/REF/DK TO MCQ1G] Have you ever restored, rebuilt, or customized something, such as a historic home, a classic vehicle, or furniture? [IF YES] Could you tell me a little more about that?
- MCQ1G-P2-W3:
 - MCQ1G-P2A-W3: [IF YES TO MCQ1G-W3REV] I would like to hear more about what you restored, rebuilt, or customized, such as a historic home, a classic vehicle, ~~or~~ furniture, **or something of cultural significance**. Could you tell me a little more about that?
 - MCQ1G-P2B-W3: [IF NO/REF/DK TO MCQ1G-W3REV] Have you ever restored, rebuilt, or customized something, such as a historic home, a classic vehicle, ~~or~~ furniture, **or something of cultural significance**? [IF YES] Could you tell me a little more about that?
- [ONLY ASK IF RESPONDENT ANSWERED “NO” TO FIRST QUESTION AND “YES” TO SECOND, OTHERWISE GO TO MCQ1G-P4-W3] MCQ1G-P3-W3: You answered “no” to the original question and “yes” to the revised question. What made you choose “yes” to the second question?
- MCQ1G-P4-W3: The second question adds “**or something of cultural significance**” as an example to the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

MCQ1J

[During the last 12 months] Did you prepare or cook any food as an artistic activity or take part in a cooking class?

>> Go to MCQ1J-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

MCQ1J-W2REV

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

[During the last 12 months] Did you prepare or cook any food as an artistic activity or take part in a cooking class? **This could include preparing food that is visually appealing, traditional, experimental, or culturally significant.**

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on cooking.

- MCQ1J-P1-W3:

- MCQ1J-P1A-W3: [IF YES TO MCQ1J] I would like to hear more about the food you prepared or cooked as an artistic activity. Could you tell me a little more about that?
- MCQ1J-P1B-W3: [IF NO/REF/DK TO MCQ1J] Have you ever prepared or cooked any food as an artistic activity or taken part in a cooking class? [IF YES] Could you tell me a little more about that?
- MCQ1J-P2-W3:
 - MCQ1J-P2A-W3: [IF YES TO MCQ1J-W2REV] I would like to hear more about the food you prepared or cooked as an artistic activity, including preparing food that is visually appealing, traditional, experimental, or culturally significant. Could you tell me a little more about that?
 - MCQ1J-P2B-W3: [IF NO/REF/DK TO MCQ1J-W2REV] Have you ever prepared or cooked any food as an artistic activity or taken part in a cooking class? This could include preparing food that is visually appealing, traditional, experimental, or culturally significant. [IF YES] Could you tell me a little more about that?
- [ONLY ASK IF RESPONDENT ANSWERED “NO” TO FIRST QUESTION AND “YES” TO SECOND, OTHERWISE GO TO MCQ1J-P4-W3] MCQ1J-P3-W3: You answered “no” to the original question and “yes” to the revised question. What made you choose “yes” to the second question?
- MCQ1J-P4-W3: The second question adds “This could include preparing food that is visually appealing, traditional, experimental, or culturally significant” as an example to the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

MCQ6

[During the last 12 months] Did you purchase or acquire any pieces of art, such as paintings, drawings, sculpture, pottery, or other visual art?

>> Go to MCQ6-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

MCQ6-W2REV

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

[During the last 12 months] Did you purchase or acquire any pieces of art, such as paintings, drawings, sculpture, pottery, traditional art, or other visual art?

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on purchasing or acquiring art.

- MCQ6-P1-W3:
 - MCQ6-P1A-W3: [IF YES TO MCQ6] I would like to hear more about the art that you purchased or acquired, such as paintings, drawings, sculpture, pottery, or other visual art. Could you tell me a little more about that?
 - MCQ6-P1B-W3: [IF NO/REF/DK TO MCQ6] Have you ever purchased or acquired any pieces of art, such as paintings, drawings, sculpture, pottery, or other visual art? IF YES] Could you tell me a little more about that?
- MCQ6-P2-W3:
 - MCQ6-P2A-W3: [IF YES TO MCQ6-W2REV] I would like to hear more about the art you purchased or acquired, such as paintings, drawings, sculpture, pottery, traditional art, or other visual art. Could you tell me a little more about that?
 - MCQ6-P2B-W3: [IF NO/REF/DK TO MCQ6-W2REV] Have you ever purchase or acquire any pieces of art, such as paintings, drawings, sculpture, pottery, traditional art, or other visual art? [IF YES] Could you tell me a little more about that?
- [ONLY ASK IF RESPONDENT ANSWERED "NO" TO FIRST QUESTION AND "YES" TO SECOND, OTHERWISE GO TO MCQ6-P4-W3] MCQ6-P3-W3: You answered "no" to the original question and "yes" to the revised question. What made you choose "yes" to the second question?
- MCQ6-P4-W3: The second question adds "traditional art" as an example to the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

MCQ7

[During the last 12 months] Did you participate in any community activities, meetings, or events?

>> Go to MCQ7-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

MCQ7-W3REV

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

[During the last 12 months] Did you participate in any community activities, meetings, or events?

Please include activities, meetings, or events from your local community, or any communities you take part in related to your personal or cultural identity.

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on community activities, meetings, or events.

- MCQ7-P1-W3:
 - MCQ7-P1A-W3: [IF YES TO MCQ7] I would like to hear more about the community activities, meetings, or events you participated in. Could you tell me a little more about that?
 - MCQ7-P1B-W3: [IF NO/REF/DK TO MCQ7] Have you ever participated in any community activities, meetings, or events? IF YES] Could you tell me a little more about that?
- MCQ7-P2-W3:
 - MCQ7-P2A-W3: [IF YES TO MCQ7-W3REV] I would like to hear more about the community activities, meetings, or events you participated in, which could include activities, meetings, or events from your local community, or any communities you take part in related to your personal or cultural identity. Could you tell me a little more about that?
 - MCQ7-P2B-W3: [IF NO/REF/DK TO MCQ7-W3REV] Have you ever participated in community activities, meetings, or events? Please include activities, meetings, or events from your local community, or any communities you take part in related to your personal or cultural identity. [IF YES] Could you tell me a little more about that?
- [ONLY ASK IF RESPONDENT ANSWERED "NO" TO FIRST QUESTION AND "YES" TO SECOND, OTHERWISE GO TO MCQ7-P4-W3] MCQ7-P3-W3: You answered "no" to the original question and "yes" to the revised question. What made you choose "yes" to the second question?
- MCQ7-P4-W3: The second question adds "Please include activities, meetings, or events from your local community, or any communities you take part in related to your personal or cultural identity" as an example to the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

STOP AND CHECK THE TIME.

- If there is enough time remaining in your interview, complete as many of the following questions as possible.
- If there is not enough time, go to Step 4 – Interview Wrap-up.

SPPA22 Core 1 - Arts attendance and literary reading (other activities)

Question: Next I will ask you about other activities you may have taken part in during the last 12 months.

C1Q11A

[During the last 12 months,] did you go to a crafts fair or a visual arts festival?

>> Go to C1Q11A-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

C1Q11A-W2REV

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

[During the last 12 months,] did you go to a crafts fair or a visual arts festival? **This could include cultural or traditional arts or crafts events.**

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on attending crafts fairs or visual arts festivals.

- C1Q11A-P1-W3:
 - C1Q11A-P1A-W3: [IF YES TO C1Q11A] I would like to hear more about the crafts fair or visual arts festival that you went to. Could you tell me a little more about that?
 - C1Q11A-P1B-W3: [IF NO/REF/DK TO C1Q11A] Have you ever been to any crafts fairs or visual arts festivals? [IF YES] Could you tell me a little more about that?
- C1Q11A-P2-W3:
 - C1Q11A-P2A-W3: [IF YES TO C1Q11A-W2REV] I would like to hear more about the crafts fair or a visual arts festival you went to, which **could include cultural or traditional arts or crafts events.** Could you tell me a little more about that?
 - C1Q11A-P2B-W3: [IF NO/REF/DK TO C1Q11A-W2REV] Have you ever been to any crafts fair or a visual arts festival, which **could include cultural or traditional arts or crafts events?** [IF YES] Could you tell me a little more about that?
- [ONLY ASK IF RESPONDENT ANSWERED "NO" TO FIRST QUESTION AND "YES" TO SECOND, OTHERWISE GO TO C1Q11A-P4-W3] C1Q11A-P3-W3: You answered "no" to the original question and "yes" to the revised question. What made you choose "yes" to the second question?

- C1Q11A-P4-W3: The second question adds “This could include cultural or traditional arts or crafts events” to the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

SPPA22 Module B - Making and doing art

Question: The following questions are about ways people make and do art.

MBQ1A

During the last 12 months, did you work with pottery, ceramics, or jewelry?

>> Go to MBQ1A-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

MBQ1A-W2REV

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

During the last 12 months, did you **create, design, or** work with pottery, ceramics, or jewelry?

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on working with pottery, ceramics, or jewelry.

- MBQ1A-P1-W3:
 - MBQ1A-P1A-W3: [IF YES TO MBQ1A] I would like to hear more about the pottery, ceramics, or jewelry you've worked with. Could you tell me a little more about that?
 - MBQ1A-P1B-W3: [IF NO/REF/DK TO MBQ1A] Have you ever worked with pottery, ceramics, or jewelry? [IF YES] Could you tell me a little more about that?
- MBQ1A-P2-W3:
 - MBQ1A-P2A-W3: [IF YES TO MBQ1A-W2REV] I would like to hear more about the pottery, ceramics, or jewelry you've **created, designed, or** worked with. Could you tell me a little more about that?
 - MBQ1A-P2B-W3: [IF NO/REF/DK TO MBQ1A-W2REV] Have you ever **created, designed, or** worked with pottery, ceramics, or jewelry? [IF YES] Could you tell me a little more about that?
- [ONLY ASK IF RESPONDENT ANSWERED "NO" TO FIRST QUESTION AND "YES" TO SECOND, OTHERWISE GO TO MBQ1A-P4-W3] MBQ1A-P3-W3: You answered "no" to the original question and "yes" to the revised question. What made you choose "yes" to the second question?
- MBQ1A-P4-W3: The second question adds "**created**" and "**designed**" to the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

SPPA22 Module C - Other leisure activities

Question: The following questions are about other leisure activities people do.

MCQ1K

[During the last 12 months] Did you visit a public library?

>> Go to MCQ1K-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

MCQ1K-W2REV

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

[During the last 12 months] Did you visit a public **or tribal** library?

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on visiting libraries.

- MCQ1K-P1-W3:
 - MCQ1K-P1A-W3: [IF YES TO MCQ1K] I would like to hear more about the public library you visited. Could you tell me a little more about that?
 - MCQ1K-P1B-W3: [IF NO/REF/DK TO MCQ1K] Have you ever visited a public library? [IF YES] Could you tell me a little more about that?
- MCQ1K-P2-W3:
 - MCQ1K-P2A-W3: [IF YES TO MCQ1K-W2REV] I would like to hear more about the public **or tribal** library you visited. Could you tell me a little more about that?
 - MCQ1K-P2B-W3: [IF NO/REF/DK TO MCQ1K-W2REV] Have you ever visited a public **or tribal** library? [IF YES] Could you tell me a little more about that?
- [ONLY ASK IF RESPONDENT ANSWERED "NO" TO FIRST QUESTION AND "YES" TO SECOND, OTHERWISE GO TO MCQ1K-P4-W3] MCQ1K-P3-W3: You answered "no" to the original question and "yes" to the revised question. What made you choose "yes" to the second question?
- MCQ1K-P4-W3: The second question adds a **tribal** library to the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

MDQ4E

During the last 12 months, did you learn dance through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.

>> Go to MDQ4E-P1-W3, then go to revised question

YES

NO

DON'T KNOW

REFUSED

MDQ4E-W2REV

Now I'd like to ask you a slightly different version of this question. Please answer this question as if I hadn't already asked you the first one.

During the last 12 months, did you learn dance through other means not involving lessons or classes? This could include from family, friends, or elders; as family tradition; or by teaching yourself.

>> Go to P2, P3, P4

YES

NO

DON'T KNOW

REFUSED

Probes: Now let's talk about these questions on learning dance.

- MDQ4E-P1-W3:
 - MDQ4E-P1A-W3: [IF YES TO MDQ4E] I would like to hear more about the dance you learned through other means not involving lessons or classes, including from family or friends, as family tradition, or by teaching yourself. Could you tell me a little more about that?
 - MDQ4E-P1B-W3: [IF NO/REF/DK TO MDQ4E] Have you ever learned dance through other means not involving lessons or classes, including from family or friends, as family tradition, or by teaching yourself? [IF YES] Could you tell me a little more about that?
- MDQ4E-P2-W3:
 - MDQ4E-P2A-W3: [IF YES TO MDQ4E-W2REV] I would like to hear more about the dance you learned through other means not involving lessons or classes, including from family, friends, or elders; as family tradition, or by teaching yourself. Could you tell me a little more about that?
 - MDQ4E-P2B-W3: [IF NO/REF/DK TO MDQ4E-W2REV] Have you ever learned dance through other means not involving lessons or classes, including from family, friends, or elders; as family tradition, or by teaching yourself? [IF YES] Could you tell me a little more about that?

- [ONLY ASK IF RESPONDENT ANSWERED “NO” TO FIRST QUESTION AND “YES” TO SECOND, OTHERWISE GO TO MDQ4E-P4-W3] MDQ4E-P3-W3: You answered “no” to the original question and “yes” to the revised question. What made you choose “yes” to the second question?
- MDQ4E-P4-W3: The second question adds “elders” as an example to the question. Do you think the first question or this second version is better? Why is the [first/second] question better?

Step 4: Interview Wrap-Up

“Thank you for answering these questions. I have a few final questions for you.”

“The goal of this interview is to improve the questions I just asked so that we can collect fuller information on artistic and cultural activities. With this in mind...

- Is there anything (else) you would like to see changed or improved in the questions I asked?
- Is there anything that we have not already discussed that you would like to share?
- Do you have any questions about this interview or your participation in this study that I can answer?”

“In appreciation of the time you took to do this interview today, we would like to provide you with a \$100 digital gift card that you selected when you signed up [CONFIRM WHICH GIFT CARD THEY WANT]. You will receive an email within 24 hours titled “NORC Rewards - First Peoples Fund Interviews.” The email will contain instructions for activating your gift card. [CONFIRM THE EMAIL ADDRESS THAT THE GIFT CARD SHOULD BE SENT TO.]

“Thank you so much for participating in this interview today.”

Stop recording.

Appendix C: Item-Level Summaries and Recommendations

Appendix C details the analytic findings for each question item tested using cognitive interviews. Each table presents the original item alongside the research team's recommended revised version, where applicable. Following the item recommendation, each table includes a summary of the data collected in each of the three cognitive interview waves. All percentages are rounded to the closest whole number.

See Table C1 for a set of definitions for terms used in each table of analytic findings and Table C2 for guide to the three icons used to depict the status of each item. For more information on definitions, see **Appendix A: Methodology**.

Table C1. Terms and Definitions

Original item	This lists the survey item in its original form.
Recommended item	Describes the recommended changes to the original survey item , if applicable. “No revisions recommended” indicates that the question item should remain in its original form. If revisions are recommended, revised wording is provided, with updated text bolded.
Immediacy of response	Used in Wave 1 item analyses to describe the research team’s observations about responses to survey questions administered via cognitive interview. Specifically, describes whether the respondent answered immediately, hesitated, or asked for clarification before answering. Hesitation or clarification requests suggested potential issues with question clarity.
Ease of comprehension	Used in Wave 1 item analyses to describe the research team’s observations about responses to survey questions administered via cognitive interview. Specifically, describes respondents’ comprehension of the question according to three comprehension levels: • Easy to comprehend—immediate response with no clarification needed • Somewhat challenging to comprehend—hesitation or clarification request, but answer was ultimately provided • Challenging to comprehend—respondent could not formulate an answer
Insights on terminologies	Used in Wave 1 item analyses to describe respondents’ reactions to and feedback on original survey items . Enumerates recommendations by respondents for how to address perceived limitations of original survey items for testing with Native American respondents.
Item preference	Used in Wave 1 and Wave 2 item analyses to describe whether respondents preferred the original question item or the revised question item . Preference suggests respondents found the item to be clearer, more relevant to their experiences, and/or more appropriate.
Change in close-ended (yes/no) responses	Used in Wave 1 and Wave 2 item analyses to describe whether respondents changed their response (for example, yes or no) between being asked the original question version and the revised question version . Changes in response suggests that each question version elicited different “eligible” activities in respondents’ minds.
Change in examples provided	Used in Waves 1 and 2 item analyses to describe whether respondents described the same or different “eligible” activities across question versions . Including different or additional examples between question versions suggests that one question prompted them to consider a different range of activities than the other.
Recommended revisions	Used in all Waves (1–3) to describe the research team’s recommended modifications to original question items for increased clarity, comprehension, and relevance for Native people.

Table C2. Icon Guide

	A plus icon indicates a recommended new item.
	A criss-crossed tool icon indicates a recommended modification.
	A magnifying glass icon indicates a recommendation to consider modifications and test further.

