

STUDY SERIES
(*Survey Methodology* #2014-05)

Spanish Expert Review of 2014 Census Test Materials

Yuling Pan
Marissa Fond
Jennifer Leeman

Center for Survey Measurement
Research and Methodology Directorate
U.S. Census Bureau
Washington, D.C. 20233

Report Issued: August 7, 2014

Disclaimer: This report is released to inform interested parties of research and to encourage discussion.

The views expressed are those of the authors and not necessarily those of the U.S. Census Bureau.

Abstract

In 2020, the U.S. Census Bureau will conduct the decennial census to enumerate the U.S. population, with a mission of counting everyone once, only once, and in the right place. In preparation for this challenge, the Census Bureau is carrying out various research activities, including the 2014 Census Test. Language research being conducted in 2014 includes translating census questions and census materials into multiple non-English languages. Spanish, as the most commonly spoken non-English language in the United States, has been chosen to be included in the 2014 Census Test. In order to ensure that the Spanish-language 2014 Census Test materials are grammatically correct, culturally appropriate, and technically sound, the Census Bureau convened a panel of expert reviewers to provide detailed, informed feedback on the terminology used in these translations and their usability by monolingual Spanish speakers who would likely respond to the 2020 Census online. This report documents the review process and recommendations made by the experts.

Table of Contents

1	INTRODUCTION.....	1
1.1	Background.....	1
1.2	Objectives and scope.....	1
2	METHODOLOGY.....	2
2.1	Panel of experts.....	2
2.2	Materials and content areas under review.....	2
2.3	Review process.....	3
2.4	Compilation and analysis of the comments.....	3
2.5	Panel discussion.....	3
3	FINDINGS.....	3
3.1	General issues.....	3
3.1.1	Terminology issues.....	4
3.1.2	Grammar issues.....	4
3.1.3	Usability/design issues.....	4
3.2	Specific issues.....	5
4	RECOMMENDATIONS.....	5
	APPENDIX A: LIST OF PANELISTS.....	6
	APPENDIX B: COPY OF MATERIALS FOR EXPERT REVIEW.....	8
	Delete (Season).....	39
	Delete (Custody).....	40
	Delete (College).....	41
	Delete (Military).....	42
	Delete (Nursing).....	43
	Delete (Jail).....	44
	Delete (Other).....	45
	APPENDIX C: TABLE OF RECOMMENDATIONS.....	53
	ISSUES FLAGGED FOR COGNITIVE TESTING.....	53
5	ADVANCE LETTERS.....	54
6	INTERNET LANDING PAGE AND LOGIN SCREENS.....	55
6.1	Welcome screen.....	55
6.2	Login WITH an ID.....	58
6.3	Login WITHOUT an ID.....	59

7	NEW RACE AND HISPANIC ORIGIN QUESTIONS	61
7.1	Race: Version 1	61
7.2	Race: Version 2	66
7.3	Race: Version 3	68
7.3.1	Version 3: Hispanic origin question	68
7.3.2	Version 3: Race question.....	69
8	NEW RELATIONSHIP QUESTIONS.....	72
8.1	Relationship: Version 1	72
8.2	Relationship: Version 2.....	74
9	NEW COVERAGE QUESTIONS	76
9.1	Undercount screens	76
9.1.1	Additional people.....	76
9.1.2	Additional people (No permanent place)	78
9.1.3	Additional people (Moved)	78
9.2	Overcount screens	79
9.2.1	Delete (Season)	79
9.2.2	Delete (Custody)	81
9.2.3	Delete (College)	81
9.2.4	Delete (Military)	82
9.2.5	Delete (Nursing).....	83
9.2.6	Delete (Jail)	85
9.2.7	Delete (Other).....	86

1 INTRODUCTION

1.1 Background

In 2020, the U.S. Census Bureau will conduct the decennial census to enumerate the U.S. population, with a mission of counting everyone once, only once, and in the right place. Accurate enumeration of non-English-speaking households has proven to be a challenge for the Census Bureau in their many programs. To address this challenge for the 2020 Census, the Census Bureau is conducting language research in 2014, which includes translating census questions and census materials into multiple non-English languages. Spanish, as the most commonly spoken non-English language in the United States, has been chosen to be included in the 2014 Census Test in preparation for the 2020 Census.

The 2014 Census Test questions and corresponding materials have been translated into Spanish in order to better reach Spanish-speaking populations. In order to ensure that the test materials are grammatically correct, culturally appropriate, and technically sound, the Census Bureau convened a panel of reviewers to review and comment on the Spanish translation. Eight English-Spanish bilingual researchers in anthropology, linguistics, sociology, and survey methodology with specific expertise regarding U.S. Spanish-speaking populations and survey translation participated in the review and discussion. They provided detailed, informed feedback on the terminology used as well as the usability of the materials for monolingual Spanish speakers who might respond to the 2020 Census online.

This report documents the review process and recommendations made by the experts.

1.2 Objectives and scope

The objectives and scope of the expert panel were:

- (1) review and comment on the test materials, provide written comments on issues identified and suggest recommended translation changes based on prior research findings and area of expertise;
- (2) participate in a one-day panel discussion to identify best translations;
- (3) review a summary report prepared by Census Bureau staff after the panel discussion, and provide feedback regarding the final recommendations for alternative translations.

More specifically, the expert review of the 2014 Census Test materials was comprised of two general spheres of review:

- (1) Spanish-language materials (i.e., question and response wording, welcome and navigation messages, etc.), including discussions of translations that were incorrect or culturally inappropriate, suggestions of alternative wording, and explanations of and justifications for their adoption;
- (2) usability of the materials from the perspective of a monolingual Spanish speaker encountering these materials in a survey context (e.g., receiving a letter in the mail and taking the next steps to complete the survey). This also included discussion of the

usability/attractiveness of certain colors and contrasts in the materials and the reactions they elicit.

The review process included a panel discussion moderated by a Census Bureau researcher. The panel discussion took place at the Headquarters of the Census Bureau. In addition to making specific recommendations for the 2014 materials, the panel discussion also identified areas for additional research.

2 METHODOLOGY

2.1 Panel of experts

The panel of experts consisted of six external experts commissioned through Decennial Management Division contracts, and two internal experts. Panel experts were selected based on their Spanish-English bilingual ability, areas of expertise, and established records of research in their field. The selected experts covered the areas of anthropology, linguistics, questionnaire design and evaluation, sociology, and survey methodology and had specific expertise regarding U.S. Spanish-speaking populations, survey translation, Census Bureau surveys and procedures. The panel discussion was moderated by a member of the Census Bureau research team with expertise in Spanish sociolinguistics and questionnaire design and evaluation. See Appendix A for a list of panelists.

2.2 Materials and content areas under review

The general content areas relevant for the review were as follows:

- (1) *Advance letters*. The reviewers evaluated a sentence written in Spanish, directing respondents to a website where they could complete a Test Census form (i.e., 2014 Census Test). The reviewers discussed the wording of this sentence, the design/color/contrast of the letters, and the effectiveness of the letters at encouraging the preferred action from respondents;
- (2) *Internet landing page(s)*. The reviewers evaluated the introductory screens of the internet instrument (e.g., Welcome, Login, Warning, etc.) for linguistic and cultural appropriateness and usability;
- (3) *Relationship Question*. The reviewers evaluated two versions of a revised “Relationship” question pertaining to relationships among household members, focusing on new response categories. Reviewers discussed the appropriateness and recognizability of the terminology and flagged any potential obstacles or misunderstandings that might arise.
- (4) *Race Questions*. The reviewers evaluated three versions of revised “Race” and “Hispanic Origin” questions. Reviewers discussed the appropriateness of the terminology and compared the three versions, flagging any potential issues that might arise in each.
- (5) *Coverage Questions*. The reviewers evaluated a series of “Undercount/Overcount” questions aimed at determining correct “coverage” (i.e., assigning individuals to the correct address in a census according to Census Bureau residence rules). Reviewers discussed the appropriateness of the terminology and flagged any potential issues that might arise.

2.3 Review process

Materials for review were provided to the reviewers three weeks prior to the panel discussion. The Census Bureau provided the reviewers with a document containing detailed instructions and contextual and background information for each item under review to guide reviewers through the material. The Census Bureau also provided a template for comments for the reviewers to record feedback, to ensure a systematic approach in the review and documentation process. See Appendix B for a copy of materials and instructions for reviewers. External experts submitted 122 pages of comments on the materials. The panel moderator also reviewed and commented on the materials.

2.4 Compilation and analysis of the comments

Reviewer feedback was compiled and sorted by question, in order to make it possible to analyze all comments related to a single item at the same time. Next, the Census Bureau researchers with knowledge of Spanish linguistics, sociolinguistics expertise and extensive experience in survey translation analyzed all comments and identified the key items for discussion. There were some items identified as problematic by all or most of the reviewers, as well as some items flagged by just one or two. In the cases where several reviewers identified a problem, they often proposed different solutions. In order to facilitate effective use of the panel discussion, and so that the input of experts could be obtained on issues identified by other members of the panel, the Census Bureau researchers prepared a master document that contained all of the issues identified as well as all the proposed alternatives.

In addition, in preparation for the panel discussion, items were analyzed and categorized according to the type of issue, such as terminology, grammar, conceptual issues or messaging. Common or similar issues that arose in multiple places throughout the materials were also identified.

2.5 Panel discussion

The panel discussion took place on January 28, 2014. In addition to the eight panel experts and the research team directly involved in this review, members of the 2020 Census Language Research team and subject matter experts were invited to attend. Using the master list of comments prepared by the research team, the panelists discussed multiple alternatives for the problematic or challenging items that had been identified. In addition to recommending specific changes, the panel also identified outstanding issues where empirical research, and in particular, cognitive testing, is needed.

3 FINDINGS

3.1 General issues

Issues identified by the expert panelists can be categorized into three sets: terminology, grammar, and usability/design issues.

3.1.1 Terminology issues

Terminology issues involved translations for concepts not familiar to many monolingual Spanish speakers (e.g., “foster child,” “nursing home”), use of high register words that can be difficult for monolingual Spanish-speaking respondents of lower education level (e.g., *provea* for “provide [e.g., a response]”), intimidating language (e.g., the “warning” message following login). In addition, some terminology lacks contextual information and thus the messages can be ambiguous or misleading. For example, expert panelists noted that the use of the word *prueba* (“test”) in the name of “2014 Census Test” could easily be interpreted by respondents as “I am being asked to take a test” or “I am being tested.” In some cases, the direct translation of an English word may not convey the intended meaning in the context. For example, *seleccione*, the Spanish translation of the word “select” as in “select one or more boxes” in the Race and Hispanic origin questions, does not fully convey the meaning of marking an answer in the answer options.

Panelists suggested alternative terminology to address these issues during the panel discussion.

3.1.2 Grammar issues

Most of the grammar issues identified by the experts were large-scale questions of how to present survey question items and response options in Spanish in ways that are (1) correct, (2) comprehensible, and (3) usable and not too cumbersome for the survey context. Examples of these issues are the expression of gender and single/plural optionality. Other grammar issues involved the use of articles, verb tenses, and word order. All of these issues were addressed in the panel discussion.

3.1.3 Usability/design issues

The discussion of usability/design issues mostly focused on the Advance Letters and the internet landing page for the 2014 Census Test. Usability/design issues discussed included color preference of the Advance Letters, placement of important messages, contextualizing the messages, and how to convey a “government voice” and use it effectively to encourage response.

One general concern is that the placement of the Spanish sentence at the bottom of the Advance Letter may cause it to be easily missed by monolingual Spanish speakers. Because of this, the Spanish statement in the Advance Letter may not be able to have much effect on its intended audience (Spanish-speaking respondents). Different placement options of the Spanish statement were discussed at the panel meeting.

Another concern is that the “Warning Message” at the bottom of the internet landing page may unintentionally engender fear among monolingual Spanish speakers. A suggestion was made to have a “Welcome Message” before the “Warning Message.”

Another design issue identified was that while the English Advance Letter contained sufficient information about the 2014 Census Test, there was only one sentence in Spanish, prompting

monolingual Spanish speakers to visit the 2014 Census Test website or to call a 1-888 number. The Spanish sentence was in isolation and out of context, and gave the impression that completion of the survey was optional. It would be difficult for monolingual Spanish speakers to understand what was asked of them and what they were supposed to do. The panelists agreed that further research should be conducted to identify what additional messages were needed on the Advance Letters and the internet landing page, and they also suggested improvements that should be implemented on the 2014 materials.

Other usability issues included the navigation of the internet instrument and perceptions of the respondent's experience with the presentation of certain questions (e.g., Race and Hispanic Origin versions).

3.2 Specific issues

Specific issues for each document and question under review are grouped under the above-mentioned three categories: terminology, grammar, and usability/design issues. These are fully documented in a table format which was used as guide for the panel discussion. Each of these issues was discussed at the meeting and a recommendation or suggestion for further research was made regarding each one. See Appendix C for a table of specific issues pertinent to each document and question under review.

4 RECOMMENDATIONS

Proposed recommendations for alternative translations were discussed at the panel meeting and documented by the Census Bureau research team. We included the recommendations from the expert reviewers in a table format where the recommendations are listed next to the issues identified. Census Bureau subject matter expert teams and the 2020 Census Language Team will meet to discuss these recommendations and determine the best course of action based on the findings of this expert panel discussion. Please see Appendix C for the recommendation list.

Based on this project, we provide additional considerations here regarding the process of convening a panel discussion and of making decisions on the panel recommendations. First, we suggest that prior to the panel discussion, there should be a process in place to identify known issues and provide these issues to the experts so they can conduct more focused research in their review of materials. Second, there should be a documentation process to record those recommendations that are accepted by the Census Bureau, those that are rejected and the reasons for rejection, and those that are tabled for future research. In this way, any subsequent project can build upon the documented results to advance the research. We also recommend that members of the research team involved in the review process be included in the decision process to provide the research perspective during the process.

APPENDIX A: LIST OF PANELISTS

2014 CENSUS TEST SPANISH EXPERT REVIEW PANEL

JANUARY 28TH, 2014

PANELIST BIOS

Herman Alvarado is a Survey Methodologist with the Response Improvement Research Staff in the Office of Economic Planning and Innovation at the U.S. Census Bureau. His work focuses on language research, respondent contact issues, usability/technology, and hard to reach populations. He earned his MS in Demography (Public Health) at the University of Puerto Rico, Medical Sciences Campus.

Cecilia Castillo Ayometzi is the Language Access and Advocacy Coordinator at the Executive Office of the Mayor of DC, Office on Latino Affairs. She is also a Professorial Lecturer in Linguistics at Georgetown University. She has worked with Latino immigrants in program development, community interpretation, and teaching. Her ethnographic research has focused on Latino migration experience and social identity. She received her PhD in Linguistics from Georgetown University.

Victor García is Professor of Anthropology at Indiana University of Pennsylvania and Associate Director of Cultural and Ethnic Studies at the Mid-Atlantic Research and Training Institute. His specialty is Latino and Latin American studies, and he has studied transnational Latino farm workers and their struggles with rural poverty, labor organizing, addiction-related health problems, and other issues. He received his PhD in Anthropology from the University of California at Santa Barbara.

Patricia Goerman is a Research Sociologist with the Center for Survey Measurement at the U.S. Census Bureau. Her research focuses on the development and pretesting of multilingual survey instruments with a focus on Spanish-language materials, and her work has included methodological research into best practices for pretesting multilingual survey instruments, including cognitive testing and behavior coding. She received her PhD in Sociology from the University of Virginia.

Nancy López is Associate Professor of Sociology at the University of New Mexico. She directs the Institute for the Study of “Race” & Social Justice at the Robert Wood Johnson Foundation Center for Health Policy at the University of New Mexico. Her current work focuses on the creation of meaningful conceptualizations of “race” as a dynamic multi-dimensional and multi-level social construction. She received her PhD in Sociology from the City University of New York.

Gillian Lord is Associate Professor and Chair of Spanish and Linguistics at the University of Florida. Her research focuses on the second language acquisition of Spanish, with particular interests in phonetics/phonology, study abroad, and technology. She has also worked in the fields

of teacher training and classroom learning. She received her PhD in Hispanic Linguistics from the Pennsylvania State University.

Rosanna Quiroz is a Language and Culture Methodologist at RTI International. She specializes in cross-cultural research and conducting cognitive interviews and focus groups with English and Spanish speakers. Her expertise also includes the translation of survey questionnaires and related materials from and into Spanish. She received her BA in English from the Pontificia Universidad La Católica in Lima, Perú.

Alisú Schoua-Glusberg is a Survey Methodologist and Principal of Research Support Services, Inc. She is also the Senior Director for Survey Operations at IMPAQ International, and a member of the European Social Survey translation task group. Her work focuses on cross-cultural qualitative methods in survey methodology, and survey instrument translation methodology. She received her PhD in Anthropology from Northwestern University.

MODERATOR BIO

Jennifer Leeman is Associate Professor of Spanish at George Mason University and Research Sociolinguist with the Center for Survey Measurement at the U.S. Census Bureau. Her research focuses on ideologies of language, race and nation in the U.S.; language policy in multilingual societies; and the sociopolitics of language education. Recent publications include a study of the discursive role of Spanish in the racialization of Latinos in the U.S. Census, and an analysis of competing constructions of Limited English Proficiency in federal language policies. She received her PhD in Spanish Linguistics from Georgetown University.

APPENDIX B: COPY OF MATERIALS FOR EXPERT REVIEW

**2014 CENSUS SITE TEST
ITEMS FOR EXPERT REVIEW**

JANUARY 28TH, 2014

INTRODUCTION

Background

The Census Bureau is conducting a series of research projects and tests throughout this decade to fulfill its commitment to providing the public with an option to complete their 2020 Decennial Census questionnaire on the Internet. One of the tests supporting this planning effort is the 2014 Census Test. The 2014 Census Test seeks to build on previous Internet data collection research in order to set the stage for the 2020 Census. In particular, the Census Bureau is interested in reviewing Spanish-language materials before they are included in the 2014 Census Test.

As part of this effort, the Census Bureau has convened a panel of reviewers who are experts in language, culture, survey methodology, and who will provide detailed, informed feedback on the terminology used in these materials and their usability by monolingual Spanish speakers who would likely respond to the 2020 Census online. This review process will culminate in a panel discussion moderated by a Census Bureau researcher.

The expert review of the 2014 Census Test materials is comprised of two general spheres of review:

- (3) Review of the Spanish-language material (i.e., question and response wording, welcome and navigation messages, etc.), including discussions of translations that are incorrect or culturally inappropriate, suggestions of alternative wording, and explanations of and justifications for their adoption.
- (4) Review of the usability of the materials from the perspective of a monolingual Spanish speaker encountering these materials in a survey context (e.g., receiving a letter in the mail and taking the next steps to complete the survey). This also includes discussion of the usability/attractiveness of certain colors and contrasts in the materials and the reactions they elicit.

