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# Population Fact Sheets



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U.S. Department of Commerce  
Economics and Statistics Administration  
U.S. CENSUS BUREAU

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Sex (P-1)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT MALES AND FEMALES

- The Department of Health and Human Services uses these data to determine the population to be served under the Maternal and Child Health Services Block Grant and to allocate funds to the states.
- The Department of Education uses these data to evaluate the quality of education and to provide every individual a high quality education.
- Retail clothing store planners use these data to determine the type of clothing outlets needed.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

1 What is this person's sex?

Male

Female

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT MALES AND FEMALES

- National Education Reform, General Provisions Regarding Office of Educational Research and Improvement
- Maternal and Child Health Services Block Grant
- Public Health Service Act

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Sex (P-1)

### HISTORY OF THE SEX QUESTION

- The question on sex was first asked in 1790. It has been asked in every census since then.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

Each category provides important information about the social, economic, and demographic conditions of the population. This item provides the information to determine the number of males and females in the population.

### WHAT IS THE AMERICAN COMMUNITY SURVEY?

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Age (P-2)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT AGE

- The Department of Agriculture uses these data to identify children for possible eligibility in State Children's Health Insurance Programs and Medicaid.
- The Department of Education uses these data to allocate funds based on the number of children ages 5 to 17 under the No Child Left Behind Act of 2001.
- The Department of Health and Human Services uses these data to support research on service delivery for children, minorities, and the elderly, particularly those who are chronically and severely mentally ill.
- Businesses aimed at the senior citizen market, such as home-based shopping, specialized transportation, home care, and prepared-meal delivery use these data to identify naturally occurring retirement communities.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT AGE

- Voting Rights Act
- National School Lunch Program and School Breakfast Program
- No Child Left Behind Act of 2001
- Crime Victims with Disabilities Awareness Act

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**2** What is this person's age and what is this person's date of birth?  
*Print numbers in boxes.*

Age (in years)

--	--	--	--	--	--

Month Day Year of birth

--	--	--	--	--	--	--	--	--	--

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Age (P-2)

### HISTORY OF THE AGE QUESTION

- The question on age has been asked since 1790.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

Age is asked in a two-part question: the first part asks for the age of the person, and the second part asks for the date of birth. Since one person in each household usually fills out the questionnaire for every other household member, sometimes ages are reported incorrectly or left blank. This two-part format increases the number of people that we get answers for and improves the accuracy of those answers.

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Relationship (P-3)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT RELATIONSHIP

- The Department of Agriculture (USDA) uses these data to identify children for possible eligibility in State Children's Health Insurance Programs and Medicaid.
- The USDA also uses these data to determine which areas should receive direct multi-family loan assistance.
- The Department of Education uses these data to allocate funds based on the number of children ages 5 to 17 under the No Child Left Behind Act of 2001.
- Architects, contractors, and real estate firms use these data to design, build, and sell houses and apartments.
- Public utilities and telephone companies use these data to forecast the demand for future services.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT RELATIONSHIP

- Low Income Home Energy Assistance Program
- Emergency Community Water Assistance Program
- National School Lunch Program and School Breakfast Program

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**3 How is this person related to Person 1?**

Person 1  
*(Person 1 is the person living or staying here in whose name this house or apartment is owned, being bought, or rented. If there is no such person, start with the name of any adult living or staying here.)*

---

*Relationship of Person 2 to Person 1.*

<input type="checkbox"/> Husband or wife	<input type="checkbox"/> Roomer, boarder
<input type="checkbox"/> Son or daughter	<input type="checkbox"/> Housemate, roommate
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Father or mother	<input type="checkbox"/> Foster child
<input type="checkbox"/> Grandchild	<input type="checkbox"/> Other nonrelative
<input type="checkbox"/> In-law	
<input type="checkbox"/> Other relative	

---

*Relationship of Person 3 to Person 1.*

<input type="checkbox"/> Husband or wife	<input type="checkbox"/> Roomer, boarder
<input type="checkbox"/> Son or daughter	<input type="checkbox"/> Housemate, roommate
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Father or mother	<input type="checkbox"/> Foster child
<input type="checkbox"/> Grandchild	<input type="checkbox"/> Other nonrelative
<input type="checkbox"/> In-law	
<input type="checkbox"/> Other relative	

---

*Relationship of Person 4 to Person 1.*

<input type="checkbox"/> Husband or wife	<input type="checkbox"/> Roomer, boarder
<input type="checkbox"/> Son or daughter	<input type="checkbox"/> Housemate, roommate
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Father or mother	<input type="checkbox"/> Foster child
<input type="checkbox"/> Grandchild	<input type="checkbox"/> Other nonrelative
<input type="checkbox"/> In-law	
<input type="checkbox"/> Other relative	

---

*Relationship of Person 5 to Person 1.*

<input type="checkbox"/> Husband or wife	<input type="checkbox"/> Roomer, boarder
<input type="checkbox"/> Son or daughter	<input type="checkbox"/> Housemate, roommate
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Father or mother	<input type="checkbox"/> Foster child
<input type="checkbox"/> Grandchild	<input type="checkbox"/> Other nonrelative
<input type="checkbox"/> In-law	
<input type="checkbox"/> Other relative	

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Relationship (P-3)

### HISTORY OF THE RELATIONSHIP QUESTION

- The question on relationship has been asked since 1880.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

Relationship is essential for classifying the population into families and household types. The first group of categories is for people related to the householder— individuals who constitute a family. All others are unrelated individuals. If everyone in a household is unrelated to the householder, it is referred to as a “nonfamily household.” Data collected about relationships involving in-laws are used to measure multi-generational living arrangements.