Table C3. Survey Item C1Q1A

Recommendation

Original Item	Did you go to a live jazz performance during the last 12 months?
Recommended Item	No changes recommended.

Item Analysis

C1Q1A. Did you go to a live jazz performance during the last 12 months?		
Wave 1	n=14	Observations about responses • Immediacy of response: 93% of respondents (n=13) responded immediately while one respondent (7%) hesitated before answering. No respondents needed clarification before answering. • Ease of comprehension: All respondents (N=14) easily understood the question. Insights on terms None; respondents understood terms clearly and did not suggest changes. Recommended revisions None; most respondents found the question easy to answer.

Table C4. Survey Item C1Q2A

Recommendation

Original Item	Did you go to a live Latin, Spanish, or salsa music performance during the last 12 months?
Recommended Item	No changes recommended.

Item Analysis

C1Q2A. Did you go to a live Latin, Spanish, or salsa music performance during the last 12 months?		
Wave 1	n=14	Observations about responses • Immediacy of response: 79% of respondents (n=11) responded immediately, 14% of respondents (n=2) hesitated before answering, and one (7%) needed clarification before answering. • Ease of comprehension: All respondents (n=14) easily understood the question. Insights on terminologies None; respondents understood terms clearly and did not suggest changes. Recommended revisions None; most respondents found the question easy to answer.

Table C5. Survey Item C1Q3A

Recommendation

Original Item	Did you go to a live classical music performance during the last 12 months?
Recommended Item	No changes recommended.

Item Analysis

C1Q3A. Did you go to a live classical music performance during the last 12 months?		
Wave 1	n=14	<u>Observations about responses</u> • Immediacy of response: 86% of respondents (n=12) responded immediately while 14% (n=2) hesitated before answering. No respondents needed clarification before answering. • Ease of comprehension: All respondents (n=14) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; most respondents found the question easy to answer.

Table C6. Survey Item C1Q4A

Recommendation

Original Item	Did you go to a live opera during the last 12 months?
Recommended Item	No changes recommended.

Item Analysis

C1Q4A. Did you go to a live opera during the last 12 months?		
Wave 1	n=14	<u>Observations about responses</u> • Immediacy of response: All respondents (n=14) responded immediately. No respondents hesitated or needed clarification before answering. • Ease of comprehension: All respondents (n=14) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; all respondents found the question easy to answer.

Table C7. Survey Item C1Q5A

Recommendation

Original Item	Did you go to a live musical stage play during the last 12 months?
Recommended Item	No changes recommended.

Item Analysis

C1Q5A. Did you go to a live musical stage play during the last 12 months?		
Wave 1	n=14	Observations about responses • Immediacy of response: 71% of respondents (n=10) responded immediately, 21% of respondents (n=3) hesitated before answering, and one respondent (7%) needed clarification before answering. • Ease of comprehension: 93% of respondents (n=13) easily understood the question while one respondent (7%) found it somewhat challenging. Insights on terminologies None; respondents understood terms clearly and did not suggest changes. Recommended revisions None; most respondents found the question easy to answer.

Table C8. Survey Item C1Q6A

Recommendation

Original Item	Did you go to a stage play other than a musical during the last 12 months?
Recommended Item	No changes recommended.

Item Analysis

C1Q6A. Did you go to a stage play other than a musical during the last 12 months?		
Wave 1	n=14	Observations about responses • Immediacy of response: 79% of respondents (n=11) responded immediately while 21% of respondents (n=3) hesitated before answering. No respondents needed clarification before answering. • Ease of comprehension. 93% of respondents (n=13) easily understood the question while one respondent (7%) found it somewhat challenging. Insights on terminologies None; respondents understood terms clearly and did not suggest changes. Recommended revisions None; most respondents found the question easy to answer.

Table C9. Survey Item C1Q7A

Recommendation

Original Item	Did you go to a live ballet performance during the last 12 months?
Recommended Item	No changes recommended.

Item Analysis

C1Q7A. Did you go to a live ballet performance during the last 12 months?	
Wave 1	<u>Observations about responses</u> • Immediacy of response: All respondents (n=14) responded immediately. No respondents hesitated or needed clarification before answering. • Ease of comprehension: All respondents (n=14) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; all respondents found the question easy to answer.

Table C10. Survey Item C1Q8A

Recommendation	
Original Item	Did you go to a live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance during the last 12 months?
Recommended Item	Did you go to a live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance during the last 12 months? This could be performances for entertainment or events with cultural significance in your community. 

Item Analysis	
C1Q8A. Did you go to a live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance during the last 12 months?	

Item Analysis

Wave 1	n=14	<u>Observations about responses</u> • Immediacy of response: 64% of respondents (n=9) responded immediately, 14% of respondents (n=2) hesitated before answering, and 21% (n=3) needed clarification before answering. • Ease of comprehension: 71% of respondents (n=10) easily understood the question while 29% of respondents (n=4) found it somewhat challenging. <u>Insights on terminologies</u> All respondents (n=14) associated the term “traditional” with Native dances; no respondents associated “folk” with Native dances, but rather with dances from other cultures, such as Spanish flamenco or Swedish clogging. Seventy-one percent (n=10) believed that “traditional” is an appropriate term to describe their community's dances. However, several described the term as being somewhat limiting in that it refers to the past, not the present. Some respondents also shared that the original question evoked Western types of dance performances, which are “<i>more structured</i>” and involve audiences purchasing tickets and “<i>sitting, watching</i>” a performance. In contrast, respondents shared that many Native forms of dance take place in non-ticketed settings, are interactive, and exist for cultural purposes, rather than entertainment. One respondent remarked that many Native forms of dance are “<i>usually rooted in storytelling that carries lessons, messages, and intentions rather than something that is meant for entertainment and profit.</i>” Respondents suggested expanding the question to explicitly include attending non-ticketed types of dance performances. To address the question's current limitations, respondents suggested incorporating the terms “<i>cultural</i>” or “<i>community</i>” into the question. <u>Recommended revisions</u> Based on respondents' suggestions, the research team made changes to expand the types of dance events that the question mentions.
C1Q8A-W2REV. Did you go to a live dance performance other than ballet, such as modern, contemporary, folk, traditional, or tap dance during the last 12 months? This could be performances for entertainment or events with cultural significance in your community.		

Item Analysis

Wave 2	n=10	<u>Item preference</u> All respondents (n=10) preferred the revised question version, particularly including the phrase “events with cultural significance in your community.” Two (2) respondents (20%) preferred this phrase because it connotes ceremonial events or traditions without describing them as “performances.” These respondents felt that describing ceremonial events or traditions as “performances” would be inaccurate and could be considered culturally insensitive. In contrast, the term “events” is broad and can include performances. <u>Change in close-ended (yes/no) responses</u> Eighty percent (80%) of respondents’ answers (n=8) did not change between the original and the revised question. Twenty percent (20%) of respondents (n=2) changed their answer; the respondents answered “no” to the original question—meaning they did not believe they participated in any “qualifying” dance activities—but changed their answer to “yes” when asked the revised question and shared dance activities they had participated in. <u>Change in examples provided</u> Fifty percent (50%) of respondents (n=5) provided a wider array of examples when answering the revised version of the question, regardless of whether their “yes” or “no” answer changed. New examples included dances from Native cultures and traditions such as powwow, hula dance, and Bear Dance ceremonies. <u>Recommended revisions</u> No additional revisions recommended; test Wave 2 wording with additional respondents in Wave 3.
C1Q8A-W2REV.		[Same wording as for Wave 2]

Item Analysis

Wave 3	n=35	<u>Item preference</u> Eighty-eight percent (88%) of respondents (n=31) preferred the revised question version, 6% (n=2) preferred the original, and 6% (n=2) had no preference. Those who preferred the revised version cited similar reasons to those in Wave 2, noting the revised question's increased relevance to Native perspectives, and expanded, community-centric language that covers a broader range of dance activities and reasons for engaging with them. <u>Change in close-ended (yes/no) responses</u> Seventy-seven percent (77%) of respondents (n=27) did not change their answer when asked the revised question. Twenty-three percent (23%) of respondents (n=8) did change their answer—all eight answered “no” to the original question and changed their answer to “yes” when asked the revised question in Wave 3. <u>Change in examples provided</u> Fifty-four percent (54%) of respondents (n=19) described additional and/or different activities in their answer to the revised question. This suggests that the revised question elicits meaningfully different answers for many respondents. <u>Recommended revision</u> Modify C1Q8A item to incorporate C1Q8A-W2REV wording.
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Table C11. Survey Item C1Q9A

Recommendation	
Original Item	Did you go to any live music, dance, or theater performance--other than the kinds I've asked about--during the last 12 months? This may include: rock, folk, or country music concerts; rap or hip-hop performances; comedy/improv, magic shows, or circus acts.
Recommended Item	No changes recommended.

Item Analysis

C1Q9A. Did you go to any live music, dance, or theater performance--other than the kinds I've asked about--during the last 12 months? This may include: rock, folk, or country music concerts; rap or hip-hop performances; comedy/improv, magic shows, or circus acts.

Wave 1	n=14	<u>Observations about responses</u> • Immediacy of response: 79% of respondents (n=11) responded immediately, 14% of respondents (n=2) hesitated before answering, and one respondent (7%) needed clarification before answering. • Ease of comprehension: All respondents (n=14) easily understood the question. <u>Insights on terminologies</u> Eighty-six percent (86%) of respondents (n=12) felt that the examples of performances included in the original question version were comprehensive. One respondent (7%) commented on the term "performance," expressing that cultural or community activities or performances that occur at community venues would not be included under the term "performance." In their mind, "performance" is reserved for events performed on stages, like opera and theater. <u>Recommended revisions</u> None; most respondents found the question easy to answer.
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Table C12. Survey Item C1Q10A

Recommendation

Original Item	[During the last 12 months,] did you visit an art museum or gallery?
Recommended Item	No changes recommended.

Item Analysis

C1Q10A. [During the last 12 months,] did you visit an art museum or gallery?		
Wave 1	n=14	Observations about responses • Immediacy of response: 93% of respondents (n=13) responded immediately, while one respondent (7%) hesitated before answering. No respondents needed clarification before answering. • Ease of comprehension: 93% of respondents (n=13) easily understood the question while one respondent (7%) found it somewhat challenging. Insights on terminologies None; respondents understood terms clearly and did not suggest changes. Recommended revisions None; most respondents found the question easy to answer.

Table C13. Survey Item C1Q11A

Recommendation

Original Item	[During the last 12 months,] did you go to a crafts fair or a visual arts festival?
Recommended Item	[During the last 12 months,] did you go to a crafts fair or a visual arts festival? This could include cultural or traditional arts or crafts events.
	

Item Analysis

C1Q11A.	[During the last 12 months,] did you go to a crafts fair or a visual arts festival?
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Item Analysis

Wave 1	n=14	<u>Observations about responses</u> • Immediacy of response: 79% of respondents (n=11) responded immediately, 14% of respondents (n=2) hesitated before answering, and one respondent (7%) needed clarification before answering. • Ease of comprehension: 86% of respondents (n=12) easily understood the question while 14% of respondents (n=2) found it somewhat challenging. <u>Insights on terminologies</u> Thirteen (13) respondents were asked about C1Q11A question wording. • 69% of respondents (n=9) shared thoughts about the term “crafts,” noting that this term is often associated with Native creation but carries Western biases that associate it with requiring less skill or having less significance than Western creation. • 15% of respondents (n=2) felt the term “visual art” may not sufficiently capture the cultural context within which work is made in Native communities and suggested incorporating the terms “<i>cultural art</i>” or “<i>traditional art</i>” into the question for Native people to better identify with such work. Interviewers asked respondents whether Native regalia would be considered a craft or visual art, to assess whether respondents would include regalia creation in their answer to the question. • 69% of respondents (n=9) considered regalia a visual art, with one refining their preferred terminology to “<i>wearable fine art</i>.” • 15% of respondents (n=2) felt regalia needed its own category. • 15% of respondents (n=2) said classification depends on context. <u>Recommended revisions</u> Twenty-one percent (21%) of respondents (n=3) found the question challenging to answer and/or needed clarification when answering, and respondents suggested wording for clarification. Based on this, the research team added wording about cultural and traditional art in the context of crafts fairs/visual arts festivals.
		C1Q11A-W2REV. [During the last 12 months,] did you go to a crafts fair or a visual arts festival? This could include cultural or traditional arts or crafts events.

Item Analysis

Wave 2	n=9	<u>Item preference</u> Sixty-seven percent (67%) of Wave 2 respondents (n=6) preferred the revised question to the original question, describing the revised question as better connecting to Native cultures. Twenty-two percent (22%) of respondents (n=2) had no preference, highlighting the challenge of determining whether the broader term “<i>visual art</i>” is already inclusive of traditional art. Conversely, one respondent (11%) felt that traditional art already fits into the broader category of visual art and therefore preferred the original question wording. <u>Change in close-ended (yes/no) responses</u> None of the respondents changed their “yes/no” answer when asked the revised version of the question. <u>Change in examples provided</u> Fifty-six percent (56%) of respondents (n=5) cited the same fairs/festivals when answering both versions of the question, and all five thought of traditional Native arts festivals in both versions. Forty-four percent (44%) of respondents (n=4) thought of different events when asked the revised question; two of the four respondents thought of non-Native events when asked the original question and shifted to Native events when asked the revised question. <u>Recommended revisions</u> No additional modifications; test Wave 2 wording with additional respondents in Wave 3.
C1Q11A-W2REV. [Same wording as for Wave 2]		

Item Analysis

Wave 3	n=28	<u>Item preference</u> As in Wave 2, eighty-two percent (82%) of Wave 3 respondents (n=23) preferred the revised question. Of these, many respondents (n=14) specifically felt the revised version would better resonate with Native communities because of the added words “cultural” and “traditional.” <u>Change in close-ended (yes/no) responses</u> Ninety-six percent (96%) of respondents (n=27) did not change their answer when asked the revised question version. One respondent (4%) changed their answer when asked the revised question (from “no” to “yes”); they responded differently because the additional language in the second construction prompted them to think of Native-centric arts events. <u>Change in examples provided</u> Fifty-four percent (54%) of respondents (n=15) thought of the same examples in the original and revised questions, while 46% of respondents (n=13) thought of different examples when asked the revised question. Based on the examples respondents provided, the original question was more likely to elicit answers such as a town's farmer's market or large conventions like Comicon. The revised question was more likely to elicit examples such as powwow vendor markets or a community's Native arts market. <u>Recommended revisions</u> Modify C1Q11A item to incorporate C1Q11A-W2REV wording.
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Table C14. Survey Item C1Q12A

Recommendation

Original Item	[During the last 12 months,] did you go to an outdoor festival that featured performing artists?
Recommended Item	[During the last 12 months,] did you go to a community gathering that featured cultural activities such as music, dance, or ceremony ?
	

Item Analysis

C1Q12A.	[During the last 12 months,] did you go to an outdoor festival that featured performing artists?
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Item Analysis

Wave 1 n=14

Observations about responses

- **Immediacy of response:** 86% of respondents (n=12) responded immediately, one respondent (7%) hesitated before answering, and one respondent (7%) needed clarification before answering.
- **Ease of comprehension:** 93% of respondents (n=13) easily understood the question while one respondent (7%) found it somewhat challenging.

Insights on terminologies

Ten (10) respondents were asked about the wording used in question C1Q12A. Of the ten respondents, 70% (n=7) mentioned Native-specific events when discussing festivals they felt were pertinent to the question. However, 60% (n=6) were hesitant to categorize powwows and other Native community gatherings as being related to the “performing arts.” One respondent explained by saying that at powwows people participate, but they do not perform.

Recommended revisions

Thirty percent (30%) of respondents (n=10) commented that things like powwow need their own terms, requiring the addition of examples within the existing question or a separate question altogether. The study team used the original question wording as a template to devise a new, separate question that would include events like powwows and other Native festivals, for testing in Wave 2.

C1Q12A-W2REV. [During the last 12 months,] did you go to a **community gathering** that featured **cultural activities such as music, dance, or ceremony**?

Item Analysis

Wave 2	n=9	<u>Item preference</u> Seventy-eight percent (78%) of respondents (n=7) preferred the revised question, while 22% (n=2) felt comfortable with either question version and had no preference. Three of the seven respondents (43%) who preferred the revised question explained that the wording felt more inclusive of Native culture. Respondents specifically said incorporation of the word “culture” was key to their understanding of how to respond to the question in a way that was reflective of their own background and traditions. One of these respondents said including the word “culture” <i>“puts a little spark in you when you’re a Native American artist.”</i> <u>Change in close-ended (yes/no) responses</u> Four (4) respondents changed their answer when they received the revised question, to include gatherings in their tribal community. For example, one changed their answer to include a totem pole raising ceremony, which they thought of only when asked the revised version of the question: <i>“The original question would not capture this type of event, because the word ‘festival’ sounds like a very different experience to me than something more formal like a ‘ceremony’ that is cultural/sacred.”</i> <u>Change in examples provided</u> Seventy-eight percent (78%) of respondents (n=7) thought of different things with the revised version of the question. Most (n=5) thought of traditional Native ceremonies when asked the revised question, while the other two thought their community's <i>“instructed gatherings and other celebrations”</i> and <i>“festivals and conferences.”</i> All seven respondents preferred the revised question. <u>Recommended revisions</u> No additional revisions; test Wave 2 wording with additional respondents in Wave 3. C1Q12A-W2REV. [Same wording as for Wave 2]
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Item Analysis

Wave 3 n=36

Item preference

The new W2REV question is intended to supplement, rather than replace, the original question. For this reason, interviewers did not ask respondents their preference for either the original or revised question, and 56% of respondents (n=20) did not share a preference. However, some respondents organically shared their preferences: 44% (n=16) preferred the revised version of the question, and no respondents stated they preferred the original version of the question. Respondents generally preferred the revised version of the question because it suggested traditional Native activities. In general, respondents said the original and revised questions were about two distinct event categories; the original question was seen as asking about large, well-known outdoor festivals that are not necessarily culturally focused and that sell tickets for purchase (an example provided was Coachella), while the words “cultural activities” and “ceremony” in the revised version made respondents think of Native cultures, music, dance and ceremony.

