

STUDY SERIES
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**Cognitive Interview Results and Recommendations
for the 1996 National Content Test**

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April 7, 1995

MEMORANDUM FOR Distribution List

From: Elizabeth Martin *JCM for EM*
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Subject: Results and Recommendations from NCT Cognitive Interviews

Attached is a report documenting the results of the 10 cognitive interviews completed as a part of the National Content Test research. The cognitive interviews focused on 5 parts of the questionnaire, and this report is divided into those 5 sections: the roster series, education items, disability items, labor force items, and noncash income questions. In addition, we saw some global problems that apply across sections and some problems with items that we did not specifically focus on, and we have documented those as well.

Please feel free to call if you have any questions (x4905).

Attachments

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COGNITIVE INTERVIEW RESULTS AND RECOMMENDATIONS

FOR THE NATIONAL CONTENT TEST

by

CSMR Staff¹

April 7, 1995

1. INTRODUCTION

CSMR staff conducted 10 cognitive or think-aloud interviews with subjects recruited for a 1-2 hour interview. Each subject was paid \$30. Subjects were asked to fill out the census long form (see Attachment A for the version used in testing). This questionnaire included a limited number of long form items; specifically, it contained the items that were identified by the subgroup on Pretesting and NCT Objectives as having high or medium priority for cognitive testing. (Additional questions were included as necessary for screening or sequencing purposes.)

As respondents filled out the form, they read and thought aloud and their responses were probed. Probing questions focussed on the high priority areas identified by the Subgroup on Pretesting and NCT Objectives: roster and coverage questions, school enrollment, educational attainment, disability, temporary absence from work, availability to take a job, alimony as an expenditure, and noncash benefits. The interviews were taped and transcribed. Respondents were recruited to fit one or more of the characteristics of a particular section of the test questionnaire. We interviewed respondents (either for themselves or proxies) in the following categories, some meeting more than one condition: parent of a college student, parent of a 3-5 year old in day care, high school graduate, some college but no degree, persons who attended vocational or technical school, disabled, food stamps recipient, tenuous health insurance coverage, payer of child support or alimony, and looking for work.

This report summarizes the results and recommendations for NCT in the following areas:

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Attachment F is a marked version of the test questionnaire which shows our recommendations.

¹Prepared by Nancy Bates, Karen Bogen, Theresa DeMaio, Eleanor Gerber, Jennifer Hess, Cleo Jenkins, Elizabeth Martin, Jeffrey Moore, Jennifer Rothgeb, and Dawn Von Thurn.

2. GLOBAL ISSUES

1. **Skip Instructions.** Respondents had a very difficult time following skip instructions. This was especially true where the skip instruction was embedded in lots of other text (e.g., items 8a and 15b). We recommend minimizing skip instructions as much as possible. Where they are necessary, we recommend that they stand apart from other text, and that they follow a standard highlighting convention (perhaps using italics and shading) to ensure their visibility against the background of the other text.
2. **Person Confusion.** Some respondents got confused about what person they were answering for. This seemed to be a direct result of item 10, which specifically referred to "children" and "this child." Our recommendations for item 10 [see below] may well solve this problem. Some of us also feel it would be beneficial to test use of an explicit reference to "Person 1," "Person 2," etc., instead of the generic "this person," throughout the entire instrument. This would help ensure that respondents stay focused on who they are talking about while they complete the questionnaire.
3. **Item Numbering.** The current numbering scheme is haphazard and not helpful to respondents. "Name" is, in fact, the first item for each person, and should have the number 1, making it very clear that it is the starting item. Other research has shown that respondents sometimes miss an unnumbered "Name" item, skipping it and starting with the item numbered 1. None of our 10 cognitive interview respondents made this mistake. However, it was clear that some respondents use question numbers as a guide to the path to be followed through the questionnaire.
4. **Excessive Burden.** Many items we tested are excessively burdensome, either because they ask for information which respondents cannot readily provide, or because they are repetitious, causing respondents frustration and difficulty as they attempt to understand why they are being asked the same questions over and over. Several series appeared to be particularly burdensome. Disability items were burdensome due to the large number of them. Weeks worked in 1994 and usual hours (items 19 and 20) were extremely difficult for respondents to answer if their work situation changed during the year; we suspect that the quality of data for these items is low. Asking health insurance for both 1994 and currently was seen by respondents as extremely redundant, causing them great frustration. (We have attempted to reduce the perceived redundancy in our recommended revisions.) Yearly costs of water and sewer was difficult information for respondents to provide and the quality of data appeared very low.

Recommendations

1. **We recommend testing in the NCT a questionnaire version that incorporates formatting changes designed to help respondents follow skip patterns. The experimental format would include the following features:**

- (a) **Start item 1 at Name.**
- (b) **Number items in a fashion that will reinforce the nested structure of questions.** Where there are sub-items, that is, where a portion of the universe skips over a followup item, then the items in that series get 2-level numbers. For example, item 6 would be 6a and item 7, which is its followup item, would be 6b. Items that are not nested, such as items 11a through 11d, would each get their own single-level item numbers (11, 12, 13, 14) because, even though they are all related, they are not sub-items. The purpose of using this scheme is to assist respondents in following the skips. (In our marked-up questionnaire in Attachment F, we have not re-numbered the questions.)
- (c) **Test a new format for skip instructions, implemented consistently throughout one questionnaire version**

Consistent shadowing of skip instructions, eliminating excessive text interposed between responses and instructions, and greater use of headings preceding questions (e.g., as in item 12) may improve respondents' ability to follow skip patterns. More radical alternatives may yield greater improvements but they have not been subject to any cognitive testing so we do not recommend testing them at this time.

We recommend that CSMR's questionnaire design experts work closely with APSD on the format of this questionnaire version.

2. **Reduce burden in the Year 2000 census questionnaire.** We do not recommend deleting items from the National Content Test, but we do recommend that in content reinterview particular attention be focussed on the burdensome items mentioned above. Those which are yielding data of poor quality, or causing respondents difficulty and frustration, should be candidates for deletion.

3. ROSTER SERIES

A. Cognitive Interview Results

Overall, the 10 cognitive interviews did not reveal many obvious comprehension problems with the roster and coverage questions. Nonetheless, some general observations are noted below.

1. For the most part, people were aware of but did not seem to focus on the reference date in Step 1. For most respondents, household composition is unchanging over time and, therefore, the construction of a roster is not date-dependent.
2. The term "staying temporarily" in Step 1 made respondents think of living situations which ranged in terms of permanency. One example included a non-relative of a respondent's husband who was supposed to stay for a weekend and ended up living there for 3 years. Other examples were relatives who might be staying there while having a house built and boarders who rent a room for several months. Their examples suggested that respondents had an appropriate understanding of the types of persons staying temporarily who should be listed on the roster.
3. Most respondents at least skimmed over the residency rules (include/exclude list), but few appeared to use or need them to create the roster. This, again, is presumably because respondents already have a predetermined notion of who "qualifies" as belonging to their residence.

Five of the interviews indicated some level of respondent misunderstanding or indication that a question was not working exactly as planned.

1. Two respondents made a too-literal interpretation of the meaning of "staying here temporarily on March 4, 1995" in Step 1 which led to confusion in one case and error in another. One R found it confusing because, "it makes it sound like it's a day everybody would decide to go and move in with somebody temporarily." Another respondent was a student living at college but home on spring break on March 4 and who, therefore, listed herself on the roster.
2. At Step 2, one respondent marked the "no" box, saw the instruction that followed and correctly added a relative to the roster as a result of the probe. However, this same respondent did not include a second addition at Step 2 (a boyfriend who stayed with her). Her reasoning for leaving him off was that he receives his mail at an aunt's house and, although he stayed with the respondent, she believed he would be counted at the aunt's house. More than likely, this omission was the result of deliberate concealment. Consequently, it is unlikely that wording changes to this question would correct it.

3. Several respondents seemed momentarily confused by Step 4 and often had to re-read the question before answering. First reading of this question often went something like "Do any of the persons on your list live most of the time at this residence." One respondent answered "no" when, in fact, she meant "yes". This occurred because she misinterpreted the question to be asking if all persons on her list lived most of the time at the residence where the form was received -- she replied "no" because she, in fact, lived away at college most of the time and happened to be home for Spring Break.
4. In 2 of the interviews, respondents failed to include themselves in the roster. In one case, the respondent later realized the error and corrected it; in the other, the respondent never added himself. The reason for this is not exactly clear. It may have been due to the lack of an explicit instruction to include yourself, or, more likely, a result of having filled the form outside the natural setting of the home. Interviewers instructed respondents to pretend that they were completing the form at home; however, several respondents questioned what the term "here" referred to in Step 1.

B. Videotaped Interviews with Debriefings

In addition to the 10 cognitive interviews described above, CSMR staff and Don Dillman of Washington State University conducted 30 research interviews in conjunction with the Image Optimization Test (IOT). These interviews tested forms containing roster and coverage questions that were similar to those on the cognitive test form. The interview technique consisted of videotaping respondents as they filled out a form (unassisted and uninterrupted) followed by a debriefing afterwards. These interviews revealed somewhat different problems with the roster and coverage questions.

1. Some participants fell into a response set after Step 2. Several participants read Step 2, answered "yes" and then answered "yes" to Step 3, even though their correct answer was "no." One interpretation of these false positives is that the respondent was indicating: "yes, my list includes all college students and persons in the Armed Forces, just like to the previous question I indicated 'yes' my list includes all housemates, roommates, roomers, etc." These respondents interpreted Step 3 as another "checklist" question reminding them to include certain groups of people.
2. Some respondents did not notice the instruction following the "no" response in Steps 2 and 3. Consequently, the appropriate behavior (addition or deletion of names) did not occur.
3. There was some confusion about the question in Step 4. Some people interpreted the question as opposite of what was intended, missing the key term "other." Consequently, some people answered "yes" apparently because they thought the question asked about the residence for which they were providing answers, and not some "other" residence. This is similar to the error at Step 4 observed in the cognitive tests, albeit that respondent error was made in the other direction.

4. Step 5 was misunderstood by a number of respondents, with many having to read it twice or more before going on. The question on the IOT form read:

"Now please answer the questions that start below for each person on your final list. If no persons remain on your list, skip to step 6 on page 6. If you have listed more than 7 persons, answer the questions for the first 7 - you will be contacted later to provide information for the other people."

Problems were caused by the last sentence in this Step. The information is not needed at this point and interferes with too many people who don't need to read it. Those that do need it may also be confused because they aren't ready for this information. As a result of these findings, the test form for the cognitive interviews was changed to read:

"Now please answer the questions that start below for each person on your final list. (If no persons remain on your list, see back page for mailing instructions)."

C. Recommendations

If a version of the current roster and coverage questions is to be included in the NCT, then we suggest the following minor improvements:

1. Reword Step 1 to "Please list the names of all persons who were living here permanently on March 4, 1995, or were staying here temporarily."
2. Add graphic arrows following the "no" response to Step 2 and "yes" response to Step 3 to emphasize the instructions that follow. For example: [] Yes (If yes) - ---> Please line through their name(s)...
3. Change Step 4 to read "Do any of the persons on your list live at some other residence most of the time?"
4. Keep the new wording of Step 5 that was tested on the cognitive test form.

Since the proposed changes are minor and several evaluations of these questions are forthcoming from the '95 Test Census, we recommend that the panels tested in the NCT represent different approaches to rostering and not necessarily build from what was tested in the cognitive and IOT research. The new designs would move away from the current roster and coverage layout and go beyond the findings reported here. Three such designs are proposed below:

1. All-in-one roster/coverage page - Attachment B - The idea behind this format is to condense all of the roster and coverage content of the census form onto one page. This design retains the roster and adds a "coverage grid" and a coverage follow-up question. This format would potentially free up a considerable amount of space on the form.

2. Rosterless form with individual coverage questions - Attachment C - This design eliminates the traditional roster, relieving the respondent from the task of writing names twice -- once on the roster and a second time in the person boxes. New coverage-type questions would be placed as the last questions in each person box. An additional instruction would follow the last person box to get the names of household members beyond the first 7 -- "If more than 7 persons live at this address, please list the other names below."

3. Integrated coverage probe roster - Attachment D - This form combines the roster and the coverage probes by presenting categories of persons on the roster. An initial roster question is followed by a series of roster lines. To the left of the line, a brief statement would describe categories of persons that we want to remind respondents to include in their rosters. It would also be possible to leave lines for individuals who do not belong on the roster, and have a lightly printed instruction on the line that it is not necessary to fill out persons boxes for these persons. Brackets would indicate which lines the respondent should use to write in names in each category. Respondents would be instructed to include each name only once, in case a person fell into more than one category. Coverage questions would be eliminated.

4. EDUCATION ITEMS

Item 6. At any time since February 1, 1995, has this person attended a regular school or college?

Issues

- 1. Respondents did not really understand the meaning of "regular school" in this question.**

Respondents generally understand "regular school" as referring to an environment where learning or teaching takes place. For a number of respondents, "regular school" was contrasted with college, as in, "regular school is what our country is providing us and college is a paid education," or "regular school is grade school, college is college." Respondents used the context of surrounding words and phrases to bring meaning to this ambiguous term.

Some respondents admitted not knowing what "regular school or college" meant but mentioned that it didn't matter since they knew they had not been attending any type of school or college since February 1, 1995. They had not even thought about the meaning of those terms since the time frame did not apply to them.

Respondents were probed to learn how a child in daycare, a law student, or a person attending technical school should be reported. Most would not report children in daycare as attending "regular school," but some would because they equate daycare and preschool. Those who would not, ruled it out because it is not a learning or teaching situation, but rather supervision. All respondents correctly included a law student. The majority incorrectly included a student in technical school, because the person is learning or being taught, or is working toward a degree or goal, so it fit with their general understanding of schooling. Others did not regard technical school as "regular school."