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Marital Status (P-4)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT MARITAL STATUS

- The Department of Education uses these data to develop program strategies for single parents.
- The Department of Health and Human Services uses these data for research to evaluate family planning programs aimed at specific populations.
- The Department of Housing and Urban Development requires state and local governments to have a Comprehensive Housing Affordability Strategy. This plan requires an inventory of housing units compared with an assessment of the needs of families residing in the jurisdiction.
- Businesses and community organizations use these data to determine the need for products, services and activities based on population characteristics of an area.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget,

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT MARITAL STATUS

- Child Welfare Act
- Personal Responsibility and Work Opportunity Reconciliation Act of 1996
- Public Health Service Act

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**4** What is this person's marital status?

Now married

Widowed

Divorced

Separated

Never married

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Marital Status (P-4)

### HISTORY OF THE MARITAL STATUS QUESTION

- The question on marital status has been asked since 1880.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

Each category provides important information since the social, economic, and demographic conditions of the population can vary significantly by marital status. For instance, people who respond as widowed or never married differ in Social Security and pension/survivor benefits which can carry significant financial and social implications.

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Hispanic Origin (P-5)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT HISPANIC ORIGIN

- The Department of Education uses these data to conduct studies, evaluations, and assessments of the number of disabled children of various racial and ethnic groups who graduate.
- The Department of Health and Human Services uses these data to designate professional shortage areas and medically underserved populations.
- The Department of Justice uses these data in enforcing bilingual election requirements of the Voting Rights Act.
- Community organizations use these data to set up child and elderly programs and to conduct voter registrations drives.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**5** Is this person Spanish/Hispanic/Latino?  
Mark (X) the "No" box if not Spanish/Hispanic/Latino.

No, not Spanish/Hispanic/Latino  
 Yes, Mexican, Mexican Am., Chicano  
 Yes, Puerto Rican  
 Yes, Cuban  
 Yes, other Spanish/Hispanic/Latino — Print group.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT HISPANIC ORIGIN

- Telecommunications Act of 1996
- Public Health Services Act
- Fair Housing Act

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Hispanic Origin (P-5)

### HISTORY OF THE HISPANIC ORIGIN QUESTION

- The question on Hispanic origin was first asked in 1970.
- The question was also asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

The Hispanic origin question provides information that is needed for a more complete understanding of the composition of our population. It adheres to the October 1997 revised standards for classification of federal data on race and ethnicity issued by the Office of Management and Budget, which provide standard classifications for collection and presentation of such data. Because each answer provided by the respondent represents self-classification, the data provide a picture of how Americans see themselves.

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Race (P-6)

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**6** What is this person's race? *Mark (X) one or more races to indicate what this person considers himself/herself to be.*

<input type="checkbox"/> White	<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Black or African American	<input type="checkbox"/> Chinese	<input type="checkbox"/> Guamanian or Chamorro
<input type="checkbox"/> American Indian or Alaska Native – <i>Print name of enrolled or principal tribe.</i>	<input type="checkbox"/> Filipino	<input type="checkbox"/> Samoan
<input type="checkbox"/> _____	<input type="checkbox"/> Japanese	<input type="checkbox"/> Other Pacific Islander – <i>Print race below.</i>
<input type="checkbox"/> _____	<input type="checkbox"/> Korean	<input type="checkbox"/> Some other race – <i>Print race below.</i>
<input type="checkbox"/> _____	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> Other Asian – <i>Print race.</i>	<input type="checkbox"/> _____

#### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT RACE

- The Federal Reserve uses these data to prepare public disclosure statements and reports on mortgage lending.
- The Department of Justice uses these data in enforcing nondiscrimination in employment.
- The Department of Education uses these data for distributing funds to historically black colleges and universities.
- Community organizations use these data to set up child and elderly programs and to conduct voter registration drives.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

#### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT RACE

- Telecommunications Act of 1996
- Public Health Services Act
- Fair Housing Act
- Voting Rights Act

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Race (P-6)

### HISTORY OF THE RACE QUESTION

- The question on race was first asked in 1790.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

The race classifications used by the U.S. Census Bureau adhere to the October 1997 revised standards for the classification of federal data on race and ethnicity issued by the Office of Management and Budget. These standards govern the categories used to collect and publish federal data on race and ethnicity. Each answer provided by a respondent represents self-classification according to the race and races with which the individual most closely identifies. This question includes both racial and national origin or sociocultural groups and collects information which reflects the increasing racial and ethnic diversity of the U.S. population.

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Place of Birth (P-7)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT PLACE OF BIRTH

- The Department of Education uses these data to allocate funds to school districts and states.
- The Department of Health and Human Services uses these data to support research on the delivery of services to children, people of various racial and ethnic groups, and the elderly.
- Private community organizations use these data to conduct voter registration drives and teach English.
- Businesses, economists, political scientists, and other researchers use these data to analyze social and economic trends.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**7** Where was this person born?

In the United States – Print name of state.

Outside the United States – Print name of foreign country, or Puerto Rico, Guam, etc.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT PLACE OF BIRTH

- No Child Left Behind Act of 2001
- Public Health Service Act
- Immigration Nationality Act

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Place of Birth (P-7)

### HISTORY OF THE PLACE OF BIRTH QUESTION

- The question on place of birth was first asked in 1850.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

The place of birth question is part of a series of questions used to describe the population as native and foreign born. Place of birth is needed to provide information about whether the population was born in the United States, Puerto Rico, the Island Areas, or in a foreign country.

