American Community Survey (ACS): Questions on the Form and Why We Ask

Name

1 **What is Person 1's name?**
Last Name *(Please print)*   First Name   MI

Source: ACS-1(2013)KFI

Why We Ask:

We ask for a respondent's name in case we need to contact someone to ask about incomplete or missing information on the form.

History:

The first name question was asked in the Census of 1850. A name question was included when the ACS was implemented nationwide in 2005.

Federal Uses:

The U.S. Census Bureau asks for individuals' names for two reasons. First, we have found over many years of research that it is easier for a respondent to keep track of which person they are responding for if the names are used. If a respondent is interrupted while completing the survey, it will be easier for them to resume reporting if they know which person they working on - particularly in larger households. The second reason is administrative. When the questionnaires are returned to our Jeffersonville, IN, processing center the envelopes are opened by machines. In some instances, the questionnaires are damaged. If we have the name and phone number of the person who completed the form, we can call back to replicate the missing information. By having the names, we can more easily refer to the specific information that was lost. Without the name and phone number, we would have to send someone to an address to replicate the information - which is more expensive than a phone call.

When we process ACS responses, individuals' names and other personal identifiers are deleted from the files used to tabulate ACS statistics. Additionally, we employ statistical methodologies to ensure that the statistics we release do not identify individuals or businesses. These methods include extensive review and analysis of all our data products, as well as disclosure avoidance methodologies (such as data suppression and modification) to screen out information that might identify a specific individual or business.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business, and many other uses. This series explains the current uses of each question.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States™
Census
Bureau

Relationship

2 How is this person related to Person 1? *Mark (X) ONE box.*

- ☐ Husband or wife
- ☐ Biological son or daughter
- ☐ Adopted son or daughter
- ☐ Stepson or stepdaughter
- ☐ Brother or sister
- ☐ Father or mother
- ☐ Grandchild
- ☐ Parent-in-law
- ☐ Son-in-law or daughter-in-law
- ☐ Other relative
- ☐ Roomer or boarder
- ☐ Housemate or roommate
- ☐ Unmarried partner
- ☐ Foster child
- ☐ Other nonrelative

Source: ACS-1(2013)KFI

Why We Ask:

We ask this question about a person's relationship to the householder to classify the population into families and other groups, which provides an essential look at the composition of American households.

History:

The first relationship question was asked in the Census of 1880. A relationship question was included when the ACS was implemented nationwide in 2005.

Federal Uses:

The U.S. Department of Health and Human Services uses this information to qualify families to receive Low Income Home Energy Assistance Program (LIHEAP) assistance. The U.S. Department of Education uses household relationship estimates to allocate funds based on the number of children ages 5 to 17 in families below the poverty level. Distribution of federal funding for nutrition and education programs is, in part, dependent on ACS relationship estimates.

State and County Uses:

Local health agencies use the ACS relationship information to plan and administer programs promoting the well-being of families and children. State and local governments incorporate ACS relationship statistics in emergency planning and determining allocation of resources, including funds for high need schools/districts with low-income families.

Private Sector Uses:

Private organizations can use ACS relationship estimates to advocate for community policies and overall development. Advocacy groups rely on these estimates to advance policies important to families in their local and regional areas. Researchers have used household relationship statistics to study the impact of poverty among children raised in single parent families.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business, and many other uses. This series explains the current uses of each question.

Attachment W

Sex

3 **What is Person 1's sex?** *Mark (X) ONE box.*
☐ Male   ☐ Female

Source: ACS-1(2013)KFI

Why We Ask:
We ask this question to evaluate the social and economic characteristics and needs of American men and women.

History:
The first sex question was asked in 1800. A sex question was included when the ACS was implemented nationwide in 2005.

Federal Uses:
The Equal Employment Opportunity Committee (EEOC) uses sex data to analyze and prevent cases of employment and wage discrimination. The U.S. Departments of Education and Health and Human Services are required by statue to use these statistics to fund, implement, and evaluate various social and welfare programs, such as the Special Supplemental Food Program for Women, Infants, and Children (WIC) or the Low Income Home Energy Assistance Program (LIHEAP).

State and County Uses:
Data about sex are used to allocate funds for food, healthcare, and childcare services. Local planners use this data to analyze the future needs for housing, education, employment, and transportation. State and local governments include sex estimates when analyzing demographic trends for their state and planning resources for areas.

Private Sector Uses:
Organizations use ACS information on sex for analysis of economic and health policies for specific demographic areas. Some advocacy groups use this information to promote pay equity and closing the wage-gap between men and women in the workforce. Policy groups use the ACS estimates to analyze the different ways policies may affect the population by sex.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, and many other uses. This series explains the current uses of each question.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States
Census
Bureau

Age

Source: ACS-1(2013)KFI

Why We Ask:

We ask questions regarding a person's age and date of birth so that federal, state, and local governments can understand population change over time. Age statistics are widely used in planning and evaluating government programs and policies that provide funds or services for children, working-age adults, women of childbearing age, or the older population.

History:

Questions about age have been asked since the Census of 1790. A question about age was first included when the ACS was implemented nationwide in 2005.

Federal Uses:

The U.S. Department of Education uses age statistics to allocate funds to states, communities, school districts, as well as award federal grants. The U.S. Department of Health and Human Services uses age information to develop plans for health care and other services for the elderly population. Under the Voting Rights Act, estimates of population of voting age are required for legislative redistricting. The U.S. Department of Veterans Affairs uses age to develop its mandated state projections on the need for hospitals, nursing homes, cemeteries, domiciliary services, and other benefits for veterans.

State and County Uses:

States and counties use these statistics to understand population changes, and the needs of a society over time. Understanding a population's age composition yields insights into our continuously evolving communities and highlights future social and economic challenges.

