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**Report of Cognitive Testing of Decennial Long Form
Developed by 212 Associates**

Karen Bogen
Meredith Lee
Theresa DeMaio

Statistical Research Division
U.S. Census Bureau
Washington, D.C. 20233

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**REPORT OF COGNITIVE TESTING OF DECENNIAL
LONG FORM DEVELOPED BY 212 ASSOCIATES**

Prepared by Karen Bogen, Meredith Lee, and Theresa DeMaio
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INTRODUCTION

Although forms development research has been ongoing with the decennial census short form since the Spring of 1995, work did not begin on the census long form until recently. This report presents the results of cognitive interviews conducted with a long form developed by 212 Associates. The objectives of the research were to study how well respondents were able to navigate their way through the form and how respondents reacted to the icons.

Results of the cognitive interviews are presented in the following sections:

Executive Summary: overview of the results.

Research Methods: how the data were collected.

Page 1: did respondents read the Director's letter, items B, C, and D.

Fold Problems: how respondents handled the folded form.

Navigation: how respondents followed different kinds of skip instructions.

Return Envelope: did respondents send the form back correctly.

Alternative Outgoing Envelopes: did respondents have a preference.

Icons: did respondents read them and how did they react to them.

Content: did respondents have problems with any of the items themselves.

Miscellaneous: a couple of things that came up in the interviews.

EXECUTIVE SUMMARY

The Center for Survey Methods Research (CSMR) conducted twelve cognitive interviews on the decennial census long form developed by 212 Associates. Following is an overview of the results.

Fold Problems

One of our main findings involves an area that was not part of our initial focus. Several respondents (Rs) had problems with the fold of the long form. They did not open the form out to its full width. Instead, they treated the form as a booklet having a spine at the fold, rather than at the staples. Two types of problems occurred as the Rs completed the form by turning pages at the fold: unfolding problems and refolding problems. The unfolding problems resulted in large chunks of missing data for at least 2 Rs and maybe a third. The refolding problems resulted in completed forms that may cause processing problems. The problems observed with the fold are serious enough that they warrant redesign and further testing to see if the problems have been solved.

Icons

An innovative feature of the long form that was tested was icons, or pictures with associated benefits messages. A total of 26 icons (10 designs, some repeated) were interspersed throughout the form. For the most part, the icons had neither a positive nor a negative effect. In general, we found that Rs did not notice the icons. Furthermore, even if they had noticed and read them while completing the form, Rs did not recall in the interview debriefing that they had noticed them. When Rs were shown the pictures in the debriefing, their descriptions were generally accurate reflections of the content, and none of the pictures or messages were viewed as offensive. Despite the fact that Rs said they had not noticed the icons or paid much attention to them, almost all of them said they thought it would be a good idea to include them in the next census.

Skip Instructions

Three different types of skip instructions were used to help Rs navigate their way through the census long form. The first type, the "Answer ONLY if..." instruction, directs Rs to answer a question only if a particular condition is true (e.g., Answer ONLY if this is a ONE-FAMILY HOUSE. All others skip to 15). For the most part, these instructions did not cause major problems, although Rs often read extra, unnecessary questions.

The second type, the traditional skip instruction, directs Rs using italicized skip instructions placed to the right of an answer choice (e.g., *Skip to 12*). Rs had mixed success at following these instructions, and it was not uncommon for Rs to miss the instruction altogether. In many cases, Rs figured out fairly quickly that the next question did not apply to them. However, in other cases, particularly in long question series such as the employed and unemployed series, Rs found themselves getting deeper and deeper in a quagmire when they did not follow skip instructions correctly.

The third type, the embedded skip instruction, is new to the decennial census form. It is embedded within the text of the question, and provides instructions for Rs who should answer the question, but not for Rs who should not answer the question (e.g., "If this person is female, how many babies has she ever had, if any?"). Since there is no explicit instruction to skip, many Rs were left wondering what they were supposed to do. Some caught on as the questionnaire progressed, but others seemed to stumble each time they came to skips of this type, particularly when it was a question they were supposed to skip.

The inconsistent use of skip instructions, sometimes telling Rs where to go next and sometimes not, is confusing to Rs. Consideration should be given to whether or not we should use the embedded skip instruction.

Outgoing Envelopes

Rs were asked to evaluate two outgoing envelopes: one that was black and white, and the other that contained a colored outlined around the box containing the mandatory response information. The return addresses of these envelopes also differed significantly in design. The black-and-white envelope had the Department of Commerce official seal with the Bureau of the Census return address, as well as the other information required by the Post Office.

The colored envelope had the census logo and the Bureau of the Census return address in reverse type (white print on a black background), and the other information required by the Post Office in black print on a white background. In general, the Rs preferred the envelope with color, although the reasons for their preference frequently involved the return address rather than the color itself. The return address was attractive and eye-catching, and let Rs know immediately what was contained inside the envelope. While this is an important objective, it may also compete for attention with the mandatory message box, which is a documented response enhancer. Further research is warranted to evaluate these envelopes, and this issue will be addressed in the upcoming interviews with the revised short forms.

RESEARCH METHODS

The Center for Survey Methods Research (CSMR) conducted twelve cognitive interviews on the decennial census long form developed by 212 Associates. (See Attachment A for a copy of the form used in the cognitive interviews.) Interviewing was conducted during September 1996. An outside recruiting agency identified respondents with various characteristics: small and large households, different ages, different races, and different levels of education. All of the interviews were audio-taped and video-taped and were conducted in CSMR's Questionnaire Design Research Laboratory. The interviews were conducted by CSMR staff.

During the interviews, respondents were instructed to fill out the form exactly as they would have if they had received it at home, except that they were asked to read aloud whatever they would normally read to themselves. The interviewers did not probe at all while respondents completed the long form. If, during the interview, a respondent asked a question about what they should do, he/she was instructed to complete the form as if they were at home and the interviewer was not present.

At the completion of the form, respondents were asked to proceed as if they were mailing it back. Then, interviewers asked respondents some questions about their reactions to the icons that were on the long form and about a choice of outgoing envelopes. Also, after a few interviews, CSMR decided to ask some probing questions in cases where there were particular items that seemed to cause respondents trouble. This was not built into the initial interviewing plan, since these issues were not part of the original objectives for this round of interviews.

PAGE 1

This section presents results concerning the first page of the questionnaire, which contains the director's letter, information about the R, the number of people in the household, and an instruction to turn the page.

Director's letter

Six respondents (Rs) skipped the Director's letter altogether (a seventh also missed it because he mistakenly opened the booklet directly to page 4). Four Rs read it in its entirety. One R read just a line of it. We hypothesize

that Rs were drawn to the "Start Here" instruction at the top of the right column, away from the letter on the left side.

Item B (What is your name?)

Eleven of the twelve Rs completed this item. The only one who didn't was a R who pulled the questionnaire out of the envelope and turned immediately to Person 1.

Item C (Number of people in this house or apartment?)

All of the Rs except one (who missed page 1 entirely) completed item C. Eight Rs read all or part of the listing instruction before completing the item. One R had a difficult time deciding whether she should include persons living with her temporarily, in this case her daughter, who is separated and lives there with her two children. R said "temporarily" often runs into a long time, so she included her daughter and her children. Another R had an inconsistency between the number he wrote in C and the number of person pages he completed. He did not complete person pages for his two foster children, although he included them in the count at item C. Three additional Rs completed C but did not read the listing instruction.

Item D (Turn-the-page instruction.)

Most Rs (nine of twelve) read item D and continued appropriately. Two Rs did not read the instruction, but they continued properly anyway. (The last R was the one who missed everything before Person 1.)

FOLD PROBLEMS

Several respondents had problems with the fold of the long form. They did not open the form out to its full width. Instead, they treated the form as a booklet having a spine at the fold, rather than at the staples. As a result, they missed large chunks of data where the form was folded onto itself. In a couple of cases, this also affected how the form was inserted in the return envelope, which could cause processing problems.

Two Rs missed large sections of the questionnaire as a result of leaving the form partway folded. They answered, for example, the "Start Here" section on page 1, turned only half the page back, and continued answering the left half of page 2 (questions 1-4). From there, they jumped to the right half of page 3 (questions 22-27), leaving housing items 5-21 blank. Rs were inconsistent in whether they did this throughout the form. In particular, Rs missed the following items because they did not unfold the document all the way on each page:

- > One R missed items 5-21 in the housing section, items 7-15 for both Persons 2 and 3, and items 27a-33b for Person 3. Oddly enough, he did not have a problem at Person 1 nor on the second part of Person 2.
- > Another R missed items 5-21 in the housing section plus items 7-15 and items 27a-33b on her person pages. (After she'd completed the form, R scanned the form, flipping through the pages. She had her finger under the fold with the missed items, but she never realized that she was

supposed to open the form up wider. She had the fold lifted quite far, enough to reveal printed words, but she still didn't open the fold.)

One other R missed a large piece of the questionnaire, but it wasn't clear if that was a result of a fold problem or something else:

- > When this R was handed the form, he opened directly to Person 1 and started there, on page 4, missing the items on page 1 plus all the housing questions on pages 2 and 3. This may have been a result of the fold of the form; however, while working on Person 1, R did not have any problems with the fold. (During the debriefing session, R asked to see the form again. When he was flipping through the form, he saw some of the pages that he had not originally seen, but he never commented or seemed surprised that he had not noticed or answered the questions beforehand.)

Three other Rs also had the booklet folded in this shortened fashion, but all three noticed and proceeded without further problem. Two of them noticed right away as they were proceeding, while the third noticed after he'd completed the housing pages and had to go back and fill in the missing items.

There is also a potential refolding problem that may cause difficulties when machines open the envelopes during processing. A couple of Rs refolded each page into itself. For example, a R answered the left half of page 2 and, leaving it folded, essentially turned the page, which opened the booklet out to three-fourths of its total width. After completing all of pages 2 and 3, they turned half of page 3 to reveal the first half of page 4. When this was done consistently, it resulted in separate folds for each page, rather than a single fold as expected by the machinery.

The problems observed with the fold are serious enough that they warrant redesign and further testing to see if the problems have been solved.

NAVIGATION

There are three different kinds of skip instructions in this form. We report on the results of each type separately.

"Answer ONLY if" INSTRUCTION

The first kind of skip instructs Rs to answer the question ONLY if a particular condition is true. These instructions are used in the housing section for items 14, 24, 25, and 26. In general, Rs read just the first part of each instruction, ignoring the direction for all others. For the most part, this didn't really cause major problems, though Rs often read extra, unnecessary questions.

Item 14 instruction --- Answer ONLY if this is a
ONE-FAMILY HOUSE.
All others skip to 15.

It was fairly common for Rs (about four of nine) to read just the part that said "Answer ONLY if this is a ONE-FAMILY HOUSE." They did not read aloud the part that said "All others skip to 15," though some may have seen it and read

it to themselves. For three of the four Rs who missed the "skip" part, it was not a problem because they were in one-family houses and proceeded correctly to answer the question. One, however, lived in an apartment and proceeded to 14a instead of skipping to 15. One other R re-read the instruction, possibly indicating that he didn't understand it the first time he read it.

**Item 24 Instruction --- Answer ONLY if this is a
CONDOMINIUM.
All others skip to 25.**

This skip instruction didn't cause major problems, but it also wasn't crystal clear to everyone. In particular, a couple of Rs read the "Answer only if" instruction, did not read the "All others skip" instruction, and realized their error only after they read the question itself ("What is the monthly condominium fee?"). Two others read just the "Answer only if" instruction, but they skipped correctly (suggesting that they may have read the skip to themselves or it was obvious that they should skip the question and go on to the next one).

**Item 25 Instruction --- Answer ONLY if this is a MOBILE
HOME.
All others skip to 27.**

A common occurrence (at least four times) was for Rs to read the "Answer only if" part but not the "All others skip" part. The typical move at that point was to proceed to item 26 instead of 27, though one R tried to proceed with 25b before deciding that was part of the mobile home question. There was one R who read the "Answer only if" instruction and then marked "No" to 25a. He did not seem to realize that 25a was a separate question; he was marking "No" to indicate that it wasn't a mobile home.

**Item 26 Instruction --- Answer ONLY if you PAY RENT for
this house or apartment. All others
skip to 27.**

Rs typically read the "Answer only if" instruction and not the "All others skip" part. However, this did not really lead to any other difficulties: the renters entered their rent, and the others proceeded to 27.

TRADITIONAL SKIP INSTRUCTION

A second kind of skip instruction used in the long form is the traditional skip, which is typically an italicized instruction (such as *Skip to 12*) located right after an answer choice. Rs had mixed success at following these instructions. It was not uncommon for Rs to miss the instruction altogether, perhaps because the box where they marked the answer is to the left of the answer choice but the skip instruction is to the right of the answer choice.

When Rs made these skip errors, it resulted in extra work but it was not calamitous. Typically, Rs figured out fairly quickly that they were answering a question that did not apply to them. This prompted some to look back and find the skip instruction, while others just skipped the inappropriate question and moved on. However, there were some places where Rs could and did provide a legitimate-looking response to an item they should have skipped.

Following are descriptions of the traditional skips that were troublesome to some Rs.

Housing Items

Item 14b (How much land?)

It was extremely common for Rs to miss the skip at 14b for persons whose houses are on less than one acre. Almost all Rs (seven of nine) proceeded with 14c, despite the fact that they marked "less than 1 acre" and should have skipped to 15. Most marked "none" for their agricultural sales at 14c, though one R marked "\$1 to \$999."

Item 15 (House/apartment owned, rented?)

The skips at item 15 did not pose big problems for Rs, but there were some. One renter missed the skip and proceeded through the homeowner's series, filling mostly "no" entries but putting in his rent amount for the mortgage question. The data in the homeowner series for him looks "good" but it is meaningless, and there's no way to know that except to believe his entry at item 15. Another renter didn't quite know what to make of the skip instruction until he read the Qs he'd been instructed to skip, and then he understood the skip instruction just fine. One other R, who owned his house free and clear proceeded to item 16, which asked his mortgage. He didn't have one, which seemed to prompt him to look back at item 15 for some guidance. Unfortunately, he looked back at the last line, which says "skip to 27," instead of looking at the "Skip to 19" instruction for the answer he marked. He skipped to 27.

Person Items

Items 11, 11a, 11b (Speak a language other than English?)

Rs did a poor job following the skip instruction in this sequence. None of the twelve Rs indicated that they or others in their household spoke a language other than English at home, so everyone should have skipped to item 12. Instead, most Rs missed the skip instruction at item 11 (at least once) and proceeded through items 11a and 11b. No one made an entry at 11a because they realized from the question that they should skip it. However, seven of twelve Rs answered 11b, indicating how well they or others in the household spoke English. Of these seven Rs; three made this mistake for multiple persons in their households. Three Rs who did not make entries at 11b did so after proceeding through the item, turning back to item 11 and realizing that they had previously missed the skip instruction.

Item 12 (Where was this person born?)

The skip instruction for this item presented some problems. All twelve Rs indicated that they/others in the household were born in the United States. Five Rs missed the skip instruction. Rather than skipping to item 14, they proceeded with item 13 and made what look like legitimate entries at item 13. This skip instruction may have been problematic, since it tells R to *Print name of State, then skip to 14*. Perhaps this is too much information for Rs to process and remember -- once they've completed the first task, they do not remember the second one.

Item 18 (How old was this person on September 1, 1996?)

Most Rs did not have any problems with the skip instruction in this item. One R completely missed the skip instruction for two persons in his household who were under age 15. Each time, he simply continued through the rest of the person questions, including the employment and income questions, instead of ending the child's questions right there.

Item 21 (Ever served on active duty?)

The skip instruction in this item presented a problem for many Rs. Seven of twelve Rs marked "No active duty service" for their response but did not follow the skip instruction. Rs proceeded with item 21a instead of skipping to item 22. When most Rs read item 21a, they realized that it was not applicable. Some Rs tried to re-start at 21b, but no one made an entry there either. One R who originally missed the skip instruction proceeded with 21a but, after reading the item, flipped back to item 21, read the skip instruction and proceeded correctly.

There were a few Rs who had more difficulty with the skip instruction in this item. For example, one R marked "No" for item 21, indicating that his mother had not served on active duty. R did not read the skip instruction, so when he got to the next page, he did not appear too sure about what to do. He skipped down the column, perhaps looking for something that seemed appropriate. R went to the top of the next column and said he didn't know what his mother was doing. The missed skip at item 21 seemed to have led R to believe that it was okay to leave lots of blank entries.

Another R had a different kind of problem with this skip. She read item 21 and marked the "Yes on active duty in the past" box for her husband. However, she read the "skip to 22" instruction that belongs to the "No active duty service" response right below the answer she marked. R proceeded with item 22. (R somehow noticed later that she'd missed 21a and 21b, and she filled them in at this later point.)

Item 22 (Worked last week?)

Some Rs (about three of twelve) did not follow the skip instruction in this item when they answered "yes" to the question. These Rs proceeded with item 23 and continued from there, though they should have skipped to item 26. A couple of Rs who initially missed the skip instruction, eventually went back to item 22 and noticed their errors. In these cases Rs read or tried to answer item 23, but then looked back at item 22 and, this time, followed the skip instruction correctly.