The general content areas relevant for the review are as follows:

- (6) *Advance letters (Section 2)*. The reviewer will evaluate a sentence written in Spanish, directing respondents to a website where they can complete a Test Census (i.e., 2014 Census Test). The reviewer will discuss the wording of this sentence, the design/color/contrast of the letters, and the effectiveness of the letter at encouraging the preferred action from respondents.
- (7) *Internet landing pages (Section 3)*. The reviewer will evaluate the introductory pages to the internet instrument (e.g., Welcome, Login, Warning, etc.) for linguistic and cultural appropriateness and usability.
- (8) *Race (Section 4)*. The reviewer will evaluate three versions of revised “Race” and “Hispanic Origin” questions. The reviewer will discuss the appropriateness of the terminology and compare the three versions, flagging any potential issues that might arise in each.
- (9) *Relationship (Section 5)*. The reviewer will evaluate two versions of a revised “Relationship” question pertaining to relationships among household members, focusing

on new response categories. The reviewer will discuss the appropriateness and recognizability of the terminology and flag any potential obstacles or misunderstandings that might arise.

- (10) *Coverage (Section 6)*. The reviewer will evaluate a series of “Undercount/Overcount” questions aimed at determining correct “coverage” (i.e., assigning individuals to the correct address in a Census according to Census Bureau residence rules). The reviewer will discuss the appropriateness of the terminology and flag any potential issues that might arise.

Orientation to this document and providing comments

This document is organized by topic area (i.e., those listed above). Reviewers may use the navigation pane in Word and the clickable Table of Contents to move around the document and see its organization.

Within each topic area, we at the Census Bureau have provided background on the material to be reviewed, and outlined instructions for each item, in an attempt to guide reviewers through the material. Please read this supplementary text carefully and ask us any questions you may have.

IMPORTANT: Please use the template for comments included at the end of this document (in Section 8) to provide your feedback to the Census Bureau; it is very important to follow the template so that we may compile all reviewers’ comments in advance of the panel discussion on January 28th. Copy the template into a separate document to send along to us.

Please use the section and subsection numbers as well as the topic titles when you provide comments, so that we at the Census Bureau will know to which questions/topics you are referring. An example comment has been provided to you in the template.

Notes regarding the formatting of this document

The screenshots provided in the sections below represent content that is currently being programmed in English. Spanish-language content has not yet been formatted in the same way. We include the English-language screenshots so that you can get a sense of how the instrument will look when it is fully developed and executed, though presentation may vary slightly based on the platform or device being used for the survey.

Please also note the following important instruction to consider as you complete your review: The screenshots that are provided throughout were specifically taken from the Census Bureau’s Internet Instrument; if you think that any changes you recommend may be influenced by the mode (i.e., paper self-administered questionnaire, interviewer-administered questionnaire, etc.), please make a special note of your observations so that the Census Bureau may consider these concerns in future studies.

Key to notations and vocabulary used in this document

Notations/Vocabulary	Meaning
Yellow text box	Important instructions for reviewers.
Gray shading	Spanish-language material to review.
{Red text within curly brackets}	Programming notes.
<TEXT>	Automatically filled field in survey (e.g., <NAME> means that the respondent's name is inserted).
"Reviewer"	Spanish-language expert reviewer.
"Respondent"	The anticipated survey respondent who will be the end-user of these materials.
"The Census Bureau"	Any/all of the researchers, program managers, computer programmers, graphic designers, etc. involved in the 2020 Census preparation effort.

ADVANCE LETTERS

Background: “Advance letters” are letters sent out by the Census Bureau to tell a household that they should expect to complete a survey in the near future. The Census Bureau is testing three versions of advance letters in this round of testing. The letters are written in English, and they include a sentence written in Spanish.

We have included, as separate files, the advance letters we would like you to review. The names of the files correspond with the names of the letters.

→ **Instructions to reviewers:** We would like you to review these three letters for two separate, but related purposes:

- 1) Please review the Spanish-language sentence in the letters to make sure that it is accurate and comprehensible.
- 2) Please provide your feedback on the presentation of the Spanish sentence in the letters to see which one would most clearly and effectively direct Spanish-speaking respondents to the internet or Telephone Questionnaire Assistance line. (Please note: The English text in the letter is not under review; our interest here is in gauging the presentation of the Spanish-language sentence embedded within English-language letters, to anticipate how monolingual Spanish speakers might orient themselves to this sentence, and to these letters.)

Reminder: Please provide your comments in the table in the “template for comments” included at the end of this document.

Here is some additional detailed information about each letter:

Letter DC-16(L)(1) is one of the first notices that the household receives. The package will only include this letter and an instruction card, which gives specific instructions to access the survey (the instruction card is included for your reference only, it does not need to be reviewed). This letter includes a sample of Design feature #1: a light blue background with a darker shade of blue highlighting the Spanish text.

Letter DC-17(L)(1) is the letter that is received along with the questionnaire by respondents who have not yet answered the survey on line. This package is received after several attempts have been made to make contact with the respondent. You will notice the Note in the upper right hand corner of the letter. We would like to see how this “Note” design feature interacts with Design feature #2: A dark blue background with a lighter shade of blue highlighting the Spanish text.

Letter DC-17(L)(2) is the same letter as the DC-17(L)(1) described above, but it also includes Design feature #3: A box drawn around the Spanish text.

INTERNET LANDING PAGE AND LOGIN SCREENS

This section covers the “internet landing page,” or the first screen that respondents see when they go to complete the Census online and the login pages the respondent will see when accessing the survey for completion.

Welcome screen

Background: On the Welcome screen below (Figure 1) the respondent has the option to complete the survey in Spanish by clicking the link “Para completar en Español haga clic.” This allows the respondent to select English or Spanish for the remainder of their survey. This screen also includes an introductory message and a warning message.

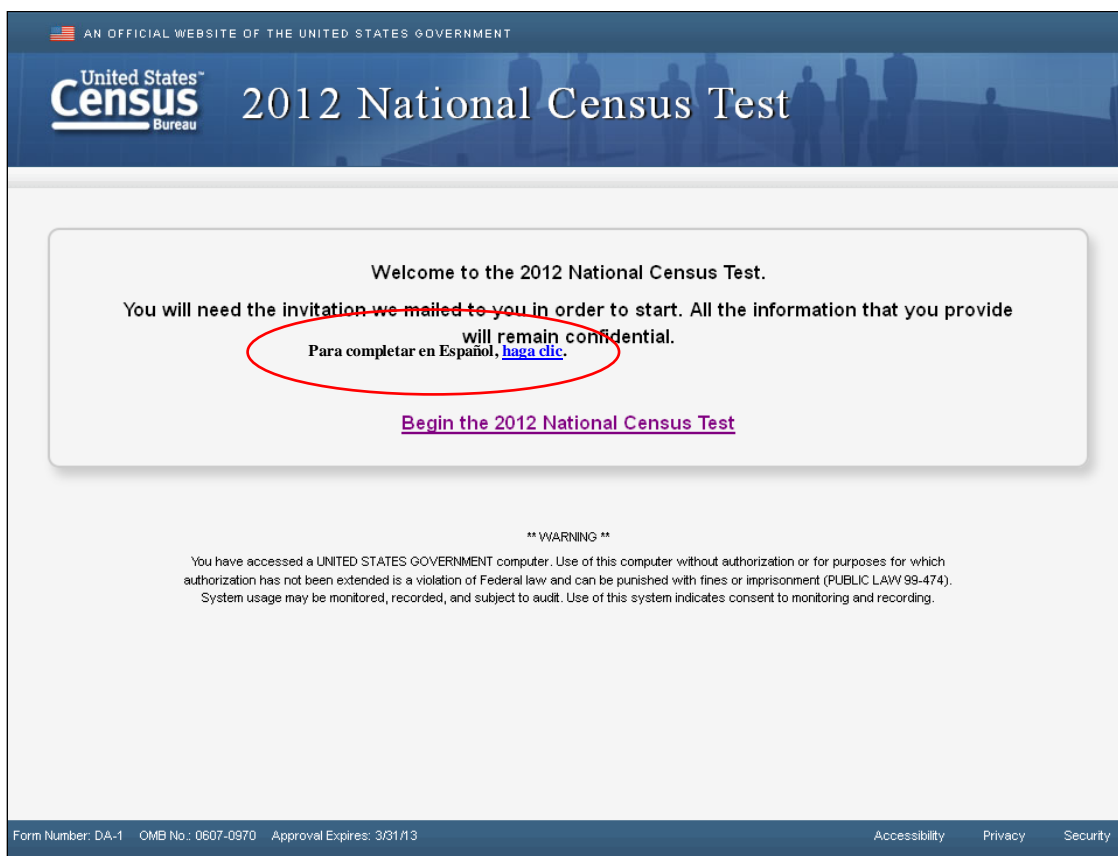


Figure 1: Internet landing page (with link to complete the survey in Spanish)

→ Instructions for reviewers:

Evaluate the Spanish-language wording in the table below (shaded in gray) – the introductory message on the landing page and the warning message below it. Your comments may include feedback on syntax, lexical items, the appropriateness of legal language, and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers. Provide your comments in the table in the “template for comments” included at the end of this document.

Please be sure to think about how a Spanish-speaking respondent (a respondent who wants to complete the survey in Spanish) would approach these screens, and provide feedback on any anticipated problems and complications.

INTRODUCTORY MESSAGE	<p>Welcome to the 2014 Census Test.</p> <p>You will need the materials we mailed to you in order to start. All the information that you provide will remain confidential.</p> <p>Begin the 2014 Census Test</p> <p>Para completar en Español, haga clic.</p>	<p>Bienvenido a Prueba del Censo del 2014.</p> <p>Usted necesitará los materiales que le enviamos por correo para comenzar la encuesta. Toda la información que proporcione se mantendrá completamente confidencial.</p> <p>Comience Prueba del Censo del 2014.</p> <p>To complete in English, click here.</p>
WARNING MESSAGE	<p>**WARNING**</p> <p>You have accessed a UNITED STATES GOVERNMENT computer. Use of this computer without authorization or for purposes for which authorization has not been extended is a violation of Federal law and can be punished with fines or imprisonment (PUBLIC LAW 99-474). System usage may be monitored, recorded, and subject to audit. Use of this system indicates consent to monitoring and recording.</p>	<p>** AVISO **</p> <p>Usted ha obtenido acceso a una computadora del GOBIERNO DE LOS ESTADOS UNIDOS. El uso no autorizado de esta computadora o con fines para los cuales no se ha extendido autorización constituye una infracción de las leyes federales y puede ser penalizado con multas o encarcelamiento (LEY PÚBLICA 99-474). El uso del sistema puede ser observado, grabado y está sujeto a auditoría. El uso de este sistema indica su consentimiento a que sea observado y grabado.</p>

Login WITH an ID

Background: After the respondent has clicked the “Begin the 2014 Census Test” link (in their selected language) on the Welcome page, they will be taken to the login page (Figure 2). They are then asked to log in (“Login Screen 1”) using the User ID found in materials sent to them earlier. After logging in, respondents are asked to confirm that they are completing the survey for the sampled address and they are given a PIN to be used during subsequent logins.

If a respondent logs into the instrument (“Login Screen 1”) and their User ID is flagged as having been used before, they will be asked to provide their PIN (“Login Screen 2”). If they successfully enter the PIN, they are taken to the screen where they left off during their last login session.



Figure 2: Login Screen 1

→ **Instructions for reviewers:**

Evaluate the Spanish-language wording in the table below (shaded in gray). This may include syntax, lexical items, etc., and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers. Provide your comments in the table in the “template for comments” included at the end of this document.

Please be sure to think about how a Spanish-speaking respondent (a respondent who wants to complete the survey in Spanish) would approach these screens, and provide feedback on any anticipated problems and complications.

<p>MAIN INFORMATION</p>	<p>Please enter the 13-digit User ID found below the barcode on the materials we mailed you.</p> <p>User ID: ____ - ____ - ____ - _</p> <p>Login</p> <p>If you do not have a User ID, click here.</p>	<p>Por favor, anote su Identificación del Usuario de 13 cifras, que se encuentra debajo del código de barra en los materiales que le enviamos por correo.</p> <p>Identificación del Usuario: ____ - ____ - ____ - _</p> <p>Inicio de la sesión</p> <p>Si usted no tiene un Identificación del Usuario, haga clic.</p>
-------------------------	---	---

Login WITHOUT an ID

Background: Respondents are first shown a *Welcome* screen that introduces them to the survey, provides the “Warning” message telling respondents that their usage of this instrument will be monitored and recorded, and allows them to select the language (English or Spanish) in which they will complete the survey. They are then asked to log in (“Login Screen 1”) using the User ID found in their mailed materials. Respondents without a User ID will need to click the “If you do not have a User ID, click here” link. This link takes them to a non-ID login page (“Non-ID Login” in Figure 3 below).

The Non-ID Login screens prompt the respondent to enter their email address in lieu of a User ID. If the email address is not recognized by the system as being used before, the respondent is given a PIN and allowed to continue the survey. If the system recognizes the email address, the respondent is asked for the PIN so that they may resume where they left off. Normally, we would ask respondents to enter their email address twice to confirm that they entered it correctly. However, since this screen needs to access the server to determine if the email address has been used before (so that we can request a PIN), the confirmation must be handled on a different screen (Figure 4). Therefore, we have a 1A and 1B for this screen.

Please note that we may need to alter the content of this screen to more explicitly explain to the respondent why we are requesting their email address (forthcoming in future months, not in scope for this project).

Please enter your email address so that we may log you into the survey.

Email Address:

[Next](#)

Figure 3: Non-ID Login 1A

→ Instructions for reviewers:

Evaluate the Spanish-language wording in the table below (shaded in gray). This may include syntax, lexical items, the appropriateness of examples/models, and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers. Provide your comments in the table in the “template for comments” included at the end of this document.

Please be sure to think about how a Spanish-speaking respondent (a respondent who wants to complete the survey in Spanish) would approach these screens, and provide feedback on any anticipated problems and complications.

QUESTION WORDING	Please enter your email address so that we may log you into the survey.	Por favor, entre su dirección de correo electrónico para que podamos darle acceso a la encuesta.
EDITS/ERROR MESSAGES	{Email fields <u>must</u> contain “@” and “.” in the field. If either (or both) is missing, display:} Please enter a valid email address. It must be in the format: name@domain.com .	{Email fields <u>must</u> contain “@” and “.” in the field. If either (or both) is missing, display:} Por favor, entre una dirección electrónica (email) válida. Debe tener el siguiente formato: nombre@dominio.com .

Please confirm that the email address you provided is correct. You will need to enter this same email address if you return to the survey.

Email Address: **name@domain.com**

Is this your email address?

Yes

No

Next

Figure 4: Non-ID Login 1B

→ **Instructions for reviewers:**

Evaluate the Spanish-language wording in the table below (shaded in gray). This may include syntax, lexical items, the appropriateness of examples/models, and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers. Provide your comments in the table in the “template for comments” included at the end of this document.

Please be sure to think about how a Spanish-speaking respondent (a respondent who wants to complete the survey in Spanish) would approach these screens, and provide feedback on any anticipated problems and complications.

<p>QUESTION WORDING</p>	<p>Please confirm that the email address you provided is correct. You will need to enter this same email address if you return to the survey.</p> <p>Email Address: name@domain.com</p> <p>Is this your email address?</p>	<p>Por favor, confirme que la dirección de correo electrónico que nos dio es la correcta. Usted deberá entrar esta misma dirección de correo electrónico si regresa a la encuesta.</p> <p>Dirección de correo electrónico: name@domain.com</p> <p>¿Es esta su dirección de correo electrónico?</p>
-------------------------	---	---

NEW RACE AND HISPANIC ORIGIN QUESTIONS

Background: There are three versions of the race and Hispanic origin question that the Census Bureau is testing. In addition, there are three different “edit messages” (i.e., instructions for respondents to modify or review their answers) for each race and Hispanic origin question version (Figure 5).

The edit messages refer to red and green messages prefaced with an “i” icon. Examples of what these edit messages look like in English are below.

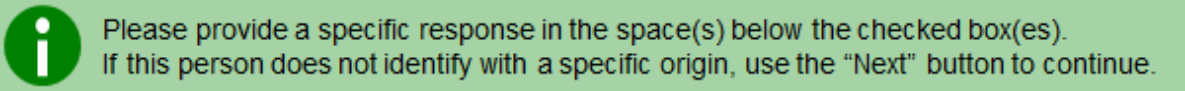
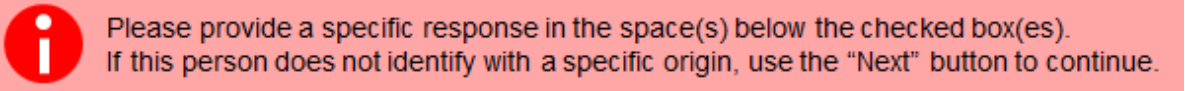
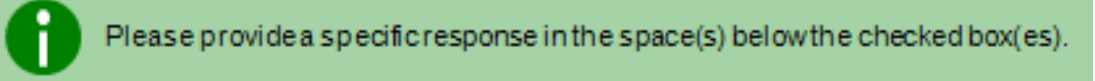
<p>Edit Message #1 (Green)</p>  <p>i Please provide a specific response in the space(s) below the checked box(es). If this person does not identify with a specific origin, use the “Next” button to continue.</p>
<p>Edit Message #2 (Red)</p>  <p>i Please provide a specific response in the space(s) below the checked box(es). If this person does not identify with a specific origin, use the “Next” button to continue.</p>
<p>Edit Message #3 (Green)</p>  <p>i Please provide a specific response in the space(s) below the checked box(es).</p>

Figure 5: Edit messages (examples in English)

In the following sections, we describe the background on each version of the race and Hispanic origin question and lay out the content to be reviewed.

Race: Version 1

Background: Version 1 is a “combined” version of the race and Hispanic origin questions; that is, race and Hispanic origin are not asked as separate questions. In this version, all respondent write-in spaces are visible at all times (see Figure 6 below). Each response category contains six examples of possible origins. These examples have been updated to reflect the six largest groups in the United States that represent the race/ethnicity categories determined by the Office of Management and Budget (OMB). In this version, respondents do not have to select a category checkbox in order to provide write-in detail. The instrument allows them to enter a detailed response in the write-in space without having checked a major category.

What is JOHN A DOE's race or origin? *Select one or more boxes AND enter the specific race(s) or origin(s).* ([Help](#))

White – Enter origin(s), for example, German, Irish, English, Italian, Lebanese, Egyptian, and so on.