Private Sector Uses:

Age estimates are used to assist retailers in targeting a specific age group and catering to its unique needs. Businesses use these statistics to develop and analyze a community's workforce when planning new ventures. Groups use these statistics to understand and advocate for policies that benefit their members.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States
Census
Bureau

Hispanic Origin

5 **Is Person 1 of Hispanic, Latino, or Spanish origin?**

☐ **No,** not of Hispanic, Latino, or Spanish origin

☐ Yes, Mexican, Mexican Am., Chicano

☐ Yes, Puerto Rican

☐ Yes, Cuban

☐ Yes, another Hispanic, Latino, or Spanish origin – *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

Source: ACS-1(2013)KFI

Why We Ask:

We ask this question to add detail to our understanding of the Hispanic, Latino and Spanish community. These statistics are used to understand the needs and characteristics of the community and to monitor against discrimination.

History:

The first time Hispanic origin was asked separately from race was in the long form of the Census of 1970. A Hispanic origin question was included when the ACS was implemented nationwide in 2005.

Federal Uses:

Along with statistics about language spoken at home, education, and employment, Hispanic origin is useful in many anti-discrimination policies and programs including the Civil Rights Act and the Voting Rights Act. Many agencies also use these statistics to understand and serve the growing Hispanic, Latino, and Spanish communities.

State and County Uses:

State and local governments use Hispanic origin statistics to provide services and information to the community. For example, government may wish to employ bilingual representatives, translate policies, or provide translated information to their community.

Private Sector Uses:

Businesses that provide goods or services to the Hispanic community may use these statistics to employ bilingual workers, advertise in Spanish-language media, translate advertisements, or provide translated information in areas where there are greater proportions of Hispanic, Latino and Spanish individuals. Advocacy groups use these statistics to understand and advocate for policies that benefit their communities.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business and many other uses. This series explains the current uses of each question.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States
Census
Bureau

American Community Survey (ACS): Questions on the Form and Why We Ask

Race

6 **What is Person 1's race?** *Mark (X) one or more boxes.*

- ☐ White
- ☐ Black or African Am.
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

  _____

- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Other Asian – *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*

- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese

- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander – *Print race, for example, Fijian, Tongan, and so on.*

  _____

- ☐ Some other race – *Print race.*

  _____

Source: ACS-1(2014)KFI

Why We Ask:

We ask questions about race because these statistics are critical factors in the basic research behind numerous policies, particularly for civil rights. Race estimates are also used to promote equal employment opportunities and to address racial disparities in health and environmental risks.

History:

Questions about race have been asked since the Census of 1790. A question about race was included when the ACS was implemented nationwide in 2005.

Federal Uses:

Race is key to implementing any number of federal laws and is a critical factor in the basic research behind numerous policies. Race estimates are required by federal programs promoting equal employment opportunities and are needed to assess racial disparities in health and access to care, among other uses. Racial and ethnic identification is a social process that is changing for some proportion of each of the racial and ethnic groups. For this reason, the ACS questionnaire allows a respondent to provide an answer by marking race response boxes, completing multiple write-in responses, or choosing some combination of marking boxes and writing in responses. Racial classifications used by the U.S. Census Bureau and other federal agencies meet the requirements of standards issued by the Office of Management and Budget in 1997.

State and County Uses:

State governments use this information to determine congressional, state, and local voting districts. States and counties also use this information to enforce the prohibition against discrimination based on race, color, and national origin in programs and activities.

Private Sector Uses:

Advocacy groups use the ACS estimates to analyze whether a group is underrepresented in any aspect of employment, education, or research, and to advocate for specific policies.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business, and many other uses. This series explains the current uses of each question.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States Census Bureau

Place of Birth, Citizenship, and Year of Entry

7 Where was this person born?
- [ ] In the United States – *Print name of state.*
- [ ] Outside the United States – *Print name of foreign country, or Puerto Rico, Guam, etc.*

Source: ACS-1(2013)KFI

8 Is this person a citizen of the United States?
- [ ] Yes, born in the United States → *SKIP to question 10a*
- [ ] Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- [ ] Yes, born abroad of U.S. citizen parent or parents
- [ ] Yes, U.S. citizen by naturalization – *Print year of naturalization*
- [ ] No, not a U.S. citizen

9 When did this person come to live in the United States? *Print numbers in boxes.*
Year

Why We Ask:

We ask questions about place of birth, citizenship, and year of entry to provide essential information for setting and evaluating immigration policies and laws. Knowing the characteristics of immigrants helps legislators and others understand how different immigrant groups are assimilated.

History:
Questions about place of birth or citizenship have been asked since the Census of 1850. These questions were included when the ACS was implemented nationwide in 2005.

Federal Uses:
Federal agencies require these statistics to develop programs for refugees, immigrants, and other foreign-born individuals, and to support enforcement of nondiscrimination policies by federal and state agencies. Vital information on lifetime migration among states also comes from the place of birth question. The Department of Education uses these statistics to determine eligibility for programs, and to allocate funds to states and school districts based on limited English proficiency, immigrant, low-income, and minority student populations.

State and County Uses:
Under the Voting Rights Act, this information is required to evaluate voting practices of governmental subdivisions (e.g., states, counties, and school districts). Statistics about place of birth and citizenship also are used to evaluate the effectiveness of equal employment opportunity policies and programs.

Private Sector Uses:
Advocacy groups rely heavily upon this information to provide policymakers, the media, and the public with accurate information about the role of immigrants and immigration policy in the U.S. These estimates are also used to present detailed, state-level information about the U.S. residents who were born outside of the United States.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business, and many other uses. This series explains the current uses of each question.

American Community Survey (ACS): Questions on the Form and Why We Ask

School Enrollment

10 a. **At any time IN THE LAST 3 MONTHS, has this person attended school or college?** *Include only nursery or preschool, kindergarten, elementary school, home school, and schooling which leads to a high school diploma or a college degree.*

☐ No, has not attended in the last 3 months → *SKIP to question 11*

☐ Yes, public school, public college

☐ Yes, private school, private college, home school

b. **What grade or level was this person attending?** *Mark (X) ONE box.*

☐ Nursery school, preschool

☐ Kindergarten

☐ Grade 1 through 12 – *Specify grade 1 – 12*

☐ College undergraduate years (freshman to senior)

☐ Graduate or professional school beyond a bachelor's degree *(for example: MA or PhD program, or medical or law school)*

Source: ACS-1(2013)KFI

Why We Ask:

We ask questions about school enrollment to analyze the demographic, social and economic characteristics and needs of school-age children and to understand continuing education for adults.

