



CURRENT POPULATION SURVEY INTERVIEWING MANUAL

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U.S. CENSUS BUREAU

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PART A

**THE CURRENT POPULATION SURVEY
AND YOU**

April 2015

Part A, Chapter 1

The Current Population Survey

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PART A, CHAPTER 1 THE CURRENT POPULATION SURVEY

1.A PURPOSE OF THE SURVEY

The Census Bureau has been conducting the Current Population Survey (CPS) since 1940. This survey collects up-to-date facts about the number of Americans who are employed, unemployed, or not in the market for jobs. It is the main source of information on the characteristics of greatest importance in dealing with the unemployed. It provides information about their sex, race, age, how long they've been looking for work, and what their last jobs were.

Facts about the kind of work people are doing, how many hours they work, and how much they earn, are essential for judging the economic condition of the country.

1.B DESIGN OF THE QUESTIONNAIRE

For over a decade, the CPS has made use of Computer Assisted Personal Interviewing (CAPI) and Computer Assisted Telephone Interviewing (CATI). This technology allows very complex skip patterns and other procedures which combine data collection and data input into a single operation. This technology also reduces respondent burden and allows us to do many things that are not possible in a paper and pencil environment. For example, by providing you with the previous month's job descriptions you only ask the respondent if anything has changed, thus reducing the burden on the respondent and the interviewer.

In January 2007, this computer assisted interviewing technology converted from a

DOS based environment, using CASES, to a Windows based environment, using Blaise. Both the CPS instrument and Case Management are now Windows based. This conversion to Windows allows us to utilize color and graphics in our new CPS Blaise instrument. In addition, the Windows based environment also makes navigation through the instrument much easier on the interviewer.

This technology, combined with your interviewing skills and knowledge of CPS concepts, help maintain CPS's position as the most highly regarded survey of labor market behavior in the world.

1.C USES OF THE DATA

CPS data are released within three weeks after you and other Census representatives collect them. The data are reported in a press release called the "Employment Situation," distributed by the Department of Labor. The commissioner of the Bureau of Labor Statistics (BLS) reports the results to the Joint Economic Committee of the United States Congress. Within two weeks following the press release, the BLS publishes Employment and Earnings. This publication contains figures on employment and unemployment, the age and sex of the working population, the number employed in agricultural and nonagricultural industries, hours worked, duration of unemployment, and other current facts collected through the CPS. The Census Bureau collects labor force data while the BLS analyzes the data and publishes the results.

Other information is collected periodically in conjunction with this survey in supplements to the CPS.

Supplement topics:

1. Special employment

Measures the extent to which persons work during the year.

Measures "displaced workers" who have lost a job in the last three years for involuntary reasons.

2. Education

Measures the population's education level and the educational training level of employed workers and persons looking for work. It also measures the high school drop out rate.

3. Family data

Determines growth and characteristics of families.

4. Income

Obtains information on family and individual income and how it relates to age, occupation, and other characteristics.

5. Migration

Studies the extent of the nation's internal migration from one year to the next.

6. Community participation

Measures the level of participation from community members in volunteer activities and various political events.

7. Health insurance coverage

Measures Americans level of insurance coverage.

Measures the different ways insurance are obtained, e.g. through an employer, government sponsored, health insurance exchanges etc.

6. Other topics

Measures the extent of employment and unemployment among veterans by period of service.

Determines the availability of telephones.

Calculates the extent of heating, plumbing, and other facilities in vacant living quarters.

As stated earlier, the CPS provides labor force data for the nation. Those who use CPS data include: the Federal Government, State and local governments, the press, private businesses, labor groups, university and private researchers, and the public. The survey provides a vast amount of statistics that help describe the current state of the economy. When combined with other economic indicators, we can show the direction in which the economy is moving month by month.

Following are examples of some specific uses of CPS employment and unemployment data:

- Government may revise policies or develop new policies based on the levels of employment and unemployment.
- The Federal Government uses the data to allocate funds for states and local areas stricken by high unemployment. Billions

of dollars are allocated to states and local areas based in part on CPS findings.

- The Veterans Administration uses the data to help determine the employment level of veterans and what services veterans need.
- State governments use the data to improve the job opportunities for areas within states that are experiencing high unemployment.
- Private businesses use the data to project potential sales by area and to see the supply and demand for labor in certain areas. This can be useful in deciding where to build a new plant. They might want to build in an area with high unemployment since the supply of labor would be adequate.
- The public uses the data, as well as other economic indicators, to decide whether to purchase major items such as automobiles and houses. For example, a person considering buying a new house might decide to wait if the economic news is bad.

1.D WHEN THE CPS IS CONDUCTED

CPS Field Representatives and Interviewers conduct interviews each month at a sample of households throughout the United States. You conduct the CPS one week (interview week) and ask the labor force questions that refer to the previous week (reference /survey week). You will need to understand the difference between these two terms.

Interview Week. The week in which you conduct interviews. CPS interviews normally take place during the week (Sunday through Saturday) of the month containing the 19th day.

Reference Week/Survey Week.

The week for which you ask information from the respondent; it is sometimes referred to as "survey week." Reference week for the CPS will be the week (Sunday through Saturday) of the month containing the 12th day.

1.E DESCRIPTION OF THE SAMPLE

The CPS sample was redesigned after the 2010 Decennial Census. Cases belonging to this new sample are referred to as 2010 Sample Design cases. You will NOT have any of these cases before April 2014; you will be able to identify them by their control number. Page C1-18 of this manual provides more information on CPS control numbers. Differences between the 2010 Sample Design and the 2000 Sample Design are noted throughout this section.

1.E.1 How the Sample is Designed

The sample areas, called Primary Sampling Units (PSUs), are established as follows:

Sample PSUs

Census Bureau statisticians classified all the counties in the United States by certain characteristics, such as number of unemployed males and females, number of males and females in the civilian labor force, number of persons (15+) employed in agriculture and manufacturing, and rate of population growth. From each group of similar counties, they selected one county to represent that group. These representative counties (or combinations) are PSUs. Each PSU is assigned a unique 5-digit number, such as 99993 or 99726. Each PSU number is made up of a two digit state code and a three digit county code.

Sample selection and segments within each PSU:

Our current sample is drawn from the 2000 Census.

- Each selected PSU was divided into either small land areas or groups of addresses called segments.
- Each segment contains addresses which are assigned for interview in one or more samples. There are four types of segments: area, permit, unit and group quarters.

Consult your 11-8 Listing and Coverage Manual for more details on listing the various types of segments.

The 2010 Sample Design was drawn from the Master Address File (MAF), which contains the results of the 2010 Census operations and ongoing operations such as government listings and updates from surveys like the American Community Survey.

Units within each PSU are sampled from one of two lists of addresses (or “frames”) within that PSU. The two frames are the Unit frame (containing housing units within the PSU) and the Group Quarters frame (containing Group Quarters within the PSU). The 2010 Sample Design does not utilize segments.

Consult your 11-922: Field Representatives’ Guide to Locating Sample Addresses for more details on the Unit frame and Group Quarters frame. This manual is available in your laptop under the ‘Manuals’ folder.

Sample Units

For 2000 Sample Design cases, depending

on the type of segment, you will either interview at units already designated on your laptop, or you will list the units at a specific address. In the latter situation, you will also interview those units on designated lines of the listing sheet. In any case, the sample is of addresses, not persons or families.

Because the 2010 Sample Design does not utilize segments, no listing will be required for cases belonging to this sample. You will only interview at units already designated on your laptop for these cases. The units were selected from within the PSU. This can be a house, apartment, or any type of structure designated as a separate living area.

Sample of Newly Constructed Units

In areas where building permits are issued for new construction (Permit Areas), we select a sample of building permits issued since the 2000 Decennial Census. We assign these addresses as permit segments.

In places where no building permits are required (Non-Permit Areas), you list and interview newly constructed units in area segments.

There is NO sample of newly constructed units for the 2010 Sample Design and no listing will be required for cases belonging to this sample.

Sample of Group Quarters

Some units are in places with special living arrangements. A Group Quarter (GQ) is a type of living quarters where the residents share common facilities or receive authorized care or custody. A GQ is not a housing unit by definition. Examples of these would include dormitories and convents. A GQ segment is comprised of one or more GQs that were identified in 2000 census blocks originally screened for unit segments. GQs which were not

identified as such in the 2000 Decennial Census may appear in area, unit and permit segments also. However, we do not sample and interview GQs in permit segments.

For 2010 Sample Design cases, you will generally only encounter GQs in your GQ frame assignments. You know your case is a GQ frame assignment when the letters “GQ” appear in the Frame field of the Assignment tab. However, because GQs are not always identified properly on the MAF, you may encounter this type of living quarters when attempting to complete a Unit frame assignment. If you find a GQ at your assigned case’s address when attempting to complete a Unit frame assignment, refer to the 11-922: Field Representatives’ Guide to Locating Sample Addresses for further guidance.

1.E.2 How the Sample Works

Each month about 72,000 housing units are selected for interview. The CPS is based on about 60,000 of the 72,000 selected housing units. Approximately 50,000 interviews are completed.

Each sample unit is in sample for four consecutive months, dropped for eight months, and then interviewed for another four consecutive months. After these eight months in sample the household is out of the CPS. In this way sample units are "rotated" in and out of a sample.

1.F GENERAL LABOR FORCE CLASSIFICATION GROUPS

We classify all household members 15 years of age or older into three broad groupings: employed, unemployed, and not in the labor force.

The definitions and components of the three

labor force groupings are as follows:

Employed. Employed persons are those who are working at a paid job or business for at least one hour during the reference week, or are working at an unpaid family business for 15 or more hours during the reference week or who did not work last week, but held a job or owned a business from which they were temporarily absent during the reference week.

Unemployed. Unemployed persons are those individuals who did not work at all during the reference week, who were not absent from a job, but who actively looked for work during the past four weeks **and** were available for work during the reference week.

Persons who were on layoff from a job to which they expect to return and were available for work during the reference week are also classified as unemployed, even if they did not actively look for work.

Not in the Labor Force. This group consists of persons who are neither employed nor unemployed; that is, they did not work, they were not absent from a job, nor did they actively look for work within the past four weeks.

1.G PATHS THROUGH THE INSTRUMENT

The CPS instrument collects demographic data on all household members, but only collects labor force data for civilian household members who are 15 years of age or older. There are four distinct "paths" in the questionnaire: (1) the employed, at work path; (2) the employed, temporarily absent path; (3) the unemployed path; and (4) the not in labor force path. (The computer will determine which series of questions to ask based on your entries in each question.)

PATH 1: Employed, At Work

If the specified person did any paid work during the reference week, even for as little as one hour, or did 15 hours or more of unpaid work on a family farm or business, you ask for the number of hours worked and a description of the person's job. If you (or another interviewer) interviewed the person in the previous month, you will verify that the person still holds the same job.

PATH 2: Employed, Absent From Work

If the specified person did not work during the reference week, but held a job from which (s)he was absent, you ask for the same job information as you do for the persons who were at work last week.

PATH 3: Unemployed

If the specified person did not work and was not absent from a job, you find out if (s)he was on layoff from a job or if (s)he looked for work in the previous 4 weeks. If (s)he has looked for work and was not unemployed in the previous month you ask how long (s)he has been looking for work or on layoff. If the person was unemployed in the past month, the instrument automatically

updates the previous month's duration of unemployment and data relating to job search activities.

PATH 4: Not in the Labor Force

If the specified person did not work, was not absent from a job, and did not look for work in the previous four weeks, (s)he is not in the labor force. You ask whether (s)he has looked for work in the past 12 months, wants a job now, and was available for work in the reference week. During interview numbers 4 and 8, you also ask about the person's work history, why (s)he is not currently looking for work, and what his/her future intentions are regarding job search.

Part A, Chapter 2

Conducting the CPS Interview

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2.B Authorization	A2-4
2.C Confidentiality	A2-4
2.D Respondent Identification Policy (RIP)	A2-4
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PART A, CHAPTER 2 CONDUCTING THE CPS INTERVIEW

2.A EXPLAINING THE SURVEY

This section provides important background information that you will need to know before starting a CPS interview. Among the topics discussed in this section are:

- how to explain the survey
- survey authorization
- confidentiality
- eligible household respondents
- how to maintain rapport with respondents

How to Introduce the Survey

Show your official Census I.D. and identify yourself. Give the following introduction (or a similar introduction):

“Hello, my name is”

“The Census Bureau regularly conducts the Current Population Survey to collect information on the number and types of jobs Americans need.”

“By law the Census Bureau will treat any information you provide in connection with this survey as confidential. The survey is authorized by an act of Congress. Your participation in this survey is voluntary. However, the accuracy of the survey depends on your cooperation.”

“Did you receive our letter?”

If (s)he did not receive the letter, give him/her a copy and allow time to read it. Then proceed with the survey. At this point you should be at the INTROB screen and ready to begin the interview (Figure A1 below).

Figure A1. INTROB, Beginning the Interview

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ ROS OPTOUT Exit/F10

◆ Is respondent ready to complete the interview?

1. Continue

2. Inconvenient time. Callback needed.

3. Reluctant respondent - hold for refusal followup

4. Noninterview

5. Other outcome OR problem interviewing respondent

6. Wrong address (wrong case selected)

Ready to Continue?

Replacement HH?

Verify Address

2.B AUTHORIZATION

The information collected in the CPS is authorized by the following:

- **Title 13, U.S. Code, Section 182**

Authorizes the Census Bureau to collect statistical information.

- **Title 29, U.S. Code, Sections 1-9**

Authorizes the Bureau of Labor Statistics (BLS) to collect labor force statistics.

- **Title 38, U.S. Code, Section 527**

Authorizes the Census Bureau to collect information for the Department of Veterans' Affairs.

- **Public Laws 89-10, 92-318, 93-380**

Authorizes the Census Bureau to collect information on education.

2.C CONFIDENTIALITY

Within the context of the CPS, the term confidentiality refers to our guarantee to individuals who provide survey information. The name, address, and other information that would identify an individual is not available to persons other than sworn Census Bureau employees, as Title 13 requires.

You must avoid mentioning or providing anyone with materials that would link a specific household or person with a specific survey. When discussing your job, be careful never to reveal any information you get during an interview to an unauthorized person.

There are severe penalties for revealing any information gathered in a Census Bureau survey that would identify an individual.

Unauthorized disclosure of individual information by a sworn Census Bureau employee is punishable by a fine of up to \$250,000 and imprisonment of up to 5 years.

2.D RESPONDENT IDENTIFICATION POLICY (RIP)

The Respondent Identification Policy (RIP) was instituted by the Census Bureau to protect the confidentiality of respondents' information within their own households. The policy prohibits the Census Bureau from revealing confidential data to other household members unless the original respondent gives authorization.

2.D.1 How RIP affects Basic CPS

The answer to the RIP question will determine if you can conduct dependent interviewing or not. If the original respondent, which we refer to as the "RIP respondent," wishes their information to be confidential, and they are not available for a subsequent interview, you cannot conduct dependent interviewing. However, if the RIP respondent permits you to verify their information with anyone in the household, then you can conduct dependent interviewing. The RIP respondent name will appear on the START_CP (CAPI) or HELLO (CATI) screens if the RIP respondent has requested that their information not be verified with anyone in the household. If this is the case, and you are not speaking with the RIP respondent, then you cannot conduct dependent interviewing.

2.D.2 RIP Question

There is only one question that determines if the dependent questions are asked of only the RIP respondent or of any other household member in the household. The RIP question (RIPFLG) (Figure A1a.) is answered as (1) Yes ONLY if the respondent will allow

anyone else in the household to verify their information in subsequent interviews. If the respondent DOES NOT wish their information to be verified by other household members in subsequent interviews, then an answer of (2) No should be selected.

Figure A1a. RIPFLG, Respondent Identification Policy

The screenshot shows the 'Current Population Survey - Ver 1.19 Displaced Workers supplement 1.19' interface. At the top, there are navigation buttons: 'Forms', 'Answer', 'Navigate', 'Options', and 'Help'. Below that is a menu bar with options: 'CPS', 'ADDR', 'FAQ', 'Chg Resp', 'ROS', 'OPTOUT', 'Skip Person', and 'Exit/F10'. The main content area displays a yellow message box with the text: 'We will recontact this household next month to update this information. If we are unable to reach you and we talk to someone else instead, is it OK if we refer to some of the information you gave us?'. Below the message is a blue link: '♦ If needed: For example, we might say "Last month (name) was a teacher. Is (s/he) still a teacher?'. There are two radio button options: '1. Yes' and '2. No'. Below the options is a list of business-related fields: 'Employed', 'Level of', 'Name of', 'Incorporated', 'Name of', 'Self-employed', 'Paid', 'Working', 'Business', 'Kind of', 'Business', 'Kind of work', 'Usual Duties', 'Usual', 'End of person', and 'Can we'. The 'Can we' field has a dropdown menu and a checkbox. At the bottom of the screen, there is a status bar with the following information: '00000201', 'RIPFLG', '2:57:22 PM', '2-11-2008', '1', '1.1', and '484/631'.

The instrument will only allow one person to be the RIP respondent. Once the RIP question is asked and the RIP respondent is selected, the RIP question will not be re-asked in subsequent months. You may change the answer to the RIPFLG question during the initial interview only. The only time the RIPFLG will change in subsequent interviews is when there is a replacement household.

2.E ELIGIBLE HOUSEHOLD RESPONDENTS

Any household member 15 years of age or older is technically eligible to act as a respondent. If at all possible, try to interview the most knowledgeable member of the household. In most situations, this individual will be the reference person or the spouse of the reference person.

Reference person. The first person mentioned by the respondent, who either owns or rents the "sample unit" (e.g., house, apartment).

If it becomes obvious that the household member you are interviewing is unable to answer the survey questions, ask to speak to a more knowledgeable respondent. If a more knowledgeable respondent is not available, arrange to call back when one is available.

2.F RETAINING RAPPORT WITH RESPONDENTS

You begin to build a harmonious relationship with the respondent when (s)he first answers the door or phone. Maintaining this rapport throughout the interview will ensure that you collect full and valid information. Through your sincere understanding and interest in the respondent, you provide a friendly atmosphere in which the respondent can talk honestly and fully. If rapport is broken because the respondent finds a particular question "too personal," take time to reassure him/her about the confidential nature of the survey.

2.G ANSWERING RESPONDENT QUESTIONS

A small percentage of respondents will want additional information before agreeing to participate in the survey. Some respondents may be reluctant to provide information about themselves or family members or may refuse to be interviewed. It is your responsibility to sell the survey. A good selling job at the very beginning of the survey (that is, the initial interview) will eliminate trouble for you and your fellow field representatives and interviewers in succeeding months. You can bring up the H_PURPOSE screen, which lists Frequently Asked Questions (FAQs), at any time by pressing the [Shift] and [F2] keys simultaneously, or by selecting the FAQ tab located at the top of the screen (see Figure A2 below).

To convert reluctant respondents, try to identify his/her specific objection(s) to participating in the survey and tailor your answer accordingly. A thorough

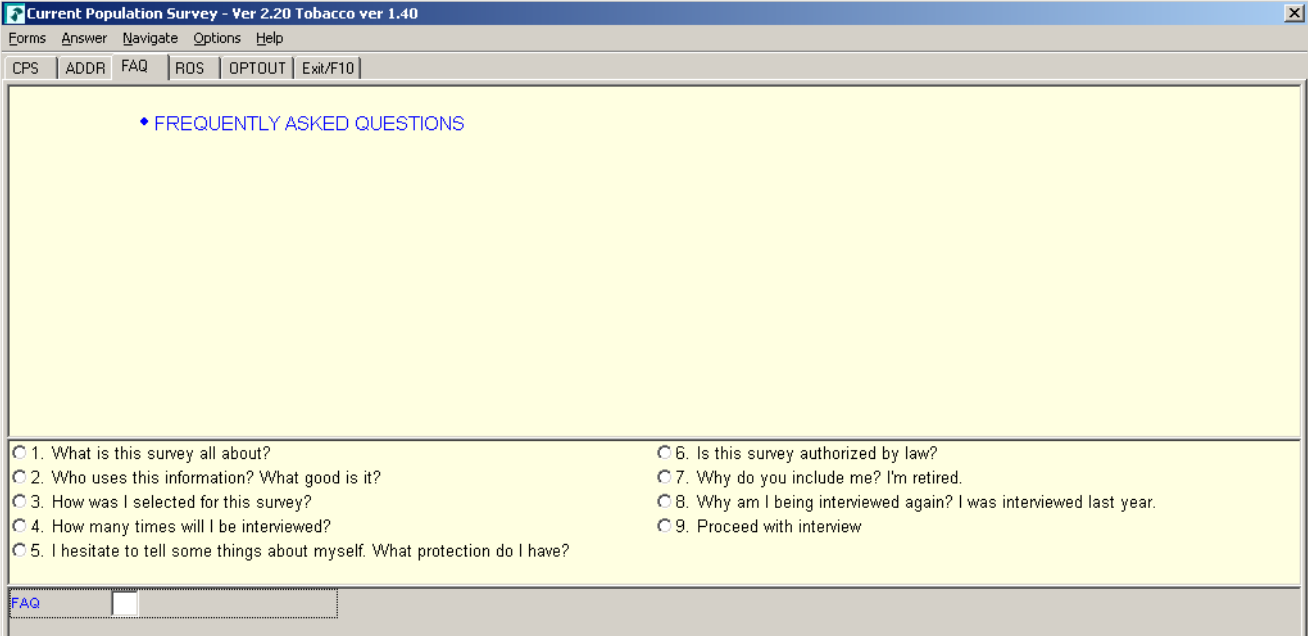
understanding of the survey is the key to a good explanation. The following are a few examples of questions you may receive and suggested responses:

2.G.1 What is this survey all about?

“The Census Bureau conducts the Current Population Survey each month to provide an up-to-date estimate of the number of persons working, the number who are unemployed, and many other related facts. Occasionally we ask additional questions on education, health, family income, housing, and other important subjects.”

“It is extremely important to know how many persons are out of work from month to month. Government officials, labor groups, and business people need accurate information on the current unemployment situation to know how many and what types of jobs are needed. It is easier to resolve employment problems if we know, well in advance, the direction the economy is moving.”

Figure A2. H_PURPOSE, Frequently Asked Questions



The screenshot shows a software window titled "Current Population Survey - Ver 2.20 Tobacco ver 1.40". The window has a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a tabbed interface with tabs for "CPS", "ADDR", "FAQ", "ROS", "OPTOUT", and "Exit/F10". The "FAQ" tab is selected, and the main area displays "♦ FREQUENTLY ASKED QUESTIONS". Below this, there are nine radio button questions arranged in two columns:

- 1. What is this survey all about?
- 2. Who uses this information? What good is it?
- 3. How was I selected for this survey?
- 4. How many times will I be interviewed?
- 5. I hesitate to tell some things about myself. What protection do I have?
- 6. Is this survey authorized by law?
- 7. Why do you include me? I'm retired.
- 8. Why am I being interviewed again? I was interviewed last year.
- 9. Proceed with interview

At the bottom left of the window, there is a small "FAQ" label and a white rectangular box.

2.G.2 Who uses this information? What good is it?

“In a country as big as ours and one that changes so rapidly between decennial censuses, people in government, businesses, and other groups need up-to-date facts in order to plan efficient and adequate programs. It is important to know how many people are working or out of work (to help direct programs which would contribute to an expanding economy and provide new jobs), how many children will be attending school (to plan for schools and the training of an adequate number of teachers), how many new families are forming (to plan for adequate housing to meet their needs), and so on. The CPS is one of the most important and timely sources of information used to make such plans.” See Part A, Chapter 1 for a discussion of the uses of CPS data.

2.G.3 How was I selected for this survey?

“Actually, we selected your address, rather than you personally, for this survey. Each month, we scientifically select about 15,000 groups of addresses to represent the United States. Each of the address groups contains about four housing units and altogether result in about 48,000 interviewed households each month. If you should move away while your address is still in the survey, we would interview the family that moves in.”

2.G.4 How many times will I be interviewed?

“We interview occupants of a dwelling for 8 months, 4 consecutive months in the current year and the same 4 months in the following year.”

“We interview for 8 months because it is important to see if the employment situation of the occupant changes. It is also less

expensive to interview the same dwelling for 8 months.”

2.G.5 I hesitate to tell some things about myself. What protection do I have?

“All information individuals give to the Census Bureau is held in the strictest confidence by law (Title 13, United States Code, Section 9). All Census Bureau employees have taken an oath to this effect and are subject to a jail penalty and a fine if we disclose any information survey respondents give us.”

2.G.6 Is this survey authorized by law?

“Yes. Title 13, United States Code, Section 182, and Title 29, United States Code, Sections 1 through 9, authorized the collection of most of the information we request in this survey.”

“ In addition, portions of the survey in any 1 month may be authorized by one of the following: Title 7, United States Code, Sections 1621-1627; Title 38, United States Code, Section 219; and Public Laws 890-10, 92-318, and 93-380. In some months, the survey may contain questions authorized under laws other than those cited.”

2.G.7 Why do you include me? I'm retired.

Some retired persons may feel that their activities are not important to this type of survey and wonder why we include them.

The following may help you explain the survey to them:

“In order to have an accurate picture of the entire population, it is necessary to include persons in all age groups. Our experience with interviewing retired persons shows that

many of them are actually participants in the labor force because they work part time or are looking for work. This information, along with data on other subjects such as income, health, and housing, assists in the measurement of the economic condition of the elderly population as a whole.”

2.G.8 Why am I being interviewed again? I was interviewed last year.

“Our representatives contact occupants of a selected dwelling unit eight times – 4 months in one year and the same 4 months in the following year. Our representatives contacted this address four times last year and your address is scheduled for four more interviews.”

2.G.9 Respondent gave information in Decennial Census.

Some respondents may say that they already reported this information in the Decennial Census. The following approach may be useful in clarifying differences:

“The Census Bureau conducts the Decennial Census every 10 years. It gives government officials a good idea of how many people are living in this country. We conduct labor force surveys monthly to determine how many Americans are employed and unemployed each month.”

2.G.10 Respondent not affected by the employment situation.

The level of unemployment affects almost everyone. When a lot of people are out of work, the entire economy suffers. The suffering is not limited to those individuals

who cannot find a job. Business people will experience slumping sales. Professionals will find clients unable to pay bills. Salaried employees may suffer reduction in pay or hours. Farmers will find demand for their products dropping. In sum, when employment declines, almost everyone suffers.

2.H THE VOLUNTARY NATURE OF THE SURVEY

The fact that participation in the CPS is voluntary does not diminish your responsibility to convert reluctant respondents. When a person says the survey is voluntary and that (s)he would prefer not to participate, the following points may help you to obtain an interview:

- The importance and uses of the data. Refer to page A1-3 for an explanation of the uses of labor force data.
- The brevity of the survey. Explain that the interviews take only 10 to 15 minutes per household.
- The confidentiality of the survey data. Title 13, United States Code, require that the data collected be seen only by Census Bureau employees who have sworn an oath of office. It also requires that we publish only statistical summaries of the data.
- Ask the respondent to allow you to begin the interview on a “trial basis.” Explain that the person does not have to answer any questions (s)he feels are too personal. In many cases the respondents provide most, if not all, of the needed information.

2.1 BEGINNING THE INTERVIEW

The first month a household is in sample the first few screens allow you to verify the segment and housing unit listing. You also will record the household roster and collect demographic information for each household member listed. Following are a few examples of the information collected in the first month's interview:

- list of persons living or staying in the household
- relationship of household members to the reference person
- age
- race
- ethnicity
- sex
- armed forces membership and veteran's status
- education
- nativity and immigration

In subsequent months you only collect missing information.

2.1.1 How to Ask Questions

- **Ask exactly as worded**

You must ask questions exactly as worded so they will yield comparable results. **Avoid changing** words or phrases and adding or dropping words to the question.

- **Ask every question**

Although the answer to a particular question may seem obvious to you, do not fill the answer without asking the question. The respondent may provide an answer which applies to a question asked later in the interview. In this case you may verify the answer to the question. It is important that

you ask or verify each applicable question. If the respondent misunderstands or misinterprets a question:

- **Repeat the question as worded and give the respondent another chance to answer.**
- If you still do not get an acceptable response, **use the probing techniques discussed below.**

2.1.2 How to probe

When the respondent's answer does not meet the question's objective, probe to clarify or expand his/her answer.

The probing procedures listed below are useful in stimulating discussion. Introduce these devices casually as a natural expression of interest.

- **Brief assenting comments**, such as - "Yes, I see," show the respondent that you are giving your attention to the answer. They often stimulate the respondent to talk further.
- **An expectant pause** accompanied by an inquiring look after the respondent has given only a brief reply often conveys to the respondent that (s)he has merely begun answering the question. It will often bring forth further response.
- **Repeating the question** or listing the response categories (when applicable) is useful when the respondent does not understand the question, misinterprets it, seems unable to make up his/her mind, or strays from the subject.
- **Repeating the respondent's reply** is useful in helping to clarify the response and prompting the respondent to enlarge upon his/her statement. Be sure you adhere

strictly to the respondent's answer and do not interject your own ideas.

- **Neutral questions** (probes) in a neutral tone of voice will bring fuller, clearer responses. For example:

“I don't quite understand what you mean.”

or

“Which figure would you say comes closest?” (Probe to clarify hours worked last week, weeks looking for work, or income.)

Such questions show your interest and are successful when used correctly. You must immediately recognize how the respondent's answer fails to meet the question's objective and use a neutral probe to get the correct information. Your manner of asking neutral questions is important; a sharp demanding tone can damage rapport. It is sometimes good for you to appear slightly bewildered by the respondent's answer. Indicate in your probe that it might be you who did not understand. (For example - *“I'm not sure what you mean by that, could you tell me a little more?”*) This can arouse the respondent's desire to help someone who is trying to do a good job. However, do not overplay this technique. The respondent should not get the feeling that you do not know when a question is properly answered.

Interviewers often have to separate the facts wanted from the respondent's attitudes. The basic procedure is:

- Know the question's objective thoroughly.
- Know how to probe when the answer is inadequate, while maintaining good rapport.

2.I.3 Importance of Using Neutral Probes

We have stressed that you need to stimulate discussion. **This does not mean that you should influence the respondent's answer or unnecessarily prolong the interview.** Probing should be as neutral as possible so you do not distort the respondent's answers. When you ask neutral questions of all respondents, we have comparability between all the interviewers in the survey. If each interviewer asks a leading probe, we would not be comparing responses to the same questions. This would thoroughly defeat the goal of having a standardized survey.

2.I.4 Respondent Replies “I Don't Know”

Respondents do not always mean what they first say. The “I don't know” answer might mean:

- The respondent does not understand the question and answers “I don't know” to avoid saying that (s)he did not understand.
- The respondent is thinking and says, “I don't know” to give him/her time to think.
- The respondent may be trying to evade the issue, so (s)he begs off with the “I don't know” response.
- The respondent may actually not know.

Discussion often presents a truer picture of the respondent's thoughts and may help you determine if you should probe further.

2.J IF YOU CAN'T GET AN INTERVIEW

Noninterview Household. A household for which you cannot obtain information because:

- The unit is occupied but an interview was not possible, or
- The unit is occupied by persons not eligible for interview, or
- The unit is not occupied or not eligible for sample.

Noninterviews fall into three groups--Type A, B, and C. The Type A group consists of households occupied by persons eligible for interview, whom you should have interviewed but could not.

Sample units which you do not interview for other reasons are Type B or C noninterviews. Refer to Part C, Chapter 6 for a detailed discussion of noninterview types and procedures.

You will need to make a personal visit to units in your assignment that were noninterviews the previous month. The exception is those households reported as Type C noninterviews (since they are ineligible for sample) and the **one** Type B situation described below.

If **all** the following conditions exist, you can complete the CPS by telephone for a Type B

noninterview without making a personal visit to the unit.

1. The unit was a Type B noninterview in the preceding month.
2. The unit is very far from your home, and you are not planning to return to the area for other interviews.
3. You have the name and telephone number of a reliable respondent (e.g., owner, rental agent, knowledgeable neighbor, or local merchant) and a telephone interview is acceptable with that person.

If one of the above conditions is not met, you must make a personal visit to the sample unit.

2.K ENDING THE INTERVIEW

After completing the labor force section of the interview and collecting any supplement information (if necessary), you are ready to end the interview.

The last section of the interview requests a phone number if one is available. It helps you determine if the household will be available next month, if a Sunday interview is possible, and exits you from the interview. We call this the “**BACK**” portion of the interview. Refer to Part C, Chapter 5 for a detailed discussion of the “**BACK**” of the CPS interview.

Be sure you leave the respondent with a friendly feeling towards you and the Census Bureau, so the way is clear for future contact.

END OF PART A

The next section of this manual contains CPS labor force concepts.

PART B

**CURRENT POPULATION
SURVEY CONCEPTS**

April 2015

Part B, Chapter 1

Employment Concepts

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PART B, CHAPTER 1 EMPLOYMENT CONCEPTS

1.A INTRODUCTION

The purpose of this chapter is to define the concepts related to employment.

Employed. Employed persons are those who are working at a paid job or business for at least one hour during the reference week, or are working without pay in a family business for 15 or more hours during the reference week or who did not work last week, but held a job or owned a business from which they were temporarily absent during the reference week.

The chapter is broken down as follows:

- 1.B Employment Concepts
- 1.C Business
- 1.D Work
- 1.E Job
- 1.F Absence from a Job
- 1.G Multiple Jobholders
- 1.H Hours Worked

Further details on individual questions dealing with employment are in Part C, Chapter 4.

1.B EMPLOYMENT CONCEPTS

As stated in Part A, Chapter 1, employed persons are those who are working at a paid job or business for at least one hour during the reference week, or are working without pay in a family business for 15 or more hours during the reference week, or did not work in the reference week but had a job or business from which they were temporarily absent.

Business, work, and job are all important concepts in understanding who is employed. Most of the cases you face when interviewing will be straightforward. That is, the respondent will be able to tell you if the specified person was working and had a job or business. However, there will be some borderline or atypical cases that will require your knowledge of the inclusions and exclusions that follow.

1.C BUSINESS

Business. A business exists when one or more of the following conditions is met:

- Machinery or equipment of substantial value is used in conducting the business, or
- An inventory of significant value is maintained for the business, or
- An office, store, website, or other place of business is maintained, or
- The business is advertised by:
 - + listing in the classified section of the telephone book, frequent listings or long term postings on a website, or
 - + displaying a sign, or
 - + distributing cards or leaflets or otherwise publicizing that the work or service is offered to the general public.

Business is a particularly important concept in classifying a person as being absent from work during the reference week. Knowing whether a person **holds a job or has a business** allows us to determine if persons who did not work during the reference week should be classified as employed at work or employed but temporarily absent. It also helps to obtain a good description of the person's industry and occupation, determine class of worker, and to find out whether a person holds multiple jobs.

Although paying employees is a common function of businesses, by itself, it is not sufficient to determine if a business exists. For example, households may hire people to work as maids, gardeners, etc., but that does not make the households businesses.

1.C.1 Business Exclusions

Unless one of the above conditions is met, there is no business. In addition, the following arrangements are specifically **excluded** from being counted as a business:

- **Sale of Personal Property**

The sale of personal property (for example, garage or yard sales, the selling of items on the Internet, or the sale of a car) is not a business or work.

- **Seasonal businesses**

Exclude businesses in the off-season if no one in the household worked in the business during the off-season. Consider the examples below.

The following household would not have a business in July: Members of a household had a business chopping and selling Christmas trees from October through December. No one worked in the business during any of the off-season months.

The following household would have a business in July: Members of a household ran a ski resort from October through March. During the off-season they continued to trim the slopes, buy equipment, train staff, keep books and take reservations for the next season.

- **Distributors**

Distributing products (such as cosmetics, household goods, or newspapers) is **WORK** if the selling was done during the reference week. However, it **is not a business UNLESS** the person buys the goods directly from a wholesale distributor or producer, sells them to the consumer, **and** bears any losses resulting from failure to collect from the consumer.

1.C.2 Business Inclusions

- **Selling of Items via the Internet**

Individuals who sell items via the Internet that are obtained specifically for resale or produced for sale would have a business if they intended such Internet sales to occur on an ongoing or recurring basis, and if they intended to make a profit. Although not a requirement, one indication of intending to sell items on an ongoing or recurring basis is the maintenance of an inventory of items that have significant value. Individuals who sell only their own personal property via the Internet would not have a business, even if they sold items repeatedly.

Individuals who are providing a service by facilitating the sale of other individuals' items via the Internet also would have a business, if the individuals providing the service did so on an ongoing or recurring basis with the intent of making a profit.

1.D WORK

Work. Work includes any activity for wages or salary, for profit or fees, or for payment in kind. One hour or more of such activity constitutes work. Work also includes unpaid activity of at least 15 hours a week on a family farm or business.

item for sale, packing an item, and shipping an item) do not have to take place in one continuous hour, but the total time spent on these activities during the reference week has to be equal to or greater than an hour. An individual does not have to have a business selling items via the Internet to be classified as working. Individuals do not have to receive payment by the reference week for items sold in order to be classified as employed (payment can be deferred).

Use Table B1, on page B1-6, as a checklist to determine if you should count an activity as work.

NOTE. If a person receives part of the profits from the business/farm, or would have received part of the profits if the business/farm had not operated at a loss, consider him/her to be working. This is regardless of the number of hours worked during the reference week unless (s)he owns the business for investment purposes only. The part of the profit received can be in cash or pay "in kind."

For example, count all of the following as receiving part of the profits from the business/farm:

\$ receiving a proportion of the proceeds from cattle sales

\$ receiving \$1500 a month for living expenses

\$ receiving a share of the earnings

A person selling items via the Internet (e.g. eBay sellers) would be classified as working, as long as the individual was not selling only personal items and the person was engaged in Internet sales-related activities for an hour or more during the reference week. Internet sales-related activities (e.g. photographing an item, writing a description of an item, posting an

Table B1. Determining Which Activities are Considered as Work

Activity Included as Work?		
	Include as work?	
Paid work for cash wages or salary (including welfare payments or other public assistance), at piece rates, on commission, or for tips.	YES	
Exchange or sharework on farms , such as when farmers may help each other during peak farming periods, without compensation.	YES	
Jury Duty		NO
National Guard/Reserve Duty (Weekend, summer training)		NO
Ownership of a business solely for investment purposes. No participation in the management or actual operation of the business.		NO
Paid training in which the person receives wages or salary for training they must complete before starting the job.	YES	
Unpaid training programs in order to qualify for a job.		NO
Training not sponsored by an employer , even if the trainee is receiving a welfare check or other public assistance for attending the training.		NO
Work for pay "in kind" such as meals, living quarters, room and board, or supplies received in place of cash wages.	YES	
Work for profit or fees in own business, profession, or farm. (Includes those who intend to earn a profit whose business produced a loss.)	YES	
Set up own new business. Includes: searched for a place of business; dealt with prospective suppliers, contractors, or advertisers; ordered equipment or inventory; readied the building or obtained work permits; searched for or met potential clients; interviewed future employees.	YES	
Selling of Items on the Internet. <ul style="list-style-type: none"> The reselling of items purchased for personal use. The selling of items purchased or produced for the purpose of selling on the internet. Providing a service with the intention of making a profit that facilitates the sale of other individuals' items on the Internet. 		NO
	YES	
	YES	
Unpaid Work <ul style="list-style-type: none"> In a family business or farm (other than housework at home) of 15 hours or more which contributed to operating a farm or business run by a member of the household who is related by marriage, blood, or adoption. Unpaid work that did not contribute to operating a family farm or business. Unpaid work in the business of an unrelated member of the household. Unpaid work for a relative not in the household. 	YES	
		NO
		NO
		NO
Volunteer work without pay		NO

1.E JOB

Job. A job exists when there is a definite arrangement for regular work every week, or every month, for pay or other compensation (e.g., profits, anticipated profits, or pay in kind, such as room and board).

A formal, definite arrangement with one or more employers to work on a continuing basis for a specified number of hours per week or days per month, but on an irregular schedule during the week or month, is also a job.

The difference between a job and work is particularly important in identifying persons who did not work during the reference week, but who had a job from which they were absent. Consider this example:

Joan was paid to clean a friend's house 2 weeks before the reference week, but does not clean houses on an ongoing basis.

In this instance Joan does not have a job. However, if she had an arrangement to clean a person's house for pay every Tuesday, but happened to be sick during the reference week, then she would have a job from which she was temporarily absent.

It is possible to have worked during the reference week and not have a job. A person may not have a definite arrangement for work on a continuing basis. (See Table B2, on page B1-8, to determine which activities are considered a job.) Consider the following example:

Fred was paid to build a deck for a friend last week. He does not usually build decks for a living. **Fred would have worked during the reference week, but he would not have a job.**

The concept of **job** is also important in getting a good description of the person's industry and occupation and in determining whether a person holds multiple jobs.

1.F ABSENCE FROM A JOB

The following is a list of reasons for being temporarily absent from a job or business that are accepted in the CPS interview. (Instructions for selecting individual reasons are in Part C, starting on page C4-11.)

- On layoff (temporary or indefinite)
- Slack work/business conditions
- Waiting for a new job to begin
- Vacation/personal days
- Own illness/injury/medical problems
- Child care problems
- Other family/personal obligation
- Maternity/paternity leave
- Labor dispute
- Weather affected job
- School/training
- Civic/military duty
- Does not work in the business
- Other (specify response)

Table B2. Determining Which Activities are Counted as a Job

Activity Included as a Job?		
	Include as a job?	
Domestic or day work. An arrangement to work on a continuing basis for each of one or more employers.	YES	
Leave of absence. On a leave of absence from a regular job (for example, to attend school or travel) and has an arrangement to return to that job.	YES	
Maternity/paternity leave. Must intend to return to work, and have an agreement with an employer to hold a job or find a place for him/her upon return.	YES	
Persons "on call". Arrangements with a union hiring hall or a professional service (for example, nurses, substitute teachers) to be called to work with little or no advance notice and there is NOT a definite arrangement to work a specified period of time each week or each month.		NO
Seasonal job during "off" season. For example, in the summer, you would not consider a non-working ski instructor as having a job or being absent from a job.		NO
Seasonal job, work in season. For example, count a ski instructor who was on vacation or otherwise absent from work during the reference week as having a job only if the reference week was part of the ski season.	YES	
Student attending school. Students who have gone back to school and are not currently working DO NOT HAVE A JOB from which they are temporarily absent. Having an arrangement to return to work when the school year is over (for example as a waiter or waitress) does not make him/her absent from a job.		NO
Summer vacation for school personnel. If they have definite arrangements or contracts, either oral or written, to return to work.	YES	
Unpaid work on a family farm or business. Usually does unpaid work on a family farm or business but did not work during the reference week.		NO
Work as needed. Work done as needed, and not done on a continuing basis. An example would be a consultant who works on an as-needed basis.		NO

1.G MULTIPLE JOBHOLDERS

Multiple jobholders are persons who have more than one job or business. In the CPS, we ask persons who worked during the survey week if they had more than one job or business and if so, how many they had. This information allows us to collect additional information about the person's main job and other jobs separately.

Main Job. The job at which the person usually works the most hours is his/her main job. If a person usually works the same number of hours at two jobs, the "main" job is the job at which the person has been employed the longest.

Refer to the discussion of JOB and BUSINESS to determine whether multiple jobs exist. Persons who started and ended jobs in the same week are considered multiple jobholders. The guidelines below will help you in situations **that are NOT considered multiple jobholding**.

1.G.1 More Than One Employer in Occupations Where Multiple Employers are Common

It is possible for individuals to have more than one employer, but only one job. If an individual does the same type of work for more than one employer in an occupation where it is common to have more than one employer, do not consider the individual a multiple jobholder. Examples include private household or domestic workers including baby-sitters, chauffeurs, gardeners, handy persons, cooks, and maids.

1.G.2 More Than One Client

It is possible for individuals to have more than one client, but only one job. If an individual does the same type of work for more than one client in an occupation where it is typical to have more than one client (s)he should not be considered a multiple jobholder. Examples include artists, consultants, doctors, and lawyers.

1.G.3 More Than One Contract

It is possible for individuals to have more than one contract or piece of work without having more than one job. *For example, a general contractor working at more than one construction site would not be a multiple jobholder.*

If an individual has more than one piece of work or more than one contract (for example, contractors, construction workers), and all the work is the same type, then (s)he has only one job. (S)he would not be a multiple jobholder.

1.H HOURS WORKED

There are two different concepts measured in the hours series of questions in the CPS. First, you ask respondents the number of hours (s)he usually works per week. The objective of this question is to measure the **usual full-time/part-time status** of employed persons. Next, you ask a series of questions to determine the number of hours (s)he actually worked last week. From this it is determined whether (s)he actually worked full-time or part-time during the reference week.

For multiple jobholders, questions on usual and actual hours are asked separately for "the main job" and "all other jobs combined."

1.H.1 Usual Hours

You ask all employed persons, both those who were at work and those who were absent from work, about the number of hours they usually work. In addition to providing information on full-time/part-time status, asking usual hours before actual hours provides a frame of reference for the subsequent actual hours worked questions. (You further improve this estimate by asking about the main job and other jobs separately.)

Usually. 50% of the time or more, or the most frequent schedule during the past 4 or 5 months.

It is possible for a person who worked during the reference week to not **usually** work. In such cases his/her usual hours are zero. For example, a retired person worked 20 hours in a friend's business during the reference week, but usually does not work. His/her usual hours are 0 and actual hours are 20.

1.H.2 Actual Hours

The question on usual hours worked prompts the respondent to think about his/her usual schedule. The questions on actual hours then prompt the respondent to think about any deviations from that schedule in order to report actual hours worked more accurately.

In this series of questions you first determine if the person lost or took off any hours from work. You then identify any extra hours or overtime worked. At this point you ask for actual hours. For multiple jobholders, you ask for actual hours for "main" and "other" jobs separately.

More information about how to record usual and actual hours is on Pages C4-6 through C4-8.

1.H.3 Full-time and Part-time Hours

Full-time. Generally speaking, any job that is usually 35 hours or more per week is considered full-time. In some occupations, usual weekly schedules of less than 35 hours per week are considered to be full-time (for example, air-traffic controllers). For these cases, the option "Regular hours are full-time" is provided.

1.H.4 Reasons For Part-Time Work

If a person usually works part-time, or worked part-time in the previous week, we ask about the main reason for part-time work. Based partially on the reason why people are working part-time, shown in Figure B1, we classify these individuals either as part-time for economic reasons or part-time for noneconomic reasons.

Figure B1. Reasons for Working Part-Time

Usually Works Full-Time

- Slack work/business conditions
- Seasonal work
- Job started or ended during week
- Vacation/personal day
- Own illness/injury/medical appt.
- Holiday (legal or religious)
- Child care problems
- Other family/personal obligations
- Labor dispute
- Weather affected job
- School/training
- Civic/military duty
- Other reason

Usually Works Part-Time

- Slack work/business conditions
 - Could only find part-time work
 - Seasonal work
 - Child care problems
 - Other family/personal obligations
 - Health/medical limitations
 - School/training
 - Retired/Social Security limits on earnings
 - Full-time work week is less than 35 hours
 - Other
-

The distinction between the two types of part-time work is important because the number of workers who are part-time for economic reasons is an important indicator of the health of our economy.

Part-time for non-economic reasons.

Individuals who choose to work part-time for personal reasons (for example, to allow time to attend school, care for children or elderly parents, or to avoid exceeding social security limits on yearly earnings).

Part-time for economic reasons.

Individuals who want and are available to work full-time but who are working part-time because of poor economic conditions or an inability to find full-time work.

Examples of part-time for economic reasons are: individuals who usually work full-time, but worked part-time because of **slack work/business conditions, seasonal work, or their job started or ended during the survey week**. If an individual usually works part-time, (s)he is **economic part-time** only if (s)he wants to work full-time AND is working part-time due to **slack work/business conditions or because (s)he could only find part-time work or seasonal work AND is available to work full-time**.

*Further details on individual questions dealing with employment
are in Part C, Chapter 4.*

Part B, Chapter 2

Unemployment Concepts

Topic	See Page
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PART B, CHAPTER 2 UNEMPLOYMENT CONCEPTS

2.A Unemployment Concepts

The purpose of this chapter is to define unemployment and the related concepts of layoff, looking for work, duration of unemployment and availability for work. Further details on individual questions related to determining unemployment are contained in Part C, Chapter 4.

Unemployed. Persons who did not work or have a job during the reference week, and who were actively looking for work during the last 4 weeks and were available for work during the reference week.

Those on layoff from a job during the reference week, who are expecting to be recalled to a job (regardless of whether or not they looked for work) and were available to return to their jobs if they had been recalled are also unemployed.

You will ask persons who did not work or have a job last week about their job search activity and availability for work. For those who are actively looking for work, you will ask about the length of time they have been looking and about certain characteristics of their previous job.

You will ask specific questions about recall expectations of persons who reported being on layoff. Those who expect to be recalled are asked how long they have been on layoff, and certain characteristics of the job from which they were on layoff. Those who do not expect to be recalled are asked whether they have been looking for work,

and if so what job search methods they have used.

Those who do not expect to be recalled are routed through the looking for work series.

2.B LOOKING FOR WORK

Looking for Work. People look for work in a variety of ways. To be considered looking for work a person must have searched for a job within the 4 weeks prior to the interview week.

To be considered unemployed, there are additional requirements. Correctly identifying job search methods of those looking for work is critical to classifying persons as unemployed.

The definition of unemployed requires the use of an active job search method.

Active Job Search. An active job search is one that could have resulted in a job offer without further action on the part of the job seeker.

Some job search methods are passive (for example, just looking at job postings online, reading newspaper ads, or attending job training classes) because they could not result in a job offer unless additional steps were taken.

The distinction between active and passive job search methods is very important. **A job seeker is classified as unemployed only if (s)he used at least one active job search**

method to look for work. If the person used only passive job search methods, or did nothing, then (s)he is classified as “not in the labor force (NILF).”

Figure B2. Job Search Categories

Active Job Search Methods

- Contacted employer directly/interview (for example, spoke to someone in a company’s employment office about a job, emailed personnel offices at various companies inquiring about job openings, or scheduled an interview)
- Contacted public employment agency (for example, inquired about job openings listed at a state unemployment office or used a public employment agency’s online job search services)
- Contacted private employment agency (for example, talked to a recruiter or head hunter)
- Contacted friends or relatives (for example, asked friends for job leads or indicated job seeking status to friends via social network)
- Contacted school/university employment center (for example, visited a college placement office)
- Sent out resume or filled out applications (for example, mailed a job application to an employer or posted a resume on a job website).
- Checked union/professional registers (for example, placed name on a nurse’s register or checked union construction register)
- Placed or answered ads (for example, responded to a job posting or placed an ad

on a website indicating a person is looking for work)

- Other active (for example, bid on a contract or auditioned for a part in a play)

Passive Job Search Methods

- Looked at ads (for example, only browsed job postings or read newspaper ads, but did not respond to any)
 - Attended job training programs/courses (for example, took a computer skills class)
 - Other passive (for example, studied for a real estate license or received email alerts about available jobs)
-

2.C ON LAYOFF

Layoff. Persons are on layoff if they are not currently working, but are waiting to be recalled to a job from which they are temporarily separated for business-related reasons, such as temporary drops in demand, business downturns, plant remodeling, material shortages, and inventory taking. They must either have been given a date to report back to work or, if not given a date, must expect to be recalled to their job within 6 months.

Persons on layoff do not need to look for work to be classified as unemployed.

You will ask persons who are reported to be on layoff questions about their expectation of recall, the length of time on layoff, whether they have been looking for work, and the industry and occupation of the job from which they were on layoff.

2.D ACTIVITY PRIOR TO JOB SEARCH or REASONS FOR JOB SEARCH

A person's activity prior to job search, or the reason (s)he started looking for work, determines whether to classify the person as having lost or left a job, or as having newly entered or reentered the labor force.

This information, in turn, identifies persons with previous work experience.

You then go on to collect information about the previous job (Industry and occupation series). From this, we can get measures of the job skills of the unemployed.

Keep in mind that we are trying to measure the activity immediately prior to the current period of job search.

If the person was working just prior to the current job search, we want to know how the person was separated from that previous job; whether they lost their job, quit their job, or had a temporary job that ended.

2.E DURATION OF UNEMPLOYMENT

If a person was not unemployed in the previous month, you ask how long (s)he has been looking for work. The individual can respond in either weeks or months. **It is your responsibility to record both how long the individual has been looking for work and whether the individual reported in weeks or months.**

If the person has looked for work and was not unemployed in the previous month's interview, you ask how long (s)he has been looking for work or on layoff. If (s)he was unemployed in the previous month, the

instrument automatically updates his/her duration of unemployment information from the previous month.

2.F AVAILABILITY FOR WORK

You ask unemployed persons whether they could have started a job last week, if one had been offered. Please note that if the person attaches conditions to the type of work or work schedule they want, this does not affect their availability. For instance, people who can only work during certain hours, or who want a certain kind of work, WERE available for work.

You ask persons who were unavailable for work last week the reason they were unavailable such as temporarily ill, waiting to start a new job, going to school or some other reason.

You can find further details on unemployment related questions in Part C, Chapter 4.

Part B, Chapter 3

Not In Labor Force Concepts

Topic		See Page
3.A	Introduction	B3-3
3.B	Identifying Disabled, Unable to Work, and Retired	B3-3
3.C	Job Market Attachment	B3-4

PART B, CHAPTER 3 NOT IN LABOR FORCE CONCEPTS

3.A INTRODUCTION

The purpose of this chapter is to define the concept of not in the labor force and other related concepts. Instructions for specific questions are contained in Part C, Chapter 4.

Not in the labor force (NILF). A person who did not work last week, was not temporarily absent from a job, did not actively look for work in the previous 4 weeks, or looked but was unavailable for work during the reference week; in other words, a person who was neither employed nor unemployed.

3.B IDENTIFYING DISABLED, UNABLE TO WORK, AND RETIRED

In some of the questions that appear at the beginning of the labor force section you can select the answer categories "Disabled" or "Unable to work" when respondents volunteer this information. If one of these is provided, a probe follows to determine whether to skip or ask detailed questions about labor force activities.

In order for a person to skip the labor force questions, a disability must be so severe that it completely incapacitates the individual and prevents him/her from doing any kind of work for at least the next 6 months (not just the type of work of the last job).

Disability. A specific physical or mental condition that prevents the individual from working. Not a combination of minor health problems that normally come with advanced age.

Thus, a truck driver who is unable to drive a truck because of a heart condition might be able to do less strenuous work (for example, an office job as a personnel clerk). Likewise, do not assume that persons reported on Social Security Disability are completely incapacitated. They may be able to do some kind of work.

For **Unable to work** to be used, the conditions listed under disabled must be met; that is, the person's medical condition prevents him/her from doing any kind of work, not just the type of work at his/her last job, for the next 6 months.

The response category is provided because individuals with a temporary medical condition may not consider themselves as disabled (which to some people may signify a permanent condition) but rather are currently unable to work. During MIS 1 or 5, person responding to "disabled" go to DIS1. Persons responding with "unable to work" skip to DIS2.

You can also select "Retired" in certain initial questions. The questionnaire will route retired persons 50 years old or older who do not want a job, through an abbreviated set of labor force questions.

3.C JOB MARKET ATTACHMENT

Even though persons not in the labor force are not actively looking for work, many might want to work under certain conditions. The main purpose of a series of questions asked of NILF persons is to measure the extent of their attachment to the workforce.

Questions are asked regarding desire for work, reasons for not looking for a job, recency of job search for work activity, and availability for work.

One NILF category is particularly important to job market analysts; discouraged **workers**. These are persons who say that they want a job, but are not looking for a reason related to the job market, such as "no work available," or "employer wants someone younger". (Reasons for not looking for work are outlined in Table C6 on page C4-25). In addition, a discouraged worker must have been available to work during the reference week, and have looked for work during the prior year (or since last working if employed during the past year).

*Further details for the not in labor force questions
are contained in Part C, Chapter 4.*

Part B, Chapter 4

Industry and Occupation Data

Topic	See Page
4.A Introduction	B4-3
4.B Class of Worker	B4-4
4.C Industry	B4-4
4.D Occupation	B4-5
4.E Dependent Collection of Industry and Occupation Data	B4-6
4.F Industry and Occupation Feedback	B4-7
4.G Collection of Industry and Occupation for Second Job	B4-7

PART B, CHAPTER 4 INDUSTRY AND OCCUPATION DATA

4.A INTRODUCTION

The purpose of this chapter is to define the concepts related to the collection of industry and occupation (I&O) data. The chapter first addresses what we mean by a person's "class of worker." The next section (4.C) explains what type of industry information is needed and what the different types of industries are in the CPS. Section 4.D discusses occupation and the type of information you need to collect to determine it. Then section 4.E defines dependent interviewing. Section 4.F discusses the I&O feedback from Jeffersonville coders. The final section 4.G contains information about collecting I&O for a second job. Part C, Chapter 4 contains additional information on collecting industry and occupation data and reviews individual I&O questions.

You will obtain information from all employed persons about the businesses and industries in which they work and about the type of work they do. You will also collect this information on the last job held from unemployed persons and a portion of those not in the labor force. The information you collect is an important part of labor force data. It enables researchers to analyze occupational and industrial shifts in the employment patterns of major population groups (e.g., the movement of women out of the more "traditional" clerical and service occupations into professional jobs). In addition, the industry and occupation data are important in explaining differences in earnings and income among major population groups.

Years of experience have taught us that some businesses and jobs are extremely difficult to describe adequately. Without complete and accurate information, Industry and Occupation coders who convert these descriptions into 4-digit industry and occupation codes will not be able to do their jobs. Consequently, many users of these data will not have reliable statistics to analyze the economy and plan for growth and change. So you must be able to probe when you suspect that a respondent's answer is inadequate, in order to obtain complete and accurate I&O information.

Depending on the person's current employment situation, you may be obtaining information on:

- his/her current job,
- his/her previous job, or
- the job from which (s)he is on layoff.

In all cases, the goal is to collect complete and accurate industry and occupation information.

In a sample unit's first and fifth interview, you ask for complete industry and occupation information. After the first and fifth interview, industry and occupation information is collected using dependent interviewing as long as the RIP respondent allows you to verify their information with anyone in the household or you are speaking to the RIP respondent. In other words, you will not reask the original I&O questions unless the information obtained the previous month could not be coded, you are not speaking to the RIP respondent and the RIP respondent said that you could not verify the

information originally provided with anyone in the household or a new household member must be added. This is discussed more in section 4.E.

Most of this chapter will focus on the first-time collection of I&O data; there is also a section that describes updating the I&O data from interview number 1.

4.B CLASS OF WORKER

The "class of worker" questions precede the industry and occupation items and provide information on who the specified person worked for. That is, did (s)he work for the government (federal, state, or local); a private for profit company; a private, not for profit company; himself/ herself in his/her own incorporated or unincorporated business or farm; or a family business or farm without pay.

"Class of worker" categories and examples of each are shown in Figure B3.

Figure B3. Class of Worker Types

- **Federal Government** (for example, employees of the U.S. government, such as, IRS, Census Bureau, FBI; postal employees, employees of foreign governments)
- **State Government** (for example, state police, state university professors)
- **Local Government** (for example, city-owned power companies, most public school teachers)
- **Private for profit company** (for example, works for wages, salary or tips in a company that intends to make a profit)
- **Private, not for profit company** (for example, works for wages or salary for a church, union, association, or foundation)
- **Self-employed** (for example, his/her own incorporated or unincorporated business or farm)
- **Family business or farm**, without pay

The instrument determines each person's class of worker based on your entries in the class of worker questions (IO1INT, IO1GVT, and IO1INC). Refer to Part C, Chapter 4 for a review of these questions. Determining class of worker before collecting other I&O information allows the instrument to tailor the I&O questions for each person. This information also helps coders determine the correct industry and occupation codes to assign.

4.C INDUSTRY

The goal of the questions on industry/business is to get the name of the specified person's employer and to determine what kind of industry or business it is.

4.C.1 Employer Name

Census employees in Jeffersonville, Indiana assign industry codes based on employer name and the business or industry description you provide. Though some respondents are reluctant to provide the name of their employer, this information is very helpful in assigning the correct industry code. Without badgering the respondent, make every effort to collect this information. In some cases, it may only be necessary to reassure respondents of the confidentiality of the survey data.

4.C.2 Kind of Business or Industry

To ensure that coders can assign an accurate industry code, you need to collect a clear and specific description of the kind of business or industry for which the specified person worked.

The following descriptions are too general:

- "he works in a mine"

- "he works for a repair service"
- "she works with computers"

In contrast, the following examples are more specific:

- he works in a copper mine
- he works for a shoe repair service
- she works for a company that writes computer software packages

4.C.3 Determining if Industry is Manufacturing, Wholesale or Retail

The distinction between the different types of industries is important. Special care must be taken to distinguish between the following industries because they are hard to code when this information is not provided:

- manufacturing
- wholesale
- retail

A **manufacturing company** makes and sells its products in large lots to other manufacturers, wholesalers, or retailers.

A **wholesale establishment** buys, rather than makes, products in large quantities for resale to retailers, industrial users, or to other wholesalers.

A **retailer** sells primarily to individual consumers or users but seldom makes products.

Industries that do not manufacture or sell wholesale or retail fall into the "something else" category. Examples include companies such as a car repair shop, an accounting firm, a medical center, a trucking company, or a bank.

Some firms are engaged in more than one business or activity. When this is the case,

you will need to do additional probing to determine the most appropriate category. If the firm does the activities at different locations, (an example is a firm that makes copy machines at one location and chemicals used by the machines at another) collect the data for the location where the respondent works. If the firm does several activities at the same location, such as a gasoline station that also sells groceries, probe to determine which product is most important (an example is gasoline sales).

4.D OCCUPATION

I&O coders assign occupation codes on the basis of the kind of work the specified person usually does and on a description of his/her most important activities or duties. The coding of the data that you collect on occupation is done in the same place that industry data are coded (Jeffersonville, Indiana). Just as was the case for the industry data, complete and accurate information is important here. Instructions on how to collect occupation/job data appear below.

4.D.1 Kind of Work (Occupation)

This is what a person does, that is, his/her occupation (for example, civil engineer, auto mechanic, corporate lawyer). This is not necessarily his/her job title.

For some occupations, the common descriptions given by respondents are simply not sufficient for the Jeffersonville coders to assign the correct occupation code. (See Appendix 2, "Examples of Occupations for which Special Care is Necessary"). Inadequate descriptions occur so frequently for some occupations that it is possible to list them and to suggest useful follow-up probes (See Table C8, "Difficult to Code Occupations", on page C4-40).

If you have doubts about the adequacy of a particular job or occupational description use the following **rule of thumb**:

One word responses to the question on occupation (for example, clerk, engineer, manager, nurse, teacher) are usually far too general to be coded accurately.

Whenever very brief responses are given to this question, probe to obtain a more specific response.

4.D.2 Usual Activities or Duties

Information about usual activities or duties is very important for assigning an accurate occupation code. This information permits more accurate coding of occupation, especially when a simple job title does not provide enough information to code.

4.E DEPENDENT COLLECTION OF INDUSTRY AND OCCUPATION DATA

As mentioned in the introduction of this chapter, you use dependent interviewing procedures to collect industry and occupation (I&O) data in households in their second through fourth and sixth through eighth interviews. To conduct dependent interviewing, a person must meet all three of the following conditions:

1. (S)he is employed in the current month **and** was employed in the previous month.
2. A complete description of I&O information was provided in the previous month that Jeffersonville was able to code properly.

3. The RIP respondent stated that you could verify the information with anyone in the household or you are speaking to the RIP respondent.

If these conditions are met, the dependent I&O questions will come up. If they are not met, you will ask the usual set of I&O questions.

Dependent interviewing. Information supplied during an earlier interview (for example, interview number 1) is used in the current interview (for example, interview number 2), if possible. In the case of I&O, you will have access to the previous month's information and will verify that the information is still correct.

You provide respondents with I&O information from the prior month's interview and then ask:

- if (s)he still works for the same company,
- if his/her usual activities and duties have changed,
- if the information on occupation and usual activities reported in the previous month is accurate.

In addition to reducing respondent and interviewer burden, dependent interviewing procedures also reduce the number of false changes in industry and occupation codes from month to month. However, to accomplish the latter, **it is important that you obtain complete and accurate information from respondents during that crucial first (or fifth) interview.**

4.F INDUSTRY AND OCCUPATION FEEDBACK

If the information you collected in prior month's interviews could not be coded in Jeffersonville, you will be provided with Feedback). This feedback will help you to probe for the answers you will need in order to ensure that the I&O information can be coded. You will receive feedback for a maximum of two persons per household.

You should review all cases that have this referral flag before contacting that household.

The I&O feedback statement will appear as shown in Figure B4 if there is feedback for a person.

4.G COLLECTION OF INDUSTRY AND OCCUPATION FOR SECOND JOB

You will also collect industry and occupation data for a person's second job) during interview numbers 4 and 8. In these months, you ask additional questions to collect I&O information for the second job of all persons who report having more than one job. This information is coded in Jeffersonville the same way as the information on the person's main job. ensure that the I&O information can be coded. You will receive feedback for a maximum of two persons per household.

Figure B4. Example of I & O Feedback Item Screen

The screenshot shows the 'Current Population Survey - Ver 2.17 Tobacco ver 1.38' application window. At the top, there is a menu bar with 'Forms', 'Answer', 'Navigate', 'Options', and 'Help'. Below the menu bar is a navigation bar with buttons for 'CPS', 'ADDR', 'FAQ', 'Chg Resp', 'RGS', 'OPTOUT', 'F9', and 'Exit/F10'. The main content area has a yellow background and displays the following text:

What kind of work do you do, that is, what is your occupation?
 For example: plumber, typist, farmer

- The Respondent's Occupation Info Is Insufficient.
 Please Provide More Detailed Information For The Coders.

WHAT KIND OF MACHINE

Below the feedback message is a form with the instruction 'Enter a text of at most 65 characters'. The form is divided into three columns of fields:

Still work	Self-employed	Usual Duties Cont'd
Usual Activities	Paid employees	Paid Employees (A)
Accurate Descrip.	Working for Pay	Paid Employees (A)
Employed <input type="checkbox"/> 2	Business Name	Working for Pay (A)
Level of Government	Kind of Industry <input type="text" value="Pencil Manufc"/>	Business Name (A)
Name of govt agency	Business Category <input type="text" value="4"/>	Kind of Industry (A)
Incorporated	Kind of work <input type="text"/>	Kind of Work (A)
Name of company <input type="text" value="American Per"/>	Usual Duties <input type="text"/>	Usual Duties (A)

At the bottom of the window, there is a 'DEP Watch Window' icon and a status bar with the following information: 00000151, IO1OCC, 8:08:45 AM, 9-21-2006, 6, Patrick White, 90/773.

*Read Part C, Chapter 4 for additional
information on collecting industry
and occupation data.*

Part B, Chapter 5

Earnings and Union Membership Concepts

Topic		See Page
5.A	Introduction	B5-3
5.B	Earnings Concepts and Procedures	B5-3
5.C	Union Membership and Coverage Concepts	B5-4

PART B, CHAPTER 5

EARNINGS AND UNION MEMBERSHIP CONCEPTS

5.A INTRODUCTION

The purpose of this chapter is to explain the concepts related to earnings and union membership and to give an overview of the section of the CPS instrument that contains earnings and union membership questions. Detailed earnings information can be found in Part C, Chapter 4.

You collect earnings and union membership information for employed civilian household members (15 years of age or older) who are wage and salary workers in private industry, or at any level of government, or self-employed in an incorporated business. You collect this information only during the household's interview numbers 4 and 8.

Few respondents are enthusiastic about providing information on earnings. A fair number will want to know **why we collect earnings data in an employment survey**. The answer is that the Federal government (for example, Council of Economic Advisors, Federal Reserve Board) and various business and labor organizations need timely data on earnings for different segments of the population. They use earnings data to compare the weekly earnings of individuals in different population groups (for example, men, women, young workers, elderly workers, whites, blacks, Hispanics) or occupation categories (for example, bakers, carpenters, nurses, and teachers). These data are also used to track increases in earnings over time in order to assess how well earnings are performing relative to changes in living costs (as measured by the Consumer Price Index). The data also allow us to determine

how many Americans are working at or below the minimum wage. Accurate and timely data of this type are essential for successfully managing our economy.

Only about one-fourth of the sample is eligible to answer these questions each month. This means that it is important that you attempt to convert refusals and get accurate responses for these items. **High nonresponse rates seriously reduce the reliability of the data.**

5.B EARNINGS CONCEPTS AND PROCEDURES

During interview numbers 4 and 8, you collect earnings for all eligible household members. You ask for the easiest way for them to report earnings (for example, hourly, weekly, annually, etc.). The instrument will then tailor additional earnings questions for the specified person on that basis.

5.B.1 Amount of Earnings

You must collect earnings information on **gross pay**.

Gross pay. The total dollar amount usually received by the wage earner before deductions for federal/state income taxes, social security, union dues, etc.

Be alert to cases where the respondent is thinking of net or take-home pay (gross pay minus deductions). If (s)he knows only take-home pay, try to get the total salary or gross pay by asking the respondent to estimate payroll deductions.

Include piece rate income as earnings. Persons working in garment making or food packaging often receive this type of income. Also count college assistantships and fellowships and on the job training as earnings.

Do not include pay in kind, such as food or lodging for work, or expense accounts as earnings.

5.B.2 Hourly Workers

Hourly earnings. Hourly earnings is the hourly rate as stated by the employer, expressed precisely in dollars and cents. It does not include tips, commissions, or any other non-hourly wages. Try to get as precise a figure as possible.

From hourly workers, you obtain hourly rate of pay, the usual number of hours worked at that rate and the amount and periodicity of overtime, tips, and commissions usually received in order to calculate an estimated weekly earnings amount. You then verify this amount with the respondent.

In some cases, a person's hours may vary considerably. Try to get an average number of hours worked per week for persons whose schedule varies from week to week.

5.B.3 Non-Hourly Workers

Earnings not reported as hourly. Round to the nearest whole dollar. If the respondent reports 50 cents or more beyond a whole dollar, round up to the next dollar. If (s)he reports a value that is a multiple of \$50, ask if it is an exact value.

As stated earlier, the instrument will tailor the earnings questions to whatever periodicity the respondent reports is easiest for each household member (weekly, monthly, etc.).

However, the BLS needs estimates of hourly wage workers so they can study minimum-wage workers. Therefore, you ask an additional question of persons who do not report that it is easiest to report their earnings hourly to determine if they are paid at an hourly rate.

5.B.4 Overtime Pay, Tips, and Commissions

You will also ask if persons usually receive overtime pay, tips, or commissions. Persons paid by the hour will be asked how much they usually receive.

5.C UNION MEMBERSHIP AND COVERAGE CONCEPTS

During interview numbers 4 and 8, you ask about labor union or employee association membership on the person's sole or main job. Select "yes" for these questions if the person is a member of a labor union or an association that serves as a collective bargaining representative for the person.

You will ask persons who are not members of a union or employee association whether or not (s)he is covered by a union or employee association contract at their sole or main job. **Covered** means: there is a contract between their employer and a union or association that affects the wages, working conditions, and/or benefits at the job.

Associations that engage in the activities performed by unions, but are not identified as such, can be categorized into two types:

- professional associations, (for example, the National Education Association, American Nurses Association)
- government employee associations, (for example, state employee associations)

END OF PART B

The next section of this manual contains details on conducting a CPS interview and provides additional instructions for questions that may give you difficulty.