Hispanic, Latino, or Spanish origin – Enter origin(s), for example, Mexican or Mexican American, Puerto Rican, Cuban, Dominican, Salvadoran, Colombian, and so on.

Black or African Am. – Enter origin(s), for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, and so on.

Asian – Enter origin(s), for example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, and so on.

American Indian or Alaska Native – Enter name of enrolled or principal tribe(s) or village(s), for example, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, and so on.

Native Hawaiian or Other Pacific Islander – Enter origin(s), for example, Native Hawaiian, Samoan, Guamanian or Chamorro, Tongan, Fijian, Marshallese, and so on.

Some other race or origin – Enter race(s) or origin(s).

Figure 6: Race and Hispanic origin question, Version 1

→ **Instructions for reviewers:**

Evaluate the Spanish-language question wording, response options, and edit/error messages listed in the table below (shaded in gray). This may include syntax, lexical items, the appropriateness of examples, and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers. Provide your comments in the table in the “template for comments” included at the end of this document.

Please be sure to provide any comments/concerns you have, based on your research and experience. Please consider, also, differences among Spanish-speaking populations and how different respondents may approach these questions.

Regarding the edit messages, please ignore the computer programming instructions (in red text), but offer comments on the overall look of the messages displayed in Figure 5 above, as well as the Spanish wording in the table below.

QUESTION WORDING	What is <NAME>'s race or origin? <i>Select one or more boxes AND enter the specific race(s) or origin(s).</i> (Help)	¿Cuál es la raza o el origen de <NAME>? <i>Seleccione una o más casillas Y anote la raza u origen (o razas u orígenes) específico(s).</i> (Ayuda)
RESPONSE OPTIONS	<ul style="list-style-type: none"> White – Enter origin(s), for example, German, Irish, English, 	<ul style="list-style-type: none"> Blanca – Entre el origen u orígenes, por ejemplo, alemán,

	<p><i>Italian, Lebanese, Egyptian, and so on.</i></p> <ul style="list-style-type: none"> • Hispanic, Latino, or Spanish origin – <i>Enter origin(s), for example Mexican or Mexican American, Puerto Rican, Cuban, Dominican, Salvadoran, Colombian, and so on.</i> • Black or African Am. – <i>Enter origin(s), for example African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, and so on.</i> • Asian – <i>Enter origin(s), for example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, and so on.</i> • American Indian or Alaska Native – <i>Enter name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, and so on.</i> • Native Hawaiian or Other Pacific Islander – <i>Enter origin(s), for example, Native Hawaiian, Samoan, Guamanian or Chamorro, Tongan, Fijian, Marshallese, and so on.</i> • Some other race or origin – <i>Enter race(s) or origin(s).</i> 	<p><i>irlandés, inglés, italiano, libanés, egipcio, etc.</i></p> <ul style="list-style-type: none"> • Origen hispano, latino o español – <i>Entre el origen u orígenes, por ejemplo, mexicano o mexicano americano, puertorriqueño, cubano, dominicano, salvadoreño, colombiano, etc.</i> • Negra o africana americana. – <i>Entre el origen u orígenes, por ejemplo, africano americano, jamaicano, haitiano, nigeriano, etíope, somalí, etc.</i> • Asiática – <i>Entre el origen u orígenes, por ejemplo, chino, filipino, indio asiático, vietnamita, coreano, japonés, etc.</i> • India americana o nativa de Alaska – <i>Entre el nombre de la tribu o tribus en las que está inscrito o tribu principal, por ejemplo, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, etc.</i> • Nativa de Hawaii o de otra de las islas del Pacífico – <i>Entre el origen u orígenes, por ejemplo, Nativo de Hawaii, samoano, guameño o Chamorro, tongano, fiyiano, de las islas Marshall, etc.</i> • Alguna otra raza u origen – <i>Entre la raza(s) u origen (orígenes).</i>
<p>EDIT OR ERROR MESSAGES</p>	<p>1. {For complete nonresponse (nothing checked AND nothing written into any box), display in red with the “x” icon:} “Please provide an answer to the question</p>	<p>1. {For complete nonresponse (nothing checked AND nothing written into any box), display in red with the “x” icon:} “Haga el favor de proveer una respuesta para la pregunta</p>

	<p><i>on race and origin.”</i></p> <p>2. {If any answer is checked but there are no write-in responses: }</p> <ul style="list-style-type: none"> • If Edit Message #1, display in green with an “i” icon: <i>Please provide a specific response in the space(s) below the checked box(es). If this person does not identify with a specific origin, use the “Next” button to continue.</i> • If Edit Message #2, display in red with an “i” icon: <i>Please provide a specific response in the space(s) below the checked box(es). If this person does not identify with a specific origin, use the “Next” button to continue.</i> • If Edit Message #3, display in green with an “i” icon: <i>Please provide a specific response in the space(s) below the checked box(es).</i> 	<p><i>sobre raza y origen.”</i></p> <p>2. {If any answer is checked but there are no write-in responses: }</p> <ul style="list-style-type: none"> • If Edit Message #1, display in green with an “i” icon: <i>Por favor, provea una respuesta específica en el espacio o espacios debajo de la(s) casilla(s) marcada(s). Si esta persona no se identifica con un origen específico, use el botón “Siguiente” para continuar.</i> • If Edit Message #2, display in red with an “i” icon: <i>Por favor, provea una respuesta específica en el espacio o espacios debajo de la(s) casilla(s) marcada(s). Si esta persona no se identifica con un origen específico, use el botón “Siguiente” para continuar.</i> • If Edit Message #3, display in green with an “i” icon: <i>Por favor, provea una respuesta específica en el espacio o espacios debajo de la(s) casilla(s) marcada(s).</i>
--	---	---

Race: Version 2

Background: Version 2 uses an alternative display of the combined race and Hispanic origin questions. The first screen for this panel (shown below) contains the same OMB categories (with checkboxes and examples) from Version 1, but does not provide write-ins at this time. Each response category uses the same six examples that are used in Version 1. On the first screen, only the OMB categories are shown. Once the OMB category or categories have been selected, subsequent screens solicit additional detail for each category selected, *one screen at a time.*

What is JOHN A DOE's race or origin? *Select one or more boxes.* [\(Help\)](#)

White – *For example, German, Irish, English, Italian, Lebanese, Egyptian, and so on.*

Hispanic, Latino, or Spanish origin – *For example, Mexican or Mexican American, Puerto Rican, Cuban, Dominican, Salvadoran, Colombian, and so on.*

Black or African Am. – *For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, and so on.*

Asian – *For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese and so on.*

American Indian or Alaska Native – *For example, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, and so on.*

Native Hawaiian or Other Pacific Islander – *For example, Native Hawaiian, Samoan, Guamanian or Chamorro, Tongan, Fijian, Marshallese, and so on.*

Some other race or origin

Figure 7: Race and Hispanic origin question, Version 2

Next, the respondent is reminded of his/her selection(s) from the previous screen (in green text in the figure below) and asked to provide detail for the each OMB category he/she marked, one screen at a time. The six example groups from the first screen are used in this prompt. Each detail is asked one at a time, on a different screen, for each checkbox selected on the first screen. Each question displays the specific race/origin in question in green font, as in “White” displayed below. After the first detail question is displayed, the introductory sentence “Next, we will collect detailed information for each race or origin listed above” is *not* displayed but the green list of responses is displayed on all screens.

You said that JOHN A DOE is:

WHITE
HISPANIC, LATINO, OR SPANISH
ASIAN

Next, we will collect detailed information for each race or origin listed above.

What is JOHN A DOE's WHITE origin? *Enter origin(s), for example, German, Irish, English, Italian, Lebanese, Egyptian, and so on.* [\(Help\)](#)

Figure 8: Race and Hispanic origin question, Version 2, 2ND SCREEN

→ **Instructions for reviewers:**

Evaluate the Spanish-language question wording and response options listed in the table below (shaded in gray). This may include syntax, lexical items, the appropriateness of examples, and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers.

(Please also note the first and follow-up screens, and provide feedback on how well this multi-step process may work in practice.) Provide your comments in the table in the “template for comments” included at the end of this document.

Note that much of the wording is similar to Version 1. Please focus your comments on any wording/translation issues as well as the usability of these questions and response options, e.g., how well they flow sequentially.

QUESTION WORDING	<u>First Screen</u>	<u>First Screen</u>
	<p>What is <NAME>'s race or origin? <i>Select one or more boxes. (Help)</i></p> <ul style="list-style-type: none"> • White – <i>Enter origin(s), for example, German, Irish, English, Italian, Lebanese, Egyptian, and so on.</i> • Hispanic, Latino, or Spanish origin – <i>Enter origin(s), for example Mexican or Mexican American, Puerto Rican, Cuban, Dominican, Salvadoran, Colombian, and so on.</i> • Black or African Am. – <i>Enter origin(s), for example African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, and so on.</i> • Asian – <i>Enter origin(s), for example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, and so on.</i> • American Indian or Alaska Native – <i>Enter name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, and so on.</i> • Native Hawaiian or Other Pacific Islander – <i>Enter origin(s), for</i> 	<p>¿Cuál es la raza o el origen de <NAME>? <i>Seleccione una o más casillas. (Ayuda)</i></p> <ul style="list-style-type: none"> • Blanca – <i>Entre el origen u orígenes, por ejemplo, alemán, irlandés, inglés, italiano, libanés, egipcio, etc.</i> • Origen hispano, latino o español – <i>Entre el origen u orígenes, por ejemplo, mexicano o mexicano americano, puertorriqueño, cubano, dominicano, salvadoreño, colombiano, etc.</i> • Negra o africana americana. – <i>Entre el origen u orígenes, por ejemplo, africano americano, jamaicano, haitiano, nigeriano, etíope, somalí, etc.</i> • Asiática – <i>Entre el origen u orígenes, por ejemplo, chino, filipino, indio asiático, vietnamita, coreano, japonés, etc.</i> • India americana o nativa de Alaska – <i>Entre el nombre de la tribu o tribus en las que está inscrito o tribu principal, por ejemplo, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, etc.</i> • Nativa de Hawaii o de otra de las islas del Pacífico – <i>Entre el origen u</i>

	<p><i>example, Native Hawaiian, Samoan, Guamanian or Chamorro, Tongan, Fijian, Marshallese, and so on.</i></p> <ul style="list-style-type: none"> • Some other race or origin – <i>Enter race(s) or origin(s).</i> <p><u>Follow-up Screen(s)</u> You said the <NAME> is:</p> <p>{Display responses from first screen. Note: Display the following introduction once, on the first viewing, only.}</p> <p>Next, we will collect detailed information for each race or origin listed above.</p> <p>{Note: Display each of the following follow-up questions, one screen at a time, as appropriate based on the previous checkbox selections.}</p> <p>What is <NAME>'s WHITE origin? <i>Enter origin(s), for example, German, Irish, English, Italian, Lebanese, Egyptian, and so on.</i></p> <p>What is <NAME>'s HISPANIC, LATINO, OR SPANISH origin? <i>Enter origin(s), for example, Mexican or Mexican American, Puerto Rican, Cuban, Dominican, Salvadoran, Colombian, and so on.</i></p> <p>What is <NAME>'s BLACK OR AFRICAN AM. origin? <i>Enter origin(s), for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, and so on.</i></p> <p>What is <NAME>'s ASIAN origin? <i>Enter origin(s), for example, Chinese, Filipino, Asian Indian, Vietnamese,</i></p>	<p><i>orígenes, por ejemplo, Nativo de Hawaii, samoano, guameño o Chamorro, tongano, fijiano, de las islas Marshall, etc.</i></p> <ul style="list-style-type: none"> • <i>Alguna otra raza u origen – Entre la raza(s) u origen (orígenes).</i> <p><u>Follow-up Screen(s)</u> Usted dijo que <NAME> es:</p> <p>{Display responses from first screen. Note: Display the following introduction once, on the first viewing, only.}</p> <p>A continuación, vamos a recopilar información detallada para cada raza u origen que se menciona anteriormente.</p> <p>{Note: Display each of the following follow-up questions, one screen at a time, as appropriate based on the previous checkbox selections.}</p> <p>¿Cuál es el origen BLANCO de <NAME>? <i>Entre el origen u orígenes, por ejemplo, alemán, irlandés, inglés, italiano, libanés, egipcio, etc.</i></p> <p>¿Cuál es el origen HISPANO, LATINO O ESPAÑOL de <NAME>? <i>Entre el origen u orígenes, por ejemplo, mexicano o mexicano americano, puertorriqueño, cubano, dominicano, salvadoreño, colombiano, etc.</i></p> <p>¿Cuál es el origen NEGRO O AFRICANO AMERICANO de <NAME>? <i>Entre el origen u orígenes, por ejemplo, africano americano, jamaicano, haitiano, nigeriano, etíope, somalí, etc.</i></p> <p>¿Cuál es el origen ASIÁTICO de <NAME>? <i>Entre el origen u orígenes, por ejemplo, chino, filipino, indio</i></p>
--	--	---

	<p><i>Korean, Japanese, and so on.</i></p> <p>What is <NAME>'s AMERICAN INDIAN OR ALASKA NATIVE origin? <i>Enter name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, and so on.</i></p> <p>What is <NAME>'s NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER origin? <i>Enter origin(s), for example, Native Hawaiian, Samoan, Guamanian or Chamorro, Tongan, Fiji Marshallese, and so on.</i></p> <p>What is <NAME>'s SOME OTHER RACE OR ORIGIN origin? <i>Enter origin(s),</i></p>	<p><i>asiático, vietnamita, coreano, japonés, etc.</i></p> <p>¿Cuál es el origen INDIO AMERICANO O NATIVO DE ALASKA de <NAME>? <i>Entre el nombre de la tribu o tribus en las que está inscrito o tribu principal, por ejemplo, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, etc..</i></p> <p>¿Cuál es el origen NATIVO DE HAWAII O DE OTRA DE LAS ISLAS DEL PACÍFICO de <NAME>? <i>Entre el origen u orígenes, por ejemplo, Nativo de Hawaii, samoano, guameño o Chamorro, tongano, fiyiano, de las islas Marshall, etc.</i></p> <p>¿Cuál es el origen de ALGUNA OTRA RAZA U ORIGEN de <NAME>? <i>Entre la raza(s) u origen (orígenes).</i></p>
--	---	--

Race: Version 3

Background: Version 3 uses the traditional “separate” Hispanic origin and race format used in the 2010 Census, but with added write-in spaces and examples for the “White” and “Black or African Am.” response categories.

Version 3: Hispanic origin question

The Hispanic origin question is displayed first. The examples here are *not* the same examples as used in the other versions because many of those examples are presented as checkbox response options in this question (see below). In this version, respondents do not have to select an OMB category checkbox in order to provide detail. The instrument allows them to enter a detailed response in the write-in space without having checked a major category.

The English version can be seen in the figure below.

Figure 9: Hispanic origin question, Version 3

→ **Instructions for reviewers:**

Evaluate the Spanish-language question wording and response options listed in the table below (shaded in gray). This may include syntax, lexical items, the appropriateness of examples, and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers. Please also comment on the usability of the questions and how well they can be navigated.

Remember to provide your comments in the table in the “template for comments” included at the end of this document.

QUESTION WORDING	Is <NAME> of Hispanic, Latino, or Spanish origin? <i>Select one or more boxes. (Help)</i>	¿Es <NAME> de origen hispano, latino o español? <i>Seleccione una o más casillas. (Ayuda)</i>
RESPONSE OPTIONS	<ul style="list-style-type: none"> • No, not of Hispanic, Latino, or Spanish origin 	<ul style="list-style-type: none"> • No, no es de origen hispano, latino o español

	<ul style="list-style-type: none"> • Yes, Mexican, Mexican Am., Chicano • Yes, Puerto Rican • Yes, Cuban • Yes, another Hispanic, Latino, or Spanish origin – <i>Enter origin(s), for example, Salvadoran, Dominican, Guatemalan, Colombian, Spaniard, Ecuadorian, and so on.</i> 	<ul style="list-style-type: none"> • Sí, mexicano, mexicano americano, chicano • Sí, puertorriqueño • Sí, cubano • Sí, otro origen hispano, latino o español - <i>Entre el origen, por ejemplo, salvadoreño, dominicano, guatemalteco, colombiano, , español, ecuatoriano, etc.</i>
--	---	---

Version 3: Race question

Following the Hispanic origin question is the question on race, which is almost identical to the 2010 Census race question, with the exception of the added write-in space and examples for the “White” and “Black or African Am.” categories. In this version, respondents do not have to select an OMB checkbox in order to provide detail. The instrument allows them to enter a detailed response in the write-in without having checked a major category.

What is JOHN A DOE's race? Select one or more boxes. For this survey, Hispanic origins are not races. [\(Help\)](#)

White – Enter origin(s) for example, German, Irish, English, Italian, Lebanese, Egyptian, and so on.

Black or African Am. – Enter origin(s) for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, and so on.

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

Chinese

Filipino

Asian Indian

Vietnamese

Korean

Japanese

Other Asian – Enter origin(s) for example, Pakistani, Cambodian, Hmong, Thai, Laotian, Bangladeshi, and so on.

Native Hawaiian

Samoan

Guamanian or Chamorro

Other Pacific Islander – Enter origin(s) for example Tongan, Fijian, Marshallese, Palauan, Tahitian, Papua New Guinean, and so on.

Some other race – Enter race(s) or origin(s).

Figure 10: Race question, Version 3

→ **Instructions for reviewers:**

Evaluate the Spanish-language question wording and response options listed in the table below (shaded in gray). This may include syntax, lexical items, the appropriateness of examples, and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers. Provide your comments in the table in the “template for comments” included at the end of this document.