Change in close-ended (yes/no) responses

Eighty-six percent (86%) of respondents (n=31) did not change their yes/no answers when asked the revised version of the question, while yes/no answers changed for the remaining 14% (n=5).

Change in examples provided

The revised question brought to mind different examples for 86% of respondents (n=31):

- Eight (8) respondents thought of Western/non-Native examples with the original question but thought of Native-specific examples with the revised question.
- Five (5) respondents thought of traditional Native examples with both versions of the question.
- Five (5) respondents thought of the same examples in both versions of the question.

Recommended revision

Because the questions were conceptually distinct for many respondents, preserve the C1Q12A item as is and use C1Q12A-W2REV as a new, separate question.

Table C15. Survey Item C1Q13A

Recommendation

Original Item	[During the last 12 months,] did you visit any place for its historic, architectural, or design value? This may be a park, building, monument, or neighborhood.
Recommended Item	[During the last 12 months,] did you visit any place for its historic, architectural, cultural , or design value? This may be a park, building, monument, sacred site , neighborhood, or another type of place . 

Item Analysis

C1Q13A. [During the last 12 months,] did you visit any place for its historic, architectural, or design value? This may be a park, building, monument, or neighborhood.

Wave	1	n=14	Observations about responses • Immediacy of response: 71% of respondents (n=10) responded immediately while 29% of respondents (n=4) hesitated before answering. No respondents needed clarification before answering. • Ease of comprehension: 79% of respondents (n=11) easily understood the question while 21% of respondents (n=3) found it somewhat challenging. Insights on terminologies Twelve (12) respondents were asked their thoughts on question terminology—specifically, whether sacred or ceremonial sites would come to mind when answering the question. Seventy-three percent (73%) of respondents (n=8) noted that sacred sites did not come to mind when asked the original question. However, 92% (n=11) reported that sacred sites did count as places of historic, architectural, or design value and thus should come to mind when answering the question. Recommended revisions Revise the question to ask specifically about culturally important and/or sacred sites; test in Wave 2.
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C1Q13A-W2REV. [During the last 12 months,] did you visit any place for its historic, architectural, **cultural**, or design value? This may be a park, building, monument, **sacred site**, neighborhood, **or another type of place**.

Item Analysis

Wave 2	n=9	<u>Item preference</u> Seventy-eight percent (78%) of respondents (n=7) preferred the revised question over the original question. The respondents felt adding “sacred site” to the question deepened its meaning and would generate more accurate responses from Native people. <u>Change in close-ended (yes/no) responses</u> Seventy-eight percent (78%) of respondents (n=7) did not change their answers when asked the revised question. Twenty-two percent (22%) of respondents (n=2) did change their answers with the addition of “sacred site” into the revised question; one of the two respondents said using the words “sacred site” was more inclusive of Native people’s experiences. <u>Change in examples provided</u> Sixty-seven percent (67%) of respondents (n=6) thought of different examples when asked the revised version of the question. <u>Recommended revisions</u> No additional revisions; test Wave 2 wording with additional respondents in Wave 3.
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Item Analysis

Wave 3	n=36	<u>Item preference</u> Ninety-two percent (92%) of respondents (n=34) preferred the revised question version, while 8% (n=2) expressed no preference. No respondents preferred the original version. Respondents noted that the original question had a “<i>Western connotation</i>” associated with colonization and modernization; they preferred the revised question because it freed responses from the limitations of the “<i>modern built environment</i>” to include “<i>place[s] of repose</i>” like “<i>a river or mountain or cemetery.</i>” Respondents felt that the revised question was more inclusive of Native perspectives and activities. <u>Change in close-ended (yes/no) responses</u> One (1) of the 36 respondents (3%) changed their answer between question versions, from “no” for the original question version to “yes” for the revised question. The respondent was “<i>involved in a lot of cultural work</i>” that brought them to places of cultural significance over the past year, but those places did not come to mind when answering the original question. <u>Change in examples provided</u> Sixty-one percent (61%) of respondents (n=22) thought of different examples between question versions. In response to the original version, respondents included examples such as historic/preserved buildings, national monuments, and state-designated historical landmarks/markers, as well as Native reservations and traditional indigenous trails. In response to the revised question, additional examples included specific tribal sacred sites, Native burial sites, outdoor spaces of indigenous cultural significance, Native gathering grounds, Native burial grounds, and Native ceremonial grounds. <u>Recommended revisions</u> Modify C1Q13A item to incorporate C1Q13A-W2REV wording.
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Table C16. Survey Item C2Q1A

Recommendation

Original Item	[During the last 12 months,] did you go to a live music, theater, or dance performance?
Recommended Item	[During the last 12 months,] did you go to a live music, theater, or dance performance? These could include performances for entertainment or events with cultural significance in your community.
	

Item Analysis

C2Q1A. [During the last 12 months,] did you go to a live music, theater, or dance performance?		
Wave 1	n=13	Observations about responses • Immediacy of response: 62% of respondents (n=8) responded immediately, 23% of respondents (n=3) hesitated before answering, and 15% (n=2) needed clarification before answering. • Ease of comprehension: 92% of respondents (n=12) easily understood the question while one respondent (8%) found it somewhat challenging. Insights on terminologies Nine (9) respondents were asked to describe the activities that came to mind when answering the question. They described a variety of music, theater, and dance performances, including plays, Native hoop dances, cultural exchanges, opera, and comedy. Fifty-six percent (56%) of respondents (n=5) described culturally specific events or performances not explicitly referenced in the survey. Nuances emerged for respondents around powwow, ceremony, and other types of culture-specific events, particularly involving dance. Some respondents noted that these types of events can have performative aspects but do not always neatly align with their understanding of Western notions of performance, which they saw as the focus of the question. Respondents described these events as often private, more unstructured and free flowing, culturally specific and community-centric, interactive, and often happening without a formal venue. Some respondents described the events less as performances and more as community participation. Recommended revisions Revisions may be needed to better signal to Native people to include certain types of events and performances in their responses. Revise question to include cues about performances/events focused on cultural expression; test in Wave 2.

Item Analysis

C2Q1A-W2REV. [During the last 12 months,] did you go to a live music, theater, or dance **event**? **These could include cultural or traditional events.**

Wave 2 n=9

Item preference

Seventy-eight percent (78%) of respondents (n=7) preferred the revised question version because it specifically included cultural or traditional events. Twenty-two percent (22%) of respondents (n=2) expressed no preference because they said the question versions were fundamentally different and elicited different types of examples. However, the two respondents mentioned that they were not likely to include Native cultural or traditional events in their responses to the original question due to its wording.

Change in close-ended (yes/no) responses

Eighty-nine percent (89%) of respondents (n=8) did not change their answers when asked the revised question. One respondent (11%) did change their answer to include Native-specific events and remarked, *"when you said 'cultural,' I started to think about the other events I've gone to, like round dances, powwows...storytelling events."*

Change in examples provided

Sixty-seven percent (67%) of respondents (n=6) thought of different examples when asked the revised question, and all six shared Native-specific examples, citing the terms "cultural" and/or "events" as important to eliciting different examples. Twenty-two percent (22%) of respondents (n=2) discussed "events" as activities that included performance but can also mean something beyond performance: *"a performance is something you watch; an event is more participatory."* One respondent commented that powwow would not be a relevant example to provide when asked the original version of the question.

Recommended revisions

Keep the word "event" and expand explainer sentence to expound on "cultural or traditional events" as in Wave 2 version. Standardize language to align with other revised question items (C1Q8A).

C2Q1A-W3REV. [During the last 12 months,] did you go to a live music, theater, or dance **performance**? **These could include performances for entertainment or events with cultural significance in your community.**

Item Analysis

Wave 3 n=36

Item preference

Eighty-three percent (83%) of respondents (n=30) preferred the newly revised question, while 6% (n=2) preferred the original question; 11% (n=4) felt either version was appropriate. Respondents preferred the revised question because it expanded possible activities to include Native or traditional activities.

One respondent stated they preferred the revised question because *"I can see myself as a Native person in it."* Another said, *"it's signaling that it's okay to talk about our culture in these spaces."* Particularly, respondents like the addition of "cultural significance in your community" because it made them realize certain activities, such as elders sharing their stories in a group or smoke house song and dance, can and should be included in their response. For one respondent, the addition suggested community-oriented activities, such as powwow, while the original version made them think of paid activities, like concerts.

Of the 11% of respondents who had no preference, they felt that the two versions were too different to be judged together. Both respondents who preferred the original version thought of Native or traditional activities in their response to the original question and did not feel revision was necessary.

Change in close-ended (yes/no) responses

Eighty-one percent (81%) of respondents (n=29) did not change their yes/no response when asked the revised question, while 19% of respondents (n=7) did change their response.

Change in examples provided

Sixty-seven percent (67%) of respondents (n=24) shared different or new examples in the revised question, while 34% of respondents (n=12) shared the same examples across both versions. For one respondent whose answer changed, the revised question brought to mind a Native conference, while the original question brought to mind Western music concerts they had attended: *"I wouldn't know to include cultural communities with the first question because it's so broad - when you said, 'cultural significance' [in the revised question], I visualized the adornments of traditional performers who were all dressed up in Native fashion."* This respondent said they were not able to visualize this example in the first question because it was *"not asking about cultural significance."*

Recommended revisions

Modify C2Q1A item to incorporate C2Q1A-W3REV wording.

Table C17. Survey Item C2Q1B

Recommendation

Original Item	[During the last 12 months,] did you go to a live book reading or a poetry or storytelling event?
Recommended Item	No changes recommended.

Item Analysis

C2Q1B. [During the last 12 months,] did you go to a live book reading or a poetry or storytelling event?	
Wave 1	n=13
Observations about responses • Immediacy of response: 85% of respondents (n=11) responded immediately, one respondent (8%) hesitated before answering, and one (8%) needed clarification before answering. • Ease of comprehension: All respondents (n=13) easily understood the question. Insights on terminologies None; respondents understood the terms clearly and did not suggest changes. Recommended revisions None; most respondents found the question easy to answer.	

Table C18. Survey Item C2Q1C

Recommendation	
Original Item	[During the last 12 months,] did you go to an art exhibit, such as paintings, sculpture, pottery, graphic design, or photography?
Recommended Item	No changes recommended.

Item Analysis		
C2Q1C. [During the last 12 months,] did you go to an art exhibit, such as paintings, sculpture, pottery, graphic design, or photography?		
Wave 1	n=13	<u>Observations about responses</u> • Immediacy of response. All respondents (n=13) responded immediately. No respondents hesitated or needed clarification before answering. • Ease of comprehension. All respondents (n=13) easily understood the question. <u>Insights on terminologies</u> Respondents understood terms clearly and did not suggest changes. Forty-six percent (46%) of respondents (n=6) described Native-specific exhibits or events in their answer. <u>Recommended revisions</u> None; all respondents found the question easy to answer.

Table C19. Survey Item C2Q3A

Recommendation

Original Item	[In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... college or university campus?
Recommended Item	No changes recommended.

Item Analysis

C2Q3A. [In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... college or university campus?

Wave 1	n=13	<u>Observations about responses</u> • Immediacy of response: 62% of respondents (n=8) responded immediately while 39% of respondents (n=5) hesitated before answering. No respondents needed clarification before answering. • Ease of comprehension: 92% of respondents (n=12) easily understood the question, while one respondent (8%) found it somewhat challenging. <u>Insights on terminologies</u> Eighty-five percent (85%) of respondents (n=11) considered the term “college or university campus” to include tribal colleges. One of the two respondents who did not think the question wording included tribal colleges stated that “<i>I don’t think I would immediately include my experience in a tribal college if I read this on a survey.</i>” This respondent and the other respondent who indicated that they would not include tribal colleges in their response both noted that they did not have extensive experience with tribal colleges, and both stated that their lack of familiarity influenced their answer. <u>Recommended revisions</u> None; most respondents found the question easy to answer.
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Table C20. Survey Item C2Q3B

Recommendation

Original Item	[In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... elementary, middle, or high school?
Recommended Item	No changes recommended.

Item Analysis

C2Q3B. [In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... elementary, middle, or high school?		
Wave 1	n=13	Observations about responses • Immediacy of response: 62% of respondents (n=8) responded immediately while 38% of respondents (n=5) hesitated. No respondents needed clarification before answering. • Ease of comprehension: All respondents (n=13) easily understood the question. Insights on terminologies None; respondents understood terms clearly and did not suggest changes. Recommended revisions None; most respondents found this question easy to answer.

Table C21. Survey Item C2Q3C

Recommendation

Original Item	[In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... church, synagogue, or other place of worship?
Recommended Item	No changes recommended.

Item Analysis

C2Q3C. [In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... church, synagogue, or other place of worship?

Item Analysis

Wave 1 n=13

Observations about responses

- **Immediacy of response:** 92% of respondents (n=12) responded immediately while one respondent (8%) hesitated. No respondents needed clarification before answering.
- **Ease of comprehension.** All respondents (n=13) easily understood the question.

Insights on terminologies

The research team asked whether respondents would include sacred or ceremonial sites as examples in their response about events at a “church, synagogue, or other place of worship.”

- Forty-six percent (46%) of respondents (n=6) felt strongly that these sites were separate from churches, synagogues, or other places of worship. One respondent stated that the wording “church or synagogue,” suggested “*structured religion that modern society is used to. I definitely don’t think of sacred grounds.*” Respondents described sacred sites as “*place[s] we return to, to acknowledge history or reconnect with people of our past.*” Three of the six respondents spoke about historical colonization and related traumas, linking the church to forced conversion, assimilation, and boarding schools. These negative connotations with “church” and “synagogue”—alongside the imperfect umbrella category of “or other place of worship”—appeared to prevent this portion of respondents from seeing their own spiritual practice in the question.
- Only 15% of respondents (n=2) said that sacred sites would be included in their answer to the original question but that it also depended on the context of the ceremony. The respondents felt that sacred sites can be places of worship but “*not a worship like it is in the church.*” One respondent indicated that “other place of worship” made them think survey is attempting to include Native spiritual practices; however, they felt the current wording is “*not the right language.*”

Recommended revisions

None; most respondents found the question easy to answer. However, further testing may be warranted to explore whether a new, additional question focused on sacred or ceremonial sites may be effective at eliciting relevant responses.

Table C22. Survey Item C2Q3D

Recommendation	
Original Item	[In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... restaurant, bar, nightclub, or coffee shop?
Recommended Item	No changes recommended.

Item Analysis

C2Q3D. [In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... restaurant, bar, nightclub, or coffee shop?	
Wave 1	n=13 <u>Observations about responses</u> • Immediacy of response: 92% of respondents (n=12) responded immediately while one respondent (8%) hesitated. No respondents needed clarification before answering. • Ease of comprehension. All respondents (n=13) easily understood the question. <u>Insights on terminologies</u> The research team asked respondents if they would include casinos in their response to a question about events at a “restaurant, bar, nightclub, or coffee shop.” Sixty-two percent (62%) of respondents (n=8) indicated that they would include a casino in this category. <u>Recommended revisions</u> None; most respondents found the question easy to answer.

Table C23. Survey Item C2Q3E

Recommendation

Original Item	[In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... park or open-air facility?
Recommended Item	No changes recommended.

Item Analysis

C2Q3E. [In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... park or open-air facility?

Wave 1	n=13	<u>Observations about responses</u> • Immediacy of response: 92% of respondents (n=12) responded immediately while one respondent (8%) hesitated. No respondents needed clarification before answering. • Ease of comprehension: All respondents (n=13) easily understood the question. <u>Insights on terminologies</u> The research team asked respondents if they would include sacred or ceremonial sites in their response to a question about events at a “park or open-air facility.” Respondents were split, with 46% (n=6) believing sacred sites were separate from parks or open-air facilities. Several respondents emphasized that some ceremonial sites are not open to the public, unlike parks or open-air spaces. In contrast, 38% of respondents who voiced a preference (n=5) would include ceremonial sites in their responses. These respondents mentioned that most of the ceremonial sites they are familiar with involve the outdoors and so would be captured by the terminology “open-air facility.” <u>Recommended revisions</u> None; most respondents found the question easy to answer.
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Table C24. Survey Item C2Q3F

Recommendation	
Original Item	[In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... community center or public library?
Recommended Item	[In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... community center, cultural center , or public library, or tribal library ? 