PART C

**THE CURRENT POPULATION SURVEY
INSTRUMENT**

April 2015

Part C, Chapter 1

Overview of the CPS Instrument

Topic	See Page
1.A Introduction	C1-3
1.B Automatic Selection of Questions for Each Interview	C1-3
1.C Screen Layout	C1-3
1.D Place Markers	C1-5
1.E Methods of Making Entries	C1-8
1.F Navigation and Use of Special Keys	C1-11
1.G Error Messages	C1-15
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1.I Flashcard/Information Booklet	C1-16
1.J Starting the Interview Program	C1-16
1.K Exiting from a Partially Completed Interview	C1-20
1.L Completing a Partial Interview	C1-20
1.M Exiting from a Completed interview	C1-21
1.N Program Error Recovery	C1-22

PART C, CHAPTER 1 OVERVIEW OF THE CPS INSTRUMENT

1.A INTRODUCTION

We refer to the computer software that runs the questionnaire as the instrument. Chapters 3 and 4 cover the middle of the instrument; that is, the demographic questions and the labor force questions.

This chapter describes how the questions are selected for each interview, screen layout, place markers, navigation and the use of special keys, error messages, help screens, and flashcards.

There are instructions for starting the interview program, exiting from a partially completed interview, resuming a partial interview, and exiting a completed interview.

The CPS instrument is broken into three sections known as the front, middle, and back. Chapter 2 deals with the front of the instrument. Chapter 5 describes the back of the instrument, and Chapter 6 is a detailed discussion of noninterviews.

1.B AUTOMATIC SELECTION OF QUESTIONS FOR EACH INTERVIEW

The interviewing program decides which questions to display, based on data input about the address, plus the information you enter about the household members.

For example, the labor force questions are not asked about anyone who is under 15 years of age.

You ask demographic questions the first time you interview a household to determine the composition of the household and the characteristics of its members. In later months, the instrument passes information forward for you to verify and correct if necessary. This is done through dependent interviewing. See Part B, Chapter 4 for a discussion of dependent interviewing.

1.C SCREEN LAYOUT

Throughout the program, each item screen displays the question you will ask. It contains response options (if applicable) and information about what to do next. The computer fills the appropriate proper names, pronouns, verbs, and reference dates into the text of the questions.

Components of a Screen

Most screens in the CPS instrument can be divided into two basic parts:

- The Information (Info) Pane, which includes the question text with possible answer categories (if any), and
- The Form Pane, which includes a summary list of the data items to be collected.

With each question you ask during the interview, you will interact with these two basic screen parts.

You will look at the Info Pane:

- To read the question you must ask (or instruction you must follow).
- To find the appropriate answer in the list of possible answer categories (if any).

You will look at the Form Pane:

- To make the appropriate entry (numeric code or alphabetic characters).

These two basic parts are described in more detail below.

Info Pane

The Info Pane (Figure C1a, page C1-6) is located on the top portion of the screen.

It includes some or all of the following elements:

- Question text in bold black letters
- Interviewer instruction in blue letters (if applicable). A blue diamond identifies the Interviewer instruction.

The Info pane also includes the list of possible answer categories (if any) around the middle portion of the screen. Each option on the list of answer categories has a predetermined numeric code or “precode” to distinguish it from the others. The precode is what you must enter in the Form Pane (described below) to record the respondent’s answer(s). There are some questions that will have a long list of possible answers and that allow you to enter more than one answer. In this instance, you will enter each precode **separated by commas**.

Form Pane

The Form Pane (Figure C1a, page C1-6) is located on the bottom portion of the screen,

and it is where your entries will be recorded in the instrument. The Form Pane provides a summary list of the data items to be collected, and can give you a sense of where you are, and how much ground you must cover to complete a given section. You will sometimes find that a single Form Pane will cover a whole section, in which case the Form Pane will give you a complete list of all the data items you will collect in that section. In most cases, however, you will find that more than one Form Pane is needed to cover a section.

The Form Pane can appear in one of two basic formats:

- In table, or grid, format (Figure C1b, page C1-7) or
- In column format (Figure C1a, page C1-6)

The table format is used when there is sufficient space on the screen to allow Interviewers to collect – on a row-by-row basis – the same set of details for any item listed on the left-most column. In the table format, the instrument will drive you to move – or “navigate” – from left to right. This means that each time you enter an item in the left-most column, the instrument will drive you across that same row – from left to right – to collect more details about that item.

In the column format, the instrument will drive you to navigate from top to bottom for each column that appears in the Form Pane.

Two-level Screen Interaction

Each question or instruction displayed in the Info Pane appears as an item label in the Form Pane, thus allowing space on the bottom half to trace all of the entries you make in a section (or in a subsection, in those cases where the section is so long that it covers more than one Form Pane). The

Info Pane constantly changes as you move item by item. By contrast, the Form Pane remains stationary until you either reach the end of the Form Pane or exit the Form Pane. As you enter answers in the Form Pane, the **layout** of the Form Pane itself will not change, only the **contents** of the Form Pane change as the instrument fills in your entries next to the appropriate item labels.

1.D PLACE MARKERS

Cursor

The cursor is one of several features in the instrument that helps you determine your location. The cursor is what tells you where you are on the screen. It is the blinking vertical line in the Form Pane that marks the precise spot where your entry will be recorded. Always make sure that the cursor is where you want it **before** you start keying. Otherwise, you could key the answer in the wrong place, and you could even over-write some of your previous entries.

Case ID

The first label on the bottom margin of the Form Pane, also referred to as the status bar (Figure C1a, page C1-6), is the Case ID. This tells you which case (of all the CPS cases on your computer) you are interviewing. Along with the screen name (described below), the Case ID is a useful place marker to give whenever you report any instrument questions or problems to your regional office.

Screen Name

The screen name is what is used to identify each question. The screen name is the second label on the status bar (Figure C1a). Each data entry point in the Form Pane has a corresponding screen name, which is unique throughout the instrument (unlike the column headings and other item labels in the Form Pane which are not unique). Since

each screen name is unique (no two data entry points will have the same screen name), the screen name is the one place marker you should always include whenever you have to describe your location in the instrument.

This is especially true when you need to report any instrument problems to your regional office. When reporting problems, make sure you use the screen name located on the status bar (e.g., IO1INT in Figure C1a). **Do not** use the item label preceding the cursor in a Form Pane with column formatting (e.g., “Employed” in Figure C1a) nor the column heading in a Form Pane with table formatting (e.g., “Name” in Figure C1b, page C1-7).

Interview Number

The interview number is the fifth label on the status bar (Figure C1a). This number tells you if you are conducting a first-time interview (month in sample 1) or if you are interviewing a continuing case (month in sample 2-8).

Respondent Name

The respondent name is the sixth label on the status bar (Figure C1a). It is there to remind you with whom you are speaking, in case you change respondents in the middle of the interview.

Text Color and Shading

The text of the questions, the Interviewer instructions, and the answer categories in the instrument may appear in different colors and shading. The instrument uses the text’s color and shading as an *instruction* (telling you *how to react* to the text), or as a *place marker* (telling you *where you are* on the screen). For example, whenever you see the bright blue text of an Interviewer instruction, you know that you are **not** supposed to read it to the respondent. Likewise, whenever you see an item label highlighted in blue in the Form Pane, you

know that this is where your cursor is located. Below are other examples of how the instrument uses text color and shading:

Bold black text in the Info Pane

This indicates question text that must be read to the respondent (Figure C1a).

Regular black text in the Info Pane

This indicates answer categories that you should **not** read to the respondent

(Figure C1a). In the event that answer categories should be read, an Interviewer instruction will indicate so.

Grayed out text in the Info Pane

This indicates optional text and it is not required that you read this to the respondent (Figure C1c).

Bright blue text in the Info Pane

This indicates that the text is an instruction for you to follow and it should **not** be read to the respondent (Figure C1b) unless an Interviewer instruction tells you to do so.

Figure C1a. Screen Illustration (Column Format)

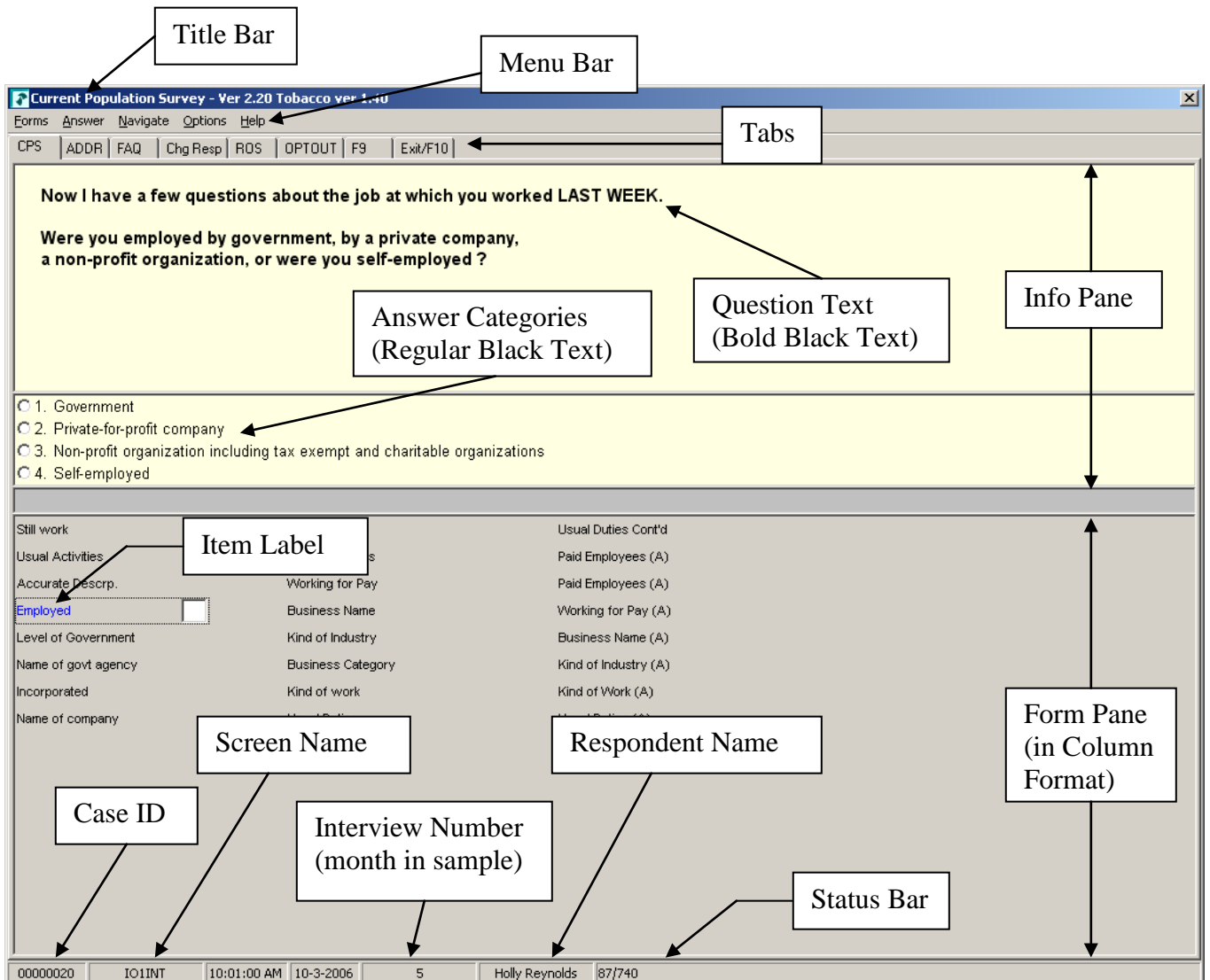


Figure C1b. Screen Illustration (Table, or Grid, Format)

Question Text (Bold Black Text)
What is Holly Reynolds's date of birth?

Interviewer Instruction (Bright Blue Text)
 ♦ Enter Birth Month

Answer Categories (Regular Black Text)

- 1. January
- 2. February
- 3. March
- 4. April
- 5. May
- 6. June
- 7. July
- 8. August
- 9. September
- 10. October
- 11. November
- 12. December

	Name	Rel	Sex	Sub fam	Who	Mom	MTYP	Dad	DTYP	Par2	B-Mon	Day	Year	Ver	Age	Age gss	Age	<15	
[1]	Holly Reynolds	Ref per	2			0		0			6	12	1949	1			57		
[2]	Thomas Reynolds	Spouse	1			0		0			1	1	1950	1			56		
[3]	Maureen Griffin	Child	2			1	1	2	1		4	26	1969	1			37		
[4]	Ricky Griffin	Grandchild	1			3	1	0			4	10	1998	1			8		
[5]	Sherry Griffin	Grandchild	2			3	1	0			2	10	2001	1			5		
[6]																			
[7]																			
[8]																			
[9]																			
[10]																			
[11]																			
[12]																			
[13]																			

00000020 BIRTHM 1:41:18 PM 9-27-2006 5 Thomas Reynolds 53/772

Figure C1c. Screen Illustration (Grayed out ext)

Question Text (Bold Black Text)
What kind of business or industry is this?

Interviewer Instruction (Bright Blue Text)
 ♦ Read if necessary: What do they make or do where you work?


Optional Text (Grayed-out Text)
 ♦ The Industry Reported Last Month Was RETAIL LUMBER STORE.

1.E METHODS OF MAKING ENTRIES

For most items, you make an entry by either entering a number or letter in the Form Pane, or by using your mouse to select the radio button or checkbox next to the precode in the Info Pane. For a few of the questions, you type several words, such as the name of the respondent's employer or his/her job title or tasks.

Frequently, the instrument displays a list of options as illustrated in Figure C2a. You select a number from this list and press the corresponding key, unless the respondent does not know the answer or refuses to give an answer.

If the respondent does not know the answer for a certain item, try to obtain an estimate

by neutral probing. If you cannot, then **press Ctrl D for “don't know.”** The  symbol will appear in the Form Pane to confirm the **“don't know”** entry.

Information to fill a **“don't know”** item sometimes turns up later in the interview (for example, the person who knows the answer may come home from work). In this case, you may be able to use the function keys to skip back to the item(s) and replace the **“don't know”** with a better answer. Pressing **Ctrl M** will allow you to view which entries currently have a **“don't know”** or **“refused”** response.


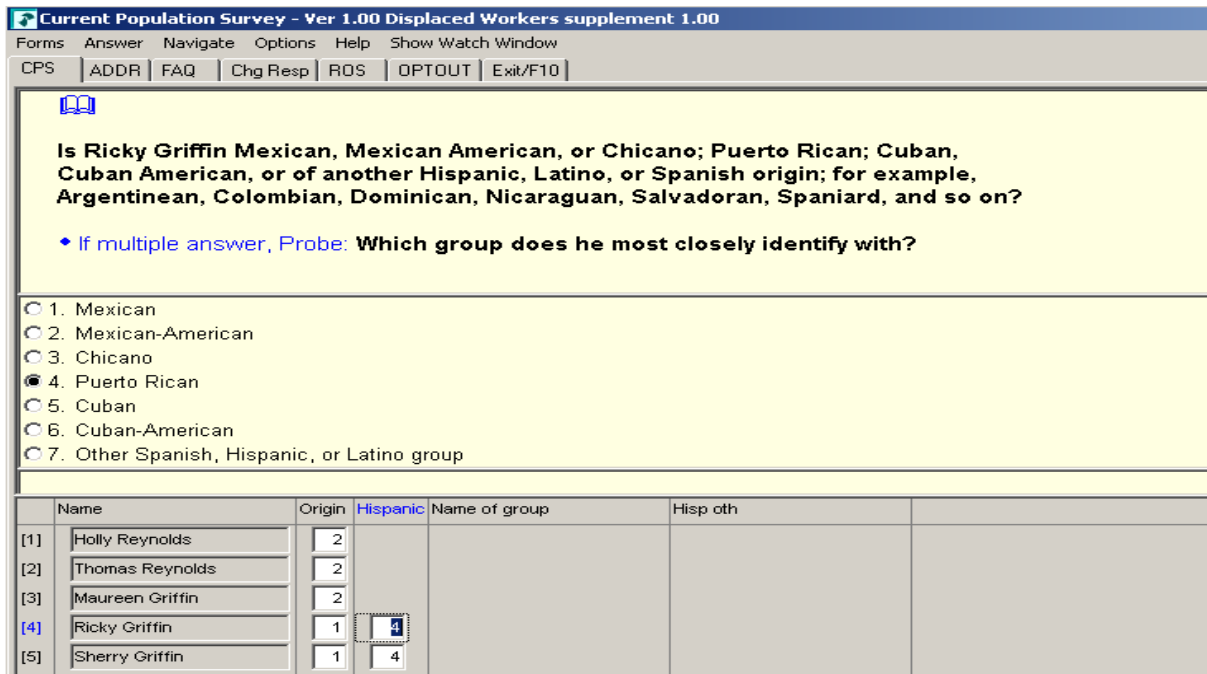
If the respondent declines to answer a certain question despite your persuasive efforts, **press Ctrl R for “refused.”** The  symbol will appear in the Form Pane to confirm the **“refused”** entry.

Figure C2a. ORISPN, Main Item in Origin Series



Current Population Survey - Ver 1.00 Displaced Workers supplement 1.00


Forms Answer Navigate Options Help Show Watch Window

CPS ADDR FAQ Chg Resp ROS OPTOUT Exit/F10

Is Ricky Griffin Mexican, Mexican American, or Chicano; Puerto Rican; Cuban, Cuban American, or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?

◆ If multiple answer, Probe: Which group does he most closely identify with?

1. Mexican
 2. Mexican-American
 3. Chicano
 4. Puerto Rican
 5. Cuban
 6. Cuban-American
 7. Other Spanish, Hispanic, or Latino group

	Name	Origin	Hispanic	Name of group	Hisp oth
[1]	Holly Reynolds	2			
[2]	Thomas Reynolds	2			
[3]	Maureen Griffin	2			
[4]	Ricky Griffin	1			
[5]	Sherry Griffin	1	4		

NOTE: You can enter **Ctrl D** or **Ctrl R** for most items. They are not always displayed on the screen as options because they are only for situations where you cannot get a valid answer.

If you enter an unacceptable response, a dialog box will appear on the screen showing an error message telling you that your entry was “invalid.” This happens, for example, if you enter “3” when the only options shown on the screen are “1” for yes and “2” for no. When the computer message appears, press ENTER or click “OK” and then type the correct entry.

Most items cannot be left blank. If you press ENTER without first typing a

response, the instrument prompts you to enter a valid response by either displaying the message “Item cannot be left blank” or by remaining on the item that requires an entry. Type a valid response, then press ENTER.

When there is a long list of options (such as ethnic origin or income level), hand your job aid (flash card) booklet to the respondent. Ask him/her to tell you the number of the correct response.

When an open-ended question appears, type the answer, followed by ENTER. If there is a second blank line, press ENTER when you have no more information to type. Figure C2b illustrates a screen of this type.

Figure C2b. IO1DT2, Sample Screen With Open-Ended Question

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp RDS OPTOUT F9 Exit/F10

What are your usual activities or duties at this job?
For example: typing, keeping account books, filing, selling cars, operating printing press, laying brick.

Enter a text of at most 50 characters

Still work	Self-employed	Usual Duties Cont'd
Usual Activities	Paid employees	Paid Employees (A)
Accurate Descrp.	Working for Pay	Paid Employees (A)
Employed 2	Business Name	Working for Pay (A)
Level of Government	Kind of Industry Construction	Business Name (A)
Name of govt agency	Business Category 4	Kind of Industry (A)
Incorporated	Kind of work Foreman	Kind of Work (A)
Name of company ABC Constru	Usual Duties Supervising C	Usual Duties (A)

Try to enter all the necessary information, without abbreviating, at the time of the interview. Once you have made an entry for every question and exited from the program, the interview is complete. You cannot go back into the program and edit the answers. (You can go back into partially completed interviews, however, as described in section 1.K of this chapter.)

The data entry fields for numeric items such as telephone number are set up with appropriate dashes and parentheses, as illustrated in the TELPHN screen, Figure C2c. In these fields, type only the digits, not the punctuation. The cursor skips automatically to the next space that you will fill with a digit.

Figure C2c. TELPHN, Numeric Entry With Punctuation Filled in Advance

The screenshot shows a software window titled "Current Population Survey - Ver 2.20 Tobacco ver 1.40". The menu bar includes "Forms", "Answer", "Navigate", "Options", and "Help". A navigation bar at the top contains buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "OPTOUT", "F9", and "Exit/F10".

The main content area has a yellow background and contains the question: "What is the telephone number of the phone where you would like to be called?". Below the question are three bullet points:

- Current telephone number:
- Record new number
- Enter 0 for no telephone number

At the bottom of the screen, there are several input fields:

Is there a telephone?	<input type="text" value="1"/>	Where phone located		What is telephone	<input type="text" value="() - x"/>
Type of phone service	<input type="text" value="3"/>	Phone interview ok?	<input type="text" value="1"/>	Home/Office/Cell	<input type="checkbox"/>
Phone available?					

1.F NAVIGATION AND USE OF SPECIAL KEYS

1.F.1 Navigating in the instrument

There are many different ways to navigate in the instrument using either the mouse or the keyboard. Because the use of the mouse is very intuitive (that is, you can easily guess where you should point and click in order to get somewhere or to enter something), this manual and any CPS instrument training you receive will focus mainly on how to navigate and enter data through the use of the keyboard.

Mouse or Keyboard - You can use only the keyboard, or only the mouse that is embedded in your laptop (immediately below the keyboard), or you can use both – going back and forth between the two – to navigate through the instrument or to make data entries.

Arrow Keys - You will use the arrow keys mostly when navigating sequentially from one item to the next. Use your Left and Right Arrows to navigate horizontally and your Up and Down Arrows to navigate vertically (Figure C3 on page C1-12).

Page Up/Page Down Keys - You will use the Page Up and Page Down keys when navigating sequentially from one Form Pane to the next (Figure C3). Note that you cannot page down to the next Form Pane until you have completed the Form Pane where your cursor is located. You may also have to readjust your cursor when you page down or page up to a new Form Pane, because the instrument always places you on the first item of the Form Pane.

END Key – You will use the END key to quickly move to the next unanswered question.

Tabs - There are a series of tabs located above the Info Pane (Figure C1a). Each tab

directs you to a different screen in the instrument, allowing you to quickly view additional information or take a specific action:

CPS = exit any tab and return to the interview

ADDR = view the address and current phone number for the household

FAQ = access the answer to a frequently asked question that your respondent may be asking (e.g., What is this survey all about? Who uses this information? Is this survey authorized by law?)

Chg Resp = change the respondent

ROS = view the household roster

OPTOUT = (used in February/March/April ONLY) identify individuals who wish to opt out of having their data from the ASEC supplement linked to administrative records (a more detailed discussion on the use of this feature is included in the yearly refresher training and ASEC materials)

F9 = skip over a person in the household in Basic CPS

CTRL_F9 = skip over a person in the household in a supplement

Exit/F10 = exit the interview and go to the screens where you can schedule an appointment

1.F.2 Special Keys

These keys allow you to do special things or do things more quickly during an interview. For example, you can back up to a previous screen to correct an entry or add notes to explain an unusual response. The operation of each special key is described in Table C1 (see page C1-13 and C1-14) and also summarized in your computer templates.

Figure C3. Sample Keyboard Illustration

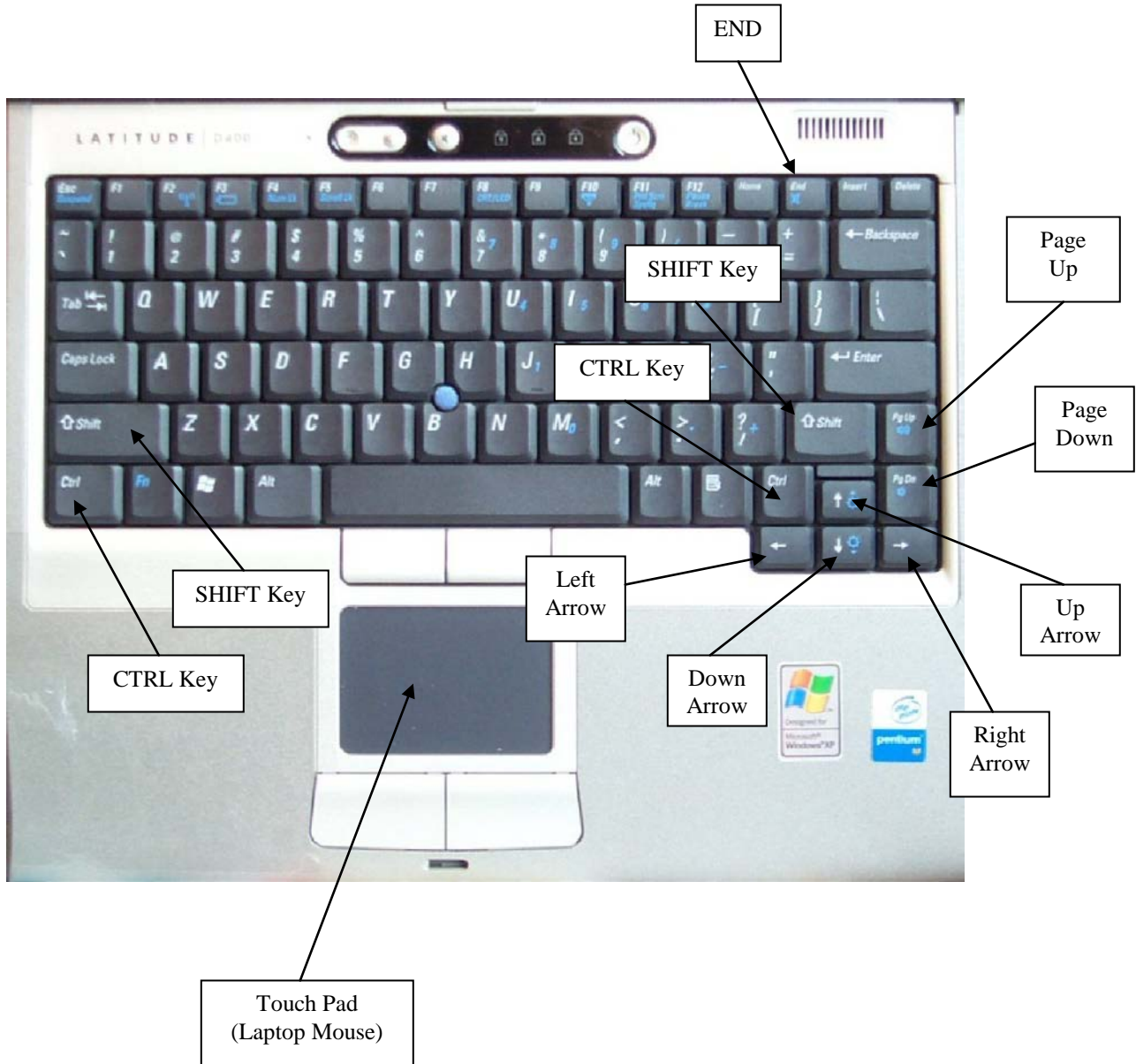


Table C1. Function Keys and Special Keys

Key/Key Stroke	Action	Description
F1	Question Help	Shows help for the current question.
Shift-F1	Show HH	Shows the household roster.
Ctrl-F1	Opt Out	Shows the OPTOUT screen. (Used in February, March, and April only)
Shift-F2	FAQs	Shows the help screen for Frequently Asked Questions (FAQs).
Ctrl-F3	Show Question Text	Shows question text.
F4	Menu for Section Tabs	Allows you quick access to the Section Tabs, which access certain sections of the instrument.
Shift-F4	Show HH Address	Shows the Household address.
Shift-F5	Language	Allows you to switch to the Spanish version of the questions. When you select Spanish, the current question and every question thereafter will be displayed in Spanish. Press Shift-F5 again and select English to return to the English version.
F7	Item Notes/Remarks	Permits you to enter notes for specific items within the instrument.
Shift-F7	Show Notes/Remarks	Permits you to view the notes you have previously entered for an item. If notes exist for a particular item, a paperclip symbol will appear next to the item label in the Form Pane. Press Shift-F7 to view the notes. These notes are item-level notes and do not allow you to access the case-level notes that are entered elsewhere and viewed differently.
Ctrl-F7	Case Level Notes	Calls the Case Level Notes editor.
F8	Return	Returns you to the place where a skip was initiated.
F9	Skip to Next Person	Skips over the current or next person in the roster to get to someone else listed further down in the roster while in Basic CPS.
Shift-F9	Change Respondent	Permits you to change the respondent.
Ctrl-F9	Supplement Skip Person	Skips over the current or next person in the roster to get to someone else listed further down in the roster while in a supplement.

Table C1. Function Keys and Special Keys (continued)

Key/Key Stroke	Action	Description
F10	Exit	Use to exit when the respondent breaks off the interview before you can complete the interview. The program goes forward to the screens where you can schedule a callback. The instrument sets the interview status to " partially completed " so that you can resume it later when the respondent is available.
Shift-F10	Show Function Keys	Permits you to view a help screen with the definition of all available function keys.
F11	Calculator	Opens the calculator.
F12	Copy Down	Copies the entry from the field above.
Ctrl-D	Don't Know	Enters a response of "Don't Know."
Ctrl-H	Blaise Info	Shows Blaise version information.
Ctrl-M	Show Don't Know and Refused	Search/View all items with a response of "Don't Know" or "Refused."
Ctrl-R	Refused	Enters a response of "Refused."
Ctrl-T	Interviewer Time Preference Screen	Allows you to use boosts and blocks to select the best or worst time to call or visit a household for the next month's interview (not for a callback this month).
END	Next Unanswered	Moves to the next unfilled/unanswered question.
>	Up arrow key	Backs up (upward) to the previous item or field.
?	Down arrow key	Moves forward (downward) to the next item or field, where permitted. You cannot move forward past an unfilled item.
=	Left arrow key	Backs up (leftward) to the previous item or previous field.
<	Right arrow key	Moves forward (rightward) to the next item or field, where permitted. You cannot move forward past an unfilled item.

1.G ERROR MESSAGES

Whenever you do something that is not allowed, the instrument will alert you by displaying an error message.

There are two basic types of error messages:

- Hard error messages, and
- Soft error messages

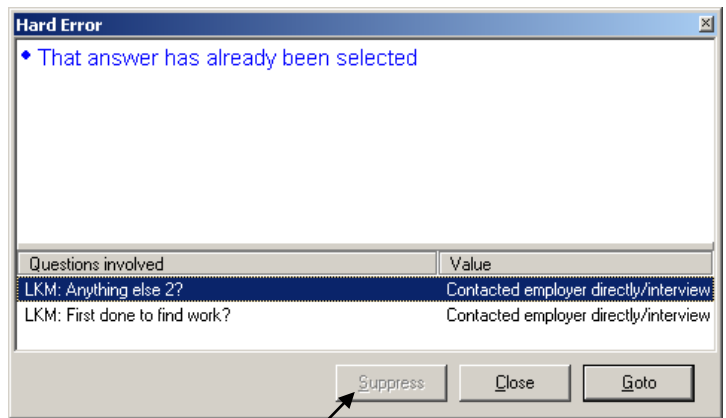
Hard Errors

“Hard” errors are those which you must correct before the instrument will allow you to move on. A hard error message, therefore, will never give you the option to suppress (or ignore) the entry that is supposedly in error (Figure C4a). However, it will allow you to enter “G” to “Go to” the problem entry(ies) so that you can make the correction.

Soft Errors

“Soft” errors are those which you do not need to resolve before you can move on. A soft error message, therefore, will always allow you to enter “S” to “Suppress” the entry that is supposedly in error (Figure C4b). It also gives you the option to “Go to” the problem entry(ies) and make the correction.

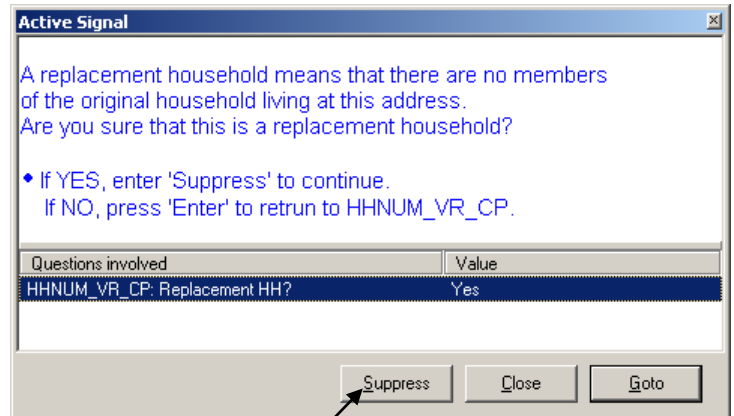
Figure C4a. Hard Error Message



Inactive
“Suppress”
button

You are **not** allowed to “suppress” the invalid response.

Figure C4b. Soft Error Message



Active
“Suppress”
button

You are allowed to “suppress” the invalid response.

1.H HELP SCREENS

There are several screens in the instrument for which you can access a separate “Help” screen that contains additional information. If a help screen is available for the current screen, this will be indicated by “?[F1]” in bright blue text at the top of the Info Pane. To get to the Help screen, you press F1 at the screen where “?[F1]” appears.

1.I FLASHCARD/ INFORMATION BOOKLET

Occasionally, flashcards are used with certain screens. When a flashcard is used with a screen, you will see a bright blue book icon (📖) located at the top of the Info Pane (as shown in Figure C2a on page C1-8). This indicates that you should show the flashcard to the respondent. In the event that the flashcard is to be read to the respondent, you will see an Interviewer instruction in the Info Pane.

1.J STARTING THE INTERVIEW PROGRAM

When you are ready to go to the door of a household for a personal visit, or dial the household for a telephone interview, it is time to start up the interview program.

1.J.1 Entering Case Management

There are a number of ways to enter Case Management.

Using the Mouse

- Move the mouse arrow onto the CPS (Windows) icon on your desktop and double-click the left mouse button or Touch Pad button. **OR**

- Move the mouse arrow onto the Start button and single-click the left mouse button or Touch Pad button and a menu will appear. Move the mouse over “Programs” and a second menu will appear. Highlight CPS (Windows) and click the left mouse button or Touch Pad button, or tap the touch pad. **OR**

Using the Keyboard

- Press the Windows key on your laptop and a menu will appear. Press “P” for Programs and a second menu will appear. Arrow down to CPS (Windows) and press ENTER.

Once the program opens, click on the Case Management Window to make it active and press ESC to bypass ALMI and go directly into Case Management. Once you’re in Case Management you will see that the screen is divided into two parts. The upper half of the screen is your **Case List pane**, while the lower half of the screen is your **Details pane**. You will also see Menus and Tool Bar Icons/Function Keys along the top of the screen.

1.J.2 Menus

Menus are located along the top of your screen and are labeled:

File Edit View Actions Help

In Windows Case Management there will be some things that can only be accomplished through the use of the menus (i.e. no function key). All actions that may be performed with a function or shortcut key may also be performed through menus.

To access a menu, press the ALT key and the one underlined letter of the menu you want displayed. To make the selection, either use the arrow keys to highlight your

selection and press ENTER or press the underlined key.

NOTE: You may also use your mouse to point and click on menus and sub-menu options instead of using the keyboard.

1.J.3 Tool Bar Icons/Function Keys

Tool Bar icons are the buttons located below the menus with the function key labels. These are here mostly as a reminder of what the function keys do.

F1 – Help: Displays the Help information about the active window.

F2 – Interview: Initiates an interview for the selected case. If you selected the correct case, click “OK” or press ENTER. If you selected the wrong case, click “Cancel” or highlight “Cancel” using the “TAB” key and press ENTER.

F3 – Next Tab: Controls the display in the Details Pane by moving you from tab to tab.

F4 – Details/Case List: Toggles the active window between the Details Pane and the Case List Pane.

Shift-F4 – Show Calendar: You can press Shift-F4 to use the calendar function or select “Show Calendar” from the View Menu. Case Management will display a calendar for the current month with the current date outlined. If you want to look at the next month or previous month, click the arrowhead in the upper-left or upper-right corner. This is a reference tool only and will not insert a date into any Case Management field. [This function key will not be displayed on the Tool Bar.]

F5 – Reports: Lists reports available for display. Select the report you would like to display with either the mouse or arrow keys, and select “OK” or press ENTER. You can

see either your count of cases or your current response rate for the interview period.

Shift F6 – Map: Opens the ALMI Map.

F7 – Notes: Displays the Case-Level Notes Editor where you can enter a note for the selected case or edit a previously entered note. Case Management and the CPS Instrument will use the same application for editing case level notes. Notes entered in Case Management are displayed in the survey instrument and notes entered in the instrument can be viewed in Case Management. The Notes application will automatically fill in a CAPI indicator - the time, date, and your Interviewer code - so that notes can be easily traced if a case is transferred to another Interviewer. Press “F10” to exit the Notes application. If you entered a note, select “Yes” and press ENTER to save the note.

F8 – View: Displays options for a variety of ways you can look at your cases on the Case List pane. The display categories are:

- All
- Not Started
- Open
- Partial
- Interviewed
- Type A
- Type B
- Type C
- CATI
- Deleted
- Missing Data
- Observed
- Transmitted
- Received in HQ

When you select an option, the program will list only the cases that match your criteria. The display will be just like the main display, but with a label to identify which

set of cases you selected. Use “F8” again to select a different category. Use “Shift-F8” to return to the main display.

F9 – Sort: Allows you to sort your cases by multiple fields of your own choosing. To add a column to the sort, highlight that column in the “Columns Available for Sorting” pane on the left and press CTRL-S to move that column to the “Sort Column” pane. To remove a column from the “Sort Column” pane, highlight it and press CTRL-S again. Cases will be sorted first by the top category, then the second category from the top, and so on. The last sort will be the bottom category. You may select as many columns as you like.

F10 – Exit: Exits Case Management and returns to the Windows Desktop. When you are done working with Case Management ALWAYS click this button to quit and save your work.

Ctrl T – ITP: Opens the Interview Time Preferences screen which allows you to select the best or worst time to call or visit a household for the **next month’s** interview (**not** for a callback this month).

1.J.4 Case List Pane

The Case List Pane, located on the upper half of your screen, shows the list of cases you still have to complete.

The Case List Pane contains the following columns:

- **Control Number:** There are two control numbers this year. The first consists of the PSU, Segment, Segment Suffix, Sample Designation, Sample Designation Suffix, Serial and Serial Suffix numbers.

For Example, Control Number 01990264999 A75 01A can be broken

down into the following parts:

Survey ID: 01
PSU: 99026
Segment: 4999
Segment Suffix:
Sample Designation: A75
Sample Designation Suffix:
Serial: 01
Serial Suffix: A

Please note that not all Control Numbers will contain the Segment Suffix and Serial Suffix numbers.

- **2010 Control Number:** Some cases will have a different Control Number. These are the 2010 Sample Design cases.

These Control Numbers consist of the Survey Code, PSU, Frame, Sample Designation, Sequence Number, and Time of Interview.

For example, Control Number 0199006UA64000101M can be broken down into the following parts:

Survey Code: 01
PSU: 99006
Frame: U
Sample Designation: A64
Sequence Number: 000101
Time of Interview: M

Please note that not all Control Numbers will contain Time of Interview. “M” is used to indicate March Hispanic cases.

- **Address:** House number, house number suffix, street name, unit designation, and physical description. There is a space between each field. If truncated, a ‘~’ should appear in the last space to indicate a continuation. [Note: If house number, house number suffix, and street name are blank, then the physical description will be displayed.]

- **Place Name/City**
- **Zip**
- **Appointment:** This field will be filled with an appointment time to contact a household, if you entered a callback appointment.
- **P/T:** Personal visit or telephone interview. P = Month in Sample 1 and 5, or no telephone number. T = Month in Sample 2-4 and 6-8, with a telephone number.
- **Status:** Displays interview status codes.
- **Telephone Number**
- **Interview Number:** Month-in-sample 1-8. This is used to determine if persons are eligible for certain questions, such as the earnings questions. During the interview your computer will make this determination for you.
- **Rte:** Route allows you to enter the order in which you plan to visit your cases. You can then click the column header to sort your cases (or use F9) so that they are displayed in the order you want to work that day.

1.J.5 Details Pane

The Details Pane is the area at the bottom half of the screen. The information displayed in the Details Pane corresponds to whichever case is highlighted in the Case List Pane. The Details Pane contains seven different tabs, each of which contains additional information about the case. If you are in the Details Pane, the title will be red. The F3 key can be used to change the tab that is displayed. Fields with a white background may be edited. Use Ctrl-S to save any changes.

The Details Pane contains the following

tabs:

- **Assignment:** This is the main tab and it contains information about the home address, separate mailing addresses, control number, Case ID, Interview Number, Respondent Name, appointments, and other items.
- **HH Roster:** This tab displays the household roster. The roster is updated when you exit the instrument. You cannot update the roster while in Case Management; you are only allowed to view this information.
- **Additional Information:** This tab contains additional information related to group quarters.
- **Notes:** This tab allows you to view case-level notes. If there are notes to view, a red checkmark will appear in the tab.
- **Contacts:** This tab lists contact information obtained for Type Bs and Cs.
- **Letter Mgmt:** This tab allows you to request a letter to be sent to the respondent. The lower portion of this tab is “Letter History” and displays previously sent letters.
- **History:** This tab contains the history of all previous visits for a case. It also keeps a record of all the times the case has been accessed in the current month.
- **Contact History:** This tab displays details of contact attempts for the CURRENT interviewing period.
- **Returning Contact History:** This tab displays details of contact attempts for PREVIOUS interviewing periods.

- **Interview Time Preferences:** This tab allows you to view information on the best or worst time to contact a household. In order to make changes, you must use the **Ctrl T** function key.
- **Bldg Mgmt:** This tab displays contact information for companies or individuals affiliated with the sample address. Here you will find contact information for people who can assist you in gaining access to the sample unit.

1.J.6 Selecting a Case

In the Case List Pane, highlight the case you intend to interview and press the F2 key. A dialog box will appear, asking you to confirm your selection. Press ENTER or click OK to confirm that this is the case you want to interview. In the next few seconds, messages flash by on the screen while the computer prepares for the interview. These are not important to you unless something goes wrong and the first screen of the questionnaire (the "START" screen) does not appear. If that happens, write down what remains on the screen when this initial processing stops (for example "case could not be found in STATUS file"). If you are not able to restart the interview, report the message(s) to your RO.

Typically, the first screen of the questionnaire appears within a few seconds and the computer is ready for you to proceed with the interview.

1.K EXITING FROM A PARTIALLY COMPLETED INTERVIEW

At times, you will have to exit from the instrument even though you have only partially completed the interview. This happens, for example, when a respondent

breaks off the interview for personal reasons, with or without an offer to continue later.

You may either press the F10 key or select the Exit/F10 tab to exit from an unfinished interview.

NOTE: Do not try to exit from the interview by shutting off the computer. If you do so, the partial information that you have collected so far will be lost. Furthermore, your Case Management file will not be updated properly. This will prevent you from going back into this case to complete the interview.

The concluding screens prompt you to make an appointment for a callback or a return visit to obtain the remaining information. If more convenient for the respondent, a telephone callback is acceptable to complete a first or fifth month interview that you began as a personal visit.

Partially completed cases where no labor force information has been collected, continue to appear on your Case Management main display so you can select the case and resume the interview. These "insufficient partials" will remain on your laptop. They will **NOT** be transmitted with your final transmission unless you have completed the case, completed enough of the case to make it a "sufficient partial," or entered the case as a Type A noninterview.

1.L COMPLETING A PARTIAL INTERVIEW

When you make your return visit or telephone call for a partially completed interview, highlight the address on your Case Management main display and press F2 to run the interview program. The instrument displays reminder information

about the case before you begin collecting data for the remaining items. The computer presents appropriate lead-in remarks for you to use in resuming the conversation with the respondent. For example, "Some of the questions have already been answered; let me see where we should begin." The interview continues with the next unanswered question. For further review of previous responses, use the arrow keys to back up one screen at a time or use F4 to jump back to a previous screen.

When you complete the interview, the instrument places the interview files with the rest of your completed work. It is then included in your next transmission. Do your best to complete all partial interviews. If you discover that you cannot get more information from a household by closeout time, you can make the case a Type Z - sufficient partial, if part of the labor force information has been collected.

From your Case Management main display, highlight the case record and press F2 to begin the interview program.

On the START_CP item screen, select precode 5, "Ready to transmit case – no more follow-up." This will bring up the Type Z information screen shown in Figure C5. For each person 15 years of age and older where the labor force items have not been answered, you will be asked to enter the reason that best describes why the survey data were not collected. After answering the Type Z question for each person, the case will be removed from the laptop and transmitted to HQ with your next transmission. Make this selection **only** if you are certain that you cannot get any more information.

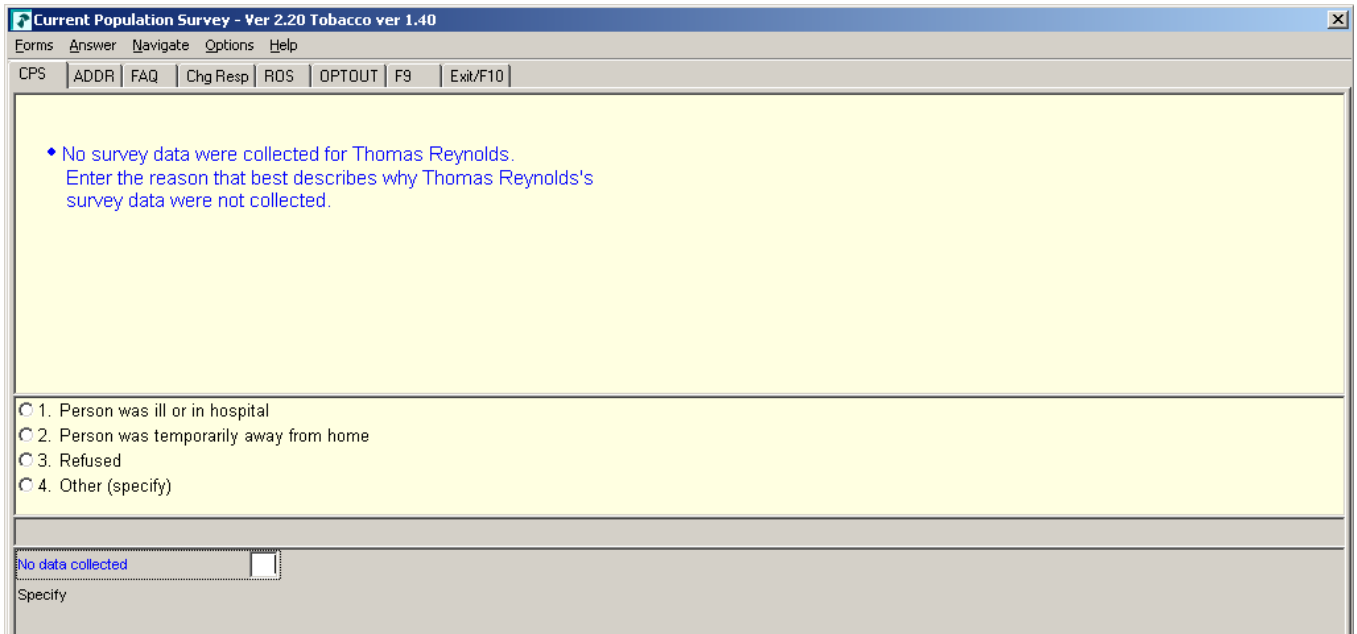
1.M EXITING FROM A COMPLETED INTERVIEW

When you have answered all questions, the computer exits the instrument, updates the Case Management file, and returns you to the main Case Management screen. When you exit, the program also assesses the completion status of the case. The computer moves the data files for completed cases to the directory where they can be sent to HQ during your next transmission.

It then deletes completed cases from your Case Management main display. If necessary, you can still view Case Management records and add notes by using the Case Management View function (F8 function key) and selecting the "Interviewed" display category.

You cannot reenter the instrument and make changes to the data after you have completed a case. You can re-enter a case to change the notes only.

Figure C5. Example of Type Z Item Screen



1.N PROGRAM ERROR RECOVERY

Occasionally a problem in the computer program may prevent the interview from continuing in a normal way. The following types of problems may occur:

Work area not in use: DGBGOBOTTOM Error Message.

If you see the error message:

ERROR DBCMD/2001 Work area not in use: DGBGOBOTTOM
Quit Default

or the message:

Error BASE/1002 Alias does not exist:
<various>
Quit Retry

or the message:

Another version of Case Management -
<survey> is already running.
OK

it means that you tried to open a survey that is already open. Press ENTER to select Quit or OK, and then look on the Task Bar (at the bottom of the screen) for the name of the survey you want to open. Single-click that name to bring up the survey, or press the Alt key and the Tab key simultaneously until your survey appears.

A Program Stops Responding

If you are working with a program and suddenly all operations freeze, the program has probably stopped responding. You can exit the failed program without shutting down the laptop.

To close a program that has stopped responding:

1. Press Ctrl-Alt-Del once. The Entrust Security dialog box appears. Select the **Task Manager** option by typing **T** or clicking the **Task Manager** button. The Windows **Task Manager** appears. Click on the applications tab to get a list of all the programs and processes currently in

operation.

If a program has stopped responding, the words “not responding” appear beside its name in the list. Do not continue on to Step 2 unless the status is **Not Responding**.

2. Use the up or down arrow key to select the program you want to close.
3. Press the **Tab** key until the **End Task** button has a dotted line around it, and then press **Enter** (or single click the **End Task** button), then select **End Now**. Closing the failed program should allow you to continue working in other programs. If it does not, continue with Step 4.
4. Close the remaining open programs.
5. Press the **Esc** key to exit the Task Manager.
6. If the system is still not responding, shut down the laptop and start it up again.

When you reboot the computer, the information collected so far in the current interview is lost. In program “crashes” such as these, the answers to previous questions are probably already erased by the same problem that caused the interview program to fail.

Reenter Case Management and reselect the same case you were interviewing and resume (or if necessary restart) the interview. If you cannot resume notify your RO of the problem.

The Computer Does Not Go to the Next Appropriate Question

Occasionally you may get stuck in a loop of just a few questions. If the computer does not go to the next appropriate question, carefully check your answers to each item as you step through the loop once more. You may have answered “yes” to the “any more persons” question, for example. The computer continues to go through the loop until you erase that answer and enter “no.” If that doesn’t work, try the F4 key to get to the jump menu. Jump to another part of the interview and attempt to continue from there. After you have exhausted all your options, you should reboot the computer as described above. Only reboot as a last resort.

Do not use the CTRL-BREAK key combination to get out of a locked interview, although someone may suggest this to you. This allows the end-of-interview processing of your Case Management file to occur, which you do not want if a program error terminated the interview.

Non-System Disk Error Message

A Non-System Disk Error message indicates that a diskette is in the disk drive while the laptop is starting Windows. Remove the diskette from the drive and press any key to continue.

Runtime Error Message

You may see a Runtime Error message during shutdown procedure. This will happen if you did not log in using your Entrust password and then tried to shut down using Encrypt and Shutdown.

Remember, logging into your laptop through Entrust is the normal login method. If you used the **Cancel** button at the Entrust Login screen, you bypassed the laptop's capability of encrypting your data at shutdown and the Runtime Error message notifies you of this abnormal Termination.

If you receive this message, press **Ctrl-Alt-Del** and select the Shut Down option. If the Runtime Error message occurs every time you try to shutdown, please inform your ROCS.

Your Windows Laptop User Guide (Form 11-7 (WIN) September 2004) contains more detailed information about your computer and how to use it.

Part C, Chapter 2

The “Front” of the CPS Instrument

Topic	See Page
2.A Overview	C2-3
2.B Address	C2-6
2.C Contact Information	C2-6
2.D Own or Rent	C2-7
2.E Classification of Living Quarters	C2-8

PART C, CHAPTER 2 THE "FRONT" OF THE CPS INTERVIEW

2.A OVERVIEW

The beginning of the Current Population Survey (CPS) instrument consists of a series of questions that establish if you are interviewing the correct household. This is the "FRONT" of the instrument.

This section covers several of the items in the front portion of the instrument. You can tell which item you are on by looking at the lower left hand corner of the screen. For example, you will see START_CP (Figure C6) near the lower left hand corner of the first screen you see. This screen marks the beginning of the CPS instrument. It displays the status of the case and the current date and time. The version number in the left top margin can be used to ensure that all FRs

and CATI interviewers are using the same version of the instrument.

The first option (1) takes you through a telephone interview. The second option (2) follows the introductory screens for a personal interview and includes notes. The third option (3) skips you over the notes and goes directly to the INTROB_CP screen. A fourth option (4) is for cases that are Noninterviews. Option (5), Ready to Transmit will appear for sufficient partial interviews. CATI interviewers do not need this option since they conduct only telephone interviews and their completed interviews are automatically sent to headquarters. Option (6), Quit, Do not attempt now allows you to get out of a case if you accessed it by mistake.

Figure C6. START_CP, First Item in the CPS Instrument

Current Population Survey - Ver 1.53 ASEC ver 1.17
Forms Answer Navigate Options Help
CPS ADDR FAQ ROS OPTOUT Exit/F10

◆ CENSUS CATI/CAPI SYSTEM
Current Population Survey

Case status is: Need Coverage/Demographics
Date is: 6/9/2006 Time is: 10:01 AM
INTERVIEW NUMBER: 1

1. Telephone interview
 2. Personal interview (See notes)
 3. Personal interview (Skip all notes and go to INTROB)
 4. Noninterview
 5. Ready to transmit case - no more followup
 6. Quit: Do not attempt now

CATI Hello
Start

00000021 START_CP 10:01:16 AM 6-9-2006 1 2/844

"The Case status is:" field will contain one of the following:

New case	This is the 1st time you have called up this case this month.
Unreached household	You called up the case before but did not reach the household.
Household reached	You contacted the household, but did not complete any part of the labor force interview.
Household refusal	You contacted the household and they refused to be interviewed.
Need Coverage/ Demographics	You contacted the household, but no coverage or demographics information.
Need LBFR + Suppl	You contacted the household and collected demographics, but no labor force or supplement information.
Need LBFR, only	You collected demographics, but no labor force information. (Non- supplement months)
Need Suppl only	You completed the demographics and labor force portions of the instrument.

If the "Date is:" field, in the center of the screen, is prior to Sunday of interview week, you must check that the date on your computer is set correctly before beginning your work assignment. The Blaise instrument uses the date in your computer to set some of the fills in the question text. This is especially used for the year. If the year on the computer is incorrect, the year in the question will also be wrong.

There will be cases where you get through the demographics and part of the labor force and have to F10 out of the interview. In these cases, the instrument will set the outcome code to 204 for the case. If you

return to the interview at a later time and the respondent refuses, you cannot select NONINTERVIEW since the case was already partially interviewed. For that reason, the NONINTERVIEW category is not on the INTROB screen the second time you enter an interview under these circumstances. In this case you would select (5) Ready to Transmit case - no more followup at this screen and then continue through the Type Z questions as to why the remainder of the labor force information was not collected.

After the start screen, you will see a series of screens providing case-contacting information, such as the SHOROS_CP, which display the household composition. (The SHOROS_CP screen is shown in Figure C7.)

The SHOW_INFO_CP screen tells you how to access information from the previous month. Ctrl + T will display best time to call information and Ctrl + F7 will display case level notes previously collected. This screen also tells you if there is possibly a new telephone number or a vacation telephone number if it was reported during the previous month.

Figure C7. SHOROS_CP, Household Composition Screen

LN	NAME	M	RELATION	PR	SX	AGE	MAR	SP	AN	ED	RC	HS
1	Holly Reynolds	Y	Ref Per	0	2	56	MAR	2	N	43	2	
2	Thomas Reynolds	Y	Spouse	0	1	0	MAR	0	N	0	2	
3	Maureen Griffin	Y	Child	1	2	36	WID	0	N	39	2	
4	Ricky Griffin	Y	Grandchild	3	1	7	NM	0	N	0	1	

The GENINTRO_CP screen (Figure C8) guides you as to how to introduce yourself when you contact the household, and asks you to speak to last month's respondent or obtain a new one.

If the case has been recycled from CATI, you will see the SHO_RECYC_CP screen. This screen displays the outcome, the appointment information, and the notes from CATI. If the case is a partial interview, this screen will display where the interview was interrupted.

You then check to see if you are at the address listed. If you are not at the correct address, recheck your listing sheet. If you are unable to locate the address listed, notify your Regional Office supervisor. (See your 11-8, Listing and Coverage Manual or 11-922, Field Representatives Guide to Locating Sample Addresses for instructions on addresses you are unable to find.) Once you reach the correct household, determine the residency status of the unit.

Next, confirm that you have reached a private residence. You may find it necessary to restate your name and whom you represent. In addition, you will need to read the description of the survey.

Figure C8. Example of GENINTRO_CP Screen

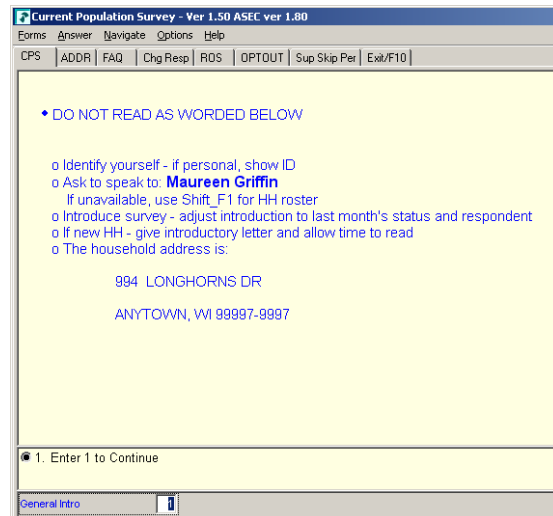
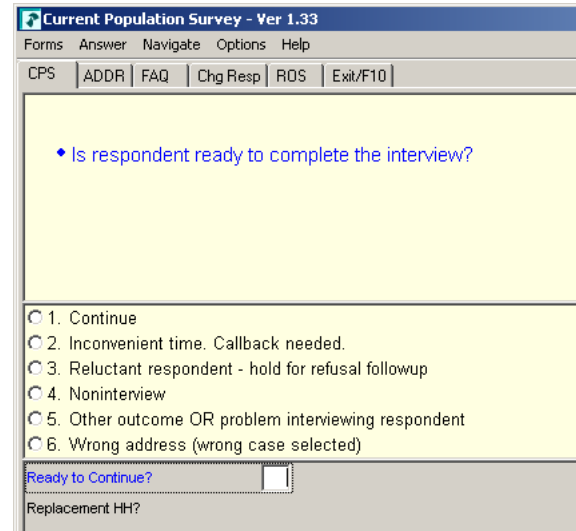


Figure C9. Example of INTROB Screen



At INTROB (Figure C9) you can exit the interview, or continue.

Do not confuse precode (3), reluctant respondent, on the INTROB screen with the "refused" option on the TYPEA screen. If you are planning to follow up and attempt to convert the respondent, select precode (3). If the case is definitely a noninterview this month, select precode (4).

This is the time to explain the purpose and importance of this survey to the respondent (as described in Part A, Chapter 1). Use the information available to help you obtain a complete interview.

2.B ADDRESS

After your introduction you begin the interview by verifying the exact address.

"I have your address listed as"

Make any additions or changes necessary to the address shown on the screen. Include a physical description and ZIP code to make the address complete. You ask address and mailing address in all 1st and 5th interview numbers and all replacement households.

2.B.1 Physical Description

You may find a physical description of the address such as "White house with green shutters, etc...", DO NOT overwrite or delete this entry. In these cases, the respondent will most likely respond to your address verification by giving you the mailing address, such as box number, route number, or house number and street name. These may not have been visible at the time of listing. Enter the information in the mailing address and main address screens.

2.B.2 Problem Addresses

If you have difficulty locating the sample unit's address, refer to the address on the listing sheet or in the Automated Listing and Mapping Instrument, if available, as well as addresses on adjacent lines. Follow the instructions in your 11-8, Listing and Coverage Manual, for help in locating an address.

2.B.3 Incorrect Addresses

Make any address corrections on the listing sheets, if available, in case management and if necessary in the interviewing instrument.

2.B.4 Mailing Address

An adequate mailing address includes:

- ✓ house number (and apartment number, if any)
- ✓ street name
- ✓ name of city supplying postal service
- ✓ state
- ✓ ZIP code

In rural areas, an adequate mailing address may also include route no. (box no., if any) and name of post office.

General delivery or lock box number and Post Office, city, state, and ZIP code are also acceptable mailing addresses.

If the address is identical to the answer you received for each item for the address press "Enter" for each description.

2.C CONTACT INFORMATION

2.C.1. Type B or C Contact Information

You enter information about the respondent for Type B and C Noninterviews starting at the BCNAME screen. The information is made available the following month on returning cases. Place any additional

information you might need in the case NOTES. Refer to Part C, Chapter 6 for more information on Noninterviews.

2.C.2 Personal Visit or Telephone Interview

These coverage questions and check items that come up at the beginning of the interview are included to help you get started. For example, you have to enter whether this is a personal visit or a telephone interview.

First and fifth month interviews are required to be personal visits. As a reminder, your Case Management main display shows whether each case should be a personal visit or a telephone interview.

If you answer "telephone interview" to this question for a first or fifth month case, the computer will remind you that you need to conduct a personal visit interview.

A first or fifth month interview can be done by telephone only as a last resort. The computer asks you if this is a last resort. If you answer "no," the instrument skips to the case NOTES screen to exit the case.

To begin again, you must go back to Case Management and re-select the case. If you answer "yes," you can go on with the interview, but the instrument will mark its answer file to indicate that you obtained the information from a "last resort" interview.

2.D OWN OR RENT

You ask about ownership of the living quarters during the 1st and 5th month interview in screen TENUR_SCRN, if the occupants are home and do not have a usual residence elsewhere. See page C3-7 for instructions on determining usual place of residence.

You also ask about ownership when you first conduct an interview for:

- units previously noninterview
- replacement households

If a respondent cannot supply the information during the 1st or 5th month interview, the computer will prompt you to ask it again in the following month's interview.

2.D.1 Owned or Being Bought

Living quarters are "Owned or being bought" if the owner or co-owner is a **household member** of the unit even if (s)he still has a mortgage or has not fully paid for the unit.

A condominium or a cooperative unit is "Owned or being bought" only if the owner lives in it.

2.D.2 Rented for Cash

Living quarters are "Rented for cash" if the occupants pay or have a contract for any **money rent**.

2.D.3 Occupied Without Payment of Cash Rent

Living quarters are "Occupied without payment of cash rent" if the unit is not "Owned or being bought" and if the money rent is paid or contracted. Persons usually live in these units in exchange for services, or as a gift from a relative or friend not living in the unit. On rare occasion, a relative or friend may pay the rent and also be staying in the unit. Consider these as "occupied without payment of cash rent."

If occupants pay **only** for their utilities but **do not** pay any money rent, report the unit as "Occupied without payment of cash rent."

2.D.4 Special Situations

If a **structure contains more than one unit**, be sure the respondent understands you are referring to the unit you are interviewing. If you are interviewing a unit on the second floor, and the occupants pay rent to the owner who occupies the first floor, report the second floor unit as "Rented for Cash." If the first floor unit is in sample, report it as "Owned or being bought." Classify rooms in a rooming house or dormitory where the occupants pay room and board or room rent as "Rented for cash."

Classify **persons living on military bases who pay rent** as " Rented for Cash."

Persons living off the base often get these rental payments in the form of a housing allowance included in their earnings.

Persons living on the base do not have these payments included in their earnings.

If a **person owns a piece of property and rents adjacent property** and uses both as a single place, determine the answer based on the property the sample unit is located on. For **occupied trailers or mobile homes**, determine the answer based on the trailer or mobile home itself. Do not base your answer on the site or land on which it is located. Enter "NA" for vacant trailers or mobile homes. If the answer to TENUR_SCRN changes or if you discover a classification error, change the classification and note it, giving the date and reason for the change.

In some housing projects for the elderly, the residents can "purchase" a unit and pay monthly maintenance fees (including health, recreation, security, etc.). The "purchaser" cannot sell the unit, and upon death the unit reverts to ownership by the sponsoring organization. No inheritance claim can take place. Treat these units as "owned."

2.E CLASSIFICATION OF LIVING QUARTERS

To classify living quarters for interviews and Type A and B noninterviews you must know the definition of a housing unit and an OTHER unit in order to fill these items properly. (Consult your 11-8, Listing and Coverage Manual or 11-922, Field Representatives Guide to Locating Sample Addresses)

Determine access by observation. Choose "Direct" if the sample unit has direct access or "Through another unit" if it does not have direct access.

2.E.1 Classification Problems

If you encounter any problems when classifying sample units, make your determination by referring to your 11-8, Listing and Coverage Manual or 11-922, Field Representatives Guide to Locating Sample Addresses, and applying the rules in the table on page C2-11. Record the problem in your case NOTES and send an INTER-COMM on classification problems to your office.

2.E.2 Determining the Type of Housing Unit

Use the following table to help you determine when to consider a unit a housing unit and when to consider a unit another unit.

HOUSING UNIT	OTHER UNIT
<p>House, Apartment, Flat. An ordinary house or apartment, an apartment over a garage or behind a store, janitor's quarters in an office building, and housing units in such structures as converted barns or sheds.</p> <p>HU in an Assisted Living Unit. An assisted living unit whose occupants don't receive 24-hour nursing care.</p> <p>HU permanent in transient hotel, motel, etc. Separate living quarters in a transient hotel, motel, motor court, etc. and occupied or intended for occupancy by permanent guests or resident employees.</p> <p>HU in rooming house and boarding house. Housing units in rooming houses, boarding houses, or combination rooming and boarding houses.</p> <p>Mobile home or trailer with no permanent room added. Open or unheated porches or sheds built onto trailers are not rooms.</p> <p>Mobile home or trailer with one or more permanent rooms added.</p> <p>HU in Student Housing. A unit occupied by married college students. A unit occupied by college students that is not owned by a college or university and is not a fraternity or sorority house. A unit occupied by college students that is leased (not owned) by a college or university.</p> <p>HU in Religious Quarters. A religious quarter intended for occupancy by a family, such as a parsonage.</p> <p>A unit in a campground, RV park, marina, race track, fairground, or recreational camp occupied by persons with no usual home elsewhere is an HU. A unit in these kinds of places is never an other unit.</p> <p>HU - not specified. Living quarters which meet the housing unit definition that do not fit into a category. Include tents, houseboats, and railroad cars if they meet the housing unit definition. Describe the unit fully in your notes.</p> <p>Classify living quarters by type, not condition. For example, report vacant or occupied dilapidated houses that are housing units and living quarters as "house, apt., flat."</p>	<p>Unit not permanent in transient hotel, motel, etc. Unit in a transient hotel, motel, motor court, etc., and occupied or intended for occupancy by transient guests or is not a housing unit.</p> <p>Unoccupied tent site or trailer site. An unoccupied site for a tent, trailer, or mobile home.</p> <p>Transitional Housing for homeless. A unit being used as transitional housing for the homeless.</p> <p>OTHER unit in Student Housing. A unit occupied by unmarried college students that is owned by a college or university or is a fraternity or sorority house.</p> <p>More examples of other units are: units in homeless shelters; units in shelters for runaway, neglected, or homeless children; units in group homes; units in halfway houses for drug/alcohol abuse; units in communes; units in maternity homes for unwed mothers; units in worker camps; units in Job Corps facilities; units in vocational training facilities; staff group quarters (dormitories for nurses and interns in general hospitals); units in rectories; units in convents; units in monasteries; YMCAs; and units in hostels.</p> <p>OTHER unit. Any OTHER unit that you cannot classify as one of the types listed above. Describe the OTHER unit fully in your notes.</p>

Part C, Chapter 3

CPS Demographic Data

Topic	See Page
3.A General Instructions	C3-3
3.B Household Roster	C3-3
3.C Relationship to Reference Person	C3-5
3.D Household Membership	C3-8
3.E Verification of Household Composition	C3-12
3.F Date of Birth	C3-12
3.G Parent Line Numbers	C3-12
3.H Marital Status	C3-14
3.I Spouse's Line Number	C3-14
3.J Armed Forces Status	C3-14
3.K Educational Attainment	C3-17
3.L Origin or Descent	C3-24
3.M Race	C3-27
3.N The Demographics Grid	C3-32
3.O Family Income	C3-33
3.P Nativity and Immigration	C3-36
3.Q Disability	C3-40
3.R Demographic Edits Within the Instrument	C3-43

PART C, CHAPTER 3 CPS DEMOGRAPHIC DATA

3.A GENERAL INSTRUCTIONS

Each month your assignment may include:

- Sample units you will visit for the first time.
- Sample units you have interviewed before.

Examples of demographic data you collect in the middle of the CPS interview

- relationship to reference person
- age
- marital status
- sex
- armed forces status
- educational attainment
- race and ethnicity

You collect this information in interview number 1 and verify it in interview number 5. Unless information is missing, you only ask if there are changes in other months. (You will also need to ask educational attainment in February, July and October.)

The demographic data that you collect in the instrument provides the BASIC RECORD of each sample unit. Complete it carefully.

3.B HOUSEHOLD ROSTER

You create the household roster by showing the relationship flashcard and asking:

"What are the names of all persons living or staying here? Start with the name of the person, or one of the persons, who owns or rents this home."

List all persons who are staying in the sample unit at the time of interview. Also, list all persons who usually live there but are temporarily away for reasons such as visiting, traveling in connection with their jobs, attending school, in hospitals, etc. Include children who live in the unit, taking particular care not to overlook infants. Also include lodgers, servants, hired hands, and similar persons who usually live there.

List visitors and other persons who are not household members if they are there at the time of interview and stayed overnight the night before the interview. You may encounter situations in which the person or persons who owns or rents the home has a usual residence elsewhere, but is/are temporarily staying in the unit.

The household roster must be created by collecting the **household members first**. Then, you should list the person(s), who are not household members, but are temporarily staying in the unit, who have a usual residence elsewhere, but actually own or rent the unit.

3.B.1 The Preferred Order for Listing

1. Reference person (owner/renter of unit)
2. Spouse of reference person

3. Unmarried partner of reference person
4. Unmarried children of reference person or spouse, in order of age beginning with the oldest
5. Married sons and daughters (in order of age) and their families listed in order: son or daughter, spouse, children
6. Other relatives
7. Lodgers and other nonrelated persons

In units composed entirely of unrelated persons, list the reference person and then the rest of the household in the order the respondent gives them.

If, among "other relatives," or persons not related to the reference person, there are any married couples or persons otherwise related, arrange them the same as families of married children.

Do not change entries if the people are not listed in the preferred order given above.

The CPS instrument will collect demographic and labor force information for up to 16 household members. After the 16th person, in all interview number 1 and replacement households, the instrument will bring up NROS2B (Figure C11a). You will need to enter the number of additional household members in CNT2BG (Figure C11b). For all households in interview numbers 2-8, after adding the 16th person the instrument will exit the grid and continue to the next appropriate question. You will not be able to add more than a 16th person to any household.

It is important that you list adults (persons age 15 or older) first in households with more than 16 household members since they are eligible for labor force questions.