QUESTION WORDING	What is JOHN A DOE’s race? <i>Select one or more boxes. For this survey, Hispanic origins are not races. (Help)</i>	¿Cuál es la raza de <NAME>? <i>Puede seleccionar 1 o más casillas. Para esta encuesta, origen hispano no es una raza. (Ayuda)</i>
RESPONSE OPTIONS	<ul style="list-style-type: none"> • White – <i>Enter origin(s), for example, German, Irish, English, Italian, Lebanese, Egyptian, and so on.</i> • Black or African Am. – <i>Enter origin(s), for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, and so on.</i> • American Indian or Alaska Native – <i>Enter name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, and so on.</i> • Chinese • Filipino • Asian Indian • Vietnamese • Korean • Japanese • Other Asian – <i>Enter origin(s), for</i> 	<ul style="list-style-type: none"> • Blanca – <i>Entre el origen u orígenes, por ejemplo, alemán, irlandés, inglés, italiano, libanés, egipcio, etc.</i> • Negra o africana americana. – <i>Entre el origen u orígenes, por ejemplo, africano americano, jamaicano, haitiano, nigeriano, etíope, somalí, etc.</i> • India americana o nativa de Alaska – <i>Entre el nombre de la tribu o tribus en las que está inscrito o tribu principal, por ejemplo, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, etc..</i> • China • Filipina • India asiática • Vietnamita • Coreana • Japonesa • Otra asiática – <i>Entre el origen u</i>

	<p><i>example, Pakistani, Cambodian, Hmong, Thai, Laotian, Bangladeshi, and so on.</i></p> <ul style="list-style-type: none"> • Native Hawaiian • Samoan • Guamanian or Chamorro • Other Pacific Islander – <i>Enter origin(s), for example Tongan, Fijian, Marshallese, Palauan, Tahitian, Papua New Guinean, and so on.</i> • Some other race – <i>Enter race(s) or origin(s).</i> 	<p><i>orígenes, por ejemplo, paquistaní, camboyana, Hmong, tailandesa, laosiana, de Bangladesh, etc.</i></p> <ul style="list-style-type: none"> • Nativa de Hawaii • Samoana • Guameña o Chamorro • Otra de las islas del Pacífico – <i>entre el origen (orígenes), por ejemplo, tongana, fiyiana, de las islas Marshall, de palahuana, tahitians, papú neoguineano, etc.</i> • Alguna otra raza u origen – <i>Entre la raza(s) u origen (orígenes).</i>
--	---	---

NEW RELATIONSHIP QUESTIONS

Relationship: Version 1

Background: This question, about how members of a household are related to one another, is similar to the previous 2010 Census version. The Census Bureau is adding in a “Foster child” response category and moving the “Unmarried partner” response option to just under “Husband or wife.”

An approximation of the English-language question layout can be seen below.

Next, we need to record each person’s relationship to GRANDPA D DOE. [\(Help\)](#)

JOHN A DOE is GRANDPA D DOE’s _____. [\(Help\)](#)

- Husband or wife
- Unmarried partner
- Biological son or daughter
- Adopted son or daughter
- Stepson or stepdaughter
- Brother or sister
- Father or mother
- Grandchild
- Parent-in-law
- Son-in-law or daughter-in-law
- Other relative
- Roomer or boarder
- Housemate or roommate
- Foster child
- Other nonrelative

Figure 11: Relationship, Version 1

After the first person’s information is entered, the introductory sentence is no longer used for subsequent household members. See below for an example of how the question would appear for additional members.

JANE B DOE is GRANDPA D DOE’s _____. [\(Help\)](#)

Husband or wife

Figure 12: Relationship, Version 1, for additional household members

→ **Instructions for reviewers:**

Evaluate the Spanish-language question wording and response options listed in the table below (shaded in gray). This may include syntax, lexical items, the appropriateness of examples, and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers. Provide your comments in the table in the “template for comments” included at the end of this document.

Note that in this question, the notation “<REF NAME>” refers to the “reference person” or the person considered the “head of the household.” This is typically the respondent.

QUESTION WORDING	Next, we need to record each person’s relationship to <NAME> <NAME1> is <REF NAME>’s _____.	A continuación, necesitamos registrar la relación de cada persona con <NAME> <NAME1> es _____ el/la de <REF NAME>.
RESPONSE OPTIONS	<ul style="list-style-type: none"> • Husband or wife • Unmarried partner • Biological son or daughter • Adopted son or daughter • Stepson or stepdaughter • Brother or sister • Father or mother • Grandchild • Parent-in-law • Son-in-law or daughter-in-law • Other relative • Roomer or boarder • Housemate or roommate • Foster Child • Other nonrelative 	<ul style="list-style-type: none"> • Esposo(a) • Pareja no casada • Hijo(a) biológico(a) • Hijo(a) adoptivo(a) • Hijastro(a) • Hermano(a) • Padre o madre • Nieto(a) • Suegro(a) • Yerno o nuera • Otro pariente • Inquilino(a) o pupilo(a) • Compañero(a) de casa o de cuarto • Hijos de crianza (Foster) • Otro que no es pariente suyo

Relationship: Version 2

Background: There are several key changes to this version. We are removing the single “unmarried partner” category to accommodate a same-sex and opposite-sex version of that option. We are also doubling the “Husband or wife” category to include a same-sex and opposite-sex option. As with Version 1, we are adding “Foster child” as a response option.

See the question layout in English below.

Next, we need to record each person's relationship to GRANDPA D DOE.

JOHN A DOE is GRANDPA D DOE's _____. [\(Help\)](#)

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

[Previous](#) [Next](#)

Figure 13: Relationship, Version 2

After the first person's information is entered, the introductory sentence is no longer used for subsequent household members. See below for an example of how the question would appear for additional members.

JANE B DOE is GRANDPA D DOE's _____. [\(Help\)](#)

Figure 14: Relationship, Version 1, for additional household members

→ Instructions for reviewers:

Evaluate the Spanish-language question wording and response options listed in the table below (shaded in gray). This may include syntax, lexical items, and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers. We are particularly interested in the new categories described in the background above. Provide your comments in the table in the "template for comments" included at the end of this document.

QUESTION WORDING	Next, we need to record each person's relationship to <NAME> <NAME1> is <REF NAME>'s _____.	A continuación, necesitamos registrar la relación de cada persona con <NAME> <NAME1> es el/la _____ de <REF NAME>.
RESPONSE OPTIONS	<ul style="list-style-type: none"> • Opposite-sex husband/wife/spouse • Opposite-sex unmarried partner 	<ul style="list-style-type: none"> • Esposo/esposa/cónyuge del sexo opuesto

	<ul style="list-style-type: none"> • Same-sex husband/wife/spouse • Same-sex unmarried partner • Biological son or daughter • Adopted son or daughter • Stepson or stepdaughter • Brother or sister • Father or mother • Grandchild • Parent-in-law • Son-in-law or daughter-in-law • Other relative • Roomer or boarder • Housemate or roommate • Foster child • Other nonrelative 	<ul style="list-style-type: none"> • Pareja no casada del sexo opuesto • Esposo/esposa/cónyuge del mismo sexo • Pareja no casada del mismo sexo • Hijo(a) biológico(a) • Hijo(a) adoptivo(a) • Hijastro(a) • Hermano(a) • Padre o madre • Nieto(a) • Suegro(a) • Yerno o nuera • Otro pariente • Inquilino(a) o pupilo(a) • Compañero(a) de casa o de cuarto • Hijos de crianza (Foster) • Otro que no es pariente suyo
--	--	---

NEW COVERAGE QUESTIONS

Undercount screens

Background: The “undercount screens” are used to alert respondents to people who are generally left off household rosters for whatever reason, such as babies and unrelated household members. As you will see, there are three undercount categories that the Census Bureau is testing.

Additional people

Below is the English version of the “additional people” question; this is how the question will appear.

The names listed so far are:

JOHN A DOE
JANE B DOE

We do not want to miss any people who might have stayed at 123 MAIN STREET around September 5, 2012. Were there any additional people that you did not already list? [\(Help\)](#)

For example:

Babies? Yes No

Foster children? Yes No

Any other relatives? Yes No

Roommates or people not related to you? Yes No

[Next](#)

Figure 15: Additional people, Part 1

If “Yes” is selected by the respondent, the list drops down and a place to provide the name(s) is displayed. See an example of the layout, in English, below.

We do not want to miss any people who might have stayed at 123 MAIN STREET around September 5, 2012. Were there any additional people that you did not already list? [\(Help\)](#)

For example:

Babies? Yes No

Enter Name:

First Name	MI	Last Name
BABY	C	DOE

[\(Click here to add more names\)](#)

Foster children? Yes No

Any other relatives? Yes No

Enter Name:

First Name	MI	Last Name
GRANDPA	D	DOE

[\(Click here to add more names\)](#)

Roommates or people not related to you? Yes No

[Next](#)

Figure 16: Additional People, Part 2

→ **Instructions for reviewers:**

Evaluate the Spanish-language question wording and response options listed in the table below (shaded in gray). This may include syntax, lexical items, and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers. We are particularly interested in the new categories described in the background above. Provide your comments in the table in the “template for comments” included at the end of this document.

Note that in this question, the notation “<REFDATE>” refers to the “reference date” or the general date the survey is carried out.

<p>QUESTION WORDING</p>	<p>The names listed so far are:</p> <p>We do not want to miss any people who might have stayed at <ADDRESS> around <REFDATE>. Were there any additional people that you did not already list?</p> <p>For example:</p> <ul style="list-style-type: none"> • Babies? • Foster children? • Any other relatives? • Roommates or people not related to you? <p>Enter Name:</p> <p>Click here to add more names</p>	<p>Los nombres que se han listado hasta ahora son:</p> <p>No queremos dejar fuera a nadie que pueda haberse quedado en <ADDRESS> el <REFDATE>. ¿Hay alguna persona adicional que usted no haya incluido en la lista todavía?</p> <p>Por ejemplo:</p> <ul style="list-style-type: none"> • Bebés • Hijos de crianza (Foster) • Otros parientes • Compañeros de cuarto o personas que no sean parientes suyos <p>Escriba el nombre:</p> <p>Haga clic aquí para añadir más nombres.</p>
<p>EDITS/ERRORS</p>	<p>{If any row is missing a Yes/No response:} Please provide a “Yes” or “No” response for each category. If the answer is “Yes,” please provide the name of that person.</p> <p>{Note: If the name field is left blank, that is fine, no edit message is needed. }</p>	<p>{If any row is missing a Yes/No response:} Haga el favor de proveer una respuesta de “sí” o “no” para cada categoría. Si la respuesta es “sí”, provea el nombre de esa persona.</p> <p>{Note: If the name field is left blank, that is fine, no edit message is needed. }</p>

Additional people (No permanent place)

Below is the English version of the “additional people, no permanent place” question; this is how the question will appear.

The names listed so far are:

JOHN A DOE
 JANE B DOE
 BABY C DOE
 GRANDPA D DOE

Was there anyone else staying at 123 MAIN STREET who had no permanent place to live on September 5, 2012? [\(Help\)](#)

Yes
 No

[Next](#)

Figure 17: Additional people, no permanent place, Part 1

If “Yes” is selected by the respondent, the list drops down and a place to provide the name(s) is displayed. See an example of the layout, in English, below.

Was there anyone else staying at 123 MAIN STREET who had no permanent place to live on September 5, 2012? [\(Help\)](#)

Yes
 No

Enter Name: First Name MI Last Name

[\(Click here to add more names\)](#)

[Next](#)

Figure 18: Additional people, no permanent place, Part 2

→ Instructions for reviewers:

Evaluate the Spanish-language question wording and response options listed in the table below (shaded in gray). This may include syntax, lexical items, and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers. We are particularly interested in the new categories described in the background above. Provide your comments in the table in the “template for comments” included at the end of this document.

Note that in this question, the notation “<REFDATE>” refers to the “reference date” or the general date the survey is carried out.

QUESTION WORDING	<p>The names listed so far are:</p> <p><NAMES></p> <p>Was there anyone else staying at <ADDRESS> on <REFDATE> who had no permanent place to live?</p> <p>Enter Name:</p>	<p>Los nombres que se han listado hasta ahora son:</p> <p><NAMES></p> <p>¿Se quedaba alguien más en <ADDRESS> en <REFDATE> que no tuviera un lugar permanente donde vivir?</p> <p>Anote el nombre:</p>
------------------	--	--

	Click here to add more names.	Haga clic aquí para añadir más nombres.
--	-------------------------------	---

Additional people (Moved)

Below is the English version of the “additional people, moved” question; this is how the question will appear.

The names listed so far are:

JOHN A DOE
 JANE B DOE
 BABY C DOE
 GRANDPA D DOE
 JACK E DOE

Was there anyone else living or staying at 123 MAIN STREET on September 5, 2012 who is no longer living there? [\(Help\)](#)

Yes
 No

[Next](#)

Figure 19: Additional people, moved, Part 1

If “Yes” is selected by the respondent, the list drops down and a place to provide the name(s) is displayed. See an example of the layout, in English, below.

Was there anyone else living or staying at 123 MAIN STREET on September 5, 2012 who is no longer living there? [\(Help\)](#)

Yes
 No

Enter Name: First Name MI Last Name

[\(Click here to add more names\)](#)

[Next](#)

Figure 20: Additional people, moved, Part 2

→ **Instructions for reviewers:**

Evaluate the Spanish-language question wording and response options listed in the table below (shaded in gray). This may include syntax, lexical items, and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers. We are particularly interested in the new categories described in the background above. Provide your comments in the table in the “template for comments” included at the end of this document.

QUESTION WORDING	The names listed so far are: <NAMES>	Los nombres que se han listado hasta ahora son: <NAMES>
------------------	---	--

	<p>Was there anyone else living or staying at <ADDRESS> on <REFDATE> who is no longer living there?</p> <p>Enter Name:</p> <p>Click here to add more names.</p>	<p>¿Vivía o se quedaba alguien más en <ADDRESS> en <REFDATE> que ya no vive allí?</p> <p>Anote el nombre:</p> <p>Haga clic aquí para añadir más nombres.</p>
--	---	--

Overcount screens

Background: The “overcount screens” are used to determine if there are additional addresses at which people could be counted. For example, people might be counted in “group quarters” (e.g., jails, college housing, military bases, etc.), which use their own records to provide a count of the people who live there. If these people are also counted at their homes, they could be counted twice. For this reason, the overcount screens are also referred to as “delete” questions, so that people who have already been counted can be deleted from the household roster.

The overcount screens are a series of seven topic-based screens to determine more detailed information regarding which specific locations each person had also lived. For example, the first “delete” question asks: “Does anyone sometimes live or stay at another home, like a seasonal or second residence?” and, if yes, provides the list of roster names as answer choices. After asking the seven “delete” questions, the survey again becomes person-based (rather than topic-based). For each person on the household roster who was identified as having an additional address, the address(es) are collected on the “full stay” question. After all the addresses for a person are collected, the respondent is asked where that person lived most of the time (“most” question) and where that person lived on the reference date (“where” question). Once the “full stay,” “most,” and “where” cycle is completed for that person, the respondent is asked the “full stay” question for the next person and the cycle continues.

→ Instructions for reviewers:

Please note that since the “Delete” screens are all very similar to each other in structure, instructions are only provided once. Please follow the same procedure for each overcount screen.

Evaluate the Spanish-language question wording and response options listed in the table below (shaded in gray). This may include syntax, lexical items, and notes about any potential misunderstandings or other issues that may arise for monolingual Spanish speakers.

Note that some questions include “help text,” or additional information that respondents can review if they do not understand the question. Please provide your comments on how comprehensible and comprehensive this text is.

Provide your comments in the table in the “template for comments” included at the end of this document.

Note that in this question, the notation “<ADDRESS>” refers to the address in question for the survey.

Delete (Season)

This question tries to identify people who might live at a seasonal home. See the English below.

The next few questions are about the people who live in your household. This is who we have listed at <ADDRESS>:

NAME1
NAME2
NAME3, etc.

Does anyone sometimes live or stay at another home, like a seasonal or second residence? ([Help](#))

Yes
 No

Figure 21: Delete (Season), Part 1

If “Yes” is selected by the respondent, the given household roster is displayed so that the respondent can select the applicable name(s). See an example of the layout, in English, below.

Who? *Check all that apply.*

JOHN A DOE
 JANE B DOE
 BABY C DOE
 GRANDPA D DOE
 JACK E DOE

Figure 22: Delete (Season), Part 2

QUESTION WORDING	The next few questions are about the people who live in your household. This is who we have listed at <ADDRESS>: NAME1	Las próximas preguntas son acerca de las personas que viven en su hogar. Estas son las personas que tenemos anotadas para <ADDRESS>: NAME1
------------------	---	---

	<p>NAME2 NAME3, etc.</p> <p>Does anyone sometimes live or stay at another home, like a seasonal or second residence? (Help)</p> <p>Who? <i>Check all that apply.</i></p> <p>{ Note: The intro sentence and roster names will be displayed on this screen only. The remaining DELETE screens will only include the question. }</p>	<p>NAME2 NAME3, etc.</p> <p>¿Hay alguien que a veces viva o se quede en otro lugar, como una vivienda de temporada o una segunda vivienda? (Ayuda)</p> <p>¿Quién? <i>Marque todos los que apliquen.</i></p> <p>{ Note: The intro sentence and roster names will be displayed on this screen only. The remaining DELETE screens will only include the question. }</p>
--	---	--

Delete (Custody)

This question tries to identify people who might live in another household (typically due to custody issues). See the English below.

Figure 23: Delete (Custody), Part 1

If “Yes” is selected by the respondent, the given household roster is displayed so that the respondent can select the applicable name(s). See an example of the layout, in English, below.

Figure 24: Delete (Custody), Part 2

QUESTION WORDING	<p>Does anyone sometimes live or stay somewhere else with a parent, grandparent, or other person? (Help)</p> <p>Who? <i>Check all that apply.</i></p>	<p>¿Hay alguien que a veces viva o se quede con su padre o su madre, un abuelo o alguna otra persona? (Ayuda)</p> <p>¿Quién? <i>Marque todos los que apliquen.</i></p>
------------------	---	--

Delete (College)

This question tries to identify people who might be living away from home most of the time, as in the case of college students. See the English below.

Was anyone staying away from 123 MAIN STREET while living in college housing, either on or off campus? [\(Help\)](#)

Yes
 No

[Previous](#) [Next](#)

Figure 25: Delete (College), Part 1

If “Yes” is selected by the respondent, the given household roster is displayed so that the respondent can select the applicable name(s). See an example of the layout, in English, below.

Was anyone staying away from 123 MAIN STREET while living in college housing, either on or off campus? [\(Help\)](#)

Yes
 No

Who? *Check all that apply.*

JOHN A DOE
 JANE B DOE
 BABY C DOE
 GRANDPA D DOE
 JACK E DOE

[Previous](#) [Next](#)

Figure 26: Delete (College), Part 2

QUESTION WORDING	<p>Was anyone staying away from <ADDRESS> while living in college housing, either on or off campus? (Help)</p>	<p>¿Alguien se quedaba en otra dirección que no fuera <ADDRESS> porque vivía en una vivienda universitaria, ya sea dentro o fuera del campus universitario? (Ayuda)</p>
------------------	---	--

	Who? Check all that apply.	¿Quién? Marque todos los que apliquen.
--	-----------------------------------	---

Delete (Military)

This question tries to identify people who might be living away from home most of the time, as in the case of people in the military. This question will only appear for respondents who have listed people aged 18-60 on their household roster. See the English below.

Figure 27: Delete (Military), Part 1

If “Yes” is selected by the respondent, the given household roster is displayed so that the respondent can select the applicable name(s). See an example of the layout, in English, below.