History:

The first school enrollment question was asked in the Census of 1850. A school enrollment question was included when the ACS was implemented nationwide in 2005.

Federal Uses:

Under the No Child Left Behind Act, the Department of Education (DOEd) uses school enrollment estimates to find high-need schools and districts. DOEd also uses these estimates to develop program strategies for single parents in an effort to strengthen and improve elementary and secondary schools. The school enrollment estimates are used by DOEd to study the impact, outcome, and results achieved by state educational agencies through their programs for children with disabilities.

State and County Uses:

Local health agencies use the ACS school enrollment estimates to plan and administer programs promoting well-being of families and children.

Private Sector Uses:

Private groups can use ACS school enrollment statistics in neighborhood profiles to highlight educational disparities at the neighborhood and regional level. Advocacy groups use school enrollment estimates (along with other ACS statistics, such as health care coverage) to work with schools and districts to incorporate children's health outreach and enrollment activities into routine school operations.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business, and many other uses. This series explains the current uses of each question.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States™ **Census** Bureau

American Community Survey (ACS): Questions on the Form and Why We Ask

Educational Attainment

11 **What is the highest degree or level of school this person has COMPLETED?** *Mark (X) ONE box. If currently enrolled, mark the previous grade or highest degree received.*

NO SCHOOLING COMPLETED
☐ No schooling completed

NURSERY OR PRESCHOOL THROUGH GRADE 12
☐ Nursery school
☐ Kindergarten
☐ Grade 1 through 11 – *Specify grade 1 – 11*
☐ 12th grade – **NO DIPLOMA**

HIGH SCHOOL GRADUATE
☐ Regular high school diploma
☐ GED or alternative credential

COLLEGE OR SOME COLLEGE
☐ Some college credit, but less than 1 year of college credit
☐ 1 or more years of college credit, no degree
☐ Associate's degree *(for example: AA, AS)*
☐ Bachelor's degree *(for example: BA, BS)*

AFTER BACHELOR'S DEGREE
☐ Master's degree *(for example: MA, MS, MEng, MEd, MSW, MBA)*
☐ Professional degree beyond a bachelor's degree *(for example: MD, DDS, DVM, LLB, JD)*
☐ Doctorate degree *(for example: PhD, EdD)*

Source: ACS-1(2013)KFI

Why We Ask:

We ask this question to measure changes in education over time, to evaluate the educational attainment of the workforce and to identify the educational and training needs of adults.

History:
The first educational attainment question was asked in the Census of 1850. An educational attainment question was included when the ACS was implemented nationwide in 2005.

Federal Uses:
The U.S. Department of Education (DOEd) uses educational attainment estimates to develop adult education and literacy programs. Career education and career development programs within the DOEd also use educational attainment statistics to analyze career trends and options in the United States. Educational attainment estimates are also used by the U.S. Department of Justice in the enforcement of nondiscrimination in education.

State and County Uses:
School districts use educational attainment estimates to allocate funds for basic skills classes for adults who have not completed high school. Colleges and universities use educational attainment statistics to analyze potential students and to evaluate the earnings and employment potential of graduates.

Private Sector Uses:
Private groups use ACS educational attainment estimates to advocate for policies that ensure American workers have access to continued education and training. Researchers use educational attainment, along with field of degree, to analyze trends in college enrollment, employment, and wages. Businesses use educational attainment to look for suitable workforces in different locations.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business and many other uses. This series explains the current uses of each question.

Field of Degree

12 This question focuses on this person's BACHELOR'S DEGREE. Please print below the specific major(s) of any BACHELOR'S DEGREES this person has received. *(For example: chemical engineering, elementary teacher education, organizational psychology)*

Source: ACS-1(2013)KFI

Why We Ask:
We ask this question to understand the U.S. college-educated workforce. These estimates are used to analyze the effect of certain degrees on earnings and employment, and to examine the supply of highly-skilled workers in a variety of fields.

History:
The first field of degree question was asked on the ACS in 2009.

Federal Uses:
The National Science Foundation (NSF) uses field of degree estimates to assess information on women, minorities, and persons with disabilities in the science and engineering workforce. NSF also uses these estimates as an indicator of the state of science and engineering in the United States.

State and County Uses:
States analyze field of degree statistics to understand the distribution of college graduates in their states, and the degrees they hold. This information may also encourage grant programs or other opportunities for underrepresented groups or fields of study.

Private Sector Uses:
College administrators, educators, students, parents and professional societies use these estimates to assess how graduates in various fields are faring in the job market. These statistics might also be used to determine the kinds of training that may be needed for the jobs available.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business, and many other uses. This series explains the current uses of each question.
American Community Survey (ACS): Questions on the Form and Why We Ask

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States **Census** Bureau

Ancestry or Ethnic Origin

> **13** **What is this person's ancestry or ethnic origin?**
>
> _(For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.)_

Source: ACS-1(2013)KFI

Why We Ask:

We ask questions about ancestry to identify the ethnic origins of the population. These statistics are needed to measure the characteristics of ethnic groups and to tailor services to accommodate cultural differences.

History:

The question on ancestry first appeared on the long form of the Census of 1980, replacing an earlier question on parental place of birth. An ancestry question was included when the ACS was implemented nationwide in 2005.

Federal Uses:

Along with statistics about language spoken at home, education, and employment, ancestry statistics are useful in many anti-discrimination policies and programs including the Civil Rights Act and the Voting Rights Act. Many agencies also use these statistics to understand and serve their communities.

State and County Uses:

State and local governments use ancestry statistics to develop health care and other services tailored to meet the language and cultural diversity of different groups. Under the Public Health Service Act, ancestry is one of the factors used in identifying segments of the population who may not be receiving needed medical services.