The fact that the probes were of hypothetical situations may explain some interpretation errors (e.g., a respondent may bring his own past experience with nursery school or preschool to help him form an answer about daycare; however, he knows very little about current day care practices so cannot evaluate today's day care compared to today's nursery or preschools).

Few respondents (n=2) with children in day care were interviewed, so we do not know how such persons would actually report in this question. Both respondents responded "yes, private school" for person 2 for this question. Similarly, few current technical school students were interviewed. One respondent, in a jobs program, reported her attendance at Washington Saturday College at Howard University, where she was taking Business Math and Business English in Saturday classes. It is not known if these classes were creditable toward a degree.

2. Respondents did not understand the distinction between public and private school.

When probed, they gave explanations such as: "public is free, private you pay for," "private, you have to apply for admission," "public gets government funding and private does not," "private colleges are generally smaller," "private has more scholarship money." The confusion we found was partly because many respondents were students in college, for which the distinction is more difficult. Reporting of public-private school attendance did not appear to be accurate. One respondent got hung up because the question referred only to public or private school, and not to college. He reported Charles County Community college as a private school because he paid tuition, but would have reported it as a "public college" had the option been offered.

3. Respondents missed the skip instruction in 9 of 16 cases.

This caused confusion when they got into question 7. Skip errors may be occurring because respondents read only enough of the question or response category to formulate a response, and did not read, "has not attended school since February 1- skip to 8a".

One respondent used the arrows to direct him to skip over 7 -- he appeared to have missed the "skip to 8a" instruction attached to the answer category he marked in question 6.

The cognitive interviewer's probes and general instruction to "continue where you left off" may have distracted some respondents and caused some of the skip errors.

4. Respondents seem to be attending to the correct time frame.

Respondents appeared to attend to the time frame when answering this question (they did read it aloud). However, the time frame was irrelevant for many respondents since they had not been in school for a long time -- one respondent mentioned having to think about the time frame because it was close to her graduation date (December, 1994), and another mentioned her graduation from classes in a jobs program on February 8.

Recommendations

1. We recommend further research to investigate the extent to which daycare and technical school are being inappropriately reported in this question.

Follow up questions in the Content Reinterview could shed light on this issue. "Daycare" seems vulnerable to either overreporting (purely custodial care should not be reported) or underreporting (daycare with an educational or learning component is supposed to be reported). Misreporting technical education as regular school or college seems potentially to be an even more serious problem.

We don't recommend any revisions to this question to address these problems; more testing and time would be needed to develop alternatives.

2. We recommend that the response alternatives be simplified:

- (a) by deleting the phrase "has not attended school since February 1" after the "no" response. This would make it easier for respondents to see and follow the skip instruction. We believe respondents are already attending to the reference date in the question itself.
- (b) by replacing the "yes, public school" and "yes, private school" with a simple "yes" option. Respondents' understanding of the public-private distinction appears quite confused, and the data are likely of poor quality. This distinction also adds to their burden and their sense of not being able to adequately answer the questions. If respondents are to provide this information, they need more explanation of the difference. As an alternative to the current version, we propose 2 options:

Option 1: Add a question following question 7, to be asked only of persons who are attending at 12th grade or below, which asks something like:

"Is that a public or private school?"

- Public school - operated by city, county, state, or federal government
- Private or parochial school - operated by private organization or religious group

We have learned that the private-public school data are most important for 12th grade and below. Since the distinction is easier to make at that level, we recommend restricting the question to them.

Option 2: Drop the public-private distinction entirely, until better questions to obtain the data can be developed.

- (c) by reversing the options, to list "yes" first, for consistency with other questions.

Item 7. Which grade or level of school was this person most recently attending?

Issues

The phrase "most recently attending" caused confusion when respondents got into this question by mistake, especially when they were responding about persons who hadn't attended school for a long time. Respondents were unsure how to mark their answer since there was no "none" box. Many respondents ended up interpreting "recently attended" as "last attended."

Those respondents who were supposed to answer the question had no problem. With the exception of two respondents' choosing "nursery school, preschool" for their child who was attending day care, all of the respondents chose a college category. It appears that the college label (freshman, junior) and the year (1st, 3rd) gave meaning to several respondents. The label helped them understand which box to mark ("I have junior status") as did the year ("it's my first time ever since graduating high school in 1985 so I would think it would be 1st year college").

It is unclear how a "5th year college senior" would mark this question since none were interviewed.

Recommendations

No changes. Revisions to question 6 should correct skip errors.

Item 8a. What is the highest degree or grade of school this person has COMPLETED? Mark a box only if the person has FINISHED that grade or level.

Issues

- 1. For those who were supposed to answer this question, most were able to answer it easily.**

This question appeared to work pretty well and reporting appeared pretty accurate. Respondents paid attention to and understood the instruction after the question. A few had unique situations (e.g., had taken more than two years of college credits but had not earned her associate's degree yet -- she ended up checking "1 yr or more of college, no degree") that required more cognitive effort but resulted in "accurate" data.

One of the respondents with a child in child care incorrectly left the item blank (she didn't look for and didn't find the box for "no schooling completed"); the other respondent correctly responded. One other respondent checked the wrong box for his situation because he didn't find the correct one.

- 2. Proxy respondents may not know information for others in household.**

For example, respondents may know "person 2" has a high school diploma and does not have a college degree but may not know if "person 2" ever took any college courses. This may be more of an issue for unrelated or newly related household members (roommates, step parent, etc.).

- 3. Respondents are not reading questions or response categories in their entirety.**

As in question 6, respondents read only enough of a question or a response category to formulate a response (e.g., many did not read aloud "(For example: BA, AB, BS) - Skip

to 9a") but replied something on the order of "um, bachelor's degree" or "skip to bachelor's". Since they did not read the examples that follow, they probably never saw the skip instruction.

4. The list of response categories is long and cluttered.

Respondents don't always easily find the category they're looking for. One respondent had a hard time finding her category (H.S. diploma) because, she said, "NO DIPLOMA jumped out at her." The same woman was confused by all of the letters (e.g., BA, AB, BS) which she did not understand. She eventually found the right category, however.

One respondent ended up choosing a wrong answer because he did not read all of the answer categories -- he chose high school graduate even though he had completed the first semester of college, and he remarked that if there were a box for "first semester credit, freshmen college year" he would have chosen that category. This suggests he never saw "some college credits, but less than one year"). Perhaps the amount of white space between high school graduate category and some college credits category is insufficient, causing respondents to overlook the latter category (all other response categories have more white space between them).

5. 'Skip to 9a' instruction is being missed by many respondents.

Several respondents missed the skip, probably because they didn't read the entire response option, thus didn't see the skip instruction.

6. "12th grade, NO DIPLOMA" vs. "High School graduate - high school diploma or the equivalent".

Of the five respondents having to choose between 12th grade or high school graduate, all correctly chose the latter. One respondent noted that she saw the category for "12th grade" but the "NO DIPLOMA" jumped out at her and she was momentarily confused (she knew she had completed 12th grade but she had gotten a diploma so she was unsure if she should mark that box. She saw that the categories continued so she went to the next category and realized that was the correct choice.).

Recommendations

- 1. Create more white space between response options.**
- 2. Eliminate some of the examples of master's, bachelor's, and professional school degrees.**
- 3. Modify the instruction to read: "Mark a box only if the person has FINISHED that grade or level, otherwise mark 'None'." Then, change the 1st answer category to read: "None - no schooling completed".** The purpose of this change is to discourage respondents from just leaving this item blank, as one respondent did when she didn't look for the "no schooling" box.

Item 8b. Has this person received a vocational, technical, or business certificate or diploma?

Issues

There appears to be potential misreporting in this question. One respondent said, "diploma could be for anything" and marked "yes" because he had a high school diploma. Another respondent marked yes because "I received a certificate, I graduated from a jobs program." (Her report is valid only if the courses were creditable toward a college degree.) A third respondent wondered if her real estate license would fall in that category.

Respondents seemed to have a pretty fair understanding of what technical school was, so these misunderstandings suggest a problem with the wording of the question.

- 1. For those who missed the skip on item 8a, this question seemed easy to comprehend.**

Unlike question 7, respondents who missed the skip for this question didn't verbalize any problems understanding this question. There were two cases where the respondent was unsure of the response (see below) but didn't seem troubled by the question's intent.

- 2. For those who were supposed to answer this question, many answered it easily.**

Only one respondent seemed to misunderstand the question's intent -- he thought the question was trying to determine if a person had received a "vocational, technical or business certificate or a high school diploma."

Only three respondents appeared uncertain in their response: two were reporting for another person they did not know extremely well (step dad, unrelated roommate); the third was unsure if her real estate license should count or not -- she ended up not counting it.

- 3. "Vocational or Technical" Definitions**

Only two respondents had experience with technical or vocational schooling/training (one respondent was in a jobs program (enhancing skills -- typing, Word Perfect, etc.) and the other respondent's husband has a "professional driver certificate or whatever"). When asked to describe what the terms meant, all of the respondents (but these two) offered vague definitions spiced with examples (e.g., secretarial or plumber, hairdresser, electrical technician). Some respondents talked of the terms as though they had different meanings while others referred to them as similar in meaning. A few respondents contrasted vocational and technical training as different from "school."

One of the two respondents with first hand experience described the terms as: one learns a trade with vocational training while one learns a skill with technical training. The other respondent with first hand experience explained vocational as "if you already know what you want to be you would go to a vocation school."

Recommendations

1. Reword the question to:

"Has this person received a technical, business, or vocational diploma or certificate?"

This rewording eliminates the possibility that a respondent would mark "yes" with a high school diploma.

2. Include follow up probing questions in reinterview to identify misreporting in this item.

5. DISABILITY ITEMS

Item 10. (FOR CHILDREN UNDER 6 YEARS OLD ONLY--*If 6 or older skip to 11a*)

Does this child have a physical or mental condition that makes it difficult for him or her to do things appropriate for his or her age?

Issues

There were two aspects of this question that caused problems: the skip instruction and the wording of the question itself.

1. Skip instruction.

The skip instruction caused confusion in several cases, causing respondents to miss answering relevant questions. In one case, a respondent interpreted the skip instruction to mean "If this person has a child who's under 6 years old, skip to 11a." He further complicated his error by thinking that questions 11a-d were also for children (not persons) who were over the age of six, and skipped down to 12, where he began answering for his adult son.) In the other case, a mother of a two-year old was answering for herself. She missed the skip instruction and went on to answer item 10 for both her daughter and herself at the same time. Another respondent who recognized that item 10 did not pertain to him nevertheless went to the wrong place; he saw the prominent instruction to skip to 24 and skipped over the disability questions and other relevant questions. This skip instruction, which is surrounded on three sides by white space, is much more noticeable than the correct instruction to skip to 11a.

Another respondent experienced confusion with the skip instruction in the space for Person 1, since it is unlikely that a child under age six will be completing the form.

2. Content of the question.

There were three interviews where the content of the question was potentially applicable for a household member other than the respondent (Person 1). In these cases (two with non-disabled children under the age of six and one with a disabled adult son), the respondent began thinking about the other household member and switched the focus of the interview from Person 1 to the other person. This caused the respondent to become confused as he/she continued the question series and the interview got way off track. It also caused some relevant questions to be skipped entirely.

Both of the respondents who had children under age six reported in response to probes that they thought the question referred only to conditions that had been diagnosed by a doctor. Both included problems with speech and hearing. Neither automatically included problematic behaviors such as biting or kicking that are part of growing up, but one of the respondents thought these could be associated with more serious problems such as child abuse, food allergies, or mental problems.

Recommendations

In order to minimize confusion about which person is being asked about and to reduce the prominence of the instruction to skip to 24, we have several recommendations.

1. **We recommend changing the references in the skip instruction and the question to ask about the person rather than the child.** The skip instruction would read:

"ANSWER QUESTION 10 IF THIS PERSON IS UNDER 6 YEARS OLD--
others skip to 11a."

The question would read:

"Does this person have a physical, ...?"

2. **We recommend that this question be deleted for Person 1,** since a child under the age of six should not be listed as person 1. This should reduce problems of confusion at the point at which it is most likely to throw the respondent off the track. Once respondents have been through the person section once, we think they will be less likely to switch the target person in the middle of the section.
3. **We suggest adding the skip instruction to each of the response options.** Thus, they would read "Yes, skip to 24" and "No, skip to 24." This should reduce the prominence of the instruction to skip to 24.
4. **We recommend testing a specific instruction to be added after the question that would tell respondents to include both diagnosed and undiagnosed conditions.** Since our understanding is that both diagnosed and undiagnosed conditions are supposed to be reported, we recommend experimentally testing the following version of the question, which simply adds the specific instruction to the already-recommended question:

"Does this person have a physical or mental condition that makes it difficult for him or her to do things appropriate for his or her age? Include conditions whether or not they have been diagnosed by a doctor."

We think this version should be experimentally tested, as part of the NCT, against the version without the specific instruction.

Item 11a. How much difficulty does this person have seeing the words and letters in an ordinary newspaper, even wearing his or her glasses or contact lenses?

Issues

A few respondents answered this question incorrectly because they reported about vision without glasses rather than with them. One respondent who usually wears reading glasses but did not have them with her to do the interview reported "some difficulty" because she was having problems completing the questionnaire. Another respondent answered "some difficulty" because he reported about vision without glasses, even though his stepfather did use two different pairs of glasses and can see well when he wears them. He thought the question should ask about vision without glasses. A third respondent reported "some difficulty" because she has glaucoma and cataracts.

Recommendation

No changes.

Item 11b. How much difficulty does this person have hearing what is said in a normal conversation? *Mark the box for this person's ability to hear WITHOUT a hearing aid.*

Issues

None of the persons included in this research needed to use a hearing aid, and respondents did not seem to have any problems answering the question. Two persons were reported as having "some difficulty" with their hearing. One was the roommate of the respondent, who had permanent ringing in his ears caused by exposure to amplified electric music (he played in a band). He wears ear plugs, but the respondent reported that a hearing aid wouldn't help his problem. The second person reported that she hears okay in hearing tests but has trouble hearing things at work, where there is a lot of noise. Again, she said that there is no way to correct her problem.