Item 23 (Describe work situation last week.)

The skip instructions in this item did not present a big problem. However, two of twelve Rs marked the "Person does not have a job" answer choice and missed the skip instruction and proceeded with item 23a instead of skipping to item 24.

Item 23a (Informed of a recall?)

The skip instruction in this item did not present a problem; however, only a few Rs made it to this item and several who did, made it only because they'd missed earlier skips.

Item 24 (Looking for work during last 4 weeks?)

The skip instruction in this item did pose some problems. Several Rs who answered "No" to the question did not follow the skip instruction and proceeded with item 24a rather than skipping to item 25. One thing to note is that two Rs got to item 24 due to previous skip errors. These same Rs made skip mistakes at item 24. One R who initially missed the skip instruction (skip to 25) went back up to 24 and saw the skip instruction. For some reason however, this R resumed with item 26.

Item 25 (When last worked?)

Rs often missed the skip instructions in this item and proceeded with item 26 instead of skipping over the work questions. Five of the six Rs who made this mistake actually made an entry at item 26. The other R, however, seems to have looked back at his response to 25 and realized he missed the skip. (It should be noted that a couple of Rs made the same skip mistake for multiple persons in their household.)

EMBEDDED SKIP INSTRUCTION

The third kind of skip instruction is new to the decennial census form. It is embedded within the text of the question, and provides instructions for Rs who should answer the question, but not for Rs who don't qualify for the question. An example is item 9a, which says, "If this person is currently in school, what grade level is he/she attending?" There is no preceding skip, so everyone reads the question. Rs who are currently in school are supposed to mark an answer, but Rs who are not currently in school are supposed to leave the item blank and skip to the next item. However, since there is no explicit instruction to skip, many Rs were left wondering what they were supposed to do. Many caught on as they continued through the form, but others seemed to stumble each time they came to skips of this type, particularly if the person they were reporting for was not "qualified" and the question should have been left blank. It seemed more straightforward and easier for Rs who actually qualified and needed to answer the question. Part of the confusion arises from the form's inconsistent use of skip instructions -- sometimes we tell Rs what to do, but sometimes we don't. Consideration should be given to whether or not we should use the embedded skip instruction.

Item 9a (Grade level if currently attending school?)

This skip instruction caused some confusion for several Rs (about five). They re-read the item, hesitated, asked the interviewer, and/or looked through the answer choices before they realized that they did not have to answer item 9a. One R marked "other school" perhaps misreading it as "out of school," which is what he said to himself. He is the only R who actually entered answers to this item when it should have been skipped, and he did it for a couple of people in the household.

Item 13 (When came to live in the U.S.?)

Every R who got to this item (there were eight) did so because they missed the skip instruction in item 12. However, when most of these Rs read item 13, they realized that they did not need to make an entry. One R never realized it, though, and made entries for a couple people in the household (for one, choosing the box to indicate his year of birth and, for the other, choosing, perhaps, the date his mother came to live "here," referring to the DC area).

Item 16a and 16b (Different address from 5 years ago; city limits?)

These items did not present big problems for Rs. Most read item 16a and realized that if they had answered "No" to the previous question, they should skip 16a. Then most Rs made a brief stop at item 16b, which was a little more confusing because they could enter something sensible there, probably referring to their current residence. In fact, three Rs did make entries at 16b, even though they should have left it blank.

One R was particularly confused at this item. She struggled after answering "No" to item 16. She read the answer choices in item 16a, and then she read 16b, which she answered. She then went back up to item 16 and re-read it and said, "But it doesn't say skip." She said she was at the same address, so she was confused. Rs that had lived at a different address five years ago, had absolutely no trouble realizing that they had to answer these questions.

Would it be easier if we asked Rs if they were living at the same address 5 years ago, and then skipped the "Yeses" to 17?

Item 19 (How many babies?)

Generally this item did not present big problems. However, two, and possibly three, of twelve Rs made errors. Two Rs marked the "none" response category for males. (One R made this error twice. He indicated that his two sons, who should have been skipped out at the age question, had not had any babies.) An error also arose when a R, answering item 19 for his mother, said, "Babies. I'll skip that one." It is not clear why R did this. There were a couple of other Rs who expressed some confusion on this item; they both eventually realized what to do. (One was male and needed to skip, and the other was female and needed to make an entry. The woman was confused because she said we already knew that she was female, so why were we asking this. When she re-read the question -- slowly -- she understood it. When the male R re-read the question, he too understood it.)

Item 28a (How many people rode to work together?)

The skip instruction in this item did not cause many problems. One R made an entry for her husband even though she had marked that he took the subway to work. R read but did not follow the idea that the item was to be answered only if you got to work by car, truck, or van. (Perhaps he drives to the subway, so the question made sense to her.) Another R marked that he drove alone, though he probably should have skipped that item, since it's for car/truck/van commuters and he marked that he took a cab. However, since he DRIVES the cab for his job, it's easy to see why he answered this item. One R inadvertently skipped item 28a entirely for Persons 1 and 2. However, when R

got to this item for Person 3, he realized that he had skipped item 28a for previous persons, so he went back and answered them appropriately.

Matrix Navigation

The matrix design was used for the first time on the decennial form and was used at two items, 17 and 20, on the person pages. Response categories indicating levels of disability were listed across the top while different kinds of activities were listed down the left side. Rs seemed to navigate the matrixes very well. (There were problems at item 17, but they were content issues, not problems with the matrix. These problems are described later, in the Content section.)

End-of-Person-Page Instructions

At least half the Rs (seven of twelve) read the instruction and turned the page after Person 1. Four didn't read the instructions aloud, but they turned the page anyway. The last R, who lives alone, was confused by the instructions, which prompted him to flip through the document and mark that he lived alone.

At later person sections, most Rs didn't seem to have any trouble knowing to turn the page or knowing that they were done with the form, even if they didn't read the instruction. One R had trouble when he completed item 18, marked that the person was under age 15 and was instructed to skip to Person 4. He was confused because there was no Person 4 in his household. After looking ahead at the rest of the document and the continuation roster, R realized he was done.

Continuation Roster

The continuation roster on page 24 of the long form is used to list additional people, if there are more than five household members. Almost all (eleven of twelve) Rs read at least some of the continuation roster, even if only the title ("Persons 6-9"). One R skipped the continuation roster entirely. Two Rs needed to add a name, and they both did so without apparent problem.

RETURN ENVELOPE

When Rs completed the long form, we asked them what they would do next. Most Rs said they'd check the form and put it in the envelope, which is what we wanted them to do. Seven of the twelve Rs did this without any problem. One other R put the form in the right envelope but without the bar code showing. Four other Rs put the form into the outgoing envelope, the one in which they received the form, rather than in the return envelope. However, Rs neither had to tear open the envelope they received the form in, nor were they asked to seal the return envelope. Perhaps if they had been, they would have realized the error and would have put the form in the proper envelope. (There were also problems in how some Rs folded the form before inserting it in the envelope; these are described in the Fold Problems section.)

ALTERNATIVE OUTGOING ENVELOPES

During the debriefing part of the interview, we asked Rs a question about their preference between two outgoing envelopes: "We have these two envelopes to use to mail out this form. Which one do you think we should use?"

The two choices (copies are in Attachment B) differ in a couple of ways: one uses a black outline around the mandatory message and the other uses a yellow outline; one has a fairly standard return address and the other has a bold area that says "Census 2000" in reverse type (white letters on a black background); and one has a gray pen picture on the back and the other has a yellow one.

Rs fairly easily expressed an opinion about which one to use; no one said they had "no preference." Three preferred the all black-and-white envelope and the other nine preferred the envelope with some color. Following is a summary of the reasons Rs offered for their preferences:

Three Rs who preferred the black and white envelope

- > One R said he felt this envelope was easier to read and that the black print on the white background made the envelope more "appreciable."
- > One R said this envelope looked more official. She said the other one looks like one of the "you just won" pieces of junk mail. She pointed to the seal as looking more official, coming from a government office, and to the return address as looking less junk-mailish.
- > One R also said that the black-and-white envelope looks more official and that the colored envelope reminds him of the 10 million dollar sweepstakes. R also commented that the message "Your Response is Required By Law" jumps out at you on the black and white envelope, even though the letters are the same size on both of the envelopes.

Nine Rs who preferred the envelope with a little yellow color

- > One R stated that the colors jump out at you and that the dark border around the top is prominent and lets you know right away what you are getting. R said this envelope looks more inviting, whereas the black and white envelope looks scary and so formal.
- > One R said that the "Census 2000" part stood out, catches the eye, and he pointed out that he liked the back, too. He said the other one is plain.
- > One R stated that the yellow and black draws more attention. R feels people may look at the black and white envelope, but that's it, suggesting that they will not open it.
- > One R liked the outlined print and thought it was bold. This envelope caught R's eye and he said he would pay more attention to it. R commented that this envelope reminded him of the "You have won a million dollars." R stated that this would make him open the envelope, since it appears more important/formal. R felt the black-and-white envelope was informal and too plain. R said this would make him want to put the envelope somewhere else (e.g., not open it).
- > One R strongly preferred the one with a little color on it, pointing out the yellow outline on the front, saying it really draws your attention. She also said that the black on the top really draws your attention and that it stands out more. When asked about the back, she again said that the yellow really gets your attention, and makes you realize, "Fill it in. Mail it in. See it work. It's like a highlighter."

- > One R explained that the colored outline breaks the tension whereas the black-and-white envelope looks so serious. R explained that the facing of the envelope (on both) appears to be imposing. He stated this makes him feel as though they (government) want to look at a larger picture of you, delve into private life deeply.
- > One R explained that the colored envelope catches attention a little better. The return address (in the black box) makes it easy to see that it's from the Census Bureau and you know what's coming. R felt that the black-and-white envelope looks like a bill. R felt that with more writing on this envelope that people may "figure something else" or throw it away.
- > One R pointed to the return address area that says "Census 2000" and said he liked that it said the year and it was eye-catching. He said it allowed you to feel a new generation or a new century coming in. When asked about the boxed message on the form, he said they were the same except for the color. The color helps you notice it more. The other is plain looking.
- > One R said the envelope with the color on it was bolder. "The print captures you right away [pointing at the return address]. You know where it's coming from. It catches your eye more."

These comments suggest that the design of the return address is an immediate attention-getter on the envelope with color. While it clarified for the R what the envelope and its contents are about, it may also compete for attention with the known response-enhancer, the mandatory message box. We are obtaining similar comparative information about these envelopes in the next round of short form interviews, and this may provide additional insight into this issue.

ICONS

In this section, we report on Rs' reactions to the icons, pictures with associated benefits statements that are being tested on census forms for the first time. We address several aspects of the icons: whether Rs read them, what they thought the pictures represented, whether any of the icons were particularly liked or disliked, and whether Rs thought we should use the icons in the next census.

Did Rs Read The Icon in The Housing Section?

Seven of the eleven Rs who opened page 2 skipped the houses icon. Four respondents read it.

Did Rs Read The Icons at Person 1?

Nine of 12 Rs skipped the initial shaking hands icon. One of the three who read it, did so after reading the instruction below it ("Now, please answer questions about Person 1.") It did not appear to cause her problems, but it is noteworthy that she read it at this odd point.

Rs noticed the people-with-stars icon a little more: six Rs read the message, a seventh appeared to have read at least part of it to himself, an eighth read the question-part only, and three did not read it at all. (The twelfth R missed it because she did not unfold the booklet all the way.) One of the Rs

who read it did so after starting to answer item 8. She jumped ahead to the icon, read that, and then came back and re-read item 8 and answered it.

Two-thirds of Rs (eight of twelve) read the **birthday cake icon**. This was the icon that, perhaps, elicited the most spontaneous recall in the debriefing, though it wasn't much.

Five of nine Rs skipped the **transportation icon**. Two read it aloud, one read just the question part, and one more appears to have read it to himself.

Again, almost half the Rs (five of eleven) skipped the **money icon**. Four read it aloud, and two others may have read at least part of the message to themselves.

What Happened When Rs Started Seeing Icons the Second Time Around at Person 2?

Seven of ten Rs skipped the **shaking hands icon** at person 2. Three Rs read it, one of whom was quite an interesting case. The R was not sure who to list as person 2, and he appeared to turn to the icon looking for some direction in that regard. He read only the question part of the icon and then went back to item 1, probably because the icon didn't have the information he needed. This was the only icon this R read in the entire form.

At the **schools icon**, a picture Rs were seeing for the first time, again seven out of ten went past it without reading it. The other three read the message.

At the **wheelchair icon**, again a new picture, six of ten skipped it. Four read it, one of whom laughed when he was done reading the message, though he could not remember doing so when asked about the icons in the debriefing.

At the **jobs icon** and the **money icon**, four of seven read one and three of seven read the other.

And by the Time Rs Got to Persons 3, 4 and 5

At the person 3 **shaking hands icon**, only one of nine Rs read the message. At the **school icon**, two of nine Rs read the message. At the **wheelchair icon**, one of six Rs read the message and a second R read part of it. And at the **transportation icon** and the **jobs icon**, the same R read the message and the other Rs (four and three, respectively) skipped them.

At person 4, most Rs skipped the icons. And at person 5, when there were just a few Rs, they pretty consistently ignored the icons.

Very generally, Rs can be divided into three groups based on their icon-reading behavior: two Rs who read all or almost all of the messages, four Rs who read some but not all, and six Rs who read none or very few of the messages.

Respondent	Housing and Person 1 Icons	Person 2 Icons	TOTAL READ
1	read 2, skipped 4	skipped all 5	2 of 11
2	skipped all 6	skipped all 5	0 of 11
3	skipped 5 of 5	read 1, skipped 1	1 of 7
4	read 4, skipped 2	read 4, skipped 1	8 of 11
5	read 4, skipped 2	read 2, skipped 3	6 of 11
6	read 1, skipped 2	(one person only)	1 of 3
7	read 1, skipped 5	(one person only)	1 of 6
8	read 3, skipped 3	read 1, skipped 2	4 of 9
9	read all 6	read all 5	11 of 11
10	read 5, skipped 1	skipped all 3	5 of 9
11	read all 5	read 4, skipped 1	9 of 10
12	read 1, skipped 5	skipped all 5	1 of 11

What Did Rs Think About the Icons?

After Rs completed the form and put it back in the envelope, we asked some prepared debriefing questions about the icons. The prepared questions assumed a minimum, but some, amount of recall of the icons from the interview. Unfortunately, that assumption was incorrect, and many Rs didn't really know what we were referring to when we asked them if they had any reaction to the "pictures with messages." In later interviews, we varied what we asked, but the bottom line appears to be that the icons and their messages left no impact at all on Rs. Some recalled seeing them, but even they said they hadn't paid any attention to them. A couple of Rs spontaneously mentioned the birthday cake picture, and one, whose girlfriend uses a wheelchair, recalled the wheelchair picture. (He is also the R who laughed when he saw that picture, but when asked about that and the other icons, he couldn't recall reading any of them.)

We showed Rs the 10 icon pictures and asked them to describe them. Most Rs gave reasonable descriptions. A few Rs didn't really describe the picture itself, but they described what it represented or what questions the picture might be associated with.

Picture 1 (preceding the telephone assistance box at the bottom of page 1). Almost all Rs said "telephone." A couple of Rs said things such as, "Call if you have questions."

Picture 2 (preceding the housing questions on the top of page 2). Responses included: home, nice landscaping, apartment, house, condominium, house with apartment building around it, house with an apartment in the back, apartment dwelling or hospital, where do I live?, "house, flower, sun, yard," road house

("or whatever you call it"). Another R said, "Happy day, flowers growing, flowers represent people in the household, represent over-crowding." One R commented that it is unusual to see a picture of a house or a town house or condo behind it, as if it is a growing neighborhood.

Picture 3 (preceding the Person questions for each person.) This picture elicited all kinds of narrative comments about what it represented:

- > "Friendly hand shake."
- > "Different nationalities."
- > "A house, guys shaking hands, with the stars. I don't know what they represent. I guess you can say the American way."
- > "Community group shaking hands with government."
- > "Something to do with the community or the United States helping some other country; some kind of friendship or partnership."
- > "This reminds me of a picture of hands shaking, people coming together. For instance, we have that at my work, for the United Givers Fund. That's one of our emblems down there."
- > "Political party shaking hands because of the star, different communities or buildings because of the way they are shaped."
- > "Not sure, couple of buildings with two people shaking hands."
- > "Trying to show peace, I guess. People getting along. Symbolizing communities getting along."
- > "Looks like Uncle Sam shaking hands with someone in the army."
- > "Me shaking hands with Uncle Sam, partners with the government."

The only kind of oddball description was one R who said, "I would say that is a hospital, or nursing care." It's not at all clear where she came up with that.

Picture 4 (after the race and ethnicity questions in the right column of page 4 and other places). The descriptions of this picture were fairly consistent: group of people of all races; everyone in the United States; all of the world, united, everyone around the world, stating that this is for everyone; melting pot with all people being equal; all types of workers -- men, women, black, white, whatever; "America, multi cultural frame, American pride;" "group of people standing on the United States with stars above their heads;" "diverse people in the United States, males and females and all different colors under happy umbrella of stars, secure and safe." One R said, "I would think that is the Census Department. Because there are so many people there."

