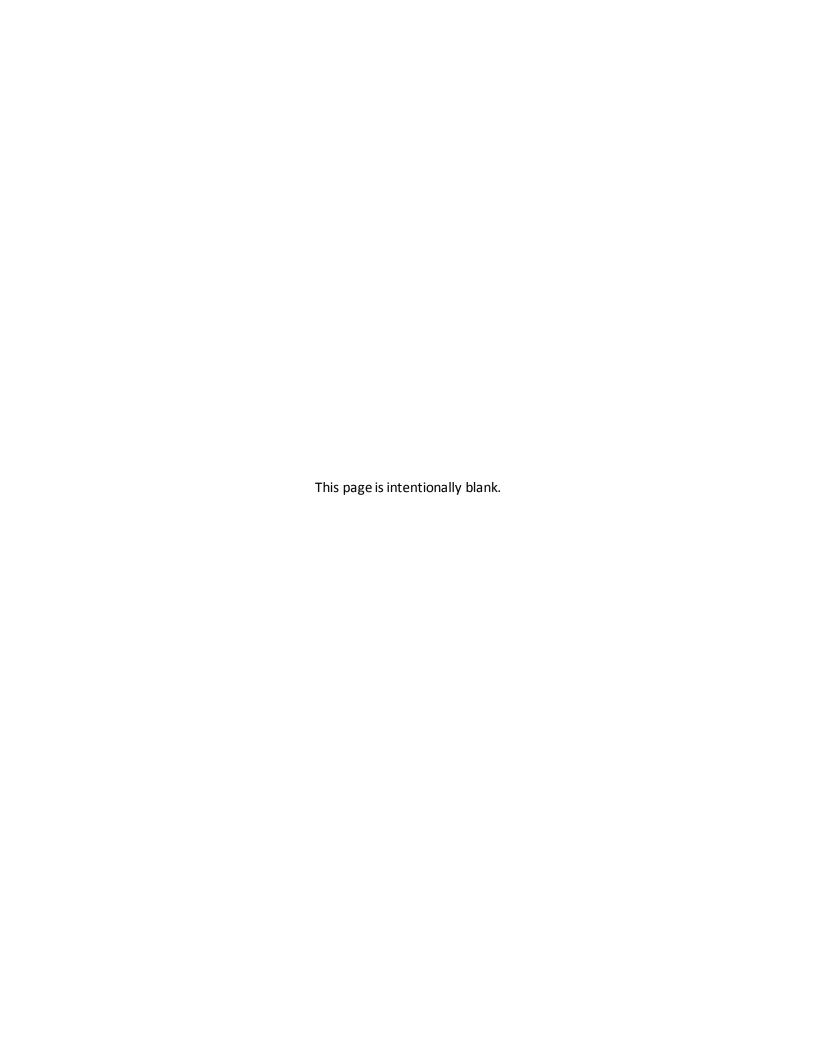


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Introduction

BACKGROUND

Since 1790, a national census of the U.S. population has been conducted every 10 years, as required by the U.S. Constitution. Additional information beyond the population count has been collected with each census in response to the challenges facing the nation and a national desire to understand ourselves.

In the 20th century, most addresses received a short form, while a portion of addresses received a more detailed long form. The Census 2000 short form was designed to collect basic demographic and housing information (such as age, Hispanic origin, race, relationship, sex, and tenure) to be used for apportionment and redistricting. The long form, sent to approximately one in six households, collected social, housing, and economic information (such as citizenship, educational attainment, disability status, employment status, income, and housing costs) that was used to plan and determine funding for various federal, state, local, and tribal programs.

Since 2005, these data have been collected monthly (and released annually) through the American Community Survey (ACS) to provide communities, businesses, and the public with the detailed characteristics from the long form more frequently. This innovation enabled the 2010 Census to be a short form census. Decoupling the collection of short and long form data allowed the U.S. Census Bureau to focus decennial census efforts on the constitutional requirements to produce a count of the resident population, while employing technology in both collections to improve efficiencies, improve accuracy, and reduce costs. The result has been the dissemination of more current and detailed information than has ever been available.

In the 50 states, the District of Columbia, and Puerto Rico, the decennial census program will provide an official count through a short form census, as well as a portrait of communities counted across the nation through data collected by the ACS.

In American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands, the population will be counted through a long form census. The Census Bureau conducts decennial census operations in partnership with the governments of American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands to comply with the legal requirements set forth in Title 13 of the United States Code (U.S.C.) and meet the specific data needs of the Island Areas.