Item Analysis

C2Q3F. [In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... community center or public library?

Item Analysis

Wave 1 n=13

Observations about responses

- **Immediacy of response:** 62% of respondents (n=8) responded immediately, 31% of respondents (n=4) hesitated, and one respondent (8%) needed clarification before answering.
- **Ease of comprehension:** 85% of respondents (n=11) easily understood the question while 15% of respondents (n=2) found it somewhat challenging.

Insights on terminologies

The research team asked respondents if they would include cultural centers in their response to a question about events at a "community center." Sixty-nine percent (69%) of respondents (n=9) indicated they would include a cultural center in their examples, while 31% of respondents (n=4) would not. Of the four respondents, one explained that, *"community centers are buildings for hosting events; a cultural center is more than that."*

The research team also asked respondents if they would include tribal libraries in their response to a question about events at a "public library." Seventy-seven percent (77%) of respondents (n=10) explained that they would include tribal libraries in their response. The remaining 23% of respondents (n=3) did not provide an explanation.

Among those who said they would include both tribal libraries and cultural centers in their response, three respondents emphasized that—while there is overlap—cultural centers and tribal libraries serve distinct purposes from their community center and public library counterparts: *"I think the space holds the same energy but they do different things."* Additionally, cultural centers *"have the same types of programs, services, and functions"* but are *"very specific to our community."* Another respondent echoed this sentiment about tribal libraries, which *"are more dictated by the region or people they serve."* This respondent applied the same logic to cultural centers compared with community centers. The respondents emphasized the unique purpose of tribal libraries and cultural centers in preserving Native heritage, history, practice, art, and language.

Recommended revisions

Revise question to include the terms "cultural center" and "tribal library;" test in Wave 2.

C2Q3F-W2REV. [In thinking about the arts and cultural events you have attended in the last 12 months, such as art exhibits, live music, theater, dance, or storytelling events,] did you go to any of these events at a... community center, **cultural center, or** public library, or **tribal library**?

Item Analysis

Wave 2 n=9

Item preference

Seventy-eight percent (78%) of respondents (n=7) preferred the revised question because it felt more inclusive of Native cultures than the original question. One respondent stated, *"I wouldn't have answered the second question any differently, but I do think [the revised question] would encourage people to think more about any events that took place at tribal cultural centers or libraries."* Another respondent similarly expressed, *"for me it didn't make a difference, but other people may need those more specific categories."* In contrast, 22% of respondents (n=2) preferred the original question because the revised question did not bring additional events to mind. At the same time, these respondents indicated a lack of experience with tribal libraries and cultural centers.

Change in close-ended (yes/no) responses

None of the nine respondents changed their yes/no response between question versions.

Change in examples provided

Seventy-eight percent (78%) of respondents (n=7) thought of the same examples across both question versions. Twenty-two percent (22%) of respondents (n=2) thought of new examples when asked the revised question, but neither respondents thought of or included events at cultural centers when asked the original question, and both felt community centers and cultural centers were distinct. One of the respondents said, *"I think community center and cultural center are different. I think a community center is broader and based on services for the elderly, gym access, etc. For cultural center, I would think of my tribe's cultural center and the very specific offerings there related to our cultural, like language classes and cultural exhibits, hosting traditional artistry."* The other said cultural centers have *"an educational component"* that community centers do not. However, both respondents preferred the revised question version.

Recommended revisions

Modify C2Q3F item to incorporate C2Q3F-W2REV wording.

Table C25. Survey Item MBQ1A

Recommendation

Original Item	[During the last 12 months,] did you work with pottery, ceramics, or jewelry?
Recommended Item	[During the last 12 months,] did you create, design, or work with pottery, ceramics, or jewelry? 

Item Analysis

MBQ1A. [During the last 12 months,] did you work with pottery, ceramics, or jewelry?	
Wave 1 n=27	Observations about responses • Immediacy of response: 81% of respondents (n=22) responded immediately, 7% of respondents (n=2) hesitated before answering, and 11% (n=3) needed clarification before answering. • Ease of comprehension: 85% of respondents (n=23) easily understood the question while 15% of respondents (n=4) found it somewhat challenging. Insights on terminologies N/A. This item was not tested in Wave 1 probes. Recommended revisions Revise question to expand beyond the professionalized connotations of “work with”; test in Wave 2.
MBQ1A-W2REV. [During the last 12 months,] did you create, design, or work with pottery, ceramics, or jewelry?	
Wave 2 n=8	Item preference Sixty-three percent (63%) of respondents (n=5) preferred the revised question, noting that the words “create” and “design” added dimension beyond “work with,” which clarified the revised question. Twenty-five percent (25%) of respondents (n=2) had no preference and felt the two question versions asked about the same types of activities; they felt “work with” included “create and design.” One respondent (13%) preferred the original question version and noted that the additions in the revised question were superfluous. Change in close-ended (yes/no) responses All respondents (n=8) did not change their yes/no answer when asked the revised question. Change in examples provided Seventy-five percent (75%) of respondents (n=6) provided different examples across the two question versions because the addition of “create” and “design” suggested additional and/or different examples than the original question. Twenty-five percent (25%) of respondents (n=2) thought of the same examples across question versions. Recommended revisions No further revisions; test Wave 2 wording with additional respondents in Wave 3.
MBQ1A-W2REV. [Same wording as for Wave 2]	

Item Analysis

Wave 3 n=30

Item preference

Ninety percent (90%) of respondents (n=27) preferred the revised question, one respondent (3%) preferred the original version, and 7% (n=2) expressed no preference. The one respondent who preferred the original construction felt the addition of “create” and “design” unnecessarily complicated the question. However, the respondent still thought of additional, different examples for the revised question construction (things they designed but did not create).

Of the two respondents who expressed no preference, both felt that the revision did not make a difference: *“They’re kind of the same question. ‘Created’ and ‘designed’ is similar to ‘worked with.’”*

Across the 27 respondents who preferred the revised question, there was consensus that “create” and “design” are distinct from “work with.” One respondent stated, *“Well, I took a class, so I ‘worked with’ it. I learned from it, but that doesn’t necessarily mean I created my own thing.”* This sentiment held even with the respondents who both preferred the revised question construction and thought of the same examples for each: *“I thought of the same things, but I like the wording better for the second question because it includes the word ‘create.’ It feels more like you’re specifically asking if the person made those things versus, in the first question, it feels like if you’re working on restoring something in a museum. In the second, you are asking if I made it.”* One respondent said, *“‘Work with’ could mean that you helped someone sell it at their stand. Whereas the person actually creating it goes through the intellectual process of designing it.”* Another respondent shared, *“Second question is better. It nods to more artistic work. First question is more of production line thinking.”*

Change in close-ended (yes/no) responses

Ninety-seven percent (97%) of respondents (n=29) did not change their answer between the two versions; the respondents felt that “work with” did not necessarily encompass “create” and “design” and that the revised construction was more inclusive of the different ways people can engage with a medium. One respondent (3%) changed their answer and felt that “create” and “design” alongside “work with” fundamentally changed the meaning of the question.

Change in examples provided

Eighty-three percent (83%) of respondents (n=25) thought of the same examples across both question versions, while 17% (n=5) thought of different examples for each question. Four of the five respondents who thought of different examples for the revised version shared that they aided in the design of something that they themselves did not make, citing collaborations with other artists or items they have designed but not yet made. Only one of the five respondents preferred the original question construction because it was *“clearer.”*

Recommended revisions

Modify MBQ1A item to incorporate MBQ1A-W2REV wording.

Table C27. Survey Item MBQ1C

Recommendation

Original Item	[During the last 12 months] Did you do any weaving, crocheting, quilting, needlepoint, knitting, or sewing?
Recommended Item	No changes recommended.

Item Analysis

MBQ1C. [During the last 12 months] Did you do any weaving, crocheting, quilting, needlepoint, knitting, or sewing?		
Wave 1	n=27	<u>Observations about responses</u> • Immediacy of response: All respondents (n=27) responded immediately. No respondents hesitated or needed clarification before answering. • Ease of comprehension: All respondents (n=27) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; most respondents found the question easy to answer.

Table C28. Survey Item MBQ1D

Recommendation

Original Item	[During the last 12 months] Did you do any singing, either by yourself, in a social gathering, or in a group or choir?
Recommended Item	[During the last 12 months] Did you do any singing, either by yourself, in a social gathering, in a choir, or in another type of group? 

Item Analysis

MBQ1D. [During the last 12 months] Did you do any singing, either by yourself, in a social gathering, or in a group or choir?	
Wave 1	n=27
Observations about responses • Immediacy of response: 96% of respondents (n=26) responded immediately while one respondent (4%) hesitated before answering. No respondents needed clarification before answering. • Ease of comprehension: 96% of respondents (n=26) easily understood the question while one respondent (4%) found it challenging. Insights on terminologies One respondent suggested that the term “choir” be removed and/or other examples added to the question item to make this question culturally relevant for the singing done in Native ceremonies and powwows. Recommended revisions Test question further for clarity in Wave 2; explore whether the term “choir” is limiting for respondents.	
MBQ1D-W2REV. [During the last 12 months] Did you do any singing, either by yourself, in a social gathering, or in a group or choir?	

Item Analysis

Wave 2	n=8	<u>Item preference</u> Seventy-five percent (75%) of respondents (n=6) preferred the revised version with the term “choir” eliminated because they felt the phrase “in a group” included choir groups. Twenty-five percent (25%) of respondents (n=2) preferred the original question; both felt the term “choir” should be retained because it refers to a specific context for singing. <u>Change in close-ended (yes/no) responses</u> No respondents changed their yes/no answer when asked the revised question. <u>Change in examples provided</u> Seventy-five percent (75%) of respondents (n=6) did not share different examples when asked the revised question, while the remaining 25% (n=2) did provide different examples. Both respondents who shared different examples when asked the revised question did so because the term “choir” was not included in the question. Both felt “choir” is a Western word that denotes specific types of singing that often takes place in a church but does not include Native forms of singing. One remarked, <i>“choir is a very specific definition for me...it connotates church for me.”</i> Overall, four total respondents specifically stated that the term “choir” has religious and/or exclusively Western connotations in their mind. One of the respondents felt “choir” could, in fact, be a deterrent to including Native forms of singing when responding to this question. Still, two respondents felt the word “choir” should be retained in the question since it may apply to other groups of people. <u>Recommended revisions</u> For Wave 3, test revised question that includes the original term “choir” but also broadens the question to reference <i>“another type of group”</i> to capture singing in broader contexts.
		MBQ1D-W3REV. [During the last 12 months] Did you do any singing, either by yourself, in a social gathering, in a choir, or in another type of group?

Item Analysis

Wave 3 n=36

Item preference

Fifty-six percent (56%) of respondents (n=20) preferred the revised question, 36% (n=13) had no preference, and 8% (n=3) preferred the original question.

The 20 respondents who preferred the revised question provided the following reasons:

- The revised question de-emphasizes choirs, which have a religious/Western connotation.
- It centers “another type of group” as the last example in a reader's mind, which helped some respondents think of singing in powwow drum groups, ceremonial groups, or other Native-specific examples.
- Ending with “another type of group” broadens the question and makes it less formal, opening it up to interpretation and including more types of groups beyond a choir. One respondent stated, *“my experience in Indian country is that if you are not given permission to share your identity, you won’t. Adding this phrase [‘in another type of group’] gives us permission.”*

The three respondents who preferred the original question, and the 13 respondents who had no preference, said so because they felt the two questions were the same, and all 16 thought of the same examples across both the original and revised questions. One respondent said, *“it doesn’t make a difference. You’ll get the same answer with either one.”*

Change in close-ended (yes/no) responses

Eighty-nine percent (89%) of respondents (n=32) did not change their answer when asked the revised question. Eleven percent (11%) of respondents (n=4) did change their answer from “no” to “yes” when asked the revised question. The revised question version did not yield significantly different examples than the original question, but some respondents who preferred the revised version felt it would elicit more Native-specific examples than the original question.

Change in examples provided

Seventy-five percent (75%) of respondents (n=27) thought of the same examples when asked the revised question, while 25% of respondents (n=9) thought of different examples across questions. The respondents who thought of different examples in the revised question tended to think of Native or traditional examples, such as singing in ceremony, singing at a Native church, singing at a Native wedding, and singing in a Native drum group.

Recommended revisions

Further testing recommended to determine whether to modify MBQ1D item to incorporate MBQ1D-W3REV wording or keep original item as is.

Table C29. Survey Item MBQ1E

Recommendation

Original Item	[During the last 12 months] Did you play a musical instrument?
Recommended Item	No changes recommended.

Item Analysis

MBQ1E. [During the last 12 months] Did you play a musical instrument?	
Wave 1	n=27
Observations about responses • Immediacy of response: 96% of respondents (n=27) responded immediately while one respondent (4%) hesitated before answering. • Ease of comprehension: All respondents (n=27) easily understood the question. Insights on terminologies None; respondents understood terms clearly and did not suggest changes. Recommended revisions None; most respondents found the question easy to answer.	

Table C30. Survey Item MBQ1F

Recommendation

Original Item	[During the last 12 months] Did you do any acting?
Recommended Item	No changes recommended.

Item Analysis

MBQ1F. [During the last 12 months] Did you do any acting?		
Wave 1	n=27	Observations about responses • Immediacy of response: 93% of respondents (n=25) responded immediately while 7% of respondents (n=2) needed clarification before answering. • Ease of comprehension: 93% of respondents (n=25) easily understood the question while 7% of respondents (n=2) found it somewhat challenging. Insights on terminologies None; respondents understood terms clearly and did not suggest changes. Recommended revisions None; most respondents found the question easy to answer.

Table C31. Survey Item MBQ1G

Recommendation

Original Item	[During the last 12 months] Did you do any social dancing, including dancing at weddings, clubs, or other social settings?
Recommended Item	[During the last 12 months] Did you do any social dancing at community, cultural, or ceremonial events ? 

Item Analysis

MBQ1G. [During the last 12 months] Did you do any social dancing, including dancing at weddings, clubs, or other social settings?	
Wave 1 n=27	<u>Observations about responses</u> • Immediacy of response: 85% of respondents (n=22) responded immediately, one respondent (4%) hesitated before answering, and 12% (n=3) needed clarification before answering. Answers were not recorded for one respondent. • Ease of comprehension: 85% of respondents (n=22) easily understood the question while 15% (n=4) found it somewhat challenging. Answers were not recorded for one respondent. <u>Insights on terminologies</u> Seventy-five percent (75%) of respondents (n=20) indicated that Native ceremonial and/or cultural dance could be considered an example of “<i>social dancing</i>,” but that it was contextually dependent. Twelve of these respondents were clear that ceremonial and cultural dance would always count as social dance: “<i>Social dancing is people in public moving their bodies</i>” and, regarding ceremonial and cultural dance, “<i>fundamentally these things are all about the community coming together.</i>” Twenty-five percent (25%) of respondents (n=7) firmly believed that ceremonial and cultural dances were not social dances: “<i>No, social dancing is a night out. Traditional dance is different.</i>” <u>Recommended revisions</u> Twenty-five percent (25%) of respondents (n=7) said that certain forms of cultural dancing were conceptually distinct from the types of social dancing asked about in the original question. For this reason, the study team devised two question variations that could include cultural dancing explicitly. Both variations were to be tested in Wave 2. MBQ1G-W2REV-A. [During the last 12 months] Did you do any social dancing, including dancing at weddings, clubs, community or cultural events, or other social settings?

Item Analysis

Wave 2	n=8	<u>Item preference</u> Eighty-seven percent (87%) of respondents (n=7) preferred the revised question because it felt more inclusive of Native traditions. One respondent (13%) preferred neither option and believed that the original and revised questions should be separate: <i>"I don't think you should put powwow and sun dance and ceremony in the same question as club and social."</i> No respondents preferred the original question. <u>Change in close-ended (yes/no) responses</u> Eighty-seven percent (87%) of respondents (n=7) did not change their yes/no answer when asked the revised question. One respondent did change their answer because the revised question prompted them to think of Native-specific events: <i>"The addition of cultural events made me think of different events—traditional dances came to mind."</i> <u>Change in examples provided</u> Sixty-three percent (63%) of respondents (n=5) thought of different examples when asked the revised question; all said that the revised version prompted them to think of traditional Native examples, such as social dances, round dances, powwow, sun dance, and ceremony. Each respondent pointed to the use of "weddings" and "clubs" as examples in the original question that influenced them to think of Western-centric examples with the original question. <u>Recommended revisions</u> For REV-A and REV-B tested in Wave 2, recommended revisions were to retain mention of community and cultural events as settings for dance engagement but to ask about these settings in a separate question from a question asking about settings such as weddings and clubs. Test further revisions in Wave 3. MBQ1G-W2REV-B. [During the last 12 months] Did you do any social dancing at community, cultural, or ceremonial events?
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Item Analysis

Wave 2 n=8

Item preference

Eighty-seven percent (87%) of respondents (n=7) preferred the REV-B question version over REV-A, pointing to its inclusivity and relevance to Native people. One respondent (12%) preferred the REV-A question version over the REV-B version because they were uncomfortable with ceremonial dancing being categorized as social dancing: *"ceremonial events...are different than other cultural events. Including ceremonial events in this question with social dancing may be considered offensive."*

Change in close-ended (yes/no) responses

Eighty-eight percent (88%) of respondents (n=7) did not change their yes/no answer when asked the REV-B question version. The respondents felt that the example of weddings—given in previous question versions but removed in REV-B—would fall under the categories in REV-B. One respondent (12%) changed their yes/no answer. This respondent felt the original question was strictly about clubs and weddings, that REV-A included clubs and weddings, and that REV-B was *"geared more towards the Native American community,"* which triggered their changed answer.

