

## Appendix B. Definitions and Explanations

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**Population coverage.** The figures in this report for October 1984 and 1985 are sample survey data and related to the civilian noninstitutional population of the 50 States and the District of Columbia. The estimation procedure used for this survey involves the inflation of the weighted sample results to independent estimates of the civilian noninstitutional population of the United States by age, race, and sex. These independent estimates are based on civilian noninstitutional population counts from the decennial censuses and are updated with statistics on births, deaths, immigration, and emigration and statistics on the strength of the Armed Forces. Data published for 1972 through 1980 were based on independent population estimates derived by updating the 1970 decennial census counts. Starting with the data collected in the October 1981 Current Population Survey (CPS), independent estimates were based on civilian noninstitutional population controls for age, race, and sex established by the 1980 decennial census.

The April 1980 census population count differed somewhat from the independent estimates for April 1980 derived by updating 1970 census population figures. The April 1980 census count of the civilian noninstitutional population was 222,420,441, compared with the 1970 census based figure of 217,400,244 used for the CPS. Basically, this difference had little impact on summary or proportional measures, such as medians and percent distributions; however, use of the new controls could have significant effect on the absolute numbers.

**School enrollment.** The school enrollment statistics from the current survey are based on replies to the enumerator's inquiry as to whether the person was enrolled in school. Enumerators were instructed to count as enrolled anyone who had been enrolled at any time during the current term or school year in any type of graded public, parochial, or other private school in the regular school system. Such schools include nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Thus, regular schooling is that which may advance a person toward an elementary or high school diploma, or a college, university, or professional school degree.

Children enrolled in nursery schools and kindergarten are included in the enrollment figures for regular schools, and are also shown separately.

Special schools are those which are not in the regular school system, such as trade schools or business colleges. Persons attending special schools are not included in the enrollment figures.

Persons enrolled in classes which do not require physical presence in school, such as correspondence courses or other courses of independent study, and in training courses given directly on the job, are also excluded from the count of those enrolled in school, unless such courses are being counted for credit at a regular school.

**College enrollment.** The college enrollment statistics are based on replies to the enumerator's inquiry as to whether the person was attending or enrolled in college. Enumerators were instructed to count as enrolled anyone who had been enrolled at any time during the current term or school year, except those who have left for the remainder of the term. Thus, regular college enrollment includes those persons attending a 4-year or 2-year college, university, or professional school (such as medical or law school) in courses that may advance the student toward a recognized college or university degree (e.g., BA or MA). Attendance may be either full time or part time, during the day or night.

**Two-year and four-year colleges.** Students enrolled in college were asked to report whether the college in which they were enrolled was a 2-year college (junior or community college) or a 4-year college or university. Students in the first 3 years were classified by the type of college they reported. Students in the fourth academic year of college or higher were assumed to be in a 4-year college or university.

**School enrollment in year preceding current survey.**

An inquiry on enrollment in regular school or college in October of the preceding year was asked for persons 14 to 24 years old who were enrolled in college or not currently attending regular school.

**Level of school.** The statistics on level of school indicate the number of persons enrolled at each of five levels—nursery, kindergarten, elementary school (first to eighth grades), high school (ninth to twelfth grades), and college or professional school. The last

group includes graduate students in colleges or universities. Persons enrolled in junior high school through the eighth grade are classified as in elementary school and the others as in high school.

**Nursery school.** A nursery school is defined as a group or class that is organized to provide educational experiences for children during the year or years preceding kindergarten. It includes instruction as an important and integral phase of its program of child care. Private homes in which essentially custodial care is provided are not considered nursery schools. Children attending nursery school are classified as attending during either part of the day or the full day. Part-day attendance refers to those who attend either in the morning or in the afternoon, but not both. Full-day attendance refers to those who attend in both the morning and the afternoon.

**Head Start.** Children enrolled in Head Start programs or similar programs sponsored by local agencies to provide preschool education to young children are counted under nursery or kindergarten as appropriate.