Figure 28: Delete (Military), Part 2

QUESTION WORDING	Was anyone staying away from <ADDRESS> to be closer to a job (including military assignments)? (Help)	¿Se estaba quedando alguien en otro lugar que no fuera <ADDRESS> para estar más cerca al trabajo (incluye puestos o tareas militares)? (Ayuda)
	Who? Check all that apply.	¿Quién? Marque todos los que apliquen.
HELP TEXT	Answer “yes” if anyone sometimes lives or stays at a different address because they have a second home	Conteste “sí” si alguien vive o se queda en una dirección diferente porque tiene una segunda vivienda donde vive a

	<p>where they sometimes live. For example, military members staying away in barracks, on ships, or in on-base or off-base housing. Other examples include someone who stays in another place during the week to be closer to a job but comes home on the weekends.</p>	<p>veces. Por ejemplo, los miembros de las fuerzas armadas que se quedan en barracas, en embarcaciones, o en viviendas en o fuera de la base. Otro ejemplos incluyen a alguien que se queda en otro lugar durante la semana para estar más cerca al trabajo, pero regresa a su hogar los fines de semana.</p>
--	--	---

Delete (Nursing)

This question tries to identify people who might be living away in nursing or group homes. See the English below.

Does anyone sometimes stay in a place like a nursing home or a group home? [\(Help\)](#)

Yes
 No

[Previous](#) [Next](#)

Figure 29: Delete (Nursing), Part 1

If “Yes” is selected by the respondent, the given household roster is displayed so that the respondent can select the the applicable name(s). See an example of the layout, in English, below.

Does anyone sometimes stay in a place like a nursing home or a group home? [\(Help\)](#)

Yes
 No

Who? *Check all that apply.*

JOHN A. DOE
 JANE B. DOE
 BABY C. DOE
 GRANDPA D. DOE
 JACK E. DOE

[Previous](#) [Next](#)

Figure 30: Delete (Nursing), Part 2

<p>QUESTION WORDING</p>	<p>Does anyone sometimes stay in a place like a nursing home or a group home? (Help)</p> <p>Who? <i>Check all that apply.</i></p>	<p>¿Alguien se queda a veces en un lugar como un hogar de convalecencia o un hogar de grupo? (Ayuda)</p> <p>¿Quién? <i>Marque todos los que</i></p>
-------------------------	---	---

		<i>apliquen.</i>
HELP TEXT	Answer “yes” if anyone sometimes lives or stays at a nursing home or group home. Include people who sometimes stay in skilled nursing facilities and residential treatment centers, as well as anyone in a mental health institution or psychiatric unit (hospital) for long-term non-acute care.	Responda “sí” si alguien a veces vive o se queda en un hogar de convalecencia o un hogar de grupo. Incluya a las personas que se queden a veces en instalaciones de cuidados especializados y centros residenciales de tratamiento, así como cualquier persona en una institución de salud mental u hospital psiquiátrico para cuidado durante largo tiempo.

Delete (Jail)

This question tries to identify people who might be incarcerated. See the English below.

Was anyone staying in a jail or prison? [\(Help\)](#)

Yes
 No

[Previous](#) [Next](#)

Figure 31: Delete (Jail), Part 1

If “Yes” is selected by the respondent, the given household roster is displayed so that the respondent can select the the applicable name(s). See an example of the layout, in English, below.

Was anyone staying in a jail or prison? [\(Help\)](#)

Yes
 No

Who? *Check all that apply.*

JOHN A DOE
 JANE B DOE
 BABY C DOE
 GRANDPA D DOE
 JACK E DOE

[Previous](#) [Next](#)

Figure 32: Delete (Jail), Part 2

QUESTION WORDING	<p>Was anyone staying in jail or prison? (Help)</p> <p>Who? <i>Check all that apply.</i></p>	<p>¿Alguien se quedaba en una prisión o cárcel? (Ayuda)</p> <p>¿Quién? <i>Marque todos los que apliquen.</i></p>
------------------	--	--

HELP TEXT	Answer “yes” if anyone has been in a correctional facility recently. Include adults or juveniles in federal, state and local jails and prisons.	Responda “sí” si alguien ha estado en una instalación de corrección recientemente. Incluya a los adultos o jóvenes en cárceles o prisiones federales, estatales y locales.
-----------	---	--

Delete (Other)

This question tries to identify people who might be living in situations not covered by the previous “delete” questions. See the English below.

Figure 33: Delete (Other), Part 1

If “Yes” is selected by the respondent, the given household roster is displayed so that the respondent can select the applicable name(s) and list the reason. See an example of the layout, in English, below.

Figure 34: Delete (Other), Part 2

QUESTION WORDING	Does anyone sometimes live away from <ADDRESS> for any reason other than those just mentioned? <i>Do not include situations you have already told us about related to seasonal or second residences, custody arrangements, college housing, military service, or</i>	¿Alguien vive a veces en otro lugar que no sea <ADDRESS> por cualquier otra razón que no se haya mencionado? <i>No incluya las situaciones que ya nos haya informado de viviendas de temporada o segundas viviendas, arreglos de custodia, viviendas universitarias, servicio militar</i>
------------------	---	--

	<p><i>staying at nursing homes, prisons or jails. (Help)</i></p> <p>Who? <i>Check all that apply.</i></p> <p>For what reason?</p>	<p><i>u hogares de convalecencia, prisiones o cárceles. (Ayuda)</i></p> <p>¿Quién? <i>Marque todos los que apliquen.</i></p> <p>¿Por qué razón?</p>
HELP TEXT	<p>Answer “yes” if anyone sometimes lives or stays at a different address for any reason not covered in the previous group of questions. Then enter the reason why this person stays at the other place.</p>	<p>Responda “sí” si alguien vive o se queda a veces en una dirección diferente por cualquier razón que no se haya cubierto en el anterior grupo de preguntas. Luego anote la razón por la cual esta persona se queda en otro lugar.</p>

CONTACTS

Name	Phone	Email
Keith Woodling	301-763-6129	keith.a.woodling@census.gov
Yuling Pan	301-763-4950	yuling.pan@census.gov
Marissa Fond (until January 31 st)	301-763-4433	marissa.fond@census.gov
Pam Miller (for contracts)	301-763-3547	pamela.a.miller@census.gov

TEMPLATE FOR COMMENTS

Contractor Name				
Task Title				
Contractor's Point of Contact				
Pinpoint location: Section & Subsection	English Text	Current Translation (with English back-translation)	Recommended Change/Translation (with English back-translation)	Reason/Comments/Issues with usability or test materials
Section 4 New Race and Hispanic Origin Questions, Subsection 4.2 Race (Version2)	<i>Select one or more boxes.</i>	<i>Seleccione una o más casillas. [Select one or more boxes.]</i>	Change to <i>marque una o más casillas.</i> <i>[Mark one or more boxes.]</i>	<i>Seleccione</i> is blah blah blah, while <i>marque</i> is more commonly blah blah blah...

LETTERS



UNITED STATES DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. Census Bureau
Washington, DC 20233-0001

June 23, 2014

Dear Resident

The U.S. Census Bureau is conducting the 2014 Census Test to develop new methods that will make the next census easier, more convenient, and less costly for taxpayers.

Using the enclosed instruction card, please complete the survey online by **July 1** at:

<https://respond.census.gov/nct>

Respond on time to avoid a personal visit from a Census Bureau interviewer. Help us conserve natural resources, process data more efficiently, and save taxpayer money by responding online. If you are unable to complete the survey online, you may call 1-866-226-2836 toll-free to provide your census information over the phone.

You are required by U.S. law to respond to this survey. Your answers will only be used for statistical purposes, and no other purpose. The back of this letter contains more information about protecting your data.

Thank you.

Sincerely,

John H. Thompson
Director, U.S. Census Bureau

Para completar la Prueba del Censo del 2014, por favor, vaya a **<https://respond.census.gov/nct/spanish>** o llame sin cargo al 1-888-262-5931.

census.gov



UNITED STATES DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. Census Bureau
Washington, DC 20233-0001

July 15, 2014

Important Note: This survey is required by law. You are receiving this notice because we did not receive your response by July 8, 2014.

Dear Resident:

A few weeks ago, the U.S. Census Bureau sent instructions for completing the 2014 Census Test. We asked you to help us with this very important survey by completing it online. But we have not received your response yet.

If you have already completed the survey, thank you.

If you have not responded, complete the survey using ONE of the following options:

- Option 1** Go to <https://respond.census.gov/nct> to complete the survey online. You will need to provide your 12-digit User ID, which is printed just below the bar code on the back of the enclosed form.
- Option 2** Complete and mail back the enclosed form in the postage paid envelope provided.

Respond today and you can avoid a personal visit from a Census Bureau interviewer. If you would like to complete the survey by telephone, or need assistance, please call our toll-free number 1-866-226-2836.

You are required by U.S. law to respond to this survey. Your answers will only be used for statistical purposes, and no other purpose. The back of this letter contains more information about protecting your data.

Sincerely,

John H. Thompson
Director, U.S. Census Bureau

Para completar la Prueba del Censo del 2014, por favor, vaya a <https://respond.census.gov/nct/spanish> o llame sin cargo al 1-888-262-5931.

census.gov



UNITED STATES DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. Census Bureau
Washington, DC 20233-0001

July 15, 2014

Important Note: This survey is required by law. You are receiving this notice because we did not receive your response by July 8, 2014.

Dear Resident:

A few weeks ago, the U.S. Census Bureau sent instructions for completing the 2014 Census Test. We asked you to help us with this very important survey by completing it online. But we have not received your response yet.

If you have already completed the survey, thank you very much.

If you have not responded, complete the survey using ONE of the following options:

- Option 1** Go to <https://respond.census.gov/nct> to complete the survey online. You will need to provide your 12-digit User ID, which is printed just below the bar code on the back of the enclosed form.
- Option 2** Complete and mail back the enclosed form in the postage-paid envelope provided.

Respond today and you can avoid a personal visit from a Census Bureau interviewer. If you would like to complete the survey by telephone, or need assistance, please call our toll-free number 1-866-226-2836.

You are required by U.S. law to respond to this survey. Your answers will only be used for statistical purposes, and no other purpose. The back of this letter contains more information about protecting your data.

Sincerely,

John H. Thompson
Director, U.S. Census Bureau

Para completar la Prueba del Censo del 2014, por favor, vaya a <https://respond.census.gov/nct/spanish> o llame sin cargo al 1-888-262-5931.

census.gov

BACK OF LETTERS

Your Answers Are Confidential

The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau cannot give out information that identifies you or your household. The Census Bureau chose your address, not you personally, as part of a randomly selected sample.

We are conducting this survey under the authority of Title 13, United States Code, Sections 141 and 193. Federal law protects your privacy and keeps your answers confidential (Title 13, United States Code, Sections 9 and 214). Our approval number from the Office of Management and Budget is xxxx-xxxx and this approval expires {expiration date}.

For more information about this survey, visit www.census.gov/aboutus/sur_demo.html and click on "2014 Census Test."

For more information about how we protect your information, please visit our website at www.census.gov and click on "Data Protection & Privacy Policy."

INSTRUCTION CARD (FOR REFERENCE ONLY)

2013 Census Test

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

KEEP THIS CARD

**Turn this card over.
Important information
is on the back.**



DC-33 (1-23-2013)

2013 Census Test

Login Instructions:

- 1) Go to: **<https://respond.census.gov/nct>**
- 2) Enter your User ID. Your User ID is the 12-digit number under the bar code on the other side of this card.



DC-33 (1-23-2013)

APPENDIX C: TABLE OF RECOMMENDATIONS

2014 CENSUS TEST COMMENTS AND RECOMMENDATIONS FROM EXPERT REVIEW PANEL

FEBRUARY 11, 2014

ISSUES FLAGGED FOR COGNITIVE TESTING

Particular issues were discussed as in need of cognitive testing:

- The most effective way to convey “please” in Spanish in the instructions of the survey questions.
- The most comprehensible ways to say “select,” “mark,” etc. in different contexts.
- The most comprehensible ways to say “enter,” “write,” “provide” etc. in different contexts.
- Importance of using terminology comprehensible to respondents with limited education
- The presentation of edit or “warning” messages.
- The readability of non-sexist language across education levels.
- All aspects of the race and origin questions, particularly Version 2.
- The placement of the “blank” in the Relationship question and the possibility of misinterpretation of “su.”
- The phrase “military assignments.”
- The terms for foster children
- Concerns regarding Warning messages discouraging participation, and ways to emphasize gratitude for respondents’ ‘help’ and participation
- For consent, “indica su consentimiento” / “da su permiso”
- Wording for “boxes” or checkboxes
- Terminology for User ID including ‘digits’

5 ADVANCE LETTERS

<p>Usability/design:</p> <ul style="list-style-type: none"> • Will Spanish speakers notice the text at all, and if they do, will it be enough information to encourage participation? • Should a statement in Spanish be added to the outside of the envelope? • Presentation of sentence: <ul style="list-style-type: none"> ○ First preference: Box around Spanish sentence. ○ Second preference: Darker blue box within a lighter blue letter. • Add information in Spanish to the back of the letter? • The link to follow is too long, and will likely lead to typos. Create a shorter link using recognizable Spanish words? <p>Issues in the English letter(s):</p> <ul style="list-style-type: none"> • Change “Dear Resident” to “Dear Sir or Madam.” 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Add the message in Spanish to the back of the letter as well. • Add a message in Spanish to the outside of the envelope. • Put the message in Spanish at the top front page of the letter, and move the “important note” to the bottom. • Use the design feature of a darker-shaded box with an outline for the Spanish text. • Create a shorter link using recognizable Spanish words.
<p>Issues in the Spanish sentence: <i>Para completar la Prueba del Censo del 2014, por favor, vaya a https://respond.census.gov/nct/spanish o llame sin cargo al 1-888-262-5931.</i></p> <ul style="list-style-type: none"> • Additions: <ul style="list-style-type: none"> ○ Add “en español” (<i>Para completar la Prueba del Censo del 2014 en español...</i>)? ○ Add “Mensaje importante en español” ahead of the Spanish sentence? ○ Add “por internet” (<i>Para completar la Prueba del Censo del 2014 por internet...</i>)? ○ Add “para completarla por teléfono” after the toll-free number? ○ Add “Un operador en español lo atenderá” / “Un operador lo atenderá en español ” after the toll-free number? ○ Add “Esta encuesta es obligatoria por ley” after the sentence? • Terminology: <ul style="list-style-type: none"> ○ Name of the Census Test: La Prueba del Censo de 2014 	<p>Recommendations:</p> <ul style="list-style-type: none"> • The name of the 2014 Census Test, in Spanish, should be: “La Prueba de la Nueva Encuesta del Censo de 2014.” • Add “Mensaje importante en español” [‘Important message in Spanish’] to preface the message. • Additions: <ul style="list-style-type: none"> ○ Add “en español” (<i>Para completar La Prueba de la Nueva Encuesta del Censo de 2014 en español...</i>) [‘in Spanish’] ○ Add “por internet” (<i>Para completar La Prueba de la Nueva Encuesta del Censo de 2014 por internet...</i>) [‘online’] ○ Add “para completarla por teléfono” after the toll-free number [‘to compete it by phone’] ○ Add “Un operador lo atenderá en español ” after the toll-free number [‘an operate will answer/help you in Spanish] • Translate “toll-free” as “gratis.” • Translate “go to” (as in a website) as “visite.” [visit]

<p>/ Esta Prueba de la Nueva Encuesta del Censo de 2014 / La Prueba de la Encuesta del Censo del 2014 por Internet.</p> <ul style="list-style-type: none"> ○ Toll-free: sin cargo / gratis / gratuito / sin cargo alguno / teléfono gratuito. ○ Go to, visit: vaya / visite [al sitio web /página web]. 	<ul style="list-style-type: none"> ● Translate “website” as “página de internet.” [internet page] ● In general, try to include more language to evoke the idea or feeling of “helping,” as in helping the Census to improve, such as “Necesitamos su ayuda para mejorar el censo para el año 2020. Gracias por su participación.” [“We need your help to improve the Census for 202. Thank you for your participation”]
---	---

6 INTERNET LANDING PAGE AND LOGIN SCREENS

6.1 Welcome screen

<p>INTRODUCTORY MESSAGE</p>	<p>Welcome to the 2014 Census Test.</p> <p>You will need the materials we mailed to you in order to start. All the information that you provide will remain confidential.</p> <p>Begin the 2014 Census Test</p> <p>Para completar en Español, haga clic.</p>	<p>Bienvenido a Prueba del Censo del 2014.</p> <p>Usted necesitará los materiales que le enviamos por correo para comenzar la encuesta. Toda la información que proporcione se mantendrá completamente confidencial.</p> <p>Comience Prueba del Censo del 2014.</p> <p>To complete in English, click here.</p>	<p>[Issues mentioned above: the name of the 2014 Census Test in Spanish.]</p> <p>Terminology:</p> <ul style="list-style-type: none"> ● “Para comenzar esta encuesta Ud. necesita los materiales que le enviamos por correo.” ● “Para comenzar a responder, usted necesitará los materiales...” ● Proporcione → comparta ● Se mantendrá → será ● Confidencial? ● “Toda la información que nos dé se mantendrá en forma confidencial.” ● “Comience a llenar la Prueba del Censo...” ● “Haga clic aquí.” [& 	<p>Recommendations:</p> <ul style="list-style-type: none"> ● Translate “click here” as “haga clic aquí.” ● Translate “Begin the 2014 Census Test” as “Comience la encuesta...” [‘Begin the survey’] ● Translate “All the information that you provide will remain confidential” as “Toda la información que nos dé será confidencial.” ● “Para comenzar esta encuesta usted necesita los materiales que le enviamos por correo.” [‘to begin this survey you need the materials we sent you by mail’]
-----------------------------	--	--	--	---

			<p>throughout instrument]</p> <p>Grammar:</p> <ul style="list-style-type: none"> • “Español” lowercase [& throughout] • “La Prueba del Censo...” • Articles and gender. <p>Usability/design:</p> <ul style="list-style-type: none"> • Have R’s who type in a Spanish-language link taken to a Spanish-language landing page. • Make the font the same size as the English wording and put space between it and the English-language text above it. • Put a different color box around “Para completer [la prueba] en español, haga clic [aquí].” 	<p>Format: Here and throughout, spell out “usted” rather than using the abbreviation Ud. This is easier for low literacy Rs and consistent with paper ACS.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • “español” lowercase [& throughout] • “La Prueba del Censo...” • Articles and gender. <p>Usability/design:</p> <ul style="list-style-type: none"> • Have R’s who type in a Spanish-language link taken to a Spanish-language landing page. • Make the font the same size as the English wording and put space between it and the English-language text above it. • Put a different color box around “Para completer [la encuesta] en español, haga clic [aquí].”
--	--	--	---	--