Change in examples provided

Fifty percent (50%) of respondents (n=4) provided new examples when asked REV-B, and the remaining 50% (n=4) did not share additional examples. Two of the four respondents who thought of new examples between REV-A and REV-B versions pointed to the word "ceremonial" as eliciting different types of activities in their mind. The four respondents who thought of the same examples had already included Native-specific activities, including ceremonial dance, in their response to the original and/or REV-A question version.

Recommended revisions

For REV-A and REV-B tested in Wave 2, recommended revisions were to use the original question as a template to create a new, separate question removing the descriptor "social" before "dancing" and maintaining the descriptors "community, cultural, or ceremonial." Test further revisions in Wave 3.

MBQ1G-W3REV. [During the last 12 months] Did you do any **social** dancing at **community, cultural, or ceremonial events**?

Item Analysis

Wave 3 n=36

Item preference

The new W3REV question is intended to supplement, rather than replace, the original question. For this reason, interviewers did not ask the 36 respondents their preference on the original vs. W3REV revised question, and most respondents did not share a preference. However, some respondents organically shared their preferences: 13 respondents preferred the revised version of the question. No respondents volunteered that they preferred the original version of the question.

Change in close-ended (yes/no) responses

When asked the revised version of the question, eighty-one percent (81%) of respondents (n=29) did not change their response from the original version of the question. Nineteen percent (19%) (n=7) did change their response.

Change in examples provided

Ninety-two percent (92%) of respondents (n=33) thought of different examples when asked the revised question, while 8% of respondents (n=3) thought of the same examples in both versions of the question. Fifty percent (50%) of respondents (n=18) answered the original question with Western/non-Native-specific activities like dancing at a local bar, weddings, dancing at home but when asked the revised question, answered with Native-specific activities like powwow or ceremonial dances.

Ninety-four percent (94%) of respondents (n=34) felt the original and the W3REV questions asked about different types of dance and, for that reason, said they would provide different answers to each question. Most respondents felt the original version was asking about "general" or non-Native dancing, like at bars/clubs, weddings, or in a dance class, while the revised version asks specifically about traditional dancing in their Native community: *"When you say 'cultural or ceremonial events,' I look at my cultural participation."*

Recommended revisions

Because respondents repeatedly expressed that certain cultural and community dances were conceptually distinct from social dancing, preserve the original question as is and use MBQ1G-W3REV as a new, separate question.

Table C32. Survey Item MBQ1H

Recommendation

Original Item	[During the last 12 months] Did you perform or practice any dance, such as for an audience or as a form of artistic expression?
Recommended Item	[During the last 12 months] Did you perform or practice any form of dance, such as for an audience, as a form of artistic expression, or for cultural purposes? 

Item Analysis

MBQ1H. [During the last 12 months] Did you perform or practice any dance, such as for an audience or as a form of artistic expression?

Wave 1	n=27	Observations about responses • Immediacy of response: 81% of respondents (n=22) responded immediately, 15% of respondents (n=4) hesitated before answering, and one respondent (4%) needed clarification before answering. • Ease of comprehension: 89% of respondents (n=24) easily understood the question, 7% of respondents (n=2) found it somewhat challenging, and one (4%) found it challenging to understand. Insights on terminologies N/A. This item was not tested in Wave 1 probes. Recommended revisions Revise question to test whether adding expanded notions of and motivations for dance elicits differences in responses; test in Wave 2.
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MBQ1H-W2REV. Did you perform or practice any **form of** dance, such as for an audience, as a form of artistic expression, **or for cultural purposes?**

Item Analysis

Wave 2	n=7	<u>Item preference</u> Fifty-seven percent (57%) of respondents (n=4) did not have a preference between the two versions of the question, and 43% of respondents (n=3) preferred the revised version. No respondents preferred the original version of the question. The three respondents who preferred the revised version noted that it felt more inclusive of Native forms of dance, whether that was formal or informal practice, ceremony, or performance. <u>Change in close-ended (yes/no) responses</u> Seventy-one percent (71%) of respondents' answers (n=5) did not change between question versions, while answers did change for 29% of respondents (n=2). One respondent thought of their tribe's social dances with the second construction: <i>"The first question made me think about how I'm not in a dance group or musical theater and I'm not known for dance, but with the second question I thought about how the elders watch me dance. I consider that a performance. I think the second question made me think of more types of dancing."</i> <u>Change in examples provided</u> Fifty-seven percent (57%) of respondents (n=4) thought of different examples for the original and revised question versions and did so largely because the second version felt more inclusive of the different forms and types of dance they practice. Forty-three percent (43%) of respondents (n=3) thought of the same examples in both question versions. <u>Recommended revisions</u> Test W2-REV revised question version with additional respondents in Wave 3.
MBQ1H-W2REV. [Same wording as for Wave 2]		

Item Analysis

Wave 3 n=34

Item preference

Eighty-eight percent (88%) of respondents (n=30) preferred the revised version of the question, 6% of respondents (n=2) preferred the original question, and 6% (n=2) had no preference. Most respondents liked the addition of "for cultural purposes" to the revised version of the question because it felt inclusive of Native forms of dance and/or ceremony.

Change in close-ended (yes/no) responses

When asked the revised version of the question, 62% of respondents (n=21) did not change responses to yes/no questions, while 38% of respondents (n=13) changed their yes/no response.

Change in examples provided

Fifty-six percent (56%) of respondents (n=19) thought of different examples for the original and revised question versions, while 44% of respondents (n=15) thought of the same examples for both versions. Thirty-two percent (32%) of respondents (n=11) thought of Western activities in response to the original question construction but when asked the revised question, changed their answer to include Native/traditional examples, including ceremony. At least six (6) respondents noted that the types of Native movement or dance that they take part in are not for audiences nor public consumption, so *"if you want to know if people are doing their non-audience cultural expressions, then you should ask the question version two."* Another respondent echoed this sentiment: *"I prefer the second question because it includes 'for cultural purposes' because those don't necessarily have an audience, but [the revised question version] opens the question to include these."*

Recommended revisions

Modify MBQ1H item to incorporate MBQ1H-W2REV wording.

Table C33. Survey Item MBQ1I

Recommendation

Original Item	[During the last 12 months] Did you create any films or videos as an artistic activity?
Recommended Item	No changes recommended.

Item Analysis

MBQ1I. [During the last 12 months] Did you create any films or videos as an artistic activity?		
Wave 1	n=27	<u>Observations about responses</u> • Immediacy of response: 89% of respondents (n=24) responded immediately while 11% of respondents (n=3) hesitated before answering. • Ease of comprehension: All respondents (n=27) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; most respondents found the question easy to answer.

Table C34. Survey Item MBQ1J

Recommendation

Original Item	[During the last 12 months] Did you take any photographs as an artistic activity?
Recommended Item	No changes recommended.

Item Analysis

MBQ1J. [During the last 12 months] Did you take any photographs as an artistic activity?		
Wave 1	n=27	Observations about responses • Immediacy of response: 78% of respondents (n=21) responded immediately, 19% of respondents (n=5) hesitated, and 4% (n=1) needed clarification before responding. • Ease of comprehension: 89% of respondents (n=24) easily understood the question while 11% of respondents (n=3) found it somewhat challenging. Insights on terminologies None; respondents understood terms clearly and did not suggest changes. Recommended revisions None; most respondents found the question easy to answer.

Table C35. Survey Item MBQ1K

Recommendation

Original Item	[During the last 12 months] Did you create any other visual art, such as paintings, sculpture, graphic designs, or digital art?
Recommended Item	[During the last 12 months] Did you create any other visual art, such as paintings, sculpture, graphic designs, or digital art, or forms of traditional art? 

Item Analysis

MBQ1K. [During the last 12 months] Did you create any other visual art, such as paintings, sculpture, graphic designs, or digital art?	
Wave 1	n=27
Observations about responses Immediacy of response: 85% of respondents (n=23) responded immediately, 7% of respondents (n=2) hesitated before answering, and 7% (n=2) needed clarification before answering. Ease of comprehension. 96% of respondents (n=26) easily understood the question while one (4%) found it somewhat challenging. Insights on terminologies In this probe, the research team provided examples of traditional Native creative forms and asked respondents whether they felt these examples would fall under the broad descriptor of “visual art.” Most respondents felt that all examples provided could be described as visual art. Specifically, the following percentages of respondents noted the following as forms of visual art: 85% (n=23) for hide tanning, 81% (n=22) for beading, 81% (n=22) for quill-work, 81% (n=22) for making tools, 78% (n=21) for making weapons, and 78% (n=21) for making baskets. Among the 15–22% of respondents who felt that some of the examples did not fit into the definition of visual art, some shared that the term “visual art” is often defined as objects that are for viewing but do not have a functional use, which meant they would not classify objects like tools or baskets as visual art. Recommended revisions Include the term “forms of traditional art” to ensure that traditional Native forms of artmaking are included in respondents’ thinking when answering the question. Test revision in Wave 2.	
MBQ1K-W2REV. [During the last 12 months] Did you create any other visual art, such as paintings, sculpture, graphic designs, or digital art, or forms of traditional art?	

Item Analysis

Wave 2	n=8	<u>Item preference</u> Seventy-five percent (75%) of respondents (n=6) preferred the revised question, while one respondent (12.5%) expressed no preference, and one respondent (12.5%) preferred the original question. • The six respondents who preferred the revised question felt the revised version was more inclusive of Native perspectives and brought specific Native examples to mind. • The one respondent who expressed no preference thought of the same examples for both original and revised question versions and did not see a difference in meaning between the two versions. • The one respondent who preferred the original question version did not like the term "<i>traditional art</i>," as they saw it as indicating that it was something "<i>different than 'regular' forms of art</i>." <u>Change in close-ended (yes/no) responses</u> No respondents changed their answer when receiving the revised question. <u>Change in examples provided</u> Sixty-three percent (63%) of respondents (n=5) thought of different examples when asked the revised question. All thought of Native-specific and/or ceremonial art forms in their answer to the revised question that they had not included in their answer to the original question; all five respondents preferred the revised construction. Thirty-seven percent (37%) of respondents (n=3) thought of the same examples across both question versions. <u>Recommended revisions</u> Test W2-REV revised question version with additional respondents in Wave 3.
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MBQ1K-W2REV. [Same wording as for Wave 2]

Item Analysis

Wave 3 n=36

Item preference

Ninety-two percent (92%) of respondents (n=33) preferred the revised question while 8% (n=3) preferred the original question. The 33 respondents who preferred the revised question did so due to its specificity; they felt it provided greater opportunity to include Native-specific examples when responding.

Change in close-ended (yes/no) responses

Eight percent (8%) of respondents (n=3) changed their response from “no” to “yes” when asked the revised question version. Each respondent included Native traditional and/or cultural art in their responses to the revised question that they did not include with the original question version.

Change in examples provided

Fifty-six percent (56%) of respondents (n=20) thought of the same examples for both original and revised question versions, while 44% of respondents (n=16) thought of different examples. In the original question, examples of visual art provided by respondents included digital art, business logo creation, outfit creation, painting, illustrations, comics, video production, photography, watercolor, general graphic design, 3D printing, and sticker design. In the revised question, additional traditional examples came to mind for some respondents, including basketweaving, regalia creation, cultural textiles, traditional needlepoint, beadwork, making cradleboards, moccasin creation, headdress creation, drum making, eagle flute making, traditional dress making, and traditional pottery.

Recommended revisions

Modify MBQ1K item to incorporate MBQ1K-W2REV wording.

Table C36. Survey Item MBQ1L

Recommendation	
Original Item	[During the last 12 months] Did you do any creative writing, such as fiction, non-fiction, poetry, or plays?
Recommended Item	No changes recommended.

Item Analysis	
MBQ1L. [During the last 12 months] Did you do any creative writing, such as fiction, non-fiction, poetry, or plays?	
Wave 1	n=27
Observations about responses • Immediacy of response: 89% of respondents (n=24) responded immediately, while 11% of respondents (n=3) hesitated before responding. • Ease of comprehension: 96% of respondents (n=26) easily understood the question while one (4%) found it somewhat challenging. Insights on terminologies None; respondents understood terms clearly and did not suggest changes. Recommended revisions None; most respondents found the question easy to answer.	

Table C37. Survey Item MBQ1M

Recommendation		
Original Item	[During the last 12 months] Did you design, code, or create any games, software, or tools for computers, mobile devices, or other platforms for artistic purposes?	
Recommended Item	No changes recommended.	
Item Analysis		
MBQ1M. [During the last 12 months] Did you design, code, or create any games, software, or tools for computers, mobile devices, or other platforms for artistic purposes?		
Wave 1	n=27	<u>Observations about responses</u> • Immediacy of response: 93% of respondents (n=25) responded immediately, one respondent (4%) hesitated, and one (4%) needed clarification before responding. • Ease of comprehension: 93% of respondents (n=25) easily understood the question, one respondent (4%) found it somewhat challenging, and one (4%) found it challenging to understand. <u>Insights on terminologies</u> N/A. This item was not tested in Wave 1 probes. <u>Recommended revisions</u> Revise question to simplify potentially redundant examples; test in Wave 2.
MBQ1M-W2REV. [During the last 12 months] Did you design, code, or create any games or software, or tools for computers, mobile devices, or other platforms for artistic purposes?		

Item Analysis

Wave 2 n=7

Item preference

Forty-three percent (43%) of respondents (n=3) had no preference between the original and revised question versions; the respondents felt the two versions had the same meaning despite the wording change.

Twenty-nine percent (29%) of respondents (n=2) preferred the original question version. Of these two respondents, one felt the revised version was more descriptive and *"opens up the question to other forms of working within the art form."* The other liked the inclusion of "tools."

One respondent (14%) preferred the revised question construction because it was shorter, but these respondents also felt that both versions had the same meaning.

Change in close-ended (yes/no) responses

No respondents changed their answer when receiving the revised question.

Change in examples provided

All respondents (n=7) thought of the same example for both original and revised question versions.

Recommended revisions

None; retain original wording.

Table C38. Survey Item MCQ1B

Recommendation

Original Item	[During the last 12 months] Did you exercise or participate in any sports activities?
Recommended Item	No changes recommended.

Item Analysis

MCQ1B. [During the last 12 months] Did you exercise or participate in any sports activities?		
Wave 1	n=23	<u>Observations about responses</u> • Immediacy of response: 74% of respondents (n=17) responded immediately, 26% of respondents (n=6) hesitated, and one (4%) needed clarification before responding. • Ease of comprehension: 78% of respondents (n=18) easily understood the question, 17% of respondents (n=4) found it somewhat challenging, and one (4%) found it challenging to understand. <u>Insights on terminologies</u> Respondents considered the difference between exercise for one's own health or pleasure and sports before answering and needed clarification about whether the question was meant to ask about formal sports participation or "<i>playing in the backyard.</i>" <u>Recommended revisions</u> The question required clarification, but possible revisions to the item do not pertain to arts and culture. No changes recommended.

Table C39. Survey Item MCQ1C

Recommendation

Original Item	[During the last 12 months] Did you do any hunting or fishing?
Recommended Item	No changes recommended.

Item Analysis

MCQ1C. [During the last 12 months] Did you do any hunting or fishing?		
Wave 1	n=23	<u>Observations about responses</u> • Immediacy of response: All respondents (n=23) responded immediately. No respondents hesitated or needed clarification before responding. • Ease of comprehension: All respondents (n=23) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; all respondents found the question easy to answer.

Table C40. Survey Item MCQ1D

Recommendation

Original Item	[During the last 12 months] Did you participate in any other outdoor activities, such as camping, hiking, or canoeing?
Recommended Item	No changes recommended.

Item Analysis

MCQ1D. [During the last 12 months] Did you participate in any other outdoor activities, such as camping, hiking, or canoeing?	
Wave 1	n=23
Observations about responses Immediacy of response: All respondents (n=23) responded immediately. No respondents hesitated or needed clarification before responding. Ease of comprehension: All respondents (n=23) easily understood the question. Insights on terminologies None; respondents understood terms clearly and did not suggest changes. Recommended revisions None; most respondents found the question easy to answer.	

Table C41. Survey Item MCQ1E

Recommendation

Original Item	[During the last 12 months] Did you work with indoor plants or do any gardening for pleasure?
Recommended Item	No changes recommended.