Picture 5 (after item 18 in the right column of page 5 and other places). Almost all Rs mentioned a birthday cake or cake in general. Other comments were: "How old are you?" and "Some sort of celebration."

Picture 6 (before question 28 about work commuting on the right side of page 6 and other places). Rs mentioned transportation, car, bus, a city street, a bridge, how people get back and forth to work (several mentions), and traffic (one R mentioned the Wilson Bridge traffic in particular). Three Rs said it looked like an accident involving a car and a bus.

Picture 7 (before income question 34 on page 7 and other places). This elicited very consistent descriptions: money, how much money you made (or are attempting to save), dollar bills ("a lot of dollar bills"), income, wages, dollar bills with some change in the background.

Picture 8 (before the education questions in the right column of page 8 and other places). This also elicited fairly consistent descriptions, with the variation being in the amount of detail a R described: school, symbols in school, education you've had, ABCs, numbers, apples, school activities, learning, apple for the teacher, doing arithmetic, computers in school, pencil, 1 and 1 is 2, some kind of a diagram for children in school. One R said that he thought the $1+1=2$ part was insulting.

Picture 9 (after item 18 in the right column of page 9 and other places). This picture usually brought mentions of a hospital, wheelchair, disability or handicap, old age, old lady with the cane, hard-of-hearing, nursing care. The most interesting and bizarre response was the person who said, "Hospital, wheelchair-- baby being born, sun shining."

Picture 10 (before question 28 about work commuting on the right side of page 10 and other places). This picture elicited a variety of descriptions, with Rs often listing a variety of things they saw in the picture: manufacturing, hospital, construction, work, smoke stack, plant, occupations or jobs or professions, knowledge, doctor or stethoscope, business or industry, machinery, tractor, factory, ship/steam from a ship. One R, clearly focused on the stethoscope, said, "About your hospitalization or probably caring at the hospitals."

We asked Rs if there were pictures with messages that they liked or disliked. Many responded by saying that they really didn't notice them, one way or the other. Some were clearly responding based on the pictures they'd just been shown and not based on their reactions while completing the form. Those who seemed to feel obligated to say something about the pictures mentioned the birthday cake and the shaking hands icons (about three mentions each), calling them creative or eye-catching or something like that. One person said he didn't understand the birthday cake icon. No one felt that the pictures with messages would influence whether they would answer the associated questions or not. Likewise, no one could really respond to our question about whether any of the icons seemed out of place. They hadn't paid enough attention to them to answer that. One R mentioned the money icon as being out of place, but he was referring to the fact that the message was about confidentiality and not about money.

This same R pointed out that the icon messages were not consistent with the questions in that they were never addressed in the form. For example, this R pointed to the education icon that read, "Can you get the education and training you need?" He explained that the census form doesn't ask questions that get at whether or not respondents are receiving adequate education/training. He said that the form asks whether a person is in school and what degree they have completed. He said that this was also the case with the wheelchair icon and the occupation icon. He summed it up by stating that the messages were not consistent with the questions.

We also asked Rs about using the words "your community" in the icon messages. Most Rs did not remember seeing those words and couldn't respond specifically about how they felt; instead, they responded based on their general feelings about use of that term. Most mentioned things like their neighborhood or the area where they live and were positive and encouraging about using the term. A few people, though, had more negative connotations, and when we asked them about the term "your community," they started talking about moving away

because the area was bad or that the services in the community were not up to par. One other R felt that the term means different things to white people and minorities -- for whites it means neighborhood, but for minorities it means culture.

Despite the fact that Rs repeatedly said that they hadn't noticed the icons or hadn't paid much attention to them, almost all of them encouraged us to use them when we asked them a bottom line question: "Do you think we should use them, should not use them, or do you think that it doesn't make any difference?" Eleven of twelve said to use them; the twelfth said it doesn't make a difference. Several Rs said that they thought the pictures would be useful for others, but not particularly so for themselves. For example, Rs mentioned that the pictures might be useful for people who may need help with the questions or for people who can't read or understand the form. Others mentioned that they are a nice break or that some of the messages are positive, such as the shaking hands and people with stars. One R said we should use them if we made some changes, such as using more contrasting colors.

CONTENT

This round of cognitive interviews was not designed to cover content issues; it was designed to cover navigation issues and the icons. However, there were some content issues identified in the interviews. These are summarized below.

Housing Items

Item 3 (House, apartment, condo?)

Two of the eleven Rs who opened page 2 stumbled on the condo item. One reported "partly yes" to the question; the other saw "condo" as a choice along with "house" or "apartment." Ultimately, that R understood the question and appeared to answer correctly.

Item 13 (How many automobiles, etc.?)

A few respondents had trouble understanding this item. Two of them first marked "none" for their answer, but they both realized after a pause that this was the wrong answer and filled in a number. For at least one of these two Rs, the initial misunderstanding had to do with her considering commercial vehicles. A third R never really caught on to his mistake. He interpreted "kept at home" to mean kept at home when he left. He said, "...none. I guess that's the right answer, 'cause when I leave, my car leaves."

Item 14a (Is there a business on this property?)

Most Rs did fine at this question, but it is worrisome that the one R that we know should have answered "Yes" that there was a business, in fact, answered "No." She said, "There is a business there, but it's not a barber shop or a medical office, so I'll say no." When asked about this at the end of the interview, she explained that she hadn't realized that "barber shop and medical office" were just examples. She runs a data-entry business out of her home. One other R expressed confusion at this item, saying he didn't understand how a one-family detached house could have a business at it.

Item 16 (Mortgage payment amount?)

The only real difficulty is that it was fairly common for Rs to left-justify their entries on this and other "amount" items.

Item 22 (Total annual insurance payment?)

There seemed to be more uncertainty in answers to this item than on most of the other items for homeowners. Rs handled that uncertainty in different ways: one left the item blank, another (a renter who didn't belong in the series) guessed what the landlord paid (\$5000), another one made a guess, and a fourth one wrote a question mark.

Item 27 (Annual cost of utilities and fuels?)

Five Rs answered this without problem. Another R answered okay after realizing, at part c, that she was supposed to put annual amounts; she had to change her earlier answers. For three others, the first three utilities weren't a problem, but they marked part d incorrectly. Two of them left it blank, and the other one entered "0" for the amount; they all should have marked one of the other answer boxes. Another R put question marks for all BUT the last one, which he correctly marked that they do not use. One R left them all blank; he was a young man living with his parents.

Person Items

Item 1 (Name?)

One R expressed confusion over who to list as Person 1. R asked if Person 1 should be someone other than herself. She said if her husband were completing the form, he would list himself. She also said that, since she was filling it out, she assumed we wanted his name on there. Her confusion resulted because he, not she, would be filling out this form at home. Ultimately, she listed herself as Person 1.

Another R wrote in Person 3's first name in the last name box and vice versa. Another R did not fill in a middle initial for Person 3. Either Person 3 does not have a middle initial, or he does not know it, or the respondent missed this box.

Item 2 (How related to Person 1?)

Two Rs who marked the "Natural-born or adopted son/daughter" category also thought they had to indicate which response was more appropriate. For example, One R circled "natural born" son for Persons 3, 4, and 5. Another R crossed out "adopted son" so that we could see that this was her natural born daughter. This same R crossed out "daughter" and said that Person 4 was her natural-born son. She did not cross out "adopted" this time.

One R almost made an error, but he continued to read the response categories, so he eventually marked the right answer. Person 2 is R's girlfriend. When R was reading the nonrelative options, he initially stated that Person 2 was his housemate/roommate. But when he saw the next category "unmarried partner", he checked that category instead, saying, "Unmarried partner, that's what she is."

Another R made a careless mistake in that R said Person 2 was his "natural born or adopted son/daughter," but he checked the stepson/stepdaughter answer choice.

Item 4 (Date of birth and age?)

One R indicated that Person 4 was 6 years old. However, for the "year of birth," R incorrectly filled in 1980. Some Rs filled in either the year of birth or the age boxes incorrectly. For example, one R filled his year of birth as "060" for 1960. This R entered an inconsistency between age (35) and year of birth (1963) for his brother, as well as filling in the year wrong (put "063"). Another R filled in Person 2's age incorrectly (38 instead of 038). Two Rs could not provide information for this item. One R left the date of birth item blank (he did not know) for his 3 grandkids, but he filled in their ages.

Item 6 (Spanish/Hispanic/Latino?)

In general this item did not pose major problems. Some things, however, should be noted. Two Rs read this item but did not provide responses, one of whom said, "That doesn't deal with me." (However, he did answer this item for his mother.) Another R may have provided the right answer, but did so inadvertently. For whatever reason, she was not paying careful attention when she answered item 6 for person 5 in the household. She was probably relying on her memory of the questions for the first four people in the household. So, at item 6, she marked "No" saying, "No, she does not speak a language other than English." Wrong question, but maybe the right answer.

Furthermore, one R reacted negatively to this item. R read and answered item 6. She commented that this was a wasted question -- "just ask if they're black, white, whatever." After reading 7, she asked why there were two separate questions for race. Later, R expressed a few more negative comments about the race items.

Item 7 (Race?)

Only one R commented on this item. R checked the answer choice, "Black, African Am., or Negro." After checking the box, he circled the word "Black." R explained, "...Black universal representing all types of Blacks as if it were a conglomerate like White because I noticed with White there is no White, European White, European, American or Italian American or any such thing, so in choosing Black, that is a conglomerate of black people as far as togetherness is. As I see White is representative of all other nationalities of people that are of pale skin color that are considered White but yet they are from different ethnic backgrounds."

Item 8 (Ancestry or ethnic origin?)

Three Rs felt they had to choose one of the ethnic groups that was provided in the "for example" list. One R read the examples and then explained that he, "...did not see the answer," so he put African American with "reservations." He explained that he is African American with some Cherokee blood in him. He said he would have preferred to indicate his ethnicity as Black or African American with some Indian background. Another R had difficulty reading this item, including all the examples of various ethnic origins. When he finished

reading the choices he commented, "None of the above. This one kind of got me here. I guess it's..." It was apparent that R felt he had to pick one of the examples listed. The third R initially decided not to write Indian because it was not one of the listed examples. Later, after completing this item for her husband, R went back and filled in "Indian and Irish" for herself. She marked her husband as "American race" but left item 8 blank for her daughter, son, and grandchild. When asked about that in the debriefing, R said that by the time she put in all their ancestries, it would take up more than the spaces. She said her husband is Welsh, Irish, German, "and all kinds of descents." She then started saying what hers were. She said her daughter would be ALL of these.

Item 9 (Attended school or college since August 1st?)

Several Rs had a problem with the time-frame in this item. For example, one R indicated that his two children had not been attending school at any time since August 1, 1996. Due to the children's ages, this is very unlikely, and R indicated in subsequent questions (through skip pattern errors) that his children were in school. Two Rs repeatedly stopped reading item 9 at the end of the first line, and as a result they missed the reference period altogether.

Lastly, two Rs were confused about what types of schooling were appropriate to include in this item. One R hinted at the fact that he may be enrolled in training classes for his plumbing profession. However, this R answered "No" to item 9. Another R explained that her son was in an apprentice electrician program. R seemed sure that he had been in school and that it was private. Although R hesitated in answering, she did mark the "Yes, Private" category.

Item 9a (Grade level of current school?)

One R answered this item incorrectly. R read the item, looked through the answer choices, and said, "Ma has (pause) graduated." R marked the "Graduate or professional school" answer choice. Another R left this item blank for his two grandchildren, who are mentally retarded, because their school does not use the grade levels that were used in the questionnaire.

Item 10 (Highest degree or level of school?)

This item presented several problems. Two Rs may not have read enough of the "12th grade-no diploma" and the "High School graduate" categories to differentiate between the two. One R marked that his wife completed 12th grade, marking the box for "12th grade - no diploma." It is very possible that R never noticed that he marked the "no diploma" choice. He seemed to just scan down the long list of answer choices until he came to one that fit. A similar situation occurred for another R, who caught her mistake when she was answering for another household member.

Two Rs had difficulty deciding on an answer for this item. One R hesitated before answering this question. She explained that she was in a data-entry program and didn't know what to answer. Another R left the education items (9a and 10) blank for his two mentally retarded granddaughters because their school does not use the grade levels provided in the questionnaire.

One R misinterpreted item 10. For her 11-year old granddaughter, R marked "none" for the highest degree or level of school completed, saying "None, yet." She may have been focused on the "degree" part of the question.

One R read the "Mark (X) one box" instruction, but he repeatedly marked two boxes. R indicated that he both completed high school and had some college credits. R marked these same responses for his wife.

Items 11, 11a, 11b (Speak a language other than English?)

Two Rs initially had a problem with these items, but they both worked through them correctly. One R read item 11, then looked down and read the beginning of 11a (For example: ...). R commented, "Okay, what is the language?" R then checked "no" to 11. After doing so, R hesitated before continuing correctly. Another R misinterpreted item 11. R commented, "We speak English" so R checked the "yes" response category. Soon after, R realized the error, "Oops, no she doesn't [meaning speak a language other than English]." He crossed out the "Yes" and X'd the "No."

One R questioned how to interpret this item. R explained that he can speak some Spanish and French. "The question is not clear as far as whether or not I'm fluent in it. But I'm assuming that this question is asking whether I'm fluent. So in considering that, I'm gonna say No."

Item 12 (Where was this person born?)

All twelve Rs were born in the United States. Some Rs had a problem with this item in that they either forgot to mark the box to indicate that they were born in the United States though they'd written in a state name, or they did not write in a state but marked the U.S. box. Three Rs made each kind of error.

Item 13 (When came to live in U.S.?)

One R misunderstood what the item was asking. R misread the item as, "If this person was born in the United States, when did he/she come to live here?" This item is for people who were not born in the U.S. He marked "1960 to 1969," which may be when R's mother came to DC. The same R marked the box for "1960 to 1969," which is when his brother was born, not when he came to live in the US. He too was born in the U.S.

Item 14 (Citizen of the U.S.?)

All twelve Rs and other household members were born in the U.S. Two Rs however, chose the wrong response category, marking that they or someone else in their household was a U.S. citizen by naturalization. This could have resulted from a misunderstanding of the term "naturalization." Furthermore, this response reads "Yes, U.S. citizen by naturalization." Perhaps Rs stopped reading this response after "Yes, U.S. citizen," thinking they have the correct answer. Actually, they totally overlooked the correct response in the first category, where the words "United States" may not be noticeable among all the U.S. territory names included there.

Skip instruction for children under 5, after item 15 (for persons 2+)

Many Rs read this instruction and proceeded without problem. Many others did not read the skip at all, particularly for later persons. Usually it was fine because the person was older than 5. One R made the two errors possible at this item: once he skipped his eight-year old granddaughter out of the interview, and once he failed to skip his less-than-five-year old grandchild.

Items 16, 16a & 16b (Living at a different address 5 years ago?)

Rs had no problem answering item 16, and most Rs who had to answer item 16a did so without a problem. Some Rs, however, could not remember previous addresses, so they filled in as much information as they could. One R misinterpreted item 16a. R read the first answer choice as "Address was outside the United States. Print name of County, then Skip to 17." Since he thought the question asked for county, not country, the respondent wrote in P G (for Prince George's county). He soon realized his mistake and crossed P G out. For a subsequent Person, R made this same mistake, but this time he did not correct himself. Item 16b seemed more problematic. Two Rs who were supposed to skip this item entirely made entries at this item. In addition, one R was not sure what is meant by "within the city limit." He commented, "What city? Lost me there." For subsequent persons, R prefaced his answers with, "I guess..."

Item 17 (Performing four activities)

This item was a problem for a few Rs. Three Rs misinterpreted the item, thinking it was to be answered only for persons who used any of the aids mentioned in the item. One R thought item 17 was asking whether the aids described in the item allowed the person to perform those activities mentioned. This R indicated that one person in her household wore glasses and he had no difficulty seeing with his glasses on. Another R thought item 17 asked whether she needed glasses, hearing aids, or if she was handicapped.

Item 18 (How old on September 1, 1996?)

This item presented a problem for two Rs. One R read the item, but then said he was going to skip it because he did not understand. He re-read it, said to himself that he was 35, so he was skipping that one. R skipped this item for each person in the household. Another R expressed some confusion as to why this item was even asked. She explained that she had already indicated her age in a previous item. She also seemed to be saying that it did not make sense to ask her age, since if she was not 15 years or older, she would not be filling the form out.

Item 22 (Worked last week?)

This item presented a problem for only one R. R read the item and marked "No (did not work last week)." This seemed fine until he read item 23 (Which best describes this person's work situation LAST WEEK?) and the first answer choice. He said, "No. I still have a job." He continued to repeat the "still had a job" comment at many of the other labor force items, suggesting that he really got off track at item 22.

Item 23 (Describe work situation last week)

One R commented that she was not sure how to answer this item. She explained that she was a substitute teacher, but for item 23, R marked the "Person does not have a job" response category. R had a job, but maybe she was not working LAST WEEK. Regardless, the response category that R marked does not appear appropriate for her.