Recommendation

No changes.

Item 11c. How much difficulty does this person have walking a quarter of a mile?

Issues

There was variation in how respondents reported interpreting the quarter-mile distance. They ranged from "1/4 mile school track" to "three blocks" to "up and down this street". Several respondents did not seem to know how far a quarter of a mile was, but they interpreted it as being a minimal distance, something that you could walk if you were normal. This was the basis on which they reported "no difficulty" in most cases.

One respondent with a disabled son marked "some difficulty" because his walking is much improved over the past, and when you say "can't walk, it means you can't walk from here to the mailbox." His son can walk the quarter-mile from his house to the end of the development in which he lives. A respondent with a heart murmur reported "no difficulty, I just take my time." One respondent with emphysema reported "cannot walk a quarter of a mile," because she is confined to bed and a wheelchair and she can't walk across the room without help.

Recommendation

No changes.

Item 11d. Does this person have a condition that has lasted 6 months or longer and which makes it difficult for him or her to do regular schoolwork?

Issues

There was some ambiguity in interpreting the meaning of the "not of school age" response category. Children who are too young to attend school have already been skipped out of the question series, but adults can go to college regardless of their age. There was inconsistency in the way respondents answered the question. Several respondents answered a substantive response (yes or no) even though the person they were reporting about was above age 25 and not in school. A father reported that his 30+ disabled son had "some difficulty" in reading and listening to religious material ("he's slow, but not retarded"). A woman in her 30s reported "some difficulty" even though she is not currently in school because she still has the dyslexia that was a problem for her when she was in school. One respondent said that she could be going to school, but she said "not of school age" because she thought the category was intended for people aged 4-24.

Respondents made a distinction between the ability to do schoolwork and the willingness or drive to learn. One respondent noted having "no impairment to keep from learning, except that I don't want to."

When probed about the meaning of the question, a couple of respondents were confused by the 6-month reference period. One woman gave her answer in terms of the last 6 months, although she seemed to understand that the question was referring to a condition that had lasted six months or more. She stated several times that she didn't understand why the reference period was included in the question. Another respondent interpreted the phrase to be asking if the condition has improved in the last six months. These were both respondents who reported disabilities; respondents with no disabilities to report did not seem to have a problem with the reference period.

Recommendations

The NOT OF SCHOOL AGE response category needs to be revised. We recommend making the definition of the age range explicit while still maintaining the reference to school age. Thus, our suggestion for this response category is "NOT OF SCHOOL AGE (older than 25)."

We don't propose any changes to the question itself.

Item 12. (FOR PERSONS 15 YEARS OLD OR OVER--*If under 15 skip to 24*)
How much difficulty does this person have going outside the home alone, for example to shop or visit a doctor's office?

Issues

For the most part, respondents did not have a problem with this question. It was easy to answer for people who did not have any limitations. There was variation in the distance away from home that respondents considered, ranging from one to ten miles.

The people who reported problems included the following:

- a recent college graduate who reported "some difficulty." He experiences a generalized feeling of anxiety and discomfort about things, and he does not like to go places alone.
- the father of a disabled 30+ son reported that the response categories don't allow for someone on the mend--"some difficulty" means that "I can't do it, it's difficult for me to do, so in most cases I don't do it." He ultimately chose "some difficulty," even though his son has to rely on someone else to take him to these places.
- a disabled woman who can't go outside the home alone due to total disability reported "Cannot go outside the home alone."

Recommendations

We propose a change to the skip instruction to make it similar to our recommendation for item 10:

"(FOR PERSONS 15 YEARS OLD OR OVER--*others skip to 24*)."

We have retained the first part of the skip instruction, since respondents did not have a problem here deciding whether to answer this question and who to answer it for. However, we changed the second part to clarify where the respondent should go next and to be consistent with our previous recommendation.

Item 13. Does this person have a physical or mental condition that has lasted 6 months or longer and which prevents him or her from working at a job or business?

Issues

Respondents who did not have any limitations had an easy time with this question. They gave a variety of answers when probed about the interpretation of the question, including the following:

- impairment that would not enable him to easily function in a job
- disability that prevents someone from getting a job they can work at
- something happened (depressed, memory loss) that made him unable to perform a job
- being physically unable to get to work and maintain a job for any period of time (including broken hip, mental condition, depression, alcoholism)
- taking medication that hinders ability to concentrate, too wheelchair-bound to work, such a severe handicap that the person can't even do busywork.

For the most part, respondents thought in general terms, rather than in terms of specific jobs.

Two disabled persons reported (one by self and one by proxy) that they were prevented from working at a job or business. One disabled woman, when asked whether she thought about any specific types of jobs when she answered the question, said she wasn't thinking of anything in particular because she had tried and failed at so many things. Then she went on to say that she does some volunteer work that involves making telephone calls; she is barely able to sit up long enough to make the calls, and she did not think about that type of job. In the other case, the father of a disabled son said that he was thinking of his own experience in retail sales, which requires a combination of physical and mental skill. He described his son as partially disabled at this point and unable to concentrate, figure out problems, and be productive.

Respondents interpreted the term "physical or mental condition" as follows:

- disability
- physical disability or handicap; mental problem
- handicap or mentally reduced
- problem that would not enable him to work as a "normal" person.

Recommendations

We have no recommendations for change to the question itself. However, disabled respondents had problems in answering the labor force questions which come later. **To minimize confusion in the labor force series, we recommend moving this question to precede item 15a.** Then, respondents who report not being able to hold a job can be skipped over the labor force questions up to item 17. We recognize that moving this item will result in separating one "disability item" from all the others, but we feel that the benefit in using this item as a screen for the labor force series is worth that cost.

6. LABOR FORCE ITEMS

Item 15a. LAST WEEK did this person work at any time?

Issues

Respondents had little difficulty answering this question. While there did not appear to be a problem with question wording, the layout of the response categories, response explanation, and placement of skip instructions do pose problems. Of the 18 times respondents went through this question, 5 times the respondent read the explanation that followed the "yes" or "no" response, 10 times respondents did not read any of the response explanation, and 3 times respondents read some of the explanation.

Recommendation

Jack Bregger (BLS) prefers that the wording of this question be as close the CPS wording as possible. He is not concerned about missing unpaid family workers since they represent such a small proportion of the employed. **We recommend that the wording of the question be revised as follows:**

"LAST WEEK, did this person do ANY work for pay?" Mark "yes" even if the person worked only 1 hour. Also, mark "yes" if the person is on active duty in the Armed Forces."

With the revised wording, less explanation about the response categories would be needed, since the question specifies "work for pay." For example, one person who was reporting for someone else, initially thought she should include the person's volunteer tutoring as work, but didn't include it because it fell outside the reference period. Eventually, she read the instruction following "No" and figured out that volunteer work should not be counted anyway. Revising the question wording would likely clear up any confusion regarding volunteer work. Additionally, putting the word "ANY" in caps might encourage reporting of marginal work activities.

Item 15b. LAST WEEK, how many hours did this person ACTUALLY work (at all jobs)?

Issues

The question didn't cause too much difficulty. The biggest problem was the placement of the skip instruction. Of the 12 times respondents went through this question, 9 times they did not see the skip instruction and went to the top of the next page which takes them to a series of inappropriate items, which then tends to confuse them. Respondents, though confused, did not think they were in the wrong series of questions and did not turn back to the preceding page to figure out where they went wrong. They assumed they were in the correct place and tried to do the best they could. In one case, the

respondent took a day off of work last week, so marked that she was temporarily absent from work because of her day of vacation. Only 3 times did respondents correctly follow the skip instruction.

Recommendation

We recommend that the response box be modified as follows:

Hours worked LAST WEEK == => [] SKIP TO 18a

Item 16a. LAST WEEK, was this person TEMPORARILY absent from a job or business or on layoff from a job?

Issues

Of the five respondents (answering for 6 people) who appropriately went through this question, three understood the question as intended. When asked what the question meant in their own words, they gave answers that are consistent with the definitions of "temporarily absent" and "layoff". (Many additional people went through this item inappropriately, but are not included in this analysis.)

The remaining two respondents are unusual. One person said she was temporarily absent from a job due to illness (she had out-patient surgery last week). She was enrolled in a JOBS Program and had been previously placed at a job, but chose not to keep it because she didn't feel secure at the job. (Although she considered herself to be temporarily absent, we would consider her to be without a job.) Another person who was disabled and hadn't been able to work for 20 years, didn't know how to answer this question because she didn't think any of the response categories applied to totally disabled people. She reported, "Well, I wasn't on a layoff, I wasn't temporarily absent, or temporarily illness or labor dispute and I can't say no because it says was I temporarily absent from a job or business."

Recommendation

No modifications to the questions are recommended. The two respondents who had problems at this question are unusual and there are no easy fixes to address those. If we move item 13 to right before item 15a (see final recommendation under the disability series), completely disabled respondents will skip the labor force questions up to item 17, and that will address one of the problems.

We recommend that a screener note be added before this item that says, "FOR PERSONS WHO DID NOT WORK LAST WEEK - others skip to 17).

Item 16b. Has this person been informed that he or she will be recalled to work within the next 6 months OR been given a date to return to work?

Issues

One person was identified as being on layoff. He had no problem answering this question: his store closed and he was not expecting to be recalled.

Recommendation

No modifications are recommended.

Item 16c. Has this person been doing anything to find work during the last 4 weeks?

Issues

Of the five cases that went through this question, four had no problem answering it: three were reported to have looked for work and one reported not looking. When probed about what they had done to find work, all three mentioned active job search methods. One person who was disabled had difficulty answering this question (as well as the entire 16a-d series) because she thought it didn't apply to her.

Recommendations

No modifications are recommended.

Item 16d. Last week, could this person have started a job, if offered one, or returned to work, if recalled?

Issues

Five respondents went through this item appropriately. Three of five of the respondents understood the question. However, one of these had some difficulty with the response options. She was confused by the first category, "No, waiting for a new job to begin." Her confusion had to do with why this person would not be available to take a job: "Uhm, I was just wandering (sic) about the first one, 'No, waiting for a new job to begin'. I mean I guess it means you have a job but you haven't started it yet and so but cause you have to start each job I get, I guess, if offered one you actually waiting for the job to begin and uhm no temporarily illness. Yes, could have gone to work would be my answer." When asked what this question is asking, this person reported, "Uhm, well, if they had a job if you know they don't have a job now, but if they got a job like someone would like for you to work for me like can you come in this week. Uhm I guess that's what it is asking."

The person who reported she was temporarily absent due to illness (but which we wouldn't consider to have a job), answered that she was recalled to work last week. She said, "Well, last week. Yes I was recalled. They wanted me to go back to the job I was just telling you about, but I didn't want it. Because, so I'm going put yes, could of gone to work." This person was actually offered a job but chose not to take it. It is not clear that this person understands what we mean by "recalled."

The person who was disabled had difficulty with the question (as well as the entire series) because she didn't think the question pertained to totally disabled people.

Recommendation

We realize the response options are laid out in their current design to allow respondents to see all options before the most frequently used response is provided. However, **we recommend that the response options be reordered so the "Yes" option appears at the top of the response categories**, as it does with all of the rest of the items. Ninety five percent of the time the response is "yes". We realize that having yes at the top of the list may result in some erroneous reports due to respondents not reading the full list; however, that may result in less error than confusing some of the 95 percent of respondents for whom "Yes" is the appropriate response. Some of these persons may be confused by the additional 3 categories they have to read before they get to the "yes" option.

7. NON-CASH INCOME QUESTIONS

Item 21. Is this person covered by a company (or union) pension or retirement plan that will BEGIN to pay benefits sometime IN THE FUTURE? Exclude pension/retirement plans that are producing income now.

Issues

1. One respondent completely misunderstood the exclude statement and answered No since her parents are saving now for their retirement.
2. A couple of respondents answered No (probably correctly), but they seemed to miss the point of future benefits. They were focused on the present.
3. Many respondents are considering health insurance in their definition of "benefits", some spontaneously (without the directive probe). We are not sure if this a big deal or if it is virtually impossible to get health benefits as a retiree without getting some kind of income as well.
4. One respondent was confused about how to report a pension that she will receive if she is widowed.
5. One respondent who was young and nowhere near retirement age wanted to answer "No" because she's not planning to stay at this job long enough to retire from it. She missed the concept of her being eligible for such a benefit IF she were to stay until retirement.
6. Some respondents skip the Exclude statement, but mostly they seem okay.

Recommendation

Reword the item slightly:

Is this person covered by a company (or union) pension or retirement plan that will BEGIN to pay retirement income sometime IN THE FUTURE? Exclude pension/retirement plans that are paying income now.

Items 22a and 22b. During 1994, did this person provide any money for the support of his/her children who lived with another parent or guardian? Include payments made directly to the other parent or guardian, as well as payments made to the court, AFDC, or other agency. Also include amounts withheld from this person's paycheck for the purpose of supporting his/her children.

What were this person's total payments for child support in 1994?

Issues

1. Respondents tend to skip at least some of the "include" and "also include" statements. Mostly it's people who have already concluded (probably appropriately) that the question is irrelevant to them.
2. One respondent, who knew she did not pay child support, wrote down the amount she receives from AFDC and Food Stamps. She said the money is really used for the daughter; she has completely missed the point about kids' living with another parent or guardian.

Recommendation

Slightly reword item 22a to shorten question and delete the direct reference to AFDC:

During 1994, did this person provide any money to support his/her children who lived with another parent or guardian? Include payments made directly to the other parent or guardian, and payments made to the court or an agency. Also include amounts withheld from this person's paycheck to support his/her children.