Figure C11a. NROS2B, Roster Greater than 16 Persons Screen

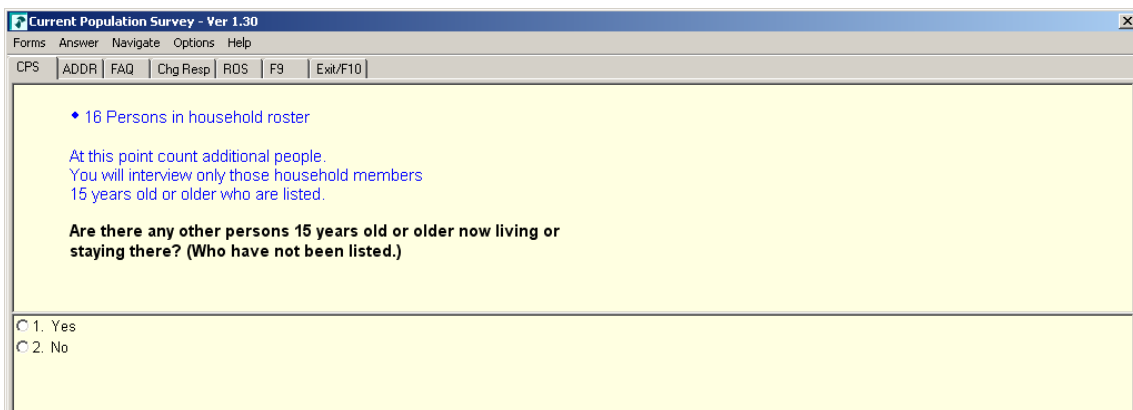
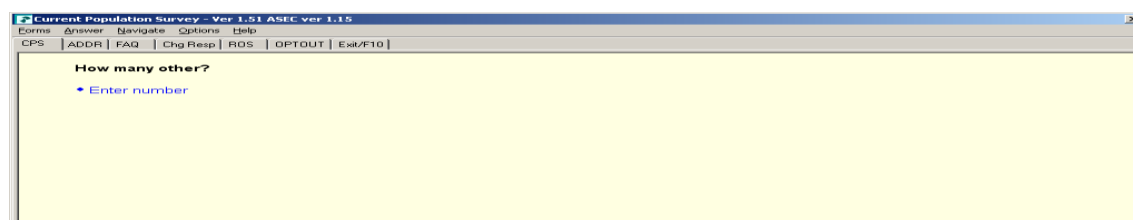


Figure C11b. CNT2BG, Additional Household Members Screen



3.C RELATIONSHIP TO REFERENCE PERSON

Reference person. The first household member mentioned by the respondent, who is the owner or renter of the sample unit, is the reference person. For persons occupying the sample unit without payment of cash rent, the reference person is the first household member listed who is 15 years of age or older.

The relationship data is reported based on self-identification. That is, the respondent selects the appropriate answer from the options given. However, the respondent may ask you to define some of the relationship categories, so he/she is better able to pick the right ones. Figure C12a on page C3-6 illustrates the relationship categories.

NOTE: The response codes have changed and now reflect same-sex marriages and same-sex unmarried partners. See codes 42-45 on Figure C12a for these new categories. Be sure to provide the respondent with the flashcard when asking this question on personal visits.

The following guidelines should help clarify when to use a few of the most difficult-to-use relationship codes.

Use code 43 or 45 (Unmarried partner) for any person who:

- is not related to the reference person,
- shares living quarters with the reference person because they have a **close, personal relationship**

- is of the same sex (code 45) **or** of the opposite sex (code 43) of the reference person, and
- may or may not be related to another person in the household.

Use code 46 (Child) for **all** children of the reference person, including natural-born (biological), adopted, and stepchildren (sons and daughters).

Use code 52 (Housemate/Roommate) for any person who:

- is not related to the reference person,
- shares living quarters with the reference person primarily to **share expenses**
- is of the same sex **or** of the opposite sex of the reference person, and
- may or may not be related to another person in the household.

Use code 53 (Roomer/Boarder) for any person who:

- is not related to the reference person,
- occupies a room or rooms in the reference person's house and pays rent for the room(s),
- may or may not receive meals from the reference person, and
- may or may not be related to another person in the household.

Persons with relationship codes 43, 45, 52, 53, and 54 (Other nonrelative of the reference person) may or may not have their own relatives in the household.

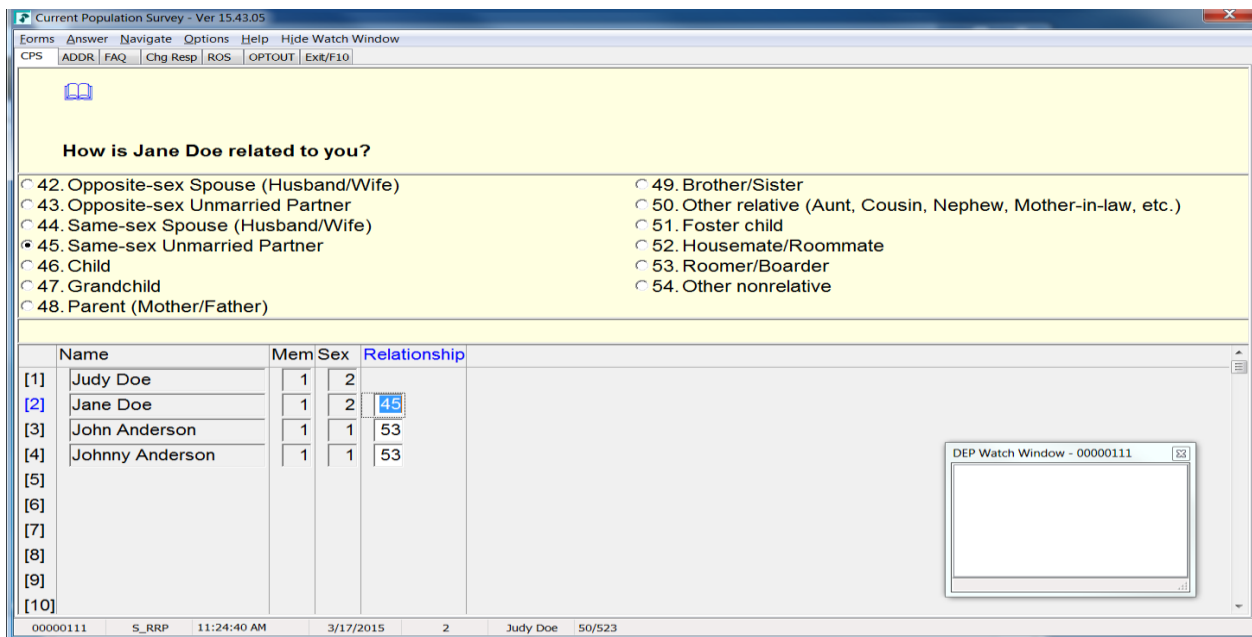
In order to determine this, you will ask

persons that have a relationship to the reference person of

- opposite-sex unmarried partner,
- same-sex unmarried partner,
- partner/roommate,
- roomer/boarder, or
- other nonrelative

if they are related to anyone else in the household (the SUBFAM item). For any of these four categories, the instrument will automatically display the SUBFAM item.

Figure C12a. Relationship to Reference Person



3.C.1 Cohabitation

If there are multiple unrelated persons over the age of 14 who are either 1) not married or 2) married with an absent spouse, who do not have a relationship code of 43 or 45 (Unmarried partner to the Reference Person), you will ask the Cohabitation question (COHAB). The Cohabitation

question, illustrated in Figure C12b, asks if the person has a boyfriend, girlfriend or partner in the household. If the response is “Yes”, you will probe to find out who the boyfriend, girlfriend or partner is and enter that person’s line number. If the response is “No” you will enter 0.

Figure C12b. COHAB, Cohabitation Screen

Current Population Survey - Ver 1.50 ASEC ver 1.80

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp RDS OPTOUT Sup Skip Per Exit/F10

Do you have a boyfriend, girlfriend or partner in this household?

◆ If yes, probe WHO and enter line number
If no, enter "0"

0. No one listed
 2. Thomas Reynolds
 3. Maureen Griffin
 4. Ricky Griffin
 5. Sherry Griffin

	Name	Rel	Age	Sex	Cohab	AF Ev	AF When	At now	ED	Dip/Ged	Hgcomp	Cyc	Grprof	6+ cor	MS123
[1]	Holly Reynolds	Ref per	57	2	2	2				46					
[2]	Thomas Reynolds	Non rel	57	1	1	2				46					

3.D HOUSEHOLD MEMBERSHIP

The summary table for determining household membership, Table C2 on Page C3-8, provides rules for determining when to count a person as a household member.

Consider the following persons in a sample unit as household members:

- Persons, whether present or temporarily absent, whose usual place of residence at the time of interview is the sample unit.
- Persons staying in the sample unit who have no usual place of residence elsewhere.

A probe to determine whether the person has a usual place of residence elsewhere will come up for persons who say they do not usually live in the unit. If a respondent still seems unsure of the concept, explain further and probe to determine the correct information.

Usual place of residence. The place where a person usually lives and sleeps. It must be specific living quarters held by the person to which (s)he is free to return at any time. Living quarters rented or loaned to someone else or that are exchanged for other living quarters temporarily, cannot be considered as a usual place of residence during the time these quarters are occupied by someone else.

If a person has a usual residence elsewhere, then (s)he is not a household member. You do not ask any further questions of a person who is not a household member. (Unless you are using this person as a proxy respondent for the household.)

3.D.1 Use of Nonhousehold Respondents/Proxy Respondents

Keep your use of nonhousehold respondents to a minimum. Use a nonhousehold respondent only in the following two cases:

- 1) If the household members are physically or mentally unable to respond for themselves and the nonhousehold respondent is:
 - 15 years of age or older, and
 - lived in the sample unit during survey week or spends time caring for one or more members of the household so that (s)he is knowledgeable of the household.
- 2) If all household members were temporarily absent, and:
 - a nonhousehold member 15 years or older stayed in the sample unit during survey week, and
 - the household is not in interview number 1 or 5.

For example, you arrive at an interview number 3's address and the usual residents, a husband and wife, are not home. However, a relative of theirs answers the door and tells you that the couple is on vacation and won't be back until the following week. You would interview the relative if (s)he is 15 years old or older and is staying in the sample unit. You will be getting information about the usual residents but not about the relative staying in the unit. The relative would have a usual residence elsewhere. You would not interview the relative if (s)he stopped by to pick up the mail and water the plants.

Table C2. Determining Household Membership

SUMMARY TABLE FOR DETERMINING WHO IS TO BE INCLUDED AS A MEMBER OF THE HOUSEHOLD		
A. PERSONS STAYING IN SAMPLE UNIT AT TIME OF INTERVIEW	Include as member of household	
Person is member of family, lodger, servant, visitor, etc.		
1. Ordinarily stays here all the time (sleeps here).....	Yes	
2. Here temporarily – no living quarters held for person elsewhere.....	Yes	
3. Here temporarily – living quarters held for person elsewhere.....		No
Person is in Armed Forces		
1. Stationed in the locality, usually sleeps here.....	Yes	
2. Temporarily here on leave – stationed elsewhere.....		No
Person is a student – Here temporarily attending school – living quarters held for person elsewhere		
1. Not married or not living with immediate family.....		No
2. Not married and living with immediate family.....	Yes	
3. Married and living with immediate family.....	Yes	
B. ABSENT PERSON WHO USUALLY LIVES HERE IN SAMPLE UNIT		
Person is inmate of institutional special place – absent because inmate in an institutional regardless of whether or not living quarters held for person here.....		No
Person is temporarily absent on vacation, in general hospital, etc. (including veterans' facilities that are general hospitals) – living quarters held here for person.....	Yes	
Person is absent in connection with job		
1. Living quarters held here for person – temporarily absent while “on the road” in connection with job (e.g., traveling salesperson, railroad conductor, bus driver).....	Yes	
2. Living quarters held here and elsewhere for person but comes here infrequently (e.g./ construction engineer).....		No
3. Living quarters held here at home for unmarried college student working away from home during summer school vacation.....	Yes	
Person is in Armed Forces – was member of this household at time of induction but currently stationed elsewhere.....		No
Person is a student in school – away temporarily attending school – living quarters held for person here		
1. Not married or not living with immediate family.....	Yes	
2. Married and living with immediate family.....		No
3. Attending school overseas.....		No
C. EXCEPTIONS FOR DOUBTFUL CASES		
Person with two concurrent residences – determine length of time person has maintained two concurrent residences		
1. Has slept greater part of that time in another locality.....		No
2. Has slept greater part of that time in sample unit.....	Yes	
Citizen of foreign country temporarily in United States		
1. Living on premises of an Embassy, Ministry, Legation, Chancellory, or Consulate.....		No
2. Not living on premises of an Embassy, Ministry, etc –		
a. Living here and no usual place of residence elsewhere in the United States.....	Yes	
b. Visiting or traveling in the United States.....		No

If you have any doubt about the acceptability of a nonhousehold respondent, contact your supervisor prior to conducting the interview.

You must maintain the confidentiality that you promised the respondent and have sworn to uphold when interviewing a nonhousehold respondent. **Therefore, you may not provide the nonhousehold respondent with any other information which was given by household members during previous interviews.** This includes information on household composition, marital status, education, income, etc.

Do not consider a person's vacant living quarters that (s)he offers for rent or sale during his/her absence as his/her usual place of residence while (s)he is away.

3.D.1.a Special Circumstances

You may encounter situations when using a nonhousehold/proxy respondent in MIS 2-4 or 6-8 where you need to create a household roster. When creating the household roster, the FNAME screen instructs you to enter all household members starting with the person, or one of the persons, who owns or rents the

unit. In certain situations, the nonhousehold/proxy respondent, who is staying in the unit at the time of interview, may also pay the rent on the unit, but not actually live in the unit.

In this situation, the household roster must be created by collecting the **household members first**, followed by those person or persons just visiting or staying in the unit for a short while, including the person you will list as the nonhousehold/proxy respondent. The household members are “occupying the unit without payment of cash rent,” but as the household members, they must be listed first on the household roster.

3.D.2 Families With Two or More Homes

Some families have two or more homes and may spend part of the time in each. For such cases, the **usual** residence is the place in which the person spends the largest part of the calendar year. Only one unit can be the usual residence. For example, the Browns own a home in the city and live there most of the year. They spend their summer vacation at their beach cottage. They do not rent either house in their absence. You will need to verify that these people **usually** live at this household at screen S_HHMEM (Figure C13).

Figure C13. S_HHMEM, Usual Residence Screen

Stat	First Name	Last Name	Member	URE	Sex
[1]	Holly	Reynolds	1		2
[2]	Thomas	Reynolds	1		1
[3]	Maureen	Griffin	1		2
[4]	Ricky	Griffin	1		1
[5]	Sherry	Griffin	1		2
[6]	999				
[7]					
[8]					
[9]					
[10]					
[11]					

Use the following to help determine how to classify each home.

- **Conduct an Interview**

If the city home is in sample and occupied at the time of interview.

- **Classify as Type B - vacant regular."**

The summer beach cottage if it is in sample, but not occupied at the time of interview.

- **Classify as Type B - Occupied by URE."**

The summer beach cottage if it is in sample and occupied at the time of interview.

- **Classify as Type A - "Temporarily absent."**

The city home if it is in sample, but the occupants are away at the time of interview.

- **Special Situations**

Retired persons often maintain a winter home in Florida and spend the rest of the year in a home they have occupied for much of their lives. They may consider the older home their main residence.

If they spend more time in their older home but the Florida address is in sample, do not interview them there.

If they spend more time in their Florida home, interview them there if it is in sample even though they do not consider this their usual residence.

If a person has two or more concurrent residences and sleeps part of the week in each, interview him/her in the unit in which (s)he sleeps the greater part of the week. If the time is split evenly between them, interview the person where you find him/her.

Report **children** whose divorced parents have **joint custody** of them and who live 50 percent of the time with each parent in the household where you find them. Otherwise, report them in the household where they live most of the time.

3.D.3 Crew Members of a Vessel

Crew members of a vessel are household members at their homes, regardless of the length of their trips. Do not consider whether they are at home or on the vessel at the time of your visit if they have no usual place of residence elsewhere.

3.D.4 Other

A mailing address alone does **not** constitute a usual place of residence. Usual residents may also include:

- lodgers
- servants
- farm hands
- other employees living in the unit who consider it their usual place of residence
- unmarried children away at school
- persons traveling on business
- persons visiting, on vacation, or temporarily in hospitals (noninstitutional)

3.E VERIFICATION OF HOUSEHOLD COMPOSITION

3.E.1 Changes in Household Membership From Month to Month

You ask household membership for the reference person and verify the household roster each month. Any person can change his/her household status during the time in sample. If someone leaves the household, you will delete them from the roster. You will need to indicate if they moved out or died. If a new member moves into the household, you will add them to the roster and ask the demographic items for that person.

3.E.2 Additional Units

As a result of mergers, structural conversions, and other types of alterations, the address may not be enough to adequately define the sample unit. Some of these situations will be apparent before you begin the interview. For example, garages and mobile homes located on the same property as the sample unit may be used as overflow sleeping quarters. These additional units will carry the same interview number as the

parent unit. For more information on additional units consult your 11-8 Listing and Coverage Manual.

3.F DATE OF BIRTH

You will ask date of birth in the first month's interview and when you add new members to the household roster. Get the exact date of birth. If you cannot get the exact date, enter the approximate date. If you get only the year (for example, 1913), enter "Ctrl-D" for the month and day.

3.G PARENT LINE NUMBERS

You will enter parent line numbers for all individuals in the household. Next, you will enter the mother's line number at LNMOM and the father's line number at LNDAD (Figure C14a). If the mother or father is not a household member, you will enter 0.

After entering a parent line number for an individual, you will be prompted to ask whether the child is the biological (natural), step, or adopted child in screens MOMTYP, for mother, and DADTYP, for father (Figure C14b).

Figure C14a. LNMOM, Line Number of Parent (LNDAD Screen is similar)

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS OPTOUT F9 Exit/F10

- ◆ Enter line number of mother of Holly Reynolds
- ◆ Ask if necessary: Is your mother a member of this household?

0. No one listed 5. Sherry Griffin

2. Thomas Reynolds

3. Maureen Griffin

4. Ricky Griffin

Figure C14b. MOMTYP/DADTYP, Parent Type

The screenshot shows a software window titled "Current Population Survey - Ver 2.20 Tobacco ver 1.40". The window has a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a toolbar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "OPTOUT", "F9", and "Exit/F10". The main content area is yellow and contains the question: "Is Maureen Griffin your biological, step, or adopted child?". Below the question are three radio button options: "1. Biological" (which is selected), "2. Step", and "3. Adopted".

3.G.1 Inclusions and Exclusions

Below is a list of people to include and exclude as parents when determining parent's line number.

Include:

- Natural parents
- Adopted parents
- Step-parents

Exclude:

- Foster parents
- In-laws
- Grandparents

3.G.2 Problem Cases

Take special care when dealing with relationships between individuals where the parent is not obvious but is present. You will usually find these cases in households containing individuals with relationships of mother (father)-in-law or grandparents. In most cases, these individuals will be a parent of at least one other individual within the household. Be sure to explore all possible parent/child relationships for individuals listed as mother (father)-in-law or grandparent.

3.H MARITAL STATUS

You can usually determine marital status, without asking, from the name and relationship entries. Ask if there is any doubt. You ask marital status in the first month's interview. You do not ask for children under age 15 in the household.

Include persons who state they have a common-law marriage as married. **Exclude** "separated" persons or persons who have parted because of marital discord as defined in Figure C14c.

Figure C14c. Marital Status Codes

1. Spouse present

2. Spouse absent. In most cases, the correct code will be obvious. However, if there is some confusion, then apply the following rules:

If the spouse is a household member, then enter code "1" for marital status.

If the spouse is **not** a household member and the couple is not legally separated, but parted temporarily for reasons **other than** marital discord (such as employment or Armed Forces), then enter code "2" for marital status.

3. Widowed

4. Divorced

5. Separated. Include those married persons who are legally separated, or who have parted because of marital discord but have not yet obtained a divorce.

6. Never married. Include a person whose only marriage has been annulled and people living together who make no mention of a common-law marriage.

3.I SPOUSE'S LINE NUMBER

The instrument will prompt you to fill this item for individuals who are "Married, spouse present." The spouse does not have to be eligible for a CPS interview for you to enter his/her line number here. This would occur where a husband or wife is on active duty in the Armed Forces.

3.J ARMED FORCES STATUS

All household members (male and female) age 17 or older are eligible for the Armed Forces status questions.

When you ask if a person has ever served on active duty, always specify "United States Armed Forces." You may find persons who have served in the Armed Forces of foreign countries.

Each branch of the military has two components, a regular component and a reserve component.

Use Table C3 on page C3-16 to help you determine if a person is on active duty.

Active Duty. Always consider members of the regular Armed Forces, whether currently on active duty or now retired, as having served on active duty.

Reserves. Members of reserve components may or may not have served on active duty, since they may be called to active duty by military order. Exclude as active duty the 4-6 month training period served by all reserve members.

3.J.1 Period of Service

You ask all persons who have served on active duty when they served. Enter all periods of service in which the person served while on active duty (Figure C15). The instrument will only allow a maximum of four periods of service to be entered.

There are a total of nine periods of service in the instrument. However, since the periods of service are listed based on age, you will not see all nine categories displayed at one time. For example, the instrument will display fewer periods of service for younger persons than for older ones.

Enter the code(s) for the **actual wartime service** regardless of any peacetime service.

For persons who were on active duty for more than one period of service, choose all periods of service in which the person served while on active duty. The household roster screen (H_HHROS) will display the precode for period(s) of service reported under the AFWHEN column.

3.J.2 Current Status

For anyone between the ages 17-64 who reported in previous interviews that they were in the Armed Forces, you will be required to update their status by asking if they are currently serving in the U.S. Armed Forces.

Figure C15. AFWHEN, Period of Service

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Eforms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS OPTOUT F9 Exit/F10

• IF NECESSARY: Previously I was told that Thomas Reynolds served on active duty in the U.S. Armed Forces.

When did he serve?

• Enter all that apply, separate with commas
Mark up to 4 that apply

1. September 2001 or later 4. Vietnam Era (August 1964 to April 1975)
 2. August 1990 to August 2001
 3. May 1975 to July 1990

Enter at most 4 values

	Name	Rel	Age	Sex	Cohab	AF Ev	AF When	At now	ED	Dip/Ged	Hgcomp	Cyc	Grprof	6+ cor	MS123
[1]	Holly Reynolds	Ref per	57	2	0	2			46						
[2]	Thomas Reynolds	Spouse	58	1		1									
[3]	Maureen Griffin	Child	37	2											
[4]	Ricky Griffin	Grandchild	8	1											
[5]	Sherry Griffin	Grandchild	5	2											

Table C3. Determining Active Duty Status

Type of Duty	Active Duty	
<p>Now serving in or has ever been on active duty in the:</p> <ul style="list-style-type: none"> ● U.S. Army ● U.S. Navy ● U.S. Air Force ● U.S. Marine Corps ● U.S. Coast Guard 	YES	
<p>Persons in the Reserves Branch of any of the above organizations (Army, Navy, Air Force, etc.) on active duty status for several months, except for training only.</p>	YES	
<p>U.S. Public Health Service commissioned officers assigned to any branch of the Armed Services (Army, Navy, Air Force, etc.)</p>	YES	
<p>Members of the National Guard in Federal Service (when all or part of their service was during a period when their unit was blanketed into the regular forces by Presidential Order). Exclude the six months of active duty served by all National Guard members as part of their training.</p>	YES	
<p>Cadets in a United States military academy (West Point, Naval Academy, Air Force Academy and the Coast Guard Academy.)</p>	YES	
<p>Persons whose only service was in the Coast Guard Temporary Reserve.</p>		NO
<p>Employees of: Merchant Marine Maritime Commission American Field Service</p>		NO
<p>Civilian employees of the Department of Defense.</p>		NO
<p>Persons whose only active service was in a National Guard or Reserve unit that served for any or all of the following reasons should not be included:</p> <ul style="list-style-type: none"> ● For training purposes only. ● Not blanketed into the regular forces by Presidential order. ● Called into action to help in a local disaster, for example, floods, tornadoes, riots, etc. 		NO
<p>Interview and report those cases that you cannot resolve.</p>		

3.K EDUCATIONAL ATTAINMENT

During interview number 1, you ask each household member **15 years old and over** for the highest degree they have obtained or level of school that they have completed (Figure C16a). You will re-ask educational attainment in interview number 5, February, July, and October even if there is no change. Use Table C4 (page C3-18 to C3-19) to classify difficult responses.

3.K.1 Regular Schooling

A person received Regular schooling if (s)he attended day or night school in any of the following for grades:

- public, private, or parochial school
- colleges or universities
- professional schools

Figure C16a. EDUCA, Educational Attainment

The screenshot shows a software window titled "Current Population Survey - Ver 2.18 Tobacco ver 1.39". The main question displayed is: "What is the highest level of school Maureen Griffin has completed or the highest degree Maureen Griffin has received?". Below the question are 12 radio button options (31-46) representing different educational levels from "Less than 1st grade" to "Doctorate degree".

Below the question is a data table with the following columns: Name, Rel, Age, Sex, Cohab, AF Ev, AF When, Af now, ED, Dip/Ged, Hgcomp, Cyc, Grprof, 6+ cor, MS123. The table contains 5 rows of household members:

	Name	Rel	Age	Sex	Cohab	AF Ev	AF When	Af now	ED	Dip/Ged	Hgcomp	Cyc	Grprof	6+ cor	MS123
[1]	Holly Reynolds	Ref per	57	2	0	2			43				1	1	
[2]	Thomas Reynolds	Spouse	56	1		1	2,3	2	46						
[3]	Maureen Griffin	Child	37	2		2									
[4]	Ricky Griffin	Grandchld	8	1											
[5]	Sherry Griffin	Grandchld	5	2											

Table C4. Educational Attainment

Determining Educational Attainment	
Situation	Description
Less than first grade	<p>The first category, "Less than 1st grade," refers to persons who attended but did not <u>complete</u> a year of school as well as persons who have completed only kindergarten or nursery school, or who have never attended school at all.</p> <p>A person who only completed the first grade is coded the same as a person whose highest grade of school completed is the second, third, or fourth. Fifth and sixth (code 33) and seventh or eighth (code 34) are similarly grouped.</p>
12th grade	<p>If the person completed the 12th grade but did not receive a diploma or high school equivalency credentials (such as GED) and did not attend college, select 12th grade, NO DIPLOMA.</p> <p>Enter 39, high school graduate, for persons who graduated from high school, persons who received a high school diploma, and persons who achieved "high school equivalency credentials" if they have not attended college.</p> <p>Also enter 39 for persons who completed vocational, business, technical, or training courses after graduating from high school, but which are not creditable towards a college degree.</p>
Equivalency tests	Enter 39 for persons who pass a high school equivalency test or finish high school while in the Armed Forces.
Post-graduate high school	Persons may attend "post-graduate" high school courses after completing high school. This is not the same as attending college. Enter 39, High school graduate, for these people.
College	<p>For persons who have attended college but have not received a degree, select 40, some college but no degree.</p> <p>Select 41, Associates degree in college - Occupational/vocational program, if the highest degree was an associate degree in a program that prepared the person for a specific occupation. Such course work may, but need not, be creditable towards a Bachelor's degree.</p> <p>Select 42, Associates degree in college - Academic program, if the highest degree was an associate degree primarily in the arts and sciences and transferable to a bachelor's degree program.</p>
Graduate professional school	<p>Make sure you can distinguish the difference between professional degrees (law, medical, dental, etc.), master's level degrees (MA, MBA, MSW, etc.), and doctoral degrees (PhD, EdD, etc.).</p> <p>Select 45, professional school degree, if the highest degree was earned in such fields as medicine, dentistry, chiropractic medicine, optometry, osteopathic medicine, pharmacy, podiatry, veterinary medicine, law, or theology. Do <u>not</u> include vocational training for a trade such as barber college or cosmetology, secretarial, trade, or bartending school.</p>
Still in school	Report the highest level completed or degree received for those currently enrolled.
Special schools (such as schools for the handicapped)	Try to get a regular school equivalency from the household respondent. The respondent may not be able or may be reluctant to give a regular school equivalency for a student in a special school. As a last resort, try to get this information from the local school district. When contacting the school district use only the school name and number of years completed in that special school. Never use the student's name when discussing grade equivalencies with school officials. This would breach our confidentiality requirement.

Determining Educational Attainment (continued)	
Situation	Description
Special situations	<p>Obtain the equivalent school year in the regular American school system for persons who obtained a formal education through any of the following methods:</p> <ul style="list-style-type: none"> • Foreign schools • Ungraded schools • Night schools or instruction by tutors (if such counted toward instruction in the regular school system) • Level of education measured by "readers"; first reader is roughly equivalent to first grade in elementary school, second reader to second grade, etc. • "Normal" or professional schools; in some areas, persons enter "normal" schools after completing elementary school; elsewhere, after 2 years of high school; in other places, after 4 years of high school or even some college.

If you cannot determine if a person received "regular" schooling or you cannot determine the highest degree or year, explain this in detail in your notes.

Regular schooling. That which advances a person toward an elementary, or high school diploma or a college, university, or professional degree.

Count schooling in other than regular schools only if the credits obtained are acceptable in the regular school system.

3.K.2 Exclusions from Regular School

Do not count any of the following as regular schooling, unless they are part of a regular school and count toward promotion in regular school.

- Vocational or trade schools
- Correspondence schools
- "On-the-job" training

- Adult education classes
- Job Training Partnership Act training
- Military basic training

3.K.3 Followup Education Items

The conventional education question collects the level of education completed; whereas, the follow-up questions collect the number of years completed. This is an important distinction, particularly for persons above the high-school level.

You ask the follow-up education items only the first time you ask the education question (EDUCA). In continuing households, you will re-ask the follow-up items only if:

- you change the education entry when updating the information (in interview number 5 or in the months of February, July, or October).
- you need to convert an initial "don't know" response to the education item.

The follow-up items are illustrated below in Figures C16b through C16d.

You may ask at least one but no more than two of the follow up items for persons whose education falls between the high-school graduate and Master's degree levels. For example, if you report that the person is a high-school graduate in the education question (i.e., you enter 39 in EDUCA), you will ask if he/she graduated from high school or received a GED (DIPGED in Figure C16b).

For GED recipients only, you will also ask for the highest grade completed before receiving the GED (HGCOMP in Figure C16c). For persons with Associate Degrees or with some college but no degree (i.e., you enter 40-42 in the education question), you will ask how many years of college credit they have completed (CYC in Figure C16d).

Figure C16b. DIPGED, High School Diploma

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS OPTOUT F9 EDD/F10

People can get a High School diploma in a variety of ways, such as graduating from High School or by getting a GED or other equivalent.

How did [redacted] get her High School diploma?

1. Graduation from High School

2. GED or other equivalent

	Name	Rel	Age	Sex	Cuban	AF Ev	AF White	AF/mw/ED	Dip/Ged	Hgcomp	Cyc	Grndul	Br	usr	MS123
[1]	Holly Reynolds	Ref per	57	2	0	2			46						
[2]	Thomas Reynolds	Spouse	58	1		2			46						
[3]	Maureen Griffin	Child	37	2		2			39						
[4]	Ricky Griffin	Grandchild	8	1											
[5]	Sherry Griffin	Grandchild	5	2											

Figure C16c. HGCOMP, Highest Grade Completed Before GED

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS OPTOUT FS Exit/F10

What was the highest grade of regular school completed before receiving her GED?

1. Less than 1st grade
 2. 1st, 2nd, 3rd or 4th grade
 3. 5th or 6th grade
 4. 7th or 8th grade
 5. 9th grade
 6. 10th grade
 7. 11th grade
 8. 12th grade NO DIPLOMA

	Name	Rel	Age	Sex	Cohab	AF Ev	AF When	AF now ED	Dip/Ged	Hgcomp	Cyc	Grprof	6+ cor	MS123
[1]	Holly Reynolds	Ref per	57	2	0	2			46					
[2]	Thomas Reynolds	Spouse	58	1		2			46					
[3]	Maureen Griffin	Child	37	2		2			39	2				
[4]	Ricky Griffin	Grandchild	8	1										
[5]	Sherry Griffin	Grandchild	5	2										

Figure C16d. CYC, Years of College Credit Completed

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS OPTOUT FS Exit/F10

How many years of college CREDIT has completed? Has she COMPLETED...

1. Less than 1 year (include 0 years completed)
 2. The first, or FRESHMAN year?
 3. The second, or SOPHOMORE year?
 4. The third, or JUNIOR year?
 5. Four or more years

	Name	Rel	Age	Sex	Cohab	AF Ev	AF When	AF now ED	Dip/Ged	Hgcomp	Cyc	Grprof	6+ cor	MS123
[1]	Holly Reynolds	Ref per	57	2	0	2			46					
[2]	Thomas Reynolds	Spouse	58	1		2			46					
[3]	Maureen Griffin	Child	37	2		2			40					
[4]	Ricky Griffin	Grandchild	8	1										
[5]	Sherry Griffin	Grandchild	5	2										

3.K.4 Certifications and/or Licenses

In 2015, three new questions were added to the CPS, -which are related to educational attainment. They actually ask about any certifications or licenses held by each person age 15 and over. Two of the questions being added are in the demo-graphic section and the third one is in the Industry and Occupation section of the labor force interview. These questions are being added to measure credentials granted outside of the regular education system that are used for getting or keeping a job.

The first question (**CERT1**) asks if the individual has a professional certification or a state or industry license. Figure C16e illustrates the question wording and interviewer notes.

Figure C16e. CERT1, Certification or License

Does You have a currently active professional certification or a state or industry license? Do not include business licenses, such as a liquor license or vending license.

♦ Read if necessary: a professional certification or license shows you are qualified to perform a specific job. Examples include a realtor license, a medical assistant certification, a Teacher's License or an IT certification. Only include certifications or licenses obtained by an individual.

1. Yes
 2. No

Questions about certification and licenses are asked in the first and fifth interviews. As with educational attainment, they are asked again in the fifth interview even if there has been no change. The intent of this first question is not to determine how many certifications or licenses a respondent has, only whether he/she has at least one currently active certification or license. In

many cases, the respondent will answer with “Yes” or “No” as the question intends.

In this case, select the appropriate response and move to CERT2.

Some respondents, however, may describe their (or a household member’s) certification or license or ask questions about whether a credential they have qualifies. When this happens, you will need to probe to ensure that (1) the credential they have is, in fact, a certification or a license and (2) it is currently active.

People get a certification or license to show that they have mastered the skills or knowledge needed for a specific type of job. Certifications and licenses are typically issued by professional or trade organizations or by the federal, state, or local government. People usually have to pass a test to get a certification or license, and sometimes also need to have work experience or to complete a degree or other educational program. Certifications and licenses usually have to be renewed periodically.

Examples include but are not limited to the following:

- Teacher certification or license
- Information Technology (IT) certification
- Certified construction manager
- Commercial driver’s license
- Cosmetology license
- Medical license (dentist, physician, registered nurse, etc.)
- Licensed attorney
- Pilot’s license
- Licensed professional engineer
- Certified public accountant
- Licensed plumber

Move to next page

Do not include:

- Personal driver’s license
- Licenses attained for leisure activities, such as a scuba license for recreational purposes
- Certificates issued for completing short-term training courses

The second question (**CERT2**), shown in Figure C16f, is only asked if a respondent answers yes to CERT1.

Figure C16f. CERT2, Issued by federal, state, or local government.

Were any of her certifications or licenses issued by the federal, state, or local government?

1. Yes

2. No

If respondents indicate that they have a currently active certification or license (that is, you entered 1 for CERT1), ask whether any of those certifications or licenses were issued by a federal, state, or local government. If a respondent has multiple certifications and/or licenses, he or she would report “Yes” to this question if any one of them were issued by a government agency.

Again, the majority of respondents are likely to answer “Yes” or “No”, but some may name an organization or government. If the respondent reports a government organization (such as the State of Rhode

Island), then select “Yes.” Most government agencies that award licenses are called Boards, such as the State Board of Education or the State Board of Health. If the respondent reports an organization name (such as the National Academy of Pediatrics), ask him or her whether that organization is run by the government or whether it is a professional association.

If the respondent says that it is a governmental organization, select “Yes.” If it is a professional organization, select “No.”

The final question (**CERT3**), shown in Figure C16g, appears in the Industry and Occupation section. It asks if the currently active professional certification or license is required for their current job status.

As mentioned above, questions about certifications and licenses are asked in the first and fifth interviews. As with educational attainment, they are asked again in the fifth interview even if there has been no change. CERT3 may be re-asked when respondents get a new job (or new duties) or when their labor force status changes.

Figure C16g. CERT3, Certification Required

Earlier you told me you had a currently active professional certification or license. Is your certification or license required for your main job?

1. Yes

2. No

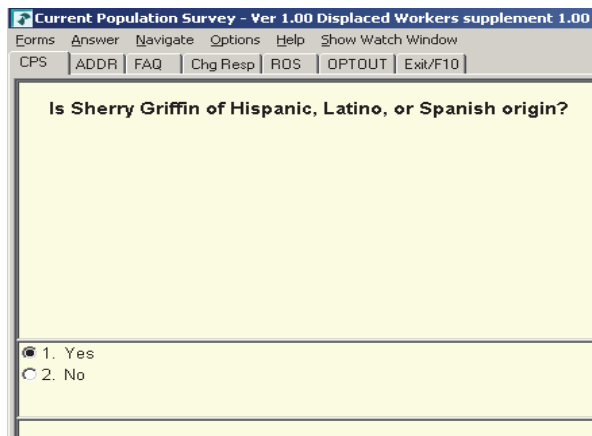
3. Don't have a currently active certification or license

3.L ORIGIN OR DESCENT

In CPS, we ask for demographic characteristics such as **origin** to learn about the labor force patterns and economic situation of many detailed population groups (e.g., Mexicans, Puerto Ricans, Cubans, etc.). This is particularly important since the information helps policymakers develop programs to improve the labor force situation for Americans of all ethnic origins.

The origin items are asked when creating the roster for a first-interview household or a replacement household, or when adding persons to the household roster. You will ask the origin items in subsequent interviews only if a “Don’t Know” was reported for a person’s origin in the initial interview. HSPNON (Figure C17a) is the first question in the origin item series:

Figure C17a. HSPNON, First Item in Origin



The flow of the origin questions is as follows:

- You will ask HSPNON to determine if the person is of Hispanic, Latino, or Spanish origin. If the answer is “no,” you will go to the race question, skipping over the

remaining origin questions.

- If the answer to HSPNON is “yes,” you will ask ORISPN to find out with which Hispanic group the person most closely identifies.
- Only if you enter “Other” in ORISPN will you have to go to the look-up list in S_ORTOSP. If you enter “Other” in S_ORTOSP as well, you will go to OROTSS where you can type in the verbatim response.

3.L.1 Definition of Hispanic, Latino, or Spanish Origin

For purposes of this survey, the terms “Spanish,” “Hispanic,” and “Latino” are used interchangeably. Some respondents identify with all three terms, while others may identify with only one. In any case, for this survey, all three terms have the same meaning. In other words:

Spanish = Hispanic = Latino

It is very important to remember that “origin” does not have the same meaning as “race,” even though respondents may use these two terms interchangeably. According to the Census Bureau’s definitions, “origin” and “race” may not be used interchangeably. People who report their origin as Spanish, Hispanic, or Latino may be of any race. Just like individuals of South African origin may be White, Black, or of some other race, so can individuals of Spanish/ Hispanic/Latino origin be White, Black, or of some other race. In other words:

Origin ≠ Race

What the Census Bureau is looking for when it asks for origin is the heritage, nationality, lineage, or country of birth of the person,

his/her parents, or his/her ancestors before they came to the United States. There is no rule on how many generations to consider. A person’s origin may be based on his/her own characteristics (heritage, nationality, etc.), or it can be based on those of a far-removed ancestor.

Origin = heritage, nationality, lineage, or country of birth of the person him/herself or of his ancestors.

3.L.2 Completing the Origin Items

When conducting personal interviews, Field Representatives *should not* complete the origin items based on observation. If the respondent does not know whether the person is Spanish/Hispanic/Latino, probe to see if you can use the origin of the person’s mother to determine the appropriate answer.

The main origin item (ORISPN), illustrated in Figure C17b below, helps determine if the person belongs to one of the largest Hispanic population groups in the United States. You ask this item for whomever you recorded “yes” in the first origin question (HSPNON).

Note that this question does not allow multiple answers. You can only enter one precode, so make sure you enter the precode that best reflects the one, single, specific group with which the respondent identifies. If the respondent mentions more than one group, you should probe to see if you can use the origin of the person’s mother in order to narrow down the person’s origin to a single group.

If the respondent gives a group not listed in the answer categories, enter precode <7> for “Other Spanish/ Hispanic/Latino group.”

Figure C17b. ORISPN, Main Item in Origin Series

The screenshot shows the CPS software interface for the 'Current Population Survey - Ver 1.00 Displaced Workers supplement 1.00'. The question displayed is: "Is Ricky Griffin Mexican, Mexican American, or Chicano; Puerto Rican; Cuban, Cuban American, or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?" A probe instruction follows: "If multiple answer, Probe: Which group does he most closely identify with?". Below the question are seven radio button options: 1. Mexican, 2. Mexican-American, 3. Chicano, 4. Puerto Rican (selected), 5. Cuban, 6. Cuban-American, and 7. Other Spanish, Hispanic, or Latino group. At the bottom, a table lists individuals and their origin precodes.

	Name	Origin	Hispanic	Name of group	Hispanic	oth
[1]	Holly Reynolds	2				
[2]	Thomas Reynolds	2				
[3]	Maureen Griffin	2				
[4]	Ricky Griffin	1	4			
[5]	Sherry Griffin	1	4			

When asking ORISPN during a *personal* interview, hand the respondent the Flash Card that lists the main Spanish/Hispanic/Latino groups. When asking ORISPN during a *phone* interview, take the time to read the question clearly and carefully, pausing between each group listed, so that it is easier for the respondent to distinguish one group from the next. The manner in which you read the question is particularly important in phone interviews because the respondent cannot respond based on what he/she sees on a Flash Card, but only based on what he/she hears.

When you enter precode <7> (for “Other Spanish/Hispanic/Latino group”) in ORISPN, the instrument will take you to item S_ORTOSP (Figure C17c). As you can see, this item provides a look-up list of origins from which to choose. If you look at the groups listed in S_ORTOSP, you may think that some groups are listed incorrectly because they are not Spanish/Hispanic/Latino groups.

Brazilians, Haitians, and Filipinos are some examples of groups that are not Spanish, Hispanic, or Latino. These groups are included on the list precisely because they are often misreported as Spanish/Hispanic/Latino. By including them on the list, we can limit the number of verbatim entries you need to make in the other/specify question (OROTSS), and we can set our edit programs in advance to reject these misreported groups during the post-collection data processing.

If the respondent insists on reporting more than one group in S_ORTOSP (which is not allowed in this item), and only one of the groups is Spanish/Hispanic/Latino, select “Both Spanish, Hispanic, or Latino and some other group” from the look-up list.

If the respondent reports a group that is not on the list, select “Other”, and the instrument will go to the “Other/Specify” screen for the origin item series, where you can type the name of the other Spanish/Hispanic/Latino group that the respondent mentions.

Figure C17c. S_ORTOSP, Other Spanish/Hispanic/Latino Item

Name	Origin	Hispanic	Name of group	Hisp oth
[1] Holly Reynolds	2			
[2] Thomas Reynolds	2			
[3] Maureen Griffin	2			
[4] Ricky Griffin	1	7		
[5] Sherry Griffin	1	4		

Name of group	DthHispCode
Argentinean	1
Balearic Islands	2
Basque	3
Belize or British Honduras or Belice	4
Bolivian	5
Both Spanish, Hispanic, or Latino and some other group	41
Brazilian	6
Canary Islands	7
Castilian	8
Catalan	9
Central American	10
Central American Indian	11
Chilean	12
Colombian	13
Costa Rican	14
Cuban	15

3.M RACE

In CPS, we ask for demographic characteristics such as **race** to learn about the labor force patterns and economic situation of many detailed population groups (e.g., African Americans, American Indians, Asians, Native Hawaiians, etc.). This is particularly important, since the information helps policymakers develop programs to improve the labor force situation for Americans of all races.

The race items are asked when creating the roster for a first-interview household or a

replacement household, or when adding persons to the household roster. You will ask the race items in subsequent interviews only if a “Don’t Know” was reported for a person’s race in the initial interview.

RACE is the first question in the race item series. Please note that the race question has two versions: One for *personal* interviews (Figure C18a) and one for *phone* interviews (Figure C18b). The instrument will fill the appropriate question for you, based on the type of interview. Note also that the race question allows multiple answers, so you will be required to mark all that apply.

Figure C18a. RACE, Race Questions for Personal Interviews

Current Population Survey - Ver 1.00 Displaced Workers supplement 1.00

Forms Answer Navigate Options Help Show Watch Window

CPS ADDR FAQ Chg Resp ROS OPTOUT Exit/F10

**Please choose one or more races that you consider Sherry Griffin to be.
For this survey, Hispanic origin is not a race.**

- ◆ Do not probe unless response is Hispanic or a Hispanic origin
- ◆ Enter all that apply, separate with commas

1. White
 2. Black or African American
 3. American Indian or Alaska Native
 4. Asian
 5. Native Hawaiian or other Pacific Islander
 6. Other - DO NOT READ

Enter at most 6 values

	Name	Race	Asian	Pacific Islander	Other	Specify
[1]	Holly Reynolds	1				
[2]	Thomas Reynolds	1,2				
[3]	Maureen Griffin	1				
[4]	Ricky Griffin	1,2				
[5]	Sherry Griffin					

Figure C18b. RACE, Race Questions for Phone Interviews

Current Population Survey - Ver 1.00 Displaced Workers supplement 1.00

Forms Answer Navigate Options Help Show Watch Window

CPS ADDR FAQ Chg Resp RDS OPTOUT Exit/F10

I am going to read you a list of race categories. You may choose one or more races. Are you White; Black or African American; American Indian or Alaska Native; Asian; OR Native Hawaiian or Other Pacific Islander.

- Do not probe unless response is Hispanic or a Hispanic origin
- Enter all that apply, separate with commas

1. White
 2. Black or African American
 3. American Indian or Alaska Native
 4. Asian
 5. Native Hawaiian or other Pacific Islander
 6. Other - DO NOT READ

Enter at most 6 values

	Name	Race	Asian	Pacific Islander	Other	Specify
[1]	Holly Reynolds					
[2]	Thomas Reynolds	1,2				
[3]	Maureen Griffin	1				

The flow of the race questions is as follows:

- You will ask the respondent the RACE question to determine what race or races the person considers him/herself to be.
- Depending on your entries in the main race item (RACE), the instrument may take you to one or several look-up lists. There is a look-up list for Asians (item RACEAS), a list for Hawaiians/Pacific Islanders (item RACEPI), and a list for “Other” (item RACEOT).
- At the RACEOT item, select “Other” if you cannot find the response listed. The instrument will take you to RACEOS, where you can type the verbatim response.

3.M.1 Definition of Race

When you ask the race question, you ***are not*** looking for the color of a person’s skin. You are looking for the racial group ***or groups*** with which the person most closely identifies. In other words, the race question

is looking for the race or races that the person considers him/herself to be. For example, a person whose physical features are White could consider herself Black because the only parent who raised her was Black. In this case, if the person reports that she is Black, you must record her as Black, regardless of what her skin color or physical features might be. In other words:

Race ≠ Skin Color

The Census Bureau uses the five different racial categories listed in RACE to classify a person’s race. However, a person may use one ***or more*** of these categories to identify his/her race.

Referring back to the previous example, assume the person considers herself to be Black and White instead, because the parents were of each race and she identifies equally with each race. In this case, if the person reports that she is Black and White, you must enter the precodes for both races in the race question (RACE).

Race = the race or races that the person considers him/herself to be.

It is very important to remember that “origin” does not have the same meaning as “race,” even though many respondents may use the two terms interchangeably. Be careful when collecting race for Hispanics because they often report their Hispanic ethnicity as their race (e.g., Mexican, Puerto Rican, etc.). However, just like people of other ethnic groups, Hispanics can be White, Black, or of some other race or races.

3.M.2 Completing the Race Items

When asking the RACE question during a personal interview, hand the respondent the Flash Card showing the main race categories. Remember, this item is looking for the race or races that the person considers him/herself to be, so it is very important that you **DO NOT** complete this item based on observation.

When asking the RACE question during a phone interview, take the time to read the list of races clearly and carefully, pausing between each group listed, so that it is easier for the respondent to distinguish one group from the next. The manner in which you read the question is particularly important in phone interviews because the respondent cannot respond based on what he sees on a Flash Card, but only based on what he/she hears.

Pay close attention to the interviewer instructions in all the race-related questions. For example, make sure that you follow the “DO NOT PROBE” instructions when asking either version of the race question.

The race question is NOT LIKE the

“Looking” item series in Basic CPS.

The “Looking” series requires you to ask “Anything Else?” each time the respondent gives an answer in order to ensure that you identify every possible job search method that the person could have used. In the race question, we are not looking for **every possible** race that the person **could** consider him/herself to be. Instead, we are looking for only the **main** race or races that the person considers him/herself to be. Therefore, you should listen carefully for the response and enter the appropriate precode **or precodes** without probing.

Another interviewer instruction you should be aware of is the “DO NOT READ” instruction, which appears next to the “Other” category in every single race item that allows an “Other” option (i.e., all of the race items except the RACEOS item where you enter the respondent’s verbatim response).

You must not let the respondent know that there is an “Other” option because our first preference is to have the respondent classify his answer(s) according to one of the five main race categories listed in RACE. The “Other” category is not there for the respondent’s use; it is there only for YOUR use as a last resort (especially since you cannot probe). That is why the “Other” category has the “DO NOT READ” instruction by it, and that is why it is not provided as an option on the Flash Card.

Once you have recorded all the races reported (assuming the respondent gives more than one race), the instrument will take you to the appropriate look-up race lists. If you entered the precode for Asian, you will see item RACEAS (Figure C18c). If you entered the precode for Native Hawaiian or other Pacific Islander, you will see item RACEPI (Figure C18d). If you entered the

precode for “Other” in RACE, you will see item S_RACEOT (Figure C18e). As you can see, item S_RACEOT provides a look-up list of races from which to choose. If you look at the groups listed in S_RACEOT, you may think that some groups are listed incorrectly because they are not race groups. Americans, Germans, and Hispanics are some examples of groups that are not racial groups. These groups are included on the list precisely because they are often misreported as races. By including them on the list, we can limit the number of verbatim entries you need to make in RACEOS, and we can set our edit programs in advance to reject these misreported groups during the post-collection data processing.

To select a race in S_RACEOT, start typing the race and then select the appropriate precode from the groups listed by either double-clicking the race highlighted in the table or by clicking select. Please note that only ***one*** precode may be selected in this item. If the respondent reports a group that is not on the list, select “Other,” and the instrument will go to RACEOS.

RACEOS is the “Other/Specify” screen for the race item series where you can type the name of the other race group that the respondent mentions. If the respondent does not know the name of the group or refuses to respond, type Ctrl-D for “Don’t know” or Ctrl-R for “Refused”.

3.M.3 Comparison of the Origin and Race Items

Although the origin and race questions are very similar, you should note that there are a few significant differences. The most important difference between the specific Spanish/Hispanic/Latino question (ORISPN) and the race (RACE) question is their

definition, as explained in sections 3.L.1 and 3.M.1. Another very important difference is that the origin question allows only one entry, whereas the race question allows ***multiple*** entries.

Yet another difference is that the origin question allows you to probe, whereas the race question instructs you not to probe (with only one exception for Hispanics). Figure C18f summarizes the major differences and similarities between the origin and race questions.

Figure C18c. RACEAS, Lookup List of Specific Asian Groups

The screenshot shows a web-based interface for the 'Current Population Survey - Ver 1.00 Displaced Workers supplement 1.00'. The main heading is 'You may choose one or more Asian groups.' Below this, the question asks: 'Is Thomas Reynolds Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or another Asian group, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on?' There are two links: 'Read each item' and 'Enter all that apply, separate with commas'. At the bottom, there is a list of seven options with checkboxes: 1. Asian Indian, 2. Chinese, 3. Filipino, 4. Japanese, 5. Korean, 6. Vietnamese, and 7. Other Asian.

Figure C18d. RACEPI, Lookup List of Specific Asian Native Hawaiian/Other Pacific Islander Groups

The screenshot shows a web-based interface for the 'Current Population Survey - Ver 1.00 Displaced Workers supplement 1.00'. The main heading is 'You may choose one or more Pacific Islander groups.' Below this, the question asks: 'Are you Native Hawaiian; Guamanian or Chamorro; Samoan; or another Pacific Islander group, for example, Fijian, Tongan, and so on?' There are two links: 'Read each item' and 'Enter all that apply, separate with commas'. At the bottom, there is a list of four options with checkboxes: 1. Native Hawaiian, 2. Guamanian or Chamorro, 3. Samoan, and 4. Other Pacific Islander.

Figure C18e. S_RACEOT, Lookup List of “Other” Race Groups

Figure C18f. Comparison of the Origin and Race Items

	CHARACTERISTIC	ORIGIN	RACE
1.	Order	First	Second
2.	Question Text	Same for personal and phone interviews.	Two versions, one for personal interviews and one for phone interviews.
3.	Number of entries allowed	Single entry	Multiple entries
4.	Definition	Heritage, lineage, or country of birth of the person (or his/her ancestors)	Race or races the person considers him/herself to be
5.	Probing	Allowed	Not allowed (w/Hispanic exception)
6.	Other category	May be read	May NOT be read

3.N THE DEMOGRAPHICS GRID

In the former CPS CASES instrument, questions related to demographics came up only for households in interview number 1 or when demographic data was missing from the previous month. At the end of the demographic questions section of the interview a CHANGE screen came up summarizing key data items for all members of the household. This screen allowed you to make corrections to any entries, by selecting that person and item from the display, and prompting you, in interview numbers 2 through 8, to ask if any household member has had a change in marital status.

In the new Blaise Instrument, you will no longer have this CHANGE screen. Instead, you will work with a grid that displays each person’s demographic data. Questions and Interviewer instructions will appear in the Info Pane and each household member’s previous entries will appear in the Form Pane, in Table Format.

Demographic information will be displayed over a series of screens. On each screen, the first column in the Form Pane will always display the line number for each person in the household. The next column will display the person’s name. Some of the information displayed in the remaining columns of the grid are listed in Figure C19.

Although all of the demographic items are displayed in the grid, you are not required to re-ask every question for interview numbers 2 through 8. Only ask the number of questions necessary to update missing data or to make any corrections to existing data.

Upon entering a screen with demographic information, you may either use your arrow keys (left and right to navigate horizontally, up and down to navigate vertically) to

navigate item by item or do one of the following:

- In order to move to the next unanswered question, press **END**. This will bypass all questions with entries, even beyond the Form Pane you are currently working on.
- In order to move to the next Form Pane, press **Page Down**. Keep in mind that you cannot proceed to the next Form Pane unless all entries are complete on your existing Form Pane. If you press **Page Down** on a Form Pane where there are unanswered questions, you will be directed to the next unanswered question on that existing Form Pane.

Figure C19. Demographics Grid Columns

Rel	relationship to the reference person
Mom/MTYP Dad/DTYP	parent line number and parent type
B-Mon/ Day/Year	date of birth
Sex, Age, Mar	sex, age, and marital status
SP	spouse line number
Cohab	boy(girl)friend, partner line number
AF Ev	ever in armed forces
AF When	period served in armed forces
AF Now	in the armed forces now
ED	years of education completed
Origin/ Hispanic	Hispanic, Latino or Spanish
Race	racial group

An example of one of the screens displaying demographic information in grid format is shown in Figure C19a on page C3-33.

Figure C19a. Demographics Grid Screen

Current Population Survey - Ver 2.13 Tobacco ver 1.38

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp RDS OPTOUT Exit/F10

◆ Enter line number of mother of Derek Gaithers

◆ Ask if necessary: Is your mother a member of this household?

0. No one listed 5. Kathy Timberlake
 2. Jodie Gaithers 6. Oscar Gaithers
 3. Darla Gaithers
 4. Sharon Timberlake

	Name	Rel	Sex	Sub fam	Who	Mom	MTYP	Dad	DTYP	Par2	B-Mon	Day	Year	Ver Age	Age gss	Age	<15
[1]	Derek Gaithers	Ref per	1			0		0			5	31	1951	1		55	
[2]	Jodie Gaithers	Spouse	2			0		0			9	22	1950	1		55	
[3]	Darla Gaithers	Child	2			2	1	1	1		7	6	1976	1		30	
[4]	Sharon Timberlake	Child	2			2	1	1	2		7	2	1983	1		23	
[5]	Kathy Timberlake	Child	2			2	1	1	2		2	2	1987	1		19	
[6]	Oscar Gaithers	Sibling	1			0		0			2	2	1979	1		27	
[7]																	
[8]																	
[9]																	
[10]																	
[11]																	
[12]																	
[13]																	

00000039 LNMOM 11:21:10 AM 9-12-2006 2 Derek Gaithers 52/786

3.0 FAMILY INCOME

You ask for the total family income received in the preceding 12 months the first time you interview a household and update it in the first interview of the second 4 month period (S_FAMINC, Figure C20 on page C3-34).

Income. The total money income of the reference person plus that of all his/her relatives age 15 and over who are currently household members.

Use the following guidelines when asking the income question:

- Read the question as worded
- Show the respondent the income flashcard as you ask the question
- Give the respondent time to make an estimate
- When necessary, help the respondent get a total by summing the income from all

sources.

For help with determining what is counted as income, see Table C5 on page C3-34.

Income tax records may help the respondent compare the last calendar year's taxable income with the income in the immediate preceding period. Make sure you get the total income figure for the preceding 12 months.

The respondent may be more cooperative if (s)he feels you are not prying too much into their business. One way to do this is to say, "Which code on this card represents the total combined income ..."

People may be more comfortable giving a code rather than an income range. Try this if you are experiencing a lot of refusals on **this item**. Remember, you must ask all questions exactly as worded!

3.O.1 "Zero" income

When no one in the family had income, or the respondent reports a "loss" or "broke even" as the total family income, choose "Less than \$5,000" (same as if the total income was between \$1 and \$4,999). Before accepting an answer of "No income," be sure the respondent understands all of the things we count as income.


3.O.2 Estimating Income

In difficult cases, you may have to help the respondent. Find out who worked during the last 12 months, how much they made a week, etc.

Find out who operated a business or farm or received any pension, dividends, etc. **Avoid Don't Knows in this item if at all possible.**

Figure C20. S_FAMINC, Family Income

The screenshot shows a software window titled "Current Population Survey - Ver 2.20 Tobacco ver 1.40". The window has a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a toolbar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "RDS", "OPTOUT", "F9", "CTRL_F9", and "Exit/F10". The main content area has a yellow background and contains the following text:

 Which category represents the total combined income of all members of your FAMILY during the past 12 months?
This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, social security payments and any other money income received by members of your FAMILY who are 15 years of age or older.

Below the text is a list of 16 radio button options:

<input type="radio"/> 1. Less than \$5,000	<input type="radio"/> 10. 35,000 to 39,999
<input type="radio"/> 2. 5,000 to 7,499	<input type="radio"/> 11. 40,000 to 49,999
<input type="radio"/> 3. 7,500 to 9,999	<input type="radio"/> 12. 50,000 to 59,999
<input type="radio"/> 4. 10,000 to 12,499	<input type="radio"/> 13. 60,000 to 74,999
<input type="radio"/> 5. 12,500 to 14,999	<input type="radio"/> 14. 75,000 to 99,999
<input type="radio"/> 6. 15,000 to 19,999	<input type="radio"/> 15. 100,000 to 149,999
<input type="radio"/> 7. 20,000 to 24,999	<input type="radio"/> 16. 150,000 or more
<input type="radio"/> 8. 25,000 to 29,999	
<input type="radio"/> 9. 30,000 to 34,999	

Table C5. Determining What is Counted as Income

Determining Income		
	Count as income	
Wages and salary. (Before deductions for withholding taxes, Social Security, bonds, union dues, etc. Include commissions, tips, Armed Forces pay, cash bonuses, etc.)	YES	
Net income from a person's own unincorporated business, professional practice, or farm. (The gross receipts of the enterprise minus the business expenses.)	YES	
Armed Forces Allowances. Include all allowances received as part of the Armed Forces member's paycheck (for example, COLA, Cost of Living Allowance; HOLA, Housing Allowance; BAQ, Basic Allowance for Quarters; and BAS, Basic Allowance for Separate Rations). Do not include an allowance in the form of free housing or meals.	YES	
Other income payments such as pensions, dividends, interest, unemployment or worker's compensation, Social Security, veterans' payments, rents received from owned property (minus operating costs), public assistance payments, regular gifts of money from friends or relatives not living in the household, alimony, child support, and other periodic money income other than earnings.	YES	
Income from a household member who is a relative of the reference person that is temporarily absent.	YES	
Income in kind. Room and board, free meals in restaurants, value of crops produced by a farmer but consumed by his/her family etc.		NO
Insurance payments or lump-sum inheritances.		NO
Occasional gifts of money from persons not living in the household or any exchanges of money between relatives living in the same household.		NO
Money received from selling one's own house, car, or other personal property.		NO
Withdrawals of savings from banks.		NO
Tax refunds.		NO
Income from nonrelatives of the reference person who are household members.		NO
Income of a relative who has permanently left the household.		NO

Be sure the respondent knows whose income you want to include; name them if necessary.

3.P NATIVITY AND IMMIGRATION

We ask the nativity items because, when used in conjunction with other administrative data on immigration and emigration, the nativity items result in more accurate statistics regarding the labor force supply and demand. Also, we ask the nativity items in order to learn more about our population's characteristics, specifically:

- country of birth,
- ancestry or lineage of family,
- number of generations not born in the U.S.,
- length of residence, and
- citizenship status

We **do not** ask for nativity data to identify illegal immigrants. Note that we ask whether a person is a citizen, and that we do not ask whether he/she is legal or not (that is, has a green card or some other legal residence status). Like all other CPS data, the nativity data are confidential and will be made public only in the form of statistical totals. We only ask the nativity items for households during interview number 1 or replacement households, or for other households where the nativity items were skipped or reported as "Don't know" for one or more persons. If in any of these instances you find that a respondent is reluctant to

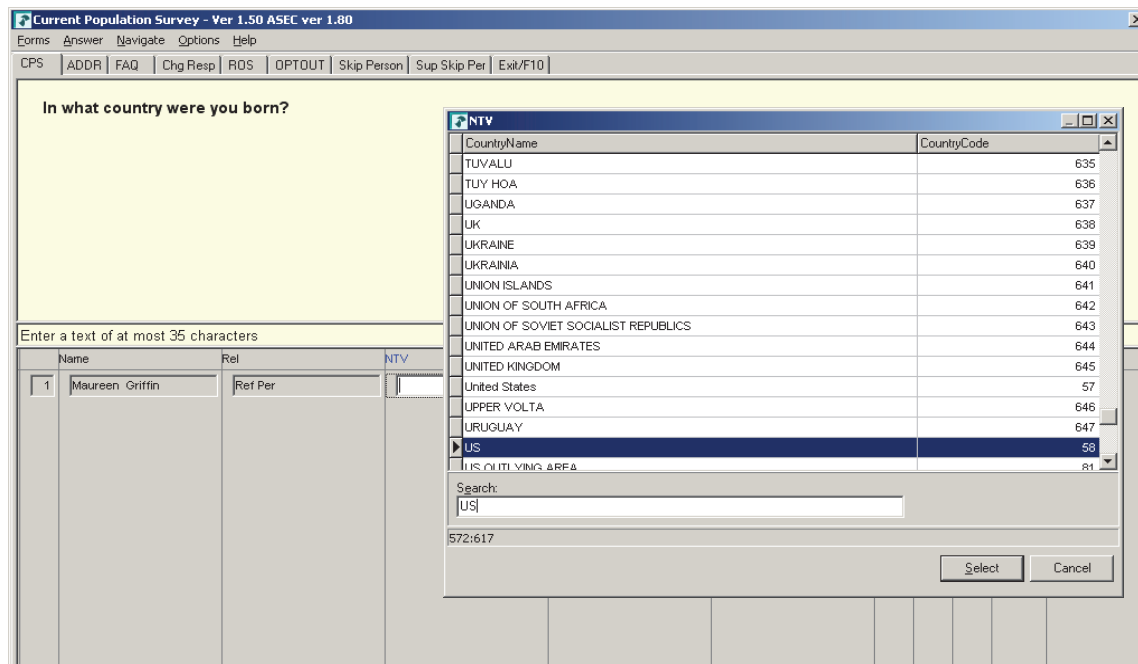
provide the nativity data, encourage them to do so reminding them that the data are:

- used for the reasons described above,
- not used to identify illegal aliens,
- are confidential, and
- are asked only once per household, unless we've missed an answer for someone.

For each household member, you will ask where he/she was born (NTVT illustrated in Figure C21), and where his/her mother and father were born (MNTVT and FNTVT, respectively). For each of these screens, NTVT, MNTVT and FNTVT, you will utilize a look-up table similar to the look-up table used to collect race in S_RACEOT. When the respondent gives you the name of the country, begin typing the name in the Form Pane and the look up table will automatically open. Once the correct country is highlighted on the list, either double click, press ENTER, or click "select" to choose that country. Once selected, that country will be displayed in the Form Pane. Press ENTER once more to proceed.

If the respondent is adopted, ask for the nativity of the **adopted** parents, even if the nativity of the biological parents are known. Like the race question, we are looking for the cultural influence, not necessarily the country of origin.

- **Figure C21.** NTVT, Country of Birth



Tips for using the Nativity look-up table:

- You may type “US” for “United States.”
- Once you have completed the nativity item for a household member, you may use the function key “F12” to copy that same country down to other household members.

Depending on the entries to the person's country-of-birth questions and those of his/her parents, you may or may not have to ask any more nativity questions for that person. If the person's country of birth is the U.S., you will collect country-of-birth data for his/her parents and then skip to the next household member. If the person's place of birth is Puerto Rico or an Outlying Area of the U.S., you will collect country-of-birth data for his/her parents and then skip to the INUSYR item (Figure C24).

If the person's country of birth is something OTHER THAN the U.S., Puerto Rico, or an Outlying Area of the U.S., you will collect country-of-birth data for his/her parents, and then you may or may not ask citizenship questions about the person. If the person's parents both were born in the U.S., Puerto Rico, or an Outlying Area of the U.S., you will skip the citizenship questions and go to INUSYR to ask for their year of entry to the U. S. Otherwise, you will go to the CITIZN item (Figure C22).

You will ask items CITYPA and CITYPB for each person who is reported as a citizen of the U.S. in CITIZN. Items CITYPA and CITYPB are illustrated in Figure C23.

Figure C22. CITIZN, Citizen of U.S.

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ ChgResp ROS OPTOUT FB Ew/F10

Are you a **CITIZEN** of the United States?

C 1. Yes
C 2. No, not a citizen

Figure C23. CITYPA and CITYPB, Born in the U.S.

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ ChgResp ROS OPTOUT FB Ew/F10

Were you born a citizen of the United States?

C 1. Yes
C 2. No

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ ChgResp ROS OPTOUT FB Ew/F10

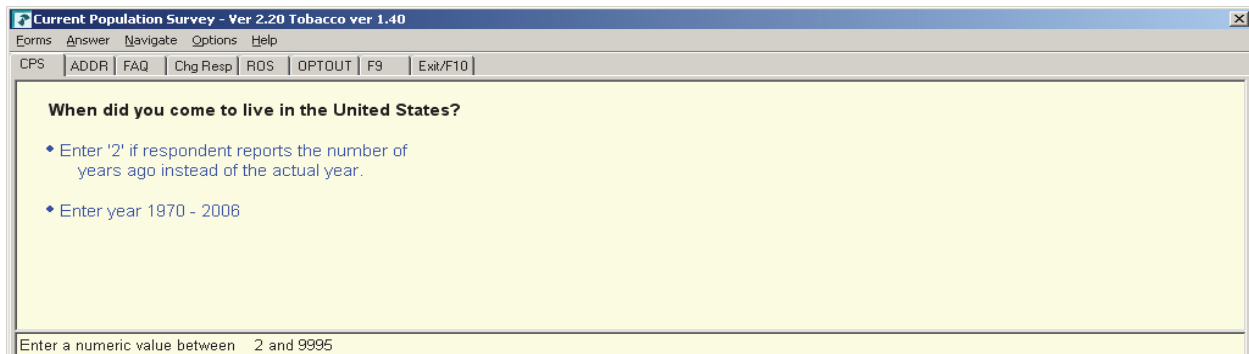
Did you become a citizen of the United States through naturalization?

C 1. Yes
C 2. No

The following questions (Figures C24 and C25) determine which year a person moved to the United States. They are only asked of persons whose country of birth in NTVT was something other than United States.

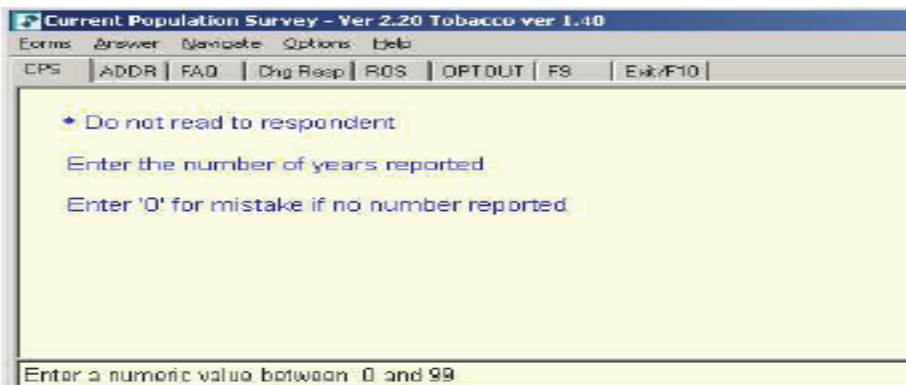
If a person reports the “number of years ago” instead of the actual year, enter “2” in INUSYR. This will skip to item INUSN (Figure C25) where you will enter the number of years the respondent reported. In INUSN the instrument will do two things. First, it will verify that this number is not greater than the age of the person. If there is a problem you will be prompted to ask again. Second, it will calculate the actual year the person came to live in the U.S. and have you verify this with the respondent.

Figure C24. INUSYR, Living in the U.S. Since When?



The screenshot shows a software window titled "Current Population Survey - Ver 2.20 Tobacco ver 1.40". The window has a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a navigation bar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "OPTOUT", "F9", and "Exit/F10". The main content area is yellow and contains the question "When did you come to live in the United States?". Below the question are two bullet points: "Enter '2' if respondent reports the number of years ago instead of the actual year." and "Enter year 1970 - 2006". At the bottom of the window, there is a text input field with the prompt "Enter a numeric value between 2 and 9995".

Figure C25. INUSN, Years Living in the U.S.



The screenshot shows a software window titled "Current Population Survey - Ver 2.20 Tobacco ver 1.40". The window has a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a navigation bar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "OPTOUT", "F9", and "Exit/F10". The main content area is yellow and contains the question "Do not read to respondent". Below the question are two lines of text: "Enter the number of years reported" and "Enter '0' for mistake if no number reported". At the bottom of the window, there is a text input field with the prompt "Enter a numeric value between 0 and 99".