Item 23a (Informed of a recall?)

One R read item 23a, said he still had a job, and then said, "I'll say "yes" anyway (been looking for work during the last 4 weeks)" which is what he marked.

Item 27 (At what location worked last week?)

Some Rs could not provide all the information that this item requested. One R wrote the city and state and said, "This is the Pentagon. Do I put the Pentagon in there?" R did not write this in, despite the fact that the instruction said to give the building name. Another R's job was driving a cab. He was not sure what address to enter, so he filled in his home address.

Item 27a (Work location inside the city limits?)

Three Rs were not sure what is meant by "inside the limits of that city or town." One R commented, "...inside city limits. What city or town? If you mean the one I live in, 'no'." Another R said, "I'm not too sure about what the limits are. I'm assuming 'yes'."

Item 28 (How commuted to work last week?)

Generally, most Rs did fine on this item, but two Rs expressed some confusion. One R said that the answer categories did not fit her retired husband. However, that did not preclude her from finding an answer that she could convince herself fit. She marked that her retired husband "worked at home." The other R was not sure what to mark for his transportation to work. He decided to mark "taxicab," since this is what he drove.

Item 29a (Length of work commute?)

Two Rs filled in the "Minutes" boxes incorrectly. One R left-justified his answer and another R who drove a cab for his work, marked 1 minute for his commute. He wrote "1" in the middle square.

Item 30 (Is employer private, self, government, etc.?)

Generally, Rs did not have big problems with this item, though the quality of some of the information, especially for proxy reporters, was questionable. One R marked that his brother, who was on layoff, worked for the Federal Government. He also marked this for himself, but he may work for a contractor. Another R marked that her husband worked for State Government. Later in the interview, she remarked that he worked for the Federal Government (she marked her husband's employer as the U.S. Printing Office). In addition, one R who worked for a temporary agency was a little confused and explained that the location of his work changed (e.g., which company he was assigned to).

Therefore, he had some difficulty deciding which category this agency fit into. R eventually decided to mark that it was a "private-for-profit company or business."

Item 31 (Name of employer?)

The only real problem with this item was that proxy reporters often didn't know the information for other people in the household. One R had trouble completing this item for himself (and it wasn't clear that he should have been in the work section in the first place). He was retired but did volunteer work driving handicapped people. For item 31, he wrote in "self" to indicate that he worked for himself.

Item 31b (Manufacturing, wholesale, retail, other?)

Only one R had trouble with this item, and, as happened at other items for other Rs, (s)he was confused by the list of examples after the question, as if they were a list of choices.

Item 32 (Kind of work?)

The same R who had difficulty at 31b also had trouble at 32 with the examples listed after this question. R commented, "I'm assuming these examples are examples of perhaps positions you might hold or capacity you serve in other than exactly what you do. Even though I'm inclined to use bank teller, it's uh close to finances but it's a little less than the position that I work. I'm assuming that we must hone in on the exactness of these examples or I guess we can just give our own choices. I'm inclined to think that it's more giving, you giving us ideas and we decide from the examples which closely or best fits that example or we can put it in our own words. But I'm not really too sure which way the question is intended."

Item 33 (Worked last year?)

Most Rs didn't have a problem with this item, but a few did. One R explained that he was retired but does some work with disabled people. He didn't know whether to consider this work. He entered "Yes" to the question.

Two other Rs had trouble with this question; and in both cases, Rs seemed to think the question was asking about a different job from the one they just described in the preceding series. One R read the question as, "Last year, 1995, did this person work at a job or business at any other time?" Then the respondent commented, "Yeah, I had a different job." Another R answered "No" for her daughter. She had read the post-question instruction as, "Mark 'Yes' if the person did only temporary, part-time, or seasonal work, or any ...," missing the "even if" part of the instruction. R said, "I assume you're talking about another job here." She came back to this item after she had trouble at 33a. Again, she read it incorrectly. She also said that her daughter did work last year but she'd already told us about that. In the debriefing, R explained that she thought the question was asking about a second or different job. Again at the questions about her son, she misunderstood these questions to be about a different job from the one just described. Consequently, she left them blank for that person, too.

Items 33a and 33b (Weeks and hours worked last year?)

Two Rs originally thought item 33a was asking about hours worked. (Maybe that was the question they were expecting.) One R realized it was about weeks worked and changed her entry to 52. The other R entered "40." When he got to item 33b, which asks hours, he marked "40" again, though he re-read the question because it must have seemed odd that we would ask the same question twice in a row. He said, "Still worked 40 hours."

One other R wanted to give a range for the hours, so he wrote in "40" in the boxes but wrote "+ to 60" alongside the box.

Item 34a-g (Income from different sources?)

About seven of twelve Rs had some kind of trouble or made some mistake in the income series. Some of the problems were fairly obvious, such as: Rs left-justified their dollar entries or made other entry errors, for example, inserting commas in the amount boxes; Rs left the entire item blank, often because they didn't know the amounts, or put "?" in the margin; and others marked the "Yes" box but left the amount blank, or Rs filled the amount but didn't mark the "Yes" box. Other problems weren't so obvious.

- > One R read the question as "Did this person receive wages or salary (pause) including commissions, bonus [trailed off]." He marked "No," which is probably wrong because he said he was working. He also marked "No" for the rest of the income sources.
- > One R had her own business, but she marked "No" for item 34b, the item about self-employment income. During the debriefing part of the interview, she tried to explain what she thought the question was asking. She said she thought she was supposed to mark amounts for both the "positive" and "loss" options. (The concept of "net income" eluded her in this explanation.) She said she thought we wanted the amount she lost on particular projects or in a fire or any kind of losses. She did not know this information. However, this explanation isn't consistent with her initial response to this question on the form; when she faced this question initially, she immediately marked "No," without ever having read the two "yes" options aloud. It's not clear that her after-the-fact explanation was correct. It's also not clear what made her mark "No" when, in fact, she earned income from self-employment.
- > This same R also left item 34c blank for herself and her husband, even though she had said "Yes" to herself, as if that was the answer. In the debriefing, she said that they had rental income but she didn't know how much.
- > For the item about interest income, etc. (34c), one R marked the first "Yes" box and entered an amount of \$200. He also said he had a loss, and he marked <5,000> for that, though he left the associated "Yes" box blank. In the debriefing, R explained that he lost money on a rental property. He may have been indicating that he had two properties, one that made money and the other that lost money.
- > R entered his wife's monthly Social Security payment, not her annual. For her total income (35), he multiplied her monthly amount by 12.
- > R marked an amount for 34a, even though her husband was retired. At the end of the interview, R explained that the amount she entered was his combined retirement income both from the military and from his post-military government job, which should have been listed under 34e.

- > R marked \$1800 for each of 34e and 34g. In the debriefing, she explained that her husband received a VA disability pension. Part e is about disability pensions and part g mentions the VA, so she put it in both though it referred to the same money. It also isn't clear if R was thinking about an annual amount here.
- > R marked "No" for all income sources, even for wages, despite the fact that she said that this person worked last year. When asked about that in the debriefing, she said, "I am assuming you're talking about like if she is getting, like she owns property and she gets money back from it, or if she owns any kind of inheritance, if she gets money or gets stocks and bonds." R made the same mistake for her son as well, saying, "These are going to be all 'No' because he has not received any kind of interest of any kind from any other thing."

Item 35 (Total annual income?)

This item also presented a variety of problems:

- > At least a couple of Rs followed the instruction to add the previous amounts, rather than focus on the question itself. Since so many had made errors and left blanks in 34a-34g, they ended up putting "none" in the total.
- > A few other Rs entered a total that was identical to their wages recorded in 34a, despite the fact that all three had recorded at least one other source of income in the item 34 series.
- > Another R did just the opposite; she marked "none" for her income even though she had marked \$1500 for wages.
- > One R explained that he had net positive income since he had received some money during 1995. But R also commented that he was "negative" considering expenses, "...so as far as I'm concerned, I had negative [paying for expenses]. Nevertheless, I'm gonna put net income was positive, with reservations." At least one other R had some difficulty with the "income positive" versus "income negative" choices.
- > Another R entered an amount in the positive income box, but he did not mark a box to the left.
- > One R marked "none" even though the problem was that she didn't know the amount.

MISCELLANEOUS

The two Rs who lived in one-person households seemed to feel the need to indicate this on the form, almost as if to convince the reader that they hadn't mistakenly left the additional person pages blank. One R decided to put "N/A" after the first item on each person page. The other R was a little more dramatic. He explained that he would draw a big "X" through each page, signifying the fact that he did not have to answer the questions. However, he decided to write "I'm the only person living at my address" on the top of page 8 (where Person 2 starts). Then the R commented that he thought some of Person 2 questions may apply even though there was no Person 2. He explained that, "...sometimes with these questionnaires sometimes there are loop-holes. I'm the type of person, I don't like to miss anything." At the bottom of page 8, the respondent wrote, "I'm the head of a household of 1." R flipped through the entire form. When he realized there was space for Persons 6-9 bottom, he

wrote (on the bottom of page 8), "This pertains to question or Persons of 3-9... as well."

Two Rs had a little trouble when they got to the second person page. One R was not sure who Person 2 was. He started reading the shaking hands icon, the first (and only) icon he read, probably looking for some direction as to who to list as Person 2. He read the question part of the icon only and then went back to the first item, perhaps because it didn't have the information he needed. He said he guessed it was his mother and listed her as Person 2. The other R wondered if that person wouldn't have to answer these questions. She glanced ahead and saw that there was room for a few more people. She then glanced back at the instruction at the end of Person 1. Then she read that the instruction on page 8 said about Person 2.

One R looked for the mandatory message before completing the form, but he couldn't find it on the form. During the debriefing, he found it on the envelope and suggested that the message go on the form as well.

Before item 1 on page 20, on the line that says "Now, please answer questions about Person X," there is a typo. It says "Person 4" on the Person 5 page.



BUREAU OF THE CENSUS
U.S. DEPARTMENT OF COMMERCE
WASHINGTON, DC 20233-2000

United States Census 2000

March 4, 2000

To all households:

This is your official form for Census 2000. It is used to count every person living in this house or apartment — citizen and non-citizen, old and young.

Your answers are important. First, the number of representatives your state sends to Washington depends on the number of people living in your area.

The second reason may be more important to you and your community. The amount of government money your neighborhood receives depends on your answers. That money gets used for schools, employment services, housing assistance, roads, services for children and the elderly, and many other things your neighborhood needs.

Your privacy is protected by Title 13 of the United States Code. No one outside the Census Bureau can see your form or use it to link your answers with your name and address.

So please take time to be counted. Fill out this form and return it in the enclosed postage-paid envelope. Be as accurate and complete as you can. Thank you.

Sincerely,

Martha Farnsworth Riche
Director
Bureau of the Census

Start Here

A

This is the census form for all the people living or staying in this house or apartment on March 4, 2000.

If possible, this form should be filled out by one of the people living here who owns or rents this house or apartment. Read all of the steps and fill in all of the answers. A black or blue pen is preferred.

B

What is your name? Please print the name of the person filling out this form. Include the telephone number in case we need to call you if we don't understand an answer.

Last Name

First Name

MI

Telephone:

Area Code + Number

C

How many people were living or staying in this house or apartment on March 4, 2000? Make sure you **INCLUDE**: yourself, family members, and non-relatives who stay here most of the time.

Do **NOT** include: people away at college, away in the armed forces, in a nursing home or another institution, or staying at another residence most of the week while working. These people will be counted there.

Number of people in this house or apartment

D

After you complete steps B and C above, please turn the page to answer questions about this house or apartment.



If you need help completing this form, call 1-800-XXX-XXXX between 8:00 a.m. and 9:00 p.m. 7 days a week. The telephone call is free.

TDD — Telephone device for the hearing impaired. Call 1-800-XXX-XXXX between 8:00 a.m. and 9:00 p.m. 7 days a week. The telephone call is free.

¿NECESITA AYUDA? Si usted habla español y necesita ayuda para completar su cuestionario o si requiere un cuestionario en español, llame sin cargo alguno al 1-800-XXX-XXXX entre las 8:00 a.m. y las 9:00 p.m., 7 días a la semana (la llamada telefónica es gratis).

Housing



Is there enough quality housing in your neighborhood? Census information helps your community track growth in different areas.

Please answer the following questions about the house or apartment at the address printed on this form.

1. Which best describes this building? Include all apartments, flats, etc., in this building even if vacant. Mark (X) ONE box.

- A manufactured (mobile) home
- A one-family house detached from any other house
- A one-family house attached to one or more houses
- A building with 2 apartments
- A building with 3 or 4 apartments
- A building with 5 to 9 apartments
- A building with 10 to 19 apartments
- A building with 20 to 49 apartments
- A building with 50 or more apartments
- Boat, RV, van, etc.
- Other dwelling Print in box.

2. About when was this building first built?

- 1999 or 2000 1960 to 1969
- 1995 to 1998 1950 to 1959
- 1990 to 1994 1940 to 1949
- 1980 to 1989 1939 or earlier
- 1970 to 1979

3. Is this house or apartment part of a condominium?

- Yes
- No

4. Is this house or apartment located in an extended care center? An extended care center is a place, usually for senior citizens, that offers such services as meals, personal care, housekeeping, and, sometimes, nursing care services.

- Yes
- No

5. How many rooms are in this house or apartment? Do NOT count bathrooms, porches, balconies, foyers, halls, or half-rooms.

- 1 room 4 rooms 7 rooms
- 2 rooms 5 rooms 8 rooms
- 3 rooms 6 rooms 9 rooms or more

6. How many bedrooms are in this house or apartment? Count the number of bedrooms you would list if this house or apartment were on the market for sale or rent.

- No bedroom 2 bedrooms 4 bedrooms
- 1 bedroom 3 bedrooms 5 or more bedrooms

7. Does this house or apartment have COMPLETE plumbing facilities? Complete plumbing is: 1) hot and cold piped water, 2) a flush toilet, and 3) a bathtub or shower.

- Yes, it has all three plumbing facilities
- No

8. Does this house or apartment have COMPLETE kitchen facilities? Complete kitchen is: 1) a sink with piped water, 2) a range or stove, and 3) a refrigerator.

- Yes, it has all three kitchen facilities
- No

9. Does this house or apartment have telephone service from which you can both make and receive calls?

- Yes
- No

10. Which fuel is used MOST for heating this house or apartment? Mark (X) ONE box.

- Gas: from underground pipes serving the neighborhood
- Gas: bottled, tank, or LP
- Electricity
- Fuel oil, kerosene, etc.
- Coal or coke
- Wood
- Solar energy
- Other fuel
- No fuel used

11. From what source does this house or apartment get water?

- A public system such as a city water department, or private company
- An individual drilled well
- An individual dug well
- Some other source such as a spring, creek, river, cistern, etc.

Housing (continued)

12 Is this house or apartment connected to a public sewer or septic tank?

- Yes, public sewer
 Yes, septic tank or cesspool
 No

13 How many automobiles, vans, and trucks of one-ton capacity or less are kept at home for use by members of your household? Do not count cars or trucks permanently out of working order.

- None 4
 1 5
 2 6
 3 7 or more

14 Answer ONLY if this is a ONE-FAMILY HOUSE. All others skip to 15.

a. Is there a business (such as a store or barber shop) or a medical office in this house or on this property?

- Yes
 No

b. How much land is this house on?

- Less than 1 acre — Skip to 15
 1 to 9.9 acres
 10 or more acres

c. In 1999, what were the actual sales of all agricultural products from this property?

- None
 \$1 to \$999
 \$1,000 to \$2,499
 \$2,500 to \$4,999
 \$5,000 to \$9,999
 \$10,000 or more

15 Is this house or apartment...

- Owned by someone in this household with a mortgage or loan?
 Owned by someone in this household free and clear (without a mortgage)? — Skip to 19
 Rented? — Skip to 26
 Occupied without payment of rent? — Skip to 27

16 How much is your regular monthly mortgage payment on THIS property? Include payment on first mortgage only.

Monthly amount — Dollars

- No regular payment required — Skip to 19

17 Does your regular monthly mortgage payment on THIS property include payments for real estate taxes?

- Yes, taxes included in mortgage payment
 No, taxes paid separately or taxes not required

18 Does your regular monthly mortgage payment on THIS property include payments for theft, fire, hazard, flood, or earthquake insurance?

- Yes, insurance included in mortgage payment
 No, insurance paid separately or no insurance

19 Do you have a second mortgage or a home equity loan on THIS property? Mark (X) all boxes that apply.

- Yes, a second mortgage
 Yes, a home equity loan
 No — Skip to 21

20 How much is your regular monthly payment on all second or third mortgages and all home equity loans?

Monthly amount — Dollars

- No regular payment required

21 How much are the annual real estate taxes on THIS property?

Total annual amount — Dollars

- None

22 How much is the total annual payment on THIS property for theft, fire, hazard, flood, and earthquake insurance?

Total annual amount — Dollars

- None

23 What is the value of this property?

Approximately how much would this house and lot or condominium unit sell for if it were for sale?

Total value — Dollars

24 Answer ONLY if this is a CONDOMINIUM.

All others skip to 25.

What is the monthly condominium fee?