Vital information on lifetime migration patterns also comes from the place of birth question.

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Citizenship (P-8)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT CITIZENSHIP

- The Department of Commerce and the Department of Justice use these data to comply with Voting Rights Act bilingual election requirements.
- The Department of Health and Human Services uses these data in research to identify place which lack health care professionals.
- Businesses, economists, political scientists, and other researchers use these data to analyze social and economic trends.
- Private community organizations use these data to conduct voter registration drives and teach English.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT CITIZENSHIP

- Voting Rights Act
- Title 15 of U.S. Code 1516a—Collection and Publication of Statistical Information

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**8** Is this person a **CITIZEN** of the United States?

Yes, born in the United States → Skip to 10a

Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas

Yes, born abroad of American parent or parents

Yes, U.S. citizen by naturalization

No, not a citizen of the United States

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Citizenship (P-8)

### HISTORY OF THE CITIZENSHIP QUESTION

- The question on citizenship was asked from 1820-1830, in 1870, and again from 1890-1990.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

The citizenship question is part of a series of questions used to describe the population as native and foreign born. Information on citizenship also is used to classify the population as foreign born individuals who are naturalized citizens and those who are not.

The native born population also includes individuals who are born in a foreign country but have at least one American parent. Separate information for name of U.S. state or foreign country is needed to prevent confusion with geographic names. For example, the state of Georgia could be confused with the country of Georgia (formerly part of the Soviet Union). Vital information on lifetime migration patterns also comes from the place of birth question.

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Year of Entry (P-9)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT YEAR OF ENTRY

- The Department of Health and Human Services (HHS) uses these data to allocate funds to states for assistance to counties because of factors such as unusually large refugee populations and high refugee concentrations.
- The HHS also uses these data to support research on service delivery for children, minorities, and the elderly, particularly those who are chronically and severely mentally ill.
- Businesses, economists, political scientists, and other researchers use these data to analyze social and economic trends.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**9** When did this person come to live in the United States? Print numbers in boxes.

Year

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT YEAR OF ENTRY

- Immigration Nationality Act
- Public Health Service Act

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Year of Entry (P-9)

### HISTORY OF THE YEAR OF ENTRY QUESTION

- The question on year of entry was asked from 1890-1930 and again from 1970-1990.
- The year of entry question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

The question on year of entry is needed to determine how long foreign-born people have lived in the United States.

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on School Enrollment (P-10a-b)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT SCHOOL ENROLLMENT

- The Department of Education (DOEd) uses these data to develop adult education and literacy programs based on the number of individuals with limited English proficiency.
- The DOEd also uses these data to allocate funds for educational services and class size reduction.
- The Department of Justice uses these data in the enforcement work against discrimination in education.
- Local school districts, colleges, and universities use this information to determine the number of students in an area and to plan for school growth and teacher recruitment.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**10** a. At any time **IN THE LAST 3 MONTHS**, has this person attended regular school or college? *Include only nursery or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.*

No, has not attended in the last 3 months → *SKIP* to question 11

Yes, public school, public college

Yes, private school, private college

b. What grade or level was this person attending? Mark (X) *ONE* box.

Nursery school, preschool

Kindergarten

Grade 1 to grade 4

Grade 5 to grade 8

Grade 9 to grade 12

College undergraduate years (freshman to senior)

Graduate or professional school (for example: medical, dental, or law school)

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT SCHOOL ENROLLMENT

- No Child Left Behind Act of 2001
- Indian Health Care Improvement Act
- Class Size Reduction Program

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on School Enrollment (P-10a-b)

### HISTORY OF THE SCHOOL ENROLLMENT QUESTION

- The question on school enrollment has been asked since 1850.
- The school enrollment question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

The question on school enrollment determines whether an individual is enrolled in a regular school or college and whether the type of school is public or private. It measures school participation, primarily for the younger population. School enrollment is asked as a separate concept from educational attainment to preserve the accuracy of the data.

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Educational Attainment (P-11)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT EDUCATIONAL ATTAINMENT

- The Department of Justice uses these data for enforcement work under the Voting Rights Act and to determine disparities in voter participation.
- The Department of Education uses these data for distribution of funds to historically Black colleges and universities.
- The Department of Labor uses these data to analyze labor market information as it relates to women and for the evaluation of legislation and programs affecting women.
- Businesses use these data to find sites with a labor force with certain education characteristics.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT EDUCATIONAL ATTAINMENT

- Voting Rights Act
- Telecommunications Act of 1996
- Americans with Disabilities Act of 1990

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**11** What is the highest degree or level of school this person has COMPLETED? Mark (X) ONE box. If currently enrolled, mark the previous grade or highest degree received.

- No schooling completed
- Nursery school to 4th grade
- 5th grade or 6th grade
- 7th grade or 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade - NO DIPLOMA
- HIGH SCHOOL GRADUATE - high school DIPLOMA or the equivalent (for example: GED)
- Some college credit, but less than 1 year
- 1 or more years of college, no degree
- Associate degree (for example: AA, AS)
- Bachelor's degree (for example: BA, AB, BS)
- Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA)
- Professional degree (for example: MD, DDS, DVM, LLB, JD)
- Doctorate degree (for example: PhD, EdD)

<[www.census.gov/acs/www](http://www.census.gov/acs/www)>



# AMERICAN COMMUNITY SURVEY

## Population: Question on Educational Attainment (P-11)

### HISTORY OF THE EDUCATIONAL ATTAINMENT QUESTION

- The question on educational attainment has been asked since 1940.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

The question about educational attainment establishes highest grade completed in school or the highest degree received. Educational attainment is asked as a separate concept from school enrollment to preserve the accuracy of the data.