**Public or private school.** In this report, a public school is defined as any educational institution operated by publicly elected or appointed school officials and supported by public funds. Private schools include educational institutions established and operated by religious bodies, as well as those which are under other private control. In cases where enrollment was in a school or college which was both publicly and privately controlled or supported, enrollment was counted according to whether it was primarily public or private.

### Basic School Enrollment Supplement (Questions included in the October CPS since 1967)

<p>30. Is . . . attending or enrolled in school?            Yes <input type="radio"/> (<i>Ask 31</i>)            No <input type="radio"/> (<i>Skip to 35</i>)</p>	<p>35. Was . . . attending or enrolled in a regular school or college in October 1984, that is, October of last year?            Yes <input checked="" type="radio"/>            No <input type="radio"/></p>
<p>31. Is . . . enrolled in public or private school?            Public <input type="radio"/>            Private <input type="radio"/></p>	<p>36. INTERVIEWER CHECK ITEM            Age 14-34 <input type="radio"/> (<i>Fill 37</i>)            Age 35+ <input type="radio"/> (<i>End questions</i>)</p>
<p>32. What grade or year is . . . attending?            E1 E2 E3 E4 E5 E6 E7 E8  <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> (<i>Skip to 40</i>)            H1 H2 H3 H4  <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> (<i>Skip to 40</i>) <input checked="" type="checkbox"/>            C1 C2 C3 C4 C5 C6+  <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>  <i>(If entry in item 26B skip to item 34 otherwise ask item 33)</i>            Special School <input type="radio"/> (<i>Specify type and skip to 35</i>)            -----</p>	<p>37. INTERVIEWER CHECK ITEM            (A) High School Graduate  <i>(Entries of "H4" and "Yes" in Control Card Item 23a and 23b OR entry of "C1-C6+" in Control Card Item 23a)</i> <input type="radio"/> (<i>Skip to 39</i>)            (B) Not High School Graduate            Age 14-24 <input type="radio"/> (<i>Ask 38</i>)            Age 25+ <input type="radio"/> (<i>End questions</i>)</p>
<p>33. Is . . . attending college full-time or part-time?            Full-time <input type="radio"/>            Part-time <input type="radio"/></p>	<p>38. In what CALENDAR year did . . . last attend regular school?            1985 <input type="radio"/> 1981 . . . . . <input type="radio"/>            1984 <input type="radio"/> <input checked="" type="checkbox"/> 1980 or earlier <input type="radio"/>            1983 <input type="radio"/> Never attended <input type="radio"/>            1982 <input type="radio"/> (<i>End questions</i>)</p>
<p>34. Is this a two-year college or a four-year college or university?            2-year college  <i>(community or junior college)</i> <input type="radio"/>            4-year college or university. . . . <input type="radio"/></p>	<p>39. In what CALENDAR year did . . . graduate from high school?            1985 <input type="radio"/> 1982 . . . . . <input type="radio"/>            1984 <input type="radio"/> 1981 . . . . . <input type="radio"/>            1983 <input type="radio"/> 1980 or earlier <input type="radio"/>  <i>(End questions)</i></p>

**Full-time and part-time attendance.** College students were classified, in this report, according to whether they were attending school on a full-time or part-time basis. A student was regarded as attending college full time if he/she was taking 12 or more hours of classes during the average school week, and part time if he/she was taking less than 12 hours of classes during the average school week.

**Modal grade.** Enrolled persons are classified according to their relative progress in school, that is, whether the grade or year in which they were enrolled was below, at, or above the modal (or typical) grade for persons of their age at the time of the survey. The modal grade is the year of school in which the largest proportion of students of a given age is enrolled.

**Age.** The age classification is based on the age of the person at his/her last birthday.

**Race.** The population is divided into three groups on the basis of race—White, Black, and other races. The last category includes American Indians, Japanese, Chinese, other Asian and Pacific Islanders, and any other race except White and Black. In this report, other races is not shown separately.