3.Q DISABILITY

We ask the disability items of all civilian household members age 15 years of age and older to assess whether or not someone has a disability. This information helps policymakers to design and evaluate policies and programs that could improve the labor market outcomes for persons with disabilities. The questions were designed to have a broad focus while keeping respondent burden to a minimum. Therefore, these questions were not designed to capture the kind or type of disability.

The goal of these questions is to identify persons with long-term disabilities, but the questions do not specify a minimum length of time that the disability needs to last. Respondents who ask should be informed that these questions are not intended to include persons with disabilities that are expected to be temporary, or last for only a few months.

The disability items are asked after the labor force items for first and fifth month interviews, replacement households and when new people are added to the household roster. If a value of “don’t know” or “refused” is collected in the first month interview, you will not re-ask the disability items for that person(s) until the household returns to sample during the fifth month interview.

The disability questions are independent of the labor force questions. Because data collected in the CPS are confidential, individuals’ responses will have no bearing or effect on that individual, or other household members’ ability to qualify for disability benefits. It should not be assumed that there is a connection between disability

status and employment status. If the respondent states that they already told you they were disabled, you can explain that the disability questions do not reflect the labor force questions. They are independent and do not affect labor force disability status. A respondent can report a disability here, but could have been working, with no disability, in the labor force section. The reverse is also true, a respondent could report that they were disabled in the labor force section, but not report a disability here. You should not back up and change answers in the labor force section based on answers to the disability questions.

3.Q.1 When to probe?

Disabilities can take on many forms, and the same conditions can have different effects on each person who experiences it. This makes disability a difficult concept to measure. If a respondent is not sure if they should answer yes, you should ask them if the condition causes serious difficulty, or if the condition is a result of whatever disability the question was asking. You should remember that whenever a respondent’s answer is not clear, you should probe for clarification.

- If a respondent mentions the word “disability” within their description of their condition, or a household member’s condition, you should record a yes for that person without any further probing about the extent of the difficulty caused (example: Interviewer: “Because of a physical, mental, or emotional condition, does anyone have serious difficulty concentrating, remembering, or making decisions?” Respondent: “My daughter and I both have a learning disability.” -- The interviewer would then record a yes for the respondent and his daughter.)

- If a respondent is unsure about whether they should say yes, you should ask them if the condition causes serious difficulty (example: Interviewer: “Because of a physical, mental, or emotional condition, does anyone have serious difficulty concentrating, remembering, or making decisions?” Respondent: “Well, my son has ADD.” Interviewer: “Does that cause him serious difficulty concentrating, remembering, or making decisions?”) If they are still uncertain, it is appropriate to code the response as don’t know.
- It may also be helpful to probe if the problem a respondent described is due to a physical, mental, or emotional condition (example: Interviewer: “Does anyone have difficulty dressing or bathing?” Respondent: “Well, my brother never takes a bath.” Interviewer: “Is it a physical, mental, or emotional condition that causes your brother difficulty with bathing?”)
- Some of the respondent’s characteristics, such as weight or age, may cause you to question whether a yes should be recorded. In such cases, you should probe the respondent to determine whether the answer refers to a serious difficulty and if so, you should record a yes (example: Interviewer: “Because of a physical, mental, or emotional condition, does anyone have serious difficulty concentrating, remembering, or making decisions?” Respondent: “My mother is old and forgets to take her medicine sometimes.” Interviewer: “Would you say that your mother has serious difficulty remembering?”)

3.Q.2 Completing the Disability Series

For each of the six possible disabilities, you will ask if anyone in the household has any of the disabilities listed. All civilian persons 15 years of age or older in MIS 1 or 5 and all replacement households are asked these questions. If civilian persons 15 years of age or older are added to the household during MIS 2-4 or 6-8, then only those persons will be asked the disability series of questions. (See figure 25a. below.) If the respondent says “yes”, then a follow-up question will ask “who?” (See figure 25b.) This is a multiple entry question where you

Figure C25a. Example of a Disability Question

The screenshot shows the 'Current Population Survey - Ver 1.36' interface. The question displayed is 'Is anyone deaf or does anyone have serious difficulty hearing?'. Below the question are two radio button options: '1. Yes' and '2. No'.

Figure C25b. Example of “Who is that?”

The screenshot shows the 'Current Population Survey - Ver 1.36' interface. The question displayed is 'Is anyone deaf or does anyone have serious difficulty hearing?'. Below the question is the follow-up question 'Who is that?' with instructions: 'Enter all that apply, separate with commas.' and 'Probe: Anyone else?'. Below this are three radio button options for names: '1. Holly Reynolds', '2. Thomas Reynolds', and '3. Maureen Griffin'. At the bottom, there is a grid of disability questions with checkboxes and radio buttons.

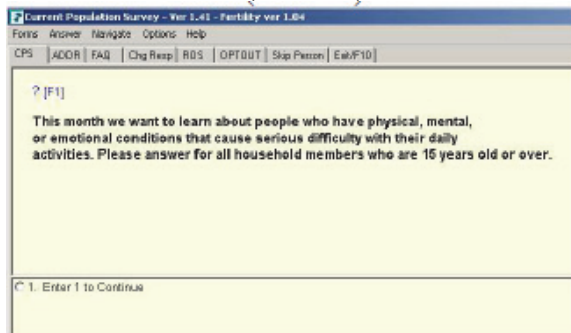
Disability Introduction	<input checked="" type="checkbox"/>	Who has difficulty with stairs?	<input type="checkbox"/>
Problem hearing	<input checked="" type="checkbox"/>	Difficulty dressing or bathing	<input type="checkbox"/>
Who has a hearing problem?	<input type="text"/>	Who has difficulty dressing	<input type="checkbox"/>
Problem seeing	<input type="checkbox"/>	Problem with errands	<input type="checkbox"/>
Who has a vision problem?	<input type="checkbox"/>	Who has problem with	<input type="checkbox"/>
Problem making decisions	<input type="checkbox"/>		
Who has a problem making	<input type="checkbox"/>		
Difficulty with stairs	<input type="checkbox"/>		

Choose one or more people to which that particular disability applies. Only those civilian household members 15 years of age and older, who have not yet answered the disability questions will be displayed.

3.Q.3 Introduction to the Disability Series

The introduction to the question set outlines the concepts that will be covered in more detail in the questions. The term “serious difficulty” is used to indicate that these questions are not intended to identify persons with short-term impairments. The introduction and the questions themselves do not mention the word “disability” because this word is defined differently by each person who hears it. **It is important that you do not describe these questions as “disability” questions to the respondent.** If it becomes clear that it is imperative to do so in order to address the respondent’s concerns, then you should feel free to use the word “disability” to describe the purpose of the questions, but do not do so unless it is absolutely necessary.

Figure C25c. Example of the Disability Introduction Screen (PREDIS)



There is a help screen associated with the PREDIS screen. The three most frequently asked questions are shown. Please refer to this screen if you cannot properly answer a respondent’s questions. The FAQ’s and answers are as follows:

These questions provide information that helps to define disability as a limitation in the ability to perform one or more major life activities. These data will make it possible to measure the employment status of persons with disabilities on a timely basis. This information is important for many purposes, such as guiding policy-makers in their efforts to improve labor market outcomes for persons with disabilities.

- ***I already told you that I was disabled.*** Your responses to earlier questions are not used to determine disability status. Some people who have disabilities might not mention that in response to the labor force questions asked earlier. These disability-related questions were specifically designed to determine who has a disability regardless of their employment status.
- ***Will my answers to these questions affect my ability to continue collecting disability benefits?*** No. Because all data collected in the CPS are confidential, your responses will have no bearing or effect on your ability, or anyone else’s ability, to qualify for disability benefits.

3.Q.4 Deaf or Serious Difficulty Hearing

The first question in this series, DS1, is to identify people who are deaf, or have serious difficulty with hearing in ordinary situations. People who have a hearing problem that is mostly corrected through the use of a hearing aid should answer “no” to this question. Also, people who miss conversations due to distractions or because they were ignoring the speaker, should also answer “no”.

3.Q.5 Blind or Serious Difficulty Seeing

Question DS2 is meant to identify people

who are blind, or have serious difficulty seeing, even when wearing glasses. The ability to see well enough to read a newspaper, book or magazine of normal-sized type or drive a car should be recorded as “no”. If a respondent has poor vision, but with the help of ordinary glasses or contacts, they can perform the activities described above, their answer should also be recorded as “no”.

3.Q.6 Serious Difficulty Concentrating, Remembering, or Making Decisions

The purpose of question DS3 is to determine if anyone in the household has a long-lasting condition that causes a serious difficulty with certain ordinary mental functions. The specific area of difficulty does not have to be limited to difficulty concentrating, remembering, or making decisions, but should be a function of similar nature such as learning or following directions. A respondent with Alzheimer’s disease, dementia or a serious learning disability should answer “yes” to this question.

3.Q.7 Serious Difficulty Walking or Climbing Stairs

Question DS4 is intended to identify people who have serious difficulty with ordinary physical activities related to mobility. The specific area of difficulty does not have to be limited to difficulty walking or climbing stairs, but should be of a similar nature. If the respondent asks for clarification, they should answer “yes” if they are unable to walk three city blocks. Anyone who has a prosthetic body part, or is required to use an assistive device such as a wheelchair or walker should respond “yes” to this question regardless of how much their difficulty is alleviated by such assistive devices.

3.Q.8 Difficulty Dressing or Bathing

Question DS5 is intended to identify anyone who has a long lasting condition that causes serious difficulty with independently performing ordinary self-care activities. The specific area of difficulty does not have to be limited to dressing or bathing, but should be activities of a similar nature, such as eating or getting around inside the home. If the respondent usually requires assistance in order to perform such activities, they should respond “yes” to this question.

3.Q.9 Difficulty Doing Errands

The intent of DS6 is to determine if anyone has a long lasting condition that causes serious difficulty with independently performing necessary tasks outside the home. The specific area of difficulty does not have to be limited to visiting a doctor’s office or shopping alone, but should be activities of a similar nature, such as visiting a dentist’s office or going to get a haircut. This question is not intended to identify people who have transportation difficulties, such as the lack of a car or access to public transportation.

3.R DEMOGRAPHIC EDITS WITHIN THE INSTRUMENT

There are edits built into the demographic questions that you ask of each household member to ensure that we get consistent demographic information. A number of the edits that you may encounter follow.

- If the individual is the reference person's spouse, the instrument fills the individual's line number into the reference person's SPOUSE variable, and the reference person's line number into the individual's SPOUSE variable. The instrument will also fill their respective MARITAL variables with a 1 (i.e., married spouse present).

- If the household roster does not include a spouse for the reference person, the instrument will fill a 0 in the reference person's SPOUSE variable. It will also not allow an entry "married spouse present" when displaying the MARITL screen for the reference person.
- If the individual is the reference person's child, the instrument will fill the reference person's line number into the individual's appropriate parent variable, LNMOM (for mother) or LNDAD (for father).
- If the individual is the reference person's parent, the instrument will fill the individual's line number into the reference person's individual's appropriate parent variable, LNMOM (for mother) or LNDAD (for father).
- If the household roster does not include a parent for the reference person, the instrument will fill a 0 in the reference person's LNMOM and LNDAD variable.

The instrument will not allow more than two parents for each person.

- If the individual is the reference person's brother/sister, the instrument will fill the reference person's parent line number into the individual's appropriate parent variable, LNMOM (for mother) or LNDAD (for father). The instrument will also display a "VERIFY" screen (PARENT2) to ensure that the individual's parent line number is correct. If the answer is "No," the instrument will display an error message directing you to go back to fix the relationship.
- When collecting a parent line number (LNMOM or LNDAD), the instrument will not allow you to enter a parent line

number equal to the current person's line number.

- When collecting the line number of a spouse, the instrument will not allow you to enter a spouse line number equal to the current person's line number or equal to any other person's spouse.
- Once the instrument obtains the SPOUSE variable for the first spouse on the roster, it will fill the first spouse's line number into the second spouse's SPOUSE variable.
- If the individual is the reference person's unmarried partner (RRP = 21) then the COHAB question will not be asked. The COHAB variable for the reference person will be set to that individual's line number and the individual's COHAB variable will be set to the reference person (REFPER).
- The instrument will prompt you for the correct response if the EDUCA entry fails any of the following range checks:
 - If 19 years old, the person should have an education below the level of a Master's Degree (EA < 44).
 - If 16-18 years old, the person should have an education below the level of a Bachelor's Degree (EA < 43).
 - If younger than 15 years old, the person should have an education below college level (EA < 40).

If, after probing, the answer does not change, the instrument will accept the entry as valid.

- The instrument will prompt you to probe before it allows you to lower an educational level reported in a previous month in sample.

Part C, Chapter 4

The Labor Force Interview

Topic	See Page
4.A Introduction	C4-3
4.B Employed	C4-3
4.C Unemployed	C4-14
4.D Not in the Labor Force	C4-26
4.E Industry and Occupation	C4-32
4.F Earnings and Union Membership	C4-45
4.G School Enrollment	C4-51

PART C, CHAPTER 4 THE LABOR FORCE INTERVIEW

4.A INTRODUCTION

This chapter provides further detail to the labor force concepts covered in Part B. Each section contains questions that relate to a particular series of questions in the labor force portion of the middle of the instrument (on layoff, earnings, etc.). The chapter is broken down as follows:

- 4.B Employed
- 4.C Unemployed
- 4.D Not in the Labor Force
- 4.E Industry and Occupation
- 4.F Earnings and Union Membership
- 4.G School Enrollment

4.B EMPLOYED

In determining if a person is employed, the first question you ask is if anyone in the household has a business or farm, BUS, Figure C26.

4.B.1 Business

Figure C26. BUS, Business or Farm

The screenshot shows a software window titled "Current Population Survey - Ver 1.30". The menu bar includes "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a toolbar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main display area has a yellow background and contains the question: "Does anyone in this household have a business or a farm?". Below the question are two radio button options: "1. Yes" and "2. No". At the bottom of the window, there are several input fields: "Pre-Labor Force", "Labor Force" (with a dropdown menu showing "1"), and "Bus" (with an empty dropdown menu).

Select **1-Yes** when any of the following conditions is met:

- machinery or equipment of substantial value is used in conducting the business,
- an inventory of significant value is maintained for the business,
- an office, store, or other place of business is maintained,
- the business is advertised by:
 - listing in the classified section of the telephone book,
 - frequent listings or long term posting on a website,
 - displaying a sign,
 - distributing cards or leaflets or otherwise publicizing that the work or service is offered to the general public.

4.B.2 Work

After determining if a business is present, you ask the working series (WORK through MJNUM) of questions to determine whether a person is classified as working or not working and how many jobs they may have. Figure C27 is the WORK screen where you enter if the person was at work.

Figure C27. WORK, Work for Pay or Profit

The screenshot shows a web-based survey interface. At the top, it says "Current Population Survey - Ver 1.30" with navigation links for "Forms", "Answer", "Navigate", "Options", and "Help". Below that are tabs for "CPS", "ADDR", "FAQ", "Chg Resp", "RDS", "F9", and "Exit/F10". The main question is "LAST WEEK, did you do ANY work for either pay or profit?". Below the question are five radio button options: "1. Yes", "2. No", "3. Retired", "4. Disabled", and "5. Unable to Work". At the bottom, there is a table of conditions for each response category:

Do Any Work	Disability Continue	On Layoff
Unpaid Family Business	Retired Want Job	
Receive Any Payments from	Disability Prevent Work	
Still Retired	Have Disability	
	Absent from work	
	Retired Want Job	
	Disability Prevent Work	
	Have Disability	

Enter 1-Yes if any of the following conditions is met:

- a person did any activity for wages or salary, for profit or fees, or for payment in kind. One hour or more of such activity constitutes work,
- a person receives part of the profits from the business/ farm, or would have received part of the profits if the business/farm had not operated at a loss, regardless of the number of hours worked during the reference week. NOTE: If the business is only an investment, enter 2 as described below,
- a person did unpaid activity during the reference week in a family business or farm.

Enter 2-No for the following conditions:

- a person received profits from a business which (s)he owns for investment purposes only and does not participate in the management or actual operations of the business,

- a person was on jury duty or National Guard/Reserve duty,
- a person did unpaid work that did not contribute to the family business/farm,
- a person did unpaid work in the business of an unrelated household member or for a relative not in the household,

Enter 3-Retired if any of the following conditions is met:

- a person says they are retired from work, whether voluntarily or not,
- a person says they RETIRED because of health,
- a person says they are "too old to work any more".

Enter 4-Disabled when all of the following conditions are met:

- a person has a specific physical or mental condition that prevents the individual from working,
- the disability is **not** a combination of minor disabilities that normally come with advanced age,
- the disability incapacitates a person and prevents him/her from doing any kind of work, not just the type of work at his/her last job, for at least the next 6 months.

Enter 5-Unable to work if the conditions listed under disabled are met, that is, the person's medical condition prevents him/her from doing any kind of work, not just the type of work at his/her last job, for the next 6 months.

This response category is provided because

individuals with a temporary medical condition may not consider themselves disabled (which to some people signifies a permanent condition), but rather currently unable to work. Persons responding with "unable to work" follow the same questionnaire path as those responding "disabled".

"Workers in family business."

Persons in a household with a family

business (as identified in BUS) who respond "no" to WORK are asked in BUS1 (Figure C28) if they worked in the family business.

If the answer to BUS1 is "yes," they are asked in BUS2 (Figure C29) whether they received payments or profits from that business. (If they do, they are classified as wage and salary workers rather than unpaid family workers

Figure C28. BUS1, Work in Family Business

The screenshot shows a software window titled "Current Population Survey - Ver 1.30". The menu bar includes "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a navigation bar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area is a large yellow rectangle containing the question: "LAST WEEK, did you do any unpaid work in the family business or farm?". At the bottom of the window, there are two radio button options: "1. Yes" and "2. No".

Figure C29. BUS2, Payments from the Business

The screenshot shows a software window titled "Current Population Survey - Ver 1.31". The menu bar includes "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a navigation bar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area is a large yellow rectangle containing the question: "Do you receive any payments or profits from the business?". At the bottom of the window, there are two radio button options: "1. Yes" and "2. No".

4.B.3 Multiple Jobs

Figure C30. MJ, More Than One Job

The screenshot shows a software window titled "Current Population Survey - Ver 1.30". The menu bar includes "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a navigation bar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area has a yellow background and contains the question: "LAST WEEK, did you have more than one job or business, including part-time, evening, or weekend work?". Below the question are two radio button options: "1. Yes" and "2. No". At the bottom, there is a section titled "Specify Reason Absent" with a list of options: "Absent Paid", "More than one job" (which is selected and highlighted in blue), "How many jobs", "Usual Hours", "Usual hours other jobs", "Work 35 hours or more", and "Want Full-time".

This question (MJ, Figure C30) is asked of all employed persons each month. Most multiple job holders hold two or more wage and salary jobs or are self-employed on one job and a wage and salary employee on another job. (Also included are people who started and ended jobs in the same week.)

The following situations are NOT multiple job holding.

- An individual may have more than one employer, but only one job. If an individual does the same type of work for more than one employer in an occupation where it is common to have more than one

employer the individual should not be considered a multiple job holder, (e.g. private household or domestic workers including baby-sitters, chauffeurs, gardeners, handy persons, cooks, and maids).

- An individual may have more than one client but only one job. If an individual does the same type of work for more than one client in an occupation where it is typical to have more than one client (e.g., artists, consultants, doctors, and lawyers), the individual should not be considered a multiple job holder.
- An individual who owns two or more unincorporated businesses (and has no wage and salary job) is not a multiple job holder.
- An individual may have more than one contract or one piece of work without having more than one job. For example, a general contractor working at more than one construction site would not be a multiple job holder. If an individual has more than one piece of work or more than one contract (e.g., contractors, construction workers), and all of the work is the same type, then the individual has one job.

In order to learn more about the characteristics of multiple job holders, you will ask them about the industry, occupation, and class of worker of their second job in the out-going rotations.

4.B.4 Usual Hours

Information on usual hours is asked of all employed persons each month. This question (HRUSL1, Figure C31) begins the collection of hours data. You ask for usual hours first to determine a person's typical status, and then ask about what they actually did in the reference week.

Multiple job holders are asked about the hours at their main job and then at all other jobs combined.

Figure C31. HRUSL1, Usual Hours per Week

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

How many hours per week do you **USUALLY** work at your job?

- ♦ Enter number of hours
- ♦ (00-99) Hours each week
- ♦ (V) Hours vary each week

Specify Reason Absent
Absent Paid
More than one job
How many jobs
Usual Hours
Usual hours other jobs

You ask an additional question of persons who report that their usual hours vary to determine if they usually work 35 hours or more per week. Although you may select “hours vary”, try to keep this entry to a minimum. Use this category only if the respondent is unable to provide an estimate of usual hours as defined below. (See Figure C32.)

Figure C32. HRFTPT, Usually Work 35 or More Hours

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

Do you **USUALLY** work 35 hours or more per week at your job?

1. Yes
 2. No
 3. Hours vary

Specify Reason Absent
Absent Paid
More than one job 2
How many jobs
Usual Hours
Usual hours other jobs
Work 35 hours or more

Remember that **usually** is 50% of the time or more, or the most frequent schedule during the past 4 or 5 months.

Below are a few guidelines to follow for **estimating usual hours**:

- Use whole numbers (Count 30 minutes or more as a whole hour),
- Probe for an exact number when a person provides a range of hours such as, "She usually works about 40-45 hours per week",
- Obtain the usual hours a person expects to work for persons whose job started during the reference week,
- If the person's job ended during the reference week, ask for usual hours at that job. However, if a new job began during the same week, you obtain the usual hours for both jobs, since the person would be considered a multiple job holder,
- For persons whose hours vary each week,

enter 1 in the follow-up question (HRFTPT, Figure C32) for persons who usually work 35 hours or more **for most weeks during the year**.

- It is possible for a person who worked during the reference week to not **usually** work. In such cases his/her usual hours are zero. For example, a retired person worked 20 hours in a friend's business during the reference week, but usually does not work. His/her usual hours are 0 and actual hours are 20,
- Include extra hours usually worked even if they are without compensation. For example, report a lawyer who usually works 60 hours per week, but is only paid for 40 hours, as usually working 60 hours.

4.B.5 Actual Hours

In the series of questions on actual hours you first determine if a person lost or took off hours from work. You then identify any extra hours or overtime. These questions provide a transition from usual hours and aid the respondent's recall of actual hours. You then ask for actual hours worked at the main job and then for any hours worked at additional jobs.

Below are a few guidelines to follow for **estimating actual hours**:

- Use whole numbers (Count 30 minutes or more as a whole hour.)
- For persons with businesses, include hours spent setting up a business or profession, even if it is not opened yet.
- Include hours worked at a person's business even if (s)he actually transacted no business.
- Include hours worked without

compensation at a wage or salary job (for example, a teacher grading papers at home).

- Include hours spent doing unpaid work on a family farm or business that is owned by a related household member.
- **Do not include** hours spent on jury duty or on National Guard duty.

4.B.6 Economic and Non-Economic Reasons for Working Part-Time

There are three different questions that collect information on the reason for working part time. The instrument determines which questions you will ask based on your entry in HRWANT (Figure C33). You ask HRRSN1 of persons who want full-time work.

Figure C33. HRWANT, Want Full Time Work

The screenshot shows a web-based survey interface titled "Current Population Survey - Ver 1.30". The main question is "Do you want to work a full-time workweek of 35 hours or more per week?". Below the question are three radio button options: "1. Yes", "2. No", and "3. Regular hours are full-time". Underneath is a section titled "Specify Reason Absent" with several input fields: "Absent Paid", "More than one job" (with a value of 2), "How many jobs", "Usual Hours" (with a value of 30), "Usual hours other jobs", "Work 35 hours or more", and "Want Full-time" (with a value of 1).

HRRSN1 (Figure C34) provides both economic and non-economic reasons for part-time work in order to give the respondent an indication of the type of information we are looking for. The number of people working part time for economic reasons is a closely watched economic indicator, as it is a measure of "underemployment" and of the inability of the nation's economy to generate the types of jobs desired.

Categories of economic reasons are "slack work/business conditions," "could only find part-time work," and "seasonal work." These indicate a business related reason for working part time. The remaining categories are non-economic reasons since they reflect personal, rather than business, reasons for working part time.

Select Slack work/business conditions if the person's work schedule was reduced below 35 hours for a business reason such as a drop in orders, not enough customers, business was slow, or to save jobs. Also use this category for workers on furlough or workers forced to take time off for other cost saving reasons. Faced with the employer's decision to reduce hours, an individual may subsequently use the time off for vacation or personal reasons; in such cases, "slack work/business" conditions should be selected.

Do not use this category for workers who had already made plans to take vacation prior to a furlough notification; use "vacation/personal day";
Special situation: Select "Slack work/business conditions" for people who were prevented from working because of a government shutdown associated with budget or funding-related issues.

Do not use this for farmers who work less than 35 hours during winter; use "other-

specify."

Select Could only find part-time work when the person says "That's all I could find," or "That's all there is around here." Include cases in which the person was hired as part time so the employer could avoid paying benefits.

Select Seasonal work for persons whose hours were reduced because it is the off-season for their place of business. For example, a person working at a golf course in the winter or a ski resort in the summer might work less than 35 hours because that is all the work there is in the off season.

Select Child care problems for persons who specifically mention childcare as a reason for taking time off from work. For example, "I had to take time off from work because I could not find someone to watch my children on Friday."

Select Other family/personal obligations for all other family or home related reasons such as staying home with a sick child, working around the house or going with a child on a school field trip.

Select Health/medical limitations if the person's *own* illness, injury, or disability prevented him or her from working full time.

Select School/training if the person states that (s)he did not work full time due to attendance in any type of school or training program.

Select Retired/Social Security limit on earnings for persons who say that the reason they are working part time is that they are retired or that this is the most hours they can work without losing Social Security benefits.

Figure C34. HRRSN1, Reason for Working Part Time

Select Full-time workweek is less than 35 hours when a full-time workweek is considered to be less than 35 hours. This is the case for a few occupations such as airline pilots and flight attendants, whose weekly hours may be limited by Federal regulation. Also, some union contracts provide that a full-time workweek may be less than 35 hours. In these cases, workers are paid at an overtime rate for any hours over the amount considered as full time. Include these cases in this category also.

HRRSN2 (Figure C35) obtains the main reason for not wanting to work full time for persons who do not want full-time work. **HRRSN3** (Figure C36) is asked of persons who usually work more than 35 hours per week, but actually worked less than 35 hours during the reference week. Response categories in HRRSN2 are noneconomic reasons only; categories in HRRSN3 include both economic and noneconomic reasons.

Figure C35. HRRSN2, Main Reason for Wanting Part Time Work

Figure C36. HRRSN3, Reason Worked <35 Hours

There are several categories in HRRSN2 and HRRSN3 that are not in HRRSN1, namely:

Select Job started or ended during week if the person's hours were less than 35 because his/her job either started or ended during the reference week.

Select Vacation/personal day if the person worked part time because (s)he took vacation or personal days for part of the reference week.

Select Own illness/injury/medical appointment if (s)he worked part time in the reference week because of his/her *own* illness, injury, or appointment at a doctor's or dentist's office.

Select Holiday (legal or religious) if the person takes time off for the holiday even if the actual holiday is not during the reference week.

Select Labor dispute (includes strikes and lockouts) if the person takes time off when the labor dispute is at the person's own place of employment.

Select Weather affected job if (s)he worked part time due to adverse weather conditions.

Select Civic/Military duty if the person

worked part time because of jury duty, Armed Forces reserve duty, National Guard duty, or a similar obligation.

4.B.7 With a Job/Temporarily Absent

You will ask persons who were not at work for the entire reference week if they were absent from a job (answer yes to ABSNT). See Figure C37.

A person is temporarily absent if (s)he had job or business, but did not work during the reference week. If there is any question about the individual's employment status, determine:

- whether (s)he intends to return to work, and
- whether his/her employer has agreed to hold a job for the individual when (s)he returns.

4.B.8 Reasons for Being Absent from Work

You enter the person's reason for being absent from work in ABSRSN, Figure C38. Use the following guidelines when entering a person's reason for being absent from work.

Select (1) On layoff for persons on temporary or indefinite layoff. A response of "on layoff" routes the person to a series of questions on the details of the layoff situation. Also select this category for workers on furlough. Faced with the employer's decision to reduce hours, an individual may subsequently use the time off for vacation or personal reasons; in such cases, "on layoff" should be selected.

Do not use this category for workers who had already made plans to take vacation prior to a furlough notification; use “vacation/personal day”.

Special Situation: Select “on layoff” if people are prevented from working because of a government shutdown associated with budget or funding-related issues.

Select (2) Slack work/business conditions if the person's hours were eliminated because business was slow or to save jobs.

Figure C37. ABSNT, Absent From Work

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

LAST WEEK, did you have a job either full or part time?
Include any job from which you were temporarily absent.

1. Yes
 2. No
 3. Retired
 4. Disabled
 5. Unabled to work

Figure C38. ABSRSN, Main Reason Absent From Work

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

What was the main reason you were absent from work LAST WEEK?

1. On layoff (Temporary or indefinite)
 2. Slack work/business conditions
 3. Waiting for new job to begin
 4. Vacation/personal days
 5. Own illness/injury/medical problems
 6. Child care problems
 7. Other family/personal obligations
 8. Maternity/paternity leave
 9. Labor dispute
 10. Weather affected job
 11. School/training
 12. Civic/military duty
 13. Does not work in the business
 14. Other/specify

Absent Reason

Select (3) Waiting for a new job to begin if (s)he has definite arrangements to begin a wage and salary job, either civilian or military. Selecting this code routes the person into the unemployed series.

Select (4) Vacation/personal days if the reason for being absent from a job during the reference week is for vacation or other leisure activities.

If the respondent says "I took a week's vacation so I could finish my exams" or "take care of my sick spouse" or "...because my babysitter was sick," enter the appropriate precode further down the list (i.e., school/training, other family/personal obligation; and child care problems, respectively.) If respondents say that they were required to take vacation as part of a employer-initiated furlough or government shutdown, use "on layoff", which is at the start of the list.

Select (5) Own illness/injury/ medical problems if the main reason for being absent from work during the reference week was because of the person's own illness, injury or medical problems. Do NOT choose this if the main reason for being absent from work was another family member's illness, injury, or medical problem. In this case, select other family/personal obligation.

Select (6) Child care problems if the person was absent for reasons such as unable to find adequate or affordable child care or if the babysitter was on vacation or ill.

Select (7) Other family/personal obligation for family responsibilities other than child care problems that caused a person to be absent from work during the reference week. Include taking care of a family member, such as a child or parent.

Select (8) Maternity or paternity leave only if maternity or paternity leave is the main reason for the absence. Keep in mind that (s)he has to intend to return to work and his/her employer has agreed to hold the job or find a position for the person when (s)he returns.

Select (9) Labor dispute for persons who were on strike, were locked out, or who did not wish to cross a picket line even though they were not members of the union on strike.

Select (10) Weather affected job for persons who did not work during the reference week because of weather conditions. Examples include a teacher who could not drive to work because of a severe snow storm, or a building contractor who could not work because of heavy rains.

Select (11) School/training for persons who took time off to study for an exam, finish a paper, etc. Also enter this precode for those persons who are on leave of absence from their jobs because of school or travel.

Select (12) Civic/military duty for persons who were absent from work for reasons such as jury duty or national guard duty.

Select (13) Does not work in the business for persons who report that they were absent because they do not usually work in the family business or farm. (This option is only displayed for a person listed as an owner of the family business/farm.) The instrument will route you to the "looking" series of questions.

Select (14) Other and enter the verbatim response if you feel that the response given does not fit into one of the listed precodes.

If you select any codes from (4) through

(12) in ABSRSN, you will ask an additional question to determine if (s)he is being paid by his/her employer (ABSPD, Figure C39). The instrument fills ABSPD for owners of a business who say they were not temporarily absent but meet the above criteria.

Figure C39. ABSPD, Paid by Employer for Time Off

The screenshot shows a web-based survey interface titled "Current Population Survey - Ver 1.30". At the top, there are navigation links: "Forms", "Answer", "Navigate", "Options", and "Help". Below this is a menu bar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area has a yellow background and contains the question: "Are you being paid by your employer for any of the time off last week?". At the bottom of the question area, there are two radio button options: "1. Yes" and "2. No".

who are receiving money only from:

- union funds that are distributed to members involved in a labor dispute, or
- unemployment insurance collected by persons involved in a labor dispute.

4.C UNEMPLOYED

4.C.1 On Layoff

Persons are on layoff if they are waiting to be recalled to a job from which they were temporarily separated for business-related reasons such as temporary drops in demand, business downturns, plant remodeling, material shortages, and inventory taking. They must have been given a date to report back to work or, if not given a date, must expect to be recalled to the job within 6 months.

Figure C40. LAY, On Layoff from a Job

The screenshot shows a web-based survey interface titled "Current Population Survey - Ver 1.30". At the top, there are navigation links: "Forms", "Answer", "Navigate", "Options", and "Help". Below this is a menu bar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area has a yellow background and contains the question: "LAST WEEK, were you on layoff from a job?". At the bottom of the question area, there are five radio button options: "1. Yes", "2. No", "3. Retired", "4. Disabled", and "5. Unable to work".

Because a person reported to be on layoff in LAY (Figure C40) may not meet the official definition as stated above, you will ask additional questions to determine whether the individual expects to be recalled to the job. These questions are LAYDT and LAY6M, which are displayed in Figures C41 and C42. If a person answers "no" to LAYDT, (s)he is asked LAY6M. If there is no expectation of recall, (s)he will be routed through the job search series.

Figure C41. LAYDT, Date to Return to Work from Layoff

The screenshot shows a web-based survey interface titled "Current Population Survey - Ver 1.30". At the top, there are navigation links: "Forms", "Answer", "Navigate", "Options", and "Help". Below this is a menu bar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area has a yellow background and contains the question: "Has your employer given you a date to return to work?". At the bottom of the question area, there are two radio button options: "1. Yes" and "2. No".

Figure C42. LAY6M, Recalled Within 6 Months

The screenshot shows a software interface for the 'Current Population Survey - Ver 1.30'. At the top, there is a blue header bar with the title and a menu bar with 'Forms', 'Answer', 'Navigate', 'Options', and 'Help'. Below the menu bar is a navigation bar with buttons for 'CPS', 'ADDR', 'FAQ', 'Chg Resp', 'ROS', 'F9', and 'Exit/F10'. The main content area is a large yellow rectangle containing the question: 'Have you been given any indication that you will be recalled to work within the next 6 months?'. At the bottom of the yellow area, there are two radio button options: '1. Yes' and '2. No'.

You also ask if (s)he could have worked had (s)he been recalled in LAYAVL (Figure C43) and, if not available, you ask the reason not available in LAYAVR (Figure C44).

Figure C43. LAYAVL, Available for Work if Recalled

The screenshot shows a software interface for the 'Current Population Survey - Ver 1.30'. At the top, there is a blue header bar with the title and a menu bar with 'Forms', 'Answer', 'Navigate', 'Options', and 'Help'. Below the menu bar is a navigation bar with buttons for 'CPS', 'ADDR', 'FAQ', 'Chg Resp', 'ROS', 'F9', and 'Exit/F10'. The main content area is a large yellow rectangle containing the question: 'Could you have returned to work LAST WEEK IF you had been recalled?'. At the bottom of the yellow area, there are two radio button options: '1. Yes' and '2. No'.

Figure C44. LAYAVR, Why Not Available to Return to Work

To gain further information on the job market behavior of persons on layoff, you ask whether the person had been looking for work in LAYLK (Figure C45).

Figure C45. LAYLK, Looking For Work While on Layoff

Date to return	1	Looking for work?	<input type="checkbox"/>	Full time job	<input type="checkbox"/>
Recalled in 6 months		How long on layoff	<input type="checkbox"/>	Trying to find work	
Returned if recalled	2	Number		Disability Prevent Work(4)	
Why is that?	1	Number of weeks		Have Disability(4)	
Specify					

You then ask about the length of time a person has been on layoff. LAYDR1 (Figure C46a) and LAYDR2 (Figure C46b) are asked to determine the duration of the layoff. Responses may be in weeks, months, or years. Note that there is a range check in LAYDR2 and the entries cannot be greater than the following:

LAYDR1 (weeks) = 1 and LAYDR2 = 261
 LAYDR1 (months) = 2 and LAYDR2 = 60
 LAYDR1 (years) = 3 and LAYDR2 = 5

Figure C46a. LAYDR1, Duration of Layoff

Figure C46b. LAYDR2, Months on Layoff

You will ask persons reporting a duration of layoff of 1 to 4 months to provide the duration in weeks. (See Figure C47.) The reason for this is that BLS publishes estimates of unemployment duration (mean and median) in weeks. Therefore, the shorter-term unemployed are asked to provide a more precise estimate in weeks to enhance the accuracy of the published estimates.

Figure C47. LAYDR3, Weeks on Layoff

The screenshot shows a web-based survey interface titled "Current Population Survey - Ver 1.30". The top navigation bar includes "Forms", "Answer", "Navigate", "Options", and "Help". Below this is a menu with "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area contains the question: "We would like to have that in weeks, IF possible. Exactly how many weeks had you been on layoff?". Below the question is a blue bullet point with the text "Enter number of weeks".

You do not ask the duration questions of everyone on layoff. Automatic updating will be used in interview numbers 2 through 4 and 6 through 8 when the person was on layoff in both the current and previous months and adequate information was obtained in the previous month.

Finally, persons on layoff are asked about the characteristics of the job to which they are awaiting recall, including industry, occupation, and whether it was full or part time (Figure C48, LAYFT). In the succeeding interviews, dependent interviewing will be used in connection with the I&O series, as long as the person remains on layoff and information adequate for coding has been reported.

Figure C48. LAYFT, On Layoff from Full Time Work

The screenshot shows a web-based survey interface titled "Current Population Survey - Ver 1.30". The top navigation bar includes "Forms", "Answer", "Navigate", "Options", and "Help". Below this is a menu with "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area contains the question: "Is the job from which you are on layoff a full-time job of 35 hours or more per week?". Below the question are two radio button options: "1. Yes" and "2. No".

4.C.2 Looking for Work

The first item in the series of questions about “looking” is designed to determine if individuals did anything to find work in the last 4 weeks. (See figure C49.)

Figure C49. LK, Looking For Work

The screenshot shows a web-based survey interface titled "Current Population Survey - Ver 1.30". The top navigation bar includes "Forms", "Answer", "Navigate", "Options", and "Help". Below this is a menu with "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area contains the question: "Have you been doing anything to find work during the last 4 weeks?". Below the question are five radio button options: "1. Yes", "2. No", "3. Retired", "4. Disabled", and "5. Unable to work".

If the respondent answers yes or reports a job search activity in response to LK, mark “yes.” If the answer to LK is yes, it is followed by questions on job search methods. People will be asked to report all of the job search methods they used in question LKM. Whether job search methods are mentioned in LK or LKM, please record all the things a person did to look for work.

If a person reports passive job search methods only, then (s)he is NOT looking for work according to the official definition, and is not asked further questions about job search activity. Only one active job search method is necessary for an individual to be classified as unemployed (assuming availability). This “looking” series helps you determine:

- What people have done to find work
- If they could have taken a job if one were offered
- How long they have been looking for work
- What they were doing before they started looking for work
- When they last worked
- If they are looking for full or part-time work

Below are instructions for when to mark each of the job search method categories. Before reviewing the instructions for when to use each category, read the box below that highlights some important issues to keep in mind when hearing about job searches done using the computer or the Internet.

The Use of the Internet for Job Search

A large number of people are using the Internet to look for work. This may be influencing the types of responses that you are receiving to the question “What are all the things you have done to find work during the last 4 weeks?” It is important to note that the Internet is a tool used to find work, similar to a phone, a bulletin board, or postal mail. The use of the Internet, itself, does not constitute a job search activity. In order to adequately categorize answers to the job search question, you need to know what the respondent did on the Internet to look for work.

Many of the answers you receive to this question will be classified the same regardless of whether the activities were conducted over the Internet, in person, or some other way. For example, if a respondent reports that he or she submitted an application online, it does not matter that the activity was done on the Internet; it still should be classified as “Sent out resumes/filled out applications.” Similarly, browsing job ads on an Internet website is the same as looking through job ads in a printed newspaper. Both should be classified as “Looked at ads.”

Use of the Internet does present unique challenges when coding respondents’ answers to this question. In particular, the Internet offers a wide variety of methods for interacting with potential employers and researching available jobs. These methods can be referred to by many names that may change over time. Today, people email, tweet, post, update, or submit. Next month or next year, different terms may be used. Additional instructions are provided below to address some of these challenges. In our instructions we will use the terms Internet and Internet-related method to refer to the wide variety of methods that people can use.

There are two general situations that may cause difficulty classifying responses and require you to probe for additional information:

1. If the respondent gives a general answer such as “used the Internet” or “used the computer”

As noted above, the Internet is a tool to look for work. Answers such as “Used the Internet,” “Went online,” or “Used the Computer” may be common, especially when the respondent is answering on behalf of other household members, but they do not provide enough information to determine which of the pre-coded categories to select. If you receive a response like this, you should probe to determine what activities were done. For example, if the respondent says “My son used the Internet to look for work,” you can probe by asking “What did your son *do* on the Internet to find work?”

2. If the respondent just mentions a website name

Responses that are just a website name (such as, JobSearchSite.com) or mention using a website without indicating what the individual did on the website (such as, “I used Monster.com”), do not provide enough information to be coded. Probe to determine what individuals did on these websites. For example, “What did you do on JobSearchSite.com to find work?”

If, AFTER probing, you cannot obtain any more information about how an individual used the Internet or what an individual did on a website to look for work, code the response as “Don’t know.”

4.C.3 Selecting a Job Search Method

This section provides instructions on selecting response categories for a respondent's answer to LKM (Figure C50). When recording a response, it is very important to distinguish between active and passive job search methods. A job search method is considered "active" if it COULD result in a job offer without any further action on the part of the job seeker. Active job search methods must make an employer aware that a person is looking for work. A "passive" job search method is one that COULD NOT result in a job offer without further action by the job seeker. Activities that only involve gathering information should be coded as passive job search.

Active job search methods are listed in the left column on your computer screen.

Passive job search methods are listed in the right column.

If you select "other active" or "other passive" in any of the looking methods screens, the instrument will display a specify screen where you should type in the person's verbatim response. After you enter the response, you then return to make additional entries until you enter (0) for no more answers. Figure C51.

ACTIVE JOB SEARCH METHODS

(1) Contacted employer directly/Interview

Select (1) for people who made direct contact with an employer (including staff in a personnel office) by personal visit, telephone call, mail, email or other Internet-related method. Include contact with an Armed Forces

Recruiting Office about joining the military. The person must have spoken to or sent a message directly to a potential employer or someone in the company's personnel office. Also use (1) for people who had or scheduled an interview with a potential employer.

Simply picking up an application without talking to someone about getting a job should not be coded as "Contacted employer directly."

Similarly, looking at a company's website without contacting an employer about job openings also should not be coded as "Contacted employer directly."

Do not use (1) for individuals who submitted a resume or an application whether online or through the postal mail. These types of responses should be coded as "Sent out resumes/filled out applications."

(2) Contacted public employment agency

Select (2) for people who contacted a public employment agency. The individual must have inquired about job opportunities (for example, used the agency's job search services to apply for jobs) rather than simply asked about unemployment insurance, participated in a job training program, or had a job skill assessment. Individuals could have used the job search services either in person or via the agency's website.

Public employment offices can operate at any level of government: Federal, State, or local. Public employment offices often are referred to as One Stop Career Centers, American Job Centers, or Job Service.

State or city names also can be part of the public employment service's name.

(3) Contacted private employment agency

Select (3) for people who made contact with a private employment agency by personal visit, telephone call, email or other Internet-related method. Private employment agencies give people looking for work leads to potential employers or contact employers on behalf of job seekers. Private employment agencies and recruitment websites typically charge employers or job seekers a fee for their services. Private employment agencies sometimes are referred to as “search firms,” “recruiting firms,” or “head-hunters.”

Also select (3) for people who registered with temporary help agencies or staffing firms, and for people who signed up for a recruitment website that links individuals directly with recruiters.

Do not confuse private employment agencies with personnel offices or human resource offices maintained by a business itself. A private employment agency serves more than one business.

(4) Contacted friends or relatives

Select (4) for people who asked friends or relatives about jobs or potential job leads. Friends and relatives can include colleagues, business associates, or other personal contacts. Contacting friends, or relatives can be done in person, over the phone, by email, or by other Internet-related methods.

Also select (4) if an individual indicates they looked for work by networking. A person must have discussed job opportunities.

Simply inviting or adding an individual to ones' social network or exchanging emails on topics unrelated to a job search should not be coded as “Contacted friends or relatives.” Establishing contacts without making others aware that the person is looking for work or exchanging emails without discussing job opportunities should be coded as “Other passive.”

(5) Contacted school/university employment centers

Select (5) for people who contacted a school's employment center for assistance in job placement. This includes activities such as school-arranged interviews or being put in contact with employers or alumni about potential job leads.

Do not use this category for activities to improve job search skills (such as, resume writing or interviewing workshops) or career counseling.

(6) Sent out resumes/filled out applications

Select (6) for people who sent information about themselves in the form of a resume or a letter to a specific employer, or completed and returned an application for a job.

Applications or resumes can be provided to employers in person, by mail or email, or submitted online or by other Internet-related methods.

Also select (6) for people who posted or updated resumes on any website that potential employers can view. Such websites can include employment websites (such as, job boards, job banks, or job listings), personal websites, or social networking sites.

Do not enter (6) for people who only worked on their resumes or job applications, but did

not post or submit them. Do not enter (6) if the person only picked up an application. These types of activities should be coded as “Other passive.”

(7) Checked union/professional registers

Select (7) for people who signed up for a union or professional job register or checked such registers for available jobs. Occupations for which these registers may be used include skilled trade occupations, performing arts occupations, substitute teaching, and nursing.

(8) Placed or answered ads

Select (8) for people who placed ads indicating they are looking for work, anywhere that can be accessed by the public: such as newspapers, bulletin boards, or websites. This includes people who indicated that they are looking for work either by posting on social media or by creating a profile on a networking site.

Also use (8) for people who answered ads or responded to job postings. Do not use this category for individuals who ONLY browsed or looked at job postings, read ads, or downloaded job listings. These responses should be coded as “Looked at ads.”

(9) Other Active

Select (9) for an active job search method that is not covered by one of the pre-specified active methods. An active job search method is one that could result in a job offer without any further action by the job seeker (for example,

auditioned for directors or producers, bid on contracts, or attended a job fair). Active job search methods make an employer aware that an individual is looking for work.

Figure C50, LKM, Method of Looking for Work

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Ew/F10

What are all of the things you have done to find work during the last 4 weeks?

Do not read answer categories

[Active](#) [Passive](#)

<input type="radio"/> 1. Contacted employer directly/interview	<input type="radio"/> 10. Looked at ads
<input type="radio"/> 2. Contacted public employment agency	<input type="radio"/> 11. Attended job training programs/courses
<input type="radio"/> 3. Contacted private employment agency	<input type="radio"/> 12. Other passive
<input type="radio"/> 4. Contacted friends or relatives	<input type="radio"/> 13. Nothing
<input type="radio"/> 5. Contacted school/university employment center	
<input type="radio"/> 6. Sent out resumes/filled out applications	
<input type="radio"/> 7. Checked union/professional registers	
<input type="radio"/> 8. Placed or answered ads	
<input type="radio"/> 9. Other active	

PASSIVE JOB SEARCH METHODS

(10) Looked at ads

Select (10) for people who ONLY browsed or looked at job postings, read ads, or downloaded job listings, but did not contact a potential employer.

(11) Attended Job training programs/courses

Select (11) for people who attended job training programs or courses (whether online or in person) in order to obtain job-related knowledge or skills. Include responses like “I attended a resume writing workshop,” “I took a computer skills class online,” or “I’m taking a class that is required for my real estate license.” In some cases, a respondent may be required by an Unemployment Insurance or Welfare agency to attend job training programs or courses. This is still considered a passive job search method, even if it is required.

(12) Other Passive

Select (12) for a passive job search method that is not covered by one of the pre-specified passive job search methods. A passive job search method is one that could not result in a job offer without further action by the job seeker (such as, studying for licensing exams, receiving email alerts about available jobs, or researching companies). Activities that only involve gathering information should be coded as passive job search.

(13) Nothing

Select (13) only for verbatim responses of “nothing.”

If a respondent answers “don't know” or “nothing,” an additional question (LKDK) is asked in the hopes of obtaining further information. The precodes are identical to those in LKM and should be used in the same way.

If a respondent provides only passive job search methods, then an additional question (LKPS, Figure C52) is asked to obtain more information. The precodes are identical to those used in item LKM and should be used in the same way.

Figure C51- LKDK, Other Method for Looking for Work

The screenshot shows a web-based survey interface for the Current Population Survey - Ver 1.30. The title bar includes 'Forms Answer Navigate Options Help'. Below the title bar is a navigation menu with 'CPS', 'ADDR', 'FAQ', 'Chg Resp', 'ROS', 'F9', and 'Exit/F10'. The main content area displays the question: "You said you have been trying to find work. How did you go about looking?". Below the question is a note: "Do not read answer categories". There are two tabs: "Active" and "Passive". The "Active" tab is selected, showing a list of 13 radio button options: C1. Contacted employer directly/interview, C2. Contacted public employment agency, C3. Contacted private employment agency, C4. Contacted friends or relatives, C5. Contacted school/university employment center, C6. Sent out resumes/filled out applications, C7. Checked union/professional registers, C8. Placed or answered ads, C9. Other active, C10. Looked at ads, C11. Attended job training programs/courses, C12. Other passive, and C13. Nothing.

Figure C52- LKPS- Additional Method for Looking for Work

4.C.4 Availability to Start a Job

In addition to having an active job search, an individual must report that (s)he was available to start a job in the reference week in order to be classified as unemployed. You obtain this information in LKAVL.

If a person attaches conditions to the type of work or work schedule wanted, this does not affect the person's availability. You should select precode (1) for people who can only work during certain hours, or who want a certain kind of work and were available for that type of work.

4.C.5 Duration of Looking

You enter duration of looking in the LKDR1 and LKDR2 screens (Figures C53a and C53b). These items have a range check. Your entries cannot be greater than the following:

LKDR1(weeks) =1 and LKDR2=261 or
 LKDR1(months) =2 and LKDR2=60 or
 LKDR1 (years) =3 and LKDR2=5

Figure C53a. LKDR1, Duration of Looking

Figure C53b. LKDR2, Months Looking

Persons reporting an unemployment duration of 1 to 4 months will be asked to provide the duration in weeks (Figure C54). Since BLS publishes estimates of unemployment duration in weeks, an estimate in weeks is obtained for the shorter-term unemployed whenever possible. This yields more accurate estimates of duration of unemployment.

Figure C54. LKDR3, Weeks Looking For Work,

Current Population Survey - Ver 2.56
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS SSN_OPTOUT F9 Exit/F10

We would like to have that in weeks if possible. Exactly how many weeks has Helen Galloway been looking for work?

- Enter number of weeks

Started a job? Lose or quit that job? How long looking
 Why is that? When last worked Number
 Specify How many weeks
 What were you doing? Year last worked Looking full-time work
 Specify LKLL1

Figure C56a LKLL1, Activity Before Looking For Work

Current Population Survey - Ver 2.56
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS SSN_OPTOUT F9 Exit/F10

BEFORE Helen Galloway started looking for work, what was she doing: working, going to school, or something else?

1. Working 3. Left military service
 2. School 4. Something ELSE

You also ask if (s)he is looking for full-time or part-time work, as shown in Figure C55. Full-time work is 35 hours or more per week. Generally speaking, any job that is usually 35 hours or more per week is considered full time.

Figure C55. LKFT, Looking For Full Time Work

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

Has he been looking for full-time work of 35 hours or more per week?

1. Yes 2. No 3. Doesn't matter

4.C.6 Activity Prior to Job Search

Two separate questions (LKLL1 and LKLL2, shown in Figure C56a and C57) are asked to find out why a person began looking for work. LKLL1 asks what the person's major activity was immediately before (s)he started to look.

Figure C56b. LKLL1S, Specific Activity

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit

- Enter verbatim response

If the person was working just prior to the current job search, we are interested in how (s)he was separated from the previous job, that is if the person lost or quit the job, or had a temporary job that ended.

Figure C57. LKLL2, Lost or Quit Job or Temporary Job Ended

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

Did you lose or quit that job, or was it a temporary job that ended?

1. Lost job 2. Quit job 3. Temporary job ended

1) Lost Job

Persons whose employment ended involuntarily, for example, discharged for cause (fired), plant closed, company moved, reduction in staff, job ended, or forced to retire.

2) Quit Job

Persons who voluntarily ended their employment; include people who quit their jobs or retired from their jobs.

3) Temporary Job

Persons who had a temporary job that ended. These persons neither quit or lost their jobs because these jobs were never intended to be long-term.

4.C.7 Reasons Unavailable for Work

Persons who respond that they were unavailable for work last week are asked why they were unavailable. Following is a brief description of the response categories:

Temporary illness

Although it is not necessary to probe, if you learn that the illness is expected to last more than 30 days from the time of interview, enter "Other" and the verbatim response.

Note that the person must have been ill. If (s)he was unavailable for work because he/she was caring for someone else, enter the "Other" precode and the verbatim response.

Going to school

Persons who could not have started or taken a job in the previous week because they were in school. Include all types of public and private educational institutions both in and out of the regular school system, such as high school, college, business, or vocational school.

Other

Use this if none of the above precodes are appropriate. Examples of "other" reasons are:

- Did not have transportation
- Couldn't find a babysitter
- Had to care for a sick family member
- Long-term illness

4.D NOT IN THE LABOR FORCE

Persons not working or looking for work are asked a series of questions related to their desire and availability for work, how recently they have worked or looked for work, and their plans to look for work.

Figure C58. DWWNT, Want a Job

Want a job	Actually Work last 12 months	Work past 12 months
Disability Prevent Work(5)	Do any work last 4 weeks	Do any work last 4 weeks
Have Disability(5)	Looked for work	Reason left job
Reason not looking last 4 weeks	Start job if offered	Specify JHRSN
Specify DWRSN	Why not start job offered	Intend to look for work
Look for work last 12 months	Specify DWAVR	

4.D.1. Desire for Work

NILF persons are asked whether they currently want a job (Figure C58.) The responses "yes," or "maybe, it depends" are grouped into a single precode.

4.D.2 Main Reason for Not Looking for Work,

You then ask persons who indicate that they do want a job the main reason they were not looking for work in the past 4 weeks in DWRSN, Figure C59. You enter the main reason a person is not looking for work **now**, during the interview week. Remember, these are persons who say they want to work. Thus, an answer such as "retired" would be unsatisfactory--it might explain

why they are not currently working, not why they are not looking for work. An appropriate answer might be their own poor health, transportation problems, or that work would reduce their pension.

Categories 1-5 in DWRSN are job-market related. An entry of 1-5 will result in an individual being classified as a "discouraged worker" if (s)he also looked for work in the last 12 months and was available for work.

Table C6 provides guidelines for selecting the different reasons for not looking for work.

Figure C59. DWRSN, Reason Not Looking For Work

Current Population Survey - Ver 1.30

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp RDS F9 Exit/F10

What is the main reason you were not looking for work during the LAST 4 WEEKS?

◆ Do not read list

1. Believes no work available in line of work or area
 2. Couldn't find any work
 3. Lacks necessary schooling, training, skills or experience
 4. Employers think too young or too old
 5. Other types of discrimination
 6. Can't arrange child care
 7. Family responsibilities
 8. In school or other training
 9. Ill-health, physical disability
 10. Transportation problems
 11. Other

Want a job 1
 Disability Prevent Work(5)
 Have Disability(5)
 Reason not looking last 4 weeks
 Specify DWRSN
 Look for work last 12 months

Actually Work last 12 months
 Do any work last 4 weeks
 Looked for work
 Start job if offered
 Why not start job offered
 Specify DWAVR

Work past 12 months
 Do any work last 4 weeks
 Reason left job
 Specify JHRSN
 Intend to look for work

Table C6. Reasons for Not Looking for Work

Guidelines for Selecting "Reasons For Not Looking For Work"	
1) Believes no work available in line of work or area	Persons who believe there is no work available in their community or in their occupation. Includes: <i>"no work around here"</i> , <i>"no jobs since mill closed"</i> , <i>"no jobs for machinists here"</i> , etc.
2) Couldn't find any work	Persons who have searched and were unable to find work. Include persons who attach a condition, such as <i>"I couldn't find a job that used my college degree."</i>
3) Lacks necessary schooling, training, skills, or experience	Persons not looking because of illiteracy or inability to speak English or because they lack knowledge about how to find a job, or feel they do not have the proper training to meet job qualifications.
4) Employers think too young or too old	Persons who say work is not available to them because of age. Includes: persons too young to obtain a work permit, persons who say "nobody will hire a 70-year-old man", and persons informed by prospective employers that no job is available to them because of their age (e.g. "while your qualifications are good, the position requires someone a little older or more mature").
5) Other types of discrimination	Excluding reasons covered by other precodes (e.g., discrimination on the basis of age), include here responses related to racial or sex discrimination, or a criminal or delinquency record.
6) Child care problems	Reasons related to affordable, available, or adequate child care.
7) Family responsibilities	Reasons related to illness in family, care for an elderly parent, etc.
8) In school or other training	Reasons related to attendance at any kind of public or private school, including college, vocational or trade school.
9) Ill health or physical disability	Reasons related to the person's OWN illness or disability.
10) Transportation problems	Reasons related to not being able to look for work because (s)he was unable to find transportation.
11) Other (specify)	Classify responses in one of the above if at all possible. An acceptable "other" example is, "too young-his father wouldn't let him".

4.D.3 Other Measures of Labor Market Attachment

Persons who are not in the labor force but want a job are also asked a series of questions designed to measure how closely attached they are to the job market. (See Figures C60-C64.) Responses to these questions are used, along with those on job desire and reason for not looking for work, to identify "discouraged workers," as described in Part B chapter 3.

Figure C60. DWLK, Looked for Work in Past 12 Months

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

Did you look for work at any time during the last 12 months?

1. Yes
 2. No

Figure C61. DWWK, Worked in Past 12 Months

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

Did you actually WORK at a job or business during the last 12 months?

1. Yes
 2. No

Figure C62. DW4WK, Worked in Past 4 Weeks

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

Did you do any of this work during the last 4 weeks?

1. Yes
 2. No

Figure C63. DWLKWK, Looking For Work

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

And since you LEFT that job or business have you looked for work?

1. Yes
 2. No

Figure C64. DWAVL, Available for Work

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

LAST WEEK, could you have started a job IF one had been offered?

1. Yes
 2. No

Attaching conditions to the kind of work wanted does NOT make the person unavailable. For instance, people who can only work certain hours, or who want a certain kind of work, WERE available for that kind of work if nothing else interfered.

4.D.4 Job History

You ask persons who are not in the labor force in the outgoing rotation groups (Interview Numbers 4 and 8) several questions on recent work activity and job seeking intentions beginning with JHWK (Figures C65-67).

Figure C65. JHWK, Worked At Job in the Past 12 Months

Current Population Survey - Ver 1.30

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

Have you worked at a job or business at any time during the past 12 months?

1. Yes

2. No

Figure C66. JHDP1, Worked During Last 4 Weeks

Current Population Survey - Ver 1.31

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

Did you do any of this work during the last 4 weeks?

1. Yes

2. No

Figure C67. JHRSN, Reason Left Job

Current Population Survey - Ver 1.30

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

What is the main reason you left your last job?

1. Personal, family (including pregnancy)

2. Return to school

3. Health

4. Retirement or old age

5. Temporary, seasonal or intermittent job completed

6. Slack work or business conditions

7. Unsatisfactory work arrangements (hours, pay, etc)

8. Other (specify)

As with the reasons for not looking for work, described in 4.D.2, persons can have either personal or job-market reasons for leaving their last job. Table C7 discusses the entries to this question.

Table C7. Reasons for Leaving Last Job

Guidelines for Selecting Reasons for Leaving Last Job	
Personal, family (including pregnancy)	Examples include birth of a child, moved, vacation, marriage, illness in family, child care etc.
Return to school	For example, include left last job to return to school.
Health	Examples include person's own illness or disability, job was too physically taxing.
Retirement or old age	This can be either voluntary or forced. Examples include "too old to work any more", "retired for health".
Temporary, seasonal, or intermittent job completed	For a job that lasts only part of the year. For example, crop season ended, Christmas job ended, temporary job ended, substitute teaching job over. This category can be sometimes confused with "slack work or business conditions" and it is, therefore, important to distinguish carefully between them.
Slack work or business conditions	The person's work is no longer available. Examples include job eliminated, business sold, bankruptcy etc.
Unsatisfactory work arrangements (hours, pay, etc.)	Person left because they were dissatisfied. Examples include long hours, low pay, couldn't get along with supervisor, etc.
Other	This category is for any responses not covered above including discharge from Armed Forces and "tired of working".

Figure C68. JHWANT, Intend to Look for Work ,

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

Do you intend to look for work during the next 12 months?

1. Yes, or it depends
 2. No

You ask persons who worked within the last 12 months about the class of worker, industry, and occupation of their most recent job. This information allows for more detailed analysis of persons who have recently left the labor force, such as the retired.

The information on job seeking intentions (Figure C68) is useful in assessing the "potential labor force".

4.D.5 Retired and Main Status

Three questions at the end of the interview collect information from persons who are not in the labor force and did not receive the job history series of questions.

Persons who indicate at the beginning of the interview that they are either retired or disabled, and are in Interview Number 4 or 8 are asked when they last worked. (NLFJH, Figure C69.)

Figure C69. NLFJH, When Last Worked

Current Population Survey - Ver 2.56
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS SSN_OPTOUT F9 Exit/F10

When did Stephen Galloway last work at a job or business?

1. Within last 12 months
 2. More than 12 months ago
 3. Never worked

You ask those who had worked within the last 12 months questions about the class of worker, occupation, and industry of that job.

You also ask persons who are age 50 and over who indicated that they did not want a job whether they consider themselves to be retired (Figure C70).

Figure C70. NLFRET, Retired From Job

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

Are you retired FROM A JOB OR BUSINESS?

1. Yes
 2. No

You then ask persons who provide a response other than “yes” to describe their current status. (NLFACT, Figure C71.)

Figure C71. NLFACT, Current Status

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp RQS F9 Exit/F10

What best describes your situation at this time?
For example, are you disabled, ill, in school, taking care of house or family, or something ELSE?

1. Disabled
 2. Ill
 3. In school
 4. Taking care of house or family
 5. In retirement
 6. Something ELSE/Other

Persons not in the labor force age 15-49 who say they do not want a job are only asked this last question.

4.E INDUSTRY AND OCCUPATION

The industry and occupation questions determine where a person works, what type of business it is, what they do on that job, and collects the name of the business. The instrument will set each person's "Class of Worker" based mostly on your entry in IO1INT, shown in Figure C72.

4.E.1 Class of Worker

If the response given to IO1INT is "government", a follow-up question requests information on the appropriate level of government (i.e., federal, state, or local).

Figure C72. IO1INT, Class of Worker

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp RQS F9 Exit/F10

Now I have a few questions about the job at which you worked LAST WEEK.
Were you employed by government, by a private company, a non-profit organization, or were you self-employed .

1. Government
 2. Private for profit company
 3. Non profit organization including tax exempt and charitable organizations
 4. Self employed

Still work	Self-employed	Usual Duties Cont'd
Usual Activities	Paid employees	Paid Employees (A)
Accurate Descrp.	Working for Pay	Paid Employees (A)
Employed <input type="checkbox"/>	Business Name	Working for Pay (A)
Level of Government	Kind of Industry	Business Name (A)
Name of govt agency	Business Category	Kind of Industry (A)
Incorporated	Kind of work <input type="text"/>	Kind of Work (A)
Name of company	Usual Duties <input type="text"/>	Usual Duties (A)

FEDERAL Government Employee,

This category includes employees of any branch of the federal government, including persons elected to paid federal offices, civilian employees of the Armed Forces, and most full-time members of the National Guard. Also include employees of international organizations (e.g., United Nations) and employees of foreign governments, such as persons employed by foreign embassies, as federal employees.

STATE Government Employee

This category includes employees of state governments, such as paid state officials, state police, some full-time members of the National Guard (primarily building maintenance staff), and employees of state universities and colleges.

LOCAL government Employee

This category includes employees of cities, towns, counties, and other local government jurisdictions. Include here employees of city-owned bus lines, electric power companies, water and sewer service agencies, etc. Some local agencies provide services to more than one county or city; some agencies may even cross state lines. Examples of these agencies are: metropolitan transportation authorities or boards, port authorities, and water and sanitation facilities.

Employees of public elementary and secondary schools typically work for local governments. Since state boards of education often control the subject content of primary and secondary schools, some persons may consider school employees as state employees. Unless they work for a special school for the handicapped or for an experimental elementary school of the state

university, they are in almost all cases local government employees. There are a few known exceptions: In Hawaii all public schools are state-operated. In Alaska and Maine some schools are state operated.

Include all employees of the Washington, DC government as local government employees.

If there is a question as to which level of government a person works for, ask for the level of the agency that issues his/her paycheck.

Employee of a PRIVATE for profit company

This category includes all persons who work for a private for profit employer, including those working for companies, small or large businesses, or for private households. This applies regardless of the employee's occupation. This category includes companies that INTENDED to make a profit, even if they happened to lose money recently.

Employee of a nonprofit organization including tax exempt and charitable organizations

Include churches, unions or associations, foundations and other private NONPROFIT organizations in this category.

Self Employed

Persons who work for profit or fees in their OWN business, shop, office, farm, etc., are asked a follow-up question on whether the business is incorporated.

Working in a Family Business

If the person works in a family business, a follow-up question will request information as to whether the person is working for pay.

These people are also asked a follow-up question on whether the business is incorporated. The instrument will not ask this question if the respondent is the owner of the business.

4.E.2 Further Guidelines Regarding Class-of-Worker Entries

Corporation employees

Report employees of a corporation as employees of a private employer. Please note there are a few cases of employees of government corporations, such as the Bank & Trust Corporation, who must be properly reported as Federal government employees.

If a person is self-employed and you learn that the business is incorporated, do not change the answer from self-employed to private company.

Domestic work in other person's homes

Report gardeners, launderers, cooks, or cleaning persons working in another person's home as working for a private employer. Do not record a domestic worker as self-employed unless he/she owns the business that provides the service.

Partnerships

Report two or more persons who operate a business in partnership as self-employed in own business. The word "own" is not limited to one person.

Public utility employees

Although public utilities (such as transportation, communication, electric light and power, gas, water, garbage collection, and sewage disposal facilities) are subject to government regulations, they may be owned

by either government or private organizations. Distinguish between government-operated and privately-owned organizations in recording class of worker for public utility employees.

Work for pay "in kind"

Pay "in kind" includes room, board, supplies, and food (e.g., fruit, vegetables, meat, dairy products). This is considered pay for individuals other than family members. Report persons who work for pay "in kind" as employees of a private company or individual.

Work on an odd-job or casual basis

Report work on an odd-job or casual basis as work for a private company, business, or individual. For example, report a baby sitter employed in another person's household as working for a private for profit company.

Clergy

Most clergy file income taxes as if they were self-employed, but they are considered employees of their churches or temples. Include preachers, ministers, priests, rabbis, and other clergy as working for a Non-profit organization except for the following two cases:

- (1) Prison chaplains working in a government job (e.g., State of Maryland Prison System), are government employees.
- (2) Clergy not attached to a particular congregation or church organization, who conduct religious services in various places on a fee basis, are self-employed in own professional practice.

Registered and practical nurses-private duty

Report registered nurses and practical nurses who report "private duty" for kind of business as self-employed. These nurses usually obtain their assignments from a nurses' registry, but are not employees of the registry. Note that a nurse who reports "employment agency," "temporary help supply services," or a similar description for kind of business, and "private duty" as most important activity, is an employee of the employment agency or service and should be marked as working for a private company.

PX (Post exchange) and other non-appropriated fund employees

Non-appropriated funds (NAF) are funds for government employees that are not from Congressionally appropriated money bills. The funds usually are generated from retail activities on government installations, such as PX's, commissaries, snack bars or service stations. However, persons paid from non-appropriated funds are still considered employees of the government. For example, report persons working at a post exchange (base exchange, etc.) as employees of the federal government. This nonprofit organization is controlled by government officials in their official capacity.

In contrast, report persons working in an officers' club, Non Commissioned Officers (NCO) club, or similar organization, which is usually located on a government reservation, as an employee of a private not for profit company. Such organizations are controlled by private individuals elected by some form of membership.

Child care including foster parents

WHERE a person works is important in determining the correct class of worker for child care workers. Persons who care for children in the child's (that is the parent's) home are private for profit employees. This includes a babysitter for an evening or a person regularly working during the day. One of the private categories is also correct for those who work in day care centers and other non-government institutional settings. The institution may be either for profit or not for profit. A person who cares for children in the caregiver's home is self-employed. This includes foster parents who receive a fee for caring for children. See more on this topic under Industry in this chapter.

Paid Home Care

Long-term care insurance plans may provide payment to unlicensed individuals who are taking care of a family member, friend, or neighbor who is ill or incapacitated. This arrangement, sometimes called "informal care," often involves an adult child taking care of an elderly parent. The caregiver is compensated to make up for time spent away from work and other costs. A person receiving such payments should be treated the same as a foster parent. He or she is considered to be employed, and his class of worker is self-employed (assuming this is the primary job).

Boarding housekeepers

Report boarding housekeepers who consider themselves as working and who perform this work in their own homes as "own home" for industry and as "self-employed" for class of worker. Report those who do this work for someone else for wages, salary, or pay in kind as "boarding house" for industry and as "Private, for profit company" for class of worker.

Sales or merchandise employees (Avon, Mary Kay, Amway, and others)

Report persons who own a sales franchise and are responsible for their own merchandise and personnel as "retail or wholesale sales" for industry and as self-employed for class of worker. People who sell Avon and Tupperware products are not considered employees of those companies; they are to be classified as self-employed. Refer to page B1-1 ("Business Defined") for determining whether or not a business exists. Report persons who do sales work for someone else as an employee of a private company. Also, indicate whether they sell door-to-door or use some other method.

Real estate agents and brokers

Real estate agents are considered as employees of a private company because they must work for a licensed broker. They cannot be self-employed. A broker, on the other hand, can either be working for a private company or self-employed.

Postal Service and TVA employees

Persons who work for the U.S. Postal Service (Post Office) and the Tennessee Valley Authority are Federal employees.

COMSAT, Amtrak and Conrail

COMSAT, Amtrak, and Conrail are private companies.

Public Transportation, airport, housing, and other authorities

Persons who work for public authorities, such as the Chicago Transportation Authority or the New York Port Authority, who get their money from a combination of state or local funds and user fees, are local government employees.

Armed Forces

Persons whose last full-time job was in the Armed Forces are Federal employees.