Item Analysis

MCQ1E. [During the last 12 months] Did you work with indoor plants or do any gardening for pleasure?		
Wave 1	n=23	<u>Observations about responses</u> • Immediacy of response: 91% of respondents (n=21) responded immediately while 9% (n=2) hesitated before responding. • Ease of comprehension: All respondents (n=23) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; most respondents found the question easy to answer.

Table C42. Survey Item MCQ1F

Recommendation

Original Item	[During the last 12 months] Did you do any interior design, architectural work, fashion design, or landscaping as a pastime or hobby?
Recommended Item	[During the last 12 months] Did you do any interior design; architectural work; fashion design; costume, clothing, or regalia design; or landscaping as a pastime or hobby? 

Item Analysis

MCQ1F. [During the last 12 months] Did you do any interior design, architectural work, fashion design, or landscaping as a pastime or hobby?

Wave 1	n=23	Observations about responses • Immediacy of response: 78% of respondents (n=18) answered immediately, 22% of respondents (n=5) hesitated before answering, and no respondents needed clarification before answering. • Ease of comprehension: 83% (n=19) easily understood the question, 13% (n=3) found it somewhat challenging, and one (4%) found it challenging to understand. Insights on terminologies N/A. This item was not tested in Wave 1 probes. Recommended revisions Revise question to increase question clarity and relevance by expanding on notions of “fashion” in order to include wearable creative forms that respondents referenced in other questions; test in Wave 2 to determine whether the revision elicits different responses.
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MCQ1F-W2REV. [During the last 12 months] Did you do any interior design; architectural work; **clothing, costume, or regalia design or creation;** or landscaping as a pastime or hobby?

Item Analysis

Wave 2 n=11

Item preference

Eighty-two percent (82%) of respondents (n=9) preferred the revised question, while 18% of respondents (n=2) did not prefer either the original or revised version. No respondents preferred the original question. All nine respondents who preferred the revised question liked the addition of “regalia” into the revised question, although some (n=3) shared concerns that regalia and costume design are distinct concepts of differing cultural importance, and thus, pairing them together feels like an inappropriate comparison. Respondents shared that because these three types of design are all a “*different expertise*” within the wearable design field, regalia should be part of the question because it is recognizable for Indigenous people of all affiliations.

Change in close-ended (yes/no) responses

Eighty-two percent (82%) of respondents (n=9) did not change their answer when presented with the revised question. Eighteen percent (18%) of respondents (n=2) changed their answer after receiving the revised question. One of the two respondents' answers changed because the revised question made them think of “*costuming and regalia*”—specifically, making cultural wearable objects and dying clothes using traditional methods. The other respondent who changed their answer said “yes” to the revised question because of the addition of the words “clothing and costume” brought to mind their art form.

Change in examples provided

Ninety-one percent (91%) of respondents (n=10) thought of new examples when asked the revised version of the question. When asked the revised question, 60% of the respondents (n=6) either shared regalia design as a new activity example or said that they would have included regalia design in their answer but did not do so in the time frame specified within the question. The remaining one respondent (9%) who thought of the same activities in both versions of the question said that they do not make regalia but acknowledged that many Indigenous people do and, because of this, preferred the revised question.

Recommended revisions

Further test revised wording in Wave 3. Based on respondents' answers to other questions, make further changes to expand the range of motivations for creating these forms by removing reference to engaging “as a pastime or hobby.” Test both potential revisions in Wave 3 to determine whether they elicit different responses.

MCQ1F-W3REV-A. [During the last 12 months] Did you do any interior design; architectural work; **costume, clothing, or regalia design**; or landscaping as a pastime or hobby?

MCQ1F-W3REV-B. [During the last 12 months] Did you do any interior design; architectural work; **costume, clothing, or regalia design**; or landscaping **as a pastime or hobby**?

Item Analysis

Wave 3 n=34

Item preference

In Wave 3, the research team tested MCQ1F-W3REV-A against MCQ1F-W3REV-B. Fifty-two percent (52%) of respondents (n=17) preferred the REV-B version of the question, 27% (n=9) did not have a preference, and 21% (n=7) preferred the REV-A question version.

Respondents preferred the removal of “as a pastime or hobby” from the question and shared that this is because the lines between artmaking as work and artmaking as a hobby can be blurry; respondents felt REV-B was more inclusive of activities done as hobbies (for example, personal home design), cultural activities (for example, regalia creation), as well as work for pay (for example, designing clothing for sale).

Respondents also brought up regalia design as it relates to the term “pastime or hobby” sharing that regalia should not be associated with the phrase “pastime or hobby” because it may read as dismissive to individuals who do it as part of their culture. Respondents called regalia making “*a calling*” and a “*way of life*” which “*goes beyond a hobby or pastime.*”

Change in close-ended (yes/no) responses

Eighty-two percent (82%) of respondents (n=28) did not change their yes or no response between question versions; 18% (n=6) changed their answer to include different or expanded examples.

Change in examples provided

Eighty-two percent (82%) of respondents (n=28) thought of the same examples in both versions of the question, and 15% (n=5) thought of different examples with the revised version of the question. One respondent (3%) did not provide a clear answer to either question.

Recommended revisions

Modify MCQ1F item to incorporate MCQ1F-W2REV-B wording.

Table C43. Survey Item MCQ1G

Recommendation

Original Item	[During the last 12 months] Did you work on any projects in which you restored, rebuilt, or customized something, such as a historic home, a classic vehicle, or furniture?
Recommended Item	[During the last 12 months] Did you work on any projects in which you restored, rebuilt, or customized something, such as a historic home, a culturally significant item , a classic vehicle, or furniture? 

Item Analysis

MCQ1G. [During the last 12 months] Did you work on any projects in which you restored, rebuilt, or customized something, such as a historic home, a classic vehicle, or furniture?

Wave 1	n=23	Observations about responses • Immediacy of response: 74% of respondents (n=17) answered immediately while 26% (n=6) hesitated before answering. No respondents needed clarification before answering. • Ease of comprehension: 83% of respondents (n=19) easily understood the question while 17% (n=4) found it somewhat challenging. Insights on terminologies N/A. This item was not tested in Wave 1 probes. Recommended revisions Revise question for clarity and relevance by expanding the examples included to incorporate a wider range of items. In Wave 2, test two versions to determine whether cultural items are better suited to add within the existing question or to test in a separate, new question.
MCQ1G-W2REV-A. [During the last 12 months] Did you work on any projects in which you restored, rebuilt, or customized something, such as a historic home, a culturally significant item , a classic vehicle, or furniture?		
MCQ1G-W2REV-B. [During the last 12 months] Did you work on any projects in which you restored, rebuilt, or customized a culturally significant item, heirloom, or other object?		

Item Analysis

Wave 2 n=10

Item preference

In Wave 2, the research team tested two revised question versions (MCQ1G-W2REV-A and MCQ1G-W2REV-B) against the original question version. Ninety percent (90%) of respondents (n=9) preferred a revised version of the question. The nine respondents preferred the revised questions because they felt the addition of the descriptor "culturally significant" might bring to mind different examples for survey respondents than the original question version.

One respondent suggested broadening the terminology used in the question to specifically say "*something of cultural significance*," rather than "*culturally significant item*." They suggested this expansion because they are working on a project to revitalize their Native language which they described as "*a living thing*" that they felt should be included in this question, although it is not a tangible "*item*" or object.

One respondent was unclear on the meaning of the word "heirloom" and preferred "culturally significant item" wording, while one other respondent preferred the word "heirloom," as it brought to mind a traditional Native item they had restored. Another respondent liked the REV-B revised version because its use of both "heirloom" and "culturally significant item" brought to mind more examples; at the same time, they suggested that REV-B be combined with REV-A to maintain the examples of a historic home, a classic vehicle, or furniture.

One respondent suggested adding the word "*preserve... because lots of Native people are involved in preserving things like plants*."

Change in close-ended (yes/no) responses

Seventy percent (70%) of respondents (n=7) did not change their answer when asked the REV-A revised question. Thirty percent (30%) of respondents (n=3) changed their answer after receiving REV-A, and all cited the inclusion of "culturally significant item" as the reason for their changed answer. No respondents changed their response when they received the REV-B revised question.

Change in examples provided

Fifty percent (50%) of respondents (n=5) thought of different examples in when asked the REV-A version of the question; all five thought of traditional Native activities, like rebuilding a traditional site, restoring a shawl, or adding beadwork to revitalize a historical cultural item. The other 50% of respondents (n=5) thought of the same examples in response to REV-A and to the original question.

When asked the REV-B version, 70% of respondents (n=7) shared different examples that were common in their culture—one respondent said the question seemed more focused on "*connection to our culture, whereas the other one, things like classic cars or houses... could kind of apply to anybody, and it's broader*." Thirty percent (30%) of respondents (n=3) gave the same examples for the original and revised questions.

Recommended revisions

Modify REV-A version according to respondent recommendations; test with respondents in Wave 3.

Item Analysis

MCQ1G-W3REV. Did you work on any projects in which you restored, rebuilt, or customized something, such as a historic home, a classic vehicle, or furniture, **or something of cultural significance?**

Wave 3 n=33

Item preference

The study team tested the original question (MCQ1G) against a Wave 3 revised version (MCQ1G-W3REV). Eighty-two percent (82%) of respondents (n=27) preferred the W3REV revised question, 6% of respondents (n=2) preferred the original question, and 9% (n=3) expressed no preference. Across the 33 respondents who preferred the revised question, the broad sentiment was that the examples provided in the original question were limiting and that the revised question version created space to include traditional Native items.

Change in close-ended (yes/no) responses

Seventy percent (70%) of respondents (n=23) did not change their answer between question versions, while 30% (n=10) did change their answers; all ten changed their response from “no” to “yes.” The ten respondents thought of traditional Native examples when asked the revised question version.

Change in examples provided

Fifty-two percent (52%) of respondents (n=17) thought of the same examples for the original and revised question versions, while 45% of respondents (n=15) thought of different examples for the versions. Examples for the original question version included restoring a clutch bag from a resale shop, restoring a classic Mustang car, restoring a family heirloom chair, restoring a baroque chair, and others. Examples for the revised question version were more specific to Native communities and included customizing a traditional Hawaiian gown, restoring a traditional cradle board, fixing/touching up beadwork and feathers on cultural garments, repairing historic/traditional moccasins, and others.

Recommended revisions

Modify MCQ1G item to incorporate MCQ1G-W3REV wording.

Table C44. Survey Item MCQ1J

Recommendation

Original Item	[During the last 12 months] Did you prepare or cook any food as an artistic activity or take part in a cooking class?
Recommended Item	[During the last 12 months] Did you prepare or cook any food as an artistic activity or take part in a cooking class? This could include preparing food that is visually appealing, traditional, experimental, or culturally significant. 

Item Analysis

MCQ1J. [During the last 12 months] Did you prepare or cook any food as an artistic activity or take part in a cooking class?

Item Analysis

Wave 1 n=23

Observations about responses

- **Immediacy of response:** 70% of respondents (n=16) responded immediately, 26% of respondents (n=6) hesitated before answering, and one (4%) needed clarification before answering.
- **Ease of comprehension:** 78% of respondents (n=18) easily understood the question, 9% of respondents (n=2) found it somewhat challenging, and 13% (n=3) found it challenging to understand.

Insights on terminologies

The research team asked respondents about what it meant to them to prepare or cook food in an artistic way. Of the 22 respondents who were asked this probe, 82% (n=18) felt they understood what "preparing or cooking food in an artistic way" meant.

Nine of the eighteen respondents explicitly mentioned that artistic cooking should be visually appealing: *"When it's done artistically, it's exciting. It looks good."*

Six of the eighteen defined "artistic" with cultural connotations and/or specifically cited *"traditional"* food preparation as their interpretation of "artistic."

When asked anything else they would like to share about this question item, one respondent said that the survey should clarify what is meant by artistic cooking. Two respondents suggested that the survey ask specifically about *"traditional food preparation,"* either in a separate question or as an example in the existing question to ensure Native people think about this type of cultural practice and preservation when answering.

Recommended revisions

Revise the question to provide more detail on what artistic cooking can include and incorporate mentions of cultural and traditional food preparation. Test in Wave 2.

MCQ1J-W2REV. [During the last 12 months] Did you prepare or cook any food as an artistic activity or take part in a cooking class? **This could include preparing food that is visually appealing, traditional, experimental, or culturally significant.**

Item Analysis

Wave 2	n=9	<u>Item preference</u> Sixty-seven percent (67%) of respondents (n=6) preferred the revised question, specifically, the addition of “traditional” and “culturally significant” food preparation. Twenty-two percent (22%) of respondents (n=2) preferred the original version of the question. One of the two respondents felt that traditional cooking could be included in answers to the original question because “<i>all traditional cooking is inherently art.</i>” The other respondent felt the revised question was more vague than the original, so they were unsure how to answer. One respondent (11%) had no preference but shared that the revised question made them think of “<i>food as a cultural practice,</i>” if, for example, a cultural event requires the preparation of food. <u>Change in close-ended (yes/no) responses</u> Fifty-six percent (56%) of respondents (n=5) did not change their answer from the original to the revised questions, but only one of the respondents thought of traditional foods in their answer to the original question. Forty-four percent (44%) of respondents (n=4) changed their answer with the addition of “traditional” and “culturally significant” to the revised question and included examples from their Native culture. One respondent shared that, when asked the original question, they had an example of traditional cooking in mind but decided not to include this in their answer since they were not sure it would “<i>count</i>”—they only included this example of traditional cooking once they received the revised question, changing their answer from “<i>no</i>” to the original question to “<i>yes</i>” to the revised question. <u>Change in examples provided</u> Sixty-seven percent (67%) of respondents (n=6) responded to the revised question with different or additional examples compared with their responses to the original question. Thirty-three percent (33%) of respondents (n=3) thought of the same examples in both questions. <u>Recommended revisions</u> Test W2-REV revised question version with additional respondents in Wave 3.
MCQ1J-W2REV.		[Same wording as for Wave 2]

Item Analysis

Wave 3 n=34

Item preference

Eighty-eight percent (88%) of respondents (n=30) preferred the revised version of the question, one respondent (3%) preferred the original version of the question, and 9% (n=3) had no preference. Respondents preferred the revised question because “traditional” and “culturally significant” expanded the meaning of the question to include cultural foods that can be cooked with/for family, friends, and in/for ceremony. They felt the phrase “culturally significant” is more inclusive than the phrase “as an artistic activity” since many people did not consider the food they cooked to be artistic but did consider it culturally significant. Additionally, the mention of “cooking class” felt exclusive of contexts in which people might learn cooking techniques from family, neighbors, or elders, as they would not consider this a class, but rather “*multi-generational learning*.” One respondent summarized their reaction to the question and speculated on the potential reaction of other Native survey respondents: “*I’m a cook, but it’s not an artistic activity and it’s not a class. It’s in ceremony. So, there’s probably a lot of that happening that you’re cooking for an actual ceremonial dance or event.*” Another respondent felt similarly and shared that making traditional food is a “*way of life, not necessarily an artistic activity.*”

Change in close-ended (yes/no) responses

Sixty-five percent (65%) of respondents (n=22) did not change their yes/no answer, while 35% of respondents (n=12) did change their response.

Change in examples provided

Seventy-seven (77%) of respondents (n=26) thought of different examples when asked the revised question. The addition of “traditional” and “culturally significant” made respondents think specifically about traditional Native food preparation in their revised response; one participant felt that the revised question will be understood by Native respondents as “*cooking with Native plants and more traditional to our diets vs. Western ingredients.*” Twenty-four percent (24%) of respondents (n=8) thought of the same examples in both original and revised question versions.

Recommended revisions

Modify MCQ1J item to incorporate MCQ1J-W2REV wording.

Table C45. Survey Item MCQ1K

Recommendation

Original Item	[During the last 12 months] Did you visit a public library?
Recommended Item	[During the last 12 months] Did you visit a public or tribal library? 

Item Analysis

MCQ1K. [During the last 12 months] Did you visit a public library?	
Wave 1 n=20	<u>Observations about responses</u> • Immediacy of response: 96% of respondents (n=22) responded immediately while one respondent (4%) hesitated before answering. No respondents needed clarification before answering. • Ease of comprehension: 96% of respondents (n=22) easily understood the question while one (4%) found it somewhat challenging. <u>Insights on terminologies</u> The research team asked whether respondents consider tribal libraries and public libraries as distinct or whether tribal libraries could be considered public libraries. Fifty percent (50%) of respondents (n=10) felt tribal libraries were separate from public libraries, while 45% (n=9) felt tribal libraries would be included in the terminology “public library.” One respondent (5%) was not sure whether to include tribal libraries in the terminology “public library.” Overall, respondents felt that while public libraries and tribal libraries share some characteristics—like free book, movie, and internet access, as well as job search help—tribal libraries serve a specific community and have the additional purpose of preserving access to cultural knowledge. For this reason, they may not be geared toward the general public because, as one respondent stated, tribal libraries are “<i>community-based</i>” in a way that public libraries might not be. Respondents who thought the two types of libraries were separate shared some key differences, including tribal libraries’ tendencies to display culturally specific art, to feature community languages on signage and in programming, to limit checkout privileges to community members, and to share tribe-specific cultural and historical content. <u>Recommended revisions</u> Revise the question to explicitly name tribal libraries; test in Wave 2.
MCQ1K-W2REV. [During the last 12 months] Did you visit a public or tribal library?	