Private Sector Uses:

Businesses that provide goods or services to specific communities may use these statistics to employ workers with certain cultural sensitivities, advertise in media which is aimed at specific ethnic groups, or provide information to populations where there are greater proportions of certain groups. Advocacy groups use these statistics to understand and advocate for policies that benefit their communities.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business and many other uses. This series explains the current uses of each question.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States **Census** Bureau

Language

14
a. Does this person speak a language other than English at home?

☐ Yes
☐ No → *SKIP to question 15a*

b. What is this language?

_____

For example: Korean, Italian, Spanish, Vietnamese

c. How well does this person speak English?

☐ Very well
☐ Well
☐ Not well
☐ Not at all

Source: ACS-1(2013)KFI

Why We Ask:

We ask these questions to understand how well people in each community speak English, and to analyze and plan programs for adults and children who do not speak English well. Statistics about language spoken are used to ensure that information about public health, voting, and safety information is communicated in languages that community members understand.

History:
The first language question was asked in the Census of 1890. A language question was included when the ACS was implemented nationwide in 2005.

Federal Uses:
The U.S. Department of Education uses language data to allocate funds to improve programs for young children learning English, and to provide educational opportunities for adults. Many agencies use language statistics to determine how to deliver important information to those who have difficulty with English. Under the Voting Rights Act, voting materials must be made available in the languages spoken in a community.

State and County Uses:
State and local governments use language statistics to provide services and information to people in the community that may not speak English well. For example, educational agencies receive grants for programs to improve educational skills, complete secondary schooling, and provide job training and placement for adults based on language information, and agencies providing health care may provide instructions, information, or assistance in the languages spoken in the community.

Private Sector Uses:
Businesses may wish to employ bilingual workers, translate advertisements, or provide translated information in areas where potential customers do not speak English well. Advocacy groups use these statistics to understand and advocate for policies that impact their communities.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business and many other uses. This series explains the current uses of each question.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States
Census
Bureau

Residence One Year Ago

15 **a. Did this person live in this house or apartment 1 year ago?**

☐ Person is under 1 year old → *SKIP to question 16*

☐ Yes, this house → *SKIP to question 16*

☐ No, outside the United States and Puerto Rico – *Print name of foreign country, or U.S. Virgin Islands, Guam, etc., below; then SKIP to question 16*

☐ No, different house in the United States or Puerto Rico

b. Where did this person live 1 year ago?

Address (Number and street name)

Name of city, town, or post office

Name of U.S. county or municipio in Puerto Rico

Name of U.S. state or Puerto Rico   **ZIP Code**

Source: ACS-1(2013)KFI

Why We Ask:

We ask questions about residence one year ago to assess residential stability and the effects of migration in both urban and rural areas.

History:

The first residence one year ago question was asked in the Census of 1930. A residence one year ago question was included when the ACS was implemented nationwide in 2005.

Federal Uses:

The U.S. Department of Housing and Urban Development uses residence one year ago estimates in the National Affordable Housing program to assess the needs of families residing in the jurisdiction. The U.S. Department of Health and Human Services needs information on residence one year ago for program planning and resource allocation for health care facilities by geographic area.

State and County Uses:

Local governments use information about migration (based on residence one year ago information) to forecast the demand for new public facilities such as schools, hospitals, libraries, and fire and police stations.

Private Sector Uses:

Researchers analyze migration patterns to create reports highlighting the socioeconomic profiles of urban and rural areas.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business, and many other uses. This series explains the current uses of each question.

Health Insurance

16 Is this person CURRENTLY covered by any of the following types of health insurance or health coverage plans? *Mark "Yes" or "No" for EACH type of coverage in items a – h.*

Yes No

a. Insurance through a current or former employer or union (of this person or another family member) ☐ ☐

b. Insurance purchased directly from an insurance company (by this person or another family member) ☐ ☐

c. Medicare, for people 65 and older, or people with certain disabilities ☐ ☐

d. Medicaid, Medical Assistance, or any kind of government-assistance plan for those with low incomes or a disability ☐ ☐

e. TRICARE or other military health care ☐ ☐

f. VA (including those who have ever used or enrolled for VA health care) ☐ ☐

g. Indian Health Service ☐ ☐

h. Any other type of health insurance or health coverage plan – *Specify* ☐ ☐

17 a. Is there a monthly premium for this plan? *A monthly premium is a fixed amount of money people pay each month to have health coverage. It does not include copays or other expenses such as prescription costs.*

☐ Yes
☐ No ➔ *SKIP to question 18a*

b. Is the cost of the premium subsidized based on family income?

☐ Yes
☐ No

Source: ACS-1(2014)KFI

Why We Ask:
We ask questions about health insurance to better understand state and local health insurance needs, and to help federal agencies and others more accurately distribute resources.

History:
A health insurance question was first included on the ACS in 2008. A health insurance premium question set is proposed for the ACS in 2014.

Federal Uses:
The U.S. Department of Health and Human Services' Maternal and Child Health Services Block Grant funds are allocated, in part, based on the health insurance estimates derived from the ACS. The National Institute on Aging and the National Institute of Child Health and Human Development use health insurance coverage estimates for funding research on the determinants and consequences of population characteristics and change.

State and County Uses:
State and local agencies use the health insurance information to identify important segments of the population in need of health services. State governments use these estimates to measure changes over time in health insurance coverage for their state.

Private Sector Uses:
Child advocacy groups use the ACS estimates to improve children's access to health insurance through outreach efforts in school districts where health insurance coverage is low. Researchers rely on health care coverage estimates to be able to produce research reports and to respond to data requests from other organizations and the public. Private groups use health insurance estimates to create state profiles on health care, including health care coverage.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business, and many other uses. This series explains the current uses of each question.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

Disability

18 a. **Is this person deaf or does he/she have serious difficulty hearing?**

☐ Yes
☐ No

b. **Is this person blind or does he/she have serious difficulty seeing even when wearing glasses?**

☐ Yes
☐ No

19 a. **Because of a physical, mental, or emotional condition, does this person have serious difficulty concentrating, remembering, or making decisions?**

☐ Yes
☐ No

b. **Does this person have serious difficulty walking or climbing stairs?**

☐ Yes
☐ No

c. **Does this person have difficulty dressing or bathing?**

☐ Yes
☐ No

20 **Because of a physical, mental, or emotional condition, does this person have difficulty doing errands alone such as visiting a doctor's office or shopping?**

☐ Yes
☐ No

Source: ACS-1(2014)KFI

Why We Ask:

We ask questions about a person's difficulty with everyday tasks to produce disability statistics. These statistics are used to understand the population with disabilities, to monitor against discrimination and to distribute funds and develop programs for people with disabilities.