Monthly amount — Dollars

25 Answer ONLY if this is a MOBILE HOME.

All others skip to 27.

a. Do you have an installment loan or contract on THIS mobile home?

- Yes
 No

b. How much are the annual costs for installment loan payments, personal property taxes, site rent, registration fees, and license fees on this mobile home and its site? Do NOT include real estate taxes.

Total annual amount — Dollars

26 Answer ONLY if you PAY RENT for this house or apartment. All others skip to 27.

a. What is the current monthly rent?

Monthly amount — Dollars

b. How much is the total annual payment for renter's insurance?

Total annual payment — Dollars

- None

27 What are the annual costs of utilities and fuels for this house or apartment? If you have lived here for less than one year, estimate the annual cost.

a. Electricity

Total annual cost — Dollars

- Included in rent or in condominium fee
 No charge or electricity not used

b. Gas

Total annual cost — Dollars

- Included in rent or in condominium fee
 No charge or gas not used

c. Water and sewer

Total annual cost — Dollars

- Included in rent or in condominium fee
 No charge

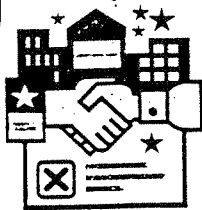
d. Oil, coal, kerosene, wood, etc.

Total annual cost — Dollars

- Included in rent or in condominium fee
 No charge or these fuels not used

Next, turn the page to answer questions about the people living in this house or apartment.

Person 1



What is the census?
The census is your chance to be counted as part of your community. It's the way our democracy ensures the fair distribution of political power and Federal funding.

Now, please answer questions about Person 1.

1. What is this person's name? *Person 1 should be one of the people living here who owns or rents this house or apartment.*

Last Name

First Name

MI

2. When did this person move into this house or apartment?

- 1999 or 2000 1970 to 1979
 1995 to 1998 1960 to 1969
 1990 to 1994 1959 or earlier
 1980 to 1989

3. What is this person's sex?

- Male
 Female

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

Month Day Year of Birth Age on March 4, 2000

5. What is this person's marital status? *Mark (X) ONE box.*

- Now married
 Widowed
 Divorced
 Separated
 Never married

IT IS IMPORTANT TO ANSWER BOTH QUESTION 6 AND QUESTION 7.

6. Is this person Spanish/Hispanic/Latino? *Mark (X) ONE box. Answer "No" if the person is 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 one group.*

7. What is this person's race? *Mark (X) ONE box for the race this person considers himself/herself to be.*

- White
 Black, African Am., or Negro
 Indian (Amer.) or Alaska Native *Print the name of enrolled or principal tribe.*

 Chinese Korean Asian Indian
 Filipino Vietnamese Samoan
 Hawaiian Japanese Guamanian
 Other Asian or Pacific Islander *Print race.*

 Some other race *Print race.*

8. What is this person's ancestry or ethnic origin? *For example: Italian, African Am., Cape Verdean, Ecuadorian, Haitian, Irish, Jamaican, Korean, Lebanese, Mexican, Nigerian, Polish, Taiwanese, Ukrainian, or any other ancestry. Print below.*



Why is race important?

Census information helps us understand how the different racial groups in our community have changed over time — educationally and economically.

9. Has this person attended school or college (including nursery or preschool) at any time since February 1st?

- No, this person has not attended any school or college since February 1, 2000
 Yes, PUBLIC school or college
 Yes, PRIVATE school or college

- a. If this person is currently in school, what grade level is he/she attending? *Mark (X) ONE box.*

- Nursery school, preschool
 Kindergarten to grade 8
 Grade 9 to grade 12
 College, undergraduate years (freshman to senior)
 Graduate or professional school (for example: medical or law school)
 Other school (for example: vocational, technical, or business school)

Person 1 (continued)

10. What is the highest degree or level of school this person has completed? *If person is currently in school, mark the last grade completed or highest degree received. Mark (X) ONE box.*

- None, no schooling completed
- Nursery school, preschool
- Kindergarten
- 1st, 2nd, 3rd, or 4th grade
- 5th, 6th, 7th, or 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade — no diploma
- High School graduate — High School diploma or the equivalent
- Some college credit, but less than 1 year
- 1 or more years of college — no degree
- Associate degree — occupational program
- Associate degree — academic program
- 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)

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

- Yes
- No — Skip to 12

a. What is this language? For example: Korean, Italian, Spanish, Vietnamese. Print language below.

b. How well does this person speak English?

- Very well
- Well
- Not well
- Not at all

12. Where was this person born? Mark (X) ONE box, then supply the details.

- In the United States
Print name of State, then skip to 14.
- In Puerto Rico or U.S. outlying area
Print Puerto Rico, Guam, U.S. Virgin Islands, etc.
- In some other Country
Print name of Country.

13. If this person was not born in the United States, when did he/she come to live here? Mark (X) ONE box.

- 1997 to 2000 1975 to 1979
- 1995 or 1996 1970 to 1974
- 1990 to 1994 1960 to 1969
- 1985 to 1989 Before 1960
- 1980 to 1984

14. Is this person a citizen of the United States? Mark (X) ONE box.

- Yes, born in the United States, Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- Yes, born abroad and at least one parent is a U.S. citizen
- Yes, U.S. citizen by naturalization
- No, not a U.S. citizen

15. Does this person have a physical or mental condition or a developmental delay that limits ordinary activities? Mark (X) ONE box.

- Yes
- No

16. Five years ago, was this person living at a different address?

- Yes
- No

a. If this person was at a different address, what was the address? Mark (X) ONE box, then supply the details.

- Address was outside the United States
Print name of Country, then skip to 17.
- Address was within the United States
*Print the address below.
Address (Number and Street)*

Name of City or Town

Name of County

Name of State

ZIP Code (Include + 4 if known)

b. Was this address within the city limits?

- Yes
- No, outside the city/town limits

17. There are four activities below. How does this person usually perform each activity? *If the person uses glasses, a hearing aid, a cane, or other aid, mark the box that applies when the person is using the aid. Mark (X) ONE box for each activity.*

- | | | | |
|--|--------------------------|--------------------------|----------------------------|
| | No difficulty | Some difficulty | Great difficulty or unable |
| a. Seeing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Hearing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Walking/climbing stairs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Mental tasks such as learning/remembering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18. How old was this person on March 4, 2000?

- Age 15 or older
- Under age 15 — Stop here and skip to Person 2 on page 8.



Why do you need to know how old I am? Knowing the number of people in each age group helps your community make decisions about job programs, health care facilities, education and recreational programs.

19. If this person is female, how many babies has she ever had, if any? Do not count stillbirths, her stepchildren, or adopted children.

- None
- Babies Print number in box.

20. There are two activities below. How does this person usually perform each activity? Mark (X) ONE box for each activity.

- | | | | |
|---|--------------------------|--------------------------|----------------------------|
| | No difficulty | Some difficulty | Great difficulty or unable |
| a. Work at a job/business | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Go outside the home alone to shop or visit a doctor's office | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

21. Has this person ever served on active duty in the U.S. Armed Forces, military Reserves, or National Guard? For the Reserves or National Guard, active duty does not include training but DOES include activation during Operation Desert Shield/Storm. Active duty also includes service in the Merchant Marine during World War II.

- Yes, now on active duty
- Yes, on active duty in past, but not now
- No active duty service — Skip to 22

Person 1 (continued)

a. 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.

- April 1995 or later
 August 1990 to March 1995 (including Persian Gulf War)
 September 1980 to July 1990
 May 1975 to August 1980
 Vietnam era (Aug. 1964–Apr. 1975)
 February 1955 to July 1964
 Korean conflict (Jun. 1950–Jan. 1955)
 World War II (Sep. 1940–Jul. 1947)
 Some other time

b. In total, how much time has this person spent on active duty in the U.S. Armed Forces? Print numbers in the boxes.

Years Months

22- Last week, did this person do any work for either pay or profit? Answer "Yes" if this person worked for pay for one hour or more, worked without pay in a family business or farm for 15 hours or more, or was on active duty in the Armed Forces.

- Yes — Skip to 26
 No

23- Which best describes this person's work situation LAST WEEK?

- Person was on layoff
 Person has a job but was TEMPORARILY absent due to vacation, illness, labor dispute, etc. — Skip to 25
 Person does not have a job — Skip to 24

a. Has this person been informed that he/she will be recalled to work within the next 6 months or been given a specific date to return to work?

- Yes — Skip to 24a
 No

24- Has this person been looking for work during the last 4 weeks?

- Yes
 No — Skip to 25

a. LAST WEEK, could this person have started a job if one had been offered, or returned to work if recalled?

- Yes, could have gone to work
 No, not available for a job because he/she was temporarily ill
 No, not available for a job for other reasons

25- When did this person last work, even for a few days?

- 1995 to 2000 — Skip to 30
 1994 or earlier — Skip to 34
 Never worked — Skip to 34

26- LAST WEEK, how many hours did this person actually work? Include hours at all jobs, any overtime or extra time worked. Do not include any time off. Print numbers in the boxes.

Hours worked last week

27- LAST WEEK, at what location did this person work most of the time? If the exact address is not known, give a description of the location such as the building name or the nearest street or intersection.

Address (Number and Street)

Name of City, Town, or Post Office

Name of County

Name of State

ZIP Code (Include + 4 if known)

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

- Yes
 No, outside the city/town limits



How do you get to work?
 Census information helps your community plan for new roads and improve public transportation.

28- LAST WEEK, how did this person usually get to work? If this person used more than one method of transportation during the trip, mark (X) the ONE used for most of the distance.

- Car, truck, or van
 Bus or trolley bus
 Streetcar or trolley car
 Subway or elevated
 Train or railroad
 Ferryboat
 Taxicab
 Motorcycle
 Bicycle
 Walked
 Worked at home — Skip to 30
 Other method

a. If this person got to work by car, truck, or van, how many people, including this person, usually rode to work together? Mark (X) ONE box.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Drove alone | <input type="checkbox"/> 5 people |
| <input type="checkbox"/> 2 people | <input type="checkbox"/> 6 people |
| <input type="checkbox"/> 3 people | <input type="checkbox"/> 7 to 9 people |
| <input type="checkbox"/> 4 people | <input type="checkbox"/> 10 or more people |

29- LAST WEEK, what time did this person usually leave home to go to work?

- a.m. p.m.

a. LAST WEEK, how many minutes did it take this person to get from home to work? Print numbers in the boxes.

Minutes

30- In questions 30 through 33 describe the job at which this person worked the most hours last week or at his/her last job or business since 1995.

Was this person employed by...

- a PRIVATE-FOR-PROFIT company or business or of an individual for wages, salary, or commissions?
 a PRIVATE NOT-FOR-PROFIT, tax-exempt, or charitable organization?
 LOCAL Government (city, county, etc.)?
 STATE Government?
 ACTIVE-DUTY in the U.S. ARMED FORCES?
 FEDERAL Government?
 SELF-EMPLOYED in his/her own INCORPORATED business, professional practice, or farm?
 SELF-EMPLOYED in his/her own NON-INCORPORATED business, professional practice, or farm?
 Working WITHOUT PAY in family business or farm?

Person 1 (continued)

31 For whom did this person work last week or at his/her last job or business since 1995? *Print name of company, business, branch of the Armed Forces, or other employer at which he/she worked the most hours.*

a. In which category does this business or industry belong? Mark (X) ONE box.

- Manufacturing
- Wholesale trade
- Retail trade
- Other (agriculture, construction, service, government, etc.)

b. What kind of business or industry is this? *For example: hospital, newspaper publisher, mail order house, auto engine manufacturer, retail bakery, bank.*

32 What kind of work was this person doing last week or at his/her last job or business since 1995? *For example: registered nurse, personnel manager, supervisor of order department, gasoline engine assembler, cake icer, bank teller.*

a. What was this person's most important activity or duty? *For example: patient care, directing hiring policies, supervising order clerks, assembling engines, icing cakes, opening new accounts.*

33 LAST YEAR, 1999, did this person work at a job or business at any time? Mark "Yes" even if the person did only temporary, part-time or seasonal work, or any farmwork.

- Yes
- No

a. If person worked LAST YEAR, 1999, in how many weeks did he/she work, even for a few hours? *Include paid vacation, paid sick leave, and military service in the total. Print numbers in the boxes.*

Number of weeks

b. During the weeks worked last year, 1999, how many hours did this person usually work each week?

Hours worked each week



Why is the census asking about your income? Your confidential answers help your community get services and financial assistance when they are needed.

34 In questions 34a through 34g there are seven sources of INCOME listed. If this person received no income from each source, answer "No." If this person received any income from each source, answer "Yes" and supply the amount. You can enter amounts up to a maximum of \$999,999. If the income is received jointly, report each person's share; or, report the entire amount for one person and answer "No" for the other person.

a. Did this person receive wages or salary in 1999? *Include commissions, bonuses, and tips from all jobs — before deductions for taxes, bonds, dues, or other items.*

- No
- Yes *Print total annual amount.*

b. Did this person receive self-employment income from own non-farm business or farm business, including proprietorship or partnership? *Report NET income after business expenses.*

- No
- Yes, net income was positive *Print total annual amount.*

- Yes, net income was a loss *Print total annual amount.*

c. Did this person receive interest, dividends, net rental income, royalty income, or income from estates and trusts? *Include even small amounts credited to an account.*

- No
- Yes, net income was positive *Print total annual amount.*

- Yes, net income was a loss *Print total annual amount.*

d. Did this person receive Social Security or Railroad Retirement?

- No
- Yes *Print total annual amount.*

e. Did this person receive retirement, survivor, or disability pensions? *Do NOT include Social Security.*

- No
- Yes *Print total annual amount.*

f. Did this person receive Supplemental Security Income (SSI), Aid to Families with Dependent Children (AFDC), or other public assistance or public welfare payments?

- No
- Yes *Print total annual amount.*

g. Did this person have any other sources of income received regularly such as Veterans' (VA) payments, unemployment compensation, child support, or alimony? *Do NOT include lump-sum payments (inheritance, sale of a home, one-time gifts, etc.).*

- No
- Yes *Print total annual amount.*

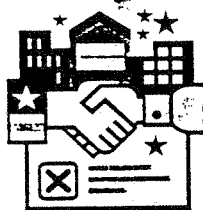
35 What was this person's TOTAL income in 1999? *Add the amounts entered in questions 34a through 34g; subtract any losses.*

- None
- Net income was positive *Print total amount.*

- Net income was a loss *Print total amount.*

Turn the page to continue. If there is only one person living in this house or apartment, you are finished.

Person 2



What does the census do for me?
 Census information helps your community get the roads, jobs, housing, health care, and educational services it needs.

Now, please answer questions about Person 2.

1- What is this person's name? *Print the name below.*

Last Name

First Name

MI

2- How is this person related to Person 1?

Relative:

- Husband/wife
- Natural-born or adopted son/daughter
- Stepson/stepdaughter
- Brother/sister
- Father/mother
- Grandchild
- Other relative *Print relationship.*

Nonrelative:

- Roomer, boarder, or foster child
- Housemate, roommate
- Unmarried partner
- Other nonrelative

3- What is this person's sex?

- Male
- Female

4- What is this person's date of birth and age? *Print numbers in the boxes.*

Month Day Year of Birth Age on March 4, 2000

5- What is this person's marital status? *Mark (X) ONE box.*

- Now married
- Widowed
- Divorced
- Separated
- Never married

IT IS IMPORTANT TO ANSWER BOTH QUESTION 6 AND QUESTION 7.

6- Is this person Spanish/Hispanic/Latino? *Mark (X) ONE box. Answer "No" if the person is 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 one group.*

7- What is this person's race? *Mark (X) ONE box for the race this person considers himself/herself to be.*

- White
- Black, African Am., or Negro
- Indian (Amer.) or Alaska Native *Print the name of enrolled or principal tribe.*

- Chinese
- Korean
- Asian Indian
- Filipino
- Vietnamese
- Samoan
- Hawaiian
- Japanese
- Guamanian
- Other Asian or Pacific Islander *Print race.*

- Some other race *Print race.*

8- What is this person's ancestry or ethnic origin? *For example: Italian, African Am., Cape Verdean, Ecuadorian, Haitian, Irish, Jamaican, Korean, Lebanese, Mexican, Nigerian, Polish, Taiwanese, Ukrainian, or any other ancestry. Print below.*



Can you get the education and training you need?

Census information lets your community plan for new schools, training and educational programs, and quality childcare.

9- Has this person attended school or college (including nursery or preschool) at any time since February 1st?

- No, this person has not attended any school or college since February 1, 2000
- Yes, PUBLIC school or college
- Yes, PRIVATE school or college

Person 2 (continued)

a. If this person is currently in school, what grade level is he/she attending? Mark (X) ONE box.

- Nursery school, preschool
- Kindergarten to grade 8
- Grade 9 to grade 12
- College, undergraduate years (freshman to senior)
- Graduate or professional school (for example: medical or law school)
- Other school (for example: vocational, technical, or business school)

10 What is the highest degree or level of school this person has completed? If person is currently in school, mark the last grade completed or highest degree received. Mark (X) ONE box.