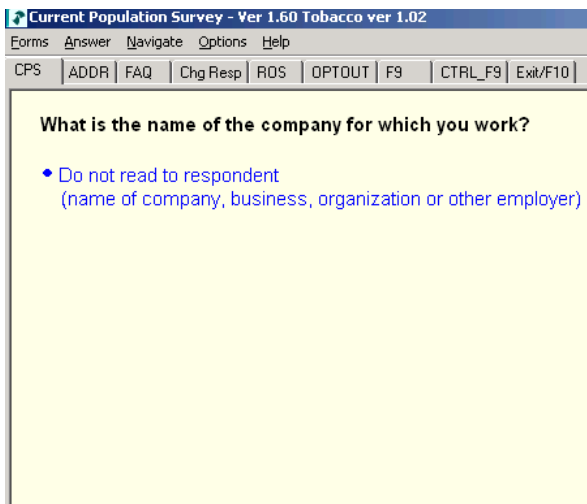
Tribal government or tribal councils

Persons who work for tribal governments or tribal councils are employees of a local government.

4.E.3 Employer Names

Enter a clear and specific name of the employer. Type the full and exact name of the company or business (IO1NMP shown in Figure C73). Do not abbreviate unless the companies are nationally known such as IBM. Give the name of the company, not the name of the supervisor, foreman or owner.

Figure C73. IO1NMP, Name of Company



Current Population Survey - Ver 1.60 Tobacco ver 1.02

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS OPTOUT F9 CTRL_F9 Exit/F10

What is the name of the company for which you work?

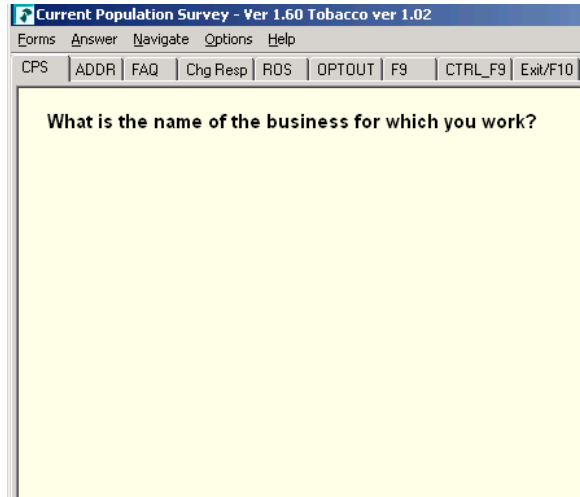
- Do not read to respondent
(name of company, business, organization or other employer)

If the respondent says the information is classified do not probe. In this situation enter "information classified."

Self-employed; family farm or business

If the person is self-employed, the question will be worded to ask for the name of the business as shown in Figure C74. If there is no business name, enter "self-employed", or "family farm", or whatever is appropriate.

Figure C74. IO1NMB, Name of Business



Current Population Survey - Ver 1.60 Tobacco ver 1.02

Forms Answer Navigate Options Help

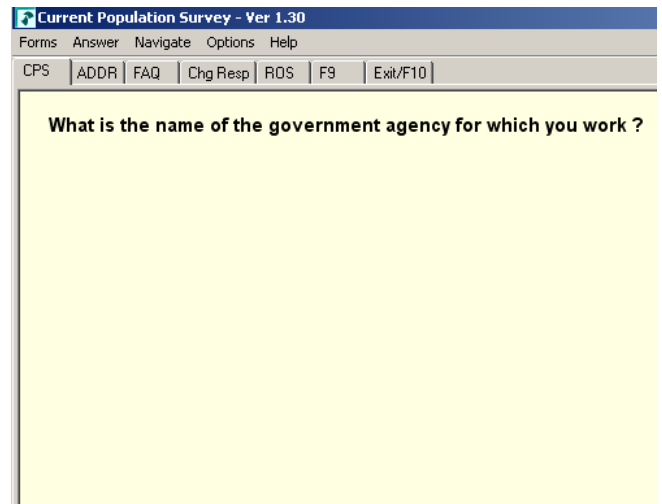
CPS ADDR FAQ Chg Resp ROS OPTOUT F9 CTRL_F9 Exit/F10

What is the name of the business for which you work?

Government

The instrument will prompt you for the name of the specific government agency. (Figure C75.) Government agency abbreviations may be used, if they are commonly known, such as CIA, FBI. When in doubt, spell out the full name of the government agency.

Figure C75. IO1NMG, Name of Government Agency



Current Population Survey - Ver 1.30

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

What is the name of the government agency for which you work ?

Odd job and domestic workers

Enter "various employers" for persons who work for several different employers, but who are NOT self-employed (e.g., maids, cooks, chauffeurs, gardeners, baby-sitters).

Armed Forces (current civilian employees only)

Current members of the military are not eligible for the labor force questions, so "Armed Forces" is an acceptable entry for civilian employees only.

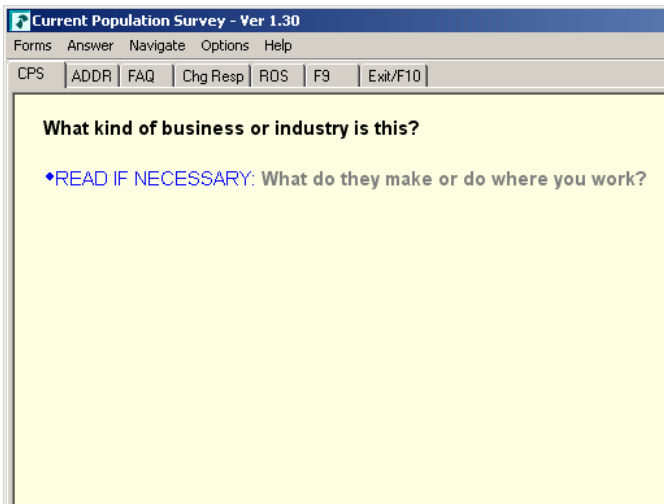
Armed Forces member: last job

For persons whose last job was as a member of the Armed Forces, enter "Armed Forces" in the employer name, industry, and occupation fields.

4.E.4 Industry

After entering the name of the company you will need to determine the type of business or industry. See Figure C76.

Figure C76. IO1IND, Kind of Business or Industry



The screenshot shows a software window titled "Current Population Survey - Ver 1.30". The window has a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a toolbar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main area of the window is yellow and contains the text: "What kind of business or industry is this?" followed by a blue bullet point and the text "•READ IF NECESSARY: What do they make or do where you work?".

Enter a clear and specific description of the kind of business or industry. For example, the following descriptions are too general: "works in a mine," "works for a repair service," "works with computers."

In contrast, the following examples are more specific: "works in a copper mine," "works for a shoe repair service," "works for a company that writes computer software packages."

Child care facilities

As mentioned under class of worker, it is important to know the location where child care is provided to properly classify the industry. "Child care in home of employer" is one industry; "Care for children in my own home" describes another and "Child care center," "Day care center," and "Church day nursery" are examples of the third child care industry, located in centers rather than homes.

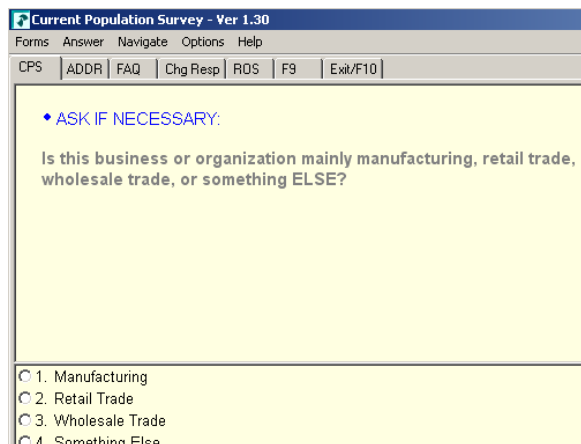
Government organizations

The names of government organizations are often not descriptive of their business or activity. Be sure that the entry describes exactly what the activity is. For example, the kind of industry for an entry of "County Highway Commission" in IO1NMG might be one or any combination of the following: "Road building," "Road repair," "Contracting for road building (repair)." For a County Liquor Control Board, the correct entry might be "Licensing liquor sales" or "Liquor retailer."

4.E.5 Manufacturing, Retail or Wholesale

IO1MFG (Figure C77) will automatically come up after the kind of business question. (Ask the question if the answer is not apparent.)

Figure C77. IO1MFG, Manufacturing, Retail or Wholesale



The screenshot shows a window titled "Current Population Survey - Ver 1.30". The menu bar includes "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar are several buttons: "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area has a yellow background and contains the following text:

◆ ASK IF NECESSARY:
Is this business or organization mainly manufacturing, retail trade, wholesale trade, or something ELSE?

Below the question are four radio button options:

- 1. Manufacturing
- 2. Retail Trade
- 3. Wholesale Trade
- 4. Something Else

A manufacturing plant makes products and sells them in large lots to other manufacturers, wholesalers, or retailers.

A retailer sells primarily to individual consumers or users but seldom makes products.

A wholesale establishment buys, rather than makes, products in large quantities for resale to retailers, industrial users, or to other wholesalers.

Other establishments should be classified as "something else." Examples are hotels, laundries, banks, telephone companies, doctors' offices, mines, farms, advertising agencies, and automobile repair shops.

Some firms are engaged in more than one business or industrial activity. If the activities are carried on in separate places, describe the business in which the person actually works.

If the activities are carried on in the same place, describe the major activity of the firm.

EXAMPLE: Report a miner working in a coal mine operated by a major steel corporation as working in a "coal mine," **not** a steel mill.

EXAMPLE: A factory that manufactures shoes also manufactures purses. Since shoes account for most of the production, all employees of the factory, including those working on purses, should be classified as working for a "shoe factory."

EXAMPLE: This same shoe/purse factory also has a small retail outlet on the premises. Persons working in this outlet should also be classified as working in a "shoe factory" as shoe **manufacturing** is the firm's main business.

A few specified activities, when carried on at separate locations, are exceptions to the above. When research laboratories, warehouses, repair shops, and storage garages exist primarily to serve their own parent organizations rather than the public or other organizations, report the activity of the parent organization. For example, if the retail department store has a separate warehouse for its use, report the industry of the warehouse workers as "retail trade" rather than "something else."

4.E.6 Kind of Work (Occupation)

Figure C78. IO1OCC, Occupation/Kind of Work

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS F9 Exit/F10
What kind of work do you do,
that is, what is your occupation?
(For example: plumber, typist, farmer)

Occupation of the self-employed

When a person is self-employed, do not enter "manager" as the occupation UNLESS the person actually spends most of his/her time in the management of the business. If the person spends most of the time in actual trade or craft of the business, enter that as the occupation (e.g., beautician, dentist, house painter, plumber) (See Figure C78).

Avoid occupation entries that describe departments or places of work.

The occupation entry should describe what the specified person does (e.g., shipping department supervisor, inventory clerk). Occupation entries which give only the name of a department or a place of work (e.g., "works in shipping department", "works in the warehouse", "works in inventory") should be avoided.

Apprentice vs. trainee

An apprentice is under contract during his/her training period, but a trainee is not. Include both the occupation and the word "apprentice" or "trainee" in the description (e.g., apprentice plumber, buyer trainee).

Machinist vs. Machine operator vs. Mechanic

A **machinist** is a skilled craftsman who constructs metal parts, tools, and machines through the use of blueprints, machine and hand tools, and precise measuring instruments. A **machine operator** runs a factory machine (e.g., drill press operator, winder). A **mechanic** inspects, services, repairs, or overhauls machinery.

Secretary vs. "Official Secretary"

Use the title "secretary" for someone who does secretarial work in an office; and report a secretary who is an elected or appointed officer of a business, union, or other organization as an "official secretary."

For some occupations the descriptions given by the respondents are not sufficient for coding purposes. In these cases use the suggested probes in Table C8 on page C4-40 to obtain more detailed information.

4.E.7 Unusual Cases of Job or Business

The following are guidelines for unusual cases of job or business.

Military jobs

If, after starting the labor force questions, you discover that the person is a member of the Armed Forces, delete as much of his/her labor force information as possible go back and make the changes in the grid.

Only include military jobs for individuals who are currently working as a civilian in the U.S. Armed Forces.

For persons who are not working or who are absent from their jobs, an Armed Forces job may be entered in the I&O series of questions if it was their last full-time job. If this is the case, simply enter "ARMED FORCES".

Consultants, contractors

Persons who report that they do not have a business but who contract out as consultants or provide other services for a fee would be reported as self-employed. This guideline does not apply to consultants who work for a consulting firm; they work for a private company and should be classified as employed in either a private for profit company or a private nonprofit organization.

Persons working for employment contractors

Consider persons who are working through an employment contractor as working for the contractor, not the individual employer to whom they are assigned.

Note, however, that a union hiring list or a register is not an employer; they are not employment contractors. They are more like employment agencies. In these cases, the employer is the person or company that writes the paycheck.

Table C8. Difficult to code occupations

Difficult to Code Occupations	
Occupation	Suggested probe
Assembler	What do you assemble (e.g., automobiles, electric motors, farm equipment, sheet metal)?
Clerk	What type of clerk are you (e.g., accounting, billing, filing, shipping, statistical, sales)?
Engineer	What kind of engineer are you (e.g., civil, electrical, mechanical, nuclear, chemical, train, stationary, building)?
Inspector	What type of things do you inspect (e.g., autos, restaurants, houses, buildings, meats)?
Manager	What type of manager are you (e.g., bakery, garage, hotel, office, property, store)?
Machinist	Do you set up AND operate machines?
Machine operator	How many machines do you operate? What type of machine do you operate the most?
Mechanic	What type of mechanic are you (e.g., auto body, auto engine, appliance, line, truck, valve)?
Nurse	What type of nurse are you (registered, licensed, practical, nursing aide, vocational)?
Researcher	What field of research are you in?
Sales Worker	What do you sell (e.g., advertising, cars, houses, insurance, shoes, tickets)?
Supervisor	Who or what do you supervise (e.g., clerical workers, counselors, laborers, field representatives)?
Teacher	Do you teach at the preschool, elementary, high school, or college level? What subject do you teach?

4.E.8 Usual Activities or Duties

Figure C79. IO1DT, Usual Activities or Duties

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

What are your usual activities or duties at this job?
(For example: typing, keeping account books, filing, selling cars, operating printing press, laying brick.)

Enter a text of at most 50 characters

Still work	Self-employed	Usual Duties Cont'd
Usual Activities	Paid employees	Paid Employees (A)
Accurate Descrip.	Working for Pay	Paid Employees (A)
Employed	Business Name	Working for Pay (A)
Level of Government	Kind of Industry	Business Name (A)
Name of govt agency	Business Category	Kind of Industry (A)
Incorporated	Kind of work	Kind of Work (A)
Name of company	Usual Duties	Usual Duties (A)

The answer to this item should tell you clearly and specifically what kind of work or duties the person performs. If the respondent says the information is classified, do not probe. In this situation enter "information classified."

Use verbs that end with "ing" to describe the person's activities. For example, if the respondent says (s)he sells cars, you should enter "selling cars." This will make the dependent interviewing question on usual activities easier to read next month.

4.E.9 Dependent Interviewing For Industry and Occupation

As discussed in Part B, the I&O series uses dependent interviewing, that is, when possible, information supplied during a previous month's interview is used in the

current interview. In most cases, you will have access to the previous month's I&O information and will ask if there have been any changes. If none, the information previously collected is simply confirmed. Dependent interviewing is used in Interview Numbers 2 through 4 and 6 through 8 for persons who were employed in both the current and previous months and for whom information adequate for coding was previously provided and the RIP respondent allows you to verify their information with anyone in the household or you are speaking to the RIP respondent.

In MIS5, we start from scratch because of the 8 month resting period. We want to make sure we get any changes that might have occurred.

4.E.10 Industry & Occupation Referrals

There will be some returning cases, in which you collected industry and occupation data the previous month and the RIP respondent has allowed you to verify the information provided or you are speaking to the RIP respondent, that you do not ask dependent industry and occupation questions. If the coders in Jeffersonville could not code the item(s) for any reason, you will need to ask the questions again the following month. These uncodeable entries are called referrals. Dependent questions will not appear for any referred Industry and/or Occupation. The I&O feedback feature on the IOIND, IO1OCC, and IO1DT screens will help you to understand why the I&O information was not able to be coded. This feature is discussed more thoroughly in Part B, page B4-7.

The note that appears on the IO1IND screen states, "This case was referred last month."

Please provide more specific information for

the coders." This note appears only if the information you provided the previous month was inadequate for the coders to code the industry or occupation entries. The note will also appear on the IO1OCC and IO1DT screens, if those items are referred. (See Figure C79).

4.E.11 Items on Number of Paid Employees

The instrument will display two questions about paid employees only in Interview Number months 4 and 8. You will ask these items for persons who, in their main or second job, work in a business of their own that is not incorporated.

The items ask if the business owner has any paid employees and, if so, how many. These items are illustrated in Figures C80a & C80b.

Figure C80a. PDEMP1, Paid Employees

Figure C80b. NMEMP1, Number of Paid Employees

The unincorporated business owners for whom you would have to ask the "paid employees" questions in Interview Numbers 4 and 8 will have been identified, for the most part, in a previous month's interview. That is why, in general, the "paid employees" items for the main job will appear after the dependent interview question (IODP3).

If a person is an unincorporated business owner in his/her second job, you will ask the "paid employees" items for the second job immediately after you collect his/her class of worker data (IO2INT and IO2INC). Information about a person's second job is collected only in Interview Numbers 4 and 8.

Note that, for persons "working in the family business," the instrument will display the "paid employees" items only if they were reported as business owners (in BUSL).

4.F EARNINGS & UNION MEMBERSHIP

You ask the earnings and union membership questions of households in the outgoing rotation groups (Interview Number 4 and 8) of all wage and salary workers and the incorporated self-employed. These questions are used primarily to determine usual weekly earnings at the main job and whether the person is covered by a union or employee association.

You begin this series of questions with ERNPR, which asks for the easiest way for the respondent to report earnings for the specified person's MAIN JOB (i.e., hourly, weekly, annually, or on some other basis, See Figure C81). The instrument then tailors the earnings questions based on that response.

Figure C81. ERNPR, Easiest Way to Report Earnings

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp RDS F9 Exit/F10

For your job, what is the easiest way for you to report your total earnings BEFORE taxes or other deductions: hourly, weekly, annually, or on some other basis?

• **READ IF NECESSARY:**
We use this information to compare the amount that people earn in different types of jobs.

C 1. Hourly
C 2. Weekly
C 3. Bi-weekly
C 4. Twice monthly

C 5. Monthly
C 6. Annually
C 7. Other (specify)

Introduction 1
Report Wages 1
Specify Wages
Usually receive overtime
Hourly Rate of Pay
Estimated Hourly Rate of Pay
Range Check Hourly Earnings
Correct hourly earnings
of hours per week
Periodicity of overtime pay rate
Hourly overtime amount

Overtime amount
Estimated weekly overtime
Check item overtime pay
Correction overtime pay
Correct Overtime Pay
Hours per week OT
Estimate hours per week OT
Estimated weekly earnings
Verify Information
Edit Hourly Earnings
Edit hours per week
Edit overtime pay

Edit hourly overtime pay
Edit usual hours
Weekly earnings with OT
Total Weekly Earnings
Usual Weekly Earnings
Usual Bi-Weekly Earnings
Usual Monthly Earnings
Usual Annual Earnings
Est. Earnings Before Taxes
Verify Earnings Recorded
Incorrect Entry
Verify Earnings Before Taxes

You then ask whether the specified person usually receives overtime pay, tips, or commissions on his/her main job (ERNUOT).

For a "yes" response, the person should receive overtime pay, tips, or commissions on a USUAL basis, that is, 50 percent of the time or more (Figure C82). If (s)he receives them only occasionally, you would enter "no."

Figure C82. ERNUOT, Usually Receive Overtime Pay, Tips, or Commissions

Current Population Survey - Ver 1.30
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp RDS F9 Exit/F10

Do you usually receive overtime pay, tips, or commissions?

C 1. Yes
C 2. No

Introduction 1
Report Wages 1
Specify Wages
Usually receive overtime
Hourly Rate of Pay
Estimated Hourly Rate of Pay
Range Check Hourly Earnings
Correct hourly earnings
of hours per week
Periodicity of overtime pay rate
Hourly overtime amount

Overtime amount
Estimated weekly overtime
Check item overtime pay
Correction overtime pay
Correct Overtime Pay
Hours per week OT
Estimate hours per week OT
Estimated weekly earnings
Verify Information
Edit Hourly Earnings
Edit hours per week
Edit overtime pay

Edit hourly overtime pay
Edit usual hours
Weekly earnings with OT
Total Weekly Earnings
Usual Weekly Earnings
Usual Bi-Weekly Earnings
Usual Monthly Earnings
Usual Annual Earnings
Est. Earnings Before Taxes
Verify Earnings Recorded
Incorrect Entry
Verify Earnings Before Taxes

This question is followed by a check item directing the interviewer to ask different sets of questions depending on the answer to the easiest periodicity to report earnings. For those whose periodicity is hourly, there is a separate question for overtime, tips, or commissions usually received.

4.F.1 Hourly Workers

You ask questions to determine how much persons for whom it is easiest to report earnings on an hourly basis earn per hour and then ask how many hours per week that person usually works at that rate. With this information, hourly earnings can be converted to weekly earnings. (Figure C83a,b, and C84.) The dollar and cents fields are two separate fields. You will enter the dollars in ERNHRTD and the cents in ERNHRTC.

Figure C83a. ERNHRTD, Hourly Rate of Pay-Dollars

The screenshot shows the ERNHRTD software interface. At the top, it says "Current Population Survey - Ver 1.60 Tobacco ver 1.02". Below that is a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". A navigation bar contains "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "OPTOUT", "F9", "CTRL_F9", and "Exit/F10". The main question area is yellow and asks "What is your hourly rate of pay on this job?". Below the question is a blue link that says "Enter dollar amount". At the bottom of the question area, it says "Enter a numeric value between 0 and 99". Below this is a table of fields:

Introduction	1	# of hours per week	
Report Wages	1	Periodicity of overtime pay rate	
Specify Wages		Hourly overtime amount - dollars	
Usually receive overtime	2	Hourly overtime amount - cents	
Hourly Rate of Pay - dollars		Overtime amount - dollars	
Hourly Rate of Pay - cents		Overtime amount - cents	
		Estimated weekly overtime	

Record the number of hours usually worked per week as a whole number. Count 30 minutes or more as a whole hour. (Figure C84.)

Figure C83b. ERNHRTC, Hourly Rate of Pay-Cents

The screenshot shows the ERNHRTC software interface. At the top, it says "Current Population Survey - Ver 1.60 Tobacco ver 1.02". Below that is a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". A navigation bar contains "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "OPTOUT", "F9", "CTRL_F9", and "Exit/F10". The main question area is yellow and asks "What is your hourly rate of pay on this job?". Below the question is a blue link that says "Enter cents amount". At the bottom of the question area, it says "Enter a numeric value between 0 and 99". Below this is a table of fields:

Introduction	1	# of hours per week	
Report Wages	1	Periodicity of overtime pay rate	
Specify Wages		Hourly overtime amount - dollars	
Usually receive overtime	2	Hourly overtime amount - cents	
Hourly Rate of Pay - dollars	\$10	Overtime amount - dollars	
Hourly Rate of Pay - cents		Overtime amount - cents	
		Estimated weekly overtime	

Figure C84. ERNHR, Hours Worked Per Week

The screenshot shows the ERNHR software interface. At the top, it says "Current Population Survey - Ver 1.30". Below that is a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". A navigation bar contains "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main question area is yellow and asks "How many hours do you usually work per week at this rate?". Below the question is a blue link that says "Enter number of hours". At the bottom of the question area, it says "Enter a numeric value between 1 and 99".

Try to get an average number of hours worked per week for a person whose schedule varies from week to week.

For these workers, we are looking for an hourly rate of pay as stated by the employer, expressed precisely in dollars and cents. Do not round hourly earnings.

If the respondent reports a value that is a multiple of \$.50 (for example, \$5.00 or \$7.50 per hour), ask if this is an exact value. If it isn't, try to obtain a more precise figure. If the respondent does not know the exact amount, enter the amount the respondent stated.

There are some workers who are paid hourly rates but for whom it is easiest to report some other periodicity. (See Figure C85.) This rate of pay should be entered to the nearest cent. (See Figure C86b) The dollar and cents fields are two separate fields. You will enter the dollars in ERNH2D (See Figure C86a) and the cents in ERNH2S (See Figure C86b).

Figure C85. ERNRT, Hourly Rate of Pay

The screenshot shows a window titled "Current Population Survey - Ver 1.30". The menu bar includes "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar are navigation buttons: "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area contains the text: "Even though you told me it is easier to report your earnings weekly, Are you PAID AT AN HOURLY RATE on this job?". At the bottom, there are two radio button options: "1. Yes" and "2. No".

Figure C86a. ERNH2D, Hourly Rate of Pay Excluding Overtime - Dollars

The screenshot shows a window titled "Current Population Survey - Ver 1.60 Tobacco ver 1.02". The menu bar includes "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar are navigation buttons: "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "OPTOUT", "F9", "CTRL_F9", and "Exit/F10". The main content area contains the text: "What is your hourly rate of pay on this job?" followed by a blue link "Enter dollar amount". Below the question area, there is a text input field with the prompt "Enter a numeric value between 0 and 99". At the bottom, there are several fields: "Weekly earnings with OT", "Total Weekly Earnings", "Verify Earnings Recorded", "Incorrect Entry", "Hourly rate - dollars" (with a numeric input field), and "Hourly rate - cents".

Figure C86b. ERNH2S, Hourly Rate of Pay Excluding Overtime – Cents

The screenshot shows a window titled "Current Population Survey - Ver 1.60 Tobacco ver 1.02". The menu bar includes "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar are navigation buttons: "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "OPTOUT", "F9", "CTRL_F9", and "Exit/F10". The main content area contains the text: "What is your hourly rate of pay on this job?" followed by a blue link "Enter cents amount". Below the question area, there is a text input field with the prompt "Enter a numeric value between 0 and 99". At the bottom, there are several fields: "Weekly earnings with OT", "Total Weekly Earnings", "Usual Weekly Earnings" (with a value of "\$500"), "Verify Earnings Recorded", "Incorrect Entry", "Verify Earnings Before Taxes", "Hourly rate - dollars" (with a value of "\$10"), and "Hourly rate - cents" (with a numeric input field).

4.F.2 Non-hourly Workers

As noted earlier, you collect earnings amounts based on the periodicity reported in ERNPR. If the respondent answers "on some other basis" to ERNPR, probe for a description. If the respondent's answer still does not match any listed, choose "other" and specify the description in your notes.

If the respondent reports a method of pay such as salary plus commissions, you should explain that the question is asking for the time period that is most convenient for reporting earnings, not the way in which the person is paid. (You collect method of pay in other earnings questions). Try to get the person to pick a rate-of-pay time frame (e.g., hourly, weekly, annually), if one is convenient, before entering "don't know" or "refused".

Round nonhourly earnings to the nearest whole dollar. If the respondent reports 50 cents or more beyond a whole dollar, round up to the next largest whole dollar. Otherwise, round down to the whole dollar.

If the respondent reports a value that is a multiple of \$50 (for example, \$100 per day or \$250 a week) ask if this is an exact value. If it isn't, try to obtain a more precise figure. If the respondent does not know the exact amount, enter the amount the respondent stated. Use Table C9 on page C4-48 to help you determine which types of income to include as earnings.

There are range edits/checks for the following earnings items: ERNWK, ERNMON, ERNTMN, and ERNANN. If you enter an earnings amount in one of these items that falls outside the limits of the range check/edit, you will be prompted to check the correctness of the original entry.

Also, all of the individual earnings items listed above are followed by ERNVR which verifies the correctness of the total earnings information for the specified person.

The questions on earnings refer to USUAL earnings. In cases where the respondent states that earnings are not the same from week to week (or month to month, etc.), you should ask what the earnings are 50 percent of the time or more. If the respondent is unable to answer, ask for the most frequent earnings amount during the past 4 or 5 months. For annual earnings that have varied from year to year, use the annual rate for the current year. Respondents who are new to their job should report their expected earnings for the current time frame.

4.F.3 Union Membership and Coverage Questions

You ask union membership and coverage questions of civilian household members 15 years of age or over in outgoing rotation groups, who are currently employed wage and salary workers in a private industry (IO1INT) or in any level of the Government.

ERNLAB asks about labor union or similar association membership on the main job. (Figure C87.) Select "yes" if the person is a member of a labor union or an association which serves as a collective bargaining representative. Associations which engage in all of the activities performed by unions, but are not identified as such, can be categorized as follows:

- (1) Professional associations, such as the National Education Association, American Nurses Association, American Association of University Professors.

(2) Government employee associations at the national, state, or local levels, such as the Alabama State Employees Association, Police Benevolent Association (New York City), Boston Public Library Professional Staff Association.

Exclude fraternal and civic associations, such as the Lions Club, etc. who do not bargain collectively on behalf of their members.

If the respondent replies to this item that (s)he or a member of his/her household belongs to an association that you are not sure can be considered as a union or similar organization, probe by asking, "Does this association engage in collective bargaining on behalf of its members?"

Note that the object of this question is to determine union membership in relation to the person's **main job** during survey week. If a person held more than one job during survey week and was a member of a union on his/her second job only, select "No."

Figure C87. ERNLAB, Union Membership

The screenshot shows a software window titled "Current Population Survey - Ver 2.56". The window has a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a navigation bar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "RDS", "SSN_OPTOUT", "F9", and "Exit/F10".

The main content area contains the following text:

On this job, is Stephen Galloway a member of a labor union or of an employee association similar to a union?

Below the question are two radio button options:

- 1. Yes
- 2. No

At the bottom of the window is a data entry table with three columns:

Weekly earnings with OT	Verify Earnings Recorded	Hourly rate - dollars
Total Weekly Earnings	Incorrect Entry	Hourly rate - cents
Usual Weekly Earnings	Verify Earnings Before Taxes	Verify Hourly Earnings
Usual Bi-Weekly Earnings	Earnings before taxes	Verify entry - dollars
Usual twice monthly	Verify Entry	Verify entry - cents
Usual Monthly Earnings	Incorrect Entry	Labor Union <input type="checkbox"/>
Usual Annual Earnings	Weeks Paid	Covered By Union <input type="checkbox"/>
Est. Earnings Before Taxes	Paid at Hourly Rate	

Table C9. Determining if Special Types of Income are Included as Earnings

Include Income as Earnings?			
Piece-rate	Pay received at a specified amount per piece is important in many manufacturing and agricultural jobs, such as food-packaging, garment-making, and crop harvesting. This amount may vary from week to week, so try to obtain what is usually earned.	YES	
College assistants & fellowships	Include earnings from these sources provided that the job associated with such earnings is the person's main job.	YES	
On-the-job training	Include earnings from a private or training government organization for on-the-job training at the person's main job.	YES	
Pay in kind	Do not include the value of such things as food or lodging that are received as payment for work completed. In some cases, persons are paid entirely "in kind". This is one case where earnings are correctly entered as zero.		NO
Expense account	Do not include money paid to an employee's account for the purpose of meeting expenses incurred while carrying out his/her job.		NO

You ask ERNCOV (Figure C88) of persons who answer "no" to ERNLAB. This question determines if wages, working conditions, and/or benefits are covered by a contract negotiated between his/her employer and a union or employee association. This question is intended to cover persons who are not actually members of a union or another collective bargaining association, but who benefit by the contracts negotiated by such associations.

The same criteria you use in the previous question to determine if an organization is a union or similar employee association applies to this question.

Figure C88. ERNCOV, Covered By A Union or Employee Association Contract

The screenshot shows a software window titled "Current Population Survey - Ver 1.30". The window has a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a navigation bar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area is yellow and contains the question: "On this job, are you covered by a union or employee association contract?". At the bottom of the content area, there are two radio button options: "1. Yes" and "2. No".

4.G SCHOOL ENROLLMENT

Persons between the ages of 16 and 24 are asked a short series of questions each month about their school enrollment status. This information is used to get a picture of trends in school enrollment and to compare the employment and unemployment status of students with the status of youth who are not in school.

You will ask whether they are enrolled in school (Figure C89). If they are, you will ask for the type of school, and whether they are full or part time students.

Figure C89. SCHENR, Enrolled in School

The screenshot shows a software window titled "Current Population Survey - Ver 1.30". The window has a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a navigation bar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area is yellow and contains the question: "LAST WEEK, were you enrolled in a high school, college, or university?". Below the question, there are instructions: "• (Enter 1 If Currently On Holiday Or Seasonal Vacation. Enter 2 For Summer Vacation.)". At the bottom of the content area, there are two radio button options: "1. Yes" and "2. No".

Schools are defined here as institutions, both public and private, which confer academic degrees. Academic degrees include high school diploma, A.A., B.A., B.S., M.A., M.S., Ph.D., M.D., LL.B., D.D.M. Schools include junior and senior high schools, community or junior colleges, 4-year colleges, universities, and professional and graduate schools. Count any attendance at these schools, even if the person is not working on a degree. Count attendance at all high schools, whether vocational or academic.

Mark (1) Yes for:

- Either full-time or part-time enrollment.
- Persons who are currently on a school break such as Christmas or Easter (not counting summer break).
- Persons with physical or mental handicaps who are enrolled in special schools for academic work leading to a degree or diploma.
- Persons who are currently enrolled in school but for some reason, such as illness, are temporarily not attending school.
- Persons serving an internship or work/study co-op program for college credit.

- Persons enrolled in summer school or evening courses, provided that credit for the courses can be used toward a high school diploma or college degree.

Mark (2) No for:

- Persons who are on summer vacation,
- Persons enrolled in trade, business, or vocational schools or courses (including secretarial, real estate, cosmetology, and driver training) that could not be applied toward an academic degree,
- Persons enrolled in other non-credit programs such as adult education, on-the-job training, or sports lessons, or who are auditing a class,
- Handicapped persons in special schools which are only custodial or provide technical training,
- Persons getting instruction only from a tutor, or from a correspondence school,
- Persons who have officially left school for the remainder of the term,
- Persons serving internships or residences at a hospital to qualify as an M.D. or a specialist,

For those who respond "Yes", you will ask if the person attends a high school or university (Figure C90).

For a response of "junior high school," enter "high school."

The next question (Figure C91) asks if the person is enrolled in school full-time or part-time.

For persons in high school accept the response provided by the respondent.

Figure C90. SCHLVL, High School, College or University

The screenshot shows a web-based survey interface. At the top, it says "Current Population Survey - Ver 1.30" with navigation links for "Forms", "Answer", "Navigate", "Options", and "Help". Below that is a menu with "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area is yellow and contains a question: "Would that be high school, college, or university?". Above the question is a link that says "Ask Only If Necessary". Below the question are two radio button options: "1. High school" and "2. College or university".

Figure C91. SCHFT, Full or Part Time Student

The screenshot shows a web-based survey interface. At the top, it says "Current Population Survey - Ver 1.30" with navigation links for "Forms", "Answer", "Navigate", "Options", and "Help". Below that is a menu with "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area is yellow and contains a question: "Are you enrolled in school as a full-time or part-time student?". Below the question are two radio button options: "1. Full-time" and "2. Part-time".

Some high schools have work/study programs in which students attend classes half the day and work the other half. Some people consider this to be part-time attendance while others consider this full-time. Enter the response as given.

For persons in college or university, full time is defined as 12 or more credit hours (or the equivalent) of undergraduate classes, or 9 or more credit hours (or the equivalent) of graduate classes. Part-time is defined as anything less than the full-time workload. These credit hour cutoffs apply to colleges on either a semester or quarter system.

In schools where enrollment is not measured in terms of credit hours, accept the respondent's answer.

Part C, Chapter 5 “Back” of the CPS Interview

Topic	See Page
5.A Ending the Interview	C5-3
5.B Scheduling Your Next Visit	C5-3
5.C Thank You	C5-6
5.D CATI Eligibility	C5-8
5.E Spanish Households	C5-8
5.F Telephone Versus Personal Visit	C5-8
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5.J Respondent Identification Policy (RIPFLG) collected in the “Back”	C5-11

PART C, CHAPTER 5 "BACK" OF THE CPS INTERVIEW

5.A ENDING THE INTERVIEW

After completing the labor force section of the interview and asking any school enrollment questions, you are ready to end the CPS interview. (In some months you will also need to ask supplement questions before ending the interview.) The "Back" section of the instrument wraps up the interview. You collect information to set up the next month's interview or to set a callback to finish an incomplete interview.

5.B SCHEDULING YOUR NEXT VISIT

At the end of the first and fifth CPS interview, you ask if the household has access to a telephone and if a telephone interview is acceptable .

You may need to telephone the respondent for three reasons:

- To make appointments to visit the respondent.
- To conduct interviews over the telephone.
- To obtain missed information.

If the respondent requests that you conduct the interview at another telephone number, make sure you enter this information on the secondary telephone number screen. You can also add a third telephone number, if necessary.

If a telephone interview is not acceptable do not question the respondent's reason, but explain that we will visit personally in future months.

5.B.1 Set Boosts/Blocks

At the end of each interview you ask or verify with the respondent the best time to call or visit the household for next month's interview (not for a callback this month) using boosts and blocks on the Interview Time Preference Screen. Figure C91a on page C5-4 is an example of this screen. To access this screen, press on Ctrl + T. The categories on this screen are specific categories needed for scheduling cases at the telephone centers in the event that the case is assigned to CATI. In addition to those specific categories this screen will allow you to enter a specific best time to call. This is the information that CAPI interviewers will find to be most useful for contacting respondents next month.

Figure C91a. Boosts/Blocks for Interviewer Time Preference Screen

Case ID: 0000027

BOOST (+) : left-click an hour slot. **BLOCK (-)** : right-click an hour slot.

	SUN	MON	TUE	WED	THU	FRI	SAT
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM						(+)	
1:00 PM							
2:00 PM						(-)	
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							

Boost/Block Day of Week: Time:

Friday 12:00 pm BOOST
 Friday 2:00 pm BLOCK

Boosts are time frames (indicated in green with a plus-sign in the middle) when the respondent would like to be contacted. **Blocks** (indicated in red with a negative-sign) are time frames when the respondent does not want to be contacted.

To set a boost on a time slot, for example, 12 pm – 1 pm, Friday), left –click in the grid for 12 pm Friday. To block a time slot, for example, 2 pm – 3 pm, Friday, right-click in the grid for 2 pm Friday. You can also use the following drop down fields: Boost/Block, Day of Week, and Time to set boosts and blocks. To set a boost or block for a week for a specific time or day, left click on that time or day for a boost and right click for a block. The entire row will be highlighted. Select File; then Save to save this information. When you are finished entering this information, click on F10/Exit to return to the interview.

Every time slot on the Interview Time Preference screen does not have to be boosted or blocked. Make sure you boost the times that are best to contact the household and block the times to not call at all.

5.B.2 Appointment Callback Date/Time

In contrast to the Boosts/Blocks screen, which is used to schedule next month’s interview, the CALLBACK screen (Figure C91b) is used to schedule a callback for this month. The instrument will automatically take you to this screen if for someone reason you need to interrupt the interview and complete the case at a later time this month. The CALLBACK screen will allow you to enter a date and time for making the callback.

Unlike the Boosts/Blocks items where the data is carried forward from one month to the next, the CALLBACK information is only held for the current interview number.

Figure C91b. Appointment Callback

5.B.3 Sunday Interviews

In interview numbers 1 and 5 households, ask if a Sunday interview is acceptable **regardless of whether you choose to interview on Sunday**. You also need to ask this in replacement households that are not in interview number 4 or 8.

This data will be helpful to you and also to interviewers at the CATI facilities. Remember, Sunday interviewing is optional and is allowed only under the following circumstances:

- If a respondent has specifically requested a Sunday interview

- If a respondent has agreed to a Sunday interview
- If a sample unit was a Type A, No one home or Temporarily absent, during the previous month

If you choose to interview on Sunday, limit your calls to the hours between noon and 9:00 p.m.

5.C THANK YOU

After completing the interview and determining the best time to contact the household, the THANKYOU screen will come up. You will either tell the respondent thank you for participating in the survey (interview numbers 4 and 8) or let him/her know that you will be contacting/calling them again next month (interview number 2-3 and 5-7). Ask if there is any reason why we would not be able to contact the household then.

5.C.1 Reason for No Contact Next Month

If the respondent informs you that there would be a reason why we would not be able to contact someone in their household next month, the instrument will prompt you for that reason (Figure C91c).

If the respondent answers (1) Temporarily Absent, on vacation, you are prompted to ask for a telephone number where they can be reached next month (VACNUM).

Figure C91c. REASON, Reason for No Contact

Thank you	<input type="radio"/>	Vacation #	<input type="radio"/>	Case in CATI
Reason	<input type="radio"/>	New Phone #	<input type="radio"/>	No CATI
Specify	<input type="radio"/>	Moving	<input type="radio"/>	Spanish only
	<input type="radio"/>	Thank you	<input type="radio"/>	Tel or PV

If precode (2) New Telephone Number at present address is selected, you are prompted to ask for the new telephone number where they can be reached next month (NEWTEL). This possible new number is then displayed the following month on the SHOROS_CP item screen.

5.C.2 Final Interview – Do’s and Don’ts

When respondents complete their eighth and final CPS interview, it is important to avoid telling them they will not receive any more calls from the Census Bureau. Thank them for their participation, but don’t tell them they will no longer receive any more calls from the Census Bureau.

You don’t need to inform respondents of their possible inclusion in future surveys, but it is possible for certain households to be selected to either the 1) Annual Social and Economic Survey, or 2) the American Time Use Survey.

5.C.3 American Time Use Survey

Here are a few points about the American Time Use Survey (ATUS). The ATUS:

- Is a continuous survey about how, where, and with whom Americans spend time
- Asks about activities such as working, sleeping, eating and watching TV
- Is sponsored by the Bureau of Labor Statistics.
- Sample is drawn from a small percentage of completed MIS-8 cases. The ATUS is conducted about two months after MIS-8 closes.
- Only one person from the sampled CPS household is selected for ATUS.
- Data are released annually by the BLS.

While the odds of a CPS household being sampled for ATUS are small because the sample size is small, it is still a possibility that a CPS household will be contacted for further data collection. It is never correct to inform a CPS respondent that MIS-8 is their last contact with the Census Bureau.

Teenagers as young as 15 are included in the ATUS sample because the activities of younger Americans are significantly different than those of older Americans and must therefore be represented.

Figure C92. CATI_EL1, CATI Eligibility

The screenshot shows a software window titled "Current Population Survey - Ver 1.30". The menu bar includes "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a toolbar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "F9", and "Exit/F10". The main content area has a yellow background and contains the following text:

- ◆ Do not ask
- Some cases should not go to CATI because of a language barrier (other than Spanish), reluctant respondents or other difficulties communicating with members of the household.
- Should this case go to CATI?

At the bottom of the window, there are two radio button options:

- 1. Yes
- 2. No

5.D CATI ELIGIBILITY

At the CATI eligibility screen you should always mark "no" for all Type As and Bs, except Type B - Armed Forces Members (code 224).

Answer NO to the check item "should this case go to CATI?" ONLY if specific circumstances would prevent doing a telephone interview (such as a speech or hearing disability). You must explain these circumstances in the case NOTES.

This question is not asked in interview number four and eight cases.

5.E SPANISH HOUSEHOLDS

If a case had all household members who spoke only Spanish the previous month, the SHOROS_CP screen (see Part C, Chapter 2, Figure C7) will read "Last month, only Spanish was spoken by all members of the household."

5.F TELEPHONE VERSUS PERSONAL VISIT

The TELPV item screen asks you to decide how you collected most of the information for the case. In other words, including all followup contacts, how was the bulk of the data collected for this case.

Although you provide similar information at the START_CP item, that information only reflects your **last** contact for any given case. For example, suppose that:

- 1) You collect labor force data in person for all but 1 household member in a 4-person household, and
- 2) Later you make a callback (by phone) and collect the labor force data for the missing person.

In this example, your entries in the START_CP and TELPV items should tell us that your **last** contact with the household was by phone, but that you collected the bulk of the information in person.

5.G VERIFY INFORMATION

The VERIFY screen (Figure C92b) allows you to update, in **any** month, the information that tells you how and when you can contact a case (such as whether a phone or Sunday interview is okay, phone number, best time to call, etc.). You can collect up to three phone numbers for a household.

Figure C92b. VERIFY, Verify Information

Update Phone ok	Change 2nd phone #	Change 3rd phone #
Change phone #	Change 2nd	Change 3rd
Home/Off/Cell	Change who 2nd	Change who 3rd

5.H ADDING INTERVIEWER NOTES (CASE NOTES)

Case Notes are any notes that provide information about the case that you want relayed to the RO or are required to enter for non-interview cases. They are captured upon exiting the interview. These notes are carried back to Case Management.

You can get to the Case Note Editor by clicking or by pressing CTRL + F7. When the Note Editor is opened (See Figure C93), the header displays CAPI NOTE the time, the date, and the FR code is automatically generated.

You can begin typing your note where the cursor appears, just below the automatically generated header. An example of a note is “must show government ID in order to gain access”. Do not use accent marks and special characters except for periods and commas. When you complete your note, exit the Notes Editor by clicking on the F10 Exit icon or press the F10 key. After using F10, you will get a warning window that asks, “Do you want to save filename.txt?” Click on “Yes” or hit “enter” to save and exit. If you click on or select “No,” your notes will not be saved. There is no limit to the Case Note Editor like there was in CASES (F7 Notes). You still should use abbreviations but you do not have to delete notes in order to add new notes. The notes editor will allow you to move anywhere in the notes, so make sure you do not deleted CATI notes or any other notes.

Instructions for using case management notes are given in Form 11-7(WIN), Windows Laptop User Guide.

Figure C93. NOTES, Instrument Case Notes Screen

5.1 COLLECTING INFORMATION FOR A PERSON PREVIOUSLY SKIPPED IN INTERVIEW

If you have hit F9 to skip over anyone in the basic CPS interview, you will get the SKIPCHECK screen at the end of the instrument (after the supplement). This will give you another chance to collect the basic CPS information for the person you skipped over. In order to get back to the labor force section, you will need to press the F9 key on the SKIPCHECK screen to go back to the NEXT_PER screen. The NEXT_PER screen will allow you to select the person that you want to complete the information for or exit the interview.

On the NEXT_PER screen, if you choose a person to interview, you will first go to the BUS screen. You will need to hit the END key and it will take you to the correct location. If you enter 99 to exit the interview at NEXT_PER you will also go to BUS. You will need to get familiar with using the END key to take you to the appropriate place. You will get to SKIPCHECK in the back again if there are other interviews that have incomplete labor force information. You will need to enter 2 to proceed. If all of the interviews have complete labor force information, you will not see the SKIPCHECK screen. You will also get the SKIPCHECK question if you hit F10 from the middle of the interview without completing the labor force for all 15+ persons.

Figures C93a and C93b, NEXT_PER, and SKIPCHECK are examples of these screens.

Figure C93a. NEXT_PER SCREEN

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS OPTOUT F9 Exit/F10

♦ Enter Line Number of the person you wish to interview
If no one else is available, Enter 99 to exit the labor force section.

Name	Rel	Mem	Age	Status
Holly Reynolds	Ref Per	X	57	
Thomas Reynolds	Spouse	X	46	
Maureen Griffin	Child	X	37	

1. Holly Reynolds
 2. Thomas Reynolds
 3. Maureen Griffin
 99. Exit Labor Force

NEXT_PER

Figure C93b. SKIPCHECK SCREEN

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS OPTOUT F9 Exit/F10

Is there anyone in the household now that would be able to provide information for ♦ READ NAMES

♦ Press F9 if there is someone able to provide information.

LN	NAME
1	Holly Reynolds
2	Thomas Reynolds
3	Maureen Griffin

2. No

Skip Check

5.J RESPONDENT IDENTIFICATION POLICY (RIPFLG) COLLECTED IN THE “BACK”

The respondent identification policy (RIPFLG) item will be asked in the “back” of the instrument if you have completed at least one labor force interview, but have not yet completed labor force for all persons 15 years of age or older in the household and you have used either F9 to skip over persons or F10 to exit the interview. In a CATI interview, if the RIPFLG question is empty, the RIPFLG screen will appear after you hit the END key, and after entering 99 on the NEXT_PER screen. In a CAPI interview, the RIPFLG screen will appear after the telephone items.

Figure C93c. RIPFLG, CATI back screen

Current Population Survey - Ver 1.36
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp RDS OPTOUT Skip Person Exit/F10

We will recontact this household next month to update this information. If we are unable to reach you and we talk to someone else instead, is it OK if we refer to some of the information you gave us?

* If needed: For example, we might say "Last month (name) was a teacher. Is (s/he) still a teacher?"

C 1. Yes
C 2. No

Employed	Business
Level of	Kind of
Name of	Business
Incorporated	Kind of work
Name of	Usual Duties
Self-employed	Usual
Paid	End of person
Working	Can we <input type="checkbox"/>

0W000001 RIPFLG 10:15:55 AM 4-10-2008 3 Judy Anderson 484/504

Figure C93d. RIPFLG, CAPI back screen

Current Population Survey - Ver 1.36
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp RDS OPTOUT Skip Person Exit/F10

We will also recontact this household next month to update this information. If we are unable to reach you and we talk to someone else instead, is it OK if we refer to some of the information you gave us?

* If needed: For example, we might say "Last month (name) was a teacher. Is (s/he) still a teacher?"

C 1. Yes
C 2. No

March Appt	Callback Refusal	Callback th
Appointment	Tomorrow 10 am	What is telephone
		Home/Out/Call
		Can we display <input type="checkbox"/>

00000190 RIPFLG 11:21:36 AM 4-10-2008 2 Tim Butler 8/11

Part C, Chapter 6

Noninterviews

Topic	See Page
6.A Introduction	C6-3
6.B Explanation of Type A Codes	C6-4
6.C Type A Procedures	C6-7
6.D Explanation of Type B Codes	C6-7
6.E Type B Procedures	C6-10
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6.G When Intended for Occupancy	C6-11
6.H Explanation of Type C Codes	C6-12
6.I Type C Procedures	C6-13

PART C, CHAPTER 6 NONINTERVIEWS

6.A INTRODUCTION

Circumstances sometimes prevent you from obtaining an interview at an address on your case list. We divide noninterview cases into Type A, Type B, and Type C.

You must make special entries for each case that turns out to be a noninterview.

Do not classify a case as a noninterview until you are certain of the status of the case. Entering the noninterview code tells your computer to send the case file to HQ in your next transmission. If done too soon, this keeps you from verifying the status of the case or trying again to get the interview.

When you are certain that the case is a noninterview and you know what type (A, B, or C), continue forward in the program to the INTROB item (Figure C94) and Enter 4. This will bring up the NONTYP screen, shown in Figure C95 on page C6-4, for you to select the type of noninterview.

NOTE: On the INTROB screen, you **cannot** code a Type A refusal by pressing 3. Option 3 is for initial refusals, which you plan to convert. Selecting option 3 on this screen makes the case incomplete and allows you to re-access the instrument. You must take further action on the case by completing the interview or making it a Type A. This removes the case from your case management system.

Figure C94. INTROB Screen, Noninterview Option

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ RDS OPTOUT Exit/F10

◆ Is respondent ready to complete the interview?

1. Continue

2. Inconvenient time. Callback needed.

3. Reluctant respondent - hold for refusal followup

4. Noninterview

5. Other outcome OR problem interviewing respondent

6. Wrong address (wrong case selected)

Ready to Continue?

Replacement HH?

Verify Address

Figure C95. NONTYP, Type of Noninterview

Current Population Survey - Ver 1.30

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS F9 Exit/F10

• What type of Noninterview do you have?

1. TYPE A
 2. TYPE B
 3. TYPE C

6.B EXPLANATION OF TYPE A CODES

Keep Type A noninterviews to a minimum. Every Type A noninterview means we are losing valuable information and our sample returns may not be representative of the population. These noninterviews may arise under the following circumstances:

- You find no one at home despite repeated visits.
- The entire family is temporarily away all of interview week.
- The respondent refuses to give information.
- The unit, although occupied, cannot be reached because of impassable roads.

- You cannot complete an interview because of serious illness or death in the family
- You are unable to locate a sample unit.

Under some circumstances, Type A noninterviews are unavoidable. However, establishing good relations with your respondents and visiting when people are likely to be home will help you avoid many noninterviews. Also, using the telephone instead of making return visits will reduce callbacks and noninterviews among households difficult to find at home.

There are six Type A noninterview categories for units occupied by persons eligible for interview which you could not interview. (See Figure C96 on page C6-5)

Figure C96. TYPEA, Type of Type A Noninterview

Current Population Survey - Ver 1.30

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp RDS F9 Exit/F10

- Do Not F10 From This Screen
- Enter Type of Noninterview

1. No one home (NOH)

2. Temporarily Absent (TA)

3. Refused (REF)

4. Language Barrier

5. Unable to locate

6. Other occupied-specify

6.B.1 No One Home (NOH, 216)

When no one is at home, and you determine they are **not** temporarily absent, proceed as follows:

- Fill a Request for Appointment indicating whether you plan to telephone (if eligible) or call back. Include the household's control number for identification. Enter your name and telephone number in the space provided.
- Call back or telephone (if eligible for callback telephoning) to interview a responsible member of the household. Try to find out from neighbors, janitors, or other knowledgeable persons when the occupants will be home.
- If you have made repeated callbacks or phone calls and still have been unable to contact the respondent, call your Regional Office or Team Leader to discuss the situation. If they concur, complete it as a Type A noninterview, "No one home." Do not confuse this reason with the noninterview reason "Temporarily absent."

6.B.2 Temporarily Absent (TA, 217)

When no one is home at the first visit for the month, find out from neighbors, janitors, etc., whether the occupants are temporarily (TA) absent. A household is "Temporarily Absent" when the following conditions are met:

- All the occupants are away temporarily on a vacation, business trip, caring for sick relatives, or some other reason, and will not return before your scheduled closeout.
- The housing unit is the occupant's usual place of residence.
- The unit is not a summer cottage or other seasonal type unit.

If a household is temporarily absent, complete it as a Type A noninterview, "Temporarily Absent" and explain in your case NOTES.

a. Callbacks for TA Units

If the occupants will return on a certain date, record the date and the source of the

information (such as a neighbor) in your case NOTES. If the date of their expected return is before your closeout, make a return visit or telephone the household if eligible for callback telephoning.

b. Vacation Follow-ups

The vacation reminder will help you determine the vacation status of the household. You ask the vacation reminder in all 1st, 2nd, 3rd, 5th, 6th, and 7th month households. This will aid you in reducing your temporarily absent noninterviews.

During the next month's interview week, visit the household as early in the week as possible. If the "temporarily absent" is in the local telephone area, conduct a telephone follow-up yourself. If the household is "temporarily absent" outside the local area, contact your Regional Office supervisor.

6.B.3 Refused (218)

Occasionally, a household may refuse to give any information. You should make every reasonable effort to gain cooperation from the households assigned to you for interview. In a few cases, the respondent may refuse to cooperate or respond with only "no change" answers. In these few cases complete the case as Type A noninterview, "Refused."

If you have already completed a portion of the interview when the respondent refuses to continue, you will need to skip out of the remainder of the case [Exit/F10] and set the noninterview. If you have completed enough of the labor force questions for the instrument to set one person's labor force status the instrument will treat the case as a partial interview and will not allow you to set a noninterview outcome for the case.

Refusal Letter

Your office will send a letter to the respondent (copy to you) requesting the household's cooperation. It will also state that you will call on them again that month or the following month. If your supervisor will be in the area on other business, he/she may also visit the refusal household to try to gain their cooperation.

Confirmed refusals

Your office will advise you whether you can consider a refusal household "confirmed." Once a refusal becomes "confirmed," future calls are not required. For such households, check with neighbors or other sources in future months to see if the people who refused are still there. If you discover that they have moved and a new family is now in the unit, interview the new family as you would any other new household. If the "refusal" household is still living in the unit, enter the refusal on the noninterview screen.

6.B.4 Language Barrier (213)

Occasionally, you will come across an entire household that does not speak English. If this occurs, contact your RO so an interpreter can be found. If the RO cannot arrange for an interpreter to complete the interview, complete the case as a Type A noninterview, "Language Barrier".

6.B.5 Unable to Locate (214)

There may be some instances when you cannot locate a residence. If you come across this situation, please refer to Section 1.3 (pages 1-5) of the Listing and Coverage Manual (11-8). Once you have followed the procedures in the manual, if you still cannot locate the address, complete the case as a Type A noninterview "Unable to Locate". For 2010 Sample Design cases, refer to page

14 of your 11-922 Field Representatives' Guide to Locating Sample Addresses.

6.B.6 Other Occupied (specify reason, 219)

When you cannot interview at a unit occupied by persons eligible for interview, and the reasons "No one home," "Temporarily Absent," "Language Barrier", "Unable to Locate" or "Refused" do not apply, enter "Other-Occ." Specify the reason, such as:

- "Death in family"
- "Household quarantined"
- "Roads impassable"

During the winter months or in case of floods or similar disaster, there may be households that you cannot reach because of impassable roads. In such cases, distinguish between occupied and not occupied households. If you obtained an interview the previous month, assume the unit is still occupied unless some knowledgeable person tells you that the unit is now vacant. If the household was vacant the previous month, assume it is still vacant. If the unit has never been visited before, find out if it is occupied from: neighbors, local grocery stores, gasoline service stations, Post Office or rural mail carrier, the county tax assessor's office, the office of the county recorder or deeds, the U.S. Forest Service (Department of Agriculture) or other local officials. If you determine the unit is occupied, consider it a Type A noninterview, "Other-Occ.--Roads impassable."

If you determine the unit is vacant, consider it a Type B noninterview using the criteria given in section 6.D.

6.C TYPE A PROCEDURES

For an apparent Type A case, try all possible means to get the interview, following the Type A conversion instructions below. For refusals, this normally means a repeat visit after a letter has been sent to the household by your Regional Office. For other Type As, repeat visits are necessary.

- If all your efforts are fruitless, enter 1 to select Type A from the noninterview type selection screen.
- On the TYPEA item screen, choose the Type A category that applies to this case. Based on your selection, the computer assigns the case a status code, and prompts you to enter explanatory notes.

When you exit the interview program, the computer places the files for the case in a directory to be sent to the HQ computer in your next telecommunications transmission. Your CPS Supervisor reviews all Type A cases. Based on his/her review, these cases will be either reassigned for further follow-up or sent on for processing.

6.D EXPLANATION OF TYPE B CODES

Type Bs are units which are either unoccupied or occupied solely by persons not eligible for interview. (Figure C97 on page C6-8)

6.D.1 Vacant - Regular (226)

This category includes the bulk of the vacant living quarters. For example, a house, apartment or flat which is for rent or sale or is being held off the market for personal reasons. This includes dilapidated places if they are still considered living quarters. (Units that are unfit for human habitation,

being demolished, or to be demolished are defined in section 6.D.4.) Also report unusual types of vacant living quarters, such as mobile homes, tents and similar units as "Vacant-regular." Do **not** consider vacant, a unit whose occupants are only temporarily absent. Include OTHER units in this category also; such as vacant transient quarters.

a. Units being converted

Mark this category for unoccupied units being converted to more units based on how you handle your listing. (Consult your 11-8 Listing and Coverage Manual.)

b. Units undergoing repairs

If a vacant unit is undergoing repairs or alterations report it as "vacant-regular."

6.D.2 Temporarily occupied by persons with usual residence elsewhere (URE) (225)

There are two ways to classify a case as a Type B URE:

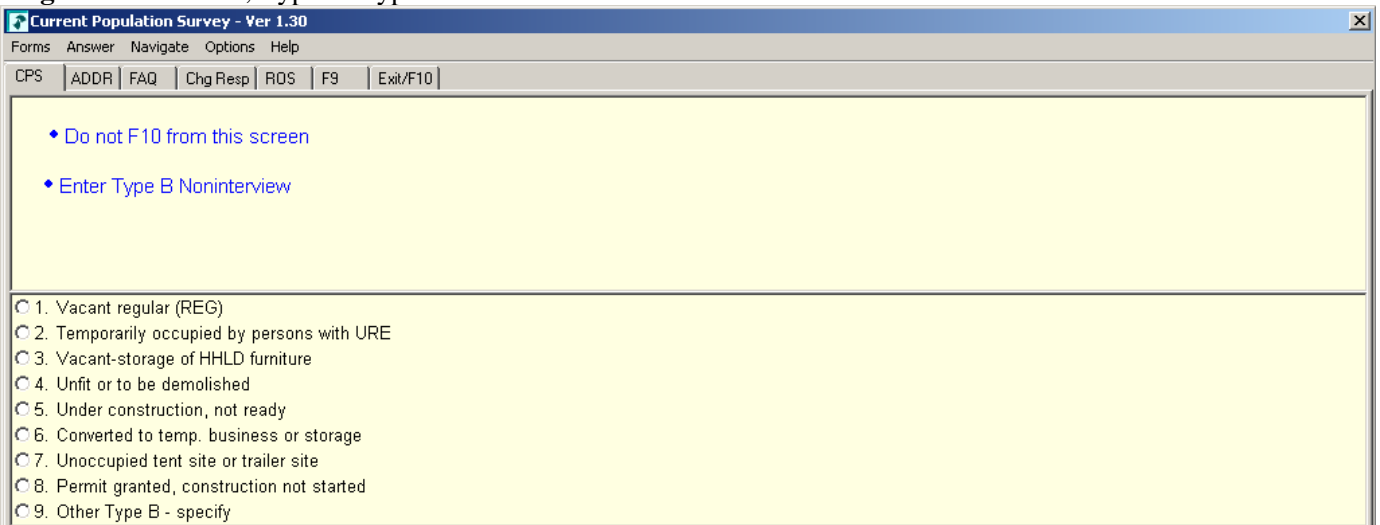
- 1) The preferred way is to treat the case as an interview and go through the roster, identifying each person's household membership as URE by

entering 2 (no) at the **S_HHMEM** screen, and entering 1 (yes) at the **URE** screen.

- 2) The alternate way is to treat the case as a noninterview (**INTROB** = noninterview) and report it as a Type B URE (**NONTYP** = Type B and **TYPB** = Temporarily occupied by persons with URE). At this point, you have 2 options from which to choose. The first and preferred option is to go through the roster identifying each person's household membership status as URE. The second option, or last resort, should only be used in circumstances where you can't get the roster but you have information that the household is URE.

In either of these situations, the instrument will automatically set the case's Final code to URE (225) after you determine the household membership for each person. It is important to classify Type B URE's correctly in case the household is eligible for the Housing Vacancy Survey (HVS).

Figure C97. TYPB, Type of Type B Noninterview



6.D.3 Vacant-Storage of Household Furniture (227)

Mark "vacant-storage of household furniture" if the vacant sample unit is used **only** to store excess household furniture.

Report a vacant, furnished housing unit offered for rent as "vacant-regular."

6.D.4 Unfit or to be Demolished (228)

Mark this category for an unoccupied sample unit that is unfit for human habitation. **An unoccupied sample unit is unfit for human habitation if the roof, walls, windows, or doors no longer protect the interior from the elements.** This may be due to vandalism, fire, or other means such as deterioration. Some indications are: broken windows, missing or swinging open doors; missing or destroyed roof or walls or holes in the structure; parts of the building have been blown or washed away; or part of the building is collapsed or missing.

CAUTION: If doors and windows have been boarded up to keep them from being destroyed, do not consider them missing. Also, in the few rural sections of the country where doors and windows are not ordinarily used, do not consider them missing.

Also mark this category for vacant units which are to be demolished if there is **positive evidence** such as a sign, notice, or mark on the house or in the block, that the unit is to be demolished but on which demolition has not yet been started.

6.D.5 Under Construction, Not Ready (229)

Mark "Under construction, not ready" for sample units which are not ready for occupancy. This includes units under

construction where the exterior windows and doors are not installed and the final usable floors are not finished. If construction is beyond this point, classify the unit as "vacant-regular."

6.D.6 Converted to Temporary Business or Storage (230)

Mark "Converted to temporary business or storage" for sample units intended for living quarters but which are temporarily in use for commercial or business purposes, or for the storage of hay, machinery, business supplies, and the like.

NOTE: Report vacant units in which excess household furniture is stored as "Vacant-storage of household furniture."

Report vacant units that have been permanently converted to business or storage as Type C--"Converted to permanent business or storage."

If no change or alteration has taken place at the time of interview, report vacant units which are to be used for business or storage purposes in the future, as "Vacant Regular."

6.D.7 Unoccupied Tent Site or Trailer Site (231)

Choose "Unoccupied tent site or trailer site" for an unoccupied tent **site** or trailer (mobile home) **site** in a **mobile home park**.

6.D.8 Permit Granted, Construction Not Started (232)

Choose this category for a sample unit in a permit segment for which a construction permit has been granted, but on which construction has not yet started.

6.D.9 Other Type B (233)

Choose this category ("Other") and specify the reason for noninterview for units which you cannot classify under any of the above reasons. **Do not use this category for URE or Armed forces (AF) households.** The instrument will automatically set Type B URE and AF after you go through the household roster and determine each household member's status.

6.E TYPE B PROCEDURES

When you have confirmed the Type B status of the unit, go to the noninterview type selection screen (Figure C95 on page C6-4).

- Enter precode 2 to select Type B. The TYPB selection screen appears (Figure C97 on page C6-8).
- On the TYPB item screen, select the category of Type B noninterview that applies to this case. Based on your selection, the computer assigns the case a status code, and prompts you to enter explanatory notes.

Your case management will transmit the files for type B cases in your next telecommunications transmission.

6.F SEASONAL STATUS

You will need to choose one of the three categories for each unit that is vacant for the following reasons:

- Vacant-regular (226)
- Vacant-storage of household status (227)
- Temporarily occupied by persons with URE (225)

Classify the unit by how it is **intended for**

occupancy by the owner. If you cannot determine the intended occupancy status, **mark this item according to how the unit was last occupied.** (Figure C99, contains the SEASON screen.) Your answer to this question will help determine if you need to complete the HVS. See Part D for HVS instructions.

Figure C98. SEASON, Seasonal Status of Unit

Current Population Survey - Ver 2.14 Tobacco ver 1.38

Forms Answer Navigate Options Help

CPS ADDR FAQ ROS OPTOUT Exit/F10

• Read if necessary.

This unit is intended for occupancy:

1. Year round

2. By migratory workers

3. Seasonally

6.F.1 Year round

Mark "Year round" for vacant or URE units which are intended by the owner for occupancy (by him/herself or others) at any time of the year. If a unit on a resort area is **intended** for occupancy on a year-round basis (that is summer, fall, winter, and spring) choose "Year round", even if it is only occupied during a certain season. This also pertains to units **intended** for year round occupancy that are used only occasionally throughout the year, such as on weekends. **The status of the unit depends upon the owner's intention of how (s)he will use the unit.**

6.F.2 By migratory workers

Mark "By migratory workers" only if the vacant/URE unit is held for occupancy by

migratory workers employed in farm work during the crop season.

6.F.3 Seasonally

Mark "Seasonally" if the vacant or URE unit **is intended for occupancy by the owners during a certain season (or seasons) of the year**, except units held for migratory farm workers. Include units intended for recreational use, like beach cottages and hunting cabins, provided they are used on a seasonal basis and not year round. Where a unit is offered to vacationers in the summer for summer sports and in the winter for winter sports, consider it as seasonal, again excluding units offered to vacationers **throughout** the year. Also include units held for herders, loggers, and cannery workers in this category, provided they are used on a seasonal basis and not year round.

If an owner or knowledgeable respondent says that the owner (or others) uses the unit for a specific season every year and that season is less than 6 months long, you must probe to determine the intended use during the rest of the year. For example, if an owner uses his/her house in Florida from November through February and then tries to rent it for the rest of the year, then it is "year round." If (s)he does not intend to rent it, then it is "seasonal."

6.G WHEN INTENDED FOR OCCUPANCY

You need to determine which season these units are intended for occupancy (Figure C100).

6.G.1 Summers only

Include units intended for occupancy only in the summer whether occupied just for several weeks or on weekends or for the entire summer.

6.G.2 Winters only

Mark "Winters only" for units located at snow resorts in the North or beach resorts in the South which are intended for occupancy only in winter, whether occupied just for several weeks or on weekends or for the entire winter.

6.G.3 Other

Mark "Other" if neither of the above classifications is applicable and explain in the space provided. For example, "Intended for occupancy during tomato canning months only," or "Used during hunting season only" or occupied both "summer and winter seasons" by vacationers and the like.

Figure C99. INTOCC, When Unit Intended for Occupancy

The screenshot shows a web-based survey interface titled "Current Population Survey - Ver 2.14 Tobacco ver 1.38". The interface includes a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar are navigation buttons: "CPS", "ADDR", "FAQ", "ROS", "OPTOUT", and "Exit/F10". The main content area is a yellow box with a blue header that says "♦ Read if necessary:". Below this header is the question text: "This unit is intended for occupancy:". At the bottom of the yellow box, there are three radio button options: "1. Summers only", "2. Winters only", and "3. Other - specify".

6.H EXPLANATION OF TYPE C CODES

Type C units are those ineligible for sample. The TYPC screen is shown in Figure C98.

6.H.1 Demolished (240)

"Demolished" sample units existed at time of listing, but were since torn down or destroyed, or are in the process of being torn down.

6.H.2 House or Trailer Moved (241)

Mark this category for a structure or trailer moved since listing. **This rule applies for trailers or mobile homes not found in a mobile home park.**

6.H.3 Outside Segment (242)

For Area Segments only - if the address is outside the segment boundaries, mark this category.

Figure C100. TYPC, Type of Type C Noninterview

Current Population Survey - 2010 Sample Redesign v1.0
Forms Answer Navigate Options Help Show Watch Window
CPS ADDR FAQ ROS OPTOUT Exit/F10

• Enter Type C Noninterview

- 1. Demolished
- 2. House or trailer moved
- 3. Outside segment
- 4. Converted to permanent business or storage
- 5. Merged
- 6. Condemned
- 7. Unused line of listing sheet
- 8. Unlocatable Sample Address
- 9. Unit does not exist or Unit is out of scope
- 10. Other - specify

6.H.4 Converted to Permanent Business or Storage (243)

This refers to units which were living quarters but are now being used permanently for commercial business or business purposes, or for the permanent storage of hay, machinery, business supplies, and the like.

6.H.5 Merged (244)

Any current sample unit(s) **eliminated** after applying the rules for mergers are Type C - "merged." (Consult your 11-8 Listing and Coverage Manual for merger rules.)

6.H.6 Condemned (and Unoccupied) (245)

Mark "Condemned" for **unoccupied** sample units only if there is **positive evidence** such as a sign, notice, or mark on the house or in the block that the unit is condemned. Be sure this refers to **unoccupied** units. If occupied units are posted "Condemned," ignore the sign and interview the occupants. If there is no such evidence, report the units as "Vacant - regular" unless it is unfit for human habitation, in which case mark "Unfit or to be demolished."

6.H.7 Unused Line of Listing Sheet (247)

This category applies to units segments, permit segments, and TA places in group quarters segments, where you list/enumerate. At this time, if you list fewer units than expected, mark this category for any unused serial numbers which the office had preassigned.

6.H.8 Other Type C (248)

Mark "Other" and specify the reason for units which cannot be classified in any of the above categories. Some examples might be "duplicate listing," "never living quarters," or "permit abandoned" (permit segments ONLY). The instrument will bring up a specific question to determine this based on the type of segment the case is in.

6.H.9 Unlocatable Sample Address (258)

This occurs when you determine the address cannot be located based on the information provided by headquarters. This outcome code **should** only be selectable when limited address information is available. If you select this outcome for a case where sufficient address information is available, an error message will be displayed. The error message will instruct you either to assign the case an outcome of "Type A – Unable to Locate" or to contact your supervisor for assistance.