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Ancestry (P-12)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT ANCESTRY

- The Equal Employment Opportunity Commission uses these data to determine representation within an employment category.
- The Department of Health and Human Services uses these data to assess racial and ethnic diversity of Developmental Disabilities Councils and consumer advisory committees of the University Centers for Developmental Disabilities.
- Business owners use these data to pinpoint areas of a city for locating new restaurants specializing in particular types of ethnic foods.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**12** What is this person's ancestry or ethnic origin?

  
  
*(For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.)*

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT ANCESTRY

- Immigration Nationality Act
- Indian Health Care Improvement Act
- Civil Rights Act of 1964

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Ancestry (P-12)

### HISTORY OF THE ANCESTRY QUESTION

- The question on ancestry was first asked in 1980.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

This question asks the ancestry of all people, no matter how many generations they have been in this country. Respondents are asked to write in the name of an ancestry group. For individuals who think of themselves as having more than one origin, they are able to write in two ancestries, e.g., German-Irish.

This self-identification approach recognizes that strong ethnic identity is not limited to just first- and second-generation immigrants.

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Language Spoken at Home (P-13)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT LANGUAGE SPOKEN AT HOME

- The Department of Education (DOEd) uses these data to develop adult education and literacy programs to serve people with limited English proficiency.
- The DOEd also uses these data to allocate funds to school districts and states.
- The Department of Health and Human Services uses these data to develop health care and other services tailored to the language and cultural diversity of the elderly.
- Television and radio stations use these data to define their listening audience.
- Marketing companies use these data to meet demands for products and services tailored to consumers.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT LANGUAGE SPOKEN AT HOME

- No Child Left Behind Act of 2001
- Older Americans Act
- The Voting Rights Act

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**13**

a. Does this person speak a language other than English at home?

Yes

No → SKIP to question 14

b. What is this language?

For example: Korean, Italian, Spanish, Vietnamese

c. How well does this person speak English?

Very well

Well

Not well

Not at all

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Language Spoken at Home (P-13)

### HISTORY OF THE LANGUAGE SPOKEN AT HOME QUESTION

- The question on language spoken at home was asked from 1890-1940 and again from 1960-1990.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

The language spoken at home question contains a series of items used to identify the populations who have difficulty communicating in English. The first item identifies people who use another language in addition to or in place of English. The next item identifies the specific language, and the last measures the individual's proficiency in English.

Together, these items identify the size and location of populations who may have limited English proficiency and by the languages in which they can communicate.

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on Residence One Year Ago (P-14a-c)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT RESIDENCE ONE YEAR AGO

- The Department of Health and Human Services (HHS) uses these data to allocate funds to states for assistance to counties because of factors such as unusually large refugee populations and high refugee concentrations.
- The HHS Administration on Aging and state and local agencies use these data to develop health care and other services for the elderly, especially since changes in the location of seniors may affect the need for future services.
- The HHS also uses these data to support research on service delivery for children, minorities, and the elderly, particularly those who are chronically and severely mentally ill.
- Business and industry use these data to decide where to locate new stores and plant/office sites.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT RESIDENCE ONE YEAR AGO

- Older Americans Act of 1965, as amended
- Immigration Nationality Act
- Public Health Service Act

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**14** a. Did this person live in this house or apartment 1 year ago?

Person is under 1 year old → SKIP to the questions for Person 2 on page 10.

Yes, this house → SKIP to **F**

No, outside the United States – Print name of foreign country, or Puerto Rico, Guam, etc., below; then SKIP to **F**

No, different house in the United States

b. Where did this person live 1 year ago?

Name of city, town, or post office

c. Did this person live inside the limits of the city or town?

Yes

No, outside the city/town limits

Name of county

Name of state

ZIP Code

[www.census.gov/acs/www](http://www.census.gov/acs/www)



# AMERICAN COMMUNITY SURVEY

## Population: Questions on Residence One Year Ago (P-14a-c)

### HISTORY OF THE RESIDENCE ONE YEAR AGO QUESTION

- The question on residence one year ago was first asked on the American Community Survey in 1999.
- The residence one year ago was not asked on the Census 2000 long-form questionnaire, however, residence five years ago was asked.

### WHY WE ASK IT THIS WAY

The question on residence one year ago asks the name of the city, town, or post office to determine if the individual moved within the same city/town or is a new resident of that area. The time period of one year allows for annual estimates of migration. People who lived outside the United States are asked for the name of the country. The question asking if an individual lives inside the city limits is needed to identify people who do not live inside a city or town, but whose mailing address contains that city's or town's name. It is important to know the names of the county, state, and country to help prevent confusion because a name may be common to more than one geographic area.