History:
The first disability questions were asked in the Census of 1970. A disability question set was included when the ACS was implemented nationwide in 2005, but the current question set was added in 2008.

Federal Uses:
Statistics about the size, distribution, and needs of the population with disabilities are essential for developing disability employment policy. For the Americans with Disabilities Act, information about functional limitations are important to ensure that comparable services are available to all people with disabilities. Under the Older Americans Act, federal grants are awarded to states and tribal areas based on the number of elderly people with physical and mental disabilities.

State and County Uses:
States and counties use these statistics to understand the needs of the disabled population in their communities including job-training and employment programs, transportation options, and public service accessibility.

Private Sector Uses:
Advocacy groups use the ACS estimates to analyze policies that impact individuals with disabilities and their families. Businesses and industries that serve people with disabilities may seek areas where there will be a higher demand for their services.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business and many other uses. This series explains the current uses of each question.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States™
Census
Bureau

Marital Status and History

21 **What is this person's marital status?**
- [ ] Now married
- [ ] Widowed
- [ ] Divorced
- [ ] Separated
- [ ] Never married → *SKIP to* **J**

22 **In the PAST 12 MONTHS did this person get –**

	Yes	No
a. Married?	[ ]	[ ]
b. Widowed?	[ ]	[ ]
c. Divorced?	[ ]	[ ]

23 **In what year did this person last get married?**
Year
[ ][ ][ ][ ]

Source: ACS-1(2014)KFI

Why We Ask:

We ask these questions to understand marriage trends. These statistics are used to measure the effects of policies and programs that focus on the well-being of families, including tax policies and financial assistance programs.

History:

The first question about marital history was asked in the Census of 1850. A marital-status question was included when the ACS was implemented nationwide in 2005; marital-history questions were added in 2008.

Federal Uses:

Marital status and history allow agencies to analyze the effect of polices and programs that have different effects on married and unmarried couples. Marital history is also used to predict future changes in entitlement programs like Medicare and Medicaid, and to plan and assess assistance programs such as Temporary Assistance for Needy Families (TANF). This information is further used to calculate marriage and divorce rates and understand the characteristics of individuals experiencing these transitions. Many agencies also use these statistics to add detail to their information; for example, agencies use marital status and history as they investigate questions of infant mortality, birth rate and other matters related to child welfare.
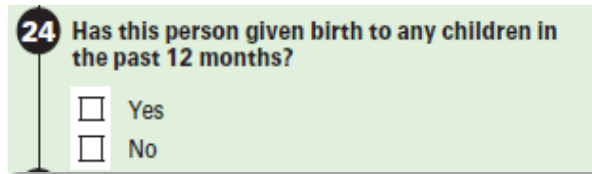
State and County Uses:

State and local governments use data about marital history in assessing needs for different groups including widows and single people who may establish households in the future. These governments seek to create policies and programs to encourage appropriate development for the community.

Private Sector Uses:

Businesses that provide childcare, dating, wedding, senior, or legal services may use the statistics to better understand and anticipate their customers' needs. Additionally, community groups may use the statistics to engage groups of people who are transitioning from one status to another.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business and many other uses. This series explains the current uses of each question.

Fertility

Source: ACS-1(2013)KFI

Why We Ask:
We ask this question about fertility to project the future size of the population, a basic planning tool for many programs and policies.

History:
Questions about fertility have been asked since the Census of 1940. A fertility question was included when the ACS was implemented nationwide in 2005.

Federal Uses:
This information is used to investigate child welfare, fund allocations to states, analyze consequences of fertility, health, mortality, and migration, as well as to conduct research for voluntary family planning programs. The U.S. Department of Health and Human Services also uses this information to determine the need for family planning services within the Indian Health Service.

State and County Uses:
States and counties use these statistics to determine funding allocations as well as to investigate questions of infant mortality, birth rate, and other matters related to child welfare. Information about fertility is used to predict the number of children who will need adoptive homes under the Child Welfare Act, and statistics about children born in the past 12 months are used in research on birth rates.

Private Sector Uses:
Advocacy groups use the ACS estimates to evaluate the success of family planning programs.
Childcare businesses, adoption agencies, pediatricians, hospitals, and schools use this information to assist and support children and their families.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

Grandparents as Caregivers

25 **a. Does this person have any of his/her own grandchildren under the age of 18 living in this house or apartment?**

☐ Yes

☐ No → *SKIP to question 26*

b. Is this grandparent currently responsible for most of the basic needs of any grandchildren under the age of 18 who live in this house or apartment?

☐ Yes

☐ No → *SKIP to question 26*

c. How long has this grandparent been responsible for these grandchildren?
If the grandparent is financially responsible for more than one grandchild, answer the question for the grandchild for whom the grandparent has been responsible for the longest period of time.

☐ Less than 6 months

☐ 6 to 11 months

☐ 1 or 2 years

☐ 3 or 4 years

☐ 5 or more years

Source: ACS-1(2013)KFI

Why We Ask:

We ask this question to identify the number of grandparents responsible for their grandchild or grandchildren.

History:

The first question about grandparents as caregivers was asked in the Census of 2000. This question was included when the ACS was implemented nationwide in 2005.

Federal Uses:

The U.S. Department of Health and Human Services, Administration for Children and Families, uses these statistics to distinguish households in which a grandparent has primary responsibility for a grandchild or grandchildren. This information is one of the measures used for Temporary Assistance for Needy Families (TANF). The National Institute on Aging uses these estimates for funding research on the determinants and consequences of population characteristics and change.