- None, no schooling completed
- Nursery school, preschool
- Kindergarten
- 1st, 2nd, 3rd, or 4th grade
- 5th, 6th, 7th, or 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade — no diploma
- High School graduate — High School diploma or the equivalent
- Some college credit, but less than 1 year
- 1 or more years of college — no degree
- Associate degree — occupational program
- Associate degree — academic program
- 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)

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

- Yes No — Skip to 12

a. What is this language? For example: Korean, Italian, Spanish, Vietnamese. Print language below.

b. How well does this person speak English?

- Very well
- Well
- Not well
- Not at all

12 Where was this person born? Mark (X) ONE box, then supply the details.

- In the United States
Print name of State, then skip to 14.
- In Puerto Rico or U.S. outlying area
Print Puerto Rico, Guam, U.S. Virgin Islands, etc.
- In some other Country
Print name of Country.

13 If this person was not born in the United States, when did he/she come to live here? Mark (X) ONE box.

- 1997 to 2000 1975 to 1979
- 1995 or 1996 1970 to 1974
- 1990 to 1994 1960 to 1969
- 1985 to 1989 Before 1960
- 1980 to 1984

14 Is this person a citizen of the United States? Mark (X) ONE box.

- Yes, born in the United States, Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- Yes, born abroad and at least one parent is a U.S. citizen
- Yes, U.S. citizen by naturalization
- No, not a U.S. citizen

15 Does this person have a physical or mental condition or a developmental delay that limits ordinary activities? Mark (X) ONE box.

- Yes No

IF THIS PERSON IS A CHILD UNDER 5 YEARS OLD, STOP HERE AND SKIP TO PERSON 3.

16 Five years ago, was this person living at a different address?

- Yes
 No

a. If this person was at a different address, what was the address? Mark (X) ONE box, then supply the details.

- Address was outside the United States
Print name of Country.
- Address was within the United States
Print the address below.
Address (Number and Street)

Name of City or Town

Name of County

Name of State

ZIP Code (Include + 4 if known)

b. Was this address within the city limits?

- Yes
 No, outside the city/town limits

17 There are four activities below. How does this person usually perform each activity? If the person uses glasses, a hearing aid, a cane, or other aid, mark the box that applies when the person is using the aid. Mark (X) ONE box for each activity.

- | | | | |
|--|--------------------------|--------------------------|----------------------------|
| | No difficulty | Some difficulty | Great difficulty or unable |
| a. Seeing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Hearing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Walking/climbing stairs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Mental tasks such as learning/remembering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18 How old was this person on March 4, 2000?

- Age 15 or older
- Under age 15 — Stop here and skip to Person 3 on page 12.



Are we treating all the people in our community with care and respect? Responsible planning for childcare, eldercare, and services for the disabled makes your community a better place to live.

19 If this person is female, how many babies has she ever had, if any? Do not count stillbirths, her stepchildren, or adopted children.

- None
 Babies Print number in box.

20 There are two activities below. How does this person usually perform each activity? Mark (X) ONE box for each activity.

- | | | | |
|---|--------------------------|--------------------------|----------------------------|
| | No difficulty | Some difficulty | Great difficulty or unable |
| a. Work at a job/business | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Go outside the home alone to shop or visit a doctor's office | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

21 Has this person ever served on active duty in the U.S. Armed Forces, military Reserves, or National Guard? For the Reserves or National Guard, active duty does not include training but DOES include activation during Operation Desert Shield/Storm. Active duty also includes service in the Merchant Marine during World War II.

- Yes, now on active duty
- Yes, on active duty in past, but not now
- No active duty service — Skip to 22

Person 2 (continued)

a. 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.

- April 1995 or later.
 August 1990 to March 1995 (including Persian Gulf War)
 September 1980 to July 1990
 May 1975 to August 1980
 Vietnam era (Aug. 1964–Apr. 1975)
 February 1955 to July 1964
 Korean conflict (Jun. 1950–Jan. 1955)
 World War II (Sep. 1940–Jul. 1947)
 Some other time

b. In total, how much time has this person spent on active duty in the U.S. Armed Forces? Print numbers in the boxes.

Years Months

22 Last week, did this person do any work for either pay or profit? Answer "Yes" if this person worked for pay for one hour or more, worked without pay in a family business or farm for 15 hours or more, or was on active duty in the Armed Forces.

- Yes — Skip to 26
 No

23 Which best describes this person's work situation LAST WEEK?

- Person was on layoff
 Person has a job but was TEMPORARILY absent due to vacation, illness, labor dispute, etc. — Skip to 25
 Person does not have a job — Skip to 24

a. Has this person been informed that he/she will be recalled to work within the next 6 months or been given a specific date to return to work?

- Yes — Skip to 24a
 No

24 Has this person been looking for work during the last 4 weeks?

- Yes
 No — Skip to 25

a. LAST WEEK, could this person have started a job if one had been offered, or returned to work if recalled?

- Yes, could have gone to work
 No, not available for a job because he/she was temporarily ill
 No, not available for a job for other reasons

25 When did this person last work, even for a few days?

- 1995 to 2000 — Skip to 30
 1994 or earlier — Skip to 34
 Never worked — Skip to 34

26 LAST WEEK, how many hours did this person actually work? Include hours at all jobs, any overtime or extra time worked. Do not include any time off. Print numbers in the boxes.

Hours worked last week

27 LAST WEEK, at what location did this person work most of the time? If the exact address is not known, give a description of the location such as the building name or the nearest street or intersection.

Address (Number and Street)

Name of City, Town, or Post Office

Name of County

Name of State

ZIP Code (Include + 4 if known)

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

- Yes
 No, outside the city/town limits



Are there jobs in your community? Census information helps communities match people with jobs.

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

- Car, truck, or van
 Bus or trolley bus
 Streetcar or trolley car
 Subway or elevated
 Train or railroad
 Ferryboat
 Taxicab
 Motorcycle
 Bicycle
 Walked
 Worked at home — Skip to 30
 Other method

a. If this person got to work by car, truck, or van, how many people, including this person, usually rode to work together? Mark (X) ONE box.

- Drove alone
 2 people
 3 people
 4 people
 5 people
 6 people
 7 to 9 people
 10 or more people

29 LAST WEEK, what time did this person usually leave home to go to work?

- a.m. p.m.

a. LAST WEEK, how many minutes did it take this person to get from home to work? Print numbers in the boxes.

Minutes

30 In questions 30 through 33 describe the job at which this person worked the most hours last week or at his/her last job or business since 1995.

Was this person employed by...

- a PRIVATE-FOR-PROFIT company or business or of an individual for wages, salary, or commissions?
 a PRIVATE NOT-FOR-PROFIT, tax-exempt, or charitable organization?
 LOCAL Government (city, county, etc.)?
 STATE Government?
 ACTIVE-DUTY in the U.S. ARMED FORCES?
 FEDERAL Government?
 SELF-EMPLOYED in his/her own INCORPORATED business, professional practice, or farm?
 SELF-EMPLOYED in his/her own NON-INCORPORATED business, professional practice, or farm?
 Working WITHOUT PAY in family business or farm?

Person 2 (continued)

31 For whom did this person work last week or at his/her last job or business since 1995? *Print name of company, business, branch of the Armed Forces, or other employer at which he/she worked the most hours.*

a. In which category does this business or industry belong? Mark (X) ONE box.

- Manufacturing
 Wholesale trade
 Retail trade
 Other (agriculture, construction, service, government, etc.)

b. What kind of business or industry is this? *For example: hospital, newspaper publisher, mail order house, auto engine manufacturer, retail bakery, bank.*

32 What kind of work was this person doing last week or at his/her last job or business since 1995? *For example: registered nurse, personnel manager, supervisor of order department, gasoline engine assembler, cake icer, bank teller.*

a. What was this person's most important activity or duty? *For example: patient care, directing hiring policies, supervising order clerks, assembling engines, icing cakes, opening new accounts.*

33 LAST YEAR, 1999, did this person work at a job or business at any time? Mark "Yes" even if the person did only temporary, part-time or seasonal work, or any farmwork.

- Yes
 No

a. If person worked LAST YEAR, 1999, in how many weeks did he/she work, even for a few hours? *Include paid vacation, paid sick leave, and military service in the total. Print numbers in the boxes.*

Number of weeks

b. During the weeks worked last year, 1999, how many hours did this person usually work each week?

Hours worked each week



Is this information confidential? Yes. Nobody outside the Census Bureau can see your form or link your answers with your name and address.

34 In questions 34a through 34g there are seven sources of INCOME listed. If this person received no income from each source, answer "No." If this person received any income from each source, answer "Yes" and supply the amount. You can enter amounts up to a maximum of \$999,999. If the income is received jointly, report each person's share; or, report the entire amount for one person and answer "No" for the other person.

a. Did this person receive wages or salary in 1999? *Include commissions, bonuses, and tips from all jobs — before deductions for taxes, bonds, dues, or other items.*

- No
 Yes *Print total annual amount.*

b. Did this person receive self-employment income from own non-farm business or farm business, including proprietorship or partnership? *Report NET income after business expenses.*

- No
 Yes, net income was positive
Print total annual amount.

Yes, net income was a loss
Print total annual amount.

c. Did this person receive interest, dividends, net rental income, royalty income, or income from estates and trusts? *Include even small amounts credited to an account.*

- No
 Yes, net income was positive
Print total annual amount.

Yes, net income was a loss
Print total annual amount.

d. Did this person receive Social Security or Railroad Retirement?

- No
 Yes *Print total annual amount.*

e. Did this person receive retirement, survivor, or disability pensions? *Do NOT include Social Security.*

- No
 Yes *Print total annual amount.*

f. Did this person receive Supplemental Security Income (SSI), Aid to Families with Dependent Children (AFDC), or other public assistance or public welfare payments?

- No
 Yes *Print total annual amount.*

g. Did this person have any other sources of income received regularly such as Veterans' (VA) payments, unemployment compensation, child support, or alimony? *Do NOT include lump-sum payments (inheritance, sale of a home, one-time gifts, etc.).*

- No
 Yes *Print total annual amount.*

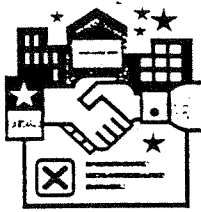
35 What was this person's TOTAL income in 1999? *Add the amounts entered in questions 34a through 34g; subtract any losses.*

- None
 Net income was positive
Print total amount.

Net income was a loss
Print total amount.

Turn the page to continue. If there are only two people living in this house or apartment, you are finished.

Person 3



Are my answers important? Yes!
Every person counts in the census. Your answers help your community plan for the future.

Now, please answer questions about Person 3.

1 What is this person's name? *Print the name below.*

Last Name

First Name

MI

2 How is this person related to Person 1?

Relative:

- Husband/wife
- Natural-born or adopted son/daughter
- Stepson/stepdaughter
- Brother/sister
- Father/mother
- Grandchild
- Other relative *Print relationship.*

Nonrelative:

- Roomer, boarder, or foster child
- Housemate, roommate
- Unmarried partner
- Other nonrelative

3 What is this person's sex?

- Male
- Female

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

Month Day Year of Birth Age on March 4, 2000

5 What is this person's marital status? *Mark (X) ONE box.*

- Now married
- Widowed
- Divorced
- Separated
- Never married

IT IS IMPORTANT TO ANSWER BOTH QUESTION 6 AND QUESTION 7.

6 Is this person Spanish/Hispanic/Latino? *Mark (X) ONE box. Answer "No" if the person is 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 one group.*

7 What is this person's race? *Mark (X) ONE box for the race this person considers himself/herself to be.*

- White
- Black, African Am., or Negro
- Indian (Amer.) or Alaska Native *Print the name of enrolled or principal tribe.*
- Chinese
- Korean
- Asian Indian
- Filipino
- Vietnamese
- Samoan
- Hawaiian
- Japanese
- Guamanian
- Other Asian or Pacific Islander *Print race.*
- Some other race *Print race.*

8 What is this person's ancestry or ethnic origin? *For example: Italian, African Am., Cape Verdean, Ecuadorian, Haitian, Irish, Jamaican, Korean, Lebanese, Mexican, Nigerian, Polish, Taiwanese, Ukrainian, or any other ancestry. Print below.*



Where does your family get the education and training it needs to succeed? Census information helps your community meet the educational needs of all people in the community.

9 Has this person attended school or college (including nursery or preschool) at any time since February 1st?

- No, this person has not attended any school or college since February 1, 2000
- Yes, PUBLIC school or college
- Yes, PRIVATE school or college

Person 3 (continued)

a. If this person is currently in school, what grade level is he/she attending? Mark (X) ONE box.

- Nursery school, preschool
- Kindergarten to grade 8
- Grade 9 to grade 12
- College, undergraduate years (freshman to senior)
- Graduate or professional school (for example: medical or law school)
- Other school (for example: vocational, technical, or business school)

b. How well does this person speak English?

- Very well
- Well
- Not well
- Not at all

12. Where was this person born? Mark (X) ONE box, then supply the details.

- In the United States
Print name of State, then skip to 14.
- In Puerto Rico or U.S. outlying area
Print Puerto Rico, Guam, U.S. Virgin Islands, etc.
- In some other Country
Print name of Country.

13. If this person was not born in the United States, when did he/she come to live here? Mark (X) ONE box.

- 1997 to 2000 1975 to 1979
- 1995 or 1996 1970 to 1974
- 1990 to 1994 1960 to 1969
- 1985 to 1989 Before 1960
- 1980 to 1984

14. Is this person a citizen of the United States? Mark (X) ONE box.

- Yes, born in the United States, Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- Yes, born abroad and at least one parent is a U.S. citizen
- Yes, U.S. citizen by naturalization
- No, not a U.S. citizen

15. Does this person have a physical or mental condition or a developmental delay that limits ordinary activities? Mark (X) ONE box.

- Yes No

IF THIS PERSON IS A CHILD UNDER 5 YEARS OLD, STOP HERE AND SKIP TO PERSON 4.

16. Five years ago, was this person living at a different address?

- Yes
- No

a. If this person was at a different address, what was the address? Mark (X) ONE box, then supply the details.

- Address was outside the United States
Print name of Country.
- Address was within the United States
Print the address below.
Address (Number and Street)

Name of City or Town

Name of County

Name of State

ZIP Code (Include + 4 if known)

b. Was this address within the city limits?

- Yes
- No, outside the city/town limits

17. There are four activities below. How does this person usually perform each activity? If the person uses glasses, a hearing aid, a cane, or other aid, mark the box that applies when the person is using the aid. Mark (X) ONE box for each activity.

- | | | | |
|---|--------------------------|--------------------------|----------------------------|
| | No difficulty | Some difficulty | Great difficulty or unable |
| a. Seeing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Hearing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Walking/climbing stairs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Mental tasks such as learning/rememering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18. How old was this person on March 4, 2000?

- Age 15 or older
- Under age 15 — Stop here and skip to Person 4 on page 16.



Are there people in your community who need special help? The right planning for facilities and services gives everyone a chance for a better life.

19. If this person is female, how many babies has she ever had, if any? Do not count stillbirths, her stepchildren, or adopted children.

- None
- Babies Print number in box.

20. There are two activities below. How does this person usually perform each activity? Mark (X) ONE box for each activity.

- | | | | |
|---|--------------------------|--------------------------|----------------------------|
| | No difficulty | Some difficulty | Great difficulty or unable |
| a. Work at a job/business | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Go outside the home alone to shop or visit a doctor's office | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

21. Has this person ever served on active duty in the U.S. Armed Forces, military Reserves, or National Guard?

- For the Reserves or National Guard, active duty does not include training but DOES include activation during Operation Desert Shield/Storm. Active duty also includes service in the Merchant Marine during World War II.
- Yes, now on active duty
 - Yes, on active duty in past, but not now
 - No active duty service — Skip to 22

10. What is the highest degree or level of school this person has completed? If person is currently in school, mark the last grade completed or highest degree received. Mark (X) ONE box.

- None, no schooling completed
- Nursery school, preschool
- Kindergarten
- 1st, 2nd, 3rd, or 4th grade
- 5th, 6th, 7th, or 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade — no diploma
- High School graduate — High School diploma or the equivalent
- Some college credit, but less than 1 year
- 1 or more years of college — no degree
- Associate degree — occupational program
- Associate degree — academic program
- 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)

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

- Yes No — Skip to 12

a. What is this language? For example: Korean, Italian, Spanish, Vietnamese. Print language below.

Person 3 (continued)

a. 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.

- April 1995 or later
- August 1990 to March 1995 (including Persian Gulf War)
- September 1980 to July 1990
- May 1975 to August 1980
- Vietnam era (Aug. 1964–Apr. 1975)
- February 1955 to July 1964
- Korean conflict (Jun. 1950–Jan. 1955)
- World War II (Sep. 1940–Jul. 1947)
- Some other time

b. In total, how much time has this person spent on active duty in the U.S. Armed Forces? Print numbers in the boxes.

Years Months

22. Last week, did this person do any work for either pay or profit? Answer "Yes" if this person worked for pay for one hour or more, worked without pay in a family business or farm for 15 hours or more, or was on active duty in the Armed Forces.