**Hispanic origin.** Information on origin or descent was obtained by asking, "What is (this person's) origin or descent?" Responses generally refer to a person's perceived national or ethnic lineage and do not necessarily indicate the country of birth of himself/herself or his/her parents.

Persons of Hispanic origin are persons who reported themselves as Mexican American, Chicano, Mexican, Mexicano, Puerto Rican, Cuban, Central or South American, or other Hispanic origin. However, all persons who reported themselves as Mexican American, Chicano, Mexican, or Mexicano were combined into the one category—Mexican. Persons of Hispanic origin may be of any race.

**Marital status.** The marital status category shown in this report, "married, spouse present," includes persons who are currently married and living with their spouse.

The category "other marital status" includes persons who are single (never married), separated, divorced, or widowed.

**Family.** The term "family," as used here, refers to a group of two persons or more, related by blood, marriage, or adoption and residing together; all such persons are considered members of one family.

**Primary family.** A primary family is a family that includes among its members the persons or couple who maintains the household.

**Family head.** In the CPS, the term "head of family" was used to refer to the person maintaining the household. This practice was discontinued in surveys conducted after the 1980 Census of Population. However, in surveys taken prior to the 1980 Census of Population "family head" was used. In those surveys, husbands in husband-wife families were classified as "family heads." Women were only "family heads" if no spouse was present. The person who maintains the household is now called the "family householder."

**Head versus householder.** In the 1980 census, the Bureau of the Census discontinued the use of the terms "head of household" and "head of family." Instead, the terms "householder" and "family householder" were used. Recent social changes resulted in greater sharing of household responsibilities among the adult members and, therefore, made the term "head" inappropriate in the analysis of household and family data. Specifically, the Bureau reconsidered its longtime practice of always classifying the husband as the head when he and his wife are living together.

In the 1980 census, the householder was the first adult household member listed on the census questionnaire. The instructions called for listing first the person (or one of the persons) in whose name the home is owned or rented. If a home is owned jointly by a married couple, either the husband or the wife was listed first, thereby becoming the reference person, or householder, to whom the relationship of other household members was recorded. The same procedure was followed in the CPS surveys conducted after the 1980 census. Therefore, the Bureau is publishing the responses on relationship as given in the CPS—the husband or wife could be the family householder.

**Years of school completed.** Data on years of school completed were derived from the combination of answers to two questions: (1) "What is the highest grade of school he/she has ever attended?" and (2) "Did he/she finish this grade?"

The questions on educational attainment apply only to progress in "regular" schools. Such schools include graded public, and private, (including parochial) elementary and high schools (both junior and senior high), colleges, universities, and professional schools, whether day schools or night schools. Thus, regular schooling is that which may advance a person toward an elementary school certificate, high school diploma, or a college, university, or professional school degree. Schooling in other than regular schools was counted only if the credits obtained were regarded as transferable to a school in the regular school system.

**Family income.** In this report, family income is derived from a single question asked of the household respondent when a household first enters the sample and is updated on the 1-year anniversary of entry. Income includes money income from jobs; net income from business, farm, or rent; pensions; dividends; interest; social security payments; and any other money income. The income of nonrelatives living in the household is excluded, but the income of all family members 14 years old and over, including those temporarily living away, is included. It should be noted that while characteristics of the person, such as age and marital status, and the composition of families refer to the date of the interview, family income statistics refer to receipts over a 12-month period starting 12 to 16 months prior to the interview.

The income tables include in the lowest income group those who were classified as having no income in the 12-month reference period and those reporting a loss in net income from farm and nonfarm self-employment or in rental income.

The detailed income tables include a separate category for families for which no income information was obtained. In most other CPR's showing income data, the missing income data have been allocated.

The money income level of families shown in this report may be somewhat understated. Income data from the October control card are based on the respondent's estimate of total family money income in broad, fixed income intervals. Income data collected in the March supplement to the CPS are based on responses to 11 direct questions asked about each person 14 years old and over and identifying 23 different sources of income in the preceding calendar year. Previous research has shown that the use of broad income intervals to record money income tends to reduce the rate of nonreporting, while increasing the likelihood that the amounts reported will be significantly understated as compared with results from more detailed questions.