In addition, if you attempt to assign a "Type A – Unable to Locate" outcome to a case with limited address information, an error message will instruct you to instead select "Type C – Unlocatable Sample Address."

6.H.10 Unit Does Not Exist or Unit is Out of Scope (259)

This outcome code is for situations where you are able to locate the housing structure

but not the particular unit. Examples of when to use this outcome are:

- Reconfigured multi-unit structures where the unit designations have changed
- For GQ assignments where the GQ has converted to housing units or to an out-of-scope GQ type
- When assigned to interview at a domestic violence shelter or an assigned GQ converts to a domestic violence shelter.

6.I TYPE C PROCEDURES

As discussed in the introduction, after you confirm the status of the unit you go to the noninterview type selection screen (Figure C95 shown previously on page C6-4).

- Enter precode 3 to select Type C at the NONTYP screen.
- On the TYPC screen, select the category of Type C noninterview that applies to this case. Based on your selection, the computer assigns the case status code, and prompts you to enter explanatory notes.

Your Case Management will transmit Type C cases in your next telecommunications transmission. The Type C classification and your notes are reviewed by the RO staff. If approved, the unit is deleted from sample.

END OF PART C

The next section of this manual contains details on conducting the Housing Vacancy Survey (HVS).

PART D

THE HOUSING VACANCY SURVEY

April 2015

Part D, Chapter 1

General Description – Housing Vacancy Survey

Topic	See Page
1.A How to Identify HVS	D1-3
1.B Completing HVS Items	D1-4

PART D, CHAPTER 1 GENERAL DESCRIPTION - HOUSING VACANCY SURVEY

The Housing Vacancy Survey (HVS) is a regular part of the CPS. Each month, the U.S. Census Bureau collects additional information on certain sample units identified as vacant housing units in the CPS. The results are used to estimate the trend in housing vacancies, provide information on the characteristics of vacant units currently on the market, and to determine the relationship between the supply and demand for housing. Data for the HVS are obtained from some CPS questions and special HVS items. The CPS contains the information needed for all vacant, seasonal and nonseasonal housing units. The HVS items ask specific questions about the housing unit in sample.

1.A HOW TO IDENTIFY HVS

HVS questions come up for cases that have a Type B outcome code:

- 225 - Type B, Temporarily Occupied with persons with Usual Residence Elsewhere (URE) (Selected by the instrument)
- 226 - Type B, Vacant Regular (Selected by you)
- 227 - Type B, Vacant Household Furniture Storage (Selected by you)

If the unit is available for year-round use AND the type of living quarters is housing unit.

You may complete the HVS case by telephone without making a personal visit to the sample unit only if all three of the following conditions exist:

Conditions Necessary for Completing an HVS Case by Telephone:

1. The unit was determined to be a Type B noninterview in the preceding month.
2. The unit is a substantial distance from your home, and you are not planning to return to the area for other interviews.
3. You have the name and telephone number of a reliable respondent (owner, rental agent, knowledgeable neighbor, or local merchant) and a telephone interview is acceptable with that person. (Which you collected at the BCNAME and BCNUM screens the previous month.)

If one or more of the above conditions is not met, you **must** make a personal visit to the sample unit. Interview the landlord, owner, agent or, if none of these are available, a knowledgeable neighbor. If you cannot find any of these, you may complete the HVS by observation as a last resort.

Figure D1. BCNAME Screen

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS OPTOUT F9 Exit/F10

- Enter name of contact person
- Press ENTER for None or Same

NAME:

Enter a text of at most 42 characters

Name of contact person

contact person's title

contact phone number

by observation

00000073 BCNAME 1:34:51 PM 10-3-2006 5 490/740

1.B COMPLETING HVS ITEMS

Use the same care in completing the HVS items (questions) that you do for the regular CPS questions. They are as important to CPS as the questions for occupied units.

Part D, Chapter 2

Instructions for Completing HVS Items

Topic		See Page
2.A	Determining if Housing Units Qualify for HVS	D2-3
2.B	Person to Interview for HVS	D2-3
2.C	Items Obtained by Telephone	D2-4

PART D, CHAPTER 2
INSTRUCTIONS FOR COMPLETING HVS ITEMS

2.A DETERMINING IF HOUSING UNITS QUALIFY FOR HVS

When you call up a case in the CPS instrument and determine that the housing unit is a Type B noninterview, you select category **(4) Noninterview** at the **INTROB** screen or, if it is a URE household, select category **(1) Continue**, and the instrument will set the Type B - temporarily occupied with persons with URE (you will have to go through the roster and identify each person's household membership as URE (**S_HHMEM** = no and **URE** = yes).

After selecting **(4) Noninterview** at the **INTROB** screen, you must also choose the type of noninterview at the **NONTYP** screen. At the **NONTYP** screen, selecting **(2) TYPE B** makes the case a Type B noninterview. After you make the housing unit a Type B in the CPS, you will enter the category of Type B noninterview that applies to the case at the **TYPB** screen. Next, you collect the mailing address in **ABMAIL** screens, whether the housing unit has direct access in **ACCESS**, the type of living quarters in **LIVQRT** and if the unit is available for use year-round in **SEASON**.

If the noninterview status changes before you begin to collect HVS information, you complete information according to the status of the unit during interview week, that is, the period for which the CPS is collected.

2.B PERSON TO INTERVIEW FOR HVS

Interview the landlord, owner, agent, resident or building manager. Consider a janitor as an agent if he/she is responsible for answering inquiries about the unit. Frequently, the name, address, and phone number of persons who can provide information is posted on the property.

Interview a knowledgeable neighbor when the landlord, owner, or agent is not available. Enter the name of whoever supplies most or all the information necessary to complete the HVS, if possible, and a telephone number where they can be reached in the **BCNAME** and **BCNUM** screens. Enter the neighbor's name if the neighbor supplied all or most of the information.

Below is a resource list for the types of contacts who can provide information about a property.

People	Owner Realtor Neighbor Rental/leasing office Building/property manager Janitorial staff Security guards Mail carrier
Offices	Post office County/tax assessor Property appraisal Register of deeds Utility department Permit office City hall/town clerk

	Building department or inspector Fire station
Other Type of Contact	Building Management Contact (BMC) Fast Data Observe the grounds

2.C ITEMS OBTAINED BY TELEPHONE

See Chapter 1 of this section, for conditions in which you may complete the HVS by telephone. In addition, you may make a telephone callback when a responsible qualified respondent is not available at the time of your visit. You must first obtain the telephone number of a qualified respondent or information for contacting the owner, manager, etc.

Part D, Chapter 3 HVS Items

Topic	See Page
3.A Introduction	D3-3
3.B Number of Acres	D3-3
3.C Year Structure Built	D3-3
3.D Number of Housing Units in Structure	D3-3
3.E Number of Rooms	D3-5
3.F Number of Bedrooms	D3-5
3.G Complete Plumbing Facilities	D3-6
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CHAPTER 3 THE HVS ITEMS

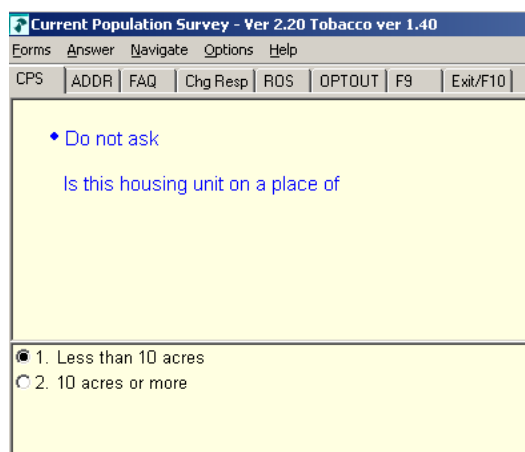
3.A INTRODUCTION

After you identify the unit as meeting HVS criteria, the series of HVS items appear in the CPS instrument.

3.B NUMBER OF ACRES

You ask HVSC (Figure D2) during the first month of each 4-month period of interview. If the housing unit is an apartment in an apartment complex of 10 acres or more, select “10 acres or more.”

Figure D2. HVSC, Number of Acres



The screenshot shows a web-based survey interface for the 'Current Population Survey - Ver 2.20 Tobacco ver 1.40'. The navigation menu includes 'Forms', 'Answer', 'Navigate', 'Options', and 'Help'. Below the menu are buttons for 'CPS', 'ADDR', 'FAQ', 'Chg Resp', 'ROS', 'OPTOUT', 'F9', and 'Exit/F10'. The main content area displays the question: 'Is this housing unit on a place of'. Below the question are two radio button options: '1. Less than 10 acres' (which is selected) and '2. 10 acres or more'. There is also a 'Do not ask' option at the top.

3.C YEAR STRUCTURE BUILT

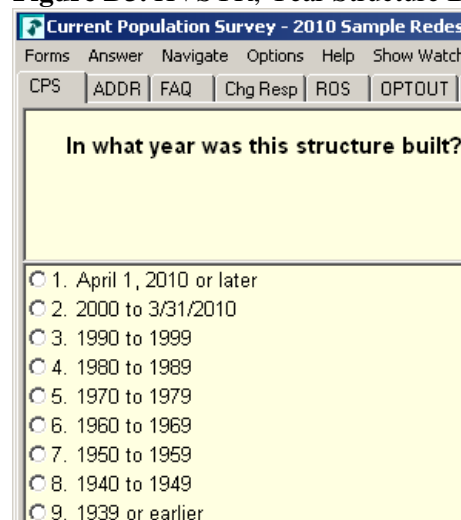
The year in which the structure was built... (see HVSYR, Figure D3) refers to the completion of the original construction or the date when the sample unit was first occupied, if that came first. It does **not** refer to the time of any later remodeling, additions, or conversions.

If the respondent does not know the year built, get the best estimate. Notice that for old structures you need know only if they were built before 1939.

For mobile homes and trailers, “year built” is the model year.

When answering this item, be very careful to enter the appropriate category.

Figure D3. HVSYR, Year Structure Built



The screenshot shows a web-based survey interface for the 'Current Population Survey - 2010 Sample Redesi'. The navigation menu includes 'Forms', 'Answer', 'Navigate', 'Options', 'Help', and 'Show Watch'. Below the menu are buttons for 'CPS', 'ADDR', 'FAQ', 'Chg Resp', 'ROS', and 'OPTOUT'. The main content area displays the question: 'In what year was this structure built?'. Below the question are nine radio button options: '1. April 1, 2010 or later', '2. 2000 to 3/31/2010', '3. 1990 to 1999', '4. 1980 to 1989', '5. 1970 to 1979', '6. 1960 to 1969', '7. 1950 to 1959', '8. 1940 to 1949', and '9. 1939 or earlier'.

3.D NUMBER OF HOUSING UNITS IN STRUCTURE

Before you determine the number of housing units in a structure, determine what constitutes the structure. The definition is the same as that used in the CPS.

Structure. A structure is a separate building that either has an open space on all sides or is separated from other structures by dividing walls that extend from ground to roof. In double houses, row houses, and houses attached to nonresidential structures, each building is a structure if the common wall between them goes from ground to roof.

Sheds and private garages that adjoin houses are not separate structures. See Part C, Chapter 2 of your CPS manual for information on the classification of living quarters.

3.D.1 Examples of Structures

Following are some examples of structures other than ordinary houses:

- An apartment building is one structure.
- In rental developments or housing developments of the village or garden type, each building with open space on all four sides is a separate structure.
- Sheds, private garages, etc., which **adjoin** the house are not separate structures.

- **Select (1) 1 unit-detached** for mobile homes and trailers.

3.D.2 Determining the Number of Housing Units

After you have determined the structure, select the number of housing units it contains in HVSNUM (Figure D4). Use the following guidelines:

- The number of housing units in the structure is the **total** number, occupied and vacant, in sample or out. If the sample unit is a vacant housing unit in a structure which contains 2 **other** apartments, **select (4) 3-4 units**.
- Count only **housing units** in the structure and exclude other living quarters.
- Determine by **observation (if possible) or inquiry** how many housing units the structure contains.
- Enter the same item selection for all vacant housing units in the same structure. For example, if the structure contains 9 housing units and you interview 2 sample units, **select (5) 5-9 units** for each.

Figure D4. HVSNUM, Number of Units in Structure

Current Population Survey - Ver 2.14 Tobacco ver 1.38

Forms Answer Navigate Options Help

CPS ADDR FAQ RDS OPTOUT Exit/F10

How many housing units are in this structure?

- Do not ask
- Count occupied and vacant

1. 1 unit - detached

2. 1 unit - attached (Examples -townhouse, rowhouses, etc.)

3. 2 units

4. 3-4 units

5. 5-9 units

6. 10 or more units

3.G COMPLETE PLUMBING FACILITIES.

Figure D7. HVSPLB, Complete Plumbing Facilities in Unit

Current Population Survey - Ver 2.20 Tobacco ver 1.40
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS OPTOUT F9 Exit/F10

Does this unit have **COMPLETE** plumbing facilities; that is,

- 1) hot and cold piped water,
- 2) a flush toilet, and
- 3) a bathtub or shower?

1. Yes, have all three facilities
 2. No

In order to have complete plumbing facilities, all facilities must be located inside the structure, but not necessarily in the same room.

Select (1) Yes, have all three facilities, only if the unit has all of the following:

3.G.1 Hot and Cold Piped Water

A housing unit has piped water if piped running water is: 1) inside the structure and 2) available to the housing unit. Piped water means that there is a supply of water is available at a sink, wash basin, bathtub or shower. The hot water does not have to be supplied continuously.

3.G.2 A Flush Toilet

A flush toilet is connected to piped water. Units with facilities that are intended to be used by persons not living in the housing unit and by occupants of that particular housing unit should be included. Do not include units that do not have an installed flush toilet. Also do not include units with types of toilet facilities such as: privies, outhouses, chemical toilets, and flush toilets outside of the structure.

3.G.3 A Bathtub or Shower

A bathtub is connected to piped water. Units with facilities that are intended to be used by persons not living in the housing unit and by occupants of that particular housing unit should be included. Do not include units that do not have installed bathing facilities in the building or units with portable or temporary bathing facilities available to the intended occupants.

If the unit does not meet all three of these conditions, **Select (2) No.**

3.H COMPLETE KITCHEN FACILITIES

Figure D8. HVSKIT, Complete Kitchen Facilities in Unit

Current Population Survey - Ver 2.20 Tobacco ver 1.40
Forms Answer Navigate Options Help
CPS ADDR FAQ Chg Resp ROS OPTOUT F9 Exit/F10

Does this unit have **COMPLETE** kitchen facilities; that is,

- 1) a sink with piped water,
- 2) a range or cookstove, and
- 3) a refrigerator?

1. Yes, have all three facilities
 2. No

In order to have complete kitchen facilities, all facilities must be located inside the unit, but not necessarily in the same room.

Select (1) Yes, have all three facilities, if the unit has all of the facilities listed.

Select (2) No, if the following three conditions do not apply.

3.H.1 A Sink with Piped Water

A housing unit has a sink with piped water if the supply of water is available at the sink and the water is running inside the structure and is available to the housing unit.

3.H.2 A Range or Cookstove

The unit must have a range or cookstove. The range or cookstove does not have to be mechanical; it can be a wood burning stove. It must be in working order. Do not include units where the range or cookstove is not in working order and the landlord/owner does not plan to fix or replace it prior to renting or selling the unit.

3.H.3 A Refrigerator

The unit must have a working mechanical refrigerator. A freezer is not necessary. Do not include units where the only refrigerator does not work, and the landlord/owner does not plan to fix or replace it prior to renting or selling the unit.

3.I NUMBER OF BATHROOMS

Select (1) No bathroom, or only a half bathroom, if the unit lacks one or more of

the required facilities for a complete bathroom (flush toilet, a bathtub or shower, and a wash basin with piped water) or has no bathroom facilities.

Select (2) 1 complete bathroom, if the unit has a room with a flush toilet, bathtub or shower, and a wash basin with piped water.

Select (3) 1 complete bathroom, plus half bath(s), if the unit has all the facilities for one complete bathroom in one room and has additional facilities such as a flush toilet or shower, but does not have all the facilities for a complete bathroom in one or more rooms.

Select (4) 2 or more complete bathrooms, if the unit has 2 or more rooms, each with a flush toilet, a bathtub or shower, and a wash basin with piped water.

Figure D9. HVSBTB, Number of Bathrooms in Unit

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS OPTOUT F9 Exit/F10

How many bathrooms does this unit have?

A complete bathroom is a room with flush toilet, bathtub or shower, and wash basin with piped water.

A half bathroom has at least a flush toilet or bathtub or shower, but does not have all the facilities for a complete bathroom.

1. No bathroom, or only a half bathroom

2. 1 complete bathroom

3. 1 complete bathroom, plus half bath(s)

4. 2 or more complete bathrooms

Interview by observation	2	Kitchen facilities	1	payment for electricity
Knowledgeable person		# of bathrooms		payment for gas
Number of acres	1	Air conditioning		payment for water
Year structure built	1	Unit occupancy		payment for oil, coal, etc.
# of housing units	1	# of months unit vacant		commercial use
# of rooms	5	Unit for rent, for sale, or sold		property sale price
# of bedrooms	2	Other - specify		
Plumbing facilities	1	Monthly Rent		

3.J AIR CONDITIONING

Figure D10. HVSAC, Air Conditioning in Unit

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS OPTOUT F9 Exit/F10

Does this unit have air conditioning?

1. Yes, a central air-conditioning system

2. Yes, 1 individual room unit

3. Yes, 2 or more individual room units

4. No

Select (1) Yes, a central air conditioning system, if a central installation which air conditions a number of rooms is used. In an apartment building, such a system may cool all apartments in the building, each apartment may have its own central system, or there may be several systems, each providing central air conditioning for a group of apartments. This category should also be chosen if the unit has a central system in addition to individual room unit(s).

Select (2) Yes, 1 individual room unit, if the unit has only the cooling of air by a single refrigeration room unit. Do **not** select this category if the unit has evaporative coolers, fans, or blowers which are not connected to a refrigeration unit.

Select (3) Yes, 2 or more individual room units, if the unit has only the cooling of air by 2 or more refrigeration room units. Do **not** select this category if the unit has evaporative coolers, fans, or blowers which are not connected to a refrigeration unit.

Select (4) No, if the unit is not cooled by a refrigeration unit and does not have a central air conditioning system.

3.K UNIT EVER OCCUPIED

Figure D11. HVSOCC, Unit Ever Occupied

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp ROS OPTOUT F9 Exit/F10

Has this unit ever been occupied?

1. Yes

2. No

If the unit is now or has ever been occupied, even if it is or was occupied by persons with URE, **select (1) Yes**. If a previously occupied unit has been converted into several housing units, report each unit as having been occupied. Also, select “Yes” for a housing unit resulting from conversion of nonresidential space because it had been used previously. Similarly, a housing unit resulting from a merger would have been previously occupied.

Select (2) No, only for **newly constructed and still vacant** units.

Determine by observation whether or not the unit has ever been occupied. When in doubt, ask.

3.L NUMBER OF MONTHS VACANT

Select the number indicating the amount of time that the unit has been vacant (HVSVAC, Figure D12). Keep in mind that a month is a four-week span of time, not necessarily from the first of a month to the end of a month. Count the time from the date the last occupants moved to the date of the previous CPS interview. For example, a month would be from the 18th of one month to the 18th of the next month. If the date of the previous CPS interview was March 21 and the unit has been vacant since December 24, select item (3) **2 up to 4 months**.

For newly constructed units, report how long the unit was vacant from the date construction was completed. Construction is considered to be complete when all exterior windows and doors are installed and the final usable floors are in place.

For recently converted or merged units, report the time from the date the conversion or merger was completed. **Conversion** is the creation of two or more housing units from fewer units through structural alteration or change in use. For example, one unit may be divided into two or three units. **Merger** is the combining of two or more housing units into fewer units through structural alteration or change in use. For example, two units may be combined into one.

For units “temporarily occupied with persons with usual residence elsewhere”, report the length of time since the last **usual** residents moved. If the unit has always been occupied by **UREs** and has never been occupied by a **usual** resident, enter the length of time since the unit was originally ready for occupancy.

Figure D12. HVSVAC, Number of Months Unit Has Been Vacant

The screenshot shows a software window titled "Current Population Survey - Ver 2.14 Tobacco ver 1.38". The main question displayed is "How many months has this unit been vacant?". Below the question are seven radio button options:

- 1. Up to 1 month
- 2. 1 up to 2 months
- 3. 2 upto 4 months
- 4. 4 up to 6 months
- 5. 6 up to 12 months
- 6. 1 year up to 2 years
- 7. 2 years or more

Below the radio buttons is a grid of data entry fields, each with a small numeric input box:

Interview by observation	2	Kitchen facilities	1	payment for electricity
Knowledgeable person		# of bathrooms	2	payment for gas
Number of acres	1	Air conditioning	1	payment for water
Year structure built	1	Unit occupancy	1	payment for oil, coal, etc.
# of housing units	1	# of months unit vacant		commerical use
# of rooms	5	Unit for rent, for sale, or sol		property sale price
# of bedrooms	2	Other - specify		
Plumbing facilites	1	Monthly Rent		

3.M STATUS OF UNIT

Report the status of the unit as of the date CPS was completed (see Figure D13, HVSSTA, on page D3-11). If a unit was for rent on the 16th when you completed the CPS interview, but was already rented when you returned for vacancy information on the 18th, **select (1) For rent** since that was the status on the 16th.

You might encounter a situation in which the unit is being time-shared. Time-sharing is a form of ownership in which a single property is owned by multiple owners. Each is entitled to occupy the unit for a limited period. If the unit is time-shared, select the appropriate item for the particular situation at the time of the interview.

Select (1) For rent for those units offered for rent only, and for units offered for rent or for sale at the same time. Do not depend entirely on signs; a “For sale” sign does not always mean that the unit is not for rent also. If it is for rent also, report “For rent” rather than “For sale.” For time-shared units, select “For rent” if the unit is being offered for rent at the time of interview. Instead of the owner occupying the unit during his/her allotted time, he/she might have decided to offer the unit for rent during that period. Also, local management may be attempting to rent a unit during a time period yet to be sold.

Select (2) Rented, not occupied only if any money has been paid or agreed upon, but the **renter has not yet moved in**. For time-shared units, select “Rented, not occupied” if money has been paid or agreed upon, but the renter has not yet moved in.

(3) Regular ownership and units under contract, and

(4) Condominium or cooperative

ownership are enclosed under “FOR SALE ONLY.” In order for a unit to be included in one of the FOR SALE ONLY options the unit must be **only** for sale. For time-shared units, the management could be selling the unit for a specific time interval which includes the date of interview, or one of the owners could be selling his/her allotted time.

Regular Ownership - Ownership of a unit that is not part of a condominium or cooperative. For time-shared units, if the unit **is not** part of a condominium or cooperative, it should be included in this category.

Cooperative or condominium ownership - A cooperative is a type of ownership whereby a group of housing units is owned by a corporation of member-owners. Each individual member is entitled to occupy an individual housing unit and is a shareholder in the corporation which owns the property. With regard to time-shared units, several individuals would be assigned to occupy the same unit, but only at different time periods throughout the year.

A condominium is a type of ownership that enables a person to own an apartment or house in a project of similarly owned units. The owner has the deed and very likely the mortgage on the unit occupied. The owner may also hold common or joint ownership in some or all common areas such as grounds, hallways, entrances, elevators, etc. With regard to time-shared condominiums, several individuals own a unit that is part of the condominium complex and each individual has the right to occupy the unit during his/her allotted time.

Cooperative or condominium ownership may apply to various types of structures including single-family houses, rowhouses, townhouses, etc., as well as apartment buildings.

Select (5) Sold, not yet occupied for a unit which has been sold but the new owner has not moved in. However, if the new owner is offering it for rent, report the status as (1) “For rent.” For time-shared units, select “Sold, not yet occupied” for a unit which has been sold for occupancy at the time of interview but the new owner has never stayed there.

Select (6) For occasional use if the vacant unit is not for rent or for sale but is held only for weekends or occasional use throughout the year. For time-shared units, select “For occasional use” if the vacant unit is not for rent or for sale but is held for the use of a specific individual during the time of interview and he has stayed there in the past.

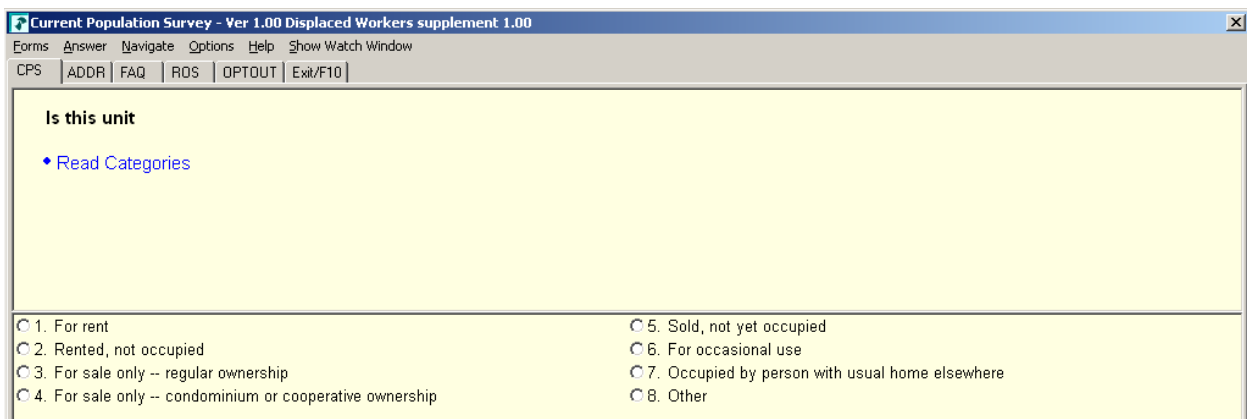
Select (7) Occupied by persons with usual home elsewhere for a unit temporarily occupied by persons with a usual place of residence elsewhere. For most **occupied** time-shared units, the occupants will normally have a place of residence elsewhere. Therefore, the unit should be included in this category.

If the vacant unit (time-shared units included) does not fall into one of the above classifications, **select (8) Other** at the **HVSSTA** screen (Figure D13).

Examples of units held off the rental or sale market include units which are:

- Held for settlement of an estate.
- Held off the market for personal reasons of the owner, such as: 1) the owner has not decided whether or not the unit will be torn down, 2) the owner is remodeling or repairing the unit and will not make it available until the work is completed.
- Held for the occupancy of a caretaker or janitor.
- Being used temporarily for storage of excess house furniture.
- In a multi-unit structure being held for sale of the entire structure, except as described in “For sale only” above.
- Model apartment or model home.
- Vacant units whose renters moved during the month although the rent is paid to the end of the month.
- Corporate housing

Figure D13. HVSSTA, Status of Unit



3.N VACANT-OTHER

You might encounter a unit that falls in the “Other” category at the **HVSSTA** screen.

Starting in January 2012, if the unit falls in the “Other” category, you will now select 11 pre-defined categories at the **HVSOTH** screen. The **HVSOTH** screen will allow analysts to examine the frequency of units in specific vacant-other categories and track trends over time. It will also call attention to units that do not belong in the HVS sample.

For HVS eligible interviews that do not fit into another vacancy category (for rent, for sale, rented or sold not occupied, etc.), you will ask the most knowledgeable respondent why the unit is vacant and select the appropriate item for the particular situation at the time of the interview.

Select (1) Foreclosure for those units that are vacant because owners’ payments (mortgage, taxes, or loans) to their lending institution, city, or state, were no longer being made. Include units that are under foreclosure, bank owned, bankrupt, up for auction, sheriff’s sale, repossessed, have a lien, or taken for taxes. **DO NOT** include evictions in this category – **see Legal Proceedings.**

Select (2) Personal/Family Reasons for those units that are vacant due to the owners’ preferences and/or personal situation. Include units where the owner does not want to rent/sell, owner is deciding what to do, owner is keeping for family use, owner is staying with family, or owner is in assisted living or other type of care situation. **DO NOT** include divorce or owner deceased in this category – **see Legal Proceedings.**

Select (3) Legal Proceedings for units that

are vacant due to legal issues or disputes. Include units held for the settlement of estate, in probate, involved in divorce or eviction proceedings, or where the owner is deceased. Also include units with code violations.

Select (4) Preparing to Rent/Sell for units that are vacant and the owner is currently preparing to rent or sell. Include units that will be placed for rent or for sale this month or where the owner is meeting with a listing agent/agency this month to prepare to put the unit on the market. **DO NOT** include units that are under contract to be rented or sold. These units should be in the “for rent” or “for sale” categories at the **HVSSTA** screen.

Select (5) Held for Storage of Household Furniture for units that are vacant and used to store excess household furniture or other household items.

Select (6) Needs Repairs for units that are vacant and in need of repairs. Include units that are in need of repair, renovations, or cleaning, but are not currently being repaired, renovated, or cleaned. Include units that are dilapidated, **only if the dilapidated unit is still considered living quarters.** Also include units where repairs have stopped, unless repairs have stopped because of the weather conditions.

Select (7) Currently Being Repaired/Renovated for units that are vacant and currently undergoing repairs. Include units that are being repaired, renovated, refurbished, or cleaned. **DO NOT include units that are still under construction/being built but are not yet livable (including units where the exterior windows and doors are not installed and the final usable floors are not finished).** If this is the case, select <5> “Under construction, not ready” in the Type B

Noninterview screen.

Select (8) Specific Use Housing for units that are vacant and only used by a specific group of people, at one or various times throughout the year. **If the specific group of people occupies the unit at time of interview, interview them as UREs.** These include military housing, employee/corporate housing, transient quarters, units held by a church, student housing (dorm and school sponsored housing), model home/apartment or guest house.

Select (9) Extended Absence for units that are intended for year-round occupancy but are vacant for 6-months or more. Include units where the owner is on extended work or military assignment, temporarily out of the country, or in jail or other type of detention situation.

Select (10) Abandoned/Possibly to be Demolished/Possibly Condemned for units that are vacant and abandoned, to be demolished, or condemned. Include units that are abandoned. Also include units that are said to be demolished or condemned, but where there is **no positive evidence such as a sign, notice, or mark on the house or in the block to indicate the unit is to be demolished or condemned.** Getting information from a neighbor is not considered positive evidence. If a neighbor or non-official source says the unit is to be demolished or condemned, include the unit in this category. **DO NOT include units that are to be demolished or condemned (if there is positive evidence), uninhabitable, boarded-up, or open to the elements.** If this is the case, select <4> “Unfit or to be demolished” in the Type B Noninterview screen.

Select (11) Other for units that are vacant for reasons that do not fit into any of the

above categories and specify the other status at the **HVSSTS** screen.

3.0 MONTHLY RENT

Figure D14. HVS RNT, Monthly Rent for Unit

The screenshot shows a web-based survey interface titled "Current Population Survey - Ver 2.14 Tobacco ver 1.38". It includes navigation links for "Forms", "Answer", "Navigate", "Options", and "Help". Below these are tabs for "CPS", "ADDR", "FAQ", "ROS", "OPTOUT", and "Exit/F10". The main content area is titled "What is the monthly rent asked for this unit?" and contains a list of 18 radio button options (C1 through C18) representing different rent ranges: C1. Less than \$100, C2. \$100 to \$199, C3. \$200 to \$249, C4. \$250 to \$299, C5. \$300 to \$349, C6. \$350 to \$399, C7. \$400 to \$449, C8. \$450 to \$499, C9. \$500 to \$599, C10. \$600 to \$699, C11. \$700 to \$799, C12. \$800 to \$899, C13. \$900 to \$999, C14. \$1000 to \$1249, C15. \$1250 to \$1499, C16. \$1500 to \$1749, C17. \$1750 to \$1999, and C18. \$2000 or more.

The **HVS RNT** screen (Figure D14) comes up if “For Rent” or “Rented, not occupied” is selected at the **HVSSTA** screen.

Select the rent asked, regardless of what utilities or services it includes. If the rent requested is based on the occupant's income (ability to pay), select the monthly amount paid by the last occupants.

Table D1. HVS Converting Rent Amount to a Monthly Rate

If period is:	Multiply dollar amount by:	Divide dollar amount by:
Daily	30	--
Weekly	4	--
Biweekly	2	--
Quarterly	--	3
Semiannually	--	6
Annually	--	12

Create a scratch sheet and convert reported rent to monthly rates as indicated in Table D1.

For example, if the rent is to be paid by the week and the weekly rate is \$30, you would multiply \$30 by 4 and **select (3) \$100 to \$124** at the **HVSRNT** screen for that sample unit. Do not attempt to subtract costs for furniture, utilities and services provided by the landlord as part of each regular rent payment.

If the rent to be paid includes rent for a business unit or for other living quarters, report only that part of the total rent which is for the **sample unit**.

Report only the rent paid or scheduled to be paid to the landlord or rental agent. **DO NOT** deduct for any part of the rent that may be paid by a church, government agency or similar organization. For example, if the unit will rent for \$100 a month but the renter will have to pay only \$75 because a church will pay the other \$25, you would still select the “\$100 to \$124” category.

If the unit “for rent” is a mobile home or trailer, include the amount paid for the site, if the site rent is to be paid separately.

3.P UTILITIES PAID BY RENTER

Figure D15. HVSUT1, Utilities Paid by Renter

The screenshot shows a survey window titled "Current Population Survey - Ver 2.20 Tobacco ver 1.40". The window has a menu bar with "Forms", "Answer", "Navigate", "Options", and "Help". Below the menu bar is a navigation bar with buttons for "CPS", "ADDR", "FAQ", "Chg Resp", "ROS", "OPTOUT", "F9", and "Exit/F10". The main content area has a yellow background and contains the text: "In addition to rent, does renter pay for: Electricity?". At the bottom of the screen, there are two radio button options: "1. Yes" and "2. No".

Note: Screens **HVSUT2**, **HVSUT3** and **HVSUT4** ask if the renter pays for gas; water; or oil, coal, wood, kerosene, etc.

This item is also asked of units that are “For

rent” or “Rented, not occupied”.

For this item, you want to know what utilities or fuels are to be paid for by the renter **in addition** to the “monthly rent asked” and not what **could be** included for more rent, or what **could be** omitted for less rent.

Select (1) Yes or (2) No for **each** of the four parts: electricity; gas; water; and oil, coal, wood, or kerosene. If there is any question about the meaning of the categories, follow these instructions.

Select “**Yes**” if the renter will pay separately for all or part of the utility or fuel.

Select “**No**” if the cost of the utility or fuel is included in the rent or if the renter will not use the utility or fuel.

If the utility or fuel is available, but you cannot determine whether the next occupants will use it (for example, it may depend on whether they have a gas or electric stove), report on the basis of the last occupant. Select “**Yes**” in the “oil, coal, wood, kerosene, etc?” category if the renter will use (and pay separately for) fuel other than those listed in the question. The “coal, oil, wood, and kerosene” are merely **examples** of heating and cooking fuels, other than gas and electricity.

If the utility is free, consider it as being included in the rent and select “**No.**”

3.Q COMMERCIAL USE OF PROPERTY

Figure D16. HVSCOM, Commercial Use of Property

Current Population Survey - Ver 2.20 Tobacco ver 1.40

Forms Answer Navigate Options Help

CPS ADDR FAQ Chg Resp RDS OPTOUT F9 Exit/F10

Is any part of this property used as a commercial establishment, or a medical or dental office?

1. Yes

2. No

This screen comes up if “For sale only” or “Sold, not yet occupied” is selected at the **HVSSTA** screen. Use the following guidelines selecting categories at **HVSCOM**:

Select (1) Yes if any part of the property is used as a commercial establishment or a medical or dental office.

Examples of commercial establishments are a regular store, shop, restaurant, or filling station. A medical office would include medical doctor's and/or dentist's office which may be in the same structure or in a separate structure on the same property.

If there is no commercial establishment, or medical or dental office (either occupied or vacant) on the property, **select (2) No**.

3.R SALES PRICE OF THE PROPERTY

Item HVSPRC (Figure D17) is only for property **not** used as a commercial establishment, or a medical or dental office; that is, **(2) No** is selected at the **HVSCOM** screen.

Report the **total sales price** (not just the

down payment) asked by the owner for “this property.” For units recently sold but not yet occupied, report the selling price.

The sales price asked for “this property” includes the price of the housing unit. Usually, “this property” consists of the one structure and the land on which it is located. However, it may include additional structures such as garages, sheds, barns, etc. For rural units, the property may also include substantial acreage. In some multi-unit structures where individual housing units in the structure are owned separately, “this property” refers to the individual unit that is for sale.

Figure D17. HVSPRC, Sales Price of Property

Current Population Survey - Ver 2.14 Tobacco ver 1.38

Forms Answer Navigate Options Help

CPS ADDR FAQ ROS OPTOUT Exit/F10

What is the sales price asked for this property?

1. Less than \$10,000
 2. \$10,000 to \$12,499
 3. \$12,500 to \$14,999
 4. \$15,000 to \$19,999
 5. \$20,000 to \$24,999
 6. \$25,999 to \$29,999
 7. \$30,000 to \$34,999
 8. \$35,000 to \$39,999
 9. \$40,000 to \$49,999
 10. \$50,000 to \$59,999
 11. \$60,000 to 74,999
 12. \$75,000 to \$99,999
 13. \$100,000 to \$124,999
 14. \$125,000 to \$149,999
 15. \$150,000 to \$199,999
 16. \$200,000 to \$249,999
 17. \$250,000 to \$299,999
 18. \$300,000 to \$349,999
 19. \$350,000 to \$399,999
 20. \$400,000 to \$449,999
 21. \$450,000 to \$499,999
 22. \$500,000 to \$549,999
 23. \$550,000 to \$599,999
 24. \$600,000 or more

Interview by observation Kitchen facilities payment for electricity
 Knowledgeable person # of bathrooms payment for gas
 Number of acres Air conditioning payment for water
 Year structure built Unit occupancy payment for oil, coal, etc.
 # of housing units # of months unit vacant commercial use
 # of rooms Unit for rent, for sale, or sol [property sale price](#)
 # of bedrooms Other - specify
 Plumbing facilities Monthly Rent

00000133 HVSPRC 11:00:53 AM 9/14/2006 1 536/786

END OF PART D

This is the end of the survey subject matter portion of your CPS Manual.
The next section contains WEBCATI computer procedures.

PART E

WEBCATI
FRONT AND BACK
OF THE INSTRUMENT

April 2015

PART E, CHAPTER 1 WEBCATI ITEMS FOR CPS

WebCATI is the name for the Census Bureau's control system that handles the telephone center software used for computer-assisted telephone interviewing (CATI). The WebCATI system is a control system for running Blaise and other telephone center software.

When you first enter a case, you will go through a series of screens in the WebCATI and in the CPS instrument to confirm critical information so you can conduct the interview. The screens take you through:

1. Recording the correct dial outcome
2. Obtaining the correct respondent
3. Verifying the correct address

The following sections detail the screens in WebCATI which you will use to get into the interview, and the introductory screens in the CPS instrument which you will use to start the interview.

Getting Into the Instrument

System Time: 3:28 PM EDT Page Timer:
USER TASK MENU - INTERVIEWER ROLE
1. <u>Conduct an Interview</u>
ADMINISTRATIVE TASKS
2. <u>User Administration</u>
GENERAL TASKS
3. <u>Logout of WebCATI</u> <i>Make sure you logout of WebCATI every day.</i>

Main Menu - screen

Main Menu

This is the first screen you will see when you access the WebCATI system. To begin interviewing, click <Conduct an Interview> or press <ENTER> if <Conduct an Interview> is displayed in red, meaning it is the default selection.

Figure E1. Select a Survey - screen

System Time: 3:30 PM EDT Page Timer:	
PLEASE SELECT A SURVEY	
Survey <input type="text" value="- Select -"/>	
Main Menu <ESC>	Select Survey >>

Select a Survey

This screen is where you select a survey to login to. Click the arrow on the drop down menu, then highlight the survey name. Once done, click <[Select Survey](#)> to proceed.

Figure E2. Assign Skills - screen

System Time: 3:14 PM EDT Page Timer: 50 s					
ASSIGN SKILLS					
CPS00001 Logged in for 19 m 49 s	SKILLS FOR THIS SESSION ON SURVEY: CPS_CA				
Show WebCATI Messages <input type="text" value="Back To..."/>	<table border="1"><tr><td style="text-align: center;"><input checked="" type="checkbox"/></td><td>Refusal Conversion Specialist</td></tr><tr><td style="text-align: center;"><input checked="" type="checkbox"/></td><td>Spanish</td></tr></table>	<input checked="" type="checkbox"/>	Refusal Conversion Specialist	<input checked="" type="checkbox"/>	Spanish
<input checked="" type="checkbox"/>	Refusal Conversion Specialist				
<input checked="" type="checkbox"/>	Spanish				
NAVIGATION					
Main Menu <ESC>	Accept Skills >>				

Assign Skills

This screen lists the different skillsets assigned to you for conducting specialized interviews (foreign language, refusal conversion, etc). If any of the skills assigned to you are incorrect, notify your supervisor immediately. To accept the skills assigned, click <[Accept Skills](#)>.

Figure E3. Conduct Interview - Case Search – screen

SURVEY	CASE ID	CONTROL #	RESPONDENT
cps_cat1	00000055	01990064999 A63 55	

CONDUCT INTERVIEW

You are currently logged in to **cps_cat1**. [Change Surveys](#).

- The 'Get Next Case' option is not available for TRAINING surveys.

SEARCH FOR SPECIFIC CASE

Survey: [CLEAR](#) Active Cases Only:

Company:

Respondent:

Case ID: [Add More](#) Control #:

Phone #: () - x Active Phone Only:

Int. Phone #: Only Cases on Hold:

1. [Search >>](#)

Conduct Interview - Case Search

The “*Conduct Interview - Case Search*” screen acts as your control center for accessing cases. Here you can access the next available case in the queue, search for a specific case(s), or return to the main menu.

Get Next Case

Click on <[Get Next Case](#)> to bring up the next available case in the queue. This will take you to the “*Case Notes*” screen of the launched case.

Search

The data fields immediately below the ‘Search for Specific Case’ banner can be used to find cases that match certain criteria. Once you have entered any necessary data in the search filters, click on <[Search](#)> to display the cases that match the search criteria.

To search all surveys, click the “clear” link. To search a specific survey, highlight that survey in the survey window.

Note: Change Yes to No in the Active Cases Field to see both active and closed when searching for a case.

Incoming calls

If there is an incoming call and the case needs to be pulled up, there are a few ways to find the case. The best options are searching by Case ID or Phone Number. The caller may

be able to provide the Control # if they are referring to their advance letter. Otherwise, they can provide the phone number where the message was left. You may use more than one filter in your search.

CPS00001 Logged in for 30 m 29 s Show WebCATI Messages	MOST RECENT CASE								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">SURVEY</th> <th style="text-align: left;">CASE ID</th> <th style="text-align: left;">CONTROL #</th> <th style="text-align: left;">RESPONDENT</th> </tr> </thead> <tbody> <tr> <td>cps_cat1</td> <td>00000055</td> <td>01990064999 A63 55</td> <td></td> </tr> </tbody> </table>	SURVEY	CASE ID	CONTROL #	RESPONDENT	cps_cat1	00000055	01990064999 A63 55	
SURVEY	CASE ID	CONTROL #	RESPONDENT						
cps_cat1	00000055	01990064999 A63 55							
	CONDUCT INTERVIEW								
	You are currently logged in to cps_cat1 . Change Surveys . <ul style="list-style-type: none"> The 'Get Next Case' option is not available for TRAINING surveys. 								
	SEARCH FOR SPECIFIC CASE								
Survey: <input type="text" value="cps_cai3"/> <input type="text" value="cps_cat1"/> CLEAR	Active Cases Only: <input type="text" value="Yes"/>								
Case ID: <input type="text"/> Add More	Company: <input type="text"/>								
Phone #: (<input type="text"/>) <input type="text"/> - <input type="text"/> x <input type="text"/>	Respondent: <input type="text"/> <input type="text"/>								
Int. Phone #: <input type="text"/>	Control #: <input type="text"/>								
	Active Phone Only: <input type="text" value="No"/>								
	Only Cases on Hold: <input type="text" value="No"/>								
	1. Search >>								

Main Menu

Click on <[Main Menu](#)> to return to the “Main Menu” screen.

Figure E4. Conduct Interview - Search Results - screen

Page: [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) ... [51](#)

	SELECT	STATUS	SURVEY	CASE ID	CONTROL #	RESPONDENT / COMPANY	AGENDUM
1	SELECT	TRAINING	cps_cat1	00000001	01990064999 A63 01	RICK MARTINEZ	Search [7]
PHONE NUMBERS: (555) 222-2222 , (555) 258-3625							
2	SELECT	TRAINING	cps_cat1	00000002	01990064999 A63 02	RICK MARTINEZ	Search [7]
PHONE NUMBERS: (555) 222-2222 , (555) 258-3625							
3	SELECT	TRAINING	cps_cat1	00000003	01990064999 A63 03	RICK MARTINEZ	Search [7]
PHONE NUMBERS: (555) 222-2222 , (555) 258-3625							
4	SELECT	TRAINING	cps_cat1	00000004	01990064999 A63 04	RICK MARTINEZ	Search [7]
PHONE NUMBERS: (555) 222-2222 , (555) 258-3625							
5	SELECT	TRAINING	cps_cat1	00000005	01990064999 A63 05	RICK MARTINEZ	Search [7]
PHONE NUMBERS: (555) 222-2222 , (555) 258-3625							
6	SELECT	TRAINING	cps_cat1	00000006	01990064999 A63 06	RICK MARTINEZ	Search [7]
PHONE NUMBERS: (555) 222-2222 , (555) 258-3625							

Conduct Interview - Search Results

This screen appears if you've run filters to search for a specific survey case, Survey ID, or cases. For each case the table lists the case status, Case ID, control #, respondent name (if available), available phone numbers, and the current agendum code assigned.

If there is more than one page of cases available to view, click on the page number(s) listed above or below the results table.

To select a particular case, click on the [<select>](#) link in the row of the respective Case ID.

Beginning an Interview

Figure E5. Notes – screen

Notes	Case ID: 0000055	Status: Never tried (new case)	Respondent: 2:31 PM CDT
TRAINING: cps_cat1	Cntrl #: 01990064999 A63 55	Closeout: 12/31/2007	Page Timer: 3 m 30 s

CPS00001 Logged in for 10 m 49 s	Notes	Case History	Previous History	Boost/Block	Other Info
Show WebCATI Messages	Roster	Appointments	FEFU Error Tally	Case Grouping	Mailing Address
	Contact				

RESPONDENT FULL SCREEN | PRINT

RICK MARTINEZ
901 RAZORBACKS WAY
ANYTOWN KS 99997-997

LANGUAGE

[Language - English](#)

SPECIAL SKILLS

[Skill - No Special Skills](#)

CASE DETAILS

[Case History Records](#)
[Case Notes](#)
[Case Phone Numbers](#)
[Case Roster](#)
[Edit Notes](#)

HELP

[Phone Number Lookup](#)
[Restore Case](#)

MIS CODE: 04

*****CATI NOTES 19:25:10 01-18-2006 FR CODE: ALBE0002 -HESITANT RESPONDENT VERY RELUCTANT AT FIRST

NAVIGATION

1. [Not attempted/ Quit before dialing](#)
2. [Go to DIAL »](#)
3. [Incoming Call »](#)

Notes

Once you access the next available case (or select a case from your search results), the “Notes” screen is the first screen you come to. Here you can: view case notes from the CPS interviews and from the previous CPS interviewer (if applicable), view the Case History, view the Previous History, and check the Household Roster. On the left side of the screen are options to do such things as: indicate a foreign language is needed, request special interviewing skills, etc.

Click on [Go to DIAL](#) to proceed to the “Dial” screen.

Click on [Not attempted / Quit before dialing](#) to exit the case prior to dialing the phone number.

The [Incoming Call](#) option will display if you have selected a specific Case ID. Click on [Incoming Call](#) to indicate that the respondent has initiated contact to conduct the interview.

This will take you directly to the instrument to begin interviewing.

Additional Case Information

Notes	Case History	Previous History	Boost/Block	Other Info
Roster	Appointments	FEFU Error Tally	Case Grouping	Mailing Address
Contact				

Once you enter a case in WebCATI, at the top of the “Notes” screen are tabs that you can click on for more information about the case, such as:

- **Case History**
- **Previous History (CPS outcomes)**
- **Boost/Block Information**
- **Roster**
- **Appointments**
- **Mailing Address**



The default view is the Notes tab, hence it is the first screen you encounter once you enter a case. When clicking on any of the Case Information tabs, the Navigation links at the bottom of the screen remain constant so you may proceed through the case without having to navigate back to the original “Notes” screen.



Tabs that are blue in color are active tabs that you may view. Tabs grey in color are not accessible at that time because there is no information associated with the tab. Tabs will become active when there is data available, such as once you make an appointment, then the Appointment tab will have data associated with it.

You may click on any active tab at any time.

Figure E6. Case History – screen

Notes	Case History	Previous History	Boost/Block	Other Info
Roster	Appointments	FEFU Error Tally	Case Grouping	Mailing Address
Contact				

FULL SCREEN  | PRINT 

#	DATE	START TIME	END TIME	USER	OUTCOME
 2.	05/02/2006 EDT	Case Split		?Q SYSTEM	162 - Case Split
 1.	05/02/2006 EDT	Case Installed		?Q SYSTEM	161 - Case Installed

Case History

This screen displays the case’s call history. The table in the middle of the screen lists date, start time, end time, interviewer code, and outcome.

The most recent call attempt is listed first. To view previous call attempts that may not be visible, use the scroll bar inside the table to display the rest of the call attempts.

Previous History

This tab displays the interview outcomes from the CPS. See Appendix 3 for CAPI and Appendix 4 for CATI for a list of the outcomes.

Boost/Block

The boost/block tab will display the time slots for this case and whether or not a boost or block has been set. Setting boosts and blocks is covered on page E3-8 and E3-9.

Figure E7. Roster - screen

Roster Case ID: 0000055 Status: Never tried (new case) Respondent: 2:36 PM CDT
 TRAINING: cps_cat1 Cntrl #: 01990064999 A63 55 Closeout: 12/31/2007 Page Timer: 10 s

CPS00001
 Logged in for 16 m 17 s

Notes Case History Previous History Boost/Block Other Info
 Roster Appointments FEFU Error Tally Case Grouping Mailing Address
 Contact

· Show WebCATI Messages
 Back To...

FULL SCREEN | PRINT

NO.	NAME	GENDER	AGE	BIRTHDATE	RELATIONSHIP	REF.	O.S.P.	RESP.	COMPLETE
1	RICK MARTINEZ	M	35	04/15/1970		✓		✓	
2	CINDY MARTINEZ	F	33	05/15/1972	SPOUSE				
3	JULIO MARTINEZ	M	8	06/15/1997	CHILD				
4	MARIE MARTINEZ	F	7	06/20/1998	CHILD				
5	SUSAN GONZALEZ	F	68	05/13/1937	PARENT				

RESPONDENT
 RICK MARTINEZ
 901 RAZORBACKS WAY
 ANYTOWN KS 99997-997

LANGUAGE
 · Language - English

SPECIAL SKILLS
 · Skill - No Special Skills

CASE DETAILS
 · Case History Records
 · Case Notes
 · Case Phone Numbers
 · Case Roster
 · Edit Notes

HELP
 · Phone Number Lookup

NAVIGATION

1. [Not attempted/ Quit before dialing](#)
2. [Go to DIAL »](#)
3. [Incoming Call »](#)

Roster

The roster screen displays the names of all household members that were provided in the last CPS interview. The first person on the roster should be the **reference person** for CPS. Gender, age, birth date, and relationship to the reference person are also displayed (if provided during a previous interview).

A check mark in the **RESP** column indicates that the household member is the household respondent.

Appointments

The appointment tab will display appointments that have been set for this case. How to set appointments is covered on page E3-4 through E3-7.

Mailing Address

The mailing address tab will display the mailing address for this case.

Figure E8. Dial – screen

Dial		Case ID: 00000055	Status: Never tried (new case)	Respondent: 2:37 PM CDT
TRAINING: cps_cat1		Cntrl #: 01990064999 A63 55	Closeout: 12/31/2007	Page Timer:

CPS00001 Logged in for 17 m 10 s		PHONE STATUS KEY: Active Eligible Ineligible						
Show WebCATI Messages Back To...		PERSON AT THIS PHONE	TYPE	WHEN	PHONE NUMBER	TIME ZONE	ATTEMPTS	STATUS
			Home		(555) 222-2222	CDT	0	Untried
		CINDY MARTINEZ	Cellular or digital		(555) 258-3625	CDT	0	Untried

RESPONDENT
RICK MARTINEZ 901 RAZORBACKS WAY ANYTOWN KS 99997-997
LANGUAGE
Language - English
SPECIAL SKILLS
Skill - No Special Skills
CASE DETAILS
Case History Records Case Notes Case Phone Numbers Case Roster Edit Notes
HELP
Phone Number Lookup

NAVIGATION	
1. Not attempted/ Quit before dialing	3. Dial Selected Number >>
2. Call Directory Assistance	

Dial

This screen displays the available phone numbers for the case. The active phone number is always a light-yellow color, and on top. Untried or eligible phone numbers are in white and uneligible are in a blueish gray color. Click on [Dial Selected Number](#) to proceed to the “Dial Outcome” screen.

- There may be more than one phone number given for the case.
- The field “Person at this Phone” is not filled because the phone number may or may not be a phone number for the CPS respondent. For instance, the work phone in this case could be for the spouse of the respondent. For this reason we leave this field blank in CPS.

Figure E9. Dial Outcome – screen

Dial Outcome	Case ID: 00000055	Status: Never tried (new case)	Respondent: 2:38 PM CDT
TRAINING: cps_cat1	Cntrl #: 01990064999 A63 55	Closeout: 12/31/2007	Page Timer:

CPS00001 Logged in for 18 m 2 s	You have chosen to dial:
• Show WebCATI Messages <input type="text" value="Back To..."/>	Phone: (555) 222-2222 Person at This Phone: Phone Notes:
RESPONDENT	To choose a different phone number, go back and View Phone Numbers again.
(555) 222-2222	
RICK MARTINEZ 901 RAZORBACKS WAY ANYTOWN KS 99997-997	
LANGUAGE	
• Language - English	
SPECIAL SKILLS	
• Skill - No Special Skills	
CASE DETAILS	
• Case History Records • Case Notes • Case Phone Numbers • Case Roster • Edit Notes	
HELP	

RECORD YOUR DIAL ATTEMPT	
1. Fax machine reached NO message sent	8. Start Interview »
2. Ring no answer	9. Recorded Message / Privacy Service
3. Normal busy/circuits busy	10. Other Problems
4. Fast or WATTS/FTS busy	
5. No signal or funny signal	
6. Bad connection	

Dial Outcome screen

This screen lists the various dial outcomes, the telephone number to dial, and the household respondent’s name and address. If a person answers the phone, click on item 8, <Start Interview>.

Fax Machine

If a FAX machine reached NO message sent and no message is left, click on this link to go to the “Case Notes” screen. WebCATI will then bring up the case fifteen minutes later to retry the phone number. If you reach a fax a second time, WebCATI will send you to “Case Notes”.

Ring no answer

If there is no answer to the phone call (no live voice, no message recording, no funny signal, etc.), click this link to go to the “Case Notes” screen.

Normal busy / circuits busy

If you get a normal busy tone or a tone that indicates that circuits are busy, click this link to proceed to the “Case Notes” screen.

**Fast or WATTS/
FTS busy**

If you get a FAST busy tone, click on this link to proceed to the “*Dial Retry*” screen. It will instruct you to immediately dial the number again to try and obtain contact.

**No signal or
funny signal**

If you receive a funny signal (or no signal) after dialing the phone number, click this link to proceed to the “*Dial Retry*” screen. It will instruct you to immediately dial the number again to try and obtain contact. If on the redial attempt the same results are obtained, indicate a ‘no signal or a funny signal’.

Bad connection

When getting a bad connection after dialing a phone number, click this link to proceed to the “*Dial Retry*” screen. It will instruct you to immediately dial the number again to try and obtain contact. If on the redial attempt the same results are obtained, indicate a ‘bad connection’.

After the second attempt, the instrument will go to the Notes screen.

**Not attempted /
Quit before dialing**

If for some reason you want to exit the case, but still haven’t yet dialed the phone number, click this link to go to the “*Provide Reason*” screen - and ultimately exit the case.

**Recorded Message /
Privacy Service**

Click on this link when you hear a recorded message such as: an answering machine, a temporarily out of service message, a service disconnected message, a number has been changed message etc.

The link takes you to the “*Recorded Message*” screen where you record the dial outcome in more detail.

Other Problems

Click on this link when you encounter a problem during the call, such as: an immediate hangup, a refusal, the respondent speaks a foreign language, or a message referring to a privacy or call block feature.

The link takes you to the “*Problem with call*” screen where you record the call problem in more detail.

Start Interview

If someone answers the telephone, click this link to proceed to the instrument.

Figure E10. Dial Retry– screen

Dial Retry	Case ID: 00000055	Status: Never tried (new case)	Respondent: 2:40 PM CDT
TRAINING: cps_cat1	Cntrl #: 01990064999 A63 55	Closeout: 12/31/2007	Page Timer:

CPS00001 Logged in for 20 m 24 s	A dial outcome of Fast or WATTS/FTS busy was recorded. Please DIAL AGAIN, and record the outcome below.
• Show WebCATI Messages Back To... <input type="button" value="v"/>	Phone: (555) 222-2222 Person at This Phone: Phone Notes:
RESPONDENT	(555) 222-2222 RICK MARTINEZ 901 RAZORBACKS WAY ANYTOWN KS 99997-997
LANGUAGE	• Language - English
SPECIAL SKILLS	• Skill - No Special Skills
CASE DETAILS	• Case History Records • Case Notes • Case Phone Numbers • Case Roster • Edit Notes
HELP	• Case History Records • Case Notes • Case Phone Numbers • Case Roster • Edit Notes

RECORD YOUR DIAL ATTEMPT	
1. Fax machine reached NO message sent	8. Start Interview >
2. Ring no answer	9. Recorded Message / Privacy Service
3. Normal busy/circuits busy	10. Other Problems
4. Fast or WATTS/FTS busy	
5. No signal or funny signal	
6. Bad connection	

Dial Retry screen

The Dial Retry screen appears after selecting either: Fast or WATTS/FTS busy, No signal or funny signal, or Bad connection on the DIAL screen to prompt you to dial the phone number again. An instruction on the screen will say “Please DIAL AGAIN, and record the outcome below.”

When clicking on either of these three links a second time, the system will proceed to the “Case Notes” screen to exit the case.

Note that the Dial Retry screen looks very similar to the Dial screen.

Figure E11. Recorded Message - screen

CPS00001 Logged in for 27 m 17 s	ANSWERING MACHINE / VOICE MAIL								
Show WebCATI Messages Back To... <input type="text"/>	<ol style="list-style-type: none"> 1. Answering machine/service (correct unit) - Message left. 2. Answering machine/service (correct unit) - No message left. 3. Unknown answering machine/service - Message left 4. Unknown answering machine/service - No message left 								
RESPONDENT	PRIVACY SERVICE								
(555) 222-2222 RICK MARTINEZ 901 RAZORBACKS WAY ANYTOWN KS 99997-997	<ol style="list-style-type: none"> 5. Privacy screening service (correct unit) - Message left. 6. Privacy screening service (correct unit) - No message left. 7. Unknown unit with privacy screening - Message left 8. Unknown unit with privacy screening - No message left 								
LANGUAGE	NUMBER CHANGED								
Language - English	<ol style="list-style-type: none"> 9. New Number Given 10. No Number Given <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <thead> <tr> <th style="font-size: small;">AREA CODE</th> <th style="font-size: small;">PREFIX</th> <th style="font-size: small;">SUFFIX</th> <th style="font-size: small;">EXTENSION</th> </tr> </thead> <tbody> <tr> <td>(<input style="width: 30px;" type="text"/>)</td> <td><input style="width: 30px;" type="text"/></td> <td><input style="width: 30px;" type="text"/></td> <td>x <input style="width: 30px;" type="text"/></td> </tr> </tbody> </table>	AREA CODE	PREFIX	SUFFIX	EXTENSION	(<input style="width: 30px;" type="text"/>)	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>	x <input style="width: 30px;" type="text"/>
AREA CODE	PREFIX	SUFFIX	EXTENSION						
(<input style="width: 30px;" type="text"/>)	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>	x <input style="width: 30px;" type="text"/>						
SPECIAL SKILLS	OTHER OUTCOMES								
Skill - No Special Skills	<ol style="list-style-type: none"> 11. Number not in service 12. Normal busy/circuits busy 13. Number could not be completed as dialed 14. Temporarily not in service 								
CASE DETAILS									
Case History Records Case Notes Case Phone Numbers Case Roster Edit Notes									
HELP									
Phone Number Lookup Restore Case									

Recorded Message

When clicking on <[Recorded Message](#) / [Privacy Service](#)> at the “*Dial Outcome*,” or “*Dial Retry*” screens, you are sent to the “*Recorded Message*” screen to record which type of message you have received. There are fourteen types of outcomes to select from this screen.

ANSWERING MACHINE / VOICE MAIL

Answering machine / service (correct unit) - Message Left

Click this link to record that you have reached an answering machine or service, the message indicates you reached the correct household, and have left a message. Messages should only be left only once a day.

Document that a message was left in the “*Case Notes*”.

Answering machine / service (correct unit) - No Message Left

Click this link to record that you have reached an answering machine or service, the message indicates you reached the correct household, and you have NOT left a message.

Document that a message was NOT left in the “*Case Notes*”.

Unknown answering machine / service - Message left

Click this link to record that you have reached an answering machine or service, the message does not indicate whether or not you reached the correct household, and have left a message. Messages should only be left only once a day.

Document that a message was left in the “*Case Notes*”.

Unknown answering machine / service – NO Message left

Click this link to record that you have reached an answering machine or service, the message does not indicate whether or not you reached the correct household, and you have NOT left a message.

Document that a message was NOT left in the “*Case Notes*.”

PRIVACY SERVICE

Privacy screening services are systems that filter incoming calls from telemarketers and persons or organizations not recognized by the system.

Privacy screening service (correct unit) - message left

When you've reached a household with privacy screening service, and the message verifies it is the correct unit, and have left a message, click this link.

Privacy screening service (correct unit) - NO message left

When you've reached the household with privacy screening service, and the message verifies it is the correct unit, and have NOT left a message, click this link.

Unknown unit with privacy screening - Message left

When you've reached the household with privacy screening service, and the message does not verify it is the correct unit, and have left a message, click this link.

Unknown unit with privacy screening - NO Message left

Click this link if you've reached a household with privacy screening service, and the message does not verify it is the correct unit, and have NOT left a message.

NUMBER CHANGED

New Number Given

If a recorded message has informed you that the number dialed has changed, and the new number is given, enter the new number in the data fields to the right of this link then click "New Number Given" or press enter.

The instrument will go to the "*Dial Retry*" screen. Here you are prompted to redial the original number to make sure you dialed correctly. If you get the same recorded message, click the <[Recorded Message / Privacy Service](#)> link to return to the "Recorded Message" screen. Enter the new number given once more in the data fields, then click the <[New Number Given](#)> link or press enter to exit to the "*Case Notes*" screen.

No Number Given

Click this link if the recorded message indicates that the number dialed has been changed, but no new number is given. You will proceed to '*Dial Retry*'. At '*Dial Retry*', redial the original number. If you receive the message again, re-indicate this by clicking the Recorded Message/Privacy Service link to return to the Recorded Message screen where you will click the <[No Number Given](#)> selection. The case will then go to the "*Case Notes*".

OTHER OUTCOMES

Number not in service

Use this selection to indicate the message stated the phone number was not in service, not working, not assigned or disconnected at this time. WebCATI will proceed to ‘*Dial Retry*’ where you are prompted to redial the number.

In WebCATI, if you get a second Not In Service or Disconnected Message, a new option on the Dial Retry screen allows you to record this on that screen.

NOTE: Be sure to select the option <*Temporarily Not in Service*> rather than <*Number Not in Service*> when the recorded message mentions the number is temporarily out of service. Selecting “*Number Not in Service*” resolves the case and takes it out of the calling queue, while selecting “*Temporarily Not in Service*” will allow the case to be called again.

Normal busy / circuits busy

Sometimes the phone company gives a recorded message that the “line is busy” or “circuits are busy” on the number you dialed. When that occurs, click this link. WebCATI will proceed to “*Case Notes*”.

You may receive this message if the area code for the phone number is incorrect. If based on your knowledge and you know the correct area code, enter the new area code and the phone number and select ‘New Number Given’ instead.

NOTE: WebCATI has a help section link called “Phone Number Lookup”, where you can search for the correct area code by city name and state.

Number could not be completed as dialed

Other examples of messages for which you should select ‘*Number could not be completed as dialed*’ are messages that state, “the customer is not available”, or “party out of range.”

When you use this selection, WebCATI will prompt you to redial the number, and then if the result is the same message, WebCATI will proceed to “*Case Notes*”.

Temporarily not in service

Click this link if the recorded message states that the phone number is temporarily out of service. WebCATI will proceed to “Case Notes”.

Call Problems

Figure E12. Problem With Call - screen

Problem with call	Case ID: 00000055	Status: Never tried (new case)	Respondent: 2:50 PM CDT
TRAINING: cps_cat1	Cntrl #: 01990064999 A63 55	Closeout: 12/31/2007	Page Timer:

CPS00001 Logged in for 29 m 36 s	CALL PROBLEMS
Show WebCATI Messages Back To... <input type="text"/>	<ol style="list-style-type: none">Unavailable through CloseoutSample unit not found/unreached/eligibility uncertainNon-Interviews that can recycleImmediate hang-upRefusalRefusal - requests personal visitIn scope but currently unavailableRefer to supervisorLanguage barrierHearing BarrierBad connectionWrong number dialed or reached
RESPONDENT (555) 222-2222 RICK MARTINEZ 901 RAZORBACKS WAY ANYTOWN KS 99997-997	
LANGUAGE Language - English	
SPECIAL SKILLS Skill - No Special Skills	
CASE DETAILS Case History Records Case Notes Case Phone Numbers Case Roster Edit Notes	
HELP	NAVIGATION Back To Dial Outcome

Problem with call screen

When clicking on < Problem with call the “Dial Outcome,” or “Dial Retry” screens, you are sent to the “Problem with call” screen to record which type of problem you have encountered. There are approximately 20 types of outcomes to select from this screen.

Figure E13. Unavailable Through Closeout – screen



Unavailable through Closeout

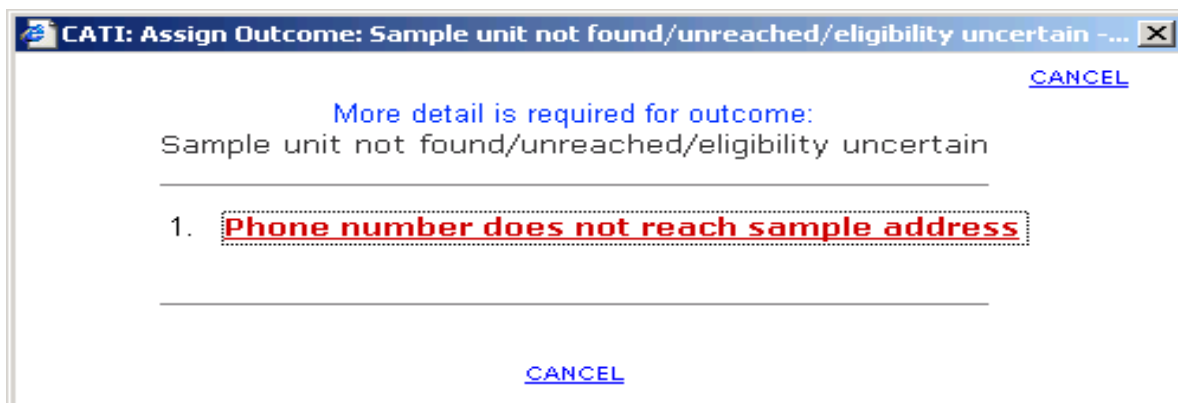
Click this link, for example, if the designated person will not be available to complete the interview prior to the case closeout date. The closeout date for the case is displayed in the blue banner at the top of the page.

After clicking the link, a separate window will appear for you to choose either “HH – Institutionalized”, “HH – Unavailable through closeout”, or “HH-Moved”. Once clicking on the appropriate link the system will continue to the “*Case Notes*” screen.

**Sample Unit not found/
unreached/
eligibility uncertain**

Click on this link if all telephone numbers for the case have been tried, and none of the phone numbers reach the sample address or reach the persons listed on the roster.

Figure E14. Sample Unit Not Found/Unreached/Eligibility Uncertain – screen



**Non-Interview
That Can Recycle**

After clicking the link, a separate window, as displayed below, will appear for you to choose ‘Possible Duplicate’, ‘Not sure if correct sample unit’, ‘Hard of hearing’, or ‘Potential refusal’. WebCATI will then proceed to the “*Case Notes*”.

Figure E15. Non-Interview Recycles – screen



Refusal/Refusal –Requests Personal Visits

If the respondent “refuses” to participate in the interview, click this link. A refusal is coded when the respondent verbally objects to participating in the interview even if the phone number has not been verified.

After clicking the link, a separate window, as displayed below, will appear for you to choose either ‘No confirmation of sample unit.’, ‘Respondent refused - broke off interview and progress made’, or ‘Broke off interview no progress made’.

Once clicking on the appropriate link the system will continue to the “*Provide Reason*” screen where you select (or enter) the reason the respondent refused to participate.

There are two other types of refusals. After clicking the link, a separate window, as displayed below, will appear for you to choose either ‘Request Personal Visit with Progress Made’, or ‘Request Personal Visit without Progress Made.’

Once clicking on the appropriate link the system will continue to the “*Notes*” screen where you enter the reason why the case requires a personal visit.