The geographic scope of the decennial census is specified in Title 13 U.S.C. Section 191 as covering the 50 states, the District of Columbia, Puerto Rico, the Commonwealth of the Northern Mariana Islands, Guam, the U.S. Virgin Islands, and "as may be determined by the Secretary, such other possessions and areas over which the United States exercises jurisdiction, control, or sovereignty." The latter authority includes American Samoa.

The Census Bureau has authority to participate in the 2020 Island Areas Censuses with the Governors of the Island Areas under:

- 1) 13 U.S.C. § 141—Authorizes the decennial census.
- 2) 13 U.S.C. § 191—Requires that the decennial census include any area not specifically designated in subsection (a) of section 191 and authorizes the Secretary to use information collected by the governor, if such information was obtained in accordance with plans prescribed or approved by the Secretary.
- 3) 13 U.S.C. § 6—Authorizes the Census Bureau to acquire records, reports, or other materials from "states, counties, cities, or other units of governments, or their instrumentalities" for the efficient and economical conduct of the census.
- 4) 13 U.S.C. § 12 and 13—Allow the Census Bureau to conduct "mechanical or electronic development work" (e.g., computer systems or software) or enter

into "development contracts" to do so and to receive monographs from colleges/universities (i.e., the compilation of existing research).

ALIGNING ISLAND AREAS CENSUSES QUESTIONNAIRES WITH THE ACS

In the Island Areas, census data are collected once each decade through the decennial census. Ongoing surveys, such as the ACS, are not fielded between censuses. The Census Bureau uses a long form census to meet the Island Areas data needs for detailed social, housing, and economic information.

The thorough pretesting and field testing that shape the design of ACS questions make them an ideal starting point for the Census Bureau to use when designing the Island Areas Censuses questionnaire.

In addition to aligning the Island Areas Censuses questions with the ACS questions, the Census Bureau will also streamline questionnaires to be consistent across Island Areas. This will allow for greater comparability within the datasets produced for each Island Area.

ISLAND AREAS CENSUSES CONTENT DETERMINATION PROCESS

To prepare the Island Areas Censuses questions, the Census Bureau worked with the local agencies designated by each Governor. These agencies are: American Samoa Department of Commerce, Commonwealth of the Northern Mariana Islands Central Statistics Division, Guam Bureau of Statistics and Plans, and University of the Virgin Islands.

As the largest statistical agency of the federal government, the Census Bureau has statistical quality standards that incorporate guidelines from both OMB and the Department of Commerce. By following these standards, the Census Bureau's staff and contractors ensure consistency in the process, utility, objectivity, and integrity of the statistical information gathered and disseminated.

According to the guidelines, data collection instruments and supporting materials must be pretested with respondents to ensure questions are well understood. Pretesting of data collection instruments can be

accomplished by using cognitive testing, focus groups using self-administered instruments, usability techniques, behavior coding, and respondent debriefings. The standards allow for methodological expert reviews when a program is under extreme budget, resource, or time constraints.

A pretest in the field in the Island Areas was not feasible because of budget constraints and resource capacity. The Census Act requires that the questions to be included in the next census be submitted to Congress no later than two years before the census date (April 1, 2018). Island Areas Censuses data collection activities are conducted through contracts with each Island Area government, and the funds became available in fiscal year 2019, for the contracts to be awarded in December 2018. Given the timing of the availability of funding, work could not begin in time to conduct field testing.

To mitigate these constraints, the Census Bureau conducted structured expert reviews between 2016 and 2018. Census Bureau subject matter experts selected questions from the ACS (including personal interview modes), that could be fielded on a paper questionnaire data collection tool for enumerator-led personal interviews in the Island Areas. Then, Census Bureau subject matter experts and experts within agencies appointed by the Governors of each Island Area, reviewed the questions concurrently. Expert reviewers participating in the structured assessments of the questions had previous experience with expert reviews of survey questionnaires and instruments.

During the first structured expert review session, each expert reviewer was asked to review the paper-based ACS questionnaire instrument, to consider the applicability of the questions to their respective Island Area and to provide feedback on the questions and/or the questionnaire. Island Areas expert reviewers commented on question wording, response categories, and any other aspect of the questionnaire. The feedback was then reviewed to ensure these data needs were justified and to verify that these data could not be acquired by other means.

During the subsequent sessions, reviewers focused on refining the questions to be meaningful and relevant in

the Island Areas. After these structured review sessions were completed, Census Bureau staff finalized the questions to be submitted to Congress, including congressional delegates from the Island Areas.