State and County Uses:

State governments use grandparents as caregivers' estimates to assess the well-being of children in order to drive policy and secure funding as needed. Local and state governments use grandparents as caregivers estimates in statewide planning and evaluation of area demographics.

Private Sector Uses:

Private organizations can use ACS grandparents as caregivers statistics to advocate for community policies and overall development. Advocacy groups rely on these estimates to advance policies important to families in their local and regional areas.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business, and many other uses. This series explains the current uses of each question.

American Community Survey (ACS): Questions on the Form and Why We Ask

Veteran Status and Period of Military Service

26 Has this person ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard? *Mark (X) ONE box.*

- ☐ Never served in the military ➔ *SKIP to question 29a*
- ☐ Only on active duty for training in the Reserves or National Guard ➔ *SKIP to question 28a*
- ☐ Now on active duty
- ☐ On active duty in the past, but not now

Source: ACS-1(2013)KFI

27 When did this person serve on active duty in the U.S. Armed Forces? *Mark (X) a box for EACH period in which this person served, even if just for part of the period.*

- ☐ September 2001 or later
- ☐ August 1990 to August 2001 (including Persian Gulf War)
- ☐ May 1975 to July 1990
- ☐ Vietnam era (August 1964 to April 1975)
- ☐ February 1955 to July 1964
- ☐ Korean War (July 1950 to January 1955)
- ☐ January 1947 to June 1950
- ☐ World War II (December 1941 to December 1946)
- ☐ November 1941 or earlier

Why We Ask:

We ask questions about military service to measure the needs of veterans at the community level. Veteran status statistics are used to budget and plan programs affecting education, employment, job training, and medical care. Period of military service statistics are used to determine the needs of different groups of veterans.

History:

The first veteran status question was asked in the Census of 1890. A veteran status question was included when the ACS was implemented nationwide in 2005.

Federal Uses:

The U.S. Department of Veterans Affairs (VA) needs ACS statistics about the number and characteristics of veterans. VA cannot plan services delivered to veterans where they live without up-to-date, small area, veteran-specific information. Data from administrative records and surveys, collected under VA and non-VA auspices, are either quickly outdated, limited or not reliable below the national level. These statistics are needed to conduct policy analysis, program planning, and budgeting for federal veterans' programs and for reports to Congress on state projections of veterans' facilities and services.

State and County Uses:

At state and county levels, veteran status statistics are used to plan job counseling and training, programs for disabled veterans, rehabilitation services, and access to local medical facilities and nursing homes. Communities also keep track of the other demographic characteristics of veterans such as age, education, employment status, and home ownership to inform future policy decisions.

Private Sector Uses:

Businesses and industries that recruit veterans may seek areas with a high proportion of veterans. Advocacy groups analyze policies that impact veterans and their families.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business and many other uses. This series explains the current uses of each question.

VA Service-Connected Disability Rating Status

28 a. **Does this person have a VA service-connected disability rating?**

☐ Yes (such as 0%, 10%, 20%, ... , 100%)

☐ No → *SKIP to question 29a*

b. **What is this person's service-connected disability rating?**

☐ 0 percent

☐ 10 or 20 percent

☐ 30 or 40 percent

☐ 50 or 60 percent

☐ 70 percent or higher

Source: ACS-1(2013)KFI

Why We Ask:

We ask questions about VA service-connected disability rating status to measure the needs of veterans at the community level. These statistics are used to budget and plan programs affecting veteran employment and medical care.

History:
The VA service-connected disability rating status questions were introduced to the ACS in 2008.

Federal Uses:
The U.S. Department of Veterans Affairs (VA) needs these statistics to measure a veteran's service-connected disability compensation entitlement status. This information aids the VA to accurately anticipate the need for VA care and its associated cost at the county level. VA is required to provide an annual report to Congress that determines whether VA health care appropriations for the coming fiscal year are sufficient to cover expenditures associated with the expected demand for VA health care services.

State and County Uses:
At state and county levels, VA service-connected disability rating status statistics are used to anticipate the needs of returning veterans. These governments may plan job counseling and training, programs for disabled veterans, rehabilitation services, and access to local medical facilities and nursing homes.

Private Sector Uses:
Businesses that recruit veterans or serve disabled veterans may seek areas with a high proportion of veterans. Advocacy groups analyze policies that impact disabled veterans and their families.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business and many other uses. This series explains the current uses of each question.

American Community Survey (ACS): Questions on the Form and Why We Ask

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States
Census
Bureau

Labor Force Status

29 a. **LAST WEEK, did this person work for pay at a job (or business)?**

☐ Yes ➔ *SKIP to question 30*
☐ No – Did not work (or retired)

b. **LAST WEEK, did this person do ANY work for pay, even for as little as one hour?**

☐ Yes
☐ No ➔ *SKIP to question 35a*

Source: ACS-1(2013)KFI

35 a. **LAST WEEK, was this person on layoff from a job?**

☐ Yes ➔ *SKIP to question 35c*
☐ No

b. **LAST WEEK, was this person TEMPORARILY absent from a job or business?**

☐ Yes, on vacation, temporary illness, maternity leave, other family/personal reasons, bad weather, etc. ➔ *SKIP to question 38*
☐ No ➔ *SKIP to question 36*

c. **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 question 37*
☐ No

36 **During the LAST 4 WEEKS, has this person been ACTIVELY looking for work?**

☐ Yes
☐ No ➔ *SKIP to question 38*

37 **LAST WEEK, could this person have started a job if offered one, or returned to work if recalled?**

☐ Yes, could have gone to work
☐ No, because of own temporary illness
☐ No, because of all other reasons (in school, etc.)

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

☐ Within the past 12 months
☐ 1 to 5 years ago ➔ *SKIP to* **L**
☐ Over 5 years ago or never worked ➔ *SKIP to question 47*

Why We Ask:

We ask questions about labor force status (whether someone is working or looking for and available to work) to understand more about unemployment and the availability of workers. These statistics are used to plan and measure employment, career development and job training programs.

History:

The first unemployment question was included on the Census of 1890. Questions about labor force status were included when the ACS was implemented nationwide in 2005.