Figures E16 & E16a. – Refusals – screens

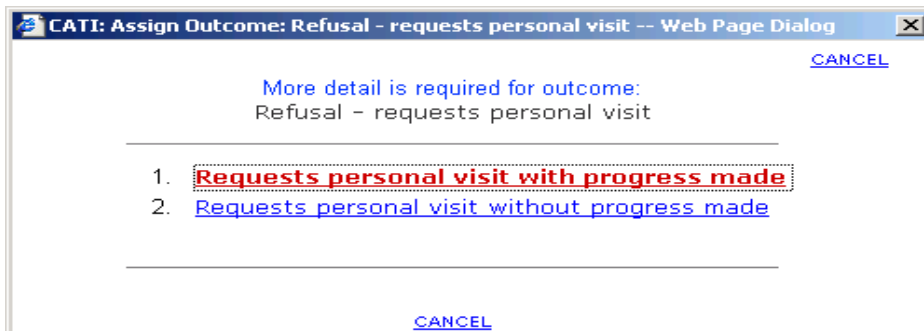
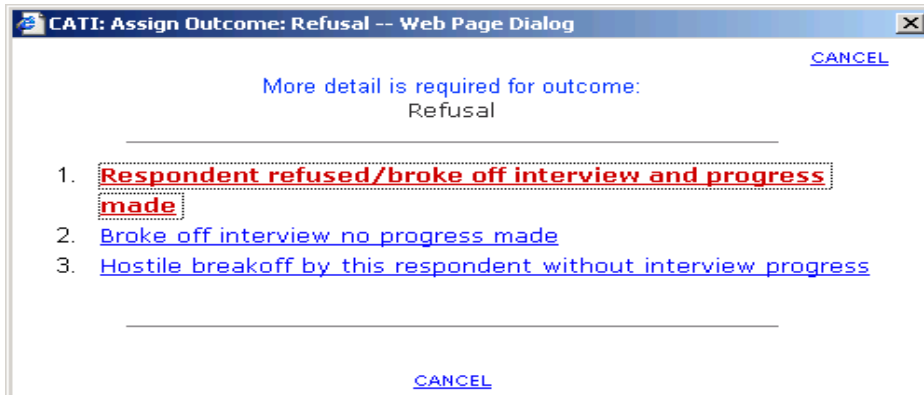
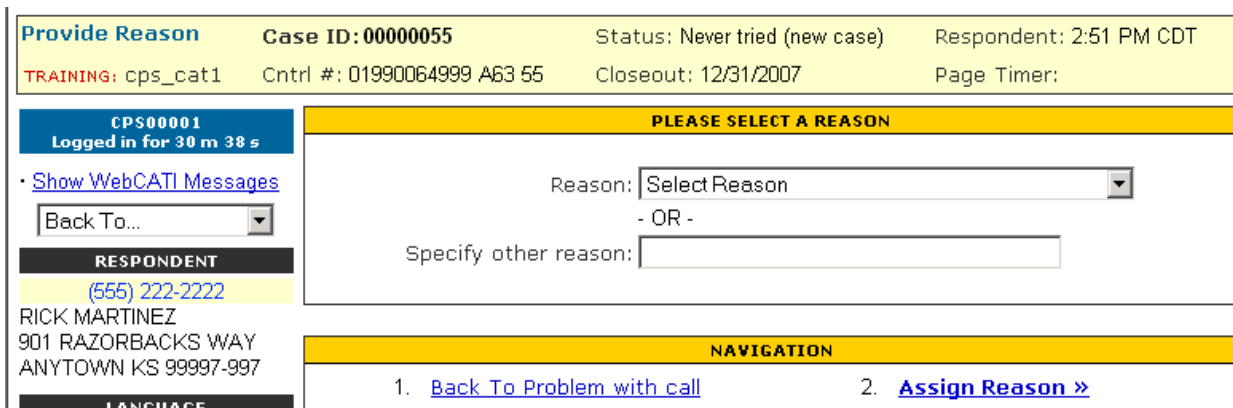


Figure E17. Provide Reason - screen

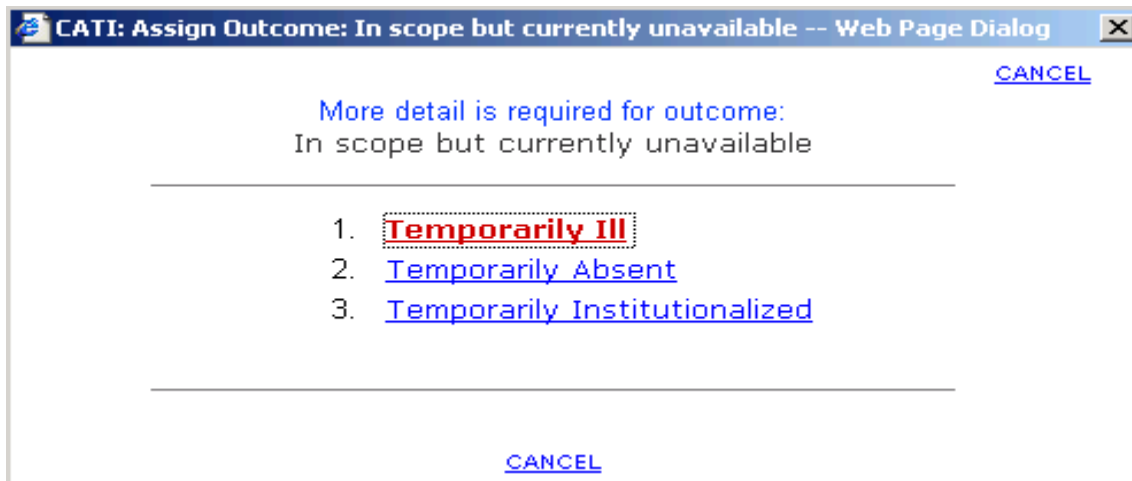


In Scope but Currently Unavailable

Click on this link if the designated person is absent but is expected to return before the case closeout date.

After clicking the link a separate window, as displayed below, will appear for you to choose either 'Temporarily Ill', 'Temporarily Absent', or 'Temporarily Institutionalized' .

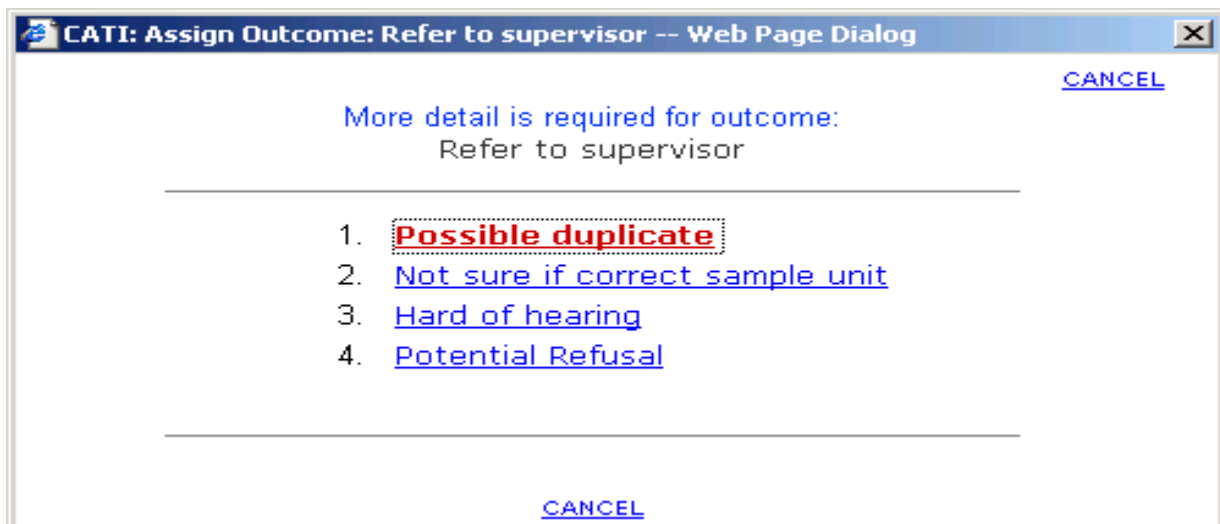
Figure E18. In Scope but Currently Unavailable - screen



Refer to Supervisor

After clicking the link, a separate window, as displayed below, will appear for you to choose 'Possible Duplicate', 'Not sure if correct sample unit', 'Hard of hearing', or 'Potential refusal.' WebCATI will then proceed to the "*Case Notes*".

Figure E19. Refer to Supervisor - screen



Language barrier

Click this link when the respondent speaks a language other than English, or if he/she seems to not understand English well enough to complete the interview.

As best you can, try probing the respondent to determine which language he/she speaks. Then, click the <[Language barrier](#)> link which will open a separate “*Case Language*” window (see next page).

Choose the appropriate language by clicking in the radio button next to that language. Scroll down if you do not immediately see the necessary language.

If you still can't find the respondent's language, click in '**Other Language, specify**' and type in the name of the language.

Conversely, if you do not know the name of the respondent's language, click in '**Unknown Language**' at the bottom of the language list.

After choosing the language, click on <[Submit](#)> at the bottom of the window. The system will assign the case an outcome and then proceed to the “*Case Notes*” screen.

It is important that we identify the language or determine if someone at the unit speaks fluent English and would be available to translate for the designated person. Including this information in your “*Case Notes*” will greatly facilitate the followup attempts.

Select the category '**Unknown Language**' when you cannot identify what language or language family is spoken by the respondent. This will route the case to interviewers who are designated “*General Linguist*” in their skills profile. The *General Linguist* interviewers will attempt to determine what language is spoken by the respondent, and will update the language selection screen once it is identified.

The language family categories “**Asian**” and “**Germanic**” are available if you cannot determine which of the more specific Asian or Germanic languages the respondent speaks. Interviewers designated with the “*Asian*” or “*Germanic*” language skill will attempt to determine what language is spoken by the respondent, and must update the language selection screen once the language is identified.

If the language skill assigned the case is designated in the system as an “*unsupported language*” the case will be put on hold.

Figure E20. Language Barrier - screen

<input type="radio"/> Spanish
<input type="radio"/> Arabic
<input type="radio"/> Asian
· <input type="radio"/> Chinese
· <input type="radio"/> Japanese
· <input type="radio"/> Korean
· <input type="radio"/> Tagalog
· <input type="radio"/> Vietnamese
<input type="radio"/> French
<input type="radio"/> Germanic
· <input type="radio"/> Dutch
· <input type="radio"/> German
· <input type="radio"/> Norwegian
· <input type="radio"/> Swedish
<input type="radio"/> Greek
<input type="radio"/> Italian
<input type="radio"/> Polish
<input type="radio"/> Portuguese
<input type="radio"/> Russian

Hearing Barrier

Click this link if you encounter a respondent who is hard of hearing, or deaf. This case will then go to an interviewer with the hard of hearing skill.

Bad Connection

If you record a bad connection, WebCATI will proceed to ‘Dial Retry’ to allow you to retry the phone number. If on the redial attempt the same results are obtained, indicate a bad connection.

Wrong number dialed or reached

Click this link if it is determined (by yourself or the respondent) that you have dialed the wrong number.

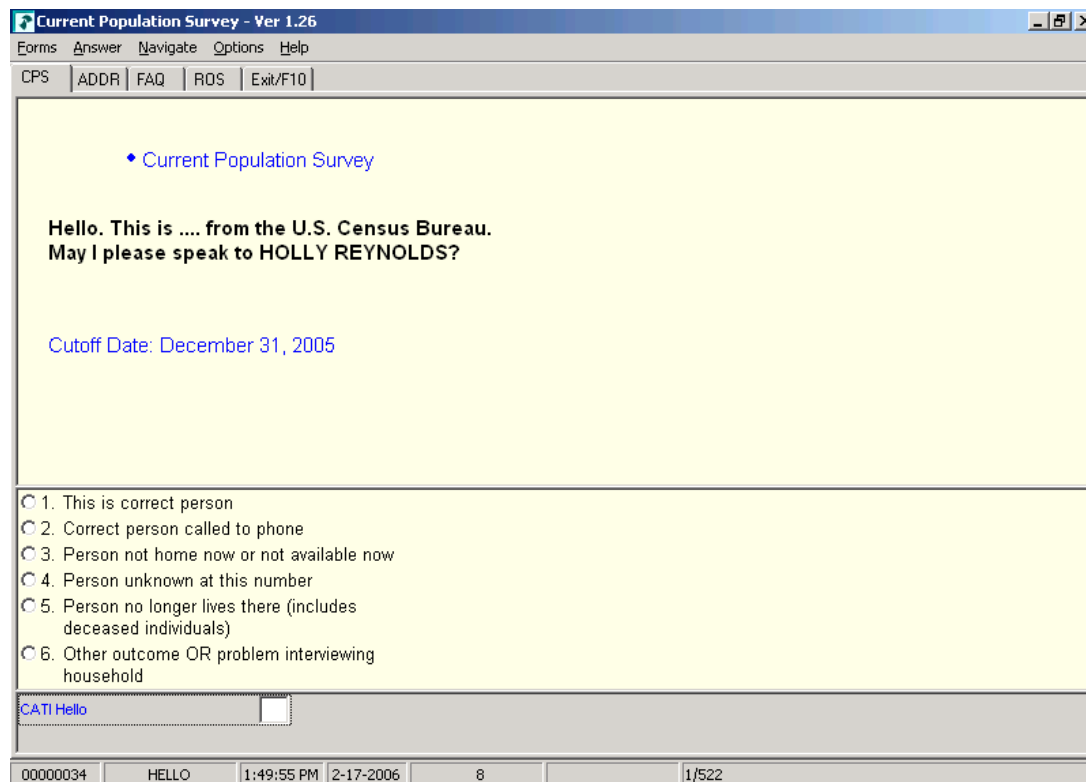
PART E, CHAPTER 2 FRONT OF THE CPS CATI INSTRUMENT

When you access a case in WebCATI, a separate data collection instrument is launched for the case as well. This separate instrument is kept minimized until <Continue with this Person> is clicked in WebCATI.

Prior to reaching the content questions in the CPS instrument there are a few introduction and verification screens that must be answered.

If the interview is being conducted in Spanish, press Shift + F5 and select Spanish.

Figure E21. Hello – screen



HELLO

This screen is used to ask to speak to the designated person. The name of the designated person fills in the question.

If you do reach the household respondent or if the household respondent is being called to the phone, enter <1> or <2> to proceed to INTRO_1ST.

If the household respondent is not currently available to conduct the interview, enter <3>. The instrument will skip to screen HELLO_ALT. Enter a <0> on HELLO_ALT to ask for another respondent. The instrument will skip to HELP_OTH. Enter a <2> on screen HELP_OTH. The instrument will skip to WHO_CALLBACK. Enter <1> to exit the case and proceed to the WebCATI screens to assign the proper outcome for the case. The appointment will be set in WebCATI.

If the person who has answered the phone has not heard of the household respondent, enter <4>. The instrument will proceed to SOMEONE_IN_HH to verify that you have reached the correct household.

If the person no longer lives there (include deceased individuals) enter <5>. The instrument will proceed to SOMEONE_IN_HH to verify that you have reached the correct household.

If you encounter a problem or alternate situation with the case, enter a <6>. The instrument will skip to screen HELLO_PRB. Enter a <6> on HELLO_PRB to exit the case and proceed to the WebCATI screens to assign the proper outcome for the case. You will be able to record the specific problem at the WebCATI “Interviewing” screen.

Prior to leaving the instrument the screen SHOW_CTRL and SHOW_ROS will appear. Enter <1> to continue.

Figure E22. Intro - screen

Current Population Survey - Ver 2.56

Forms Answer Navigate Options Help

CPS ADDR FAQ ROS SSN_OPTOUT Exit/F10

Hello, I'm from the U.S. Census Bureau.

I'm calling concerning the Current Population Survey. We contacted this household last month to obtain the government's statistics on employment and unemployment in your city and across the country. I'm calling this month to update the information.

I have your address listed as:

901 RAZORBACKS WAY

ANYTOWN, KS 99997-997

Is that your exact address?

1. SAME address 3. Haven't moved but address has changed

2. MOVED, not same address 4. Incorrect address previously recorded

Initial introduction

00000055 INTRO_1ST 3:53:30 PM 4-12-2007 4 8/501

INTRO

Here is where you explain to the respondent the reason for the call and to verify the address.

If <1> is entered, proceed to INTROB_CT.

Entering <2> will take you to the MOVED screen. CPS does not interview movers so this will end the interview.

Enter <3> or <4> to update the address fields.

Not all fields must be filled in. You may leave anything but NEWMPO_CP, NEWMST_CP and NEWMZIP_CP blank.

Figure E23. Intro Supervisor Statement - screen

Current Population Survey - Ver 1.26

Forms Answer Navigate Options Help

CPS ADDR FAQ RDS Exit/F10

◆ READ:
My supervisor is working with me today and may listen in to evaluate my performance.

◆ (Persuade respondent to complete interview now, if possible.)

1. Continue
 2. Inconvenient time - Callback needed
 3. Other outcome or problem

Intro for Partials

Continue?

Will resp be home?

Resume interview

00000090 INTROB_CT 2:30:06 PM 2-17-2006 2 Tim Butler 15/522

INTROB_CT - Supervisor Statement

You must inform the respondent that your supervisor might be monitoring you.

Enter <1> to proceed to screen STLLIV to verify, and if necessary update the household roster.

Enter <2> if the respondent wishes to continue the interview at a later time. The instrument will skip to the screen SHOW_CTRL where you will enter precode <1> to continue. At the WebCATI “*Interviewing*” screen select option <2> to set an appointment.

Enter <3> if a problem surfaces at this point. The instrument will skip to the screen SHOW_CTRL where you will enter precode <1> to continue. Enter <1> to continue and exit the case and proceed to WebCATI. At the WebCATI “*Interviewing*” screen select option <1> for Problem with Call.

PART E, CHAPTER 3 BACK OF THE CPS CATI INSTRUMENT

Upon concluding the interview you will come to a series of screens to confirm critical information so that you can finish the interview. The screens take you through:

1. Confirming whether or not the case is completed
2. Checking the status of the case
3. Assigning a case outcome, or setting an appointment
4. Entering notes to document the status of the case or alert others of any problems

The following section details the last screens of the CPS instrument which you will use to exit the interview and the WebCATI screens used to close a case.

EXITING THE INTERVIEW

THANKYOU

The THANKYOU screen is presented after you complete the entire interview.

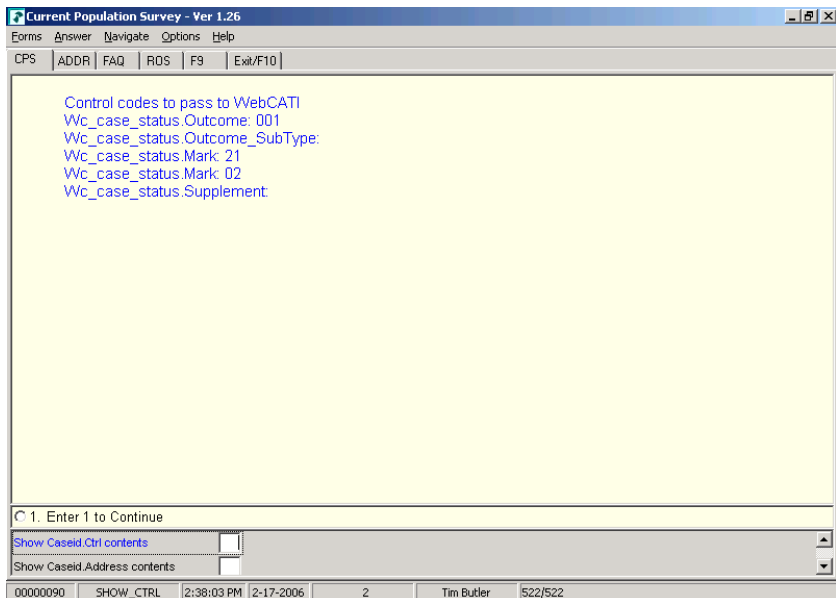
Enter <1> to continue onto the Control Code screens and go back into WebCATI.

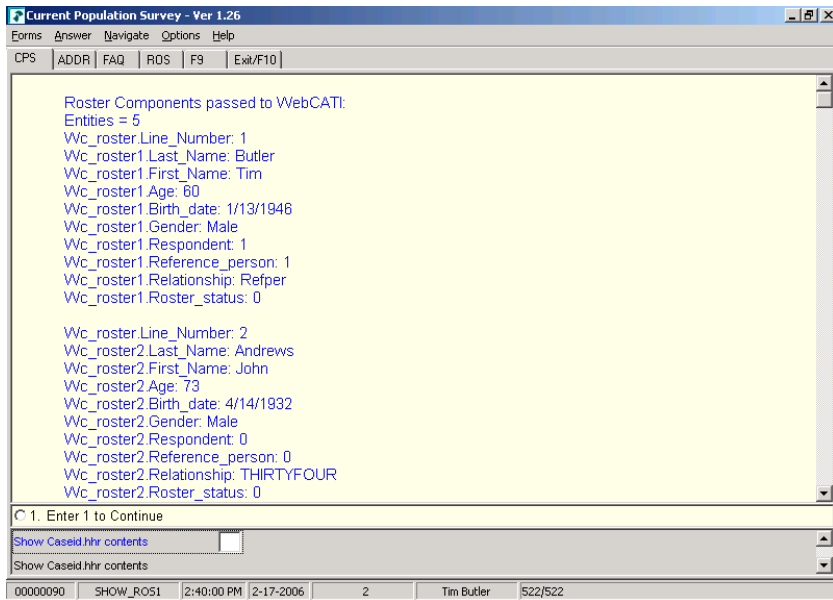
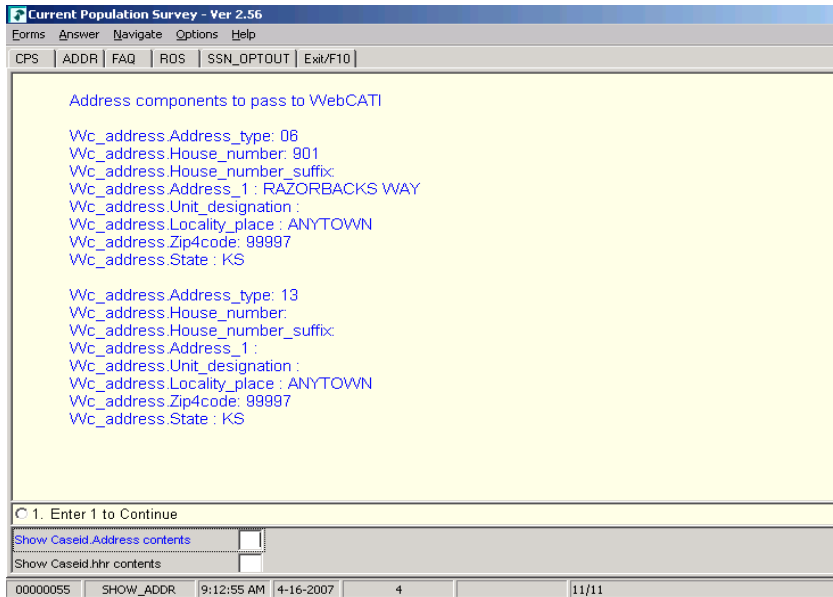
SHOW_CTRL:

SHOW_ROS1:

SHOW_ADDR:

Figures 24 – 26. Control Codes – screens





Control Codes

Enter 1 and press <Enter> to proceed through the Control Code screens. These are screens that show what outcome codes and control data is being passed to the WebCATI system from the instrument.

Figure E27. Interviewing - screen

Interviewing		Case ID: 0000055	Status: Insufficient partial - callback	Respondent: 8:12 AM CDT
TRAINING: cps_cat1		Cntrl #: 01990064999 A63 55	Closeout: 12/31/2007	Page Timer: 22 m 10 s

CPS00001 Logged in for 1 m 16 s	Notes	Case History	Previous History	Boost/Block	Other Info
Show WebCATI Messages	Roster	Appointments	FEFU Error Tally	Case Grouping	Mailing Address
	Contact				

If the instrument does not appear automatically, use the "Activate Instrument" link.

RESPONDENT
(555) 222-2222
Unknown respondent name 901 RAZORBACKS WAY ANYTOWN KS 99997-997
LANGUAGE
Language - English
SPECIAL SKILLS
Skill - No Special Skills
CASE DETAILS
Case History Records
Case Notes
Case Phone Numbers
Case Roster
Edit Notes
HELP
Phone Number Lookup

NAVIGATION	
1. Problem With Call	3. Done with Interview
2. Set Appointment	4. Set Boost/Blocks

INSTRUMENT HELP

Interviewing

Each time you finish data collection in the CPS instrument, you will be directed to the WebCATI “*Interviewing*” screen to exit the interview.

At this screen you can:

- record a “problem” outcome with the case.
- set an appointment for the case.
- indicate you are done with the interview.
- set boosts or blocks.

Done with Interview

If you have completed the CPS interview, click this link to proceed to the “*Case Notes*” screen to wrap up the case.

Set Appointment

Click this link to schedule a callback to the household to complete the CPS interview. A separate “Appointment” screen will then appear for you to set the appointment details.

Figure E28. Appointment - screen 1

CLOSE PRINT

Appointment Case ID: 0000055
cps_cat1 Page Timer:

APPOINTMENT DATE AND TIME

Who to call: Cindy Martinez Date: 4/16/2007
Phone Number: (555) 222-2222 Fixed Range
Priority: Normal Start Time: 8 AM : 45 CDT

NAVIGATION

[Change Appointment Contact Info](#) [Set Appointment >](#)

© 2002-2006 United States Census Bureau
WebCATI v.1.5.7.109
Build for Staging at 3/20/2007 1:41 PM
Logging on dsun-web01

WebCATI Modal Window Trusted sites

Appointment

If the respondent would like to be called at a different number not listed, click the “[Add New Phone Number](#)” icon to enter an alternate phone number for the callback.

Click <[Submit](#)> to proceed to the 2nd “*Appointment*” screen to set the time and date for the appointment.

To specify the date for the appointment you may: leave the date in the date field as is, click in the date field and enter a new date, **OR** click on the calendar icon and click on a date.

Appointments may be scheduled as **fixed** or **range** appointments. Fixed appointments are for a specific *time* while range appointments are for a specific *time frame*. When you click the radio button for “Range”, an additional time field will appear to enter the time range for the appointment. Click on the arrows on the drop boxes to select the start and end times for the appointment.

Once you’ve finished setting the time and date for the appointment, click <Set Appointment> to proceed to the “*Appointments*” screen.

To add an additional phone number to be called for the appointment, click <Change Appointment Contact Info> to return to the 1st “*Appointment*” screen.

Figure E29. Appointment - screen 2

Appointment
cps_cat1
Case ID: 00000055
Page Timer: 10 s

APPOINTMENT CONTACT DETAILS

Who is appointment with: Cindy Martinez (Roster Entries)

Select	Phone Number	Person at This Phone	Type	Time Zone
Add New Phone Number				
<input checked="" type="radio"/>	(555) 222-2222		Home	CDT
<input type="radio"/>	(555) 258-3625	CINDY MARTINEZ	Cellular or digital	CDT

NAVIGATION

1. [Cancel](#)
2. [Submit >](#)

Figure E30. Appointments - screen 3

Appointments		Case ID: 00000055	Status: Insufficient partial - callback	Respondent: 8:38 AM CDT
TRAINING: cps_cat1		Cntrl #: 01990064999 A63 55	Closeout: 12/31/2007	Page Timer:

CPS00001 Logged in for 27 m 13 s Show WebCATI Messages Back To...	Notes	Case History	Previous History	Boost/Block	Other Info
	Roster	Appointments	FEFU Error Tally	Case Grouping	Mailing Address
	Contact				

RESPONDENT (555) 222-2222 Unknown respondent name 901 RAZORBACKS WAY ANYTOWN KS 99997-997	<table border="1"> <tr> <th colspan="2">APPOINTMENTS</th> </tr> <tr> <td>Status:</td> <td>Time: Today 8:45 AM CDT</td> </tr> <tr> <td>Active</td> <td>With: Cindy Martinez</td> </tr> <tr> <td> </td> <td>Phone: (555) 222-2222</td> </tr> <tr> <td></td> <td>Set By: CPS Interviewer on 4/16 8:38 AM CDT</td> </tr> <tr> <td></td> <td>Last Attempted:</td> </tr> </table>	APPOINTMENTS		Status:	Time: Today 8:45 AM CDT	Active	With: Cindy Martinez		Phone: (555) 222-2222		Set By: CPS Interviewer on 4/16 8:38 AM CDT		Last Attempted:
APPOINTMENTS													
Status:	Time: Today 8:45 AM CDT												
Active	With: Cindy Martinez												
	Phone: (555) 222-2222												
	Set By: CPS Interviewer on 4/16 8:38 AM CDT												
	Last Attempted:												

LANGUAGE Language - English
SPECIAL SKILLS Skill - No Special Skills
CASE DETAILS Case History Records Case Notes Case Phone Numbers Case Roster Edit Notes
HELP

NAVIGATION	
1. Problem With Call	3. Done with Interview
2. Set Appointment	4. Set Boost/Blocks

Appointments

This screen summarizes the appointment settings you've made on the case.

You have the option of editing the appointment by clicking either the [Set Appointment](#) link or the Edit icon.

You may also cancel the appointment by clicking on the Cancel icon.

To proceed to the "Case Notes" screen click [Done with Interview](#).

NOTE: You will need to cancel pre-existing appointments if respondents change the time of the appointment.

Figure E31. Boost / Block - screen 1

Boost / Block		Case ID: 00000095					
cps_cas2		Page Timer: 1 m 20 s					
BOOST / BLOCK TIME ASSIGNMENTS							
		BOOST (+) : left-click an hour slot.			BLOCK (-) : right-click an hour slot.		
	SUN	MON	TUE	WED	THU	FRI	SAT
9:00 am							
10:00 am							
11:00 am							
12:00 pm						(+)	
1:00 pm						(+)	
2:00 pm						(-)	
3:00 pm						(-)	
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							
8:00 pm							

Boost/Block:

Day of Week:

Time:

[Set](#)

FRIDAY 12:00PM Boost
 FRIDAY 1:00PM Boost
 FRIDAY 2:00PM Block
 FRIDAY 3:00PM Block

Boost / Block

To increase the chances of a case being called in queue at a certain time, an alternate to setting an appointment is to give a case a Boost. Conversely, you may also prevent a case from being called by giving certain time slots a Block.

To set a boost on a time slot (for example, 12pm - 1pm, Friday), left-click in the grid for 12pm Friday (see above).

To block a time slot (for example, 2pm - 3pm, Friday), right-click in the grid for 2pm Friday (see above).

Click <Submit> to proceed to the 2nd “Boost/Block” screen.

Figure E32. Boost / Block - screen 2

Boost/Block Case ID: 00000055 Status: Insufficient partial - callback Respondent: 8:39 AM CDT
 TRAINING: cps_cat1 Cntrl #: 01990064999 A63 55 Closeout: 12/31/2007 Page Timer:

CPS00001

Logged in for 28 m 29 s

- [Show WebCATI Messages](#)

Back To... ▼

Notes	Case History	Previous History	Boost/Block	Other Info
Roster	Appointments	FEFU Error Tally	Case Grouping	Mailing Address
Contact				

FULL SCREEN
PRINT

RESPONDENT

(555) 222-2222

Unknown respondent name
 901 RAZORBACKS WAY
 ANYTOWN KS 99997-997

LANGUAGE

- [Language - English](#)

SPECIAL SKILLS

- [Skill - No Special Skills](#)

CASE DETAILS

- [Case History Records](#)
- [Case Notes](#)
- [Case Phone Numbers](#)
- [Case Roster](#)
- [Edit Notes](#)

HELP

	SUN	MON	TUE	WED	THU	FRI	SAT
9:00 am							
10:00 am							
11:00 am							
12:00 pm						(+)	
1:00 pm						(+)	
2:00 pm						(-)	
3:00 pm						(-)	
4:00 pm							
5:00 pm							

NAVIGATION

1. Problem With Call	3. Done with Interview
2. Set Appointment	4. Set Boost/Blocks

Boost / Block

This screen summarizes the boosts / blocks settings you've made on the case.

Here, you can click [Set Boosts/Blocks](#) to edit the Boosts / Blocks on the case.

Click [Done with Interview](#) to keep the setting as is, and proceed to the "Case Notes" screen.

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ABSNT	Absence from work	B1-7, C4-11
ABSPC1	Absence from work, other specify	C4-13
ABSPD	Absence from work, paid	C4-13
ABSRSN1	Reasons for absence from work	C4-11
AFEVER	Armed Forces, ever served	C3-13
AFWHEN	Armed Forces, when served	C3-14
AFNOW	Armed Forces, current status	C3-14
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Screen Name	Related Concepts	Pages
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DS3W	Who has serious difficulty concentrating, remembering or making decisions	C3-41
DS4	Serious Difficulty Walking or Climbing Stairs	C3-41
DS4W	Who has serious difficulty walking or climbing stairs	C3-41
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DWWNT	Discouraged worker, desire for work	C4-23
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Screen Name	Related Concepts	Pages
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ERNOHE	Earnings, usual hours per week	B5-3, C4-43
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ERNOTH	Earnings, amount	B5-3, C4-43
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ERNRG5	Earnings, hourly	B5-3, C4-43
ERNRGP	Earnings, amount	B5-3, C4-43
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Screen Name	Related Concepts	Pages
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GR6COR	Complete six or more graduate/professional school courses	C3-21
H_PURPOSE	Frequently asked questions	A2-6
HNUM_VR	Replacement household	C2-6
HHRESP	Respondent's line number	C3-3
HGCOMP	Highest grade of regular school	C3-20
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HRACT2	Actual hours, second job	C4-8
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HROFF1	Hours, time off	B1-10, C4-8
HROFF2	Hours-time off number	B1-10, C4-8
HROT1	Hours, overtime	B1-9, C4-8
HROT2	How many hours, overtime	B1-10, C4-8
HRRSN1	Part-time, reason for working	B1-10, C4-8
HRRSN2	Part-time, reason do not want full-time	B1-11, C4-10
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HRSPC1	Part-time, other specify for reason for working	B1-11, C4-10
HRSPC2	Part-time, other specify for reason for working	B1-11, C4-10
HRSPC3	Part-time, other specify for reason for working	B1-11, C4-10
HRUSL1	Usual hours	B1-10, C4-7
HRUSL2	Usual hours, second job	B1-10, C4-7
HRWANT	Hours, want full-time	C4-8
HVSAC	HVS, air conditioning	D3-8
HVSBD	HVS, bedrooms	D3-5
HVSBTH	HVS, bathrooms in house	D3-7
HVSC	HVS, number of acres	D3-3
HVSCOM	HVS, commercial use	D3-15
HVSKIT	HVS, kitchen	D3-6
HVSNUM	HVS, number of units	D3-4
HVSOCC	HVS, occupied	D3-8

Screen Name	Related Concepts	Pages
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HSPNON	Spanish, Hispanic, or Latino Origin	C3-22
HVSPRC	HVS, sale price	D3-15
HVSRM	HVS, number of rooms	D3-5
HVSRNT	HVS, monthly rent	D3-13
HVSSTA	HVS, status of unit	D3-10
HVSSTS	HVS, other specify for status of unit	D3-13
HVSUT	HVS, utilities	D3-14
HVSVAC	HVS, number of months vacant	D3-9
HVSYR	HVS, year built	D3-3
INTOCC1	HVS, when intended for occupancy	C6-13
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INUSYR	Nativity and immigration, year entered U.S	C3-34, C3-37
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IO1GVT	Industry and occupation, level of government	B4-4, C4-31
IO1INC	Industry and occupation, business incorporated	B4-4, C4-32
IO1IND	Industry and occupation, kind of industry	B4-4, C4-36
IO1INT	Industry and occupation, class of worker	B4-4, C4-30
IO1MFG	Industry and occupation, manufacturing, wholesale, retail	B4-5, C4-35
IO1NMB	Industry and occupation, name of business	B4-4, C4-35
IO1NMG	Industry and occupation, name of government agency	C4-35
IO1NMP	Industry and occupation, name of company	C4-35
IO1OCC	Industry and occupation, kind of work or occupation	B4-5, C4-38
IO1WP	Industry and occupation, working for pay	B4-3, C4-35
IO2DT	Industry and occupation, usual activities or duties, second job	B4-6, C4-42
IO2GVT	Industry and occupation, level of government, second job	B4-7, C4-31
IO2INC	Industry and occupation, self-employed, second job	B4-7, C4-31
IO2IND	Industry and occupation, kind of business or industry, second job	B4-7
IO2INT	Industry and occupation, class of worker, second job	B4-7, C4-30
IO2MFG	Industry and occupation, manuf., wholesale, retail, second job	B4-7
IO2NMB	Industry and occupation, name of business, second job	B4-7

Screen Name	Related Concepts	Pages
IO2NMG	Industry and occupation, name of government agency, second job	B4-7
IO2NMP	Industry and occupation, name of company, second job	B4-7
IO2OCC	Industry and occupation, kind of work or occupation, second job	B4-7, C4-38
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IO2WP	Industry and occupation, working for pay, second job	B4-7
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IODP2	Industry and occupation, dependent interviewing	B4-6, C4-41
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JHRSN	Job history, reason left last job	C4-27
JHRSP	Job history, other specify for reason left last job	B3-3, C4-28
JHWANT	Job history, intend to look for work	B3-3, C4-29
JHWK	Job history, worked past 12 months	B3-3, C4-27
LABFOR	Introduction, Labor Force Items	C4-3
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LAY6M	Layoff, recall	C4-13
LAYAVL	Layoff, available for work	C4-14
LAYAVR	Layoff, not available for work	C4-15
LAYDR1	Layoff, duration-periodicity	C4-15
LAYDR2	Layoff, duration-length of time	C4-15
LAYDR3	Layoff, duration in weeks	C4-16
LAYDT	Layoff, return to work	C4-14
LAYFT	Layoff, from full-time job	C4-16
LAYLK	Layoff, looking for work	C4-15
LIVQRT1	Type of housing unit	C2-11
LIVQRTSP	Other specify for type of housing unit	C2-11
LK	Looking for work	B2-4, C4-16
LKAVL	Looking for work, available for job	C4-20
LKAVR	Looking for work, not available for job	C4-20
LKAVS	Looking for work, other specify for not available for job	C4-20
LKDK1	Looking for work, job search methods	B2-4, C4-17
LKDK2	Looking for work, job search methods	B2-4, C4-17

Screen Name	Related Concepts	Pages
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LKDK4	Looking for work, job search methods	B2-4, C4-17
LKDK5	Looking for work, job search methods	B2-4, C4-17
LKDK6	Looking for work, job search methods	B2-4, C4-17
LKDKS1	Looking for work, other job search methods	C4-17
LKDKS2	Looking for work, other job search methods	C4-17
LKDKS3	Looking for work, other job search methods	C4-17
LKDKS4	Looking for work, other job search methods	C4-17
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LKDR1	Looking for work, length of time - periodicity	C4-20
LKDR2	Looking for work, length of time	C4-20
LKDR3	Looking for work, number of weeks looking	C4-21
LKFT	Looking for work, full-time or part-time	C4-21
LKLL1	Looking for work, activity before beginning to look	C4-21
LKLL1S	Looking for work, other activity before beginning to look	B2-4, C4-21
LKLL2	Looking for work, reason left last job	C4-21
LKLW	Looking for work, when last worked	C4-20
LKM1	Looking for work, job search methods	B2-4, C4-18
LKM2	Looking for work, job search methods	B2-4, C4-18
LKM3	Looking for work, job search methods	B2-4, C4-18
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LKM5	Looking for work, job search methods	B2-4, C4-18
LKM6	Looking for work, job search methods	B2-4, C4-18
LKMSP1	Looking for work, other job search methods	C4-18
LKMSP2	Looking for work, other job search methods	C4-18
LKMSP3	Looking for work, other job search methods	C4-18
LKMSP4	Looking for work, other job search methods	C4-18
LKMSP5	Looking for work, other job search methods	C4-18
LKMSP6	Looking for work, other job search methods	C4-18
LKPS1	Looking for work, job search methods	B2-4, C4-19
LKPS2	Looking for work, job search methods	B2-4, C4-19

Screen Name	Related Concepts	Pages
LKPS3	Looking for work, job search methods	B2-4, C4-19
LKPS4	Looking for work, job search methods	B2-4, C4-19
LKPS5	Looking for work, job search methods	B2-4, C4-19
LKPS6	Looking for work, job search methods	B2-4, C4-19
LKPSP1	Looking for work, other job search methods	C4-18
LKPSP2	Looking for work, other job search methods	C4-18
LKPSP3	Looking for work, other job search methods	C4-18
LKPSP4	Looking for work, other job search methods	C4-18
LKPSP5	Looking for work, other job search methods	C4-18
LKPSP6	Looking for work, other job search methods	C4-18
MAILAD	Verify mailing address	C2-5
MARITL	Marital status	C3-13
MCHILD1	Household roster, missing babies or small children	C3-3
MAWAY	Household roster, missing anyone who usually lives here	C3-3
MERGUA	Merged units	C6-11
MJ	Multiple job holders	B1-9, C4-6
MJNUM	Number of multiple jobs	C4-36
MLODGE	Household roster, missing lodgers etc.	C3-3
MELSE	Household roster, missing anyone else	C3-3
MNTVT	Nativity and immigration, mother's country of birth	C3-35
MS123	Year program for master's degree	C3-21
NEED_PV	Callbacks, need personal visit	C5-5
NLFACT	Not in labor force, current situation	A1-7, B3-3, C4-30
NLFJH	Not in labor force, when last worked	B3-3, C4-29
NLFRET	Not in labor force, retired	B3-3, C4-29
NLFSPC	Not in labor force, other specify for current situation	B3-3, C4-29
NMEMP1	Number of paid employees	C4-42
NONTYP	Noninterview type	C6-4
NOTES	Interviewer notes	C5-8
NROS2B	Household roster, greater than 16 persons	C3-4
NTVT	Nativity and immigration, country of birth	C3-35

Screen Name	Related Concepts	Pages
ORISPN	Main Item in origin series	C1-8, C3-22, C3-23
OROTSS	Write in for other spanish, hispanic or latino group	C3-24
OTHUNTSP	Other units, specify	C2-11
OTHUNT	Other units	C2-11
OWNREN1	Household roster, order of listing	C3-3
PARENT	Parent's line number	C3-11, C3-38
PDEMP1	Self-employed	C4-42
PREDIS	Introduction to Disability Series	C3-40
PRLBFR	Labor force questions, who is asked	A1-6
RACE	Personal interview of race	C3-25
RACE	Telephone interview of race	C3-26
RACEAS	Race - specific asian group	C3-27, C3-28
RACEPI	Race - specific native hawaiian or other pacific islander group	C3-27, C3-28
RESP_PRB	Eligible household respondent	A2-5, C3-8
RESP1	Respondent's line number	C3-3
RET	Retired, dependent interviewing	B3-3
RET1_1	Retired, currently wants job	C4-23
RIPFLG	Respondent Identification Policy	A2-5, C5-10
TELAVL	Telephone available elsewhere	C5-3
TELHHD	Telephone availability	C5-3
S_FAMINC	Family Income	C3-32
S_HHMEM	Household membership, usual residence	C3-9
S_OROTSP	Other spanish, hispanic, or latino group	C3-24
S_RACEOT	Race - other	C3-28, C3-29
S_RRP	Relationship to reference person	C3-5, C3-6
SCHFT	School enrollment, full time or part time	C4-50
SCHENR	School enrollment	C4-49
SCHLVL	School enrollment, high school or college	C4-50
SEASON	Seasonal status, when intended for occupancy	C6-10
SHOROS_CP	Introductory screens, household composition screen	C2-4
SHOW_ROS_CP	Household Composition	C2-4

Screen Name	Related Concepts	Pages
SPOUSE	Spouse's line number	C3-13
START_CP	Introductory screens	C2-3
STLLIV	Household roster, still live here	C3-3
STRBLT	Structure built before April 2000?	C2-6
TABX_INTRO	Extra units, start of Table X	C2-8
TEL_WHR	Telephone available-where?	C5-3
TELIN_SCRN	Acceptability of telephone interview	C5-3
TELPV	Telephone or personal visit interview	C5-7
TENUR_SCRN	Type of living quarters	C2-9
TYPB	Noninterview, type B	C6-8
TYPC	Non-interview, type C	C6-12
TYPEA	Non-interview, type A	C6-5
USEASRES	Household membership, usual residence	C3-7
VERADD	Verify exact address	C2-5
VERIFY	Verify information screen	C5-8
VERIFY_AGE	Age verification	C1-7, C3-11
WORK	Work	B1-5, C4-4

APPENDIX 1
EXAMPLES OF INDUSTRY RESPONSES WHICH NEED SPECIAL CARE IN REPORTING

For some industries, the common titles are inadequate. The following list gives examples of inadequate and adequate entries:

Inadequate	Adequate
Agency	Collection agency, advertising agency, real estate agency, employment agency, travel agency, insurance agency
Aircraft parts or Aircraft components	Airplane engine parts factory, propeller manufacturing, electronic instruments factory, wholesale aircraft parts
Automobile parts	Auto clutch manufacturing, retail sales and installation of auto mufflers, etc.
Automobile components	Auto battery factory
Bakery	Bakery plant (bakes and sells to wholesalers, retail stores, restaurants, or home delivery), wholesale bakery (buys from a bakery plant and sells to grocers, restaurants, hotels, etc.), retail bakery (sells only on premises to private individuals but may bake its own goods on premises)
Box factory	Paper box factory, wooden box factory, metal box factory
City or City Government	City Street Repair Department, City Board of Health, City Board of Education
Club, private	Golf club, fraternal club, night club, resident club
Coal company	Coal mine, retail coal yard, wholesale coal
County or County Government	See "City" above
Credit company	Credit rating bureau, loan company
Dairy	Dairy farm, dairy depot, dairy bar, <u>wholesale</u> dairy products, <u>retail</u> dairy products, dairy products <u>manufacturing</u>
Discount House Discount Store	Retail drug store, retail electrical appliances, retail general merchandise, retail clothing store
Electrical Components Mfg. Electrical Parts Mfg.	Electronic tube factory, memory core manufacturing, transistor factory, mfg. tape readers

Inadequate	Adequate
Engineering company	Civil engineering consultants, general contracting, wholesale heating equipment, construction machinery factory
Express company	Motor freight, railway express agency, railroad car rental (for Union Tank Car Co., etc.), armored car service
Factory, mill	Steel rolling mill, hardware factory, aircraft factory, flour mill, hosiery mill, commercial printing plant, cotton textiles mill
Farm	Report whether crops or livestock are principal products of a farm. If the crops raised are used primarily to feed their own animals, report the farm as an "animal farm." Examples of crop farms are: wheat farm, corn farm, crop farm, orchard, vegetable farm. Examples of livestock farms are: dairy farm, feed lot, hog farm, turkey farm.
Foundry	Iron foundry, brass foundry, aluminum foundry
Freight company	Motor freight, air freight, railway, water transportation
Fur company	Fur dressing plant, fur garment factory, retail fur store, wholesale fur, fur repair shop
Laundry	<ul style="list-style-type: none"> a. Own home laundry - for a person doing laundry for pay in his/her own home b. Laundering for private family - for a person working in the home of a private family c. Commercial laundry - for a person working in a steam laundry, hand laundry, Chinese laundry, French laundry, or similar establishment d. Self-service laundry - for a person working in an establishment where the customer brings his/her own laundry and pays a fee to use the washing machine or other equipment
Lumber company	Sawmill, retail lumber yard, planing mill, logging camp, wholesale lumber
Manufacturer's Agent Manufacturer's Representative	Specify product being sold, for example, jewelry manufacturer's representative, lumber manufacturer's agent, electric appliance manufacturer's representative, chemical manufacturer's agent
Mine	Coal mine, gold mine, bauxite mine, iron mine, copper mine, lead mine, marble quarry, sand and gravel pit

Inadequate	Adequate
Nylon factory	Nylon chemical factory (where chemicals are made into fibers); nylon textile mill (where fibers are made into yarn or woven into cloth); women's nylon hosiery factory (where yarn is made into hosiery)
Office	Dentist's office, physician's office, public stenographer's office
Oil company Oil industry Oil plant	Oil drilling, petroleum refinery, retail gasoline station, petroleum pipeline, wholesale oil distributor, retail fuel oil
Packing house	Meat packing plant, fruit cannery, fruit packing shed (wholesale packers and shippers)
Pipeline	Natural gas pipeline, gasoline pipeline, petroleum pipeline, pipeline construction
Plastic factory	Plastic materials factory (where plastic materials are made), plastic products plant (where articles are actually manufactured from plastic materials)
Public utility	Electric light and power utility, gas utility, telephone utility, water supply utility. If the company provides more than one service, specify the services; such as gas utility, electric and water utility
Railroad car shop	Railroad car factory, locomotive repair shop, locomotive manufacturing plant
Repair shop	Shoe repair shop, television repair shop, radio repair shop, blacksmith shop, welding shop, auto repair shop machine repair shop
Ranch	See "Farm" for examples
Research	Distinguish among three kinds of research agencies: a. A research department doing research for the use of the company itself ("in-house" research). b. A commercial research company doing research for other companies. c. An organization doing non- commercial research.

Inadequate	Adequate
School	City elementary school, private kindergarten, private college, State university. Distinguish between public and private, including parochial, and identify the highest level of instruction provided, such as junior college, senior high school
Terminal	Bus terminal, railroad terminal, boat terminal, airport terminal
Textile mill	Cotton cloth mill, woolen cloth mill, cotton yarn mill, nylon thread mill
Transportation company	Motor trucking, moving and storage, water transportation, airline, taxicab service, subway, railroad, petroleum pipeline, car loading service
Water company	Water supply, irrigation system, water filtration plant
Well	Oil drilling, oilwell, saltwell, waterwell

APPENDIX 2
EXAMPLES OF OCCUPATIONS FOR WHICH SPECIAL CARE IS NECESSARY

The following are examples of inadequate and adequate job entries. If the combined entries for item IO1OCC and IO1DT1 and IO1DT2 provide the kind of information shown in the listing of adequate examples, accept them as being adequate.

Inadequate	Adequate
Accounting Accounting work	Certified public accountant, accounting machine operator, tax auditor, accounts-payable clerk
Adjuster	Brake adjuster, machine adjuster, merchandise complaint adjuster, insurance adjuster
Agent	Freight agent, insurance agent, sales agent, advertising agent, purchasing agent
Analyst Analyzer	Cement analyst, food analyst, budget analyst, computer-systems analyst
Caretaker Custodian	Janitor, guard, building superintendent, superintendent, gardener, groundskeeper, sexton, property clerk, locker attendant
Claim Examiner Claim Investigator Claims Adjuster Claims Analyst Claims Authorizer	Unemployment benefits claims taker, insurance adjuster, right-of-way claims agent, merchandise complaint adjuster
Clerical Worker Clerk Clerical	Stock clerk, shipping clerk, sales clerk (A person who sells goods in a store is a salesperson or salesclerk; do not report him/her merely as a clerk.)
Data Processor	Computer programmer, data typist, keypunch operator, computer operator, coding clerk, card tape converter operator
Doctor	Physician, dentist, veterinarian, osteopath, chiropractor
Engineer	Civil engineer, locomotive engineer, mechanical engineer, aeronautical engineer
Entertainer	Singer, dancer, acrobat, musician

Inadequate	Adequate
Equipment Operator	Road grader operator, bulldozer operator, trencher operator
Factory Worker	Electric motor assembler, forge heater, turret lathe operator, weaver, loom fixer, knitter, stitcher, punch-press operator, spray painter, riveter
Farmworker	Farm manager, fruit picker, feed dairy cows
Fireman	Locomotive fireman, fire fighter, stationary fireman, fire boss
Foreman	Specify the craft or activity involved, such as foreman carpenter, foreman truck driver
Graphic Artist	Illustrator, commercial artist, poster artist, art lay-out specialist
Group Leader	Group leader on assembly line, clerical group leader, labor gang leader, recreation group leader, harvest crew boss
Heavy Equipment Operator	Specify the type of equipment, such as clam-shovel operator, derrick operator, monorail crane operator, dragline operator
Helper	Baker's helper, carpenter's helper, janitor's helper
IBM Clerk IBM Machine Operator IBM Operator	IBM card puncher, IBM tabulator, sorting machine operator, proof machine operator
Interior Decorator	Be sure the entries in item 23C differentiate between the interior decorator who plans and designs interiors for homes, hotels, etc., and those who are painting, paperhanging, etc.
Investigator	Insurance claim investigator, income tax investigator, social welfare investigator, financial examiner, detective
Laborer	Sweeper, charwoman, baggage porter, janitor, stevedore, window washer, car cleaner, section hand, hand trucker
Layout Worker	Pattern-maker, sheet-metal worker, compositor, commercial artist, structural steel worker, boilermaker, draftsman, coppersmith
Maintenance Worker	Groundskeeper, janitor, carpenter, electrician

Inadequate	Adequate
Mechanic	Auto engine mechanic, dental mechanic, radio mechanic, airplane mechanic, office machine mechanic
Nun	Specify the type of work done, if possible, as grammar school teacher, housekeeper, art teacher, organist, cook, laundress, registered nurse
Nurse Nursing	Registered nurse, nursemaid, practical nurse, nurse's aide, student nurse, professional nurse
Office Clerk Office Worker Office Work	Typist, secretary, receptionist, comptometer operator, file clerk, bookkeeper, physician's attendant
Program Analyst	Computer systems analyst, procedure analyst, vocational director, manufacturing liaison planner
Program Specialist	Program scheduler, data processing systems supervisor, metal-flow coordinator
Programmer	Computer programmer, electronics data programmer, radio or TV programmer, production planner
Research Research and Development Research and Testing Research Assistant Research Associate Research Specialist Research Work	Specify field of research, for example, research physicist, research chemist, research mathematician, research biologist, etc. Also, if associate or assistant, specify as research physicist, research associate geologist, etc.
Sales Worker	Advertising sales, insurance sales, bond sales, canvasser, driver-sales (route selling), fruit peddler, newspaper sales
Scientist	Specify field, for example, political scientist, physicist, sociologist, home economist, oceanographer, soil scientist
Specialist	If the word "specialist" is reported as part of a job title, be sure to include a brief description of the actual duties. For example, for a "transportation specialist" the actual duties might be any one of the following: "Gives cost estimates of trips", "plans trips or tours", "conducts tours", "schedules trains", or "does economic analysis of transportation industry"
Shipping Department	Specify what the worker does. For example, shipping and receiving clerk, crater, order picker, typist, wraps parcels

Inadequate	Adequate																		
Supervisor	Typing supervisor, chief bookkeeper, steward, kitchen supervisor, buyer, cutting and sewing forelady, sales instructor, route foreman																		
Systems Analyst Systems Specialist	Computer systems analyst, contract coordinator-manufacturing, production planner																		
Teacher	<p>Teachers should report the level of school that they teach, along with the subject. Those that teach many subjects, below the high school level, may just report the level. College teachers should report a title. Following are some illustrations:</p> <table data-bbox="812 730 1230 1079"> <thead> <tr> <th data-bbox="812 730 1055 772"><u>Level</u></th> <th data-bbox="1055 730 1230 772"><u>Subject</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="812 800 1055 835">Preschool</td> <td data-bbox="1055 800 1230 835">-</td> </tr> <tr> <td data-bbox="812 835 1055 871">Kindergarten</td> <td data-bbox="1055 835 1230 871">-</td> </tr> <tr> <td data-bbox="812 871 1055 907">Elementary</td> <td data-bbox="1055 871 1230 907">-</td> </tr> <tr> <td data-bbox="812 907 1055 942">Elementary</td> <td data-bbox="1055 907 1230 942">Music</td> </tr> <tr> <td data-bbox="812 942 1055 978">Junior High</td> <td data-bbox="1055 942 1230 978">English</td> </tr> <tr> <td data-bbox="812 978 1055 1014">High School</td> <td data-bbox="1055 978 1230 1014">Physical Ed.</td> </tr> <tr> <td data-bbox="812 1014 1055 1050">College</td> <td data-bbox="1055 1014 1230 1050">Mathematics</td> </tr> <tr> <td></td> <td data-bbox="1055 1050 1230 1079">(Professor)</td> </tr> </tbody> </table>	<u>Level</u>	<u>Subject</u>	Preschool	-	Kindergarten	-	Elementary	-	Elementary	Music	Junior High	English	High School	Physical Ed.	College	Mathematics		(Professor)
<u>Level</u>	<u>Subject</u>																		
Preschool	-																		
Kindergarten	-																		
Elementary	-																		
Elementary	Music																		
Junior High	English																		
High School	Physical Ed.																		
College	Mathematics																		
	(Professor)																		
Technician	Medical laboratory technician, dental laboratory technician, X-ray technician																		
Tester	Cement tester, instrument tester, engine tester, battery tester																		
Trucker	Truck driver, trucking contractor, electric trucker, hand trucker																		
Works in stock room, bakery, office, etc.	Names of departments or places of work are unsatisfactory. The entry must specify what the worker himself/herself does; for example, "shipping clerk" or "truck loader," not "works in shipping department"; "cost accountant," or "filing clerk" not "works in cost control."																		

**APPENDIX 3
CAPI OUTCOME CODES AND DESCRIPTIONS**

CODE	DESCRIPTION
200	New case, not started
201	Completed interview
202	Accessed instrument, insufficient partial
203	Sufficient partial- no more follow-up
204	Sufficient partial – follow-up
205	Sufficient partial – supplement follow-up
213	Type-A, Language Barrier
214	Type-A, Unable to Locate
216	Type-A, No One Home (NOH)
217	Type-A, Temporarily Absent (TA)
218	Type-A, Respondent, Refused (REF)
219	Type-A, Other, Occupied (specify)
223	Type-B, Entire Household Armed Forces
224	Type-B, Entire Household Under 15
225	Type-B, Temp. Occupied by persons with Usual Residence Elsewhere (URE)
226	Type-B, Vacant, Regular (REG)
227	Type-B, Vacant, Storage of Household Furniture
228	Type-B, Unfit, to be Demolished
229	Type-B, Under Construction, not ready
230	Type-B, Converted to Temporary Business/Storage
231	Type-B, Unoccupied Tent/Trailer site
232	Type-B, Permit Granted, construction not started
233	Type-B, Other specify
240	Type-C, Demolished
241	Type-C, House or Trailer moved
242	Type-C, Outside Segment
243	Type-C, Converted to Permanent Business/Storage
244	Type-C, Merged

CODE	DESCRIPTION
245	Type-C, Condemned
247	Type-C, Unused Line of Listing Sheet
248	Type-C, Other specify
258	Type-C, Unlocatable Sample Address
259	Type-C, Unit Does Not Exist or Unit is Out of Scope

APPENDIX 4
CATI OUTCOME CODES AND DESCRIPTIONS

WebCATI		Description
Final	Outcome Subtype	
1	1	Fully completed interview
2	1	Sufficient partial interview
3		Complete but personal visit requested next month
4		Partial, not complete at closeout
5		Labor force complete, supplement incomplete
6	1	Fully completed labor force interview with supplement complete, DK items incomplete at closeout – ASEC only
20	14	Sample unit ineligible – Type B Other – ASEC only
20	22	Household entirely occupied by Armed Forces or all under 15 years of age
21	1	Household institutionalized for duration of field period - recycle
21	2	Household absent, ill, or hospitalized for duration of field period - recycle
21	3	Household moved in US since last contact - recycle
22	2	Phone number does not reach sample address - recycle
23	1	Household/Person deceased - recycle
23	2	Household with all members URE – recycle
23	3	Household vacant - recycle
23	4	Other noninterview - recycle
24		Unconverted language barrier - recycle
25		Unconverted hearing barrier (NEW) - recycle
172		Case deleted as part of sample reduction
176		Congressional case deleted
177		HQ requested recycle

WebCATI		Description
Final	Outcome Subtype	
178		Hostile break off/refusal – request personal visit – recycle
179		Hostile break off (no data obtained) – recycle
181		Refusal – recycle
183		Exceeded unproductive call max – recycle
185		Sufficient partial interview, callback set
186		Pre-refusal based on explicit refusal or hostile break off – recycle
188	1	Uncompleted callbacks; unable to contact on callback –recycle
188	2	Temporarily unavailable; absent, ill, hospitalized or institutionalized – recycle
191		Language barrier - recycle
192		Hearing barrier – recycle
193		Privacy detectors – recycle
194		Never contacted, confirmed number – recycle
195		Never contacted, unconfirmed number – recycle
198		Other assessor pre-final, type 3
199		Never tried (new case) – recycle

APPENDIX 5
CAPI & CATI NOTES ABBREVIATION LIST

# – Number X, 2X, 3X, etc. – Times, 2 times, 3 times, etc.	DUP – Duplicate DWN – Down	MGR – Manager MHP – Mobile Home Park MI – Mile(s) ML – Message Left MO – Month MON – Monday MSG – Message MSDAPPT – Missed Appointment	RM – Room, Roommate RNA – Ring No Answer RR – Rural Route RRD – Rural Route Delivery RT – Right RTE – Route
ADR – Address AG – Agendum AGN – Again AKDT – Alaska Daylight Time AKST – Alaska Standard Time AM – Answering machine or morning AMML – Answering machine message left AMNML – Answering machine NO message left ANS – Answer APPT – Appointment APT – Apartment ASSN – Association ASSR – Assessor ASST – Assistant, Assist AVL – Available AVE – Avenue	E – East EDT – Eastern Daylight Time EST – Eastern Standard Time EM – Exact Match F – Female F/U – Followup FAX – Fax Machine FND – Find / Found FR – Field Representative FRI – Friday FRM – From FRNT – Front FT – Foot / Feet (Distance) FWD – Forward	MSDAPPT – Missed Appointment MU – Multi-Units MV(D) – Move, Moved N – North NA – Not available / not applicable NE – Northeast NIS – Not in Service NOH – No One Home NRBY – Nearby NW – Northwest NX – Next	S – South SAT – Saturday SCB – Soft Call Back SCRN – Screen (computer) SD – Said SE – Southeast SFR – Senior Field Representative SGNL – Signal S_L_ – Sheet #, Line # SM – Small SP – Sample Person SP/W – Spoke With SS – Spanish Speaking ST – Street STAT – Status SUN – Sunday SUp – Supervisor SUPPL – Supplement SW – Southwest
BCK – Back BLDG – Building BLK – Block BLVD – Boulevard BSY – Busy BRKN – Broken BTRY – Battery	GCB – Guess Call Back GRP – Group, Group Home HADT – Hawaiian-Aluetian Daylight Time HAST – Hawaiian-Aluetian Standard Time HCB – Hard Call Back HH – Household HHM – Household Member HGUP – Hang Up HU – Housing Unit HWY – Highway HIS – History	ORG – Organization OSP – Original Sample Person OTH – Other OTSD – Outside PER – Person PRT INT – Partial Interview PD – Privacy Detector PDT – Pacific Daylight Time PST – Pacific Standard Time PH, PH# – Phone, Phone No. PK – Park PKY – Parkway PI – Place PM – Afternoon / Evening PMGR – Property Manager POB – Place of Business POBX – P.O. Box POE – Place of Employment POS – Possible PREV – Previous PROP – Property PRVD – Provide PUB LIB – Public Library PV – Personal Visit PXY – Proxy	TA – Temporarily Absent TXAS – Tax Assessor TER – Terrace THUR – Thursday TLK(D) – Talk(ed) TOMO – Tomorrow TPK – Turnpike TR – Trail TRLR – Trailer TRLR PRK – Trailer Park TRNSM – Transmission / Transmitted TRSFR – Transfer TUE – Tuesday
C - Complete CB – Callback CDNT – Could Not CDROM – CDROM Phone Disc (Directory) CDT – Central Daylight Time CST – Central Standard Time CIR – Circle CLD – Called CLSD – Closed CMP INT – Complete Interview CNT – Count CNTC – Contact CNTY – County CO – Company CONT – Continue COOP – Cooperate CP – Contact Person CT – Court CTY – City	I&O – Industry and Occupation ID – Identification IMMD – Immediate INCL – Include INCM – Income INFO – Information INSD – Inside INST – Instrument INT – Interview / Interviewer JIC – Just in case LN – Lane LN# – Line Number LP – Language Problem LPTP – Laptop Computer LRG – Large LS – Listing Sheet LT – Left LTR – Letter LV – Leave	QST – Question QSTNR – Questionnaire RD – Road / Rural Delivery RECD – Received REF – Refused REF PER – Reference Person REQ – Request RESP – Respondent RH – Rooming House RLCT – Reluctant	UTL – Unable to Locate VAC – Vacant VST(D) – Visit(ed) W – West WED – Wednesday W/IN – Within WK – Week W/OUT – Without WRG – Wrong WWW - World Wide Web / Internet YR(S) – Years(s)
DA – Directory Assistance DAU – Daughter DISC – Disconnected DR – Drive DSC ADR – Descriptive Address	M – Male Mbr – Member MDT – Mountain Daylight Time MST – Mountain Standard Time		

**APPENDIX 6
CAPI & CATI TEMPLATES**

CAPI Template

CPS (Instrument Function Keys)						CPS (Instrument Function Keys)					
F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12
Question Help			Jump Menu			Item Notes/Remarks	Return	Skip Person	Exit	Calculator	Copy Down
Shift+F1	Shift+F2	Shift+F3	Shift+F4	Shift+F5	Shift+F6	Shift+F7	Shift+F8	Shift+F9	Shift+F10	Shift+F11	Shift+F12
Show HH	FAQs		Show HH Address	Language		Show Notes/Remarks		Change Respondent	Show Function Keys		
Ctrl+F1	Ctrl+D	Ctrl+F3	◀ or ▲	▶ or ▼	END	Ctrl+F7	Ctrl+H	Ctrl+F9	Ctrl+M	Ctrl+R	Ctrl+T
SSN Opt Out	Don't Know	Show Question Text	Back One Question	Forward One Question	Next Unanswered Question	Case Level Notes	Info	Supplement Skip Person	Show DK & Refused	Refused	Time Pref CPS JAN 2007

CATI Template

C P S JAN 2007	Ctrl+F1		Ctrl+F3	◀ or ▲	Ctrl+D for Don't Know	▶ or ▼	End		Ctrl+H	Ctrl+R for Refused	Ctrl+F9	Ctrl+M		
	SSN Opt Out		Show Question Text	Back One Question		Forward One Question	Next Unanswered Question		Info		Supplement Skip Person	Show DK & Refused		
	Shift+F1	Shift+F2	Shift+F3	Shift+F4		Shift+F5	Shift+F6	Shift+F7	Shift+F8		Shift+F9	Shift+F10	Shift+F11	Shift+F12
	Show HH	FAQs		Show HH Address		Language		Show Notes/Remarks			Change Respondent	Show Function Keys		
	F1	F2	F3	F4		F5	F6	F7	F8		F9	F10	F11	F12
Question Help			Jump Menu			Item Notes/Remarks	Return	Skip Person	Exit	Calculator	Copy Down			

APPENDIX 7
CPS Letters

This section of the manual contains a copy of each of the CPS Letters.

The letters included are as follows:

CPS-263(MIS-1)(L)

CPS-264(MIS-5)(L)

CPS-580(ASEC)(L)



FROM THE DIRECTOR
U.S. CENSUS BUREAU

You may have read in the newspaper -- or heard on the radio or television -- the official government figures on total employment and unemployment issued each month. The U.S. Census Bureau obtains these figures, as well as information about people not in the labor force, from the Current Population Survey (CPS). This information, which we collect for the Bureau of Labor Statistics, provides vital up-to-date estimates of the number of people working, the number who are unemployed, and many other related facts. Occasionally, we ask additional questions on education, health, family income, housing, and other important subjects.

A Census Bureau representative, who will show an official identification card, will call on you within the next week or so. The representative will ask questions concerning the ages, employment status, and occupations of the members of your household, as well as other related information. We are conducting this survey under the authority of Title 13, United States Code, Section 182. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Any Census Bureau employee who violates these provisions is subject to a fine up to \$250,000 or a prison sentence up to five years or both.

We have selected your address and about 55,000 others throughout the United States for this survey. Because this is a sample survey, your answers represent not only yourself and your household, but also hundreds of other households like yours. For this reason, your participation in this voluntary survey is extremely important to ensure the completeness and accuracy of the final results. Although there are no penalties for failure to answer any question, each unanswered question lessens the accuracy of the final data. Your cooperation will be a distinct service to our country.

On the other side of this letter are answers to questions which participants ask most frequently about this survey.

Thank you for your cooperation.

Sincerely,

Robert M. Groves

Further information
may be obtained from:

REGIONAL DIRECTOR
US CENSUS BUREAU
P O BOX 9108
BOSTON MA 02117-9108

Telephone: 617-424-4501

U S C E N S U S B U R E A U

Helping You Make Informed Decisions

www.census.gov

Current Population Survey (CPS) – Frequently Asked Questions

Who uses this information? What is this survey all about? In a country as big as ours and one that changes so rapidly between decennial censuses, people in government, business, and other groups need up-to-date facts in order to plan efficient and adequate programs. It is important to know how many people are working or out of work (to help direct programs which would contribute to an expanding economy and provide new jobs), how many children will be attending school (to plan for schools and the training of an adequate number of teachers), how many new families are forming (to plan for adequate housing to meet their needs), and so on. Occasionally, we may combine data from the CPS with data from other government agencies to provide a comprehensive set of summary information about employment, income, and participation in various government programs. The CPS is one of the most important and timely sources of information used to make such plans.

How was I selected for this survey? Actually, we selected your address rather than you personally for this survey. Each month, we scientifically select about 18,000 groups of addresses to represent the United States. Each of the address groups contains about four housing units and altogether result in about 55,000 interviewed households each month. If you should move away while your address is still in the survey, we would interview the family that moves in.

How many times will I be contacted and how long will it take? Our representatives contact occupants of a selected dwelling eight times—4 months in one year and the same 4 months in the following year. In addition, we contact a small number of households twice during one of the 8 months to ensure the validity of our statistics and verify that our representatives are doing the best job possible. On occasion, selected households may be asked to participate in other surveys after they have completed their CPS interviews. On average, a CPS interview should take about 10 to 15 minutes. Your interview may be somewhat shorter or longer than this depending on such things as the number of adults in your household or the type of questions asked in a given month. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Paperwork Project 0607-0049, U.S. Census Bureau, 4600 Silver Hill Road, AMSD-3K138, Washington, D.C. 20233. You may e-mail comments to Paperwork@census.gov; use "Paperwork Project 0607-0049" as the subject.

What protection do I have? Is this survey authorized by law? All information individuals give to the Census Bureau is held in the strictest confidence by law (Title 13, United States Code, Section 9), Title 13, United States Code, Section 182, and Title 29, United States Code, Sections 1 through 9, authorize the collection of most of the information we request in this survey. In some months, the survey may contain questions authorized under laws other than those cited; further information concerning the authority for any particular portion of the survey can be obtained from the representative who contacts your household. The Office of Management and Budget Control number for CPS is 0607-0049. Without this number we would not be able to conduct this survey. To ensure your protection, the laptops used for the data collection are password protected and all survey responses are encrypted.

Why do you include me? I'm retired. Some retirees may feel that their activities are not important to this type of survey and wonder why we include them. In order to have an accurate picture of the entire population, it is necessary to include people in all age groups. Our experience with interviewing retirees shows that many are participating in the labor force because they work part time or are looking for work. This information, along with data on other subjects such as income, health, and housing, assists in measuring the economic condition of the elderly population as a whole.

CPS-264(MIS-5)(L) BOSTON
(8-2009)



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

FROM THE DIRECTOR
U.S. CENSUS BUREAU

Last year, your address was among those which the U.S. Census Bureau selected for the Current Population Survey (CPS). This survey provides the official government figures on employment and unemployment issued each month.

It is now time to interview at your address again; our reason for returning is to find out what changes have occurred in employment, family size, school enrollment, and other important subjects. Even if you have moved to this address since our last visit, we need to know about your household and to interview you several times over a period of a few months. A Census Bureau representative, who will show an official identification card, will call on you within the next week or so.

We would like to remind you that we collect this information for the Bureau of Labor Statistics in order to provide vital up-to-date estimates of the number of persons working, the number who are unemployed, and many other related facts. We are conducting this survey under the authority of Title 13, United States Code, Section 182. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Any Census Bureau employee who violates these provisions is subject to a fine up to \$250,000 or a prison sentence up to five years or both.

Because this is a sample survey, your answers represent not only yourself and your household, but also hundreds of other households like yours. For this reason, your continued participation in this voluntary survey is extremely important to ensure the completeness and accuracy of the final results. Although there are no penalties for failure to answer any question, each unanswered question lessens the accuracy of the final data. Your continued cooperation will be a distinct service to our country.

On the other side of this letter are answers to questions which participants ask most frequently about this survey.