Item Analysis

Wave 2 n=7

Item preference

Eighty-six percent (86%) of respondents (n=6) preferred the revised question because it felt more inclusive of Native people's experiences. One respondent (14%) felt either question version could be effective; this respondent shared that people typically visit the library that is closest to their home, whether a tribal library or a public library.

Change in close-ended (yes/no) responses

All seven respondents gave examples of public libraries in the original question but did not mention tribal libraries. None changed their answer to include tribal libraries when they received the revised question.

Change in examples provided

Eighty-six percent (86%) of respondents (n=6) thought of the same examples for the revised question as for the original question. One respondent (14%) thought of different activities from the original to the revised question. In the original question, they thought of an event at a public library, and in the revised question, they thought of an event at a Native cultural center and included that in their answer.

Recommended revisions

Test W2-REV revised question version with additional respondents in Wave 3.

MCQ1K-W2REV. [Same wording as for Wave 2]

Item Analysis

Wave 3 n=27

Item preference

Forty-eight percent (48%) of respondents (n=13) preferred the revised question to the original. Of these thirteen respondents, five stated that the addition of “tribal libraries” made the question more inclusive and may unlock additional relevant examples for survey takers: “[it’s] more holistic and more intentional about including that perspective.” Four said that tribal libraries are not the same as public libraries, and some described how public libraries are accessible to everyone while tribal libraries are often limited to members of specific tribal nations and often have tribe-specific resources. One of the five respondents noted that not all tribal libraries are lending libraries; the other four respondents who preferred the revised construction had a general, non-specific preference for the inclusion of “tribal library.”

Thirty-seven percent (37%) of respondents (n=10) had no preference for either original or revised question version. Three respondents were unaware that tribal libraries existed. Three felt public and tribal libraries are the same type of entity, making the question repetitive. Conversely, three respondents felt that tribal and public libraries were so different that they should not be in the same question, and one suggested that if the research team wanted to ensure inclusion that we provide examples of more types of libraries in the question stem: “this could include public, university, tribal, special collections, or museum libraries.”

Fifteen percent (15%) of respondents (n=4) preferred the original question. All four respondents expressed that “public library” was sufficiently inclusive and noted their responses to the original question would have included tribal libraries if they had visited one.

Change in close-ended (yes/no) responses

Ninety-three percent (93%) of respondents (n=25) did not change their answer when asked the revised question. The remaining 7% (n=2) changed their answer but did not include their experiences with public libraries in their answer, despite stating that they had visited a library in response to the original question.

Change in examples provided

Eighty-two percent (82%) of respondents (n=22) did not provide additional examples in response to the revised question. Nineteen percent (19%) of respondents (n=5) thought of different examples when asked the revised question; all five thought of tribal libraries, which did not come to mind in the original question.

Recommended revisions

Consider adopting MCQ1K-W2REV wording. Further testing to determine whether to modify MCQ1K item to incorporate MCQ1K-W2REV wording or keep original item as is.

Table C46. Survey Item MCQ3A

Recommendation

Original Item	[During the last 12 months] Did you do any volunteer or charity work?
Recommended Item	No changes recommended.

Item Analysis

MCQ3A. [During the last 12 months] Did you do any volunteer or charity work?		
Wave 1	n=23	<u>Observations about responses</u> • Immediacy of response: 91% of respondents (n=21) responded immediately, one respondent (4%) hesitated, and one (4%) needed clarification before responding. • Ease of comprehension: All respondents (n=23) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; most respondents found the question easy to answer.

Table C47. Survey Item MCQ3B

Recommendation

Original Item	[IF YES TO MCQ3A] Did you volunteer for an arts organization, group, or project?
Recommended Item	No changes recommended.

Item Analysis

MCQ3B. [IF YES TO MCQ3A] Did you volunteer for an arts organization, group, or project?		
Wave 1	n=20	<u>Observations about responses</u> • Immediacy of response: 70% of respondents (n=14) responded immediately, 20% of respondents (n=4) hesitated before responding, and 10% (n=2) needed clarification before responding. • Ease of comprehension: 95% of respondents (n=19) easily understood the question while one (5%) found it somewhat challenging. <u>Insights on terminologies</u> Respondents needed clarification on whether to include volunteering for organizations that are not arts-based, but overall, respondents understood the question clearly. <u>Recommended revisions</u> None; most respondents found the question easy to answer. The nature of potential revisions would not be likely to elicit additional arts volunteering.

Table C48. Survey Item MCQ5

Recommendation

Original Item	[During the last 12 months] Outside of any ticket purchases or subscriptions, did you donate any money, goods, or services to an arts organization, group, or project?
Recommended Item	No changes recommended.

Item Analysis

MCQ5. [During the last 12 months] Outside of any ticket purchases or subscriptions, did you donate any money, goods, or services to an arts organization, group, or project?

Wave 1	n=23	<u>Observations about responses</u> • Immediacy of response: 74% of respondents (n=17) responded immediately while 26% (n=6) hesitated before responding. • Ease of comprehension: 91% of respondents (n=21) easily understood the question, one respondent (4%) found it somewhat challenging, and one (4%) found it challenging. <u>Insights on terminologies</u> Overall, respondents understood the question clearly. One respondent discussed whether to include donating time—in addition to, or rather than—money, goods, or services in the context of the question. <u>Recommended revisions</u> None; most respondents found this question easy to answer. The nature of potential revisions would not be likely to elicit additional arts donations, as a separate SPPA item asks about volunteering (donating time).
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Table C49. Survey Item MCQ6

Recommendation

Original Item	[During the last 12 months] Did you purchase or acquire any pieces of art, such as paintings, drawings, sculpture, pottery, or other visual art?
Recommended Item	[During the last 12 months] Did you purchase or acquire any pieces of art, such as paintings, drawings, sculpture, pottery, traditional art , or other visual art? 

Item Analysis

MCQ6. [During the last 12 months] Did you purchase or acquire any pieces of art, such as paintings, drawings, sculpture, pottery, or other visual art?		
Wave 1	n=23	Observations about responses • Immediacy of response: 87% (n=20) responded immediately, 9% (n=2) hesitated before answering, and one respondent (4%) needed clarification before answering. • Ease of comprehension: All respondents (n=23) easily understood the question. Insights on terminologies The research team asked 20 respondents whether they would consider certain items often considered to be “traditional” art to also fit into the broad descriptor of “visual art.” Ninety percent (90%) of respondents (n=18) felt that both pottery and carvings are visual art; and 85% of respondents (n=17) felt that handmade jewelry, custom-made garments, and handmade tools are visual art. Recommended revisions Revise question to incorporate traditional art into the list of visual art examples; test in Wave 2.
MCQ6-W2REV. [During the last 12 months] Did you purchase or acquire any pieces of art, such as paintings, drawings, sculpture, pottery, traditional art , or other visual art?		

Item Analysis

Wave 2	n=9	<u>Item preference</u> Eighty-nine percent (89%) of respondents (n=8) preferred the revised question. Seven of the eight respondents said it made them think of Native art rather typical art that is acquired from galleries or stores. One said, <i>"it took me out of thinking what is considered 'art' - like taking the colonial stamp off."</i> One respondent (11%) felt that either version would be sufficient because they thought of traditional art when asked the original question. <u>Change in close-ended (yes/no) responses</u> No respondents changed their yes/no answer when they received the revised question. <u>Change in examples provided</u> Fifty-six percent (56%) of respondents (n=5) thought of the same examples in response to both original and revised question versions. When asked the revised question, 44% of respondents (n=4) expanded their examples to include traditional Native art: <i>"I thought of more things with the second question—some more traditional arts, like some pottery from back home, braided sweetgrass, things that were carved, some baskets, some earrings. These were things that did not come to mind in the first question, where I only thought of oils and paints."</i> <u>Recommended revisions</u> Test revised question version with additional respondents in Wave 3.
MCQ6-W2REV. [Same wording as for Wave 2]		

Item Analysis

Wave 3 n=31

Item preference

Eighty percent (80%) of respondents (n=25) preferred the revised question, while 10% of respondents (n=3) preferred the original version of the question. The remaining 10% of respondents (n=3) had no preference. Many respondents preferred the revised question version because they felt that naming traditional art might bring Native or other cultural examples to mind that might not have immediately come to mind in the original question. Respondents also felt that the revised question made the question more inclusive and expansive. One respondent felt that including "traditional art" in the question is important because some people consider traditional/cultural Native American art to be "crafts" rather than art, giving beadwork as an example. Another respondent felt similarly, citing that many Native American artists consider themselves "*craftsmen*" rather than artists, so asking specifically about traditional art forms would account for those "*cultural craftsmen*."

Conversely, the respondents who preferred the original question felt traditional art already is, or at the very least, should be, under the broader term "*visual art*," and therefore, did not need to be called out as a specific example of visual art and could be removed for ease of understanding.

Change in close-ended (yes/no) responses

Ninety-seven percent (97%) of respondents (n=30) did not change their answer when responding to the revised question. One respondent (3%) changed their yes/no response.

Change in examples provided

Fifty-eight percent (58%) of respondents (n=18) shared the same examples in the original and revised question versions. Forty-two percent (42%) of respondents (n=13) thought of the different examples when asked the revised question. Seventy-one percent (71%) of respondents (n=22) thought of traditional Native art in their response to both original and revised questions, while 23% of respondents (n=7) thought of traditional art only when asked the revised question version.

Recommended revisions

Modify MCQ6 item to incorporate MCQ6-W2REV wording.

Table C50. Survey Item MCQ7

Recommendation

Original Item	[During the last 12 months] Did you participate in any community activities, meetings, or events?
Recommended Item	[During the last 12 months] Did you participate in any community activities, meetings, or events? Please include activities, meetings, or events from your local community, or any communities you take part in related to your personal or cultural identity.
	

Item Analysis

MCQ7. [During the last 12 months] Did you participate in any community activities, meetings, or events?		
Wave 1	n=23	Observations about responses • Immediacy of response: 78% of respondents (n=18) responded immediately, 9% of respondents (n=2) hesitated before answering, and 13% (n=3) needed clarification before answering. • Ease of comprehension: 91% of respondents (n=21) easily understood the question, while 9% (n=2) found it somewhat challenging. Insights on terminologies N/A. This item was not tested in Wave 1 probes. Recommended revisions Revise question for clarity and relevance by providing guidance on the term “community;” test in Wave 2.
MCQ7-W2REV. [During the last 12 months] Did you participate in any community activities, meetings, or events? Please include activities, meetings, or events from the neighborhoods or geographic communities you consider yourself to be a part of. [During the last 12 months] Did you participate in any community activities, meetings, or events? Please include activities, meetings, or events from the communities related to your personal identity that you consider yourself to be a part of. [During the last 12 months] Did you participate in any community activities, meetings, or events? Please include activities, meetings, or events from the communities related to your cultural identity that you consider yourself to be a part of.		

Item Analysis

Wave 2	n=12	<u>Item preference</u> The research team tested the original question and three revised question versions. All respondents (n=12) preferred a revised version of the question. Of the revised versions, 50% of respondents (n=6) preferred the version with “cultural identity,” and 17% of respondents (n=2) liked the idea of using both “personal identity” and “cultural identity” in a question. Seventeen percent (17%) of respondents (n=2) felt all three revised versions were equally effective; one of the respondents suggested combining all three versions into one question so that all aspects of a person’s identity can be addressed in the question. <u>Change in close-ended (yes/no) responses</u> Ninety-two percent (92%) of respondents (n=11) did not change their answer from the original to the revised question versions. One respondent (8%) changed their answer when asked the revised question versions. This respondent said “yes” to participating in community activities, meetings, or events in the original question and then said “no” to one of the revised questions that asked about events from the neighborhoods or geographic communities. They said “yes” to the other two revised questions regarding personal identity and cultural identity. <u>Change in examples provided</u> Ninety-two percent (92%) of respondents (n=11) offered additional examples when asked the revised question versions, sharing events related to their tribal community that they stated they would not necessarily have thought of in responding to the original question version. Only one respondent (8%) thought of the same activities across the original and all three revised question versions. They felt that their personal, cultural, and geographic identity were all connected and for this reason their answer did not change. <u>Recommended revisions</u> Combine Wave 2 revised questions into a single question; test with respondents in Wave 3.
		MCQ7-W3REV. [During the last 12 months] Did you participate in any community activities, meetings, or events? Please include activities, meetings, or events from your local community, or any communities you take part in related to your personal or cultural identity.

Item Analysis

Wave 3	n=31	<u>Item preference</u> Ninety percent (90%) of respondents (n=28) preferred the Wave 3 revised question, while 10% (n=3) preferred the original Wave 1 question. For the 28 respondents who preferred the revised question, there was consensus that they liked the language addition, even if they thought of the same examples across questions and had included Native-centric examples in the response to the first question. All three respondents who preferred the original question thought the revisions to the second question did not add anything new. <u>Change in close-ended (yes/no) responses</u> No respondents changed their yes/no response from the original to the revised question versions. <u>Change in examples provided</u> Fifty-five percent (55%) of respondents (n=17) thought of the same examples across question versions while 45% (n=14) thought of different examples. Examples provided for the original question were a mix of culturally specific activities like annual tribal meetings and Indigenous Peoples’ Day event, and more general activities like farmers’ markets and local political meetings. Examples provided for the revised question were largely indigenous types of activities, like tribal council meetings and cultural feasts. <u>Recommended revisions</u> Modify MCQ7 item to incorporate MCQ7-W3REV wording.
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Table C51. Survey Item MDQ1A

Recommendation

Original Item	In your lifetime, have you ever taken lessons or classes in music—either voice-training or playing an instrument?
Recommended Item	No changes recommended.

Item Analysis

MDQ1A. In your lifetime, have you ever taken lessons or classes in music—either voice-training or playing an instrument?		
Wave 1	n=19	<u>Observations about responses</u> • Immediacy of response: 95% of respondents (n=18) responded immediately, while one respondent (5%) needed clarification before responding. • Ease of comprehension: All respondents (n=19) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; most respondents found the question easy to answer.

Table C52. Survey Item MDQ1B

Recommendation

Original Item	In your lifetime, have you ever taken lessons or classes in photography or filmmaking?
Recommended Item	No changes recommended.

Item Analysis

MDQ1B. In your lifetime, have you ever taken lessons or classes in photography or filmmaking?		
Wave 1	n=19	Observations about responses • Immediacy of response: 79% of respondents (n=15) responded immediately, 16% of respondents (n=3) hesitated, and one (5%) needed clarification before responding. • Ease of comprehension: 89% of respondents (n=17) easily understood the question while 11% (n=2) found it somewhat challenging. Insights on terminologies One respondent deliberated whether informal lessons by other artists would be a qualifying example and ultimately decided to include this as an example in their response. Recommended revisions No revisions recommended for this item; most respondents found the question easy to understand and answer.

Table C53. Survey Item MDQ1C

Recommendation

Original Item	In your lifetime, have you ever taken any lessons or classes in other visual arts such as drawing, painting, pottery, weaving, graphic design, or fashion design?
Recommended Item	No changes recommended.

Item Analysis

MDQ1C. In your lifetime, have you ever taken any lessons or classes in other visual arts such as drawing, painting, pottery, weaving, graphic design, or fashion design?	
Wave 1	n=19
Observations about responses Immediacy of response: 84% of respondents (n=16) responded immediately, one respondent (5%) hesitated, and 11% (n=2) needed clarification before responding. Ease of comprehension: All respondents (n=19) easily understood the question. Insights on terminologies Generally, respondents understood terms clearly and did not suggest changes. One respondent needed to confirm that the question was asking about lessons throughout their “lifetime,” and another respondent clarified that the question asks solely about lessons and classes. Recommended revisions None; most respondents found the question easy to answer.	

Table C54. Survey Item MDQ1D

Recommendation

Original Item	In your lifetime, have you ever taken lessons or classes in acting or theater?
Recommended Item	No changes recommended.

Item Analysis

MDQ1C. In your lifetime, have you ever taken lessons or classes in acting or theater?		
Wave 1	n=18	<u>Observations about responses</u> • Immediacy of response: 94% of respondents (n=17) responded immediately while one respondent (6%) hesitated before responding. • Ease of comprehension: 94% of respondents (n=17) easily understood the question while one respondent (6%) found it somewhat challenging. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; most respondents found the question easy to answer.

Table C55. Survey Item MDQ1E

Recommendation

Original Item	In your lifetime, have you ever taken lessons or classes in dance?
Recommended Item	No changes recommended.

Item Analysis

MDQ1E. In your lifetime, have you ever taken lessons or classes in dance?		
Wave 1	n=18	<u>Observations about responses</u> • Immediacy of response: 78% of respondents (n=14) responded immediately, 17% of respondents (n=3) hesitated, and one (6%) needed clarification before responding. • Ease of comprehension: 89% of respondents (n=16) easily understood the question while 11% (n=2) found it somewhat challenging. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. Those who hesitated had paused to recall whether they had had lessons or classes over the course of their lifetime. <u>Recommended revisions</u> None; most respondents found the question easy to answer.