Federal Uses:

The U.S. Department of Labor uses unemployment levels to allocate funds for job training. The Bureau of Economic Analysis uses this information, in conjunction with other statistics, to develop its state per capita income estimates, which are used in the allocation formulas and eligibility criteria of many federal programs such as Medicaid. These statistics are also used by other agencies to prevent employment discrimination and to create programs that enhance the employment opportunities of specific groups, such as veterans and disabled persons.

State and County Uses:

States and counties use these statistics to understand the labor force in their communities. These governments may plan new job training opportunities in areas with high unemployment, or change policies to encourage new businesses to enter the area.

Private Sector Uses:

Businesses use these statistics to analyze a community's workforce when planning new ventures.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business and many other uses. This series explains the current uses of each question.

American Community Survey (ACS): Questions on the Form and Why We Ask

Place of Work and Journey to Work

30 **At what location did this person work LAST WEEK?** *If this person worked at more than one location, print where he or she worked most last week.*

a. **Address (Number and street name)**

If the exact address is not known, give a description of the location such as the building name or the nearest street or intersection.

b. **Name of city, town, or post office**

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

☐ Yes
☐ No, outside the city/town limits

d. **Name of county**

e. **Name of U.S. state or foreign country**

f. **ZIP Code**

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

☐ Car, truck, or van
☐ Bus or trolley bus
☐ Streetcar or trolley car
☐ Subway or elevated
☐ Railroad
☐ Ferryboat
☐ Taxicab
☐ Motorcycle
☐ Bicycle
☐ Walked
☐ Worked at home → *SKIP to question 39a*
☐ Other method

32 **How many people, including this person, usually rode to work in the car, truck, or van LAST WEEK?**
Person(s)

33 **What time did this person usually leave home to go to work LAST WEEK?**
Hour   Minute
☐ a.m.
☐ p.m.

34 **How many minutes did it usually take this person to get from home to work LAST WEEK?**
Minutes

Source: ACS-1(2013)KFI

Why We Ask:

We ask questions about place of work and journey to work because commuting patterns and characteristics are crucial to planning highway improvements, developing public transportation services, and creating emergency response strategies.

History:
The first place of work and journey to work questions were asked in the Census of 1960. These questions were included when the ACS was implemented nationwide in 2005.

Federal Uses:
The U.S. Bureau of Economic Analysis uses journey to work/commuting patterns in their State Personal Income Estimates, which are a critical factor for determining how billions of dollars in federal funds are allocated. The Office of Management and Budget (OMB) uses commuting patterns as part of the determination of official metropolitan areas.

State and County Uses:
The American Association of State Highway and Transportation Officials (AASHTO) analyzes place of work and journey to work statistics in their Census Transportation Planning Package (CTPP) to support transportation policy and planning efforts. Police and fire departments use these estimates to plan emergency response in areas of high concentrations of employment.

Private Sector Uses:
Financial institutions use information about commuting patterns and occupation to define market areas for describing lending practices and the effects of bank mergers. Researchers use ACS place of work and journey to work questions to analyze congestion trends and provide improvement strategies.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business, and many other uses. This series explains the current uses of each question.

Work Status

39 **a.** During the PAST 12 MONTHS (52 weeks), did this person work 50 or more weeks? Count paid time off as work.

☐ Yes → *SKIP to question 40*

☐ No

b. How many weeks DID this person work, even for a few hours, including paid vacation, paid sick leave, and military service?

☐ 50 to 52 weeks

☐ 48 to 49 weeks

☐ 40 to 47 weeks

☐ 27 to 39 weeks

☐ 14 to 26 weeks

☐ 13 weeks or less

40 During the PAST 12 MONTHS, in the WEEKS WORKED, how many hours did this person usually work each WEEK?

Usual hours worked each WEEK

☐☐☐

Source: ACS-1(2013)KFI

Why We Ask:

We ask questions about work status (weeks and hours worked) to determine full-time and part-time status, as well as full-year and part-year status. These statistics help us understand trends and differences in wages, benefits, work hours, and seasonal work.

History:
The first question about employment throughout the year was asked in the Census of 1880. This question set was included when the ACS was implemented nationwide in 2005.

Federal Uses:
Many agencies use these statistics to add detail to other important labor force information, such as the information used to analyze cases of employment discrimination, to establish job training programs, and to address underemployment and unemployment. Statistics about hours worked help explain differences in pay and benefits, while statistics about weeks worked provide more information about seasonal work patterns and state-to-state migration.

State and County Uses:
States and counties use these statistics to understand the labor force in their communities. These governments may plan new job training opportunities for individuals with few work hours, or change policies to encourage new businesses to enter the area.

Private Sector Uses:
Businesses use these statistics to analyze a community's workforce when planning new ventures.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States
Census
Bureau

Attachment W

Class of Worker

41 Was this person –
Mark (X) ONE box.

☐ an employee of a PRIVATE FOR-PROFIT company or business, or of an individual, for wages, salary, or commissions?

☐ an employee of a PRIVATE NOT-FOR-PROFIT, tax-exempt, or charitable organization?

☐ a local GOVERNMENT employee (city, county, etc.)?

☐ a state GOVERNMENT employee?

☐ a Federal GOVERNMENT employee?

☐ SELF-EMPLOYED in own NOT INCORPORATED business, professional practice, or farm?

☐ SELF-EMPLOYED in own INCORPORATED business, professional practice, or farm?

☐ working WITHOUT PAY in family business or farm?

Source: ACS-1(2013)KFI

Why We Ask:

We ask questions about class of worker to understand more about the labor force. These statistics are used to plan and measure education, employment, career development and job training programs, and to measure compliance with antidiscrimination policies.

History:
The first question about whether a person was an employer, employee, or working on his own account was asked in the Census of 1910. A class of worker question was included when the ACS was implemented nationwide in 2005.