Thank you for your cooperation.

Sincerely,

A handwritten signature in black ink that reads "Robert M. Groves". The signature is written in a cursive style.

Robert M. Groves

Further information
may be obtained from:

REGIONAL DIRECTOR
U S CENSUS BUREAU
P O BOX 9108
BOSTON MA 02117-9108

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How was I selected for this survey? Actually, we selected your address rather than you personally for this survey. Each month, we scientifically select about 18,000 groups of addresses to represent the United States. Each of the address groups contains about four housing units and altogether result in about 55,000 interviewed households each month. If you should move away while your address is still in the survey, we would interview the family that moves in.

How many times will I be contacted and how long will it take? Our representatives contact occupants of a selected dwelling eight times —4 months in one year and the same 4 months in the following year. Our representatives contacted this address four times last year and your address is scheduled for four more interviews. In addition, we contact a small number of households twice during one of the 8 months to ensure the validity of our statistics and verify that our representatives are doing the best job possible. On occasion, selected households may be asked to participate in other surveys after they have completed their CPS interviews. On average, a CPS interview should take about 10 to 15 minutes. Your interview may be somewhat shorter or longer than this depending on such things as the number of adults in your household or the type of questions asked in a given month. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Paperwork Project 0607-0049, U.S. Census Bureau, 4600 Silver Hill Road, AMSD-3K138, Washington, D.C. 20233. You may e-mail comments to Paperwork@census.gov; use "Paperwork Project 0607-0049" as the subject.

What protection do I have? Is this survey authorized by law? All information individuals give to the Census Bureau is held in the strictest confidence by law (Title 13, United States Code, Section 9). Title 13, United States Code, Section 182, and Title 29, United States Code, Sections 1 through 9, authorize the collection of most of the information we request in this survey. In some months, the survey may contain questions authorized under laws other than those cited; further information concerning the authority for any particular portion of the survey can be obtained from the representative who contacts your household. The Office of Management and Budget Control number for CPS is 0607-0049. Without this number we would not be able to conduct this survey. To ensure your protection, the laptops used for the data collection are password protected and all survey responses are encrypted.

Why do you include me? I'm retired. Some retirees may feel that their activities are not important to this type of survey and wonder why we include them. In order to have an accurate picture of the entire population, it is necessary to include people in all age groups. Our experience with interviewing retirees shows that many are participating in the labor force because they work part time or are looking for work. This information, along with data on other subjects such as income, health, and housing, assists in measuring the economic condition of the elderly population as a whole.



FROM THE DIRECTOR
U.S. CENSUS BUREAU

Thank you for your past cooperation in the U.S. Census Bureau's Current Population Survey (CPS). Your participation in this study continues to play a major role in the development of the employment and unemployment data, which are so important to understanding our Nation's economic situation.

One of our field representatives or telephone center interviewers will call on your household soon to update the regular labor force information. He or she also will ask questions about other subjects that will provide government and private organizations the information needed to understand the economic situation of our population. These questions will concern work experience and income from various sources during the year 2009. The estimated time for each interview is 25 minutes. To explain the need for this information and how these data are used, we have enclosed a fact sheet about this survey that may answer some of the questions you might have.

We are conducting this survey under the authority of Title 13, United States Code, Section 182. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Any Census Bureau employee who violates these provisions is subject to a fine up to \$250,000 or a prison sentence up to five years or both. Although there are no penalties for not answering any questions, each unanswered item lessens the accuracy and usefulness of the final statistics. The Office of Management and Budget control number for the CPS is 0607-0354. Without this number, we would not be able to conduct this survey.

Some of the sources of income the field representative will be asking about appear on the back of this letter with space provided for you to enter the amounts received by members of your household who are 15 years old or over. Although the sources mentioned are not all-inclusive and some may not have been received by anyone in your household, we request that you look up the 2009 income records for yourself and the rest of your household before the representative calls on you. This will ensure the accuracy of the statistics collected and will also serve to minimize the time required for the interview.

Send comments regarding the time estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Paperwork Project 0607-0354, U.S. Census Bureau, 4600 Silver Hill Road, AMSD-3K138, Washington, D.C. 20233. You may e-mail comments to Paperwork@census.gov; use "Paperwork Project 0607-0354" as the subject.

Thank you for your continued cooperation.

Sincerely,

Robert M. Groves

Enclosure

Further information
may be obtained from:

REGIONAL DIRECTOR
US CENSUS BUREAU
P O BOX 9108
BOSTON MA 02117-9108

Telephone: 617-424-4501

U S C E N S U S B U R E A U

Helping You Make Informed Decisions

www.census.gov

HOLD FOR REFERENCE

A Census Bureau field representative or telephone center interviewer will be calling on your household soon to ask you about income that members of this household 15 years of age and over received from sources such as those listed below. Consult your records and enter the amounts received during 2009, as applicable, in the columns provided for each person 15+ in your household. Then, when the field representative calls on you, you can refer to this form. This form should not be delivered or mailed in lieu of an actual interview.

	Name	Name	Name	Name
	<i>Amount</i>	<i>Amount</i>	<i>Amount</i>	<i>Amount</i>
• Wages or salary before deductions	\$	\$	\$	\$
• Income from his/her own nonfarm business, partnership, or professional practice after expenses				
• Income from his/her own farm after expenses				
• Social Security or Supplemental Security Income (SSI)				
• Unemployment Compensation				
• Interest on savings, bonds, and so on				
• Dividends on stocks, mutual funds, and so on				
• Pensions				
• Alimony or child support				
• Public assistance or welfare				
• Estates or trusts				

Occasionally, we may combine data from the CPS with data we obtain from other government agencies to provide a comprehensive set of summary information about employment, income, and participation in various government programs. The same confidentiality laws that protect your survey answers also protect any additional information we collect (Title 13, United States Code, Section 9). To ensure your protection, the laptops used for the data collection are password protected and all survey responses are encrypted. If you wish to request that your information not be combined with information we obtain from other agencies, we ask that you notify the Field Representative at the time of the interview.

Basic CPS Items Booklet

CAPI Front Items

START_CP

*CENSUS CATI/CAPI SYSTEM Current Population Survey

Case status is:

Date is: Time is:

INTERVIEW NUMBER:

- 1 Telephone Interview
- 2 Personal interview (See Roster Tab)
- 3 Personal interview (Skip all notes and go to INTROB)
- 4 Noninterview
- 5 Ready to transmit case-no more followup
- 6 Quit: Do not attempt now

TYPEZ

*No survey data were collected for (name of person talking about).
Enter the reason that best describes why (name of person talking about)'s
survey data were not collected.

- 1 Person was ill or in the hospital
- 2 Person was temporarily away from home
- 3 Refused
- 4 Other (specify)

TYPEZSP

*Enter other reason why survey data were not collected.

NEED_PV_CP

*This case requires a personal visit unless this is a last resort.

- 1 Not last resort
- 2 Continue

SHOW ROS CP

* Status of household composition

LN NAME M RELATION SX AGE MAR SP AN ED RC HS LN

1 Continue

SHOW SUPP CP

* Household roster

LN NAME AGE LBFR STAT SUPP STATLN

1 Continue

SHOW INFO CP

* INFORMATION FROM PREVIOUS MONTHS INTERVIEWS

Press CTRL-T to View best time to call information Press CNTRL-F7 to view case level notes

1 Continue

SHOW RECYC CP

* Recycle information from CATI

OUTCOME:

F5 to view status of persons

CTRL-F7 to view notes for appointment date and time

1 Continue

DIAL CP

*Dial this number:

Secondary Number:

Secondary Resp:

Third Number:

Third RESP:

Current Resp:

(house number) (street name) (unit designation)

(city), (state) (zip) -(zip 4)

- 1 Someone answers
- 2 No contact/Answering Machine
- 3 New Telephone number or Telephone disconnected
- 4 NOT ATTEMPTED NOW

WHICH PHN CP

* Which phone number needs to be updated?

First number:

Secondary Number:

Third Number:

- 1 First phone number
- 2 Second phone number
- 3 Third phone number

NEWNUMBER CP

*OLD NUMBER:

Record new number

Enter (0) for no telephone number

SHOW CPINFO CP

BC NAME:
BC TITLE:
BC PHONE NUMBER:
BC EXT:
BC OBSERVATION:

- 1 Continue

GENINTRO CP

*DO NOT READ AS WORDED BELOW

Identify yourself - if personal, show I.D.
Ask for eligible respondent /Ask to speak to (NAME)
Introduce survey - adjust introduction to last month's status and respondent
If new HH - give introductory letter and allow time to read.
The Household address is:

(house number)(street name) (unit designation)
(city), (state) (zip) -(zip 4)

- 1 Continue

INTROB CP

*Is respondent ready to complete the interview?

- 1 Continue
- 2 Inconvenient time. Callback needed.
- 3 Reluctant Respondent - hold for refusal followup
- 4 Noninterview
- 5 Other outcome OR problem interviewing respondent
- 6 Wrong address (wrong case selected)

HHNUM VR CP

*Do Not Ask
Is this a Replacement Household?

- 1 Yes
- 2 No

VERADD_CP

I have your address listed as ... * [READ ADDRESS BELOW](#)
Is that your exact address?

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

- 1 Same address
- 2 Address has changed
- 3 Incorrect address previously recorded
- 4 Moved, new address

NEWHNO_CP

* [Enter corrections for House Number or press ENTER for Same/No Change.](#)

(house number) (house number) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWHNOSUF_CP

* [Enter corrections for House # Suffix or Press ENTER for Same/No Change.](#)

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWSTR_CP

*Enter corrections for Street name or Press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWUNIT_CP

*Enter corrections for Unit Designation or Press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWGOINFO_CP

*Enter corrections for Group Quarters Unit Description or Press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWNONCITY CP

*Enter corrections for Non City Style Address or Press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWPHYDES CP

*Enter corrections for Physical Description or Press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWPO CP

*Enter corrections for City or Press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWST_CP

*Enter corrections for State or Press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWZIP_CP

*Enter corrections for Zipcode or Press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWBLNAME_CP

*Enter corrections for Unit Designation or Press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

CHNGPH_CP

*Do not ask

Do you need to change the current phone number?

CURRENT NUMBER:

1 Yes
2 No

NEWPH_CP

What is the new telephone number where you would like to be called?

PHTYP_CP

Is this a home, office, or cell number?

- 1 Home
- 2 Office
- 3 Cell

MAILAD_CP

Is this also your mailing address?

- 1 Yes
- 2 No

NEWMHNO_CP

*Enter change to Mailing address - House # or Press ENTER for Same/No Change.

NEWMHNOSUF_CP

*Enter change to Mailing address - House # suffix or Press ENTER for Same/No Change.

NEWMSTR_CP

*Enter change to Mailing address - Street Name or Press ENTER for Same/No Change.

NEWMUNIT_CP

*Enter change to Mailing address - Unit Designation or Press ENTER for Same/No Change.

NEWMOGQINFO_CP

*Enter change to Mailing address - GQ Unit Description or Press ENTER for Same/No Change.

NEWMNONCITY_CP

*Enter change to Mailing address - Non-City Style Address or Press ENTER for Same/No Change.

NEWMPO_CP

*Enter change to Mailing address - City or Press ENTER for Same/No Change.

NEWMST_CP

*Enter change to Mailing address -State or Press ENTER for Same/No Change.

NEWMZIP_CP

*Enter change to Mailing address - Zipcode or Press ENTER for Same/No Change.

PK_RESP_CP

*Enter line number of respondent

New respondent must be a household member and 15+ or a proxy

R LN NAME M AGE

1	Person1
2	Person2
3	Person3
4	Person4
5	Person5
6	Person6
7	Person7
8	Person8
9	Person9
10	Person10
11	Person11
12	Person12
13	Person13
14	Person14
15	Person15
16	Person16

SUPP STRTED CP

RESPONDENT SELECTED:

* (name of person talking about) has already started the supplement. It must be completed before anyone else can be interviewed.

- 1 Back to select new respondent
- 2 Set callback
- 3 Person unavailable through (date)

SUPP PROXY CP

*If (name of person talking about) can give proxy information for (NAME) then continue. Else, you must enter 'L' in the last item in order to continue interviewing the rest of the household.

- 1 Continue

INTRO RESUME CP

* Respondent: Respondent name

Some of the questions have already been answered.

* After you enter 1, Press 'END' to return to the next unanswered question

- 1 Continue

Basic CPS Items Booklet

CATI Front Items

RECTOCAPI CT

*This should not have been assigned to CATI because it is a MIS (1 or 5) case. This case needs to be recycled to field.

- 1 Continue

HELLO

*Current Population Survey

Hello. This is from the U.S. Census Bureau.

May I please speak to Respondent name?

Status: Cutoff date:

- 1 This is correct person
- 2 Correct person called to phone
- 3 Person not home now or not available now (incl. temp ill/hosp.)
- 4 Person unknown at this number
- 5 Person no longer lives there (Includes deceased individuals)
- 6 Other outcome OR problem interviewing household.

HELLO SUPP STRTD

* (Respondent name) has already started the supplement. It must be completed before anyone else can be interviewed.

- 1 Set callback for (respondent name)
- 2 Person unavailable through (date)

HELLO SUPP CNTNUE

*Can the person you are talking to give proxy information for (NAME)?

- 1 Yes
- 2 No

HELLO ALT

* Ask for another possible household respondent.

LN NAME RELATION AGE

1	NO ONE listed available now
2	Person1
3	Person2
4	Person3
5	Person4
6	Person5
7	Person6
8	Person7
9	Person8
10	Person9
11	Person10
12	Person11
13	Person12
14	Person13
15	Person14
16	Person15
17	Person16
99	Other problem interviewing household

HELLO PRB

* Problem interviewing household - Household not available

1	Household Temporarily absent or away
2	Household Ill, hospitalized (physically or mentally unable to respond)
3	Household Deceased
4	Household Institutionalized
5	All members - Usual Residence Elsewhere
6	Other problems - exit to webCATI

SUPP ALTERNATE

* These people need self response interviews:
CUTOFF DATE : (Cut-off Date)

**I still need to interview (READ NAMES).
(Is he/ Is she/ Are either of them/ Are any of them) available now?**

LN NAME STATUS LN

1	No_One		
2	Person1		
3	Person2		
4	Person3		
5	Person4		
6	Person5		
7	Person6		
8	Person7		
9	Person8		
10	Person9		
11	Person10		
12	Person11		
13	Person12		
14	Person13		
15	Person14		
16	Person15		
17	Person16		

HELLO ALT2

* Ask for another possible household respondent.

This is the last callback for supplement data.
Accept proxy respondent

LN NAME RELATION AGE

1	NO, No one listed is available
2	Person1
3	Person2
4	Person3
5	Person4
6	Person5
7	Person6
8	Person7
9	Person8
10	Person9
11	Person10
12	Person11
13	Person12
14	Person13
15	Person14
16	Person15
17	Person16

SOMEONE IN HH

**I'm trying to reach someone in the (Name of reference person/respondent) household.
Does (READ NAMES) live there?**

R LN NAME M AGE

1	Yes, person you are speaking with or someone available now.
2	Yes, but person NOT home or NOT available now.
3	No

GETNAME

*Enter the line number of the person you are speaking with.

- 1 Person1
- 2 Person2
- 3 Person3
- 4 Person4
- 5 Person5
- 6 Person6
- 7 Person7
- 8 Person8
- 9 Person9
- 10 Person10
- 11 Person11
- 12 Person12
- 13 Person13
- 14 Person14
- 15 Person15
- 16 Person16

HELP OTH

Perhaps you can help me. I would like to speak to a member of the (Name of reference person/respondent) household who usually lives there, is at least 15 years old, and is knowledgeable about the household.

*IF APPROPRIATE: Would you or someone else there now qualify?

- 1 Yes
- 2 No
- 3 Wrong household

OTH FNAME

What is your name?

OTH LNAME

*Enter last name

WHO CALLBACK

*IF NECESSARY: Whom should I ask for when I call back?

LN NAME RELATION AGE

- 1 Thru closeout no eligible household respondent will be available
- 2 Person1
- 3 Person2
- 4 Person3
- 5 Person4
- 6 Person5
- 7 Person6
- 8 Person7
- 9 Person8
- 10 Person9
- 11 Person10
- 12 Person11
- 13 Person12
- 14 Person13
- 15 Person14
- 16 Person15
- 17 Person16
- 99 No name given or name given not listed above

SPEAK TO SOMEONE

Since no one in the (Name of reference person/respondent) household will be available before the end of our survey period, perhaps you can help us.

**We need to speak to someone who is 15 years of age or older and who is currently staying in the (Name of reference person/respondent) household.
Would you or someone there now qualify?**

- 1 Yes
- 2 No

OTH FNAME2

What is your name?

OTH LNAME2

*Enter last name

VER RESIDENCE

Have I reached a residence at:

**(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)**

- 1 Yes
- 2 No

NOT FOR CATI

The Census Bureau is conducting the Current Population Survey at selected addresses throughout the country. However, your household does not qualify for a TELEPHONE INTERVIEW at this time. Thank you for your help.

***HANG UP!**

- 1 Continue

EXITTHANK

Thank you for your time.

***HANG UP.**

- 1 Continue

INTRO 1ST

Hello, I'm from the U.S. Census Bureau.

I'm calling concerning the Current Population Survey. We contacted this household last month to obtain the governments statistics on employment and unemployment in your city and across the country. I'm calling this month to update the information. I have your address listed as:

**(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)**

Is that your exact address?

- 1 SAME address
- 2 MOVED, not same address
- 3 Haven't moved, but address has changed
- 4 Incorrect address previously recorded

MOVED

Since your address rather than you personally was chosen for inclusion in the survey, no interview is required of you at this time. Thank you for your past cooperation. The help you gave us was an important contribution to the Current Population Survey data.

- 1 Continue

NEWHNO CT

* Enter corrections for House Number or press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWHNOSUF CT

* Enter corrections for House Number Suffix or press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWSTR CT

* Enter corrections for Street Name or press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWUNIT CT

* Enter corrections for Unit designation or press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWGQINFO CT

* Enter corrections for GQ Information or press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWNONCITY CT

* Enter corrections for Non-City Style Address or press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWPHYDES CT

* Enter corrections for Physical Description or press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWPO CT

* Enter corrections for City or press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWST CT

* Enter corrections for State or press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWZIP CT

* Enter corrections for Zipcode or press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

NEWBLNAME CT

* Enter corrections for Building Name or press ENTER for Same/No Change.

(house number) (street name) (unit designation)
(city), (state) (zip) -(zip 4)

Phy des:
GQ unit:
Non-City:
Building:

INTRO PT

Hello, this is from the U.S. Census Bureau.

We completed part of the interview for this household for the Current Population Survey and would like to finish it now.

* CUTOFF DATE : (Cut-off Date)

1 Continue

INTROB CT

My supervisor is working with me today and may listen in to evaluate my performance.

* Persuade respondent to complete interview now, if possible

1 Continue
2 Inconvenient time. Callback needed
3 Other outcome or problem

INTRO RESUME

* Respondent: Respondent name

Some of the questions have already been answered.

Press 'END' to return to the next unanswered question

Basic CPS Items Booklet

Demographic Items

PERSTAT

(Are all of these persons still living here? / Person status)

- 1 Person deceased
- 2 Person moved out
- 3 Person left - was a URE last month
- 4 Delete person - to correct previous mistake
- 5 Person is a URE this month
- 9 Reinstate person

FNAME

(What are the names of all persons living or staying here? / What is the name of the next person)

* Enter 999 if no more persons

LNAME

* Enter Last Name

S HHMEM

Is this (name of person talking about)'s usual place of residence?

- 1 Yes
- 2 No
- 3 Proxy

URE

Does (name of person talking about) have a usual place of residence elsewhere?

- 1 Yes
- 2 No

SEX

* Ask only if necessary

What is (name of person talking about)'s sex?

- 1 Male
- 2 Female

NROS2B

* 16 Persons in household roster

At this point count additional people. You will interview only those household members 15 years old or older who are listed.

Are there any other persons 15 years old or older now living or staying there? (Who have not been listed.)

- 1 Yes
- 2 No

CNT2BG

How many other?

* Enter number

MCHILD

I have listed . . . READ NAMES

Have I missed any babies or small children?

- 1 Yes
- 2 No

MAWAY

Have I missed anyone who usually lives here but is away now -traveling, at school, or in a hospital?

- 1 Yes
- 2 No

MLODGE

Have I missed any lodgers, boarders, or persons you employ who live here?

- 1 Yes
- 2 No

MELSE

Have I missed anyone else staying here?

- 1 Yes
- 2 No

OWNREN1

What is the name of the person or one of the persons who owns or rents that home?

**Enter line number (1-16) if current HH member Enter (0) if owner(s)/renter(s) not a household member*

- 1 Owner/Renter not a HH member
- 2 Person 1's name
- 3 Person 2's name
- 4 Person 3's name
- 5 Person 4's name
- 6 Person 5's name
- 7 Person 6's name
- 8 Person 7's name
- 9 Person 8's name
- 10 Person 9's name
- 11 Person 10's name
- 12 Person 11's name
- 13 Person 12's name
- 14 Person 13's name
- 15 Person 14's name
- 16 Person 15's name
- 17 Person 16's name

HHRESP

* Ask if necessary

With whom am I speaking?

* Respondent must be a household member and 15+ or a proxy.

1. Under_15
2. Person 1's name
3. Person 2's name
4. Person 3's name
5. Person 4's name
6. Person 5's name
7. Person 6's name
8. Person 7's name
9. Person 8's name
10. Person 9's name
11. Person 10's name
12. Person 11's name
13. Person 12's name
14. Person 13's name
15. Person 14's name
16. Person 15's name
17. Person 16's name

HHRESP_VERIFY

Are all persons –

- 1 Under 15 years of age
- 2 Non-household members

S_RRP

How (are / is) (name/you) related to (reference person's name/you)?

- 42 Opposite-sex Spouse (Husband/Wife)
- 43 Opposite-sex Unmarried Partner
- 44 Same-sex Spouse (Husband/Wife)
- 45 Same-sex Unmarried Partner
- 46 Child
- 47 Grandchild
- 48 Parent (Mother/Father)
- 49 Brother/Sister
- 50 Other relative (Aunt, Cousin, Nephew, Mother-in-law, etc.)
- 51 Foster_Child
- 52 Housemate/Roommate
- 53 Roomer/Boarder
- 54 Other nonrelative

S SUBFAM

Earlier you said that (name of person talking about) (was/were) not related to (reference person's name/you). (Are / Is) (name of person talking about) related to anyone else in this household?

- 1 Yes
- 2 No

SUBFAM WHO

Who (are / is) (name of person talking about) related to?

***PROBE: Anyone else?**

Enter line number(s), separate with commas

- 1 Person 1's name
- 2 Person 2's name
- 3 Person 3's name
- 4 Person 4's name
- 5 Person 5's name
- 6 Person 6's name
- 7 Person 7's name
- 8 Person 8's name
- 9 Person 9's name
- 10 Person 10's name
- 11 Person 11's name
- 12 Person 12's name
- 13 Person 13's name
- 14 Person 14's name
- 15 Person 15's name
- 16 Person 16's name

LNMMOM

*Enter line number of mother of (name of person talking about)

Ask if necessary: Is (name's/your) mother a member of this household?

- 1 No_One
- 2 Person1
- 3 Person2
- 4 Person3
- 5 Person4
- 6 Person5
- 7 Person6
- 8 Person7
- 9 Person8
- 10 Person9
- 11 Person10
- 12 Person11
- 13 Person12
- 14 Person13
- 15 Person14
- 16 Person15
- 17 Person16

MOMTYP

(Are / Is) (name of person talking about) (your / mother's name) biological, step, or adopted child?

- 1 Biological
- 2 Step
- 3 Adopted

LNDAD

*Enter line number of father of (name of person talking about)

Ask if necessary: Is (name's/your) father a member of this household?

- 1 No_One
- 2 Person1
- 3 Person2
- 4 Person3
- 5 Person4
- 6 Person5
- 7 Person6

- 8 Person7
- 9 Person8
- 10 Person9
- 11 Person10
- 12 Person11
- 13 Person12
- 14 Person13
- 15 Person14
- 16 Person15
- 17 Person16

DADTYP

(Are / Is) (name of person talking about) (your / father's name) biological, step, or adopted child?

- 1 Biological
- 2 Step
- 3 Adopted

PARENT2

(REF_FNAME ^REF_LNAME's) parent is also (name of person talking about)'s parent, is that correct?

- 1 Yes
- 2 No

BIRTHM

What is (name's/your) date of birth?

* [Enter Birth Month](#)

- 1 Jan
- 2 Feb
- 3 Mar
- 4 Apr
- 5 May
- 6 June
- 7 July
- 8 Aug
- 9 Sept
- 10 Oct
- 11 Nov
- 12 Dec

BIRTHD

What is (name's/your) date of birth?

- * Enter Birth Day

BIRTHY

What is (name's/your) date of birth?

- * Enter Birth Year (Enter 4 digit year - ex: 1964)

VERIFY AGE

As of last week, that would make (name/you) (approximately (AGE)/ less than 1 / over 98 / AGE) years old. Is that correct?

1. Yes
2. No

AGEGSS

Even though you don't know (name's/your) exact birthdate, what is your best guess as to how old (you/he/she) (was/were) on (your/his/her) last birthday?

99 99 years or older

00 – 98 0 to 98 years old

AGE2

- * Ask if necessary

(Are / Is) (you/he/she) under 15?

- 1 Yes
- 2 No

PREMARTL

Since our last interview, has any household member had any changes in his or her Marital Status?

- 1 Yes
- 2 No

MARITL

(Are / Is) (name/you) now married, widowed, divorced, separated or never married?

- 1 Married - Spouse PRESENT
- 2 Married - Spouse ABSENT
- 3 Widowed
- 4 Divorced
- 5 Separated
- 6 Never married

SPOUSE

* Enter line number of spouse of (name of person talking about)
- -Ask if necessary

- 0 No_One
- 1 Person1
- 2 Person2
- 3 Person3
- 4 Person4
- 5 Person5
- 6 Person6
- 7 Person7
- 8 Person8
- 9 Person9
- 10 Person10
- 11 Person11
- 12 Person12
- 13 Person13
- 14 Person14
- 15 Person15
- 16 Person16

COHAB

Do you have a boyfriend, girlfriend or partner in this household?

* If Yes, probe WHO and enter line number
If No, enter "0"

- 0 No
- 1 Person 1's name
- 2 Person 2's name
- 3 Person 3's name

- 4 Person 4's name
- 5 Person 5's name
- 6 Person 6's name
- 7 Person 7's name
- 8 Person 8's name
- 9 Person 9's name
- 10 Person 10's name
- 11 Person 11's name
- 12 Person 12's name
- 13 Person 13's name
- 14 Person 14's name
- 15 Person 15's name
- 16 Person 16's name

AFEVER

Did (name/you) ever serve on active duty in the U. S. Armed Forces?

- 1 Yes
- 2 No

AFWHEN

♦ **IF NECESSARY:** Previously I was told that (name/you) served on active duty in the U. S. Armed Forces.

When did (you/he/she) serve?

♦ **Enter all that apply, separate with commas Mark up to 4 that apply**

- 1 September 2001 or later
- 2 August 1990 to August 2001
- 3 May 1975 to July 1990
- 4 Vietnam Era (August 1964 to April 1975)
- 5 February 1955 to July 1964
- 6 Korean War (July 1950 to January 1955)
- 7 January 1947 to June 1950
- 8 World War II (December 1941 to December 1946)
- 9 November 1941 or earlier

AFNOW

(Are / Is) (name/you) (now/still) in the Armed Forces?

- 1 Yes
- 2 No

EDUCA

What is the highest level of school (name/you) (have/has) completed or the highest degree (name/you) (have/has) received?

- 31 Less than 1st grade
- 32 1st, 2nd, 3rd or 4th grade
- 33 5th or 6th grade
- 34 7th or 8th grade
- 35 9th grade
- 36 10th grade
- 37 11th grade
- 38 12th grade NO DIPLOMA
- 39 HIGH SCHOOL GRADUATE- high school DIPLOMA or the equivalent (For example: GED)
- 40 Some college but no degree
- 41 Associate degree in college - Occupational/vocational program
- 42 Associate degree in college -- Academic program
- 43 Bachelor's degree (For example: BA, AB, BS)
- 44 Master's degree (For example: MA, MS, MEng, MEd, MSW, MBA)
- 45 Professional School Degree (For example: MD,DDS,DVM,LLB,JD)
- 46 Doctorate degree (For example: PhD, EdD)

DIPGED

People can get a High School diploma in a variety of ways, such as graduating from High School or by getting a GED or other equivalent. How did (name/you) get (your/his/her) High School diploma?

- 1 Graduation from High School
- 2 GED or other equivalent

HGCOMP

What was the highest grade of regular school (name/you) completed before receiving (your/his/her) GED?

- 1 Less than 1st grade

- 2 1st, 2nd, 3rd or 4th grade
- 3 5th or 6th grade
- 4 7th or 8th grade
- 5 9th grade
- 6 10th grade
- 7 11th grade
- 8 12th grade NO DIPLOMA

CYC

(Including any time that may have been spent getting as Associate's Degree,/) (How/how) many years of college CREDIT (have/has) (name/you) completed? (Have / Has) (you/he/she) COMPLETED...

- 1 Less than 1 year (include 0 years completed)?
- 2 The first, or FRESHMAN year?
- 3 The second, or SOPHOMORE year?
- 4 The third, or JUNIOR year?
- 5 Four or more years?

CERT1

(Does/do) (name/you) have a currently active professional certification or a state or industry license? Do not include business license, such as a liquor license or vending license.

(Read if necessary: a professional certification or license shows you are qualified to perform a specific job. Examples include a realtor license, a medical assistant certification, a Teacher License or an IT certification. Only include certifications or licenses obtained by an individual.)

1. Yes
2. No

CERT2

Were any of (your/his/her) certifications or licenses issued by the federal, state, or local government?

1. Yes
2. No

HSPNON

(Are / Is) (name/you) of Hispanic, Latino, or Spanish origin?

- 1 Yes
- 2 No

ORISPN

(Are / Is) (name/you) Mexican, Mexican American, or Chicano; Puerto Rican; Cuban, Cuban American, or of another Hispanic, Latino, or Spanish origin; for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on?

***If multiple answer, Probe: Which group (do/does) (you/he/she) most closely identify with?**

- 1 Mexican
- 2 Mexican American
- 3 Chicano
- 4 Puerto Rican
- 5 Cuban
- 6 Cuban-American
- 7 Other

S OROTSP

What is that origin?

OROTSS

***Specify "Other" Spanish, Hispanic, or Latino group**

RACE

I am going to read you a list of race categories. You may choose one or more races. For this survey, Hispanic origin is not a race. Are you: White; Black or African American; American Indian or Alaska Native; Asian; OR Native Hawaiian or Other Pacific Islander?

***Do not probe unless response is Hispanic or a Hispanic origin
Enter all that apply, separate with commas**

- 1 White
- 2 Black or African American
- 3 American Indian or Alaska Native
- 4 Asian
- 5 Native Hawaiian or Other Pacific Islander
- 6 Other - DO NOT READ

RACEAS

You may choose one or more Asian groups. (Are / Is) (you/name) Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or another Asian group, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on?

- * Read each item
- * Enter all that apply, separate with commas

- 1 Asian Indian
- 2 Chinese
- 3 Filipino
- 4 Japanese
- 5 Korean
- 6 Vietnamese
- 7 Other Asian

RACEPI

You may choose one or more Pacific Islander groups. (Are / Is) (you/name) Native Hawaiian; Guamanian or Chamorro; Samoan; or another Pacific Islander group, for example, Fijian, Tongan, and so on?

- * Read each item
- * Enter all that apply, separate with commas

- 1 Native Hawaiian
- 2 Guamanian or Chamorro
- 3 Samoan
- 4 Other Pacific Islander

S_RACEOT

- * Read only if necessary: What is (your/his/her) race?

RACEOS

- * Specify Other race

Basic CPS Items Booklet

Labor Force Items

LABFOR

I am going to ask a few questions about work-related activities (THE WEEK BEFORE LAST/LAST WEEK). By (the week before last/last week), I mean the week beginning on Sunday, (DATE), and ending on Saturday, (DATE).

1 Continue

BUS

(Do you/ Does NAME/ Does anyone in this household) have a business or a farm?

1 Yes

2 No

BUSL

Whose business or farm is it?

* Enter all that apply, separate by commas.

* Probe: Anyone else?

1 Person1
2 Person2
3 Person3
4 Person4
5 Person5
6 Person6
7 Person7
8 Person8
9 Person9
10 Person10
11 Person11
12 Person12
13 Person13
14 Person14
15 Person15
16 Person16

WORK

(THE WEEK BEFORE LAST/LAST WEEK), did (name/you) do ANY work for (pay/either pay or profit)?

- 1 Yes
- 2 No
- 3 Retired
- 4 Disabled
- 5 Unable to work

BUS1

(THE WEEK BEFORE LAST/LAST WEEK), did (name/you) do any unpaid work in the family business or farm?

- 1 Yes
- 2 No

BUS2

(Do / Does) (name/you) receive any payments or profits from the business?

- 1 Yes
- 2 No

RET

Last month (name/you) (was/were) reported to be retired. (Are / Is) (you/he/she) still retired?

- 1. Yes
- 2. No
- 3. Was not retired last month

DIS

Does (your/his/her) disability continue to prevent (you/he/she) from doing any kind of work for the next 6 months (or working in the family business)?

- 1 Yes
- 2 No
- 3 Did not have a disability last month

RET1 1

(Do / Does) (name/you) currently want a job, either full or part time?

- 1 Yes or maybe, it depends
- 2 No
- 3 Has a job

DIS1 1

Does (your/his/her) disability prevent (you/he/she) from accepting any kind of work during the next six months?

- 1 Yes
- 2 No

DIS2 1

(Do / Does) (name/you) have a disability that prevents (you/he/she) from accepting any kind of work during the next six months?

- 1 Yes
- 2 No

ABSNT

(THE WEEK BEFORE LAST/LAST WEEK), (in addition to the business) (name/you) have a job either full or part time? Include any job from which (name/you) (was/were) temporarily absent.

- 1 Yes
- 2 No
- 3 Retired
- 4 Disabled
- 5 Unable to Work

RET1 2

(Do / Does) (name/you) currently want a job, either full or part time?

- 1 Yes or maybe, it depends
- 2 No
- 3. Has a job

DIS1 2

Does (your/his/her) disability prevent (you/he/she) from accepting any kind of work during the next six months?

- 1 Yes
- 2 No

DIS2 2

(Do / Does) (name/you) have a disability that prevents (you/he/she) from accepting any kind of work during the next six months?

- 1 Yes
- 2 No

LAY

(THE WEEK BEFORE LAST/LAST WEEK), (was/were) (name/you) on layoff from a job?

- 1 Yes
- 2 No
- 3 Retired
- 4 Disabled
- 5 Unable to work

RET1 3

(Do / Does) (name/you) currently want a job, either full or part time?

- 1 Yes or maybe, it depends
- 2 No
- 3 Has a job

DIS1 3

Does (your/his/her) disability prevent (you/he/she) from accepting any kind of work during the next six months?

- 1 Yes
- 2 No
- 3

DIS2_3

(Do / Does) (name/you) have a disability that prevents (you/he/she) from accepting any kind of work during the next six months?

- 1 Yes
- 2 No

ABSRSN1

What was the main reason (you/he/she) (was/were) absent from work (THE WEEK BEFORE LAST/LAST WEEK)?

- 1 On layoff (temporary or indefinite)
- 2 Slack work/business conditions
- 3 Waiting for new job to begin
- 4 Vacation/personal days
- 5 Own illness/injury/medical problems
- 6 Child care problems
- 7 Other family/personal obligation
- 8 Maternity/paternity leave
- 9 Labor dispute
- 10 Weather affected job
- 11 School/training
- 12 Civic/military duty
- 13 Does not work in the business
- 14 Other (specify)

ABSPD

(Are / Is) (you/he/she) being paid by (your/his/her) employer for any of the time off (the week before last/last week)?

- 1 Yes
- 2 No

MJ

(THE WEEK BEFORE LAST/LAST WEEK), did (name/you) have more than one (job/job or business), including part time, evening or weekend work?

- 1 Yes
- 2 No

MJNUM

Altogether, how many (jobs/ jobs or businesses) did (you/he/she) have?

- 1 2 jobs
- 2 3 jobs
- 3 4 or more jobs

HRUSL1

How many hours per week (do/does) (name/you) USUALLY work at (your/his/her) (job?/ main job?)

- * Enter number of hours
- * (00-99) Hours each week
- * (V) Hours vary each week

HRUSL2

How many hours per week (do/does) (you/he/she) USUALLY work at (your/his/her) other (job/ jobs)?

- * Enter number of hours
- * (00-99) Hours each week
- * (V) Hours vary each week

HRFTPT

(Do / Does) (you/he/she) usually work 35 hours or more per week (at (your/his/her) job/in the family business/ at all (your/his/her) jobs combined)?

- 1 Yes
- 2 No
- 3 Hours Vary

HRWANT

(Do / Does) (name/you) want to work a full time workweek of 35 hours or more per week?

- 1 Yes
- 2 No
- 3 Regular hours are full-time

HRRSN1

Some people work part time because they cannot find full time work or because business is poor. Others work part time because of family obligations or other personal reasons. What is (name's/your) MAIN reason for working part time?

* Probe if necessary: What is (name's/your) main reason for working part time instead of full time?

- 1 Slack work/business conditions
- 2 Could only find part-time work
- 3 Seasonal work
- 4 Child care problems
- 5 Other family/personal obligations
- 6 Health/medical limitations
- 7 School/training
- 8 Retired/Social Security limit on earnings
- 9 Full-time workweek is less than 35 hours
- 10 Other - specify

HRSPC1

* Enter Verbatim Response

HRRSN2

What is the main reason (you/he/she) (do/does) not want to work full time?

- 1 Child care problems
- 2 Other family/personal obligations
- 3 Health/medical limitations
- 4 School/training
- 5 Retired/Social Security limit on earnings
- 6 Full time work week less than 35 hours
- 7 Other - specify

HRSPC2

* Enter Verbatim Response

HROFF1

Now I have some questions about the exact number of hours (name/you) worked (THE WEEK BEFORE LAST/LAST WEEK). (THE WEEK BEFORE LAST/LAST WEEK), did (you/he/she) lose or take off any hours from ((his/her) MAIN job/work), for ANY reason such as illness, slack work, vacation, or holiday?

- 1 Yes
- 2 No

HROFF2

How many hours did (name/you) take off?

* Enter number of hours

HROT1

(THE WEEK BEFORE LAST/LAST WEEK), did (name/you) work any overtime or extra hours (at (his/her) MAIN job that / that)(you/he/she) (do/does) not usually work?

- 1 Yes
- 2 No

HROT2

How many ADDITIONAL hours did (you/he/she) work?

* Enter number of hours

HRACT1

(LAST WEEK/THE WEEK BEFORE LAST), how many hours did (you/he/she) ACTUALLY work at (your/his/her) (job?/MAIN job)?

* Enter number of hours

* (00 - 99)

HRACT2

(THE WEEK BEFORE LAST/LAST WEEK), how many hours did (you/he/she) ACTUALLY work at (your/his/her) other (job/ jobs)?

* Enter number of hours

* (00 - 99)

ABSRSN2

What was the main reason (you/he/she) (was/were) absent from work (THE WEEK BEFORE LAST/LAST WEEK)?

1. On layoff (temporary or indefinite)
2. Slack work/business conditions
3. Waiting for new job to begin
4. Vacation/personal days
5. Own illness/injury/medical problems
6. Child care problems
7. Other family/personal obligation
8. Maternity/paternity leave
9. Labor dispute
10. Weather affected job
11. School/training
12. Civic/military duty
13. Does not work in the business
14. Other (specify)

ABSPC2

[*Enter Verbatim Response](#)

HRRSN3

What is the main reason (name/you) worked less than 35 hours (THE WEEK BEFORE LAST/LAST WEEK)?

- 1 Slack work/business conditions
- 2 Seasonal work
- 3 Job started or ended during week
- 4 Vacation/personal day
- 5 Own illness/injury/medical appointment
- 6 Holiday (legal or religious)
- 7 Child care problems
- 8 Other family/personal obligations
- 9 LaborDispute
- 10 Weather affected job
- 11 School/training
- 12 Civic/Military duty
- 13 Other reason

HRSPC3

* Enter Verbatim Response

HRAVL

(THE WEEK BEFORE LAST/LAST WEEK), could (name/you) have worked full time IF the hours had been available?

- 1 Yes
- 2 No

LAYDT

Has (name's/your) employer given (you/he/she) a date to return to work?

- 1 Yes
- 2 No

LAY6M

(Have / Has) (you/he/she) been given any indication that (you/he/she) will be recalled to work within the next 6 months?

- 1 Yes
- 2 No

LAYAVL

Could (you/he/she) have returned to work (THE WEEK BEFORE LAST/LAST WEEK) IF (you/he/she) had been recalled?

- 1 Yes
- 2 No

LAYAVR

Why is that?

- 1 Own temporary illness
- 2 Going to school
- 3 Other

LAYAVS

* Enter specific reason

LAYLK

Even though (you/he/she) (expect/expects) to be called back to work, (have/has) (you/he/she) been looking for work during the last 4 weeks?

- 1 Yes
- 2 No

LAYDR1

As of the end of (THE WEEK BEFORE LAST/LAST WEEK), how long had/has (you/he/she) been on layoff?

- 1 Weeks
- 2 Months
- 3 Years

LAYDR2

- * Do not read to respondent
- * Enter number of (weeks, months, years)

LAYDR3

We would like to have that in weeks, IF possible, exactly how many weeks had (name/you) been on layoff?

- *Enter number of weeks

LAYFT

Is the job from which (name/you) (are / is) on layoff a full time job of 35 hours or more per week?

- 1 Yes
- 2 No

LK

(Have / Has) (name/you) been doing anything to find work during the last 4 weeks?

- 1 Yes
- 2 No
- 3 Retired
- 4 Disabled
- 5 Unable to work

DIS1 4

Does (your/his/her) disability prevent (you/he/she) from accepting any kind of work during the next six months?

- 1 Yes
- 2 No

DIS2 4

(Do / Does) (name/you) have a disability that prevents (you/he/she) from accepting any kind of work during the next six months?

- 1 Yes
- 2 No

LKM

What are all the things (you/he/she) (have/has) done to find work during the last 4 weeks?

*Do not read answer categories

Enter (0) for no additional answer

- 1 Contact employer directly/interview
- 2 Contacted public employment agency
- 3 Contacted private employment agency
- 4 Contacted friends or relatives
- 5 Contacted school/university employment center
- 6 Sent out resumes/filled out applications
- 7 Checked union/professional registers
- 8 Placed or answered ads
- 9 Other active
- 10 Looked at ads
- 11 Attended job training programs/courses
- 12 Other passive
- 13 Nothing

LKMSP

*Enter verbatim response

LKDK

You said (name/you) (have/has) been trying to find work. How did (you/he/she) go about looking?

* Do not read answer categories

Enter (0) for no additional answer

- 1 Contact employer directly/interview
- 2 Contacted public employment agency
- 3 Contacted private employment agency
- 4 Contacted friends or relatives
- 5 Contacted school/university employment center
- 6 Sent out resumes/filled out applications
- 7 Checked union/professional registers
- 8 Placed or answered ads
- 9 Other active
- 10 Looked at ads
- 11 Attended job training programs/courses
- 12 Other passive
- 13 Nothing

LKDKS

* Enter verbatim response

LKPS

Can you tell me more about what (he/she) did to search for work?

- * Do not read answer categories
- Enter (0) for no additional answer

- 1 Contact employer directly/interview
- 2 Contacted public employment agency
- 3 Contacted private employment agency
- 4 Contacted friends or relatives
- 5 Contacted school/university employment center
- 6 Sent out resumes/filled out applications
- 7 Checked union/professional registers
- 8 Placed or answered ads
- 9 Other active
- 10 Looked at ads
- 11 Attended job training programs/courses
- 12 Other passive
- 13 Nothing

LKPSP

- * Enter verbatim response

LKAVL

(THE WEEK BEFORE LAST/LAST WEEK), could (you/he/she) have started a job if one had been offered?

- 1 Yes
- 2 No

LKA VR

Why is that?

- 1 Waiting for new job to begin
- 2 Own temporary illness
- 3 Going to school
- 4 Other (specify)

LKA VS

- * Enter verbatim response

LKLL1

BEFORE (name/you) started looking for work, what (was/were) (you/he/she) doing: working, going to school, or something else?

- 1 Working
- 2 School
- 3 Left military service
- 4 Something ELSE

LKLL1S

* Enter verbatim response

LKLL2

Did (you/he/she) lose or quit that job, or was it a temporary job that ended?

- 1 Lost job
- 2 Quit job
- 3 Temporary job ended

LKLW

When did (you/he/she) last work at (a/that) job or business?

- 1 Within the last 12 months
- 2 More than 12 months ago
- 3 Never worked

CERT3

Earlier you told me (you/name) had a currently active professional certification or license. Is (your/his/her) certification or license required for (your/his/her) ...

- a) job
- b) main job?
- c) job from which (you/he/she/) (are/is) on layoff?
- d) job at which (you/he/she) last worked?

1. Yes
2. No
3. Don't have a currently active certification or license

LKDATM

* Ask if necessary, otherwise verify

What was the month and year that (you/he/she) last worked?

* Enter month

- | | |
|----|-----------|
| 1 | January |
| 2 | February |
| 3 | March |
| 4 | April |
| 5 | May |
| 6 | June |
| 7 | July |
| 8 | August |
| 9 | September |
| 10 | October |
| 11 | November |
| 12 | December |

LKDATY

What was the month and year that (you/he/she) last worked?

* Enter year

LKDR1

As of the end of (THE WEEK BEFORE LAST/LAST WEEK), how long had (you/he/she) been looking for work?

- | | |
|---|--------|
| 1 | Weeks |
| 2 | Months |
| 3 | Years |

LKDR2

* Do not read to the respondent

* Enter number of (weeks, months, years)

LKDR3

We would like to have that in weeks if possible. Exactly how many weeks (have/has) (name/you) been looking for work?

* Enter number of weeks

LKFT

(Have / Has) (you/he/she) been looking for full time work of 35 hours or more per week?

- 1 Yes
- 2 No
- 3 Doesn't matter

DWWNT

(Do / Does) (name/you) currently want a job, either full or part time?

- 1 Yes, or maybe, it depends
- 2 No
- 3 Retired
- 4 Disabled
- 5 Unable to work

DIS1 5

Does (your/his/her) disability prevent (you/he/she) from accepting any kind of work during the next six months?

- 1 Yes
- 2 No

DIS2 5

(Do / Does) (name/you) have a disability that prevents (you/he/she) from accepting any kind of work during the next six months?

- 1 Yes
- 2 No

DWRSN

What is the main reason (you/he/she) (was/were) not looking for work during the LAST 4 WEEKS?

- 1 Believes no work available in line of work or area
- 2 Couldn't find any work
- 3 Lacks necessary schooling, training, skills or experience
- 4 Employers think too young or too old
- 5 Other types of discrimination
- 6 Can't arrange child care
- 7 Family responsibilities
- 8 In school or other training
- 9 Ill health, physical disability
- 10 Transportation problems
- 11 Other

DWRSP

*Enter verbatim response

DWLK

Did (name/you) look for work at any time during the last 12 months?

- 1 Yes
- 2 No

DWWK

Did (you/he/she) actually WORK at a job or business during the last 12 months?

- 1 Yes
- 2 No

DW4WK

Did (you/he/she) do any of this work during the last 4 weeks?

- 1 Yes
- 2 No

DWLKWK

And since (name/you) LEFT that job or business (have/has) (you/he/she) looked for work?

- 1 Yes
- 2 No

DWAVL

(THE WEEK BEFORE LAST/LAST WEEK), could (you/he/she) have started a job IF one had been offered?

- 1 Yes
- 2 No

DWAVR

Why is that?

- 1 Own temporary illness
- 2 Going to school
- 3 Other (SPECIFY)

DWAVS

[*Enter verbatim response](#)

JHWK

(Have / Has) (name/you) worked at a job or business at any time during the past 12 months?

- 1 Yes
- 2 No

JHDP1

Did (you/he/she) do any of this work during the last 4 weeks?

- 1 Yes
- 2 No
- 3

JHRSN

What is the main reason (you/he/she) left (your/his/her) last job?

- 1 Personal, family (including pregnancy)
- 2 Return to school
- 3 Health
- 4 Retirement or old age
- 5 Temporary, seasonal or intermittent job completed
- 6 Slack work or business conditions
- 7 Unsatisfactory work arrangements (hours, pay, etc)
- 8 Other (specify)

JHRSP

*Enter verbatim reason

JHWANT

(Do / Does) (name/you) intend to look for work during the next 12 months?

- 1 Yes, or it depends
- 2 No

IODP1

Last month, it was reported that (name/you) worked for (input.IO1NAM). (Do / Does) (you/he/she) still work for (input.IO1NAM)

- 1 Yes
- 2 No

IODP2

Have the usual activities and duties of (your/his/her) job changed since last month?

- 1 Yes
- 2 No

IODP3

Last month (name/you) (was/were) reported as (a/an) (input.IO1OCC) and (your/his/her) usual activities were (input.IO1DT1 8500.IO1DT2). Is this an accurate description of (your/his/her) current job?

- 1 Yes
- 2 No

IO1INT

(Were/Was) (name/you) employed by government, by a private company, a nonprofit organization, or (was/were) (you/he/she) self -(or working in the family business?)?

- 1 Government
- 2 Private-for-profit company
- 3 Non-profit organization including tax exempt and charitable organizations
- 4 Self-employed
- 5 Working in the family business

IO1GVT

Would that be the federal, state, or local government?

- 1 Fed
- 2 State
- 3 Local

IO1INC

(Is/Was) this business incorporated?

- 1 Yes
- 2 No

PDEMP1

(Do/Does) (name/you) usually have any paid employees?

- 1 Yes
- 2 No

NMEMP1

Excluding all owners, how many paid employees does (name's/your) business usually have?

IO1WP

(Were/Was) (name/you) working for pay?

- 1 Yes
- 2 No

IO1NMP

What is the name of the (company/non-profit organization) for which (you/he/she) work (at main job)/worked (at main job)/works (at main job) (work/works/worked)

***Do not read to respondent**

(name of company, business, organization or other employer)

IO1NMG

What is the name of the government agency for which (you/he/she) (work/works)

IO1NMB

What is the name of (your/name's) business?

IO1IND

What kind of business or industry is this?

***Read if necessary:** What do they make or do where (you/he/she) (work/works)?

IO1MFG

***Ask if necessary:** Is this business or organization mainly manufacturing, retail trade, wholesale trade, or something ELSE?

- 1 Manufacturing
- 2 Retail trade
- 3 Wholesale trade
- 4 Something else

IO1OCC

What kind of work (DO/DOES/DID) (name/you) do, that is, what (is/was) (your/his/her) occupation? For example: plumber, typist, farmer

IO1DT1

What (are / were) (your/his/her) usual activities or duties at this job?

For example: typing, keeping account books, filing, selling cars, operating printing press, laying brick.

IO1DT2

What (are / were) (your/his/her) usual activities or duties at this job?

For example: typing, keeping account books, filing, selling cars, operating printing press, laying brick.

PDEMP1A

(Do/Does) (name/you) usually have any paid employees?

- 1 Yes
- 2 No

NMEMP1A

Excluding all owners, how many paid employees does (name's/your) business usually have?

IO1WPA

(Were/Was) (name/you) working for pay?

- 1 Yes
- 2 No

IO1NMBA

What is the name of (your/name's) business?

IO1INDA

What kind of business or industry is this?

***Read if necessary:** What do they make or do where (you/he/she) (work/works)?

IO1MFGA

***Ask if necessary:** Is this business or organization mainly manufacturing, retail trade, wholesale trade, or something ELSE?

1. Manufacturing
2. Retail trade
3. Wholesale trade
4. Something else

IO1OCCA

What kind of work (DO/DOES/DID) (name/you) do, that is, what (is/was) (your/his/her) occupation?

For example: plumber, typist, farmer

IO1DT1A

What (are / were) (your/his/her) usual activities or duties at this job?

For example: typing, keeping account books, filing, selling cars, operating printing press, laying brick.

IO1DT2A

What (are / were) (your/his/her) usual activities or duties at this job?

For example: typing, keeping account books, filing, selling cars, operating printing press, laying brick.

IOPRO1

Now I have a few questions about (your/his/her) second job.

1. Continue

IO2INT

(THE WEEK BEFORE LAST/LAST WEEK) at (name's/your) second job,(was/were) (name/you) employed by government, by a private company, a non-profit organization, or (was/were) (you/he/she) self (or working in the family business?)

- 1 Government
- 2 Private-for-profit company
- 3 Non-profit organization including tax exempt and charitable organizations
- 4 Self-employed
- 5 Working in the family business

IO2GVT

Would that be the federal, state, or local government?

- 1 Federal
- 2 State
- 3 Local (county, city, township)

IO2INC

(Is/Was) this business incorporated?

- 1 Yes
- 2 No

PDEMP2

(Do / Does) (name/you) usually have any paid employees?

- 1 Yes
- 2 No

NMEMP2

Excluding all owners, how many paid employees does (name's/your) business usually have?

IO2WP

(Was/Were) (name/you) working for pay?

IO2NMP

What is the name of the (company/non-profit organization) for which (name/you) work (at main job)/worked (at main job)/works (at main job) at (your/his/her) SECOND job?

*Do not read to respondent: Name of company, business, organization or other employer

IO2NMG

What is the name of the government agency for which (name/you) (work/works) at (your/his/her) SECOND job?

IO2NMB

What is the name of (your/name's) business?

IO2IND

What kind of business or industry is this?

*Read if necessary:

What do they make or do where (name/you) (work/works)?

IO2MFG

*Ask if necessary:

Is this business or organization mainly manufacturing, retail trade, wholesale trade, or something ELSE?

- 1 Manufacturing
- 2 Retail trade
- 3 Wholesale trade
- 4 Something else

IO2OCC

What kind of work (DO/DOES/DID) (name/you) do, that is, what (is/was) (your/his/her) occupation?

For example: plumber, typist, farmer

IO2DT1

What (are / were) (your/his/her) usual activities or duties at this job?

* **Do not read to respondent:**

For example: typing, keeping account books, filing, selling cars, operating printing press, laying brick.

IO2DT2

What are (your/his/her) usual activities or duties at this job?

For example: typing, keeping account books, filing, selling cars, operating printing press, laying brick.

ERNP

This month I have a few questions about earnings.

1 Continue

ERNPR

For (name's/your) (job/MAIN job), what is the easiest way for you to report (your/his/her) total earnings BEFORE taxes or other deductions: hourly, weekly, annually, or on some other basis?

* **Read if necessary: We use this information to compare the amount that people earn in different types of jobs.**

- 1 Hourly
- 2 Weekly
- 3 Bi-weekly
- 4 Twice monthly
- 5 Monthly
- 6 Annually
- 7 Other (specify)

ERNPRS

* **Enter verbatim response**

ERNUOT

(Do / Does) (name/you) usually receive overtime pay, tips, or (commissions?/commissions at (your/his/her) MAIN job?)

- 1 Yes
- 2 No

ERNHRTD

(EXCLUDING overtime pay, tips and commissions) what is (your/his/her) hourly rate of pay on (this job/ (your/his/her) MAIN job)?

* Enter dollar amount

ERNHRTC

(EXCLUDING overtime pay, tips and commissions) what is (your/his/her) hourly rate of pay on (this job/ (your/his/her) MAIN job)?

*Enter cents amount

ERNHRED

What is your best estimate of (your/his/her) hourly rate of pay?

*Enter dollar amount

ERNHREC

What is your best estimate of (your/his/her) hourly rate of pay?

*Enter cents amount

ERNRG1

* Do not ask the respondent

Hourly earnings recorded as: (entry in ERNH1O) hourly. Is this entry correct?

- 1 Yes
- 2 No

ERNHCOD

* Do not ask the respondent

Incorrect entry was recorded as: (entry in ERNH1O) hourly.

Correct dollar entry is: \$

ERNHCO

Do not ask the respondent

Incorrect entry was recorded as: (entry in ERNH1O) hourly.

* Correct cents entry is: \$ 00.

ERNHR

How many hours (do/does) (name/you) usually work per week at this rate?

* Enter number of hours

ERNOTP

(How/At (your/his/her) MAIN job, how) much (do/does) (you/he/she) usually receive JUST in overtime pay, tips or commissions, before taxes or other deductions?

* Do not read to respondent Enter periodicity

- 1 Per hour
- 2 Per day
- 3 Per week
- 4 Per month
- 5 Per year
- 6 Other

ERNOTHD

(How/At (your/his/her) MAIN job, how) much (do/does) (you/he/she) usually receive JUST in overtime pay, tips or commissions, before taxes or other deductions?

* Do not read to respondent: Enter dollar amount

ERNOTHC

(How/At (your/his/her) MAIN job, how) much (do/does) (you/he/she) usually receive JUST in overtime pay, tips or commissions, before taxes or other deductions?

* Do not read to respondent: Enter cents amount

ERNOTAD

(How/At (your/his/her) MAIN job, how) much (do/does) (you/he/she) usually receive JUST in overtime pay, tips or commissions, before taxes or other deductions?

*Do not read to respondent: Enter dollar amount

ERNOTAC

(How/At (your/his/her) MAIN job, how) much (do/does) (you/he/she) usually receive JUST in overtime pay, tips or commissions, before taxes or other deductions?

*Do not read to respondent: Enter cents amount

ERNOTE

What is your best estimate of how much (you/he/she) usually (earn/earns) WEEKLY, JUST in overtime pay, tips, or commissions, before taxes or other deductions?

*Enter dollar amount

ERNRG2

*Do not ask: Usual (weekly/hourly/monthly/annual) earnings in overtime pay, tips or commissions recorded as: (ERNOTO)

*Is this entry correct?

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

ERNOCOD

*Do not read to respondent: Incorrect entry was recorded as: (ERNOTO)

Correct dollar entry is: \$

ERNOCOC

Do not read to respondent: Incorrect entry was recorded as: (ERNOTO)

*Correct cents entry is: \$

ERNOCHD

*Do not read to respondent: Incorrect entry was recorded as: (ERNOTO)
Correct entry is: \$

ERNOCHC

Do not read to respondent: Incorrect entry was recorded as: (ERNOTO)
*Correct cents entry is: \$

ERNOH

How many hours (do/does) (name/you) usually work per week at this rate?
*Enter number of hours

ERNOHE

What is your best estimate of the number of hours per week (you/he/she) usually (work/works) at this rate?
*Enter number of hours

ERNVR1

I have estimated (your/his/her) usual WEEKLY earnings (as/for (your/his/her) main job as) (AMOUNT) before taxes or other deductions. Does that sound correct?

- 1 Yes
- 2 No

ERNVRA

I have recorded:

- 1** (entry in ERNH1O) as (your/his/her) hourly rate of pay.
- 2** (Entry in ERNHRO) as the number of hours (you/he/she)usually worked at this rate.
- 3** (Entry in ERNOTO) as the amount (you/he/she) usually earned (weekly/hourly/monthly/annual) in overtime pay, tips and commissions.
- 4** (Entry in ERNOHE) as the number of hours per week (you/he/she) usually works at this rate.

Which piece or pieces of information do not seem to be correct?

*Enter all that apply, separate by commas.

If all information is correct, enter (0) to continue

- 1 Hourly_rate
- 2 Number of hours
- 3 Overtime pay
- 4 Hours per week

ERNH1CD

What is (name's/your) hourly rate of pay on this job, excluding overtime pay, tips or commissions?

*Enter dollar amount

ERNH1CC

What is (name's/your) hourly rate of pay on this job, excluding overtime pay, tips or commissions?

*Enter cents amount

ERNHC

How many hours (do/does) (name/you) usually work per week at the rate of (entry in ERNH1C/ERNH1O)?

*Enter hours (01-99)

ERNOTCD

How much (do/does) (name/you) usually earn (weekly/monthly/annually) just in overtime pay, tips or commissions?

* Enter dollar amount

ERNOTCC

How much (do/does) (name/you) usually earn (weekly/monthly/annually) just in overtime pay, tips or commissions?

* Enter cents amount

ERNOHCD

How much (do/does) (name/you) usually earn hourly just in overtime pay, tips or commissions?

* Enter dollar amount

ERNOHCC

How much (do/does) (name/you) usually earn hourly just in overtime pay, tips or commissions?

* Enter dollar amount

ERNH2C

How many hours (do/does) (name/you) usually work per week at the rate of (entry in ERNOHC/ERNOTO)?

* Enter hours (00-99)

ERNWK1

Then, including overtime pay, tips and commissions, what are (name/you) usual WEEKLY earnings on (this job/ (your/his/her) MAIN), before taxes or other deductions?

* Correct Entry is:

ERNVR3

I have estimated (your/his/her) total WEEKLY earnings (as/ for (your/his/her) main job, as (entry in ERNX2) WEEKLY before taxes or other deductions. Does that sound correct?

- 1 Yes
- 2 No (Irreconcilable difference)

ERNWK

(Including overtime pay, tips and commissions,) What are (name's/your) usual weekly earnings on (this job/ (your/his/her) MAIN), before taxes or other deductions?

***Enter dollar amount**

ERNTMN

(Including overtime pay, tips and commissions,) what are (name's/your) usual twice monthly earnings on (this job/ (your/his/her) MAIN), before taxes or other deductions?

***Enter dollar amount**

ERNMON

(Including overtime pay, tips and commissions,) what are (name's/your) usual monthly earnings on (this job/ (your/his/her) MAIN), before taxes or other deductions?

***Enter dollar amount**

ERNANN

(Including overtime pay, tips and commissions,) what are (name's/your) usual annual earnings on (this job/ (your/his/her) MAIN), before taxes or other deductions?

***Enter dollar amount**

ERNBWK

(Including overtime pay, tips and commissions,) what are (name's/your) usual bi weekly earnings on (this job/ (your/his/her) MAIN), before taxes or other deductions?

***Enter dollar amount**

ERNDKP

What is your best estimate of (your/his/her) usual (weekly/bi-weekly/monthly/annual) earnings before taxes or other deductions?

* Enter dollar amount (Reported earnings are greater than \$72,000)

ERNRG3

* Do not read to respondent

(Weekly/Bi-weekly/Twice Monthly/Monthly/Annual) earnings recorded as: (ERNAMT)

Is this entry correct?

- 1 Yes
- 2 No

ERNRGP

* Do not read to respondent

Incorrect entry was recorded as: (ERNAMT) (weekly/bi-weekly/monthly/annually)

Correct entry is:

ERNVR4

I have recorded (your/his/her) total earnings (for (your/his/her) (as/main job) (ERNAMT) (weekly/bi-weekly/monthly/annually) before taxes or other deductions. Is that correct?

- 1 Yes
- 2 No

ERNCOR

(Including overtime pay, tips and commissions,), what are (your/his/her) usual (weekly/bi-weekly/monthly/annual) earnings on (this job/ (your/his/her) MAIN), before taxes or other deductions?

* Enter dollar amount

ERNRG4

*Do not read to respondent

(Weekly/Bi-weekly/ Twice Monthly/Monthly/Annual) earnings recorded as: (ERNAMT)

Is this entry correct?

- 1 Yes
- 2 No

ERNRP2

*Do not read to respondent

Incorrect entry was recorded as: (ERNAMT) weekly/bi-weekly/monthly/annually

Correct entry is:

ERNWKP

How many weeks a year (do/does) (name/you) get paid for?

*Number of weeks

ERNRT

(Even though you told me it is easier to report (your/his/her) earnings (you/he/she) PAID AT AN HOURLY RATE on (this job/ (your/his/her) MAIN)?

- 1 Yes
- 2 No

ERNH2D

(EXCLUDING overtime pay, tips and commissions) what is (your/his/her) hourly rate of pay on (this job/ (your/his/her) MAIN) job?

*Enter dollar amount

ERNH2S

(EXCLUDING overtime pay, tips and commissions) what is (your/his/her) hourly rate of pay on (this job/ (your/his/her) MAIN) job?

* Enter cents amount

ERNRG5

*Do not read to respondent
Hourly earnings recorded as: ERNH2 hourly
Is this entry correct?

- 1 Yes
- 2 No

ERNRP3D

*Do not read to respondent
Incorrect entry was recorded as: ERNH2 hourly
Correct dollar entry is: \$

ERNRP3C

Do not read to respondent
Incorrect entry was recorded as: ERNH2 hourly

*Correct cents entry is: \$

ERNLAB

On this job, (are / is) (name/you) a member of a labor union or of an employee association similar to a union?

- 1 Yes
- 2 No

ERNCOV

On this job, (are / is) (name/you) covered by a union or employee association contract?

- 1 Yes
- 2 No

NLFJH

When did (name/you) last work at a job or business?

- 1 Within last 12 months
- 2 More than 12 months ago
- 3 Never worked

NLFRET

(Are / Is) (name/you) retired FROM A JOB OR BUSINESS?

- 1 Yes
- 2 No

NLFACT

**What best describes (name's/your) situation at this time?
For example, (are / is) (you/he/she) disabled, ill, in school, taking care of house or family, or something ELSE?**

- 1 Disabled
- 2 Ill
- 3 In school
- 4 Taking care of house or family
- 5 In retirement
- 6 Something ELSE/other

NLFSPC

*Enter verbatim response

SCHENR

(THE WEEK BEFORE LAST/LAST WEEK), (was/were) (you/he/she) enrolled in a high school, college, or university?

*Enter '1' if currently on holiday or seasonal vacation.
Enter '2' for summer vacation.

- 1 Yes
- 2 No

SCHLVL

* Ask only if necessary: Would that be high school, college or university?

- 1 High school
- 2 College or university

SCHFT

(Are / Is) (you/he/she) enrolled in school as a full time or part time student?

- 1 Full-time
- 2 Part-time

RIPFLG

(We will recontact this household in 8 months / In the future we may need to recontact this household / We will recontact this household next month) to update this information. If we are unable to reach you and we talk to someone else instead, is it OK if we refer to some of the information you gave us?

♦ If needed: For example, we might say "Last month (name) was a teacher. Is (s/he) still a teacher?"

- 1 Yes
- 2 No

PREDIS

?[F1]

This month we want to learn about people who have physical, mental, or emotional conditions that cause serious difficulty with their daily activities. (blank/ Please answer for NAME./Please answer for all household members who are 15 years old or over./Since you have not previously answered these questions, please answer for yourself only./ Since NAME has not previously answered these questions, please answer for NAME only./Since household members who are 15 years of age and older were added to the household this month, and they have not previously answered these questions, please answer for those household members only.)

- 1 Continue

DS1

(Are you/Is NAME/Is anyone/Are any of the new household members) deaf or (do you/does NAME/does anyone/do they) have serious difficulty hearing?

◆ Blank/Only include new household members who are 15 years of age and older.

- 1 Yes
- 2 No

DS1W

(Are you/Is NAME/Is anyone/Are any of the new household members) deaf or (do you/does NAME/does anyone/do they) have serious difficulty hearing?

Who is that?

- ◆ Enter all that apply, separate with commas.
- ◆ Probe: **Anyone else?**

DS2

(Are you/Is NAME/Is anyone/Are any of the new household members) blind or (do you/does NAME/does anyone/do they) have serious difficulty seeing, even when wearing glasses?

◆ Blank/Only include new household members who are 15 years of age and older.

- 1 Yes
- 2 No

DS2W

(Are you/Is NAME/Is anyone/Are any of the new household members) blind or (do you/does NAME/does anyone/do they) have serious difficulty seeing, even when wearing glasses?

Who is that?

- ◆ Enter all that apply, separate with commas.
- ◆ Probe: **Anyone else?**

DS3

Because of a physical, mental, or emotional condition, (do you/does NAME/does anyone/do any of the new household members) have serious difficulty concentrating, remembering, or making decisions?

◆ Blank/Only include new household members who are 15 years of age and older.

- 1 Yes
- 2 No

DS3W

Because of a physical, mental, or emotional condition, (do you/does NAME/does anyone/do any of the new household members) have serious difficulty concentrating, remembering, or making decisions?

Who is that?

◆ Enter all that apply, separate with commas.

◆ Probe: **Anyone else?**

DS4

(Do you/Does NAME/Does anyone/Do any of the new household members) have serious difficulty walking or climbing stairs?

◆ Blank/Only include new household members who are 15 years of age and older.

- 1 Yes
- 2 No

DS4W

(Do you/Does NAME/Does anyone/Do any of the new household members) have serious difficulty walking or climbing stairs?

Who is that?

◆ Enter all that apply, separate with commas.

◆ Probe: **Anyone else?**

DS5

(Do you/Does NAME/Does anyone/Do any of the new household members) have difficulty dressing or bathing?

◆ Blank/Only include new household members who are 15 years of age and older.

- 1 Yes
- 2 No

DS5W

(Do you/Does NAME/Does anyone/Do any of the new household members) have difficulty dressing or bathing?

Who is that?

- ◆ Enter all that apply, separate with commas.
- ◆ Probe: **Anyone else?**

DS6

Because of a physical, mental, or emotional condition, (do you/does NAME/does anyone/do any of the new household members) have difficulty doing errands alone such as visiting a doctor's office or shopping?

◆ Blank/Only include new household members who are 15 years of age and older.

- 1 Yes
- 2 No

DS6W

Because of a physical, mental, or emotional condition, (do you/does NAME/does anyone/do any of the new household members) have difficulty doing errands alone such as visiting a doctor's office or shopping?

Who is that?

- ◆ Enter all that apply, separate with commas.
- ◆ Probe: **Anyone else?**

NTVT

In what country (was/were) (name/you) born?

MNTVT

In what country was (your/his/her) mother born?

ENTVT

In what country was (your/his/her) father born?

CITIZN

(Are / Is) (name/you) a CITIZEN of the United States?

- 1 Yes
- 2 No, not a citizen

CITYPA

(were/was) (name/you) born a citizen of the United States?

- 1 Yes
- 2 No

CITYPB

Did (name/you) become a citizen of the United States through naturalization?

- 1 Yes
- 2 No

INUSYR

When did (name/you) come to live in the United States?

*Enter '2' if respondent reports the number of years ago instead of the actual year.
Enter year

INUSN

- * Do not read to respondent
- * Enter the number of years reported
- * Enter '0' for mistake if no number reported

S FAMINC

Which category represents (your/name of reference person/the total combined income) (total combined income during the past 12 months?/ of all members of your FAMILY during the past 12 months?/ of all members of (name of reference person) 's FAMILY during the past 12 months?)

This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, social security payments and any other money income received (. / by members of (your/ name of reference person) FAMILY who are 15 years of age or older.)

- | | |
|----|--------------------|
| 1 | Less than \$5,000 |
| 2 | 5,000 to 7,499 |
| 3 | 7,500 to 9,999 |
| 4 | 10,000 to 12,499 |
| 5 | 12,500 to 14,999 |
| 6 | 15,000 to 19,999 |
| 7 | 20,000 to 24,999 |
| 8 | 25,000 to 29,999 |
| 9 | 30,000 to 34,999 |
| 10 | 35,000 to 39,999 |
| 11 | 40,000 to 49,999 |
| 12 | 50,000 to 59,999 |
| 13 | 60,000 to 74,999 |
| 14 | 75,000 to 99,999 |
| 15 | 100,000 to 149,999 |
| 16 | 150,000 or more |