WARNING MESSAGE	**WARNING** You have accessed a UNITED STATES GOVERNMENT computer. Use of this	** AVISO ** Usted ha obtenido acceso a una computadora del GOBIERNO DE LOS ESTADOS UNIDOS. El uso no autorizado de esta	[Many different variations on how to express this in Spanish. See comments.] Terminology:	Recommendations: <ul style="list-style-type: none"> • Add language before the warning message to welcome the respondent
-----------------	--	---	--	---

	<p>computer without authorization or for purposes for which authorization has not been extended is a violation of Federal law and can be punished with fines or imprisonment (PUBLIC LAW 99-474). System usage may be monitored, recorded, and subject to audit. Use of this system indicates consent to monitoring and recording.</p>	<p>computadora o con fines para los cuales no se ha extendido autorización constituye una infracción de las leyes federales y puede ser penalizado con multas o encarcelamiento (LEY PÚBLICA 99-474). El uso del sistema puede ser observado, grabado y está sujeto a auditoría. El uso de este sistema indica su consentimiento a que sea observado y grabado.</p>	<ul style="list-style-type: none"> • Recording: grabar / auditar / vigilancia federal.. • “El uso de este sistema indica que Ud. acepta ser observado y grabado.” • “El uso de este sistema indica su consentimiento a que la sesión sea observada y grabada.” • “Usted ha obtenido acceso al sistema de una computadora del GOBIERNO DE LOS ESTADOS UNIDOS.” • El uso no autorizado de esta computadora o usar esta computadora para propósitos para los cuales no se ha extendido • Infraction: infracción / delito. • Prisión: encarcelamiento / prisión / cárcel. • El uso de este sistema computarizado del gobierno federal de los Estados Unidos indica que usted está dando permiso a ser observado y grabado. <p>Grammar:</p>	<p>(e.g., “Welcome, you’ve connected to...”). [This was also recommended for English]</p> <ul style="list-style-type: none"> • Use “El uso de este sistema indica su consentimiento a que la sesión sea observada y grabada.” [‘the use of this system indicates your consent for the session to be observed and recorded’] • Use “Usted ha obtenido acceso al sistema de computadoras del GOBIERNO DE LOS ESTADOS UNIDOS.” [‘computer system’] <p>Grammar:</p> <ul style="list-style-type: none"> • “El encarcelamiento.” • Check commas. • The 2020 team will follow up on the specific parameters of this message in English and Spanish before final decisions are made.
--	--	---	---	--

			<ul style="list-style-type: none"> • “El encarcelamiento.” • Check commas. <p>Usability/design:</p> <ul style="list-style-type: none"> • Is it necessary to show this message? – it might cause break-offs. 	
--	--	--	---	--

6.2 Login WITH an ID

MAIN INFORMATION	<p>Please enter the 13-digit User ID found below the barcode on the materials we mailed you.</p> <p>User ID: ___ - ___ - ___ - _</p> <p>Login</p> <p>If you do not have a User ID, click here.</p>	<p>Por favor, anote su Identificación del Usuario de 13 cifras, que se encuentra debajo del código de barra en los materiales que le enviamos por correo.</p> <p>Identificación del Usuario: ___ - ___ - ___ - _</p> <p>Inicio de la sesión</p> <p>Si usted no tiene un Identificación del Usuario, haga clic.</p>	<p>[Issues mentioned above: “haga clic,” etc.]</p> <p>Terminology:</p> <ul style="list-style-type: none"> • Digits: cifras → dígitos / números. • Add “a continuación” after “cifras.” • User ID: identificación del usuario → identificación de usuario / número de identificación de usuario. • Add “(User ID)” in English, and use throughout? • Enter: anote → proporcione / escribe / entre / registre / ingrese. • Please → por favor / favor de. • Inicio de la sesión → iniciar la sesión. <p>Grammar:</p> <ul style="list-style-type: none"> • “una identificación...” 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Translate “cifras” as “dígitos.” [and test in future] • Translate “User ID” as “número de identificación de usuario.” • Translate “enter” as “anote.” (further testing needing regarding ANOTAR, ESCRIBIR, INTRODUCIR as translations) • Translate “please” as “por favor.” • Translate “login” as “iniciar la sesión.” • Código de barra → código de barras.
------------------	--	--	--	---

			<ul style="list-style-type: none"> • Código de barra → código de barras. 	
--	--	--	---	--

6.3 Login WITHOUT an ID

QUESTION WORDING	Please enter your email address so that we may log you into the survey.	Por favor, entre su dirección de correo electrónico para que podamos darle acceso a la encuesta.	<p>[Issues mentioned above: “entre” vs. “proporcione,” etc., “please,” etc.]</p> <p>Grammar:</p> <ul style="list-style-type: none"> • “para poder acceder a la encuesta.” / para acceder a la encuesta 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Use “para acceder a la encuesta.” [‘to access the survey’]
EDITS/ERROR MESSAGES	<p>{Email fields <u>must</u> contain “@” and “.” in the field. If either (or both) is missing, display:} Please enter a valid email address. It must be in the format: name@domain.com.</p>	<p>{Email fields <u>must</u> contain “@” and “.” in the field. If either (or both) is missing, display:} Por favor, entre una dirección electrónica (email) válida. Debe tener el siguiente formato: nombre@dominio.com.</p>	<p>Terminology:</p> <ul style="list-style-type: none"> • Email: “una dirección de correo electrónico.” • Format: formato → forma. <p>Grammar:</p> <ul style="list-style-type: none"> • “una dirección válida de correo electrónico.” • “...su dirección electrónica válida, la cual incluye el siguiente formato:” • “Un correo válido debe seguir el siguiente formato:” • “Una dirección válida debe seguir el siguiente formato:” <p>Usability/design:</p> <ul style="list-style-type: none"> • Concern with the nombre@dominio.com format. R may interpret that he/she needs to enter that address or use “dominio.com” as part of the email address. 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Use “una dirección de correo electrónico.” [‘an email address’ rather than ‘an electronic address’] • Use “formato.” • Use “una dirección válida de correo electrónico.” • Use “Una dirección válida debe seguir el siguiente formato:” [a valid address should follow the following format’] • Consider changing nombre@dominio.com to xxx@xxx.xxx, xxx@yyy.zzz aaa@bbb.ccc or nombre@xxxx.xxx

<p>QUESTION WORDING</p>	<p>Please confirm that the email address you provided is correct. You will need to enter this same email address if you return to the survey.</p> <p>Email Address: name@domain.com</p> <p>Is this your email address?</p>	<p>Por favor, confirme que la dirección de correo electrónico que nos dio es la correcta. Usted deberá entrar esta misma dirección de correo electrónico si regresa a la encuesta.</p> <p>Dirección de correo electrónico: name@domain.com</p> <p>¿Es esta su dirección de correo electrónico?</p>	<p>[Issues mentioned above.]</p> <p>Terminology:</p> <ul style="list-style-type: none"> • Returning to the survey: “si necesita regresar a completar la encuesta.” / “Ud. deberá escribir esta misma dirección cada vez que regrese a la encuesta.” / “si regresa para continuar con la encuesta.” • Gave us: nos dio → nos proporcionó. • Is this your email address?: ¿Seguro que ésta es su dirección correcta? <p>Usability/design:</p> <ul style="list-style-type: none"> • What happens if R leaves the survey? 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Add language about leaving the survey to clarify why returning to the survey.
-------------------------	---	---	---	--

7 NEW RACE AND HISPANIC ORIGIN QUESTIONS

7.1 Race: Version 1

<p>QUESTION WORDING</p>	<p>What is <NAME>'s race or origin? <i>Select one or more boxes AND enter the specific race(s) or origin(s).</i> (Help)</p>	<p>¿Cuál es la raza o el origen de <NAME>? <i>Seleccione una o más casillas Y anote la raza u origen (o razas u orígenes) específico(s).</i> (Ayuda)</p>	<p>Terminology:</p> <ul style="list-style-type: none"> • Select: seleccionar / indicar / marcar. • Seleccionar / <u>puede</u> seleccionar (consistency). • One or more [boxes]: Una o más / más de una. • Boxes: Casillas → opciones / categorías / cajas / cuadros. • Meaning of <i>origen</i> probably unclear (help text?). • Terms for origin: Origen / lugar de origen / origen nacional. <p>Grammar:</p> <ul style="list-style-type: none"> • Plural issue (how to express single/plural optionality: “raza(s)” / “raza o razas” etc., el/los origen(es). • Need to repeat definite articles (la raza o <u>el</u> origen). • Insert “también” after “Y.” • Confusion because AND then OR (Change to: ‘select box AND enter origin’?) <p>Usability/design:</p> <ul style="list-style-type: none"> • General problem with lack of correspondence US/Latin Am ethn racial identification systems • Possible confusion because boxes are for “race” and examples are “origins.” 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Translate “select” as “seleccione.” • Use “una o más [boxes].” Consider rephrasing as ‘you can mark more than one box’, or ‘check all that apply’ • Consider translating “boxes” as “cuadritos.” [Note that ACS aper uses ‘casillas’. This should be tested] • Repeat definite articles (la raza o <u>el</u> origen). • Insert “también” after “Y.”
-------------------------	---	--	---	--

<p>RESPONSE OPTIONS</p>	<ul style="list-style-type: none"> • White – <i>Enter origin(s), for example, German, Irish, English, Italian, Lebanese, Egyptian, and so on.</i> • Hispanic, Latino, or Spanish origin – <i>Enter origin(s), for example Mexican or Mexican American, Puerto Rican, Cuban, Dominican, Salvadoran, Colombian, and so on.</i> • Black or African Am. – <i>Enter origin(s), for example African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, and so on.</i> • Asian – <i>Enter origin(s), for example, Chinese,</i> 	<ul style="list-style-type: none"> • Blanca – <i>Entre el origen u orígenes, por ejemplo, alemán, irlandés, inglés, italiano, libanés, egipcio, etc.</i> • Origen hispano, latino o español – <i>Entre el origen u orígenes, por ejemplo, mexicano o mexicano americano, puertorriqueño, cubano, dominicano, salvadoreño, colombiano, etc.</i> • Negra o africana americana. – <i>Entre el origen u orígenes, por ejemplo, africano americano, jamaicano, haitiano, nigeriano, etíope, somalí, etc.</i> • Asiática – <i>Entre el origen u orígenes, por ejemplo, chino, filipino, indio</i> 	<p>[Issues mentioned above: terms for “origin,” etc.]</p> <p>Usability/design, and larger content issues:</p> <ul style="list-style-type: none"> • Lack of Hispanic/Latino origin examples under race categories: (“mexicano” could easily go under other categories besides Hispanic/Latino/Spanish origin -- example: a Colombian who identifies as Black would have a hard time choosing a “Black origin” based on the examples). • Does this imply that Hispanic/Latino identities cannot be White? • Assigning national origins to specific races is problematic, especially for Latinos. • Use of “American” in African American and American Indian - Will AfroLatinos and Indigenous Latinos see themselves included in these categories if they do NOT consider themselves American • Latin Americans of indigenous descent may stop after H/L (where they see their national identity) even if they also identify as Indian. <p>Terminology:</p> <ul style="list-style-type: none"> • Enter: <i>Entre / escriba / proporcione / anote / indique / señale / registre.</i> • Etc. / <i>entre otros</i> / “Algunos ejemplos incluyen” (better than “por ejemplo” to convey that it is not an exhaustive list?) • Origin as place where you are from (not background/ancestry) • Origen / lugar de origen / origen nacional • Add “o de un país de habla española” to 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Consider translating “Black or African Am.” as “negro, afroamericano, o de origen africano.” • Translate “Asian Indian” to “indio (de la India).” • Add more examples beyond “maya” for the Spanish translation. • Translate names of tribes into Spanish where possible. • Translate “American Indian” as “indígena de las Américas.” • Recommend grammar changes (see later discussion of gender). • Use “anote” for writing in origin. • Change to “hispano, latino, o de origen español.” (may require subject matter expert confirmation) • Gender issue: Use generic (rather than feminine) adjectives. Use non-sexist language and use an “o(a)” format. • Do not use “etc.” <p>Typos:</p> <ul style="list-style-type: none"> • Typo: <i>la razas</i> → <i>las razas</i>
-------------------------	--	---	--	--

	<p><i>Filipino, Asian Indian, Vietnamese, Korean, Japanese, and so on.</i></p> <ul style="list-style-type: none"> American Indian or Alaska Native – <i>Enter name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, and so on.</i> Native Hawaiian or Other Pacific Islander – <i>Enter origin(s), for example, Native Hawaiian, Samoan, Guamanian or Chamorro, Tongan, Fijian, Marshallese, and so on.</i> 	<p><i>asiático, vietnamita, coreano, japonés, etc.</i></p> <ul style="list-style-type: none"> India americana o nativa de Alaska – <i>Entre el nombre de la tribu o tribus en las que está inscrito o tribu principal, por ejemplo, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, etc.</i> Nativa de Hawaii o de otra de las islas del Pacífico – <i>Entre el origen u orígenes, por ejemplo, Nativo de Hawaii, samoano, guameño o Chamorro, tongano, fiyiano, de las islas Marshall, etc.</i> Alguna otra raza u 	<p>“Hispanic origin”?</p> <ul style="list-style-type: none"> Mexican: Mexicano → de México, etc. Origen – does this include “Spanish origin” or is it “Spanish?” (hispano, latino u origen español?) Africano americano o afro americano? Concern about false positives for American-born children of Spanish-speakers (“based on “americano” but not only with line break)? Africano americano / africano / de origen africano “Negro o de origen africano”? “Americano de origen africano”? Asian Indian: “Indios asiático” → de la India [would this be consistent with English?] Other Pacific Islander: de otra de las islas del Pacífico → o de alguna otra isla del Pacífico. Indio americano: Add “incluyendo América del norte, del sur y Centroamérica.” Need for more examples of Latin American groups besides Maya Indio americano → “grupo indígena”? “Tribu” not commonly used Enrolled tribes (“tribus a las que pertenece”?) Tribe translations (why English?) El nombre de la tribu o las tribus en las 	<p>[see also versión 2 response options]</p> <ul style="list-style-type: none"> Capitalization (nationalities all lowercase, including chamorro, jamaíquino.) <p>Time did not permit recommendation regarding “De Palau”</p>
--	--	--	--	---

	<ul style="list-style-type: none"> Some other race or origin – Enter <i>race(s)</i> or <i>origin(s)</i>. 	<p>origen – <i>Entre la raza(s) u origen (orígenes).</i></p>	<p>que está inscrito, o de la tribu principal</p> <p>Grammar:</p> <ul style="list-style-type: none"> Gender issue: Blanco / blanca etc. / Nativo de Hawaii: What does it refer to? Do we need o/a options for non-sexist language? Adjectives vs. “De Palau” more comprehensible? <p>Typos:</p> <ul style="list-style-type: none"> Typo: la razas → las razas [see also versión 2 response options] Capitalization (nationalities all lowercase, including chamorro) Jamaicano vs jamaquino. 	
<p>EDIT OR ERROR MESSAGES</p>	<p>3. {For complete nonresponse (nothing checked AND nothing written into any box), display in red with the “x” icon:} “Please provide an answer to the question on race and origin.”</p> <p>4. {If any answer is checked but there are no write-in responses:}</p> <ul style="list-style-type: none"> If Edit Message #1, 	<p>3. {For complete nonresponse (nothing checked AND nothing written into any box), display in red with the “x” icon:} “Haga el favor de proveer una respuesta para la pregunta sobre raza y origen.”</p> <p>4. {If any answer is checked but there are no write-in responses:}</p> <ul style="list-style-type: none"> If Edit Message #1, display in green with an “i” icon: 	<p>Terminology:</p> <ul style="list-style-type: none"> Please: Haga el favor de / Por favor / favor de / Ø Provide: Proveer / proporcionar / dar una respuesta / conteste la pregunta. <p>Grammar:</p> <ul style="list-style-type: none"> How to hand single/plural optionality: “en el/los espacio(s)” or “el espacio o los espacios” → Just use “espacio”? Marcadas → que marcó. <p>Usability/design:</p> <ul style="list-style-type: none"> Botón. Red error message preferred? “Para continuar con la encuesta.” Here it asks for “race AND origin” but earlier it asked “or.” 	