NOTE ABOUT QUESTION IMAGES

Where a reference to the specific Island Area is necessary to improve readability and understanding, the reference will be adapted to the specific location. For example, the question "When did this person come to live in [Island Area]?" will be ""When did this person come to live in Guam?" on the Guam questionnaires. The questionnaires have been streamlined to be otherwise comparable; response categories, question numbering, and question order will all be identical.

Images included in this document are taken from the housing unit and transitory location questionnaire for American Samoa. Images of the questions that appear on each Island Area questionnaire are available in the Appendix. Specific formatting is used to guide the enumerator through the paper questionnaire, and ensure the enumerators read all required text to respondents.

Questionnaire Formatting Key:

Bold: Required text Plain text: Optional text

Italicized: Instruction for enumerators

Year of Entry Question Versions for each Island Area:

10. When did this person come to live in American Samoa? If this person came to live in American Samoa more than once, print latest year.
Year
 When did this person come to live in Guam? If this person came to live in Guam more than once, print latest year.
Year
10. When did this person come to live in the Commonwealth of the Northern Mariana Islands? If this person came to live in the Commonwealth of the Northern Mariana Islands more than once, print latest year. Year
10. When did this person come to live in the U.S. Virgin Islands? If this person came to live in the U.S. Virgin Islands more than once, print latest year.
Year

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OPERATIONAL QUESTIONS

 S1. Did you or anyone in this household live or stay here on April 1, 2020? Yes No → Skip to S3. S2. Does someone usually live at this [house/apartment/mobile home], or is this a vacation or seasonal home where no one usually lives? Usually lives here - Skip to question 1. Vacation or seasonal home or held for occasional use - Skip to page 7. S3. On April 1, 2020, was this unit Occupied by a different household? - Using a knowledgeable respondent, complete this questionnaire for the people occupying the household on April 1, 2020. Vacant? - Skip to page 7. Not a housing unit - Skip to "Respondent Information" on page 44. 	1. We need to count people where they live and sleep most of the time. Please read the WHO TO COUNT section on the Flashcard. Based on these instructions, how many people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people =
2. Does this person usually live or stay somewhere else? For example – Mark all that apply. With a parent or other relative In a jail or prison For college At a seasonal or second residence For a military assignment For another reason For a job or business No In a nursing home R1. What is your name? Print name below and verify the spelling.	R2. What is your telephone number? We will only contact you if needed for official Census Bureau business.
Last Name(s) First Name MI Address of proxy	Telephone Number

Questions about whether anyone lives or stays in the home, how many people live or stay in the home, and the names of those people will not result in published counts or estimates. These operational questions are used to better administer the data collection process and ensure greater accuracy of the data collected.

The Census Bureau uses residence criteria to determine whom to count and where. Asking these additional questions helps ensure that no one is missed, people are not counted in multiple locations, and that people are included in the right place.

Contact information is not part of published estimates and is carefully protected, as mandated by federal law, to respect the personal information of respondents.

Selected Statutory Uses of Operational Questions Data

U.S. Department of Commerce, Bureau of the Census	The Census Act, 13 USC § 141(c)
U.S. Department of Commerce, Bureau of the Census	The Census Act, 13 USC § 181

2020 Island Areas Censuses Questions

The descriptions of the questions on the following pages are designed to give the reader a clear understanding of 1) the relationship between questions asked of respondents and the summarized data that are released in published tables, 2) how the resulting data may be used, and 3) the benefits of the data at the community level. Selected statutes and regulations that describe these uses are listed on the reverse of each page.

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ACREAGE AND AGRICULTURAL SALES

4.	4. How many acres is this house or mobile home on?	
		Less than 1 acre → SKIP to question 6a
		1 to 9.9 acres
		10 or more acres
5.		at were the actual sales of all agricultural products from property in 2019?
		None
		\$1 to \$999
		\$1,000 to \$2,499
		\$2,500 to \$4,999
		\$5,000 to \$9,999
		\$10,000 or more

QUESTIONS ABOUT THE ACREAGE ASSOCIATED WITH HOUSES AND MOBILE HOMES, AND AGRICULTURAL SALES ARE USED TO CREATE DATA ABOUT AGRICULTURAL PROPERTIES AND TO BETTER UNDERSTAND HOME VALUE STATISTICS.

These data are used in planning government programs designed to benefit the farm population and identifying or excluding agricultural areas for many other programs.