Items 23a and 23b. During 1994, did this person provide any alimony to a former spouse?

What were this person's total payments for alimony in 1994?

Issues

1. One respondent had a kind of odd definition of alimony (something about splitting of assets, etc.)
2. One respondent was not focused on the proper reference period. He paraphrased the question as "In 1990, did this person provide any alimony to the former spouse?" 1990 was the year of separation, but respondent also was thinking more generally about whether his son ever paid alimony. In this case, the answer is No, so the reference period is irrelevant. Perhaps if the answer were Yes, respondent would have taken a closer look at the reference period.

Recommendation

No change. Most respondents did fine here.

Health Insurance Series - items 24-32

General Issues

1. While most respondents could answer each question in isolation as it came up, some CSMR researchers think that the plan to divide the series by "currently" versus "last year" was a "flop." Initially, when respondents got to the first "last year" question, they did not see the difference, especially if nothing in their health insurance arrangements had changed; they felt that they were answering the same questions again. (Respondents who went from covered to not covered by health insurance since last year had no problem seeing the questions as different.) Eventually, most respondents caught onto the difference, but it caused much more angst than is appropriate. One respondent never saw the difference and wrote in "refer to 26/27". A couple of respondents recommended combining the questions about currently and last year. We probably saw the most careful completion of the form that we can expect, and we cannot anticipate how the frustration of seeing the "same" items again will affect real respondents and what they will do. So, our goal is to try not to frustrate them.
2. There were some problems with Medicare and Medicaid confusion and with respondents' thinking that's all we were asking about. With regard to respondents' confusing the two programs, the short descriptions provided in the questions seemed very useful. With regard to respondents' thinking that we were asking a lot of questions about Medicare and Medicaid, it seems that these terms "stick out" in questions more than was intended, and respondents focused on them. There were a couple of cases of respondents' thinking that questions about any health insurance were about just Medicare and Medicaid.

Recommendation

One option is to delete the series about last year and ask only about current health insurance coverage.

If that is not a legitimate option, and we must keep both the "currently" and the "last year" series, **Attachment E is a proposal to revise this section.**

Items 24 and 28. [Is this person CURRENTLY]/[At any time LAST YEAR, 1994, was this person] covered by any type of health insurance plan, either private or government, including Medicare or Medicaid?

Issues

1. A couple of respondents had trouble figuring out who they should be answering for at 24. The context set by preceding questions led them to believe they should be answering for their kids. (One respondent was carrying over the kids' concept from the child support question and one was from item 10 for children less than 6 years old.)

2. Two respondents who answered Yes at 24 incorrectly followed the No skip and went to the Last Year series, starting with item 28. (By coincidence, we assume, they are the same two who had context problems described in 1 above.)
3. One respondent felt like this was three questions in one and wanted to answer yes/no separately for health insurance, Medicare, and Medicaid. However, despite his complaints about the question itself, he appeared to interpret and answer it without problem.
4. Related to that is one respondent who correctly answered Yes, but felt like she needed to clarify that it wasn't Medicare. It is unclear if this is a result of the preceding discussion in the interview or if it reflects some emphasis she saw in the question itself. For person 2, she did the same thing: she answered Yes, but quickly clarified that it wasn't Medicare of Medicaid.

Items 25 and 29. [Is this person CURRENTLY]/[At any time LAST YEAR, 1994, was this person] covered by a health insurance plan provided through a current or former employer?

Issues

1. One college student respondent went through the interview for herself, immediately marked No here, although she is/was covered under one of her parent's employer-provided health insurance. She missed the second Yes option, which is what she should have marked.
2. One respondent was really hung up on the multiple choices contained in a single response. For example, he really wanted some way to indicate that it is through the current employer and not through a former employer. Since they are lumped together in one answer category, the respondent felt like this wasn't specific enough, and he wanted to indicate yes or no for each.
3. A few times it took respondents an extra look at the answers to see that there were 2 Yes options. But, then they did see it after another look or two.

Items 26, 27, 30, and 31. [Is this person CURRENTLY]/[At any time LAST YEAR, 1994, was this person] covered by [MEDICARE, the government medical plan for persons 65 and over and persons with disabilities]/[MEDICAID, the government medical plan for persons with low incomes]?

Issues

1. Some respondents confused Medicare and Medicaid.

2. One respondent was really confused about her health plan and where to put it. She is in a plan called Charter Health Plan, which is an HMO. The plan appears to be one of the HMO's for DC Medicaid recipients. Should she have marked Yes for Medicaid?

Item 32. Was this person covered by health insurance (or Medicare or Medicaid) for ALL of LAST YEAR, 1994, or was there some time during 1994 when he or she was NOT covered by any private or government health plan?

Issues

1. One respondent said that this was more than one question. He really wanted some way to indicate that it was private health insurance and not Medicare or Medicaid. Yet the respondent really did not have any trouble answering the question as written.
2. One respondent read up to the first "or" and then said that she'd already "answered all of that. I don't know." She went on to say that "neither one of those things apply", clearly referring to Medicare and Medicaid. She thought the question was about just those two and whether her husband was covered by them for all or part of 1994. She wrote in N/A. Another respondent also initially interpreted the question as asking about Medicare and Medicaid. After searching for a way to indicate that she had neither, she realized that the question was about any health insurance.
3. One respondent was confused after reading this question, read the question again, and then had no problem understanding what the question was asking. He seemed to be confused by the latter half of the question with the word NOT standing out.

Recommendation

All changes to the health insurance series are incorporated into the proposal in Attachment E.

Item 36. Is this apartment or house in a public housing project; that is, is it part of a government housing project for persons with low income?

Issues

1. Two respondents had no apparent problem answering the question, despite the fact that both respondents missed the skip over this question. They did not belong here at all because they had answered item 35 for persons who own their home.

2. One respondent who did belong here (and, in fact, lived in subsidized housing) missed this item altogether. At item 33, she had marked that her house was owned without a mortgage, though she was really looking for a category that said she and her father were co-owners. The interviewer asked her to complete this item, once it was clear she was going to miss it, and she had no problem responding Yes.

Recommendation

No change. All the problems associated with this item were related to the skips, either the wrong people getting to the question or the right people missing it.

Item 37. Are you paying a reduced rent because you are in a government rental assistance program?

Issues

1. Again, two respondents who should not have been at this question had little difficulty answering No, one saying that the family doesn't rent.
2. One respondent admitted that he wasn't sure what a "government rental assistance program" was, but he was able to sort of figure out the intent of the question and answer No.
3. One respondent had no problem answering No, but she did not see a clear distinction from item 36 that precedes this.

Recommendation

There is really no evidence that suggests we need any changes here. However, it seems that if you are in public housing, you are, by definition, paying a reduced rent. We recommend that if you are a Yes to item 36, you skip item 37.

Items 45a and 45b. During LAST YEAR, 1994, did any person in this household receive food stamps?

What was the total value of the food stamps received by persons in this household in 1994?

Issues

1. Most respondents easily answered No and skipped appropriately.
2. One respondent easily answered No to the initial Q and, at the followup, which she should have skipped altogether, she said, "Total value, that does not apply". So, she skipped it, but probably not as a result of the skip instruction but, more likely, because of common sense.

3. The one food stamps recipient we interviewed answered without any problem. For the amount, she multiplied \$151 (an amount that was inconsistent with other numbers she threw out) times 12 and marked the \$1500-\$2000 box. The interviewer probed about changes in the amount received and changes from last year, but, basically, she said she'd end up in the 1500-2000 range even if she were off by a bit.

Recommendation

No change.

Item 46. During LAST YEAR, 1994, did any child in this household receive free or reduced-price meals at school through the Federal School Lunch Program or the Federal School Breakfast Program?

Issues

1. Most respondents had no problem, some because there were no kids in the household.
2. One respondent had no problem answering No, but it did not appear that he was focused on the reference period, last year. There are no children in the household, yet he never gave that as his reason for answering No. He seemed to be thinking about when his grown children were in school and that they never qualified for this program. In this case, his inattention to the reference period did not change the answer.

Recommendation

No change.

Item 47. During LAST YEAR, 1994, did any person in this household receive government assistance to help pay heating and cooling costs?

Issues

Most respondents had no apparent problem.

Recommendation

No change.

8. ITEMS NOT PROBED IN THE COGNITIVE INTERVIEWS

The cognitive interview protocol (which lists the probes used in an interview) concentrated on the 5 areas described to this point. However, the respondents went through all items, and a few problems arose that were not in any of the 5 assigned areas.

Item 9a. Did this person live in this house or apartment 5 years ago?

Issues

The first answer option currently reads: "(This person is less than 5 years old)". Some respondents were agitated by the different age cutoffs that came up in the different questions.

Recommendation

We recommend revising this answer option to read as follows:

"This person was not born 5 years ago."

This eliminates the explicit age reference. It also removes the parentheses around this answer option. Their purpose is probably lost on respondents.

We also recommend eliminating this answer option altogether for Person 1, who should not be less than 5 years old.

Armed Forces Items, 14a, 14b, and 14c.

We recommend adopting the revised Armed Forces series used in the cognitive interviews.

Item 17. When did this person last work, even for a few days?

We recommend adding the skip instruction to each of the response options, consistent with our recommendation for item 10.

Item 33. Is this house or apartment - owned by you or someone in this household with a mortgage or loan? Owned by you or someone in this household free and clear (without a mortgage)? Rented for cash rent? Occupied without payment of cash rent?

Issues

The third answer option at this item is "Rented for cash rent". Most people just call this "rented", and in one interview, the idea of "cash rent" sounded kind of shady to the

respondent. As a result, she looked for a different answer and picked one of the owner categories. In turn, she missed the public housing series, which was, in fact, where she lived.

Another issue is why respondents who own their homes "free and clear" are then asked item 34. Can they simply skip 34 to item 38? If so, then only mortgage/loan owners will answer item 34, and we don't learn any new information there, since the NCT version combines all the primary mortgage categories into one Yes answer. As a result, item 34 could be deleted because the only respondents getting it would be the ones you already know have a mortgage or loan.

Recommendation

We recommend changing the answer categories to "rented" and "occupied without payment of rent".

We recommend skipping "free and clear" owners directly to item 38 and eliminating item 34 altogether.

Item 35. Do you have a second or junior mortgage or a home equity loan on THIS property?

Issues

Respondents repeatedly said they did not know what a "junior mortgage" was. Although it probably did not prevent respondents from answering correctly here, there is likely some cumulative negative effect (feeling inadequate or unable to answer questions well) of putting things in a questionnaire that respondents feel like they do not know.

Recommendation

We recommend eliminating the reference to a "junior mortgage".

Item 41. Is this housing unit part of an extended life care housing center?

Issues

Respondents do not know what an "extended life care housing center" is. They are able to surmise the intent of the question, but it is not a good practice to include terms that respondents do not understand.

Recommendation

We recommend revising the wording of the question to describe the situation rather than simply using an unfamiliar term.

"Is this house or apartment part of a housing center for older people that offers extended life care?"

Item 43. What are the yearly costs of water and sewer for this house or apartment?

Issues

Respondents do not know this information; they offer a guess because they feel obligated to put something down. We are getting data that look fine (they are numbers), but the quality of that data is questionable.

Recommendation

We recommend eliminating this item.

THE 1995 CENSUS TEST

March 4, 1995

To members of the households in the 1995 Census Test:

Every 10 years the Census Bureau has the job of counting every person in the United States. We are sending you the 1995 Census Test questionnaire in order to develop the best procedures possible for doing an accurate count.

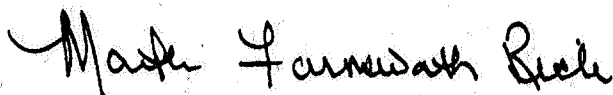
Census counts are used to draw up congressional districts and to decide how much money each area will receive from the Federal Government for programs and services. Census counts are needed to make plans for schools, employment services, roads, health care, senior citizens programs, and many other services in each community. Your cooperation is important to make Census counts as accurate as possible.

A Federal law requires that all Census Bureau workers and I keep your replies to this survey confidential. The law (title 13, United States Code) that protects your information also requires that you answer this survey. No other government agency or court system can see your answers. We will combine your replies with those from other persons to form statistical totals.

Answering these questions should take about 40 minutes of your time. If you need help or have questions about how to complete your form, call 1-800-321-1995 between 8:00 a.m. and 9:00 p.m. 7 days a week (the telephone call is free).

Thank you for taking part in this effort to improve the census. Please return this form in the postage-paid envelope provided — preferably on March 4, 1995, or as soon after that date as possible.

Sincerely,



Martha Farnsworth Riche
Director
Bureau of the Census

¿NECESITA AYUDA? Si usted habla español y necesita ayuda para completar su cuestionario o si requiere un cuestionario en español, llame sin cargo alguno al 1-800-321-1995 entre las 8:00 a.m. y las 9:00 p.m. 7 días a la semana (la llamada telefónica es gratis).



TDD - Telephone device for the hearing impaired, call 1-800-523-3205 between 8:00 a.m. and 9:00 p.m. 7 days a week (the telephone call is free).

U.S. Department of Commerce
BUREAU OF THE CENSUS

Step 1. Please list the names of all persons who were living here permanently or were staying here temporarily on Saturday, March 4, 1995.

BE SURE TO INCLUDE anyone who is:

- a housemate, roommate, foster child, roomer, boarder, or live-in employee
- temporarily away on a business trip, on vacation, or in a general hospital on March 4, 1995
- staying here on March 4, 1995 and has no permanent place to stay
- staying here most of the week while working, even if he/she has a residence somewhere else

Certain persons will be counted at other places, so DO NOT INCLUDE anyone who is:

- away at college
- in a correctional facility, nursing home, mental hospital, hospice, or ward for the chronically ill on March 4, 1995
- in the Armed Forces and living somewhere else
- staying at another residence most of the week while working

For example:

JOHNSON	ROBIN	J
---------	-------	---

Start with the person, or one of the persons, in whose name this house or apartment is owned, being bought, or rented. If there is no such person, start with any adult living or staying here. **Z**

	Last Name	First Name	MI
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Step 2. It is important in a census that everyone be counted once. Please help this census be accurate by rechecking your list above before continuing. Does it include all housemates, roommates, live-in employees, roomers, boarders, foster children, and others without a place of their own who were living at this address on March 4, 1995?