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on Disability (P-15-17)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT DISABILITY

- The Social Security Administration uses these data to implement the Supplemental Social Security Income and Social Security Disability Insurance programs which pay benefits to people with disabilities.
- The Department of Labor promotes employment of the disabled.
- The Department of Education administers special education programs based on disability data.
- Long-term care providers and community planners use these data when deciding where to locate facilities and services.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT DISABILITY

- Americans with Disabilities Act
- Developmental Disabilities Assistance and Bill of Rights Act
- Workforce Investment Act
- The Fair Housing Act
- Veterans Health Care Eligibility Reform Act

### QUESTIONS AS THEY APPEAR IN THE QUESTIONNAIRE

**15** Does this person have any of the following long-lasting conditions:

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| a. Blindness, deafness, or a severe vision or hearing impairment?  | <input type="checkbox"/> | <input type="checkbox"/> |
| b. A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying? | <input type="checkbox"/> | <input type="checkbox"/> |

**16** Because of a physical, mental, or emotional condition lasting 6 months or more, does this person have any difficulty in doing any of the following activities:

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| a. Learning, remembering, or concentrating?              | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Dressing, bathing, or getting around inside the home? | <input type="checkbox"/> | <input type="checkbox"/> |

**G** Answer question 17 *ONLY* if this person is 15 years old or over. Otherwise, *SKIP* to the questions for *PERSON 2* on page 10.

**17** Because of a physical, mental, or emotional condition lasting 6 months or more, does this person have any difficulty in doing any of the following activities:

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| a. Going outside the home alone to shop or visit a doctor's office? | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Working at a job or business?                                    | <input type="checkbox"/> | <input type="checkbox"/> |

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on Disability (P-15-17)

### HISTORY OF THE DISABILITY QUESTIONS

- Questions on disability were asked from 1830-1930, and again from 1970-1990.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

These questions provide information that helps to define disability as a limitation in the ability to perform one or more major life activities.

The disability items obtain information about health conditions that limit an individual in activities such as working at a job, going outside the home alone, and taking care of personal needs such as bathing, dressing, or getting around inside the home. The individual activities are themselves of critical interest, and the ability to identify people with a limitation in one or more activities helps determine a valid overall measure of disability status.

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Children Born in the Past 12 Months (P-18)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT CHILDREN BORN IN THE PAST 12 MONTHS

- The Department of Health and Human Services (HHS) uses these data to determine the need for postpartum care.
- HHS also uses these data to investigate questions of infant mortality, birth rate, and all other matters related to child welfare.
- Manufacturers of baby products such as baby food, clothes, diapers and toys use these data to develop and market their product lines.
- Private organizations use these data to forecast needs for children such as daycare centers and hospitals.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT CHILDREN BORN IN PAST 12 MONTHS

- Child Welfare Act
- Indian Health Care Improvement Act
- Public Health Service Act

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

**18** Has this person given birth to any children in the past 12 months?

Yes

No

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Children Born in the Past 12 Months (P-18)

### HISTORY OF THE CHILDREN BORN IN THE PAST 12 MONTHS QUESTION

- A question on children *ever born* appeared on the 1990 census questionnaire.
- The children born in the past 12 months question was not asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

Information on children born in the past 12 months provides a more current assessment of local area fertility patterns than previous fertility questions.

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Grandparents as Caregivers (P-19)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT GRANDPARENTS AS CAREGIVERS

- The Department of Health and Human Services (HHS) uses these data to distinguish households in which a grandparent has primary responsibility for a child or children.
- HHS also uses these data as one of the measures that will be used for the High Performance Bonus awards program under the Temporary Assistance to Needy Families.
- Daycare centers and other businesses use these data to market products and services.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT GRANDPARENTS AS CAREGIVERS

- Social Security Act
- Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (Welfare Reform 1996)
- American Dream Downpayment Act
- Living Equitably: Grandparents Aiding Children and Youth Act

### QUESTION AS IT APPEARS IN THE QUESTIONNAIRE

- 19**
- a. Does this person have any of his/her own grandchildren under the age of 18 living in this house or apartment?
- Yes  
 No → SKIP to question 20
- b. Is this grandparent currently responsible for most of the basic needs of any grandchild(ren) under the age of 18 who live(s) in this house or apartment?
- Yes  
 No → SKIP to question 20
- c. How long has this grandparent been responsible for the(se) grandchild(ren)? If the grandparent is financially responsible for more than one grandchild, answer the question for the grandchild for whom the grandparent has been responsible for the longest period of time.
- Less than 6 months  
 6 to 11 months  
 1 or 2 years  
 3 or 4 years  
 5 or more years

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# AMERICAN COMMUNITY SURVEY

## Population: Question on Grandparents as Caregivers (P-19)

### HISTORY OF THE GRANDPARENTS AS CAREGIVERS QUESTIONS

- The grandparents as caregivers question was first asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

The aim of these questions is to distinguish between households in which a grandparent temporarily provides a home for a grandchild for a few weeks or months and households in which a grandparent provides a home for a grandchild on a more permanent basis and serves as the primary caregiver for the grandchild. These questions identify both short- and long-term arrangements for minor grandchildren. Since the legislation specifies “providing a home” for the grandchild, these questions determine if the grandparent has the primary responsibility for the basic needs of the grandchild. Situations in which a grandparent participated in childcare while the child was still under the parent’s care should not be included.

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on Veteran Status (P- 20-22)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT VETERAN STATUS

- The Veterans Benefits Administration uses these data to establish programs for job counseling, training, and placement, with emphasis on disabled and Vietnam veterans.
- The Veterans Benefits Administration also uses these data to support the appointment of a disabled veterans outreach specialist in each state for veterans between ages 20 and 64.
- The Department of Labor uses these data to set standards for determining that government contractors have fulfilled contractual obligations prohibiting employment discrimination.
- Private organizations use these data to provide veteran services.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT VETERAN STATUS

- Veterans Health Care Eligibility Reform Act of 1996
- Veterans Cemeteries Assistance Act of 1999
- Veterans Benefits Improvement Act

### QUESTIONS AS THEY APPEAR IN THE QUESTIONNAIRE

**20** Has this person ever served on active duty in the U.S. Armed Forces, military Reserves, or National Guard? Active duty does not include training for the Reserves or National Guard, but DOES include activation, for example, for the Persian Gulf War.