	<p>display in green with an “i” icon: <i>Please provide a specific response in the space(s) below the checked box(es). If this person does not identify with a specific origin, use the “Next” button to continue.</i></p> <ul style="list-style-type: none"> • If Edit Message #2, display in red with an “i” icon: <i>Please provide a specific response in the space(s) below the checked box(es). If this person does not identify with a specific</i> 	<p><i>Por favor, provea una respuesta específica en el espacio o espacios debajo de la(s) casilla(s) marcada(s). Si esta persona no se identifica con un origen específico, use el botón “Siguiente” para continuar.</i></p> <ul style="list-style-type: none"> • If Edit Message #2, display in red with an “i” icon: <i>Por favor, provea una respuesta específica en el espacio o espacios debajo de la(s) casilla(s) marcada(s). Si esta persona no se identifica con un origen específico, use el botón “Siguiente” para continuar.</i> • If Edit Message #3, display in green with an “i” icon: <i>Por favor, provea una respuesta</i> 		
--	--	--	--	--

	<p><i>origin, use the “Next” button to continue.</i></p> <ul style="list-style-type: none"> If Edit Message #3, display in green with an “i” icon: <i>Please provide a specific response in the space(s) below the checked box(es).</i> 	<p><i>especifica en el espacio o espacios debajo de la(s) casilla(s) marcada(s).</i></p>		
--	---	--	--	--

7.2 Race: Version 2

QUESTION WORDING	<p><u>First Screen</u></p> <p><u>Follow-up Screen(s)</u> You said the <NAME> is:</p> <p>{Display responses from first screen. Note: Display the following introduction once, on the first viewing, only.} Next, we will collect detailed information for each race or origin listed above.</p> <p>{Note: Display each of the following follow-up questions,</p>	<p><u>First Screen</u></p> <p><u>Follow-up Screen(s)</u> Usted dijo que <NAME> es:</p> <p>{Display responses from first screen. Note: Display the following introduction once, on the first viewing, only.} A continuación, vamos a recopilar información detallada para cada raza u origen que se menciona anteriormente.</p> <p>{Note: Display each of the</p>	<p>[Issues raised above, particularly for first screen.]</p> <p><u>Follow-up screen:</u></p> <ul style="list-style-type: none"> • Confusing in general – separates race from origins (in 2-part question) but also mixes them. • Splitting the two parts will add administration time. <p>Terminology:</p> <ul style="list-style-type: none"> • “A continuación <u>vamos a recopilar información detallada</u> para cada raza” → 	<p>Experts agreed that the format was confusing</p> <p>Time did not allow for recommending a specific terminological alternative. Agreement that there was a need for lower register form than “recopilar”</p> <p>Time did not permit discussion of suggestions in third column to left.</p>
------------------	---	--	---	--

	<p>one screen at a time, as appropriate based on the previous checkbox selections. }</p> <p>What is <NAME>'s WHITE origin? <i>Enter origin(s), for example, German, Irish, English, Italian, Lebanese, Egyptian, and so on.</i></p> <p>What is <NAME>'s HISPANIC, LATINO, OR SPANISH origin? <i>Enter origin(s), for example, Mexican or Mexican American, Puerto Rican, Cuban, Dominican, Salvadoran, Colombian, and so on.</i></p> <p>What is <NAME>'s BLACK OR AFRICAN AM. origin? <i>Enter origin(s), for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, and so on.</i></p> <p>What is <NAME>'s ASIAN origin? <i>Enter origin(s), for example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, and so on.</i></p> <p>What is <NAME>'s AMERICAN INDIAN OR ALASKA NATIVE origin? <i>Enter name of enrolled or</i></p>	<p>following follow-up questions, one screen at a time, as appropriate based on the previous checkbox selections. }</p> <p>¿Cuál es el origen BLANCO de <NAME>? <i>Entre el origen u orígenes, por ejemplo, alemán, irlandés, inglés, italiano, libanés, egipcio, etc.</i></p> <p>¿Cuál es el origen HISPANO, LATINO O ESPAÑOL de <NAME>? <i>Entre el origen u orígenes, por ejemplo, mexicano o mexicano americano, puertorriqueño, cubano, dominicano, salvadoreño, colombiano, etc.</i></p> <p>¿Cuál es el origen NEGRO O AFRICANO AMERICANO de <NAME>? <i>Entre el origen u orígenes, por ejemplo, africano americano, jamaicano, haitiano, nigeriano, etíope, somalí, etc.</i></p> <p>¿Cuál es el origen ASIÁTICO de <NAME>? <i>Entre el origen u orígenes, por ejemplo, chino, filipino, indio asiático, vietnamita, coreano, japonés, etc.</i></p> <p>¿Cuál es el origen INDIO AMERICANO O NATIVO DE ALASKA de <NAME>? <i>Entre</i></p>	<ul style="list-style-type: none"> • Le preguntaremos sobre / le pediremos información detallada sobre. • Para cada raza / sobre cada raza <p>Grammar:</p> <ul style="list-style-type: none"> • Make plural default in the question? (<i>¿Cuales son los orígenes BLANCOS de NAME; Entre uno o más orígenes.</i>) • “se menciona” → “se mencionó” <p>Usability/design, and larger content issues:</p> <ul style="list-style-type: none"> • ¿Cuál es el origen de ALGUNA OTRA RAZA U ORIGEN de <NAME>? <i>Entre la raza(s) u origen (orígenes) incomprendible (in both languages).</i> • Proposals: ¿Cuál es la otra raza o el otro origen de NAME? [If multiple races selected on 1st screen (e.g., White & Some Other Race or origin), follow-up for SOR needs to come before follow-up screens for additional race categories selected.]
--	---	---	---

	<p><i>principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, and so on.</i></p> <p>What is <NAME>'s NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER origin? Enter origin(s), for example, Native Hawaiian, Sa Guamanian or Chamorro, Tonga Fijian, Marshallese, and so on.</p> <p>What is <NAME>'s SOME OTHER RACE OR ORIGIN origin? Enter origin(s),</p>	<p><i>el nombre de la tribu o tribus en las que está inscrito o tribu principal, por ejemplo, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, etc..</i></p> <p>¿Cuál es el origen NATIVO DE HAWAII O DE OTRA DE LAS ISLAS DEL PACÍFICO de <NAME>? Entre el origen u orígenes, por ejemplo, Nativo de Hawaii, samoano, guameño o Chamorro, tongano, fijiano, de las islas Marshall, etc.</p> <p>¿Cuál es el origen de ALGUNA OTRA RAZA U ORIGEN de <NAME>? Entre la raza(s) u origen (orígenes).</p>		
--	---	---	--	--

7.3 Race: Version 3

7.3.1 Version 3: Hispanic origin question

QUESTION WORDING	<p>Is <NAME> of Hispanic, Latino, or Spanish origin? <i>Select one or more boxes.</i> (Help)</p>	<p>¿Es <NAME> de origen hispano, latino o español? <i>Seleccione una o más casillas.</i> (Ayuda)</p>	[Issues raised above.]	
RESPONSE OPTIONS	<ul style="list-style-type: none"> • No, not of Hispanic, Latino, or Spanish origin • Yes, Mexican, Mexican Am., Chicano 	<ul style="list-style-type: none"> • No, no es de origen hispano, latino o español • Sí, mexicano, mexicano americano, chicano 	<p>Grammar:</p> <ul style="list-style-type: none"> • Sí, es mexicano (?) (same for all response options) • Sí, de otro origen hispano • Punctuation 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Sí, es mexicano(a) (same for all response options) • Sí, de otro origen

	<ul style="list-style-type: none"> • Yes, Puerto Rican • Yes, Cuban • Yes, another Hispanic, Latino, or Spanish origin – <i>Enter origin(s), for example, Salvadoran, Dominican, Guatemalan, Colombian, Spaniard, Ecuadorian, and so on.</i> 	<ul style="list-style-type: none"> • Sí, puertorriqueño • Sí, cubano • Sí, otro origen hispano, latino o español - <i>Entre el origen, por ejemplo, salvadoreño, dominicano, guatemalteco, colombiano, , español, ecuatoriano, etc.</i> 	<ul style="list-style-type: none"> • Other H/L origen does not have plural option in Spanish (inconsistent English-Spanish) 	<p>hispano</p> <ul style="list-style-type: none"> • Punctuation • Other H/L origen does not have plural option in Spanish (inconsistent English-Spanish)
--	---	--	--	--

7.3.2 Version 3: Race question

QUESTION WORDING	<p>What is JOHN A DOE’s race? <i>Select one or more boxes. For this survey, Hispanic origins are not races. Help</i></p>	<p>¿Cuál es la raza de <NAME>? <i>Puede seleccionar 1 o más casillas. Para esta encuesta, origen hispano no es una raza. Ayuda</i></p>	<p>Terminology:</p> <ul style="list-style-type: none"> • “no es una raza” → “no se considera una raza” <p>Grammar:</p> <ul style="list-style-type: none"> • Singular/plural issue English vs Spanish: los orígenes hispanos? 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Change to plural “orígenes.” • Change to “los orígenes hispanos no se consideran razas.”
RESPONSE OPTIONS	<ul style="list-style-type: none"> • White – <i>Enter origin(s), for example, German, Irish, English, Italian, Lebanese, Egyptian, and so on.</i> • Black or African Am. – <i>Enter origin(s), for example, African American, Jamaican,</i> 	<ul style="list-style-type: none"> • Blanca – <i>Entre el origen u orígenes, por ejemplo, alemán, irlandés, inglés, italiano, libanés, egipcio, etc.</i> • Negra o africana americana. – <i>Entre el origen u orígenes, por</i> 	<p>Grammar:</p> <ul style="list-style-type: none"> • Singular plural issue for origin/origins (& consistency) • Some other race category: English asks “race” but Spanish adds “origen.” • el origen u orígenes / el 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Recommend “el origen o los orígenes” format. • Make Some Other Race category consistent across

	<p><i>Haitian, Nigerian, Ethiopian, Somali, and so on.</i></p> <ul style="list-style-type: none"> • American Indian or Alaska Native – <i>Enter name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, and so on.</i> • Chinese • Filipino • Asian Indian • Vietnamese • Korean • Japanese • Other Asian – <i>Enter origin(s), for example, Pakistani, Cambodian, Hmong, Thai, Laotian, Bangladeshi, and so on.</i> • Native Hawaiian • Samoan 	<p><i>ejemplo, africano americano, jamaicano, haitiano, nigeriano, etíope, somalí, etc.</i></p> <ul style="list-style-type: none"> • India americana o nativa de Alaska – <i>Entre el nombre de la tribu o tribus en las que está inscrito o tribu principal, por ejemplo, Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat Traditional Government, etc..</i> • China • Filipina • India asiática • Vietnamita • Coreana • Japonesa • Otra asiática – <i>Entre el origen u orígenes, por ejemplo, paquistaní, camboyana, Hmong, tailandesa, laosiana, de Bangladesh, etc.</i> • Nativa de Hawaii 	<p>origen o los orígenes / el/los origen(es)</p> <p>Usability/design:</p> <ul style="list-style-type: none"> • May be easier to navigate than versions 1 and 2 	<p>languages (both or neither should mention origin)</p> <ul style="list-style-type: none"> • Fix singular/plural formatting and be consistent throughout
--	--	--	---	--

	<ul style="list-style-type: none"> • Guamanian or Chamorro • Other Pacific Islander – <i>Enter origin(s), for example Tongan, Fijian, Marshallese, Palauan, Tahitian, Papua New Guinean, and so on.</i> • Some other race – <i>Enter race(s) or origin(s).</i> 	<ul style="list-style-type: none"> • Samoana • Guameña o Chamorro • Otra de las islas del Pacífico – <i>entre el origen (orígenes), por ejemplo, tongana, fiyiana, de las islas Marshall, de palahuana, tahitians, papú neoguineano, etc.</i> • Alguna otra raza u origen – <i>Entre la raza(s) u origen (orígenes).</i> 		
--	---	--	--	--

8 NEW RELATIONSHIP QUESTIONS

8.1 Relationship: Version 1

<p>QUESTION WORDING</p>	<p>Next, we need to record each person's relationship to <NAME></p> <p><NAME1> is <REF NAME>'s _____.</p>	<p>A continuación, necesitamos registrar la relación de cada persona con <NAME></p> <p><NAME1> es _____ el/la de <REF NAME>.</p>	<p>Terminology:</p> <ul style="list-style-type: none"> Record: "registrar" → "recopilar" / saber / por favor indique la relación de Need to: "necesitamos" → "tenemos que." necesitamos que usted registre. Add: Marque la casilla que mejor describa la relación de NAME con REF NAME." <p>Grammar:</p> <ul style="list-style-type: none"> Put el/la ahead of the blank. Syntax suggestion to have blank at end of sentence (considering mode): <ul style="list-style-type: none"> ¿Cuál es la relación entre John Doe y Jane Doe? John Doe es su _____. (What is the relationship between John Doe and Jane Doe? John Doe is his/her _____) 	<p>Recommendations:</p> <ul style="list-style-type: none"> Translate "record" as "saber." Add "Indique la relación de NAME con REF NAME." <p>Grammar:</p> <ul style="list-style-type: none"> Put el/la ahead of the blank. Syntax suggestion to have blank at end of sentence (considering mode): <ul style="list-style-type: none"> ¿Cuál es la relación entre John Doe y Jane Doe? John Doe es su _____. (What is the relationship between John Doe and Jane Doe? John Doe is his/her _____) <p>[Additional testing also recommended]</p>
-------------------------	---	--	--	---

<p>RESPONSE OPTIONS</p>	<ul style="list-style-type: none"> ● Husband or wife ● Unmarried partner ● Biological son or daughter ● Adopted son or daughter ● Stepson or stepdaughter ● Brother or sister ● Father or mother ● Grandchild ● Parent-in-law ● Son-in-law or daughter-in-law ● Other relative ● Roomer or boarder ● Housemate or roommate ● Foster Child ● Other nonrelative 	<ul style="list-style-type: none"> ● Esposo(a) ● Pareja no casada ● Hijo(a) biológico(a) ● Hijo(a) adoptivo(a) ● Hijastro(a) ● Hermano(a) ● Padre o madre ● Nieto(a) ● Suegro(a) ● Yerno o nuera ● Otro pariente ● Inquilino(a) o pupilo(a) ● Compañero(a) de casa o de cuarto ● Hijos de crianza (Foster) ● Otro que no es pariente suyo 	<p>Terminology:</p> <ul style="list-style-type: none"> ● Unmarried partner: “Pareja no casada:” <ul style="list-style-type: none"> ○ Pareja (sin estar casados) ○ Pareja (sin casarse) ○ Pareja (no casados) ● Foster child: “Hijo de crianza (Foster):” <ul style="list-style-type: none"> ○ Menor colocado en un hogar de crianza. ○ Niños en adopción temporal. ○ Niño en acogida temporal. [child in temporary care] ○ Hijos en custodia temporal. ○ Hijo(a) de crianza del programa Foster del gobierno. ● Other nonrelative: “Otro que no es pariente suyo:” <ul style="list-style-type: none"> ○ Otra persona que no es pariente. ○ Otra persona que no es pariente suyo. ● Roomer or boarder: “Inquilino(a) o pupilo(a)” change “pupilo(a)” to: <ul style="list-style-type: none"> ○ Pensionista. ○ Huesped. ○ Or drop the term altogether <p>Grammar:</p> <ul style="list-style-type: none"> ● Plural/gender issues in “hijos de crianza.” 	<p>Recommendations:</p> <ul style="list-style-type: none"> ● Translate “unmarried partner” as “pareja (sin estar casados).” ● Several reviewers recommended translating “Foster child” as “Menor de edad en acogida temporal (del programa Foster).” But three reviewers suggested “acogida” could be offensive to speakers of Mexican Spanish. One recommended using “Menor de edad en custodia temporal (del programa Foster).” [temporary custody] Another suggested “Menor de edad en hogar
-------------------------	--	--	---	---

				<p>temporal (del programa Foster).” [temporary home]</p> <ul style="list-style-type: none"> • Afre the panel, one reviewer raised concerns that “temporal” mightbe problematic. These issues were not discussed at the panel] • Translate “other nonrelative” as “otra persona que no es pariente.” • Translate “roomer or boarder” as “inquilino(a).”
--	--	--	--	---

8.2 Relationship: Version 2

QUESTION WORDING	<p>Next, we need to record each person’s relationship to <NAME></p> <p><NAME1> is <REF NAME>’s _____.</p>	<p>A continuación, necesitamos registrar la relación de cada persona con <NAME></p> <p><NAME1> es el/la _____ de <REF NAME>.</p>	[Issues mentioned above.]	
------------------	---	--	---------------------------	--

<p>RESPONSE OPTIONS</p>	<ul style="list-style-type: none"> • Opposite-sex husband/wife/spouse • Opposite-sex unmarried partner • Same-sex husband/wife/spouse • Same-sex unmarried partner • Biological son or daughter • Adopted son or daughter • Stepson or stepdaughter • Brother or sister • Father or mother • Grandchild • Parent-in-law • Son-in-law or daughter-in-law • Other relative • Roomer or boarder • Housemate or roommate • Foster child • Other nonrelative 	<ul style="list-style-type: none"> • Esposo/esposa/cónyuge del sexo opuesto • Pareja no casada del sexo opuesto • Esposo/esposa/cónyuge del mismo sexo • Pareja no casada del mismo sexo • Hijo(a) biológico(a) • Hijo(a) adoptivo(a) • Hijastro(a) • Hermano(a) • Padre o madre • Nieto(a) • Suegro(a) • Yerno o nuera • Otro pariente • Inquilino(a) o pupilo(a) • Compañero(a) de casa o de cuarto • Hijos de crianza (Foster) • Otro que no es pariente suyo 	<p>[Issues raised above.]</p> <p>Terminology:</p> <ul style="list-style-type: none"> • Opposite-sex husband/wife/spouse: Esposo(a) del sexo opuesto. • Opposite-sex unmarried partner: Pareja del sexo opuesto (sin estar casados) / Pareja del sexo opuesto (sin casarse) / Pareja del sexo opuesto (no casados). • Same-sex husband/wife/spouse: Esposo(a) del mismo sexo. • Same-sex unmarried partner: Pareja del mismo sexo (sin estar casados). 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Delete “cónyuge.” • Translate “opposite-sex unmarried partner” as “pareja del sexo opuesto (sin estar casados)” and “same-sex unmarried partner” as “pareja del mismo sexo (sin estar casados).” • Use parentheses as in “esposo(a)” rather than “esposo/esposa.”
-----------------------------	--	---	---	--

9 NEW COVERAGE QUESTIONS

9.1 Undercount screens

9.1.1 Additional people

QUESTION WORDING	The names listed so far are:	Los nombres que se han listado hasta ahora son:	Terminology:	Recommendations:
	<p>We do not want to miss any people who might have stayed at <ADDRESS> around <REFDATE>. Were there any additional people that you did not already list?</p> <p>For example:</p> <ul style="list-style-type: none"> • Babies? • Foster children? • Any other relatives? • Roommates or people not related to you? <p>Enter Name:</p> <p>Click here to add more names</p>	<p>No queremos dejar fuera a nadie que pueda haberse quedado en <ADDRESS> el <REFDATE>. ¿Hay alguna persona adicional que usted no haya incluido en la lista todavía?</p> <p>Por ejemplo:</p> <ul style="list-style-type: none"> • Bebés • Hijos de crianza (Foster) • Otros parientes • Compañeros de cuarto o personas que no sean parientes suyos <p>Escriba el nombre:</p> <p>Haga clic aquí para añadir más nombres.</p>	<p>Enter name: Entre / escriba / anote / indique [also mode considerations: internet/paper] THROUGHOUT.</p> <ul style="list-style-type: none"> • Click here: Haga clic / Haga clic aquí / Oprima aquí (& consistency with previous) • Miss: Dejar fuera → dejar de mencionar • Personalization vs. impersonal (here and in 2nd part of Q) <ul style="list-style-type: none"> ○ If personalized: is subject Census or Respondent? <p>Proposals:</p> <ul style="list-style-type: none"> ○ 1st part: Los nombres que se han listado hasta ahora son / Los nombres que tenemos son / Los nombres que hasta el momento tenemos son / Los nombres que usted ha listado hasta ahora son. ○ 2nd Part: Hay alguna persona adicional que 	<ul style="list-style-type: none"> • Note issue with MI. • Change “el” as in “<ADDRESS> el <REFDATE>” to “alrededor del.” (Make Spanish consistent with English ‘around’, not ‘on) • Change “pueda haberse quedado ” to “que se haya quedado.” • Change to “Hay alguien que no esté en la lista.” • Change to “No queremos dejar de incluir a nadie...” • Translate “roommates or people not related to you” as “otras personas que compartan su vivienda que no