Table C56. Survey Item MDQ1F

Recommendation

Original Item	In your lifetime, have you ever taken lessons or classes in creative writing?
Recommended Item	No changes recommended.

Item Analysis

MDQ1F. In your lifetime, have you ever taken lessons or classes in creative writing?		
Wave 1	n=18	<u>Observations about responses</u> • Immediacy of response: 94% of respondents (n=17) responded immediately while one respondent (6%) hesitated before responding. • Ease of comprehension: All respondents (n=18) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; most respondents found the question easy to answer.

Table C57. Survey Item MDQ1G

Recommendation

Original Item	In your lifetime, have you ever taken lessons or classes in art history or art or music appreciation?
Recommended Item	No changes recommended.

Item Analysis

MDQ1G. In your lifetime, have you ever taken lessons or classes in art history or art or music appreciation?		
Wave 1	n=18	Observations about responses • Immediacy of response: 94% of respondents (n=17) responded immediately while one respondent (6%) hesitated before responding. • Ease of comprehension: All respondents (n=18) easily understood the question. Insights on terminologies None; respondents understood terms clearly and did not suggest changes. Recommended revisions None; most respondents found the question easy to answer.

Table C58. Survey Item MDQ1H

Recommendation

Original Item	In your lifetime, have you ever taken lessons or classes in creative coding or in computer animation or digital art?
Recommended Item	No changes recommended.

Item Analysis

MDQ1H. In your lifetime, have you ever taken lessons or classes in creative coding or in computer animation or digital art?

Wave 1	n=18	<u>Observations about responses</u> • Immediacy of response: 89% of respondents (n=16) responded immediately while 11% (n=2) hesitated before responding. • Ease of comprehension: 94% of respondents (n=17) easily understood the question while 6% (n=2) found it somewhat challenging. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; most respondents found the question easy to answer.
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Table C59. Survey Item MDQ3A

Recommendation

Original Item	During the last 12 months, did you take lessons or classes in music?
Recommended Item	No changes recommended.

Item Analysis

MDQ3A. During the last 12 months, did you take lessons or classes in music?		
Wave 1	n=19	<u>Observations about responses</u> • Immediacy of response: 89% of respondents (n=17) responded immediately, one respondent (5%) hesitated, and one (5%) needed clarification before responding. • Ease of comprehension: All respondents (n=19) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and suggested no changes. <u>Recommended revisions</u> None; most respondents found the question easy to answer.

Table C60. Survey Item MDQ3B

Recommendation

Original Item	During the last 12 months, did you take any lessons or classes in photography or filmmaking?
Recommended Item	No changes recommended.

Item Analysis

MDQ3B. During the last 12 months, did you take any lessons or classes in photography or filmmaking?		
Wave 1	n=19	Observations about responses • Immediacy of response: 84% of respondents (n=16) responded immediately, 11% (n=2) hesitated, and one respondent (5%) needed clarification before responding. • Ease of comprehension: 89% of respondents (n=17) easily understood the question while 11% (n=2) found it somewhat challenging. Insights on terminologies None; generally, respondents understood the terms in this question clearly. Recommended revisions None; most respondents found the question easy to answer.

Table C61. Survey Item MDQ3C

Recommendation

Original Item	During the last 12 months, did you take any lessons or classes in other visual arts?
Recommended Item	No changes recommended.

Item Analysis

MDQ3C. During the last 12 months, did you take any lessons or classes in other visual arts?		
Wave 1	n=19	<u>Observations about responses</u> • Immediacy of response: 95% of respondents (n=18) responded immediately while one respondent (5%) hesitated before responding. • Ease of comprehension: All respondents (n=19) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; most respondents found the question easy to answer.

Table C62. Survey Item MDQ3D

Recommendation

Original Item	During the last 12 months, did you did you take any lessons or classes in acting or theater?
Recommended Item	No changes recommended.

Item Analysis

MDQ3D. During the last 12 months, did you did you take any lessons or classes in acting or theater?		
Wave 1	n=18	<u>Observations about responses</u> • Immediacy of response: All respondents (n=18) responded immediately. No respondents hesitated or needed clarification before responding. • Ease of comprehension: All respondents (n=18) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and suggested no changes. <u>Recommended revisions</u> None; all respondents found the question easy to answer.

Table C63. Survey Item MDQ3E

Recommendation

Original Item	During the last 12 months, did you take any lessons or classes in dance?
Recommended Item	No changes recommended.

Item Analysis

MDQ3E. During the last 12 months, did you take any lessons or classes in dance?		
Wave 1	n=18	<u>Observations about responses</u> • Immediacy of response: 89% of respondents (n=16) responded immediately while 11% (n=2) hesitated before responding. • Ease of comprehension: All respondents (n=18) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; most respondents found the question easy to answer.

Table C64. Survey Item MDQ3F

Recommendation

Original Item	During the last 12 months, did you take any lessons or classes in creative writing?
Recommended Item	No changes recommended.

Item Analysis

MDQ3F. During the last 12 months, did you take any lessons or classes in creative writing?		
Wave 1	n=17	<u>Observations about responses</u> • Immediacy of response: All respondents (n=17) responded immediately. No respondents hesitated or needed clarification before responding. • Ease of comprehension: All respondents (n=17) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; all respondents found the question easy to answer.

Table C65. Survey Item MDQ3G

Recommendation

Original Item	During the last 12 months, did you take any lessons or classes in art history or art or music appreciation?
Recommended Item	No changes recommended.

Item Analysis

MDQ3G. During the last 12 months, did you take any lessons or classes in art history or art or music appreciation?		
Wave 1	n=18	Observations about responses • Immediacy of response: 94% of respondents (n=17) responded immediately while one respondent (6%) hesitated before responding. • Ease of comprehension: All respondents (n=18) easily understood the question. Insights on terminologies None; respondents understood terms clearly and did not suggest changes. Recommended revisions None; most respondents found the question easy to answer.

Table C66. Survey Item MDQ3H

Recommendation

Original Item	During the last 12 months, did you take any lessons or classes in computer animation or digital art?
Recommended Item	No changes recommended.

Item Analysis

MDQ3H. During the last 12 months, did you take any lessons or classes in computer animation or digital art?	
Wave 1	n=18
Observations about responses • Immediacy of response: All respondents (n=18) responded immediately. No respondents hesitated or needed clarification before responding. • Ease of comprehension: All respondents (n=18) easily understood the question. Insights on terminologies None; respondents understood terms clearly and suggested no changes. Recommended revisions None; all respondents found the question easy to answer.	

Table C67. Survey Item MDQ4A

Recommendation

Original Item	During the last 12 months, did you learn music through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.
Recommended Item	No changes recommended.

Item Analysis

MDQ4A. During the last 12 months, did you learn music through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.

Wave 1	n=19	<u>Observations about responses</u> • Immediacy of response: 84% of respondents (n=16) responded immediately while 16% (n=3) hesitated before responding. • Ease of comprehension: All respondents (n=19) easily understood the question. <u>Insights on terminologies</u> None; generally, respondents understood the terms in this question clearly. <u>Recommended revisions</u> None; most respondents found the question easy to answer.
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Table C68. Survey Item MDQ4B

Recommendation

Original Item	During the last 12 months, did you learn photography or filmmaking through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.
Recommended Item	No changes recommended.

Item Analysis

MDQ4B. During the last 12 months, did you learn photography or filmmaking through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.	
Wave 1	n=19
Observations about responses Immediacy of response: All respondents (n=19) responded immediately. No respondents hesitated or needed clarification before responding. Ease of comprehension: All respondents (n=19) easily understood the question. Insights on terminologies None; respondents understood terms clearly and suggested no changes. Recommended revisions None; all respondents found the question easy to answer.	

Table C69. Survey Item MDQ4C

Recommendation

Original Item	During the last 12 months, did you learn other visual arts through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.
Recommended Item	No changes recommended.

Item Analysis

MDQ4C. During the last 12 months, did you learn other visual arts through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.

Wave 1	n=19	<u>Observations about responses</u> • Immediacy of response: 84% of respondents (n=16) responded immediately while 16% (n=3) hesitated before responding. • Ease of comprehension: 95% of respondents (n=18) easily understood the question while one respondent (5%) found it somewhat challenging. <u>Insights on terminologies</u> Generally, respondents understood the terms in this question clearly. One respondent used YouTube to teach themselves, and another respondent considered aloud whether papermaking counted as a visual art, ultimately deciding to include it. Another respondent mentioned learning visual arts techniques from their elders, specifically pottery. <u>Recommended revisions</u> None; most respondents found the question easy to answer.
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Table C70. Survey Item MDQ4D

Recommendation	
Original Item	During the last 12 months, did you learn acting or theater through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself. Read if needed: Include online classes or lessons.
Recommended Item	No changes recommended.

Item Analysis		
MDQ4D. During the last 12 months, did you learn acting or theater through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself. Read if needed: Include online classes or lessons.		
Wave 1	n=18	<u>Observations about responses</u> • Immediacy of response: All respondents (n=18) responded immediately. No respondents hesitated or needed clarification before responding. • Ease of comprehension: All respondents (n=18) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and suggested no changes. <u>Recommended revisions</u> None; all respondents found the question easy to answer.

Table C71. Survey Item MDQ4E

Recommendation

Original Item	[During the last 12 months,] Did you learn dance through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.
Recommended Item	[During the last 12 months] Did you learn dance through other means not involving lessons or classes? This could include from family, friends, or elders ; as family tradition; or by teaching yourself. 

Item Analysis

MDQ4E. [During the last 12 months] Did you learn dance through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.		
Wave 1	n=18	<u>Observations about responses</u> • Immediacy of response: 89% of respondents (n=16) responded immediately, one respondent (6%) hesitated before answering, and one respondent (6%) needed clarification before answering. • Ease of comprehension: All respondents (n=18) easily understood the question. <u>Insights on terminologies</u> The question item was not tested in Wave 1 probes. However, one respondent needed clarification on whether learning from elders should be included in their response. <u>Recommended revisions</u> Revise question to include the example of “elders”; test in Wave 2.
MDQ4E-W2REV. [During the last 12 months] Did you learn dance through other means not involving lessons or classes? This could include from family, friends, or elders ; as family tradition; or by teaching yourself.		

Item Analysis

Wave 2	n = 1 1	<u>Item preference</u> Ninety-one percent (91%) of respondents (n=10) preferred the revised question. Nine of the ten respondents pointed to the addition of elders as important, even if it did not lead them to think of different examples (that is, because they had included learning from elders in their answer to the original question or because they had not learned any dance from elders). <u>Change in close-ended (yes/no) responses</u> No respondents changed their answer from the original to the revised question versions. <u>Change in examples provided</u> Sixty-three percent (63%) of respondents (n=7) thought of the same examples for both original and revised question versions. Twenty-seven percent (27%) of respondents (n=3) thought of different things across question versions, and all of them pointed to the word “elders” as eliciting different examples. The three respondents differentiated elders from family and/or friends. One stated, “elders may be non-family members and can be from outside your own culture, too.” <u>Recommended revisions</u> Further test Wave 2 question with Wave 3 respondents.
MDQ4E-W2REV. [During the last 12 months] Did you learn dance through other means not involving lessons or classes? This could include from family, friends, or elders; as family tradition; or by teaching yourself.		

Item Analysis

Wave 3 n=27

Item preference

Eighty-nine percent (89%) of respondents (n=24) preferred the revised question. The remaining 11% (n=3) did not have a preference between the two question versions and felt the questions were interchangeable. Respondents preferred the revised question because including the word “elders” as an example felt like an inclusive addition for this method of learning dance accurately and respectfully in Native cultures, in which learning from elders is, according to one respondent, *“a core value of family and community.”*

While the majority preferred the addition of “elders” to the question, respondents were split on whether elders as a group would already be included in the terminology “family and/or friends” or whether elders are a separate group altogether.

- Five respondents categorized elders as separate from family and friends and felt elders should be named in the question to bring to mind people beyond respondents' immediate family: *“if you're in a tribal community and people refer to elders, the assumption isn't that you're referring to your personal grandparents, but rather a community of elders who serve a specific role within the community.”*
- Four respondents felt that elders could be included as family and/or friends, although two of the four shared at the same time that elders should be called out explicitly as a separate example, as in the revised question.
- Three respondents (11%) felt that elders could be either separate from or included as part of family and/or friends.
- One respondent liked the inclusion of “elders” because the term felt inclusive even outside of Native culture: *“even as a non-Native person, you could learn from someone who is your elder.”*

Change in close-ended (yes/no) responses

No respondents changed their yes/no from the original to the revised question versions.

Change in examples provided

Eighty-nine percent (89%) of respondents (n=24) thought of the same examples for both question versions. Eleven percent (11%) of respondents (n=3) thought of different examples when asked the revised question.

Recommended revisions

Modify MDQ4E item to incorporate MDQ4E-W2REV wording. Consider adding “elders” throughout similarly structured questions elsewhere in the survey instrument.

Table C72. Survey Item MDQ4F

Recommendation

Original Item	During the last 12 months, did you learn creative writing through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.
Recommended Item	No changes recommended.

Item Analysis

MDQ4F. During the last 12 months, did you learn creative writing through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.

Wave 1	n=18	<u>Observations about responses</u> • Immediacy of response: All respondents (n=18) responded immediately. No respondents hesitated or needed clarification before responding. • Ease of comprehension: All respondents (n=18) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; all respondents found the question easy to answer.
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Table C73. Survey Item MDQ4G

Recommendation

Original Item	During the last 12 months, did you learn art history or art or music appreciation through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.
Recommended Item	No changes recommended.

Item Analysis

MDQ4G. During the last 12 months, did you learn art history or art or music appreciation through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.

Wave 1	n=18	<u>Observations about responses</u> • Immediacy of response: 94% of respondents (n=17) responded immediately, while one respondent (6%) needed clarification before responding. No respondents hesitated before responding. • Ease of comprehension: All respondents (n=18) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and suggested no changes. <u>Recommended revisions</u> None; most respondents found the question easy to answer.
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Table C74. Survey Item MDQ4H

Recommendation

Original Item	During the last 12 months, did you learn creative coding or computer animation or digital art through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.
Recommended Item	No changes recommended.

Item Analysis

MDQ4H. During the last 12 months, did you learn creative coding or computer animation or digital art through other means not involving lessons or classes? This could include from family or friends, as family tradition, or by teaching yourself.

Wave 1	n=18	<u>Observations about responses</u> • Immediacy of response: All respondents (n=18) responded immediately. No respondents hesitated or needed clarification before responding. • Ease of comprehension: All respondents (n=18) easily understood the question. <u>Insights on terminologies</u> None; respondents understood terms clearly and did not suggest changes. <u>Recommended revisions</u> None; all respondents found the question easy to answer.
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Table C75. Work Items from the American Time Use Survey (ATUS)

Recommendation

ATUS Items	FWK. In the LAST YEAR, did you do ANY work for [either pay or profit]? IO1OCC. What kind of work do you do, that is what is your occupation? (For example: plumber, typist, farmer) IO1DT1. What are your usual activities or duties at this job? (For example: types, keeps account books, files, sells cars, operates printing press, lays bricks) PW2. Sometimes people do things that bring in money like selling crafts or babysitting. Aside from the jobs you already told me about, were there any activities that you did [IN THE LAST YEAR] that you were paid for or will be paid for? [IF YES - Ask:] Which ones?
Recommended Items	No changes recommended.

Item Analysis

Wave 2 n=14

Insights on terminologies

The ATUS questions were tested with a group of respondents who engage in arts and culture in a paid capacity. After asking respondents the four question sequence, the research team asked how easy or difficult it was to answer the questions about the work they did in the last year.

- Seventy-one percent (71%) of respondents (n=10) said answering was not difficult.
- Twenty-nine percent (29%) of respondents (n=4) had some difficulty answering because they needed to consider whether their artistic or cultural production should be included in their answer. Two of the four respondents specifically mentioned that they separate their artmaking from their “9 to 5” and do not see art as an “occupation” or “a job.” One of the four described the Western and/or capitalist nature of a “job” and “work,” saying it can be difficult to fit labor done as a culture bearer into that frame of reference. However, two of the four ultimately included their artistic or cultural production in their response because they did receive pay for these activities.

To assess whether respondents had reported all paid artistic and cultural activities in the four question sequence, the research team asked respondents to share any paid artistic or cultural activities they had done in the last year, offering the specific examples of culture bearing, storytelling, visual arts, or performing arts.

- Eighty-six percent (86%) of respondents (n=12) included all their paid artistic or cultural activities in their initial response, while 14% (n=2) did not.
- Upon probing by the team, respondents described cultural activities such as participating in a Bear Dance that had a modest monetary exchange in the form of subsidized transportation. They did not include these activities in their answers about work because they did not see the activities as being for “*pay or profit*,” but rather as reciprocal interactions. One respondent explained, “*I do get money sometimes, but it feels like an exchange. I don’t think of it as ‘for profit,’ I think of it as helping.*” Similarly, the other respondent that did not include all activities noted, “*I see it as kind of just helping out.*”

Recommended revisions

None; most respondents accurately shared their paid activities, both in and outside of the arts.