- Yes
- No - Please add their name(s) to the list above.

Step 3. Does your list include any persons who were away at college or in the Armed Forces and living somewhere else on March 4, 1995?

- Yes - Please line through their name(s) on the list in Step 1. They will be counted at the other place.
- No

Step 4. Do any of the persons on your list live most of the time at a residence other than the place where this form was received?

- Yes, everyone } Please line through their name(s) on the list in Step 1.
- Yes, some } They will be counted at the other residence.
- No

Step 5. Now please answer the questions that start below for each person on your final list.
(If no persons remain on your list, see back page for mailing instructions.)

(Please start here with the person you listed in box 1 on the opposite page.)

QUESTIONS ABOUT PERSON 1 AND YOUR HOUSING. (Print name below)

Last name	First name	MI
<input type="text"/>	<input type="text"/>	<input type="text"/>

1. What is this person's sex?

Mark ONE box.

- Male
- Female

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

Month	Day	Year of birth
<input type="text"/>	<input type="text"/>	<input type="text"/>

Age on March 4, 1995

3. What is this person's marital status?

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

4. Is this person a CITIZEN of the United States?

- Yes, born in the United States - Skip to 8
- Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- Yes, born outside the U.S. and one or both parents are U.S. citizens
- Yes, became a U.S. citizen by naturalization
- No, not a citizen of the United States

5. When did this person come to live in the United States?

- 1990 to 1995
- 1987 to 1989
- 1985 or 1986
- 1982 to 1984
- 1980 or 1981
- 1975 to 1979
- 1970 to 1974
- 1965 to 1969
- 1960 to 1964
- Before 1960

6. At any time since February 1, 1995, has this person attended a regular school or college? Include only nursery or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.

- No, has not attended school since February 1 - Skip to 8a
- Yes, public school
- Yes, private school

7. Which grade or level of school was this person most recently attending?

- Nursery school, preschool
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- College - freshman (1st) year
- College - sophomore (2nd) year
- College - junior (3rd) year
- College - senior (4th) year
- Graduate or professional school (For example, law school or medical school)

QUESTIONS ABOUT PERSON 1 AND YOUR HOUSING CONTINUED

- 8a. What is the highest degree or grade of school this person has COMPLETED? Mark a box only if the person has FINISHED that grade or level.**
- No schooling completed
 - Nursery school, preschool
 - Kindergarten
 - 1st, 2nd, 3rd, or 4th grade
 - 5th, 6th, 7th, or 8th grade
 - 9th grade
 - 10th grade
 - 11th grade
 - 12th grade, NO DIPLOMA
 - High school graduate – high school diploma or the equivalent
 - Some college credits, but less than 1 year
 - 1 year or more of college, no degree
 - Associate degree – occupational program
 - Associate degree – academic program
 - Bachelor's degree (For example: BA, AB, BS) – Skip to 9a
 - Master's degree (For example: MA, MS, MEng, MEd, MSW, MBA) – Skip to 9a
 - Professional school degree (For example: MD, DDS, DVM, LLB, JD) – Skip to 9a
 - Doctorate degree (For example: PhD, EdD) – Skip to 9a
- b. Has this person received a vocational, technical, or business certificate or diploma?**
- Yes
 - No
- 9a. Did this person live in this house or apartment 5 years ago?**
- (This person is less than 5 years old) – Skip to 10
 - Yes – Skip to 10
 - No
- b. Where did this person live 5 years ago?**
- (1) Name of U.S. State or foreign country
-
- If outside U.S., print answer above and skip to 10.*
- (2) Name of county in the U.S.
-
- (3) Name of city or town in the U.S.
-
- (4) Did this person live inside the city or town limits?
- Yes
 - No, lived outside the city/town limits
- (5) ZIP code
-

- 10. (FOR CHILDREN UNDER 6 YEARS OLD ONLY – If 6 or older skip to 11a) Does this child have a physical or mental condition that makes it difficult for him or her to do things appropriate for his or her age?**
- Yes
 - No
- } Skip to 24
- 11a. How much difficulty does this person have seeing the words and letters in an ordinary newspaper, even wearing his or her glasses or contact lenses?**
- No difficulty
 - Some difficulty
 - Cannot see the words or letters in a newspaper
- b. How much difficulty does this person have hearing what is said in a normal conversation? Mark the box for this person's ability to hear WITHOUT a hearing aid.**
- No difficulty
 - Some difficulty
 - Cannot hear normal conversations
- c. How much difficulty does this person have walking a quarter of a mile?**
- No difficulty
 - Some difficulty
 - Cannot walk a quarter of a mile
- d. Does this person have a condition that has lasted 6 months or longer and which makes it difficult for him or her to do regular schoolwork?**
- Yes
 - No
 - NOT OF SCHOOL AGE
- 12. (FOR PERSONS 15 YEARS OLD OR OVER – if under 15 skip to 24) How much difficulty does this person have going outside the home alone, for example to shop or visit a doctor's office?**
- No difficulty
 - Some difficulty
 - Cannot go outside the home alone
- 13. Does this person have a physical or mental condition that has lasted 6 months or longer and which prevents him or her from working at a job or business?**
- Yes
 - No

- 14a. Has this person ever served on ACTIVE DUTY in the U.S. Armed Forces, military Reserves, or National Guard? Active duty does NOT include training for the Reserves or National Guard, but DOES include activation during Operation Desert Shield/Storm. Active duty also includes service in the merchant marines during World War II.**
- Yes, has served on active duty
 - No active duty service – Skip to 15a
- b. When did this person serve on ACTIVE DUTY in the U.S. Armed Forces? Mark a box for each period in which this person served.**
- Currently serving
 - August 1990 or later (including Persian Gulf War)
 - September 1980 to July 1990
 - May 1975 to August 1980
 - Vietnam era (August 1964 – April 1975)
 - February 1955–July 1964
 - Korean conflict (June 1950–January 1955)
 - World War II (September 1940–July 1947)
 - World War I (April 1917–November 1918)
 - Some other time
- c. In total, how much time has this person served on ACTIVE DUTY in the U.S. Armed Forces?**
- Years and Months
- 15a. LAST WEEK did this person work at any time?**
- Yes – Mark this box if this person worked full time or part time. (Count part-time work such as delivering papers, or helping without pay in a family business or farm. Also count active duty in the Armed Forces.)
 - No – Mark this box if this person did not work, or only did school work, volunteer work, or his or her own housework. – Skip to 18a
- b. LAST WEEK, how many hours did this person ACTUALLY work (at all jobs)? Subtract any time off; add overtime or extra hours worked.**
- Hours worked LAST WEEK – Skip to 18a

QUESTIONS ABOUT PERSON 1 AND YOUR HOUSING CONTINUED

16a. LAST WEEK, was this person TEMPORARILY absent from a job or business or on layoff from a job?
 Mark ONE box.

- Yes, on layoff
- Yes, temporarily absent (on vacation, temporary illness, labor dispute, etc.) - Skip to 16c
- No - Skip to 16c

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

- Yes - Skip to 16d
- No

c. Has this person been doing anything to find work during the last 4 weeks?

- Yes
- No - Skip to 17

d. Last week, could this person have started a job, if offered one, or returned to work, if recalled?

- No, waiting for a new job to begin
- No, own temporary illness
- No, other reasons (in school, etc.)
- Yes, could have gone to work

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

- 1990 to 1995
- Before 1990
- Never worked } Skip to 21

18a. LAST YEAR, 1994, did this person work at a job or business at any time?

- Yes - Skip to 19
- No

b. LAST YEAR, 1994, did this person do any temporary, part-time, or seasonal work, or any farmwork, even for a few days?

- Yes
- No - Skip to 21

19. LAST YEAR, 1994, in how many weeks did this person work even for a few hours? (Include paid vacation, paid sick leave, and military service in the total.)

Weeks worked (including paid vacation, paid sick leave, and military service)

20. During the weeks WORKED in 1994, how many hours did this person usually work each WEEK?

Usual hours worked each WEEK

21. Is this person covered by a company (or union) pension or retirement plan that will BEGIN to pay benefits sometime IN THE FUTURE? Exclude pension/retirement plans that are producing income now.

- Yes
- No

22a. During 1994, did this person provide any money for the support of his/her children who lived with another parent or guardian? Include payments made directly to the other parent or guardian, as well as payments made to the court, AFDC, or other agency. Also include amounts withheld from this person's paycheck for the purpose of supporting his/her children.

- Yes
- No - Skip to 23a

b. What were this person's total payments for child support in 1994?

\$.00

1994 amount - Dollars

23a. During 1994, did this person provide any alimony to a former spouse?

- Yes
- No - Skip to 24

b. What were this person's total payments for alimony in 1994?

\$.00

1994 amount - Dollars

24. Is this person CURRENTLY covered by any type of health insurance plan, either private or government, including Medicare or Medicaid?

- Yes
- No - Skip to 28

25. Is this person CURRENTLY covered by a health insurance plan provided through a current or former employer?

- Yes, through his or her OWN current or former EMPLOYER
- Yes, through a SPOUSE'S or PARENT'S current or former EMPLOYER
- No

26. Is this person CURRENTLY covered by MEDICARE, the government medical plan for persons 65 and over and persons with disabilities?

- Yes
- No

27. Is this person CURRENTLY covered by MEDICAID, the government medical plan for persons with low incomes?

- Yes
- No

28. At any time LAST YEAR, 1994, was this person covered by any type of health insurance plan, either private or government, including Medicare or Medicaid?

- Yes
- No - Skip to 33

29. At any time LAST YEAR, 1994, was this person covered by a health insurance plan provided through a current or former employer?

- Yes, through his or her OWN current or former EMPLOYER
- Yes, through a SPOUSE'S or PARENT'S current or former EMPLOYER
- No

30. At any time LAST YEAR, 1994, was this person covered by MEDICARE, the government medical plan for persons 65 and over and persons with disabilities?

- Yes
- No

31. At any time LAST YEAR, 1994, was this person covered by MEDICAID, the government medical plan for persons with low incomes?

- Yes
- No

32. Was this person covered by health insurance (or Medicare or Medicaid) for ALL of LAST YEAR, 1994, or was there some time during 1994 when he or she was NOT covered by any private or government health plan?

- Covered for ALL of 1994
- Had some time WITHOUT coverage in 1994

QUESTIONS ABOUT PERSON 1 AND YOUR HOUSING CONTINUED

Questions 33 to 44 concern the housing in which you now live.

- 33. Is this house or apartment -**
 Mark ONE box.
- Owned by you or someone in this household with a mortgage or loan?
 - Owned by you or someone in this household free and clear (without a mortgage)?
 - Rented for cash rent? - Skip to 36
 - Occupied without payment of cash rent? - Skip to 36

- 34. Do you have a mortgage, deed of trust, contract to purchase, or similar debt on THIS property?**
- Yes, mortgage, deed of trust, contract to purchase, or similar debt
 - No - Skip to 38

- 35. Do you have a second or junior mortgage or a home equity loan on THIS property?**
- Yes, a second or junior mortgage - Skip to 38
 - Yes, a home equity loan - Skip to 38
 - Yes, both a second (junior) mortgage and a home equity loan - Skip to 38
 - No - Skip to 38

- 36. Is this apartment or house in a public housing project; that is, is it part of a government housing project for persons with low incomes?**
- Yes
 - No

- 37. Are you paying a reduced rent because you are in a government rental assistance program?**
- Yes
 - No

- 38. Which best describes this building?**
 Include all apartments, flats, etc., even if vacant.
- Manufactured (mobile) home
 - A one-family house detached from any other house
 - A one-family house attached to one or more houses
 - A building with 2 apartments
 - A building with 3 or 4 apartments
 - A building with 5 to 9 apartments
 - A building with 10 to 19 apartments
 - A building with 20 to 49 apartments
 - A building with 50 or more apartments
 - Other

- 39. (FOR OWNER-OCCUPANTS OF MANUFACTURED/MOBILE HOMES - Others skip to 41) Do you have an installment loan or contract on THIS mobile home?**
- Yes
 - No

- 40. What was the total cost for installment loan payments, personal property taxes, site rent, registration fees, and license fees on THIS mobile home and its site last year? Exclude real estate taxes.**
- \$.00
- 1994 amount - Dollars

- 41. Is this housing unit part of an extended life care housing center?**
- Yes
 - No

- 42. Is there telephone service in this house or apartment?**
- Yes
 - No

- 43. What are the yearly costs of water and sewer for this house or apartment?**
- \$.00
- Yearly cost - Dollars
- OR
- Included in rent or condominium fee
 - No charge

- 44. What is the monthly condominium fee?**
- Not a condominium
- \$.00
- Monthly fee - Dollars

- 45a. During LAST YEAR, 1994, did any person in this household receive food stamps?**
- Yes
 - No - Skip to 46

- b. What was the total value of the food stamps received by persons in this household in 1994?**
- Less than \$500
 - \$ 500 - \$1000
 - \$1000 - \$1500
 - \$1500 - \$2000
 - \$2000 - \$2500
 - \$2500 - \$3000
 - \$3000 - \$3500
 - \$3500 - \$4000
 - \$4000 - \$4500
 - \$4500 - \$5000
 - \$5000 - \$5500
 - \$5500 - \$6000
 - \$6000 - \$6500
 - \$6500 - \$7000
 - \$7000 - \$7500
 - More than \$7500

- 46. During LAST YEAR, 1994, did any child in this household receive free or reduced-price meals at school through the Federal School Lunch Program or the Federal School Breakfast Program?**
- Yes
 - No

- 47. During LAST YEAR, 1994, did any person in this household receive government assistance to help pay heating and cooling costs?**
- Yes
 - No

PERSON 2. (Print name below)

Last name

First name

MI

1. What is this person's sex?

Mark ONE box.