			<p>usted no haya incluido en la lista todavía? / Hay alguna otra persona que nos falta de incluir en la lista / Hay alguna otra persona que falte de la lista / hay alguien más que no haya incluido</p> <ul style="list-style-type: none"> • Might have stayed: Pueda haberse quedado / estuviera. • Roommate: Compañero de cuarto / de vivienda/ alternatives?/ include English in parentheses? <p>Grammar:</p> <ul style="list-style-type: none"> • Move “todavía” to follow “usted”? Delete because redundant? • Dates: idea of “around”? • Also: consistency between questions: on/around <p>Usability/design:</p> <ul style="list-style-type: none"> • English in parentheses following difficult terms? • Add question marks to Spanish response options? ¿? • Readability? • MI (middle intitial) field problematic for Spanish-speaking respondents. 	<p>sean parientes suyos.”</p>
EDITS/ERRORS	{If any row is missing a Yes/No response:} Please provide a	{If any row is missing a Yes/No response:} Haga el favor de	[Issues raised above: please, provide, etc.]	Recommendations:

	<p>“Yes” or “No” response for each category. If the answer is “Yes,” please provide the name of that person.</p> <p>{Note: If the name field is left blank, that is fine, no edit message is needed.}</p>	<p>proveer una respuesta de “sí” o “no” para cada categoría. Si la respuesta es “sí”, provea el nombre de esa persona.</p> <p>{Note: If the name field is left blank, that is fine, no edit message is needed.}</p>	<ul style="list-style-type: none"> • Por favor responda “sí” o “no” en cada categoría. Si la respuesta es “sí,” escriba el nombre de esa persona. • En cada categoría / para cada categoría. 	<ul style="list-style-type: none"> • Translate “provide” as “anote.” • Edits: “Por favor responda “sí” o “no” para cada categoría. Si la respuesta es “sí”, escriba el nombre de esa persona.
--	---	---	--	--

9.1.2 Additional people (No permanent place)

QUESTION WORDING	<p>The names listed so far are:</p> <p><NAMES></p> <p>Was there anyone else staying at <ADDRESS> on <REFDATE> who had no permanent place to live?</p> <p>Enter Name:</p> <p>Click here to add more names.</p>	<p>Los nombres que se han listado hasta ahora son:</p> <p><NAMES></p> <p>¿Se quedaba alguien más en <ADDRESS> en <REFDATE> que no tuviera un lugar permanente donde vivir?</p> <p>Anote el nombre:</p> <p>Haga clic aquí para añadir más nombres.</p>	<p>[Issues raised above.]</p> <p>Terminology:</p> <ul style="list-style-type: none"> • Staying: se quedaba / había. • ¿Había alguien más en <ADDRESS> el <REFDATE> que no tuviera entonces un lugar permanente donde vivir? / ¿Había alguien más que no tuviera un lugar permanente donde vivir y que se estaba quedando en <ADDRESS> el <REFDATE> ? <p>Grammar:</p> <ul style="list-style-type: none"> • “en” <REFDATE> → “el” [throughout instrument]. 	<p>Recommendations:</p> <p>“en” <REFDATE> → “el” [throughout instrument].</p>
------------------	---	---	---	--

9.1.3 Additional people (Moved)

QUESTION WORDING	<p>The names listed so far are:</p>	<p>Los nombres que se han listado hasta ahora son:</p>	<p>[Issues raised above.]</p> <p>Grammar:</p>	<p>Recommendation:</p> <ul style="list-style-type: none"> • Translate as “viva”
------------------	-------------------------------------	--	---	---

	<p><NAMES></p> <p>Was there anyone else living or staying at <ADDRESS> on <REFDATE> who is no longer living there?</p> <p>Enter Name:</p> <p>Click here to add more names.</p>	<p><NAMES></p> <p>¿Vivía o se quedaba alguien más en <ADDRESS> en <REFDATE> que ya no vive allí?</p> <p>Anote el nombre:</p> <p>Haga clic aquí para añadir más nombres.</p>	<ul style="list-style-type: none"> que ya no vive / que ya no viva [subjunctive/indicative for indefinite antecedent] 	(subjunctive).
--	--	---	--	----------------

9.2 Overcount screens

9.2.1 Delete (Season)

QUESTION WORDING	<p>The next few questions are about the people who live in your household. This is who we have listed at <ADDRESS>:</p> <p>NAME1 NAME2 NAME3, etc.</p> <p>Does anyone sometimes live or stay at another home, like a seasonal or second residence? (Help)</p> <p>Who? <i>Check all that apply.</i></p> <p>{Note: The intro sentence and</p>	<p>Las próximas preguntas son acerca de las personas que viven en su hogar. Estas son las personas que tenemos anotadas para <ADDRESS>:</p> <p>NAME1 NAME2 NAME3, etc.</p> <p>¿Hay alguien que a veces viva o se quede en otro lugar, como una vivienda de temporada o una segunda vivienda? (Ayuda)</p> <p>¿Quién? <i>Marque todos los que apliquen.</i></p> <p>{Note: The intro sentence and</p>	<p>[Issues raised above.]</p> <p>Terminology:</p> <ul style="list-style-type: none"> Next: próximas → siguientes? Are about: son acerca de → son sobre [about people, not a topic]. We have listed: tenemos anotadas → tenemos en la lista [maintain reference]. Does/is there anyone: Hay alguien / alguien / alguna de estas personas / alguno de ellos [here and similar throughout]. Seasonal home: Vivienda de temporada / vivienda temporal/ casa de temporada. Check: Marque / seleccione [throughout]. All that apply: todos los que 	<p>Recommendations:</p> <ul style="list-style-type: none"> Use “siguientes.” Are about: “son sobre.” “Estas son las personas que tenemos en la lista.” Retain translation of seasonal home as “vivienda de temporada.” Check: translate as “seleccione.” All that apply: translate as “todos los que correspondan.”
------------------	---	--	---	--

	<p>roster names will be displayed on this screen only. The remaining DELETE screens will only include the question.}</p>	<p>roster names will be displayed on this screen only. The remaining DELETE screens will only include the question.}</p>	<p>apliquen / todos los que correspondan.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Tense consistency across OVERCOUNT questions? [English and Spanish]. • Subjunctive/indicative viva/vive & queda/quede [here and throughout section]. 	<p>(this is the recommendation throughout for ‘all that apply’]</p> <ul style="list-style-type: none"> • Change “Hay alguien” (‘is there anyone’) to “Algunas de estas personas...” (‘Do any of these people’) to make clear that it is the people from the list (Change recommended in English also, but more confusing in Spanish).
--	--	--	---	--

9.2.2 Delete (Custody)

<p>QUESTION WORDING</p>	<p>Does anyone sometimes live or stay somewhere else with a parent, grandparent, or other person? (Help)</p> <p>Who? <i>Check all that apply.</i></p>	<p>¿Hay alguien que a veces viva o se quede con su padre o su madre, un abuelo o alguna otra persona? (Ayuda)</p> <p>¿Quién? <i>Marque todos los que apliquen.</i></p>	<p>[Issues raised above.]</p> <p>Terminology:</p> <ul style="list-style-type: none"> Does/is there anyone: Hay alguien / alguien / alguna de estas personas / alguno de ellos [here and similar throughout]. <i>Is it clear that these refer to household members already listed in the roster?</i> Missing idea of “somewhere else” → “se quede en otro lugar, ya sea con su padre....” <p>Grammar:</p> <ul style="list-style-type: none"> Including both genders – what is best format? Un(a) abuelo(a) / un abuelo o una abuela [& consistency with relationship question?] Help text? 	<p>Recommendations:</p> <ul style="list-style-type: none"> “Alguien” (‘someone’) needs to refer to something (as in ‘any of these people’ or ‘anyone on the list’) (“Alguna de estas personas”, “Alguna de las personas de la lista) Here and throughout this questions series Change wording to: [Alguna de estas personas] se queda en otro lugar, ya sea con su padre....” To match English ‘live or stay somewhere else, [such as] with a parent, grandparent....”
-------------------------	---	--	---	---

9.2.3 Delete (College)

<p>QUESTION WORDING</p>	<p>Was anyone staying away from <ADDRESS> while living in college housing, either on or off</p>	<p>¿Alguien se quedaba en otra dirección que no fuera <ADDRESS> porque vivía en</p>	<p>[Issues raised above.]</p> <p>Terminology:</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> “Se estaba
-------------------------	--	--	---	---

	<p>campus? (Help)</p> <p>Who? <i>Check all that apply.</i></p>	<p>una vivienda universitaria, ya sea dentro o fuera del campus universitario? (Ayuda)</p> <p>¿Quién? <i>Marque todos los que apliquen.</i></p>	<ul style="list-style-type: none"> • Se quedaba/se estaba quedando (& consistency) Which is preferred? <p>Usability/design:</p> <ul style="list-style-type: none"> • Help text? 	<p>quedando.”</p> <ul style="list-style-type: none"> • “Alguien” (‘someone’) needs to refer to something (as in ‘any of these people’ or ‘anyone on the list’) (“Alguna de estas personas”, “Alguna de las personas de la lista) Here and throughout this questions series
--	--	---	---	---

9.2.4 Delete (Military)

<p>QUESTION WORDING</p>	<p>Was anyone staying away from <ADDRESS> to be closer to a job (including military assignments)? (Help)</p> <p>Who? <i>Check all that apply.</i></p>	<p>¿Se estaba quedando alguien en otro lugar que no fuera <ADDRESS> para estar más cerca al trabajo (incluye puestos o tareas militares)? (Ayuda)</p> <p>¿Quién? <i>Marque todos los que apliquen.</i></p>	<p>[Issues raised above.]</p> <p>Terminology:</p> <ul style="list-style-type: none"> • Does/is there anyone: Alguna de estas personas / alguien / hay alguien que etc. [& consistency across questions]. (Move alguien to beginning of question if this option chosen.) • Including: incluye / incluyendo / incluya. • Military assignments: puestos o tareas militares / comisiones militares / servicios o tareas militares [Is there a single term that captures the English meaning of “military assignments”?] 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Change ‘cerca al trabajo’ to ‘cerca del trabajo’ • Translate ‘Including’ as “incluyendo” (thoroughout) • “Incluyendo trabajo o puestos con las fuerzas armadas.” [including work or jobs with the armed forces]
-------------------------	---	--	--	--

HELP TEXT	Answer “yes” if anyone sometimes lives or stays at a different address because they have a second home where they sometimes live. For example, military members staying away in barracks, on ships, or in on-base or off-base housing. Other examples include someone who stays in another place during the week to be closer to a job but comes home on the weekends.	Conteste “sí” si alguien vive o se queda en una dirección diferente porque tiene una segunda vivienda donde vive a veces. Por ejemplo, los miembros de las fuerzas armadas que se quedan en barracas, en embarcaciones, o en viviendas en o fuera de la base. Otro ejemplos incluyen a alguien que se queda en otro lugar durante la semana para estar más cerca al trabajo, pero regresa a su hogar los fines de semana.	<p>Terminology:</p> <ul style="list-style-type: none"> • Is it confusing to have “<i>Si</i>” <i>si</i> - Conteste “sí” en caso de que alguien viva o se quede [Here and throughout Help texts] • ‘sometimes’ stays omitted in Spanish (English is redundant) → se quede algunas veces. • En una dirección diferente / en otra dirección o un lugar diferente • <i>En o fuera</i> is awkward → Tanto dentro como fuera (like earlier Q) • embarcaciones? (on ships) • unnatural Spanish: otros ejemplos incluyen a alguien .. → otros ejemplos incluyen a personas que se quedan en otro lugar durante la semana para estar más cerca al trabajo, pero regresan a sus hogares los fines de semana. • Donde vive a veces / en donde en ocasiones se queda • La base → una base <p>Typo:</p> <ul style="list-style-type: none"> • otros <u>e</u>jemplos 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Change to: Conteste “sí” en caso de que alguien viva o se quede [Here and throughout Help texts]. • Use “Tanto dentro como fuera” (like earlier Q). • La base → una base • unnatural Spanish: otros ejemplos incluyen a alguien .. → otros ejemplos incluyen a personas que se quedan en otro lugar durante la semana para estar más cerca al trabajo, pero regresan a sus hogares los fines de semana. •
-----------	--	---	---	--

9.2.5 Delete (Nursing)

<p>QUESTION WORDING</p>	<p>Does anyone sometimes stay in a place like a nursing home or a group home? (Help)</p> <p>Who? <i>Check all that apply.</i></p>	<p>¿Alguien se queda a veces en un lugar como un hogar de convalecencia o un hogar de grupo? (Ayuda)</p> <p>¿Quién? <i>Marque todos los que apliquen.</i></p>	<p>Terminology:</p> <ul style="list-style-type: none"> • Nursing home: hogar de convalecencia / albergue de convalecencia / institución para cuidar a los enfermos. • Is the meaning of ‘nursing home’ as home for seniors captured in the translation? Asilo de ancianos? [Is there any Spanish term that captures both English meanings?] • Include English in parentheses? • Group home: Hogar de grupo / Hogar grupal [Do either of these convey English meaning? Preference?] <p>Grammar:</p> <ul style="list-style-type: none"> • Add comma: convalecencia, o un hogar de grupo. 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Add “asilo de ancianos.” • Use “hogar de convalecencia o asilo de ancianos” for nursing home. • Use a definition to indicate “group home.” <p>Grammar: Add comma: convalecencia, o un hogar de grupo.</p>
<p>HELP TEXT</p>	<p>Answer “yes” if anyone sometimes lives or stays at a nursing home or group home. Include people who sometimes stay in skilled nursing facilities and residential treatment centers, as well as anyone in a mental health institution or psychiatric unit (hospital) for long-term non-acute care.</p>	<p>Responda “sí” si alguien a veces vive o se queda en un hogar de convalecencia o un hogar de grupo. Incluya a las personas que se queden a veces en instalaciones de cuidados especializados y centros residenciales de tratamiento, así como cualquier persona en una institución de salud mental u hospital psiquiátrico para cuidado durante</p>	<p>Terminology:</p> <ul style="list-style-type: none"> • Facilities: Instalaciones / instituciones. • Psychiatric unit: hospital psiquiátrico / o en una unidad psiquiátrica (de un hospital) • Long-term non-acute care: para cuidado durante largo tiempo / para atención médica a largo plazo/ para estancias 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Keep “instalaciones.” <p>Time did not permit discussion of other points</p>

		largo tiempo.	prolongadas . <ul style="list-style-type: none"> Thoughts on “long term non-acute care”? Is “non-acute” needed? Para pacientes no agudos. 	
--	--	---------------	---	--

9.2.6 Delete (Jail)

QUESTION WORDING	<p>Was anyone staying in jail or prison? (Help)</p> <p>Who? <i>Check all that apply.</i></p>	<p>¿Alguien se quedaba en una prisión o cárcel? (Ayuda)</p> <p>¿Quién? <i>Marque todos los que apliquen.</i></p>	<p>Terminology:</p> <ul style="list-style-type: none"> Staying in jail: se quedaba en una prisión / ha estado en una prisión / estaba encarcelado o en una prisión / estaba en una prisión o carcel [if this option, una carcel o prisión]. 	<p>Recommendations:</p> <ul style="list-style-type: none"> “Alguien estaba encarcelado o en una prisión.” Use “encarcelados o en prisión.” Translate “all that apply” as “todos los que correspondan” here and throughout Gender o(a).
HELP TEXT	<p>Answer “yes” if anyone has been in a correctional facility recently. Include adults or juveniles in federal, state and local jails and prisons.</p>	<p>Responda “sí” si alguien ha estado en una instalación de corrección recientemente. Incluya a los adultos o jóvenes en cárceles o prisiones federales, estatales y locales.</p>	<p>Terminology:</p> <ul style="list-style-type: none"> “Sí” si {as in other help texts} una instalación de corrección / un correccional / una correccional / una institución de corrección / una institución correccional jóvenes en cárceles / jóvenes que hayan estado en cárceles. <p>Grammar:</p> <ul style="list-style-type: none"> move recientemente to follow “ha estado” 	<ul style="list-style-type: none"> Use “una correccional” for ‘correctional facility’ Change “jóvenes en cárceles” to “jóvenes que hayan estado en cárceles” (‘juveniles that may have been’) to better capture English meaning in natural-sounding Spanish <p>Grammar:</p> <ul style="list-style-type: none"> move recientemente

9.2.7 Delete (Other)

QUESTION WORDING	<p>Does anyone sometimes live away from <ADDRESS> for any reason other than those just mentioned? <i>Do not include situations you have already told us about related to seasonal or second residences, custody arrangements, college housing, military service, or staying at nursing homes, prisons or jails.</i> (Help)</p> <p>Who? <i>Check all that apply.</i></p> <p>For what reason?</p>	<p>¿Alguien vive a veces en otro lugar que no sea <ADDRESS> por cualquier otra razón que no se haya mencionado? <i>No incluya las situaciones que ya nos haya informado de viviendas de temporada o segundas viviendas, arreglos de custodia, viviendas universitarias, servicio militar u hogares de convalecencia, prisiones o cárceles.</i> (Ayuda)</p> <p>¿Quién? <i>Marque todos los que apliquen.</i></p> <p>¿Por qué razón?</p>	<p>[Issues raised above.]</p> <p>Terminology:</p> <ul style="list-style-type: none"> • (personalization) No se haya mencionado / no hayamos mencionado. • Told us: informar / indicar / mencionar / nos haya informado / que ya nos informó (or: nos haya indicado / que ya nos indicó). • situaciones que ya /situaciones sobre las que ya /situaciones de las que ya • “related to” → change current “de” to “como” or “acerca de” : situaciones sobre las que ya nos informó como viviendas / situaciones sobre las que ya nos informó acerca de viviendas • Arreglos → acuerdos? <p>Grammar:</p> <ul style="list-style-type: none"> • add “todavía” (no hayamos mencionado todavía) 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Use “sobre las que ya nos informó.” • Use “no se haya mencionado.” • “Situaciones sobre las que ya nos informó, como viviendas...” • Keep “Arreglos”
HELP TEXT	<p>Answer “yes” if anyone sometimes lives or stays at a different address for any reason not covered in the previous group of questions. Then enter the</p>	<p>Responda “sí” si alguien vive o se queda a veces en una dirección diferente por cualquier razón que no se haya cubierto en el anterior grupo de preguntas. Luego anote la</p>	<p>Terminology:</p> <ul style="list-style-type: none"> • Covered: Cubierto / preguntado. • Previous group of Qs: El anterior grupo de preguntas / 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Replace cubierto with “preguntado.” (‘covered’ to

	reason why this person stays at the other place.	razón por la cual esta persona se queda en otro lugar.	las preguntas anteriores. <ul style="list-style-type: none"> • Different address: En una dirección diferente / en otra dirección o un lugar diferente. 	‘asked’) <ul style="list-style-type: none"> • “las preguntas anteriores.” [‘the previous questions’] • “en otra dirección o un lugar diferente.” [‘in another address or a different place’] b/c address alone no as clear in Spanish
--	--	--	---	---