Yes, now on active duty

Yes, on active duty during the last 12 months, but not now

Yes, on active duty in the past, but not during the last 12 months

No, training for Reserves or National Guard only → SKIP to question 23

No, never served in the military → SKIP to question 23

**21** When did this person serve on active duty in the U.S. Armed Forces? Mark (X) a box for EACH period in which this person served, even if just for part of the period.

September 2001 or later

August 1990 to August 2001 (including Persian Gulf War)

September 1980 to July 1990

May 1975 to August 1980

Vietnam era (August 1964 to April 1975)

March 1961 to July 1964

February 1955 to February 1961

Korean War (July 1950 to January 1955)

January 1947 to June 1950

World War II (December 1941 to December 1946)

November 1941 or earlier

**22** In total, how many years of active-duty military service has this person had?

Less than 2 years

2 years or more

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on Veteran Status (P- 20-22)

### HISTORY OF THE VETERAN STATUS QUESTIONS

- Questions on veteran status were asked in 1840, 1890, 1910, 1930-1990.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

Answers to these questions provide specific information about veterans. Veteran status is used to identify people with active duty military service and service in the military Reserves and the National Guard. Census data define civilian veteran as a person 16 years old and over who served (even for a short time), but is not now serving on acting duty in the U.S. Army, Navy, Air Force, Marine Corps or Coast Guard, or who served as a Merchant Marine seaman during World War II. Period of military service distinguishes veterans who served during wartime periods from those whose only service was during peacetime. Questions about period and length of military service provide necessary information to estimate the number of veterans who are eligible to receive specific benefits.

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on Labor Force Status (P-23, 29-32)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT LABOR FORCE STATUS

- The Department of Health and Human Services uses these data in each state to help allocate Community Food and Nutrition (CNF) funds. The CNF grant formula is based on low-income and employment data.
- The Department of Labor uses these data to analyze labor market information relating to policy, legislation, and program evaluation.
- The Equal Employment Opportunity Commission uses these data to determine underrepresentation within an employment category.
- Chambers of Commerce and community development organizations use these data to demonstrate to potential investors that a city has the workforce and customer base they need.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT LABOR FORCE STATUS

- Community Services Block Grant Act
- Workforce Investment Act of 1998
- Civil Rights Act of 1964

### QUESTIONS AS THEY APPEAR IN THE QUESTIONNAIRE

**28** LAST WEEK, did this person do ANY work for either pay or profit? Mark (X) the "Yes" box even if the person worked only 1 hour, or helped without pay in a family business or farm for 15 hours or more, or was on active duty in the Armed Forces.

Yes  
 No → SKIP to question 29

**29** a. LAST WEEK, was this person on layoff from a job?  
 Yes → SKIP to question 29c  
 No

b. LAST WEEK, was this person TEMPORARILY absent from a job or business?  
 Yes, on vacation, temporary illness, labor dispute, etc. → SKIP to question 32  
 No → SKIP to question 30

c. Has this person been informed that he or she will be recalled to work within the next 6 months OR been given a date to return to work?  
 Yes → SKIP to question 31  
 No

**30** Has this person been looking for work during the last 4 weeks?  
 Yes  
 No → SKIP to question 32

**31** LAST WEEK, could this person have started a job if offered one, or returned to work if recalled?  
 Yes, could have gone to work  
 No, because of own temporary illness  
 No, because of all other reasons (in school, etc.)

**32** When did this person last work, even for a few days?  
 Within the past 12 months  
 1 to 5 years ago → SKIP to question 35  
 Over 5 years ago or never worked → SKIP to question 41

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on Labor Force Status (P-23, 29-32)

### HISTORY OF THE LABOR FORCE STATUS QUESTIONS

- Questions on labor force status have been asked since 1930.
- Labor force status questions also were asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

This series of questions provides information to classify the entire working-age population into categories showing the labor force status of the country. The distinctions between the categories make it possible to calculate meaningful measures of labor force conditions, such as the unemployment rate and the employment-population ratio. Also, these questions identify specific segments of the population (e.g., the civilian labor force), which are critical in compiling other statistics such as the occupational data needed for equal employment opportunity programs.

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on Place of Work and Journey to Work (P-24-28)

### QUESTIONS AS THEY APPEAR IN QUESTIONNAIRE

#### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT PLACE OF WORK AND JOURNEY TO WORK (COMMUTING)

- The Department of Transportation uses these data to comply with the Clean Air Act and its implementing regulations.
- The Department of Transportation also uses these data for researching and planning transportation programs in nonurbanized areas.
- The Federal Reserve Board uses these data to define banking markets for anti-trust regulatory purposes and also to analyze the effect of proposed bank mergers and acquisitions.
- Firms such as dry cleaners and coffee shops that target morning rush-hour customers use these data to determine when local residents leave for work and whether they are driving or taking public transportation.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

#### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT PLACE OF WORK AND JOURNEY TO WORK (COMMUTING)

- Highway Safety Act
- Public Health Service Act
- Transportation Equity Act for the 21st Century (TEA-21)

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**24** At what location did this person work LAST WEEK? If this person worked at more than one location, print where he or she worked most last week.

a. Address (Number and street name)

If the exact address is not known, give a description of the location such as the building name or the nearest street or intersection.

b. Name of city, town, or post office

c. Is the work location inside the limits of that city or town?