ACREAGE AND AGRICULTURAL SALES DATA HELP COMMUNITIES:

Provide Equitable Housing Assistance

Knowing which homes might qualify for farm subsidies, and which homes qualify for housing subsidies, is important to ensure that funds are fairly allocated. For example, the historical definition of Fair Market Rents, used to allocate housing assistance, has always excluded units on acreage of more than 10 acres to eliminate those

units that might benefit from farm subsidies and therefore have lower-than-market rents. Understanding which kinds of properties are eligible for certain programs helps communities inform eligible residents and determine whether the community is eligible for funds based on its farm population.

Support Agricultural Programs

Knowing which areas of a community are agricultural helps communities ensure eligible institutions receive funding for cooperative agricultural extension work and agricultural research. This funding is distributed to eligible institutions based on a legislatively determined formula that uses these data.

Plan Community Development

Knowing the size and agricultural nature of areas of each community can help communities understand changes in local housing markets; identify opportunities to improve tax, assistance, and zoning policies; and reduce tax revenue losses from vacant or abandoned properties.

Selected Statutory Uses of Acreage and Agricultural Sales Data

U.S. Department of Housing and Urban	United States Housing Act of 1937, Public Law 93-383, as amended, 42
Development	USC § 1437f(c)(1); 24 CFR 888.113, 24 CFR 982.401

5. What is this person's age on April 1, 2020? What is this person's date of birth? If you don't know the exact age, please estimate. For babies less than 1 year old, do not report the age in months. Report 0 as the age.			
Age on April 1, 2020	Print num Month	bers in boxes Day	s. Year of birth
years			

Answers to the age and date of birth QUESTIONS ARE USED TO UNDERSTAND THE SIZE AND CHARACTERISTICS OF DIFFERENT AGE GROUPS AND TO PRESENT OTHER DATA BY AGE.

Age data are used in planning and funding government programs that provide funds or services for specific age groups, such as children, working-age adults, women of childbearing age, or the older population. These statistics are also used to enforce laws, regulations, and policies against age discrimination in government programs and in society.

AGE DATA HELP COMMUNITIES:

Provide Assistance to Older Americans

Knowing how many people in a community are aged 60 and older helps local officials provide programs and services that enable older adults to remain living safely in their homes and

communities (Older Americans Act). Age data are also used in programs that provide services and assistance to seniors.

Provide Assistance to Children and Families

Knowing the numbers and ages of children in families can help communities enroll eligible families in programs designed to assist them. For example, age data are used in targeted efforts to enroll eligible people in Medicaid and the Children's Health Insurance Program.

Educate Children and Adults

Knowing how many children and adults depend on services through schools can help school districts make long-term building, staffing, and funding decisions.

Ensure Equal Opportunity

Knowing the age distribution of a community's population helps government and communities enforce laws, regulations, and policies against discrimination based on age.

Selected Statutory Uses of Age Data

U.S. Department of Agriculture	42 USC § 1472, 1474, 1485, 1486, 1490, and 1490a, 7 CFR 3550.10
U.S. Department of Health and Human Services, Administration for Community Living	42 USC § 300kk
U.S. Department of Health and Human Services, Center for Medicare and Medicaid Services	Patient Protection and Affordable Care Act, Public Law 111–148, Section 10334; 42 USC § 300kk
U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation	42 USC § 1397ii(b)(2)(A)–(C)
U.S. Department of Labor	Older Americans Act Amendments of 2000, Public Law 109-365, 42 USC § 3056e; 20 CFR 641.140, 641.360, and 641.365
U.S. Department of Labor	29 USC § 49f(a)(3)(D), 49g(d), and 49l-2(a)15
U.S. Department of Transportation	Fixing America's Surface Transportation Act, Public Law 114-94; 49 USC § 5303(c), (e), (h), (i), (j),(k), and (n)
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)–(2), (b)(2), (b)(6), (b)(7), (n)(1), and (o)(1)
U.S. Equal Employment Opportunity Commission, Office of General Counsel	Age Discrimination in Employment Act of 1967, Public Law 90-202, 29 USC § 623(a)–(d) and 633a; 29 CFR 1625.7(d); Hazelwood School Dist. v. United States, 433 U.S. 299 (1977)
U.S. Social Security Administration	The Social Security Act, Public Law 74-271, as amended, 42 USC § 401(c)

ANCESTRY

(For example: Italian, Jamaican, African Am., Cambodian,
(For example, Italian, Ismaioan, African Am, Combadian
(For example, Italian, Ismaioen African Am, Combadian

A QUESTION ABOUT A PERSON'S ANCESTRY OR ETHNIC ORIGIN IS USED TO CREATE STATISTICS ABOUT VARIOUS ANCESTRY GROUPS.