- Male
 Female

2. What is this person's date of birth and what is this person's age?

(Print numbers in boxes)

Month Day Year of birth

Age on March 4, 1995

3. How is this person related to Person 1?

If a RELATIVE of person 1:

- Husband/wife
 Natural-born son/daughter
 Adopted son/daughter
 Stepson/stepdaughter – (including step/adopted)
 Brother/sister
 Father/mother
 Grandchild
 Other relative

If NOT RELATED to person 1:

- Roomer, boarder
 Housemate, roommate
 Unmarried partner
 Foster child
 Other nonrelative

4. What is this person's marital status?

- Now married
 Widowed
 Divorced
 Separated
 Never married

5. Is this person a CITIZEN of the United States?

- Yes, born in the United States – Skip to 7
 Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
 Yes, born outside the U.S. and one or both parents are U.S. citizens
 Yes, became a U.S. citizen by naturalization
 No, not a citizen of the United States

6. When did this person come to live in the United States?

- 1990 to 1995
 1987 to 1989
 1985 or 1986
 1982 to 1984
 1980 or 1981
 1975 to 1979
 1970 to 1974
 1965 to 1969
 1960 to 1964
 Before 1960

7. At any time since February 1, 1995, has this person attended a regular school or college? Include only nursery or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.

- No, has not attended school since February 1 – Skip to 9a
 Yes, public school
 Yes, private school

8. Which grade or level of school was this person most recently attending?

- Nursery school, preschool
 Kindergarten
 Grade 1 Grade 7
 Grade 2 Grade 8
 Grade 3 Grade 9
 Grade 4 Grade 10
 Grade 5 Grade 11
 Grade 6 Grade 12
 College – freshman (1st) year
 College – sophomore (2nd) year
 College – junior (3rd) year
 College – senior (4th) year
 Graduate or professional school (For example, law school or medical school)

9a. What is the highest degree or grade of school this person has COMPLETED?

Mark a box only if the person has FINISHED that grade or level.

- No schooling completed
 Nursery school, preschool
 Kindergarten
 1st, 2nd, 3rd, or 4th grade
 5th, 6th, 7th, or 8th grade
 9th grade
 10th grade
 11th grade
 12th grade, NO DIPLOMA
 High school graduate – high school diploma or the equivalent
 Some college credits, but less than 1 year
 1 year or more of college, no degree
 Associate degree – occupational program
 Associate degree – academic program
 Bachelor's degree (For example: BA, AB, BS) – Skip to 10a
 Master's degree (For example: MA, MS, MEng, MEd, MSW, MBA) – Skip to 10a
 Professional school degree (For example: MD, DDS, DVM, LLB, JD) – Skip to 10a
 Doctorate degree (For example: PhD, EdD) – Skip to 10a

b. Has this person received a vocational, technical, or business certificate or diploma?

- Yes
 No

PERSON 2 AND YOUR HOUSING CONTINUED

10a. Did this person live in this house or apartment 5 years ago?

Mark ONE box.

- (This person is less than 5 years old) - Skip to 11
- Yes - Skip to 11
- No

b. Where did this person live 5 years ago?

(1) Name of U.S. State or foreign country

If outside U.S., print answer above and skip to 11.

(2) Name of county in the U.S.

(3) Name of city or town in the U.S.

(4) Did this person live inside the city or town limits?

- Yes
- No, lived outside the city/town limits

(5) ZIP code

11. (FOR CHILDREN UNDER 6 YEARS OLD ONLY - If 6 or older skip to 12a)

Does this child have a physical or mental condition that makes it difficult for him or her to do things appropriate for his or her age?

- Yes
- No } Skip to 25

12a. How much difficulty does this person have seeing the words and letters in an ordinary newspaper, even wearing his or her glasses or contact lenses?

- No difficulty
- Some difficulty
- Cannot see the words or letters in a newspaper

b. How much difficulty does this person have hearing what is said in a normal conversation? Mark the box for this person's ability to hear WITHOUT a hearing aid.

- No difficulty
- Some difficulty
- Cannot hear normal conversations

c. How much difficulty does this person have walking a quarter of a mile?

- No difficulty
- Some difficulty
- Cannot walk a quarter of a mile

12d. Does this person have a condition that has lasted 6 months or longer and which makes it difficult for him or her to do regular schoolwork?

- Yes
- No
- NOT OF SCHOOL AGE

13. (FOR PERSONS 15 YEARS OLD OR OVER - if under 15 skip to 25)

How much difficulty does this person have going outside the home alone, for example to shop or visit a doctor's office?

- No difficulty
- Some difficulty
- Cannot go outside the home alone

14. Does this person have a physical or mental condition that has lasted 6 months or longer and which prevents him or her from working at a job or business?

- Yes
- No

15a. Has this person ever served on ACTIVE DUTY in the U.S. Armed Forces, military Reserves, or National Guard? Active duty does NOT include training for the Reserves or National Guard, but DOES include activation during Operation Desert Shield/Storm. Active duty also includes service in the merchant marines during World War II.

- Yes, has served on active duty
- No active duty service - Skip to 18a

b. When did this person serve on ACTIVE DUTY in the U.S. Armed Forces? Mark a box for each period in which this person served.

- Currently serving
- August 1990 or later (including Persian Gulf War)
- September 1980 to July 1990
- May 1975 to August 1980
- Vietnam era (August 1964 - April 1975)
- February 1955 - July 1964
- Korean conflict (June 1950 - January 1955)
- World War II (September 1940 - July 1947)
- World War I (April 1917 - November 1918)
- Some other time

c. In total, how much time has this person served on ACTIVE DUTY in the U.S. Armed Forces?

 Years and Months

16a. LAST WEEK did this person work at any time?

- Yes - Mark this box if this person worked full time or part time. (Count part-time work such as delivering papers, or helping without pay in a family business or farm. Also count active duty in the Armed Forces.)
- No - Mark this box if this person did not work, or only did school work, volunteer work, or his or her own housework. Skip to 17a

b. LAST WEEK, how many hours did this person ACTUALLY work (at all jobs)? Subtract any time off; add overtime or extra hours worked.

 Hours worked LAST WEEK - Skip to 19a

17a. LAST WEEK, was this person TEMPORARILY absent from a job or business or on layoff from a job?

- Yes, on layoff
- Yes, temporarily absent (on vacation, temporary illness, labor dispute, etc.) - Skip to 17c
- No - Skip to 17c

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

- Yes - Skip to 17d
- No

c. Has this person been doing anything to find work during the last 4 weeks?

- Yes
- No - Skip to 18

d. Last week, could this person have started a job, if offered one, or returned to work, if recalled?

- No, waiting for a new job to begin
- No, own temporary illness
- No, other reasons (in school, etc.)
- Yes, could have gone to work

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

- 1990 to 1995 - Go to 19a
- Before 1990
- Never worked } Skip to 22

PERSON 2 Continued

19a. LAST YEAR, 1994, did this person work at a job or business at any time? Mark ONE box.

- Yes - Skip to 20
- No

b. LAST YEAR, 1994, did this person do any temporary, part-time, or seasonal work, or any farmwork, even for a few days?

- Yes
- No - Skip to 22

20. LAST YEAR, 1994, in how many weeks did this person work even for a few hours? (Include paid vacation, paid sick leave, and military service in the total.)

Weeks worked (including paid vacation, paid sick leave, and military service)

21. During the weeks WORKED in 1994, how many hours did this person usually work each WEEK?

Usual hours worked each WEEK

22. Is this person covered by a company (or union) pension or retirement plan that will BEGIN to pay benefits sometime IN THE FUTURE? Exclude pension/retirement plans that are producing income now.

- Yes
- No

23a. During 1994, did this person provide any money for the support of his/her children who lived with another parent or guardian? Include payments made directly to the other parent or guardian, as well as payments made to the court, AFDC, or other agency. Also include amounts withheld from this person's paycheck for the purpose of supporting his/her children.

- Yes
- No - Skip to 24a

b. What were this person's total payments for child support in 1994?

\$.00
1994 amount - Dollars

24a. During 1994, did this person provide any alimony to a former spouse?

- Yes
- No - Skip to 25

b. What were this person's total payments for alimony in 1994?

\$.00
1994 amount - Dollars

25. Is this person CURRENTLY covered by any type of health insurance plan, either private or government, including Medicare or Medicaid?

- Yes
- No - Skip to 29

26. Is this person CURRENTLY covered by a health insurance plan provided through a current or former employer?

- Yes, through his or her OWN current or former EMPLOYER
- Yes, through a SPOUSE'S or PARENT'S current or former EMPLOYER
- No

27. Is this person CURRENTLY covered by MEDICARE, the government medical plan for persons 65 and over and persons with disabilities?

- Yes
- No

28. Is this person CURRENTLY covered by MEDICAID, the government medical plan for persons with low incomes?

- Yes
- No

29. At any time LAST YEAR, 1994, was this person covered by any type of health insurance plan, either private or government, including Medicare or Medicaid?

- Yes
- No - Skip to page 10

30. At any time LAST YEAR, 1994, was this person covered by a health insurance plan provided through a current or former employer?

- Yes, through his or her OWN current or former EMPLOYER
- Yes, through a SPOUSE'S or PARENT'S current or former EMPLOYER
- No

31. At any time LAST YEAR, 1994, was this person covered by MEDICARE, the government medical plan for persons 65 and over and persons with disabilities?

- Yes
- No

32. At any time LAST YEAR, 1994, was this person covered by MEDICAID, the government medical plan for persons with low incomes?

- Yes
- No

33. Was this person covered by health insurance (or Medicare or Medicaid) for ALL of LAST YEAR, 1994, or was there some time during 1994 when he or she was NOT covered by any private or government health plan?

- Covered for ALL of 1994
- Had some time WITHOUT coverage in 1994

**THANK YOU VERY
MUCH FOR YOUR
HELP WITH THE
1995 CENSUS TEST.**

THE 1995 CENSUS TEST
MARCH 4, 1995

1a
Q1. Please list the names of all persons who were living here permanently or staying here temporarily on Saturday, March 4, 1995.

Last name First Name

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____

1b
Q2. Does this person have any other residence?

Does this person live and sleep here most of the time?

- Yes No
- Yes No
- Yes No
- Yes No
- Yes No
- Yes No
- Yes No
- Yes No
- Yes No
- Yes No
- Yes No
- Yes No

2b
Q3. In addition to the list above, is there anyone else who stays here, for example, someone who stays on and off during the year, a roomer or boarder, or someone staying temporarily who has no other place to live?

Last name First Name

- Yes ---> _____
- _____
- _____
- No

THE 1995 CENSUS TEST
MARCH 4, 1995

This is the bare bones form ATTACHMENT C

were living
STEP 1 How many people ~~live~~ *live* at this address? Include persons living here *on Saturday* as of March 4, 1995, and people living here temporarily. Don't include persons away in college or in the Armed Forces.

number of persons

or were staying here temporarily.

STEP 2 Now answer the questions that start below for each person, starting with the person in whose name this house or apartment is owned or rented.

PERSON 1 (Print name below)

Last Name First name MI

Q1. What is this person's sex?

- Male
- Female

Q2. What is this person's date of birth and what is this person's age?
(Print numbers below)

Month Day Year of Birth Age

Q3. Note: It is important to answer both questions 4 and 5.

Q4. ETC., etc.,.....

New Questions

Q7. Does this person have another residence?

- No → skip to Q9. *where they stay more than half the time?*
- Yes
- No

Q8. How much time did this person stay at the other residence during the past year?

- Less than half the time
- About half the time
- More than half the time

Q9. Note: If Person 1 lives alone, see page 6 for mailing instructions, otherwise go to Person 2

a ♀ to be defined screener WHITE-ish ♀.

THE 1995 CENSUS TEST MARCH 4, 1995

STEP 1 List the names of all persons living permanently or staying temporarily at this address. (List each person only once).

following the instructions below

Start with the

Persons in whose name this house or apartment is owned or rented.

Last name

First name

M.I.

Now list the

Family members living here permanently.

List any

Non-Relatives who live here permanently, such as:
roommates, boarders, and foster children.

Also list any

Persons who live here but were away temporarily on [Ref. Date]

List any

Persons staying here temporarily on [date] who have no place of their own.

List any

Persons who stay here more than they stay at any other place

List any

Persons living away at college or in the Armed Forces

DO NOT ANSWER CENSUS QUESTIONS FOR THESE PEOPLE --

THEY WILL BE COUNTED AT THE OTHER PLACE.

Proposed Revision to the Health Insurance Series

24a. Is this person CURRENTLY covered by any type of health insurance plan? Include any private or government health insurance plan. Also include Medicare and Medicaid.

- Yes
- No -- Skip to 25a

24b. Which type of health insurance plan is this person CURRENTLY covered by? (MARK ALL THAT APPLY.)

- A plan provided through his or her current or former employer
- A plan provided through a spouse or parent's current or former employer
- Medicare, the government medical plan for person 65 and over and persons with disabilities
- Medicaid, the government medical plan for persons with low incomes
- Health insurance plan from some other source, either private or government

25a. For how much of LAST YEAR, 1994, was this person covered by any type of health insurance plan? Include any private or government health insurance plan. Also include Medicare and Medicaid.

- All of 1994
- Some of 1994
- None of 1994 - skip to 33

25b. Which type of health insurance plan was this person covered by LAST YEAR, 1994? (MARK ALL THAT APPLY.)