- Yes — Skip to 26
- No

23. Which best describes this person's work situation LAST WEEK?

- Person was on layoff
- Person has a job but was TEMPORARILY absent due to vacation, illness, labor dispute, etc. — Skip to 25
- Person does not have a job — Skip to 24

a. Has this person been informed that he/she will be recalled to work within the next 6 months or been given a specific date to return to work?

- Yes — Skip to 24a
- No

24. Has this person been looking for work during the last 4 weeks?

- Yes
- No — Skip to 25

a. LAST WEEK, could this person have started a job if one had been offered, or returned to work if recalled?

- Yes, could have gone to work
- No, not available for a job because he/she was temporarily ill
- No, not available for a job for other reasons

25. When did this person last work, even for a few days?

- 1995 to 2000 — Skip to 30
- 1994 or earlier — Skip to 34
- Never worked — Skip to 34

26. LAST WEEK, how many hours did this person actually work? Include hours at all jobs, any overtime or extra time worked. Do not include any time off. Print numbers in the boxes.

Hours worked last week

27. LAST WEEK, at what location did this person work most of the time? If the exact address is not known, give a description of the location such as the building name or the nearest street or intersection.

Address (Number and Street)

Name of City, Town, or Post Office

Name of County

Name of State

ZIP Code (Include + 4 if known)

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

- Yes
- No, outside the city/town limits



Would better roads or public transportation improve your journey to work? Census information helps your community plan for its transportation needs today and in the future.

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

- Car, truck, or van
- Bus or trolley bus
- Streetcar or trolley car
- Subway or elevated
- Train or railroad
- Ferryboat
- Taxicab
- Motorcycle
- Bicycle
- Walked
- Worked at home — Skip to 30
- Other method

a. If this person got to work by car, truck, or van, how many people, including this person, usually rode to work together? Mark (X) ONE box.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Drove alone | <input type="checkbox"/> 5 people |
| <input type="checkbox"/> 2 people | <input type="checkbox"/> 6 people |
| <input type="checkbox"/> 3 people | <input type="checkbox"/> 7 to 9 people |
| <input type="checkbox"/> 4 people | <input type="checkbox"/> 10 or more people |

29. LAST WEEK, what time did this person usually leave home to go to work?

- a.m.
- p.m.

a. LAST WEEK, how many minutes did it take this person to get from home to work? Print numbers in the boxes.

Minutes

In questions 30 through 33 describe the job at which this person worked the most hours last week or at his/her last job or business since 1995.

Was this person employed by...

- a PRIVATE-FOR-PROFIT company or business or of an individual for wages, salary, or commissions?
- a PRIVATE NOT-FOR-PROFIT, tax-exempt, or charitable organization?
- LOCAL Government (city, county, etc.)?
- STATE Government?
- ACTIVE-DUTY in the U.S. ARMED FORCES?
- FEDERAL Government?
- SELF-EMPLOYED in his/her own INCORPORATED business, professional practice, or farm?
- SELF-EMPLOYED in his/her own NON-INCORPORATED business, professional practice, or farm?
- Working WITHOUT PAY in family business or farm?

Person 3 (continued)

31 For whom did this person work last week or at his/her last job or business since 1995? *Print name of company, business, branch of the Armed Forces, or other employer at which he/she worked the most hours.*

a. In which category does this business or industry belong? Mark (X) ONE box.

- Manufacturing
 Wholesale trade
 Retail trade
 Other (agriculture, construction, service, government, etc.)

b. What kind of business or industry is this? *For example: hospital, newspaper publisher, mail order house, auto engine manufacturer, retail bakery, bank.*

32 What kind of work was this person doing last week or at his/her last job or business since 1995? *For example: registered nurse, personnel manager, supervisor of order department, gasoline engine assembler, cake icer, bank teller.*

a. What was this person's most important activity or duty? *For example: patient care, directing hiring policies, supervising order clerks, assembling engines, icing cakes, opening new accounts.*

33 LAST YEAR, 1999, did this person work at a job or business at any time? Mark "Yes" even if the person did only temporary, part-time or seasonal work, or any farmwork.

- Yes
 No

a. If person worked LAST YEAR, 1999, in how many weeks did he/she work, even for a few hours? *Include paid vacation, paid sick leave, and military service in the total. Print numbers in the boxes.*

Number of weeks

b. During the weeks worked last year, 1999, how many hours did this person usually work each week?

Hours worked each week



Does your neighborhood need more jobs or places to work? Knowing about job skills and the work you do helps your community decide how it will grow.

34 In questions 34a through 34g there are seven sources of INCOME listed. If this person received no income from each source, answer "No." If this person received any income from each source, answer "Yes" and supply the amount. You can enter amounts up to a maximum of \$999,999. If the income is received jointly, report each person's share; or, report the entire amount for one person and answer "No" for the other person.

a. Did this person receive wages or salary in 1999? *Include commissions, bonuses, and tips from all jobs — before deductions for taxes, bonds, dues, or other items.*

- No
 Yes *Print total annual amount.*

b. Did this person receive self-employment income from own non-farm business or farm business, including proprietorship or partnership? *Report NET income after business expenses.*

- No
 Yes, net income was positive
Print total annual amount.

- Yes, net income was a loss
Print total annual amount.

c. Did this person receive interest, dividends, net rental income, royalty income, or income from estates and trusts? *Include even small amounts credited to an account.*

- No
 Yes, net income was positive
Print total annual amount.

- Yes, net income was a loss
Print total annual amount.

d. Did this person receive Social Security or Railroad Retirement?

- No
 Yes *Print total annual amount.*

e. Did this person receive retirement, survivor, or disability pensions? *Do NOT include Social Security.*

- No
 Yes *Print total annual amount.*

f. Did this person receive Supplemental Security Income (SSI), Aid to Families with Dependent Children (AFDC), or other public assistance or public welfare payments?

- No
 Yes *Print total annual amount.*

g. Did this person have any other sources of income received regularly such as Veterans' (VA) payments, unemployment compensation, child support, or alimony? *Do NOT include lump-sum payments (inheritance, sale of a home, one-time gifts, etc.).*

- No
 Yes *Print total annual amount.*

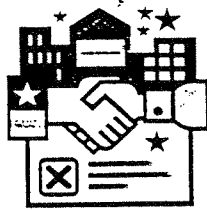
35 What was this person's TOTAL income in 1999? *Add the amounts entered in questions 34a through 34g; subtract any losses.*

- None
 Net income was positive
Print total amount.

- Net income was a loss
Print total amount.

Turn the page to continue. If there are only three people living in this house or apartment, you are finished.

Person 4



How is your community changing? Census information gives the U.S. an idea of where we've been and how to plan for the future.

Now, please answer questions about Person 4.

1. What is this person's name? *Print the name below.*

Last Name

First Name

MI

2. How is this person related to Person 1?

Relative:

- Husband/wife
- Natural-born or adopted son/daughter
- Stepson/stepdaughter
- Brother/sister
- Father/mother
- Grandchild
- Other relative *Print relationship.*

Nonrelative:

- Roomer, boarder, or foster child
- Housemate, roommate
- Unmarried partner
- Other nonrelative

3. What is this person's sex?

- Male
- Female

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

Month Day Year of Birth Age on March 4, 2000

5. What is this person's marital status? *Mark (X) ONE box.*

- Now married
- Widowed
- Divorced
- Separated
- Never married

IT IS IMPORTANT TO ANSWER BOTH QUESTION 6 AND QUESTION 7.

6. Is this person Spanish/Hispanic/Latino? *Mark (X) ONE box. Answer "No" if the person is 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 one group.*

7. What is this person's race? *Mark (X) ONE box for the race this person considers himself/herself to be.*

- White
- Black, African Am., or Negro
- Indian (Amer.) or Alaska Native *Print the name of enrolled or principal tribe.*

- Chinese
- Filipino
- Hawaiian
- Korean
- Vietnamese
- Japanese
- Asian Indian
- Samoan
- Guamanian

Other Asian or Pacific Islander *Print race.*

Some other race *Print race.*

8. What is this person's ancestry or ethnic origin? *For example: Italian, African Am., Cape Verdean, Ecuadorian, Haitian, Irish, Jamaican, Korean, Lebanese, Mexican, Nigerian, Polish, Taiwanese, Ukrainian, or any other ancestry. Print below.*



Why does the census ask about race and ethnicity? With this knowledge, your community can better meet the health needs of different racial and ethnic groups.

9. Has this person attended school or college (including nursery or preschool) at any time since February 1st?

- No, this person has not attended any school or college since February 1, 2000
- Yes, PUBLIC school or college
- Yes, PRIVATE school or college

Person 4 (continued)

a. If this person is currently in school, what grade level is he/she attending? Mark (X) ONE box.

- Nursery school, preschool
- Kindergarten to grade 8
- Grade 9 to grade 12
- College, undergraduate years (freshman to senior)
- Graduate or professional school (for example: medical or law school)
- Other school (for example: vocational, technical, or business school)

10. What is the highest degree or level of school this person has completed? If person is currently in school, mark the last grade completed or highest degree received. Mark (X) ONE box.

- None, no schooling completed
- Nursery school, preschool
- Kindergarten
- 1st, 2nd, 3rd, or 4th grade
- 5th, 6th, 7th, or 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade — no diploma
- High School graduate — High School diploma or the equivalent
- Some college credit, but less than 1 year
- 1 or more years of college — no degree
- Associate degree — occupational program
- Associate degree — academic program
- 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)

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

- Yes No — Skip to 12

a. What is this language? For example: Korean, Italian, Spanish, Vietnamese. Print language below.

b. How well does this person speak English?

- Very well
- Well
- Not well
- Not at all

12. Where was this person born? Mark (X) ONE box, then supply the details.

- In the United States
Print name of State, then skip to 14.

- In Puerto Rico or U.S. outlying area
Print Puerto Rico, Guam, U.S. Virgin Islands, etc.

- In some other Country
Print name of Country.

13. If this person was not born in the United States, when did he/she come to live here? Mark (X) ONE box.

- 1997 to 2000 1975 to 1979
- 1995 or 1996 1970 to 1974
- 1990 to 1994 1960 to 1969
- 1985 to 1989 Before 1960
- 1980 to 1984

14. Is this person a citizen of the United States? Mark (X) ONE box.

- Yes, born in the United States, Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- Yes, born abroad and at least one parent is a U.S. citizen
- Yes, U.S. citizen by naturalization
- No, not a U.S. citizen

15. Does this person have a physical or mental condition or a developmental delay that limits ordinary activities? Mark (X) ONE box.

- Yes No

IF THIS PERSON IS A CHILD UNDER 5 YEARS OLD, STOP HERE AND SKIP TO PERSON 5.

16. Five years ago, was this person living at a different address?

- Yes
- No

a. If this person was at a different address, what was the address? Mark (X) ONE box, then supply the details.

- Address was outside the United States
Print name of Country.

- Address was within the United States
Print the address below.
Address (Number and Street)

Name of City or Town

Name of County

Name of State

ZIP Code (Include + 4 if known)

b. Was this address within the city limits?

- Yes
- No, outside the city/town limits

17. There are four activities below. How does this person usually perform each activity? If the person uses glasses, a hearing aid, a cane, or other aid, mark the box that applies when the person is using the aid. Mark (X) ONE box for each activity.

- | | | | |
|--|--------------------------|--------------------------|----------------------------|
| | No difficulty | Some difficulty | Great difficulty or unable |
| a. Seeing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Hearing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Walking/climbing stairs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Mental tasks such as learning/remembering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18. How old was this person on March 4, 2000?

- Age 15 or older
- Under age 15 — Stop here and skip to Person 5 on page 20.



Is your community getting younger — or older? Depending on the answer, your community may need to plan for more schools or more eldercare facilities and services.

19. If this person is female, how many babies has she ever had, if any? Do not count stillbirths, her stepchildren, or adopted children.

- None
- Babies Print number in box.

20. There are two activities below. How does this person usually perform each activity? Mark (X) ONE box for each activity.

- | | | | |
|---|--------------------------|--------------------------|----------------------------|
| | No difficulty | Some difficulty | Great difficulty or unable |
| a. Work at a job/business | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Go outside the home alone to shop or visit a doctor's office | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

21. Has this person ever served on active duty in the U.S. Armed Forces, military Reserves, or National Guard? For the Reserves or National Guard, active duty does not include training but DOES include activation during Operation Desert Shield/Storm. Active duty also includes service in the Merchant Marine during World War II.

- Yes, now on active duty
- Yes, on active duty in past, but not now
- No active duty service — Skip to 22

Person 4 (continued)

a. 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.

- April 1995 or later
 August 1990 to March 1995 (including Persian Gulf War)
 September 1980 to July 1990
 May 1975 to August 1980
 Vietnam era (Aug. 1964–Apr. 1975)
 February 1955 to July 1964
 Korean conflict (Jun. 1950–Jan. 1955)
 World War II (Sep. 1940–Jul. 1947)
 Some other time

b. In total, how much time has this person spent on active duty in the U.S. Armed Forces? Print numbers in the boxes.

Years Months

22 Last week, did this person do any work for either pay or profit? Answer "Yes" if this person worked for pay for one hour or more, worked without pay in a family business or farm for 15 hours or more, or was on active duty in the Armed Forces.

- Yes — Skip to 26
 No

23 Which best describes this person's work situation LAST WEEK?

- Person was on layoff
 Person has a job but was TEMPORARILY absent due to vacation, illness, labor dispute, etc. — Skip to 25
 Person does not have a job — Skip to 24

a. Has this person been informed that he/she will be recalled to work within the next 6 months or been given a specific date to return to work?

- Yes — Skip to 24a
 No

24 Has this person been looking for work during the last 4 weeks?

- Yes
 No — Skip to 25

a. LAST WEEK, could this person have started a job if one had been offered, or returned to work if recalled?

- Yes, could have gone to work
 No, not available for a job because he/she was temporarily ill
 No, not available for a job for other reasons

25 When did this person last work, even for a few days?

- 1995 to 2000 — Skip to 30
 1994 or earlier — Skip to 34
 Never worked — Skip to 34

26 LAST WEEK, how many hours did this person actually work? Include hours at all jobs, any overtime or extra time worked. Do not include any time off. Print numbers in the boxes.

Hours worked last week

27 LAST WEEK, at what location did this person work most of the time? If the exact address is not known, give a description of the location such as the building name or the nearest street or intersection.

Address (Number and Street)

Name of City, Town, or Post Office

Name of County

Name of State

ZIP Code (Include + 4 if known)

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

- Yes
 No, outside the city/town limits



What kind of work do you do? The skills available in your neighborhood can help your community grow.

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

- Car, truck, or van
 Bus or trolley bus
 Streetcar or trolley car
 Subway or elevated
 Train or railroad
 Ferryboat
 Taxicab
 Motorcycle
 Bicycle
 Walked
 Worked at home — Skip to 30
 Other method

a. If this person got to work by car, truck, or van, how many people, including this person, usually rode to work together? Mark (X) ONE box.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Drove alone | <input type="checkbox"/> 5 people |
| <input type="checkbox"/> 2 people | <input type="checkbox"/> 6 people |
| <input type="checkbox"/> 3 people | <input type="checkbox"/> 7 to 9 people |
| <input type="checkbox"/> 4 people | <input type="checkbox"/> 10 or more people |

29 LAST WEEK, what time did this person usually leave home to go to work?

a.m. p.m.

a. LAST WEEK, how many minutes did it take this person to get from home to work? Print numbers in the boxes.

Minutes

30 In questions 30 through 33 describe the job at which this person worked the most hours last week or at his/her last job or business since 1995.

Was this person employed by...

- a PRIVATE-FOR-PROFIT company or business or of an individual for wages, salary, or commissions?
 a PRIVATE NOT-FOR-PROFIT, tax-exempt, or charitable organization?
 LOCAL Government (city, county, etc.)?
 STATE Government?
 ACTIVE-DUTY in the U.S. ARMED FORCES?
 FEDERAL Government?
 SELF-EMPLOYED in his/her own INCORPORATED business, professional practice, or farm?
 SELF-EMPLOYED in his/her own NON-INCORPORATED business, professional practice, or farm?
 Working WITHOUT PAY in family business or farm?

Person 4 (continued)

31 For whom did this person work last week or at his/her last job or business since 1995? *Print name of company, business, branch of the Armed Forces, or other employer at which he/she worked the most hours.*

a. In which category does this business or industry belong? Mark (X) ONE box.

- Manufacturing
- Wholesale trade
- Retail trade
- Other (agriculture, construction, service, government, etc.)

b. What kind of business or industry is this? *For example: hospital, newspaper publisher, mail order house, auto engine manufacturer, retail bakery, bank.*

32 What kind of work was this person doing last week or at his/her last job or business since 1995? *For example: registered nurse, personnel manager, supervisor of order department, gasoline engine assembler, cake icer, bank teller.*

a. What was this person's most important activity or duty? *For example: patient care, directing hiring policies, supervising order clerks, assembling engines, icing cakes, opening new accounts.*

33 LAST YEAR, 1999, did this person work at a job or business at any time? Mark "Yes" even if the person did only temporary, part-time or seasonal work, or any farmwork.