Ancestry data are used in planning and evaluating government programs and policies to ensure they fairly and equitably serve the needs of all groups. These statistics are also used to enforce laws, regulations, and policies against discrimination in society.

ANCESTRY DATA HELP COMMUNITIES:

Ensure Equal Opportunity

Knowing the ethnic groups in a community in combination with information about housing, language, and employment, helps government and

communities enforce laws, regulations, and policies against discrimination based on national origin. For example, ancestry data are used to enforce nondiscrimination in employment by federal agencies, private employers, employment agencies, and labor organizations; and to enforce laws, regulations, and policies against discrimination in federal financial assistance (Civil Rights Act of 1964).

Understand Changes

Knowing whether people from different backgrounds have the same opportunities in employment, homeownership, and many other areas is of interest to researchers, advocacy groups, and policymakers. For example, ancestry data are used with age and language data to address language and cultural diversity needs in health care plans for the older population.

Selected Statutory Uses of Ancestry Data

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics	42 USC § 242k(b), (h), and (l)
U.S. Department of Justice, Civil Rights Division	Title VI of Civil Rights Act of 1964, 42 USC § 2000d to 2000d-7; 28 CFR 42.101 to 42.112; 28 CFR 42.401 to 42.415; 28 CFR 50.3; 67 Fed. Reg. 41, 555 (June 18, 2002); Lau v. Nichols, 414 U.S. 563 (1974)
U.S. Department of Justice, Civil Rights Division	Civil Rights Act of 1964, 42 USC § 2000c et seq.
U.S. Equal Employment Opportunity Commission, Office of General Counsel	Civil Rights Act of 1964, Public Law 88-352; 42 USC § 2000e-2(k)(1)(A); <u>Hazelwood School Dist. v.</u> <u>United States</u> , 433 U.S. 299, 307-308 (1977)
U.S. Equal Employment Opportunity Commission, Office of Research, Information, and Planning	Civil Rights Act of 1964, Public Law 88-352; 42 USC § 2000e-2(k)(1)(A); <u>Hazelwood School Dist. v.</u> <u>United States</u> , 433 U.S. 299, 307-308 (1977)
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6), (b)(7), (n)(1), and (o)(1)
U.S. Department of Health and Human Services, Administration for Children and Families	Community Services Block Grant Act, Public Law 105-285, § 673 (2), 674, and 681A, 42 USC § 9902 (2), 9903, and 9908 (b)(1)(A), (b)(11) & (c)(1)(A)(i)

COMMUTING (JOURNEY TO WORK)

34. At what location did this person work LAST WEEK?	
	American Samoa – Print name of village below.
	Outside American Samoa – Print name of U.S. state, U.S. territory, or foreign country below. ✓
the Hov <i>Mar</i>	ase read the TRANSPORTATION TO WORK section on Flashcard. If did this person usually get to work LAST WEEK? If W ONE box for the method of transportation used for set of the distance.
	Car, truck, or private van/bus
	Public van/bus
	Taxicab
	Motorcycle
	Bicycle
	Walked
	Plane or seaplane
	Boat, ferry, or water taxi
	Worked from home → SKIP to question 43a
	Other method

QUESTIONS ABOUT WHERE PEOPLE WORK, HOW THEY GET THERE, WHEN THEY LEAVE, AND HOW LONG IT TAKES ARE USED TO CREATE DATA ABOUT COMMUTING, OR A PERSON'S JOURNEY TO WORK.

Journey to work data are used in planning and funding for improvements to road infrastructure, developing transportation plans and services, and understanding where people are traveling in the course of a normal day. These data are also used to evaluate transportation plans to ensure they fairly and equitably serve the needs of all groups.

The address-level specificity of the ACS place of work question is not needed in the Island Areas, as data products that detail the distance of commutes or the flows from residence to worksite geographies are not required by data uses.

The categories in the transportation to work question were adapted to include the types of

36. How many people, including this person, usually rode to work in the car, truck, or private van/bus LAST WEEK?		
Person(s)		
37. LAST WEEK, what time did this person's trip to work usually begin?		
Hour Minute a.m.		
□ p.m.		
38. How many minutes did it usually take this person to get from home to work LAST WEEK?		
Minutes		

transportation that are used in the Island Areas. The categories private van/bus; public van/bus; plane or seaplane; and boat, ferry, or water taxi were added. The terms subway or elevated rail; long-distance train or commuter rail; light rail, streetcar, or trolley; and ferryboat were removed.