Yes  
 No, outside the city/town limits

d. Name of county

e. Name of U.S. state or foreign country

f. ZIP Code

**25** How did this person usually get to work LAST WEEK? If this person usually used more than one method of transportation during the trip, mark (X) the box of the one used for most of the distance.

<input type="checkbox"/> Car, truck, or van	<input type="checkbox"/> Motorcycle
<input type="checkbox"/> Bus or trolley bus	<input type="checkbox"/> Bicycle
<input type="checkbox"/> Streetcar or trolley car	<input type="checkbox"/> Walked
<input type="checkbox"/> Subway or elevated	<input type="checkbox"/> Worked at home →
<input type="checkbox"/> Railroad	SKIP to question 33
<input type="checkbox"/> Ferryboat	<input type="checkbox"/> Other method
<input type="checkbox"/> Taxicab	

**!** Answer question 26 ONLY if you marked "Car, truck, or van" in question 25. Otherwise, SKIP to question 27.

**26** How many people, including this person, usually rode to work in the car, truck, or van LAST WEEK?

Person(s)

**27** What time did this person usually leave home to go to work LAST WEEK?

Hour Minute  a.m.  p.m.

**28** How many minutes did it usually take this person to get from home to work LAST WEEK?

Minutes





# AMERICAN COMMUNITY SURVEY

## Population: Questions on Place of Work and Journey to Work (P- 24-28)

### HISTORY OF THE JOURNEY TO WORK (COMMUTING) AND PLACE OF WORK QUESTIONS

- Questions on journey to work and place of work have been asked since 1960.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

Combinations of these items describe the key characteristics of commuter travel. *Place of work* provides the information needed to describe the geographic patterns of commuter travel and the volume of travel in each “flow” between home and work (e.g., suburban counties to central cities, from county to county, or between traffic analysis zones). *Usual means of transportation* identifies the differing types of transportation used by commuters.

*Number of persons in the vehicle* is used to determine the extent of carpooling and to estimate the number of cars, trucks, and vans in each flow. *Time of departure for work* is used to estimate the volume of commuter travel in each flow by type of transportation at different time periods during a typical day, particularly during peak or rush hours during which traffic congestion is most severe and air quality is most affected. *Usual travel time to work* is used to measure the efficiency of different kinds of transportation being used in each commuter flow during peak and off-peak travel periods.

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on Work Status Last Year (P- 33-34)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT WORK STATUS LAST YEAR

- The Department of Health and Human Services uses these data to determine health care needs and how to deliver services.
- The Department of Justice uses these data to determine how groups are represented in the employer's workforce and to combat discrimination.
- The Veterans Benefits Administration uses these data in evaluating the performance of local employment offices.
- Corporations and individuals use these data to develop business plans and to determine demographic characteristics of an area where they plan to start a business.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT WORK STATUS LAST YEAR

- Civil Rights Act
- Indian Health Care Improvement Act
- Workforce Investment Act of 1998

### QUESTIONS AS THEY APPEAR IN THE QUESTIONNAIRE

**33** During the PAST 12 MONTHS, how many WEEKS did this person work? Count paid vacation, paid sick leave, and military service.

Weeks

**34** During the PAST 12 MONTHS, in the WEEKS WORKED, how many hours did this person usually work each WEEK?

Usual hours worked each WEEK

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on Work Status Last Year (P- 33-34)

### HISTORY OF THE WORK STATUS LAST YEAR QUESTIONS

- Questions on work status last year have been asked since 1940.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

The questions about work status last year help put earnings data into perspective. Since all information related to income refers to the past calendar year, the information about work status last year is necessary to approximate hourly and weekly earnings. This information makes it possible to take into account differences in work input (e.g. full time, part time, full year, part year) when making income comparisons among various groups. Questions about the number of weeks worked and the usual hours worked also are used to assign values to missing responses to the questions about earnings.

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on Class of Worker, Industry, and Occupation (P- 35-40)

### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT CLASS OF WORKER, INDUSTRY, AND OCCUPATION

- The Veterans Benefits Administration uses these data to help register, counsel, train, and place eligible veterans at local employment offices.
- The Equal Employment Opportunity Commission uses these data to determine representation within an employment category.
- The Department of Justice uses these data to enforce nondiscrimination in employment by federal, state, and local governments.
- The Department of Education uses these data to analyze career trends and options in the United States.
- Corporations and individuals use these data to develop business plans and to determine demographic characteristics of an area where they plan to start a business.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT CLASS OF WORKER, INDUSTRY, AND OCCUPATION

- Social Security Act
- Public Health Service Act
- Workforce Investment Act of 1998

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### QUESTIONS AS THEY APPEAR IN THE QUESTIONNAIRE

**K** Answer questions 35-40 ONLY if this person worked in the past 5 years. Otherwise, SKIP to question 41.

**35-40 CURRENT OR MOST RECENT JOB ACTIVITY.**  
Describe clearly this person's chief job activity or business last week. If this person had more than one job, describe the one at which this person worked the most hours. If this person had no job or business last week, give information for his/her last job or business.

**35 Was this person -**  
Mark (X) ONE box.

an employee of a PRIVATE FOR PROFIT company or business, or of an individual, for wages, salary, or commissions?

an employee of a PRIVATE NOT FOR PROFIT, tax-exempt, or charitable organization?

a local GOVERNMENT employee (city, county, etc.)?

a state GOVERNMENT employee?

a Federal GOVERNMENT employee?

SELF-EMPLOYED in own NOT INCORPORATED business, professional practice, or farm?