- Yes
- No

a. If person worked LAST YEAR, 1999, in how many weeks did he/she work, even for a few hours? *Include paid vacation, paid sick leave, and military service in the total. Print numbers in the boxes.*

Number of weeks

b. During the weeks worked last year, 1999, how many hours did this person usually work each week?

Hours worked each week



Is this information confidential? Yes. The confidentiality of your answers is protected by Title 13 of the United States Code.

34 In questions 34a through 34g there are seven sources of INCOME listed. If this person received no income from each source, answer "No." If this person received any income from each source, answer "Yes" and supply the amount. You can enter amounts up to a maximum of \$999,999. If the income is received jointly, report each person's share; or, report the entire amount for one person and answer "No" for the other person.

a. Did this person receive wages or salary in 1999? *Include commissions, bonuses, and tips from all jobs — before deductions for taxes, bonds, dues, or other items.*

- No
- Yes *Print total annual amount.*

b. Did this person receive self-employment income from own non-farm business or farm business, including proprietorship or partnership? *Report NET income after business expenses.*

- No
- Yes, net income was positive *Print total annual amount.*

Yes, net income was a loss *Print total annual amount.*

c. Did this person receive interest, dividends, net rental income, royalty income, or income from estates and trusts? *Include even small amounts credited to an account.*

- No
- Yes, net income was positive *Print total annual amount.*

Yes, net income was a loss *Print total annual amount.*

d. Did this person receive Social Security or Railroad Retirement?

- No
- Yes *Print total annual amount.*

e. Did this person receive retirement, survivor, or disability pensions? *Do NOT include Social Security.*

- No
- Yes *Print total annual amount.*

f. Did this person receive Supplemental Security Income (SSI), Aid to Families with Dependent Children (AFDC), or other public assistance or public welfare payments?

- No
- Yes *Print total annual amount.*

g. Did this person have any other sources of income received regularly such as Veterans' (VA) payments, unemployment compensation, child support, or alimony? *Do NOT include lump-sum payments (inheritance, sale of a home, one-time gifts, etc.).*

- No
- Yes *Print total annual amount.*

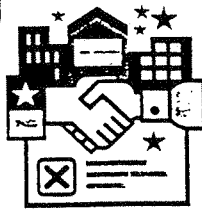
35 What was this person's TOTAL income in 1999? *Add the amounts entered in questions 34a through 34g; subtract any losses.*

- None
- Net income was positive *Print total amount.*

Net income was a loss *Print total amount.*

Turn the page to continue. If there are only four people living in this house or apartment, you are finished.

Person 5



Are my answers important? Yes!
Every person counts in the census. Your answers help your community get the services it needs.

Now, please answer questions about Person 4.

1 What is this person's name? *Print the name below.*

Last Name

First Name

MI

2 How is this person related to Person 1?

Relative:

- Husband/wife
- Natural-born or adopted son/daughter
- Stepson/stepdaughter
- Brother/sister
- Father/mother
- Grandchild
- Other relative *Print relationship.*

Nonrelative:

- Roomer, boarder, or foster child
- Housemate, roommate
- Unmarried partner
- Other nonrelative

3 What is this person's sex?

- Male
- Female

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

Month Day Year of Birth Age on March 4, 2000

5 What is this person's marital status? *Mark (X) ONE box.*

- Now married
- Widowed
- Divorced
- Separated
- Never married

IT IS IMPORTANT TO ANSWER BOTH QUESTION 6 AND QUESTION 7.

6 Is this person Spanish/Hispanic/Latino? *Mark (X) ONE box. Answer "No" if the person is 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 one group.*

7 What is this person's race? *Mark (X) ONE box for the race this person considers himself/herself to be.*

- White
- Black, African Am., or Negro
- Indian (Amer.) or Alaska Native *Print the name of enrolled or principal tribe.*
- Chinese
- Korean
- Asian Indian
- Filipino
- Vietnamese
- Samoan
- Hawaiian
- Japanese
- Guamanian
- Other Asian or Pacific Islander *Print race.*
- Some other race *Print race.*

8 What is this person's ancestry or ethnic origin? *For example: Italian, African Am., Cape Verdean, Ecuadorian, Haitian, Irish, Jamaican, Korean, Lebanese, Mexican, Nigerian, Polish, Taiwanese, Ukrainian, or any other ancestry. Print below.*



Why does the census need to know about race? Census information is used to make sure that everybody is treated equally — in school, at work, and in the voting booth.

9 Has this person attended school or college (including nursery or preschool) at any time since February 1st?

- No, this person has not attended any school or college since February 1, 2000
- Yes, PUBLIC school or college
- Yes, PRIVATE school or college

Person 5 (continued)

a. If this person is currently in school, what grade level is he/she attending? Mark (X) ONE box.

- Nursery school, preschool
- Kindergarten to grade 8
- Grade 9 to grade 12
- College, undergraduate years (freshman to senior)
- Graduate or professional school (for example: medical or law school)
- Other school (for example: vocational, technical, or business school)

10 What is the highest degree or level of school this person has completed? If person is currently in school, mark the last grade completed or highest degree received. Mark (X) ONE box.

- None, no schooling completed
- Nursery school, preschool
- Kindergarten
- 1st, 2nd, 3rd, or 4th grade
- 5th, 6th, 7th, or 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade — no diploma
- High School graduate — High School diploma or the equivalent
- Some college credit, but less than 1 year
- 1 or more years of college — no degree
- Associate degree — occupational program
- Associate degree — academic program
- 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)

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

- Yes No — Skip to 12

a. What is this language? For example: Korean, Italian, Spanish, Vietnamese. Print language below.

b. How well does this person speak English?

- Very well
- Well
- Not well
- Not at all

12 Where was this person born? Mark (X) ONE box, then supply the details.

- In the United States
Print name of State, then skip to 14.
- In Puerto Rico or U.S. outlying area
Print Puerto Rico, Guam, U.S. Virgin Islands, etc.
- In some other Country
Print name of Country.

13 If this person was not born in the United States, when did he/she come to live here? Mark (X) ONE box.

- 1997 to 2000 1975 to 1979
- 1995 or 1996 1970 to 1974
- 1990 to 1994 1960 to 1969
- 1985 to 1989 Before 1960
- 1980 to 1984

14 Is this person a citizen of the United States? Mark (X) ONE box.

- Yes, born in the United States, Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- Yes, born abroad and at least one parent is a U.S. citizen
- Yes, U.S. citizen by naturalization
- No, not a U.S. citizen

15 Does this person have a physical or mental condition or a developmental delay that limits ordinary activities? Mark (X) ONE box.

- Yes No

IF THIS PERSON IS A CHILD UNDER 5 YEARS OLD, STOP HERE AND SKIP TO PAGE 24.

16 Five years ago, was this person living at a different address?

- Yes
- No

a. If this person was at a different address, what was the address? Mark (X) ONE box, then supply the details.

- Address was outside the United States
Print name of Country.
- Address was within the United States
Print the address below.
Address (Number and Street)

Name of City or Town

Name of Country

Name of State

ZIP Code (Include + 4 if known)

b. Was this address within the city limits?

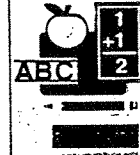
- Yes
- No, outside the city/town limits

17 There are four activities below. How does this person usually perform each activity? If the person uses glasses, a hearing aid, a cane, or other aid, mark the box that applies when the person is using the aid. Mark (X) ONE box for each activity.

- | | | | |
|--|--------------------------|--------------------------|----------------------------|
| | No difficulty | Some difficulty | Great difficulty or unable |
| a. Seeing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Hearing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Walking/climbing stairs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Mental tasks such as learning/remembering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18 How old was this person on March 4, 2000?

- Age 15 or older
- Under age 15 — Stop here and skip to page 24.



How are your schools? The census provides information about children in your neighborhood, so your community can plan for new schools, quality childcare, and educational programs.

19 If this person is female, how many babies has she ever had, if any? Do not count stillbirths, her stepchildren, or adopted children.

- None
- Babies Print number in box.

20 There are two activities below. How does this person usually perform each activity? Mark (X) ONE box for each activity.

- | | | | |
|---|--------------------------|--------------------------|----------------------------|
| | No difficulty | Some difficulty | Great difficulty or unable |
| a. Work at a job/business | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Go outside the home alone to shop or visit a doctor's office | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

21 Has this person ever served on active duty in the U.S. Armed Forces, military Reserves, or National Guard? For the Reserves or National Guard, active duty does not include training but DOES include activation during Operation Desert Shield/Storm. Active duty also includes service in the Merchant Marine during World War II.

- Yes, now on active duty
- Yes, on active duty in past, but not now
- No active duty service — Skip to 22

Person 5 (continued)

a. 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.

- April 1995 or later
 August 1990 to March 1995 (including Persian Gulf War)
 September 1980 to July 1990
 May 1975 to August 1980
 Vietnam era (Aug. 1964–Apr. 1975)
 February 1955 to July 1964
 Korean conflict (Jun. 1950–Jan. 1955)
 World War II (Sep. 1940–Jul. 1947)
 Some other time

b. In total, how much time has this person spent on active duty in the U.S. Armed Forces? Print numbers in the boxes.

Years Months

22 Last week, did this person do any work for either pay or profit? Answer "Yes" if this person worked for pay for one hour or more, worked without pay in a family business or farm for 15 hours or more, or was on active duty in the Armed Forces.

- Yes — Skip to 26
 No

23 Which best describes this person's work situation LAST WEEK?

- Person was on layoff
 Person has a job but was TEMPORARILY absent due to vacation, illness, labor dispute, etc. — Skip to 25
 Person does not have a job — Skip to 24

a. Has this person been informed that he/she will be recalled to work within the next 6 months or been given a specific date to return to work?

- Yes — Skip to 24a
 No

24 Has this person been looking for work during the last 4 weeks?

- Yes
 No — Skip to 25

a. LAST WEEK, could this person have started a job if one had been offered, or returned to work if recalled?

- Yes, could have gone to work
 No, not available for a job because he/she was temporarily ill
 No, not available for a job for other reasons

25 When did this person last work, even for a few days?

- 1995 to 2000 — Skip to 30
 1994 or earlier — Skip to 34
 Never worked — Skip to 34

26 LAST WEEK, how many hours did this person actually work? Include hours at all jobs, any overtime or extra time worked. Do not include any time off. Print numbers in the boxes.

Hours worked last week

27 LAST WEEK, at what location did this person work most of the time? If the exact address is not known, give a description of the location such as the building name or the nearest street or intersection.

Address (Number and Street)

Name of City, Town, or Post Office

Name of County

Name of State

ZIP Code (Include + 4 if known)

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

- Yes
 No, outside the city/town limits



Do people in your community need training programs or care facilities? Census information helps your community plan for the special programs and facilities it needs.

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

- Car, truck, or van
 Bus or trolley bus
 Streetcar or trolley car
 Subway or elevated
 Train or railroad
 Ferryboat
 Taxicab
 Motorcycle
 Bicycle
 Walked
 Worked at home — Skip to 30
 Other method

a. If this person got to work by car, truck, or van, how many people, including this person, usually rode to work together? Mark (X) ONE box.

- Drove alone
 2 people
 3 people
 4 people
 5 people
 6 people
 7 to 9 people
 10 or more people

29 LAST WEEK, what time did this person usually leave home to go to work?

a.m. p.m.

a. LAST WEEK, how many minutes did it take this person to get from home to work? Print numbers in the boxes.

Minutes

30 In questions 30 through 33 describe the job at which this person worked the most hours last week or at his/her last job or business since 1995.

Was this person employed by...

- a PRIVATE-FOR-PROFIT company or business or of an individual for wages, salary, or commissions?
 a PRIVATE NOT-FOR-PROFIT, tax-exempt, or charitable organization?
 LOCAL Government (city, county, etc.)?
 STATE Government?
 ACTIVE-DUTY in the U.S. ARMED FORCES?
 FEDERAL Government?
 SELF-EMPLOYED in his/her own INCORPORATED business, professional practice, or farm?
 SELF-EMPLOYED in his/her own NON-INCORPORATED business, professional practice, or farm?
 Working WITHOUT PAY in family business or farm?

Person 5 (continued)

31 For whom did this person work last week or at his/her last job or business since 1995? Print name of company, business, branch of the Armed Forces, or other employer at which he/she worked the most hours.

a. In which category does this business or industry belong? Mark (X) ONE box.

- Manufacturing
 Wholesale trade
 Retail trade
 Other (agriculture, construction, service, government, etc.)

b. What kind of business or industry is this? For example: hospital, newspaper publisher, mail order house, auto engine manufacturer, retail bakery, bank.

32 What kind of work was this person doing last week or at his/her last job or business since 1995? For example: registered nurse, personnel manager, supervisor of order department, gasoline engine assembler, cake icer, bank teller.

a. What was this person's most important activity or duty? For example: patient care, directing hiring policies, supervising order clerks, assembling engines, icing cakes, opening new accounts.

33 LAST YEAR, 1999, did this person work at a job or business at any time? Mark "Yes" even if the person did only temporary, part-time or seasonal work, or any farmwork.

- Yes
 No

a. If person worked LAST YEAR, 1999, in how many weeks did he/she work, even for a few hours? Include paid vacation, paid sick leave, and military service in the total. Print numbers in the boxes.

Number of weeks

b. During the weeks worked last year, 1999, how many hours did this person usually work each week?

Hours worked each week



Does your community need new roads or better public transportation? The census provides information your community needs to plan for the future.

34 In questions 34a through 34g there are seven sources of INCOME listed. If this person received no income from each source, answer "No." If this person received any income from each source, answer "Yes" and supply the amount. You can enter amounts up to a maximum of \$999,999. If the income is received jointly, report each person's share; or, report the entire amount for one person and answer "No" for the other person.

a. Did this person receive wages or salary in 1999? Include commissions, bonuses, and tips from all jobs — before deductions for taxes, bonds, dues, or other items.

- No
 Yes Print total annual amount.

b. Did this person receive self-employment income from own non-farm business or farm business, including proprietorship or partnership? Report NET income after business expenses.

- No
 Yes, net income was positive Print total annual amount.

Yes, net income was a loss Print total annual amount.

c. Did this person receive interest, dividends, net rental income, royalty income, or income from estates and trusts? Include even small amounts credited to an account.

- No
 Yes, net income was positive Print total annual amount.

Yes, net income was a loss Print total annual amount.

d. Did this person receive Social Security or Railroad Retirement?

- No
 Yes Print total annual amount.

e. Did this person receive retirement survivor, or disability pensions? Do NOT include Social Security.

- No
 Yes Print total annual amount.

f. Did this person receive Supplemental Security Income (SSI), Aid to Families with Dependent Children (AFDC), or other public assistance or public welfare payment?

- No
 Yes Print total annual amount.

g. Did this person have any other sources of income received regularly such as Veterans' (VA) payments, unemployment compensation, child support, or alimony? Do NOT include lump-sum payments (inheritance, sale of a home, one-time gifts, etc.).

- No
 Yes Print total annual amount.

35 What was this person's TOTAL income in 1999? Add the amounts entered in questions 34a through 34g subtract any losses.

- None
 Net income was positive Print total amount.

Net income was a loss Print total amount.

Turn the page to continue. If there are only five people living in this house or apartment, you are finished.

Persons 6-9

If you didn't have room to list everyone who lives in this house or apartment, please list the others below. If there are more than 5 people in this house or apartment, you will be contacted by census staff for more information.

6 Last Name _____
 First Name _____ MI _____

7 Last Name _____
 First Name _____ MI _____

8 Last Name _____
 First Name _____ MI _____

9 Last Name _____
 First Name _____ MI _____

United States Census 2000

Census 2000 is the official census of people in the United States. This census form is for the people in this house or apartment.

Title 13 of the U.S. Code guarantees that your answers remain confidential.

▶ Begin by reading the next page

The Census Bureau estimates that, for the average household, this form will take about 38 minutes to complete, including the time for reviewing the instructions and answers. Comments about the estimate should be directed to the Associate Director for Administration, Attn: Paperwork Reduction Project XXXX-XXXX, Room 3104, Federal Building 3, Bureau of the Census, Washington, DC 20233-2000. Please DO NOT RETURN your questionnaire to the above address. Use the enclosed, pre-addressed envelope to return your completed questionnaire.


Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget. This 8-digit number appears at the bottom of this page.

Thank you for your cooperation.

Form S-655
 OMB No. XXXX-XXXX
 Approval Expires 00/00/00

If the address above is NOT correct for this house or apartment, check here and mark the corrections needed.

1011151238 00002 0001/0001
 ARQU10*****3-01011 104
 10 RESIDENT AT:
 712 W GRAND AVE
 NOT SPRINGS NATIONAL PARK AR 71913-3629



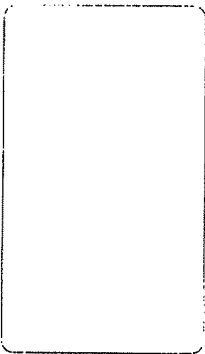


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Your Response Is
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2000**

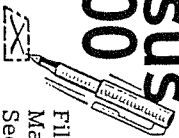
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2000**



Fill it out
Mail it in
See it work

United States
**Census
2000**



Fill it out
Mail it in
See it work



