

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 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".

	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			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.

- 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.

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

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	Cult	AF Ev	AF W/tra	AF/mw/ED	Dip/Ged	Hgcomp	Cyc	Grnd	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

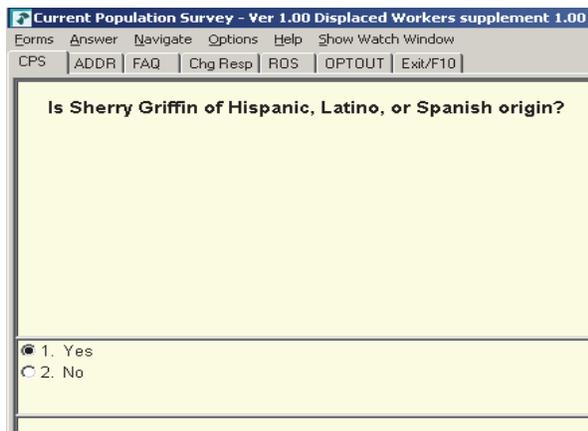
3. Don't have a currently active certification or license

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 five individuals with their origin precodes and Hispanic status indicators.

	Name	Origin	Hispanic	Name of group	Hisp 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

The screenshot shows the 'Current Population Survey - Ver 1.00 Displaced Workers supplement 1.00' interface. The main window title is 'What is that origin?'. On the right, a list box titled 'Name of group' contains the following items:

- DthHispText
- Argentinean
- Balearic Islands
- Basque
- Belize or British Honduras or Belice
- Bolivian
- Both Spanish, Hispanic, or Latino and some other group
- Brazilian
- Canary Islands
- Castilian
- Catalan
- Central American
- Central American Indian
- Chilean
- Colombian
- Costa Rican
- Dominican

At the bottom, a data table is visible with the following columns: Name, Origin, Hispanic, Name of group, and Hisp oth. The table contains five rows of data:

	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		

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.**

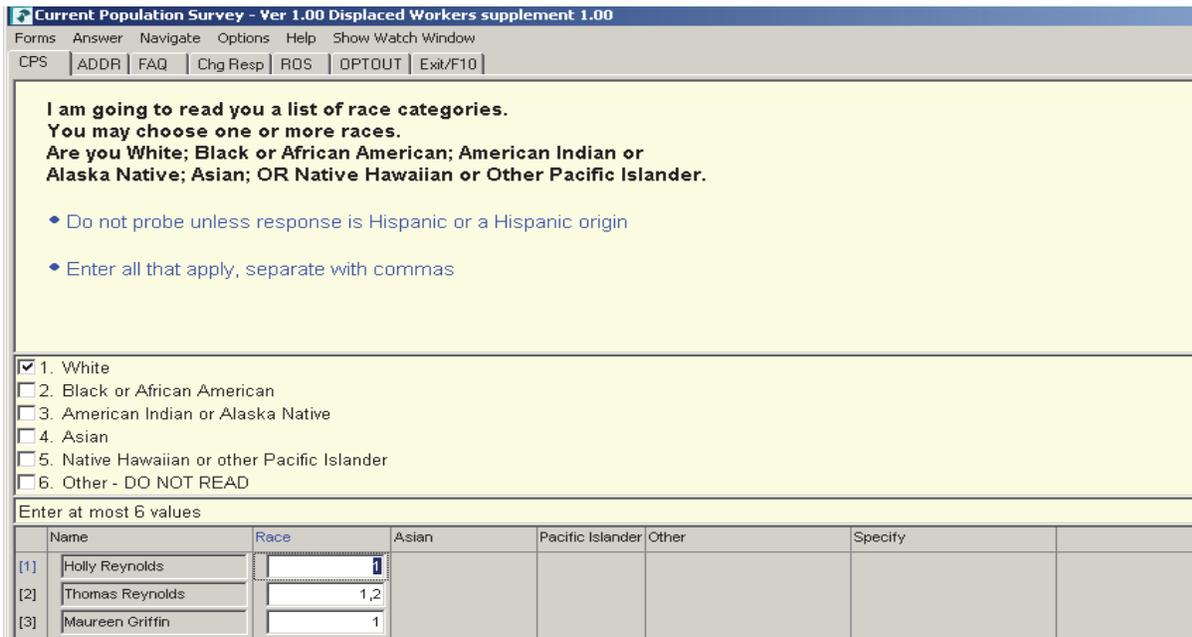
- ◆ Do not probe unless response is Hispanic or a Hispanic origin
- ◆ Enter all that apply, separate with commas