- A plan provided through his or her current or former employer
- A plan provided through a spouse or parent's current or former employer
- Medicare, the government medical plan for person 65 and over and persons with disabilities
- Medicaid, the government medical plan for persons with low incomes
- Health insurance plan from some other source, either private or government

THE 1995 CENSUS TEST

March 4, 1995

To members of the households in the 1995 Census Test:

Every 10 years the Census Bureau has the job of counting every person in the United States. We are sending you the 1995 Census Test questionnaire in order to develop the best procedures possible for doing an accurate count.

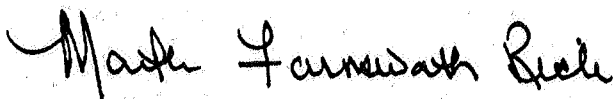
Census counts are used to draw up congressional districts and to decide how much money each area will receive from the Federal Government for programs and services. Census counts are needed to make plans for schools, employment services, roads, health care, senior citizens programs, and many other services in each community. Your cooperation is important to make Census counts as accurate as possible.

A Federal law requires that all Census Bureau workers and I keep your replies to this survey confidential. The law (title 13, United States Code) that protects your information also requires that you answer this survey. No other government agency or court system can see your answers. We will combine your replies with those from other persons to form statistical totals.

Answering these questions should take about 40 minutes of your time. If you need help or have questions about how to complete your form, call 1-800-321-1995 between 8:00 a.m. and 9:00 p.m. 7 days a week (the telephone call is free).

Thank you for taking part in this effort to improve the census. Please return this form in the postage-paid envelope provided — preferably on March 4, 1995, or as soon after that date as possible.

Sincerely,



Martha Farnsworth Riche
Director
Bureau of the Census

¿NECESITA AYUDA? Si usted habla español y necesita ayuda para completar su cuestionario o si requiere un cuestionario en español, llame sin cargo alguno al 1-800-321-1995 entre las 8:00 a.m. y las 9:00 p.m. 7 días a la semana (la llamada telefónica es gratis).



TDD – Telephone device for the hearing impaired, call 1-800-523-3205 between 8:00 a.m. and 9:00 p.m. 7 days a week (the telephone call is free).

U.S. Department of Commerce
BUREAU OF THE CENSUS

Step 1. Please list the names of all persons who were living here permanently or were staying here temporarily on Saturday, March 4, 1995,

BE SURE TO INCLUDE anyone who is:

- a housemate, roommate, foster child, roomer, boarder, or live-in employee
- temporarily away on a business trip, on vacation, or in a general hospital on March 4, 1995
- staying here on March 4, 1995 and has no permanent place to stay
- staying here most of the week while working, even if he/she has a residence somewhere else

Certain persons will be counted at other places, so DO NOT INCLUDE anyone who is:

- away at college
- in a correctional facility, nursing home, mental hospital, hospice, or ward for the chronically ill on March 4, 1995
- in the Armed Forces and living somewhere else
- staying at another residence most of the week while working

For example:

JOHNSON	ROBIN	J
---------	-------	---

Start with the person, or one of the persons, in whose name this house or apartment is owned, being bought, or rented. If there is no such person, start with any adult living or staying here. *✓*

	Last Name	First Name	MI
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Step 2. It is important in a census that everyone be counted once. Please help this census be accurate by rechecking your list above before continuing. Does it include all housemates, roommates, live-in employees, roomers, boarders, foster children, and others without a place of their own who were living at this address on March 4, 1995?

- Yes *(if no) →*
- No *✓ Please add their name(s) to the list above.*

Step 3. Does your list include any persons who were away at college or in the Armed Forces and living somewhere else on March 4, 1995?

- Yes ^{(If yes) →} Please line through their name(s) on the list in Step 1. They will be counted at the other place.
- No

Step 4. Do any of the persons on your list live ^{at some other residence most of the time?} meet of the time at a residence other than the ~~place where this form was received?~~ ^{is}

- Yes, everyone } Please line through their name(s) on the list in Step 1.
 Yes, some } They will be counted at the other residence.
 No

Step 5. Now please answer the questions that start below for each person on your final list.
 (If no persons remain on your list, see back page for mailing instructions.)

(Please start here with the person you listed in box 1 on the opposite page.)

QUESTIONS ABOUT PERSON 1 AND YOUR HOUSING. (Print name below)

1. What is this person's name?

Last name First name MI

1. What is this person's sex?

- Mark ONE box.
- Male
 Female

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

Month Day Year of birth

Age on March 4, 1995

3. What is this person's marital status?

- Now married
 Widowed
 Divorced
 Separated
 Never married

4. Is this person a CITIZEN of the United States?

- Yes, born in the United States - Skip to 6
- Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- Yes, born outside the U.S. and one or both parents are U.S. citizens
- Yes, became a U.S. citizen by naturalization
- No, not a citizen of the United States

5. When did this person come to live in the United States?

- 1990 to 1995
 1987 to 1989
 1985 or 1986
 1982 to 1984
 1980 or 1981
 1975 to 1979
 1970 to 1974
 1965 to 1969
 1960 to 1964
 Before 1960

new question following 7:
 Is that a public or private school?
 Public school - operated by city, county, state, or federal government
 Private or parochial school - operated by private organization or religious group

6. At any time since February 1, 1995, has this person attended a regular school or college? Include only nursery or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.

- No, ~~has not attended school since February 1 - Skip to 8a~~
- Yes, ~~attended school~~

7. Which grade or level of school was this person most recently attending?

- Nursery school, preschool
 Kindergarten
 Grade 1
 Grade 2
 Grade 3
 Grade 4
 Grade 5
 Grade 6
 Grade 7
 Grade 8
 Grade 9
 Grade 10
 Grade 11
 Grade 12
 College - freshman (1st) year
 College - sophomore (2nd) year
 College - junior (3rd) year
 College - senior (4th) year
 Graduate or professional school (For example, law school or medical school)

QUESTIONS ABOUT PERSON 1 AND YOUR HOUSING CONTINUED

8a. What is the highest degree or grade of school this person has COMPLETED?

Mark a box only if the person has FINISHED that grade or level, otherwise mark "None"

- None - No schooling completed
- Nursery school, preschool
- Kindergarten
- 1st, 2nd, 3rd, or 4th grade
- 5th, 6th, 7th, or 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade, NO DIPLOMA
- High school graduate - high school diploma or the equivalent
- Some college credits, but less than 1 year
- 1 year or more of college, no degree
- Associate degree - occupational program
- Associate degree - academic program
- Bachelor's degree (For example: BA, BS) - Skip to 9a
- Master's degree (For example: MA, MS, MEd, MEdS, MEdA, MSW, MBA) - Skip to 9a
- Professional school degree (For example: MD, DDS, DVM, LLB, JD) - Skip to 9a
- Doctorate degree (For example: PhD, EdD) - Skip to 9a

b. Has this person received a vocational, technical, or business certificate or diploma?

- Yes *a technical, business, or vocational diploma or certificate?*
- No

9a. Did this person live in this house or apartment 5 years ago?

- (This person is less than 5 years old) - Skip to 10
- Yes - Skip to 10
- No

b. Where did this person live 5 years ago?

- (1) Name of U.S. State or foreign country

If outside U.S., print answer above and skip to 10.
- (2) Name of county in the U.S.
- (3) Name of city or town in the U.S.
- (4) Did this person live inside the city or town limits?
 Yes
 No, lived outside the city/town limits
- (5) ZIP code

10. (FOR CHILDREN UNDER 6 YEARS OLD ONLY - If 6 or older skip to 11a)

Does this person have a physical or mental condition that makes it difficult for him or her to do things appropriate for his or her age?

- Yes - Skip to 24
- No - Skip to 24

11a. How much difficulty does this person have seeing the words and letters in an ordinary newspaper, even wearing his or her glasses or contact lenses?

- No difficulty
- Some difficulty
- Cannot see the words or letters in a newspaper

b. How much difficulty does this person have hearing what is said in a normal conversation? Mark the box for this person's ability to hear WITHOUT a hearing aid.

- No difficulty
- Some difficulty
- Cannot hear normal conversations

c. How much difficulty does this person have walking a quarter of a mile?

- No difficulty
- Some difficulty
- Cannot walk a quarter of a mile

d. Does this person have a condition that has lasted 6 months or longer and which makes it difficult for him or her to do regular schoolwork?

- Yes
- No
- NOT OF SCHOOL AGE (older than 25)

12. (FOR PERSONS 15 YEARS OLD OR OVER - If 14 or less skip to 24)

How much difficulty does this person have going outside the home alone, for example to shop or visit a doctor's office?

- No difficulty
- Some difficulty
- Cannot go outside the home alone

13. Does this person have a physical or mental condition that has lasted 6 months or longer and which prevents him or her from working at a job or business?

- Yes - skip to 17
- No

14a. Has this person ever served on ACTIVE DUTY in the U.S. Armed Forces, military Reserves, or National Guard? Active duty does NOT include training for the Reserves or National Guard, but DOES include activation during Operation Desert Shield/Storm. Active duty also includes service in the merchant marines during World War II.

- Yes, has served on active duty
- No active duty service - Skip to 15a

b. When did this person serve on ACTIVE DUTY in the U.S. Armed Forces? Mark a box for each period in which this person served.

- Currently serving
- August 1990 or later (including Persian Gulf War)
- September 1980 to July 1990
- May 1975 to August 1980
- Vietnam era (August 1964 - April 1975)
- February 1955 - July 1964
- Korean conflict (June 1950 - January 1955)
- World War II (September 1940 - July 1947)
- World War I (April 1917 - November 1918)
- Some other time

c. In total, how much time has this person served on ACTIVE DUTY in the U.S. Armed Forces?

Years and Months

15a. LAST WEEK did this person work at any time? for pay?

- Yes - Mark this box if this person worked full time or part time. (Count part-time work such as delivering papers, or helping without pay in a family business or farm. Also count active duty in the Armed Forces.)
- No - Mark this box if this person did not work, or only did school work, volunteer work, or his or her own housework. Skip to 18a

b. LAST WEEK, how many hours did this person ACTUALLY work (at all jobs)? Subtract any time off; add overtime or extra hours worked.

Hours worked LAST WEEK - Skip to 18a

Hours worked lastwk -> [] skip to 18a

Mark "Yes" even if the person worked only 1 hour. Also, mark "yes" if the person is on active duty in the Armed Forces.

QUESTIONS ABOUT PERSON 1 AND YOUR HOUSING CONTINUED

For persons who did not work last week —
Others skip to 18a

16a. LAST WEEK, was this person TEMPORARILY absent from a job or business or on layoff from a job?

Mark ONE box.

- Yes, on layoff
- Yes, temporarily absent (on vacation, temporary illness, labor dispute, etc.) — Skip to 16c
- No — Skip to 16c

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

- Yes — Skip to 16d
- No

c. Has this person been doing anything to find work during the last 4 weeks?

- Yes
- No — Skip to 17

d. Last week, could this person have started a job, if offered one, or returned to work, if recalled?

- No, waiting for a new job to begin
- No, own temporary illness
- No, other reasons (in school, etc.)
- Yes, could have gone to work

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

- 1990 to 1995 *skip to 21*
- Before 1990 *skip to 21*
- Never worked *skip to 21*

18a. LAST YEAR, 1994, did this person work at a job or business at any time?

- Yes — Skip to 19
- No

b. LAST YEAR, 1994, did this person do any temporary, part-time, or seasonal work, or any farmwork, even for a few days?

- Yes
- No — Skip to 21

19. LAST YEAR, 1994, in how many weeks did this person work even for a few hours? (Include paid vacation, paid sick leave, and military service in the total.)

Weeks worked (including paid vacation, paid sick leave, and military service)

20. During the weeks WORKED in 1994, how many hours did this person usually work each WEEK?

Usual hours worked each WEEK *retirement*

21. Is this person covered by a company (or union) pension or retirement plan that will BEGIN to pay ~~income~~ income sometime IN THE FUTURE? Exclude pension/retirement plans that are paying ~~income~~ income now.

- Yes
- No

22a. During 1994, did this person provide any money ~~to~~ support his/her children who lived with another parent or guardian? Include payments made directly to the other parent or guardian, ~~to~~ payments made to the court, ~~to~~ agency. Also include amounts withheld from this person's paycheck ~~for the support of~~ to support his/her children.

- Yes
- No — Skip to 23a

b. What were this person's total payments for child support in 1994?

\$.00
1994 amount — Dollars

23a. During 1994, did this person provide any alimony to a former spouse?

- Yes
- No — Skip to 24

b. What were this person's total payments for alimony in 1994?

\$.00
1994 amount — Dollars

24. Is this person CURRENTLY covered by any type of health insurance plan, either private or government, including Medicare or Medicaid?

- Yes
- No — Skip to 28

25. Is this person CURRENTLY covered by a health insurance plan provided through a current or former employer?

- Yes, through his or her OWN current or former EMPLOYER
- Yes, through a SPOUSE'S or PARENT'S current or former EMPLOYER
- No

26. Is this person CURRENTLY covered by MEDICARE, the government medical plan for persons 65 and over and persons with disabilities?

- Yes
- No

27. Is this person CURRENTLY covered by MEDICAID, the government medical plan for persons with low incomes?

- Yes
- No

28. At any time LAST YEAR, 1994, was this person covered by any type of health insurance plan, either private or government, including Medicare or Medicaid?

- Yes
- No — Skip to 33

29. At any time LAST YEAR, 1994, was this person covered by a health insurance plan provided through a current or former employer?

- Yes, through his or her OWN current or former EMPLOYER
- Yes, through a SPOUSE'S or PARENT'S current or former EMPLOYER
- No

30. At any time LAST YEAR, 1994, was this person covered by MEDICARE, the government medical plan for persons 65 and over and persons with disabilities?

- Yes
- No

31. At any time LAST YEAR, 1994, was this person covered by MEDICAID, the government medical plan for persons with low incomes?