COMMUTING DATA HELP COMMUNITIES:

Improve Transportation Planning

Knowing where people commute to and from, and what time of day they are commuting, helps transportation planners create transportation plans that are compliant with various transportation, environmental, and antidiscrimination regulations.

Local agencies and organizations use these statistics to plan transportation programs and services that meet the diverse needs of local populations, including the disabled population, bicycle commuters, carpools, and ride-sharers. Commuting data are also used to forecast future use of new or updated transportation systems.

Ensure Equal Opportunity

Knowing where people could reasonably commute from to work in a certain area is used by communities and businesses for employment planning, and by communities and governments to enforce laws, regulations, and policies against employment discrimination.

Selected Statutory Uses of Commuting (Journey to Work) Data

U.S. Department of Health and Human Services, Administration for Children and Families	Community Services Block Grant Act, Public Law 105-285, 42 USC § 9902 (2), 9903, and 9908 (b)(1)(A), (b)(11) & (c)(1)(A)(i),
U.S. Department of Health and Human Services, Center for Medicare and Medicaid Services	2003 Medicare Modernization Act, 42 USC § 1395ww(d)(13)
U.S. Department of Health and Human Services, Health Resources and Services Administration, National Center for Healthcare Workforce Analysis	Public Health Service Act, § 761(b)(2)(A), 792(a), 792(b)(2), and 806(f)(1), 42 USC § 294n, 295k, and 296e
U.S. Department of Justice, Civil Rights Division	Title VII of the Civil Rights Act of 1964, 42 USC § 2000e(2)(k); Wards Cove Packing Co. v. Atonio, 490 U.S. 642 (1989)
U.S. Department of Transportation	49 USC § 5303; 49 CFR Part 613
U.S. Department of Transportation	Fixing America's Surface Transportation Act, Public Law 114-94; 49 USC § 5304; 49 CFR Part 613, Subpart B
U.S. Department of Transportation	Fixing America's Surface Transportation Act, Public Law 114-94; 49 USC § 5303(c), (e), (h), (i), (j), (k) & (n)
U.S. Department of Transportation	49 USC § 6302(b)(3)(B), 6303(c), 6304(a), 6309 (a)
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6), (b)(7), (n)(1), (o)(1)
U.S. Equal Employment Opportunity Commission, Office of Federal Operations	The Rehabilitation Act of 1973, Public Law 93-112; 29 USC § 791(b); 29 CFR 1614.602

COMPUTER AND INTERNET USE

 Please read the COMPUTER USE section on the Flashcard. At this house, apartment, or mobile home – do you or any member of this household own or use any of the following 					
types	of computers?	Yes	No		
a. Desi	ktop or laptop				
b. Sma	rtphone				
c. Tabl	et or other portable wireless computer				
d. Som	e other type of computer – Specify 📈				
10. a. At t	his house, apartment, or mobile home – do nber of this household have access to the	you o Interne	r any et?		
	Yes				
	No → SKIP to question 12				
b. Do you or any member of this household pay a cell phone company or internet service provider to access the internet?					
	☐ Yes				
	No → SKIP to question 12				

QUESTIONS ABOUT THE COMPUTERS AND DEVICES THAT PEOPLE USE, WHETHER PEOPLE ACCESS THE INTERNET, AND HOW PEOPLE ACCESS THE INTERNET ARE USED TO CREATE DATA ABOUT COMPUTER AND INTERNET USE.

These questions were added as a requirement of the Broadband Data Improvement Act of 2008. They help federal agencies measure the development of broadband access and decrease barriers to broadband access.

11.	Please read the INTERNET section on the Flashcard. Do you or any member of this household have access to the			
	Internet using a –	Yes	No	
	Cellular data plan for a smartphone or other mobile device?			
	b. Broadband (high speed) Internet service such as			
	cable, fiber optic, or DSL service installed in this household?			
	c. Satellite Internet service installed in this household?			
	d. Dial-up Internet service installed in this household?			
	e. Some other service? – Specify service			

The Census Bureau uses the version of the internet access questions used in ACS personal interviewing for the 2020 Island Areas Censuses questionnaires.

COMPUTER AND INTERNET USE DATA HELP COMMUNITIES:

Ensure Residents Can Communicate

Agencies can use these statistics to evaluate access to broadband in their communities. Schools, libraries, rural health care providers, and other public service providers, also use this information. Communities ensure their residents are connected to assistance programs, emergency services, and important information. These statistics may also be useful to understand whether to use Internet or more expensive outreach methods for distributing important public health or safety information.