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	1				
[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 content area has a yellow background and contains the following text: 'You may choose one or more Asian groups. Is Thomas Reynolds Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or another Asian group, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on?'. Below this text are two links: 'Read each item' and 'Enter all that apply, separate with commas'. At the bottom, there is a list of seven checkboxes with corresponding labels: 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 content area has a yellow background and contains the following text: 'You may choose one or more Pacific Islander groups. Are you Native Hawaiian; Guamanian or Chamorro; Samoan; or another Pacific Islander group, for example, Fijian, Tongan, and so on?'. Below this text are two links: 'Read each item' and 'Enter all that apply, separate with commas'. At the bottom, there is a list of four checkboxes with corresponding labels: 1. Native Hawaiian, 2. Guamanian or Chamorro, 3. Samoan, and 4. Other Pacific Islander.

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

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

◆ Read only if necessary.
What is Thomas Reynolds's other race group?

DthRaceText	DthraceCode
African American	2
African Nation, Ethnic Group, or Tribe	3
Aleut	1
American	4
American Indian or Alaska Native	5
Anglo-Saxon	6
Arab	7
Asian	8
Asian Indian	9
Black	10
Brazilian	11
Caucasian	12
Chicano	13
Chinese	14
Creole	15
Cuban or Cuban American	16

Enter a text of at most 41 characters
Search: 1
1:40
Select Cancel

Name	Race	Asian
[1] Holly Reynolds	1	
[2] Thomas Reynolds	6	
[3] Maureen Griffin	1	
[4] Ricky Griffin	1,2	
[5] Sherry Griffin	1,2	

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 window titled "Current Population Survey - Ver 2.20 Tobacco ver 1.40". The window contains a survey question: "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 question are 16 radio button options, numbered 1 through 16, representing income ranges from "Less than \$5,000" to "150,000 or more".

<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

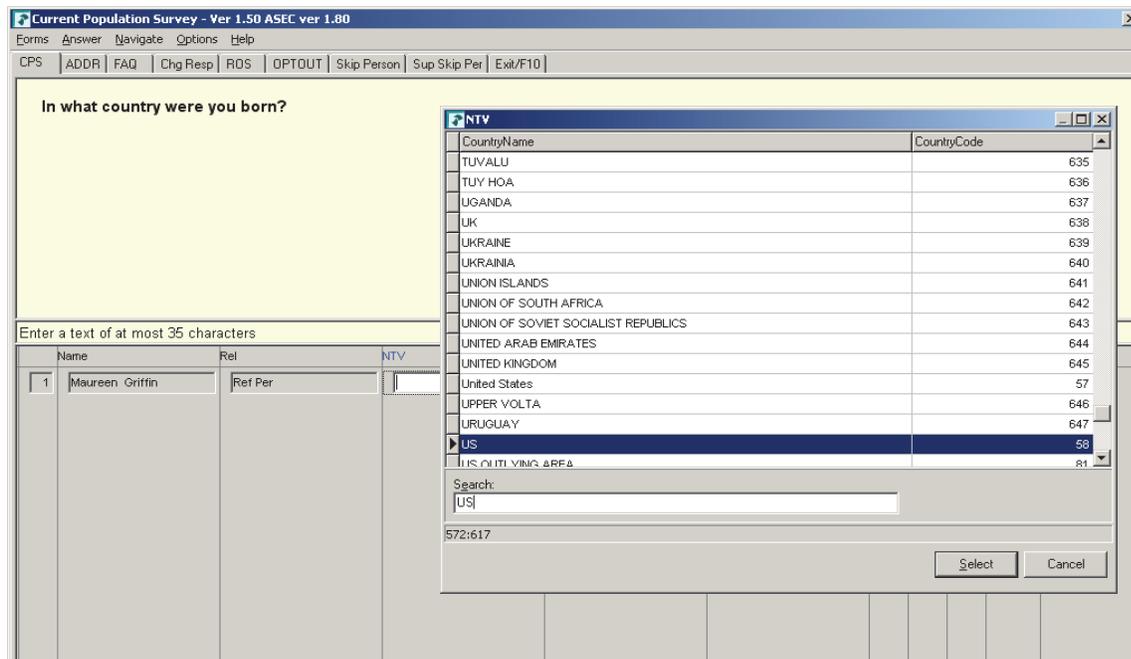
provide the nativity data, encourage them to do so reminding them that the data are:

- 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?