- Yes
- No

32. Was this person covered by health insurance (or Medicare or Medicaid) for ALL of LAST YEAR, 1994, or was there some time during 1994 when he or she was NOT covered by any private or government health plan?

- Covered for ALL of 1994
- Had some time WITHOUT coverage in 1994

[SEE ATTACHMENT E FOR REVISED

QUESTIONS ABOUT PERSON 1 AND YOUR HOUSING CONTINUED

Questions 33 to 44 concern the housing in which you now live.

33. Is this house or apartment - Mark ONE box.

- Owned by you or someone in this household with a mortgage or loan?
- Owned by you or someone in this household free and clear (without a mortgage)? Skip to 38
- Rented ~~rent~~ - Skip to 38
- Occupied without payment of ~~rent~~ rent? - Skip to 38

~~34. Do you have a mortgage, deed of trust, contract to purchase, or similar debt on THIS property?~~

- Yes, mortgage, deed of trust, contract to purchase, or similar debt
- No - Skip to 38

35. Do you have a second ~~or junior~~ mortgage or a home equity loan on THIS property?

- Yes, a second ~~or junior~~ mortgage - Skip to 38
- Yes, a home equity loan - Skip to 38
- Yes, both a second ~~or junior~~ mortgage and a home equity loan - Skip to 38
- No - Skip to 38

36. Is this apartment or house in a public housing project; that is, is it part of a government housing project for persons with low incomes?

- Yes - skip to 38
- No

37. Are you paying a reduced rent because you are in a government rental assistance program?

- Yes
- No

38. Which best describes this building? Include all apartments, flats, etc., even if vacant.

- Manufactured (mobile) home
- A one-family house detached from any other house
- A one-family house attached to one or more houses
- A building with 2 apartments
- A building with 3 or 4 apartments
- A building with 5 to 9 apartments
- A building with 10 to 19 apartments
- A building with 20 to 49 apartments
- A building with 50 or more apartments
- Other

39. (FOR OWNER-OCCUPANTS OF MANUFACTURED/MOBILE HOMES - Others skip to 41) Do you have an installment loan or contract on THIS mobile home?

- Yes
- No

40. What was the total cost for installment loan payments, personal property taxes, site rent, registration fees, and license fees on THIS mobile home and its site last year? Exclude real estate taxes.

\$.00

1994 amount - Dollars

41. Is this ~~house or apartment~~ ^{house or apartment} part of an extended life care housing center?

- Yes
 - No
- for older people that offers?*

42. Is there telephone service in this house or apartment?

- Yes
- No

43. What are the yearly costs of water and sewer for this house or apartment?

\$.00

Yearly cost - Dollars

OR

- Included in rent or condominium fee
- No charge

44. What is the monthly condominium fee?

- Not a condominium

\$.00

Monthly fee - Dollars

45a. During LAST YEAR, 1994, did any person in this household receive food stamps?

- Yes
- No - Skip to 46

b. What was the total value of the food stamps received by persons in this household in 1994?

- Less than \$500
- \$ 500 - \$1000
- \$1000 - \$1500
- \$1500 - \$2000
- \$2000 - \$2500
- \$2500 - \$3000
- \$3000 - \$3500
- \$3500 - \$4000
- \$4000 - \$4500
- \$4500 - \$5000
- \$5000 - \$5500
- \$5500 - \$6000
- \$6000 - \$6500
- \$6500 - \$7000
- \$7000 - \$7500
- More than \$7500

46. During LAST YEAR, 1994, did any child in this household receive free or reduced-price meals at school through the Federal School Lunch Program or the Federal School Breakfast Program?

- Yes
- No

47. During LAST YEAR, 1994, did any person in this household receive government assistance to help pay heating and cooling costs?

- Yes
- No

PERSON 2. (Print name below) *0*

What is this person's name

Last name

First name

MI

1. What is this person's sex?

Mark ONE box.

- Male
- Female

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

Month Day Year of birth

Age on March 4, 1995

3. How is this person related to Person 1?

If a **RELATIVE** of person 1:

- Husband/wife
- Natural-born son/daughter
- Adopted son/daughter
- Stepson/stepdaughter - (including step/adopted)
- Brother/sister
- Father/mother
- Grandchild
- Other relative *Z*

If **NOT RELATED** to person 1:

- Roomer, boarder
- Housemate, roommate
- Unmarried partner
- Foster child
- Other nonrelative

4. What is this person's marital status?

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

5. Is this person a CITIZEN of the United States?

- Yes, born in the United States - *Skip to 7*
- Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- Yes, born outside the U.S. and one or both parents are U.S. citizens
- Yes, became a U.S. citizen by naturalization
- No, not a citizen of the United States

6. When did this person come to live in the United States?

- 1990 to 1995
- 1987 to 1989
- 1985 or 1986
- 1982 to 1984
- 1980 or 1981
- 1975 to 1979
- 1970 to 1974
- 1965 to 1969
- 1960 to 1964
- Before 1960

7. At any time since February 1, 1995, has this person attended a regular school or college? Include only nursery or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.

- No, has not attended school since February 1 - *Skip to 9a*
- Yes, public school
- Yes, private school

Yes

No - *Skip to 9a*

Is that a public or private school?

- Public school - operated by city, county, state or federal government
- Private or parochial school - operated by private organization or religious group.

8. Which grade or level of school was this person most recently attending?

- Nursery school, preschool
- Kindergarten
- Grade 1 Grade 7
- Grade 2 Grade 8
- Grade 3 Grade 9
- Grade 4 Grade 10
- Grade 5 Grade 11
- Grade 6 Grade 12
- College - freshman (1st) year
- College - sophomore (2nd) year
- College - junior (3rd) year
- College - senior (4th) year
- Graduate or professional school (For example, law school or medical school)

9a. What is the highest degree or grade of school this person has COMPLETED?

Mark a box only if the person has FINISHED that grade or level, otherwise mark "None"

- NONE* - No schooling completed *"None"*
- Nursery school, preschool
- Kindergarten
- 1st, 2nd, 3rd, or 4th grade
- 5th, 6th, 7th, or 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade, NO DIPLOMA
- High school graduate - high school diploma or the equivalent
- Some college credits, but less than 1 year
- 1 year or more of college, no degree
- Associate degree - occupational program
- Associate degree - academic program
- Bachelor's degree (For example: BA, ~~BS~~, BS) - *Skip to 10a*
- Master's degree (For example: MA, MS, ~~MA~~, ~~MS~~, MSW, MBA) - *Skip to 10a*
- Professional school degree (For example: MD, DDS, DVM, LLB, JD) - *Skip to 10a*
- Doctorate degree (For example: PhD, EdD) - *Skip to 10a*

b. Has this person received a vocational, technical, or business certificate, or diploma?

- Yes or vocational diploma or
- No

PERSON 2 HOUSING CONTINUED

10a. Did this person live in this house or apartment 5 years ago?

- Mark ONE box.
- This person ^{was not born} ~~was~~ less than 5 years ago - Skip to 11
 - Yes - Skip to 11
 - No

b. Where did this person live 5 years ago?

(1) Name of U.S. State or foreign country

If outside U.S., print answer above and skip to 11.

(2) Name of county in the U.S.

(3) Name of city or town in the U.S.

(4) Did this person live inside the city or town limits?

- Yes
- No, lived outside the city/town limits

(5) ZIP code

11. (FOR CHILDREN UNDER 6 YEARS OLD ONLY - If 6 or older skip to 12a)

Does this child have a physical or mental condition that makes it difficult for him or her to do things appropriate for his or her age? Include

- Yes - skip to 25
- No - skip to 25

conditions whether or not they have been diagnosed by a doctor.

12a. How much difficulty does this person have seeing the words and letters in an ordinary newspaper, even wearing his or her glasses or contact lenses?

- No difficulty
- Some difficulty
- Cannot see the words or letters in a newspaper

b. How much difficulty does this person have hearing what is said in a normal conversation? Mark the box for this person's ability to hear WITHOUT a hearing aid.

- No difficulty
- Some difficulty
- Cannot hear normal conversations

c. How much difficulty does this person have walking a quarter of a mile?

- No difficulty
- Some difficulty
- Cannot walk a quarter of a mile

12d. Does this person have a condition that has lasted 6 months or longer and which makes it difficult for him or her to do regular schoolwork?

- Yes
- No
- NOT OF SCHOOL AGE (older than 25)

13. (FOR PERSONS 15 YEARS OLD OR OVER - ~~under 15~~ skip to 25)
How much difficulty does this person have going outside the home alone, for example to shop or visit a doctor's office?

- No difficulty
- Some difficulty
- Cannot go outside the home alone

14. Does this person have a physical or mental condition that has lasted 6 months or longer and which prevents him or her from working at a job or business?

- Yes - skip to 18
- No

15a. Has this person ever served on ACTIVE DUTY in the U.S. Armed Forces, military Reserves, or National Guard? Active duty does NOT include training for the Reserves or National Guard, but DOES include activation during Operation Desert Shield/Storm. Active duty also includes service in the merchant marines during World War II.

- Yes, has served on active duty
- No active duty service - Skip to 16a

b. When did this person serve on ACTIVE DUTY in the U.S. Armed Forces? Mark a box for each period in which this person served.

- Currently serving
- August 1990 or later (including Persian Gulf War)
- September 1980 to July 1990
- May 1975 to August 1980
- Vietnam era (August 1964 - April 1975)
- February 1955 - July 1964
- Korean conflict (June 1950 - January 1955)
- World War II (September 1940 - July 1947)
- World War I (April 1917 - November 1918)
- Some other time

c. In total, how much time has this person served on ACTIVE DUTY in the U.S. Armed Forces?

Years and Months

16a. LAST WEEK, did this person do ANY work for pay? Mark "yes" even if the person worked only 1 hour. Also, mark "yes" if the person is on active duty in the Armed Forces.

- Yes
- No - skip to 17a
- No - Mark this box if this person did not work, or only did school work, volunteer work, or his or her own housework. Skip to 17a

b. LAST WEEK, how many hours did this person ACTUALLY work (at all jobs)? Subtract any time off; add overtime or extra hours worked.

Hours worked LAST WEEK - Skip to 19a

FOR PERSONS WHO DID NOT WORK LAST WEEK - OTHERS skip to 19a

17a. LAST WEEK, was this person TEMPORARILY absent from a job or business or on layoff from a job?

- Yes, on layoff
- Yes, temporarily absent (on vacation, temporary illness, labor dispute, etc.) - Skip to 17c
- No - Skip to 17c

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

- Yes - Skip to 17d
- No

c. Has this person been doing anything to find work during the last 4 weeks?

- Yes
- No - Skip to 18

d. Last week, could this person have started a job, if offered one, or returned to work, if recalled?

- No, waiting for a new job to begin
- No, own temporary illness
- No, other reasons (in school, etc.)
- Yes, could have gone to work

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

- 1990 to 1995 - Go to 19a
- Before 1990
- Never worked } Skip to 22

19a. LAST YEAR, 1994, did this person work at a job or business at any time? Mark ONE box.

- Yes - Skip to 20
 No

b. LAST YEAR, 1994, did this person do any temporary, part-time, or seasonal work, or any farmwork, even for a few days?

- Yes
 No - Skip to 22

20. LAST YEAR, 1994, in how many weeks did this person work even for a few hours? (Include paid vacation, paid sick leave, and military service in the total.)

Weeks worked (including paid vacation, paid sick leave, and military service)

21. During the weeks WORKED in 1994, how many hours did this person usually work each WEEK?

Usual hours worked each WEEK

22. Is this person covered by a company (or union) pension or retirement plan that will BEGIN to pay benefits sometime IN THE FUTURE? Exclude pension/retirement plans that are paying producing income now.

- Yes
 No

23a. During 1994, did this person provide any money support for his/her children who lived with another parent or guardian? Include payments made directly to the other parent or guardian, or payments made to the court, or other agency. Also include amounts withheld from this person's paycheck to support his/her children.

- Yes
 No - Skip to 24a

b. What were this person's total payments for child support in 1994?

\$.00
1994 amount - Dollars

24a. During 1994, did this person provide any alimony to a former spouse?

- Yes
 No - Skip to 25

b. What were this person's total payments for alimony in 1994?

\$.00
1994 amount - Dollars

25. Is this person CURRENTLY covered by any type of health insurance plan, either private or government, including Medicare or Medicaid?

- Yes
 No - Skip to 29

26. Is this person CURRENTLY covered by a health insurance plan provided through a current or former employer?

- Yes, through his or her OWN current or former EMPLOYER
 Yes, through a SPOUSE'S or PARENT'S current or former EMPLOYER
 No

27. Is this person CURRENTLY covered by MEDICARE, the government medical plan for persons 65 and over and persons with disabilities?

- Yes
 No

28. Is this person CURRENTLY covered by MEDICAID, the government medical plan for persons with low incomes?

- Yes
 No

29. At any time LAST YEAR, 1994, was this person covered by any type of health insurance plan, either private or government, including Medicare or Medicaid?

- Yes
 No - Skip to page 10

30. At any time LAST YEAR, 1994, was this person covered by a health insurance plan provided through a current or former employer?

- Yes, through his or her OWN current or former EMPLOYER
 Yes, through a SPOUSE'S or PARENT'S current or former EMPLOYER
 No

31. At any time LAST YEAR, 1994, was this person covered by MEDICARE, the government medical plan for persons 65 and over and persons with disabilities?

- Yes
 No

32. At any time LAST YEAR, 1994, was this person covered by MEDICAID, the government medical plan for persons with low incomes?

- Yes
 No

33. Was this person covered by health insurance (or Medicare or Medicaid) for ALL of LAST YEAR, 1994, or was there some time during 1994 when he or she was NOT covered by any private or government health plan?

- Covered for ALL of 1994
 Had some time WITHOUT coverage in 1994

[SEE ATTACHMENT E FOR REVISED HEALTH INSURANCE SERIES