Federal agencies use these data to evaluate the extent of access to, and adoption of, broadband with a focus on underserved areas. Agencies might choose to use these statistics to evaluate access to broadband in their communities.

Selected Statutory Uses of Computer and Internet Use Data

U.S. Federal Communications Commission	Broadband Data Improvement Act of 2008, Public Law 110-385, 47 USC § 1303(d)	
U.S. Department of Commerce, National Telecommunications and Information Administration	Broadband Data Improvement Act of 2008, Public Law 110-385, 47 USC § 1303(d)	
U.S. Department of Transportation	Fixing America's Surface Transportation Act, Public Law 114-94; 49 USC § 5304; 49 CFR Part 613, Subpart B	

DISABILITY

21.	a.		nis person deaf or does he/she have serious difficulty ring?
			Yes
			No
	b.		nis person blind or does he/she have serious difficulty ng even when wearing glasses?
			Yes
			No
22.	a.	doe	ause of a physical, mental, or emotional condition, s this person have serious difficulty concentrating, embering, or making decisions?
			Yes
			No
	b.		s this person have serious difficulty walking or bing stairs?
			Yes
			No
	c.	Doe	s this person have difficulty dressing or bathing?
			Yes
			No
23.	th	is pe	se of a physical, mental, or emotional condition, does erson have difficulty doing errands alone such as g a doctor's office or shopping?
	C	Y	ės
	C	N	o

QUESTIONS ABOUT A PERSON'S DIFFICULTY WITH SPECIFIC DAILY TASKS ARE USED TO CREATE STATISTICS ABOUT DISABILITY.

Disability data are used in planning and funding government programs that provide funds or services for populations with disabilities. In addition, these data are used in evaluating other government programs and policies to ensure that they fairly and equitably serve the needs of all groups. These statistics are also used to enforce laws, regulations, and policies against discrimination.

DISABILITY DATA HELP COMMUNITIES:

Provide Adequate Housing

Knowing the different types of disabled households in a community helps communities understand whether available housing meets the needs of residents. When housing is not sufficient or not affordable, disability data can help communities enroll eligible households in programs designed to assist them and can help communities qualify for grants from the Community Development Block Grant, HOME Investment Partnerships Program, Emergency Solutions Grants, Housing Opportunities for Persons With AIDS, and other programs.

Provide Health Care to Children and Families

Knowing the disability status of people in families in combination with other information, such as household income, health insurance status, and poverty status, can help communities enroll eligible families in programs designed to assist them. For example, disability data are used to target efforts to enroll eligible people in Medicaid, and the Children's Health Insurance Program (CHIP). Disability data are also used to ensure that Medicare, Medicaid, and CHIP programs are adequately serving these families.

Ensure Equal Opportunity

Knowing the disability status of people in the community in combination with information about housing and employment, helps governments and communities enforce laws, regulations, and policies against discrimination based on disability status.

Provide Assistance to People with Disabilities

Knowing how many people in a community over a certain age have a disability helps local officials provide programs and services to older adults that enable them to remain living safely in their homes and communities (Older Americans Act). Disability status data are also used in programs that provide services and assistance to people with a disability.

Understand Changes

Knowing whether people with disabilities have the same opportunities in employment, home ownership, and many other areas is of interest to researchers, advocacy groups, and policymakers.

Communities also need to understand changes in the needs and geographic concentrations of people with disabilities to ensure that they can meet the community's needs during weather events, disasters, and public health emergencies.