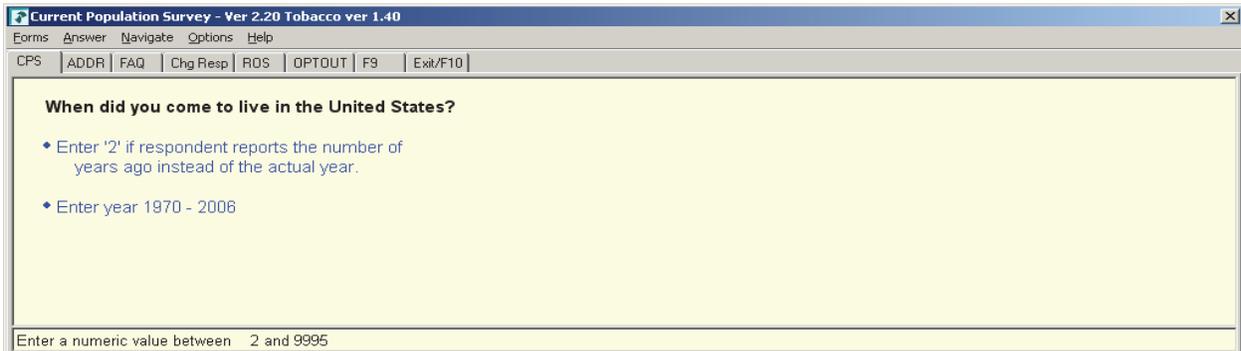
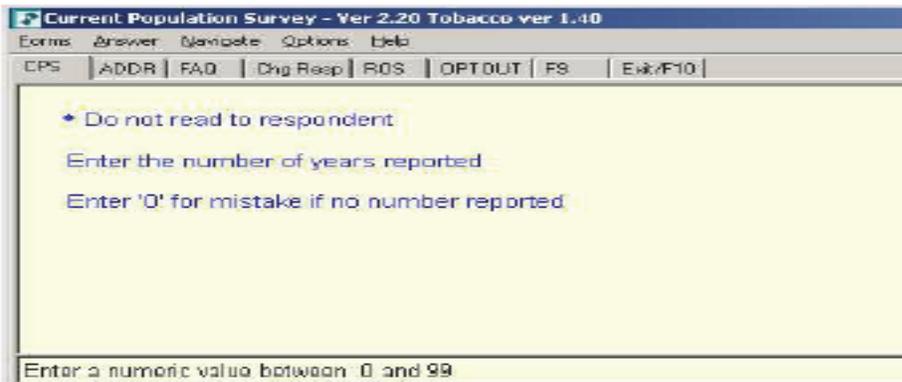


Figure C25. INUSN, Years Living in the U.S.



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?'. A list of names is shown: '1. Holly Reynolds', '2. Thomas Reynolds', and '3. Maureen Griffin'. Below the list is a grid of disability questions with checkboxes and radio buttons.

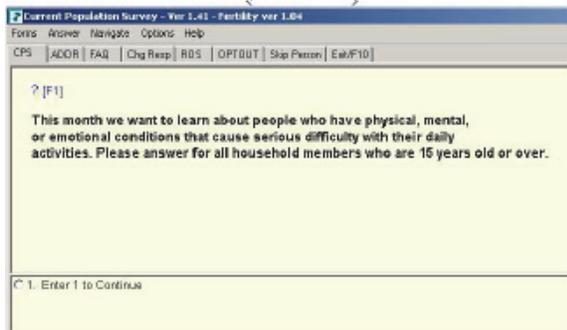
Disability Introduction	<input checked="" type="checkbox"/>	Who has difficulty with stairs?	<input type="checkbox"/>
Problem hearing	<input checked="" type="checkbox"/>	Difficulty dressing or bathing	<input type="checkbox"/>
Who has a hearing problem?	<input type="checkbox"/>	Who has difficulty dressing	<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.