**Metropolitan-nonmetropolitan residence.** Data for metropolitan and nonmetropolitan areas are available in this report for October 1985 only. The Current Population Survey was undergoing a major redesign from April 1984 to June 1985, which affected the estimates of geographic components and, therefore, data for October 1984 have been omitted from this report. The major purpose of the redesign was to make use of data from the 1980 census in order to update the sampling frame, to improve the efficiency and quality of the survey, and to meet the increased need for State data. Technical aspects of the redesign are discussed in appendix C.

The population residing in metropolitan statistical areas (MSA's) constitutes the metropolitan population. MSA's are defined by the Office of Management

and Budget for use in the presentation of statistics by agencies of the Federal Government. An MSA is a geographic area consisting of a large population nucleus, together with adjacent communities which have a high degree of economic and social integration with that nucleus. The definitions specify a boundary around each large city so as to include most or all its suburbs. Entire counties form the MSA building blocks, except in New England where cities and towns are used. The former term SMSA was changed to MSA in 1983.

An area qualifies for recognition as an MSA if (1) it includes a city of at least 50,000 population, or (2) it includes a Census Bureau-defined urbanized area of at least 50,000 with a total metropolitan population of at least 100,000 (75,000 in New England). In addition to the county containing the main city or urbanized area, an MSA may include other counties having strong commuting ties to the central county. If specified conditions are met, certain large MSA's are designated as consolidated MSA's (CMSA's) and divided into component primary MSA's (PMSA's).

**Central cities.** The largest city in each MSA is always designated a central city. There may be additional central cities if specified requirements, designed to identify places of central character within the MSA, are met. Although the largest central cities are generally included in the title of the MSA, there may be central cities that are not part of the title. The balance of the MSA outside the central city or cities often is regarded as equivalent to "suburbs."

In July 1985, the CPS began carrying the metropolitan statistical area definitions announced by the Office of Management and Budget on June 30, 1984. Figures published from the CPS in the early 1980's and throughout most of the 1970's referred to metropolitan areas as defined on the basis of the 1970 census. Since there are important differences in the population classified as metropolitan using the 1970 and 1984 definitions, comparisons should be avoided.

**Comparability of metropolitan estimates.** The new CPS metropolitan estimates have consistently been higher than independent estimates of the metropolitan population prepared by the Census Bureau; the new CPS nonmetropolitan estimates have been lower than the independent estimates. For example, between July 1985 and August 1986, the magnitude of the monthly differences varied from 900,000 to 2.5 million persons, so that the proportion of the population living in metropolitan areas according to the CPS has ranged from 0.4 to 1.0 percentage points higher than the independent estimate. The difference in level between the two sets of estimates is partially attributable to the basic CPS sample design, which, because of sampling variability, includes an oversample of

metropolitan households and an undersample of non-metropolitan households. The monthly variations result from the exit and entrance of rotation groups, each with slightly different metropolitan-nonmetropolitan proportions, into the sample. The apparent overestimation of metropolitan and underestimation of non-metropolitan population in the CPS relative to the Bureau's independent estimates should be taken into account when using the data.

**Geographic regions.** The four major regions of the United States, for which data are presented, represent groups of States, as follows:

*Northeast*— Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

*Midwest*<sup>1</sup>— Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

*South*— Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland,

Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

*West*— Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

**Symbols.** The following symbols are used throughout the tables:

- Represents zero or rounds to zero.
- B The base of the derived figure is less than 75,000.
- (X) Not applicable.
- (NA) Not available.

**Rounding of estimates.** Individual figures are rounded to the nearest thousand without being adjusted to group totals which are independently rounded. With few exceptions, percentages are based on the rounded absolute numbers.

<sup>1</sup>Formerly North Central.