SELF-EMPLOYED in own INCORPORATED business, professional practice, or farm?

working WITHOUT PAY in family business or farm?

**36 For whom did this person work?**  
If now on active duty in the Armed Forces, mark (X) this box →  and print the branch of the Armed Forces.  
Name of company, business, or other employer

**37 What kind of business or industry was this?**  
Describe the activity at the location where employed. (For example: hospital, newspaper publishing, mail order house, auto engine manufacturing, bank)

**38 Is this mainly -** Mark (X) one box.

manufacturing?

wholesale trade?

retail trade?

other (agriculture, construction, service, government, etc.)?

**39 What kind of work was this person doing?** (For example: registered nurse, personnel manager, supervisor of order department, secretary, accountant)

**40 What were this person's most important activities or duties?** (For example: patient care, directing hiring policies, supervising order clerks, typing and filing, reconciling financial records)



# AMERICAN COMMUNITY SURVEY

## Population: Questions on Class of Worker, Industry, and Occupation (P- 35-40)

### HISTORY OF THE CLASS OF WORKER, INDUSTRY, AND OCCUPATION QUESTIONS

- Questions on class of worker have been asked since 1910; occupation since 1850; and industry in 1820, 1840, and again from 1910-1990.
- The question also was asked on the Census 2000 long-form questionnaire.

### WHY WE ASK IT THIS WAY

These questions describe the work activity and occupational skills of the American labor force. *Class of worker* refers to the type of employment such as private, government, self-employed, or working as an unpaid family worker. This information provides a consistent approach to classifying individuals into specific industries and occupations based on standard detailed classification systems. *Industry* is the kind of business in which an individual works, while *occupation* is the kind of work that the individual does.

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# AMERICAN COMMUNITY SURVEY

## Population: Questions on Income (P-41-42)

### QUESTIONS AS THEY APPEAR IN THE QUESTIONNAIRE

41

#### INCOME IN THE PAST 12 MONTHS.

Mark (X) the "Yes" box for each type of income this person received, and give your best estimate of the TOTAL AMOUNT during the PAST 12 MONTHS. (NOTE: The "past 12 months" is the period from today's date one year ago up through today.)

Mark (X) the "No" box to show types of income NOT received.

If net income was a loss, mark the "Loss" box to the right of the dollar amount.

For income received jointly, report the appropriate share for each person – or, if that's not possible, report the whole amount for only one person and mark the "No" box for the other person.

**a. Wages, salary, commissions, bonuses, or tips from all jobs.** Report amount before deductions for taxes, bonds, dues, or other items.

Yes → \$ .00  
 No TOTAL AMOUNT for past 12 MONTHS

#### FEDERAL, STATE, AND LOCAL USES OF DATA ABOUT INCOME

- The Department of Education uses these data to allocate grants in high poverty areas.
- The Department of Housing and Urban Development uses these data to help allocate low-income housing assistance.
- Business proprietors use these data to determine demographic and economic trends in their service areas and to adjust their product lines or services accordingly.
- State and local governments, faith-based and other non-profit organizations, and businesses use these data to plan, budget, and pay benefits.

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**b. Self-employment income from own nonfarm businesses or farm businesses, including proprietorships and partnerships.** Report NET income after business expenses.

Yes → \$ .00  Loss  
 No TOTAL AMOUNT for past 12 MONTHS

**c. Interest, dividends, net rental income, royalty income, or income from estates and trusts.** Report even small amounts credited to an account.

Yes → \$ .00  Loss  
 No TOTAL AMOUNT for past 12 MONTHS

**d. Social Security or Railroad Retirement.**

Yes → \$ .00  
 No TOTAL AMOUNT for past 12 MONTHS

**e. Supplemental Security Income (SSI).**

Yes → \$ .00  
 No TOTAL AMOUNT for past 12 MONTHS

**f. Any public assistance or welfare payments from the state or local welfare office.**

Yes → \$ .00  
 No TOTAL AMOUNT for past 12 MONTHS

**g. Retirement, survivor, or disability pensions.** Do NOT include Social Security.

Yes → \$ .00  
 No TOTAL AMOUNT for past 12 MONTHS

**h. Any other sources of income received regularly such as Veterans' (VA) payments, unemployment compensation, child support or alimony.** Do NOT include lump sum payments such as money from an inheritance or the sale of a home.

Yes → \$ .00  
 No TOTAL AMOUNT for past 12 MONTHS

42

**What was this person's total income during the PAST 12 MONTHS?** Add entries in questions 41a to 41h; subtract any losses. If net income was a loss, enter the amount and mark (X) the "Loss" box next to the dollar amount.

None OR \$ .00  Loss  
 TOTAL AMOUNT for past 12 MONTHS



# AMERICAN COMMUNITY SURVEY

## Population: Questions on Income (P-41-42)

### EXAMPLES OF LEGAL REQUIREMENTS FOR DATA ABOUT INCOME

- National School Lunch Program
- Social Security Act
- Low-Income Home Energy Assistance Program
- Agricultural Risk Protection Act of 2000

### WHY WE ASK IT THIS WAY

In household surveys, respondents tend to underreport income. Asking the list of specific sources of income helps respondents remember all income amounts that have been received.

The eight specific sources of income also provide needed detail about items such as earnings, retirement income, and public assistance. Answers to the income questions are used to derive poverty status.

### HISTORY OF THE INCOME QUESTIONS

- Questions on income have been asked since 1940.
- The question also was asked on the Census 2000 long-form questionnaire.

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