Federal Uses:
Agencies such as the U.S. Department of Justice, U.S. Department of Labor, and U.S. Equal Employment Opportunity Commission use these statistics to analyze cases of employment discrimination and plan programs and policies. Many agencies also use these statistics to add detail to their information; for example, the U.S. Department of Transportation uses them to enhance commuting data, and public health agencies use them to analyze connections between work and serious health conditions.

State and County Uses:
States and counties use these statistics to understand the labor force sectors in their communities. These governments may collaborate with strong sectors and professions in efforts to encourage economic growth, and plan new job training opportunities for people in declining sectors.

Private Sector Uses:
Businesses may use these statistics to analyze a community's workforce when planning new ventures. Professional groups use these statistics to understand and advocate for policies that benefit their members. Researchers use these statistics to analyze differences in pay and benefits.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business and many other uses. This series explains the current uses of each question.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States **Census** Bureau

Industry and Occupation

42 For whom did this person work?

If now on active duty in the Armed Forces, mark (X) this box → ☐ and print the branch of the Armed Forces.

Name of company, business, or other employer

43 What kind of business or industry was this?
Describe the activity at the location where employed. (For example: hospital, newspaper publishing, mail order house, auto engine manufacturing, bank)

44 Is this mainly – *Mark (X) ONE box.*

☐ manufacturing?
☐ wholesale trade?
☐ retail trade?
☐ other (agriculture, construction, service, government, etc.)?

45 What kind of work was this person doing?
(For example: registered nurse, personnel manager, supervisor of order department, secretary, accountant)

46 What were this person's most important activities or duties? *(For example: patient care, directing hiring policies, supervising order clerks, typing and filing, reconciling financial records)*

Source: ACS-1(2013)KFI

Why We Ask:

We ask questions about industry and occupation to understand more about the labor force. These statistics are used to plan and evaluate education, employment, career development and job training programs, and to measure compliance with antidiscrimination policies.

History:
The first profession, occupation, or trade question was asked in the Census of 1850. These questions were included when the ACS was implemented nationwide in 2005.

Federal Uses:
Agencies such as the U.S. Department of Justice, U.S. Department of Labor, and U.S. Equal Employment Opportunity Commission use these statistics to analyze cases of employment discrimination and plan programs and policies. Many agencies also use these statistics to add detail to their information. For example, the U.S. Department of Transportation uses these estimates to enhance commuting data, and public health agencies use them to analyze connections between professions and serious health conditions.

State and County Uses:
States and counties use these statistics to understand the labor force in their communities. These governments may collaborate with strong sectors and professions in efforts to encourage economic growth, and plan new job training opportunities for people in declining professions.

Private Sector Uses:
Businesses use these statistics to develop anti-discrimination policies, and to analyze a community's workforce when planning new ventures. Professional groups use these statistics to understand and advocate for policies that benefit their members.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business and many other uses. This series explains the current uses of each question.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States Census Bureau

American Community Survey (ACS): Questions on the Form and Why We Ask

Income

47 INCOME IN THE PAST 12 MONTHS

Mark (X) the "Yes" box for each type of income this person received, and give your best estimate of the TOTAL AMOUNT during the PAST 12 MONTHS. (NOTE: The "past 12 months" is the period from today's date one year ago up through today.)

Mark (X) the "No" box to show types of income NOT received.

If net income was a loss, mark the "Loss" box to the right of the dollar amount.

For income received jointly, report the appropriate share for each person – or, if that's not possible, report the whole amount for only one person and mark the "No" box for the other person.

a. Wages, salary, commissions, bonuses, or tips from all jobs. *Report amount before deductions for taxes, bonds, dues, or other items.*

☐ Yes → $ .00
☐ No
TOTAL AMOUNT for past 12 months

b. Self-employment income from own nonfarm businesses or farm businesses, including proprietorships and partnerships. *Report NET income after business expenses.*

☐ Yes → $ .00 ☐ Loss
☐ No
TOTAL AMOUNT for past 12 months

c. Interest, dividends, net rental income, royalty income, or income from estates and trusts. *Report even small amounts credited to an account.*

☐ Yes → $ .00 ☐ Loss
☐ No
TOTAL AMOUNT for past 12 months

f. Any public assistance or welfare payments from the state or local welfare office.

☐ Yes → $ .00
☐ No
TOTAL AMOUNT for past 12 months

g. Retirement, survivor, or disability pensions. *Do NOT include Social Security.*

☐ Yes → $ .00
☐ No
TOTAL AMOUNT for past 12 months

h. Any other sources of income received regularly such as Veterans' (VA) payments, unemployment compensation, child support or alimony. *Do NOT include lump sum payments such as money from an inheritance or the sale of a home.*

☐ Yes → $ .00
☐ No
TOTAL AMOUNT for past 12 months

Source: ACS-1(2013)KFI

Why We Ask:

We ask questions about income to determine poverty levels, measure economic well-being, and gauge the need for economic assistance. State and local governments use this information to decide how to allocate funds for food, health care, job training, housing and other assistance programs.

History:

Income questions have been asked since the Census of 1940. A question about income was included when the ACS was implemented nationwide in 2005.

Federal Uses:

Under the Older Americans Act, funds for food, health care, and legal services are distributed to local agencies based on data about elderly people with low incomes. Under the Community Development Block Grant Program, funding for housing assistance and other community development is based on income and other 10-year decennial census information. The Special Supplemental Food Program for Women, Infants, and Children (WIC) uses income statistics from the ACS to determine the potential demand for food assistance across states and counties.

State and County Uses:

At the state and county levels, these statistics are used to identify local areas eligible for grants to stimulate economic recovery, run job-training programs, and define areas such as empowerment or enterprise zones. States and counties also use this information to assist children in poverty, and to allocate funds to counties and school districts for resources and services that improve the education of economically disadvantaged children.

Private Sector Uses:

Advocacy groups use these estimates to report on the conditions facing fixed and low-income individuals and families. Colleges and Universities use this information to assist students with financial aid and scholarship programs.

All questions on the ACS are required to manage and evaluate a wide range of federal, tribal, state, and local programs, but may also be useful for research, education, journalism, advocacy, business, and many other uses. This series explains the current uses of each question.

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

United States™ Census Bureau