Selected Statutory Uses of Disability Data

U.S. Department of Health and Human Services, Centers for Disease	42 USC § 242k(b), (h), and (l)
Control and Prevention, National Center for Health Statistics	
U.S. Department of Health and Human Services, Centers for Disease Control and Prevention	Public Health Service Act, § 301, 42 USC 241; Public Health Service Act, § 3101, 42 USC § 300kk
U.S. Department of Health and Human Services, Administration for Community Living	42 USC § 300kk
U.S. Department of Health and Human Services, Administration for Community Living	Developmental Disabilities Assistance and Bill of Rights Act of 2000, Public Law 106-402, § 124(c)(5); 42 USC § 15024
U.S. Department of Health and Human Services, Administration for Community Living	Older Americans Act of 1965; Public Law 89-73; 42 USC § 3013, 3024, 3030s-1, 3032
U.S. Department of Health and Human Services, Center for Medicare and Medicaid Services	Patient Protection and Affordable Care Act, Public Law 111-148, §10334; 42 USC § 300kk.
U.S. Department of Health and Human Services, Health Resources and Services Administration	Public Health Service Act § 792(b)(2), 42 USC § 295(k)(b)(2)
U.S. Department of Health and Human Services, Office for Civil Rights	Rehabilitation Act of 1973, § 504, Public Law 93-112; Americans with Disabilities Act Titles II and III, as amended by the ADA Amendments Act of 2008, Public Law 110-325, 42 USC § 126
U.S. Department of Housing and Urban Development	McKinney-Vento Homeless Assistance Act, 42 USC § 11371-11376; 24 CFR Part 91
U.S. Department of Housing and Urban Development	Cranston-Gonzalez National Affordable Housing Act, Public Law 101-625, 42 USC § 12705(b)(1)-(3); 24 CFR Part 91; 24 CFR 91.205(a)-(c)
U.S. Department of Housing and Urban Development	Rehabilitation Act of 1973, § 504, Public Law 93-112, 29 USC § 794; 24 CFR § 8.22(b); 24 CFR §8.23(a)
U.S. Department of Veterans Affairs	38 USC § 546
U.S. Department of Veterans Affairs	38 USC § 8104(b)(2)

FERTILITY

28.	28. How many babies has this person ever had, not counting stillbirths? Do not count stepchildren or children she has adopted.					
		None	or			Number of children

A QUESTION ABOUT THE NUMBER OF BABIES A PERSON HAS HAD IS USED TO CREATE STATISTICS ABOUT FERTILITY.

Fertility data are used in planning government programs and adjusting other important data, such as the size of the population eligible for different services, as new people are born. These statistics can also be used to project the future size of the population and to understand more about growing families.

The Census Bureau uses the version of this question that was asked in the 2010 Island Areas Censuses on the 2020 Island Areas Censuses questionnaires. Because the Island Areas Censuses questions are asked once every ten years, a question about the number of babies a person has had in her lifetime provides a better measure of fertility.

FERTILITY DATA HELP COMMUNITIES:

Provide Health Care to Children and Families

Knowing the number of women who have given birth in combination with other information, such as marital status, labor force status, household income, health insurance status, and poverty status, can help communities understand changes in the demand for health care.

Understand Changing Households

Knowing the characteristics of women who have given birth, including where they live, is important to understand the relationships among different development patterns, including housing and travel information, and public health and pollution.

Though local vital statistics offices typically have a count of births per year, fertility data are able to provide federal program planners, policymakers, and researchers with additional statistics about the age, education, and employment of parents in households welcoming children, and other important information about the homes (age, size, etc.) and households (income, language spoken, etc.). These data provide a more complete picture of families.

Local agencies can use these statistics in combination with other information about mothers, such as education and income, to understand future needs for the local education system and health services.

Selected Statutory Uses of Fertility Data

U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6), (b)(7), (n)(1), and (o)(1)
--------------------------------------	---

GRANDPARENT CAREGIVERS

29. a. D	29. a. Does this person have any of his/her own grandchildren under the age of 18 living in this house or apartment?					
I		Yes				
1		No → SKIP to question 30				
ti	he l	nis grandparent currently responsible for most of basic needs of any grandchildren under the age 8 who live in this house or apartment?				
		Yes				
I		No → SKIP to question 30				
ti re q	hes esp jues	r long has this grandparent been responsible for se grandchildren? If the grandparent is financially consible for more than one grandchild, answer the stion for the grandchild for whom the grandparent been responsible for the longest period of time.				
		Less than 6 months				
		6 to 11 months				
		1 or 2 years				
I		3 or 4 years				
		5 or more years				

QUESTIONS ABOUT WHETHER A PERSON IS THE PRIMARY CAREGIVER FOR HIS OR HER GRANDCHILDREN AND HOW LONG HE OR SHE HAS CARED FOR HIS OR HER GRANDCHILDREN, ARE USED TO CREATE STATISTICS ABOUT GRANDPARENT CAREGIVERS.

Grandparent caregiver data help federal agencies understand the special provisions needed for federal programs designed to assist families, as older Americans are often in different financial, housing, and health circumstances than those of

other ages. These data are also used to measure the effects of policies and programs that focus on the well-being of families, including tax policies and financial assistance programs.

GRANDPARENT CAREGIVER DATA HELP COMMUNITIES:

Provide Assistance to Families

Knowing more about families, particularly those where grandparents care for grandchildren, along with data about the ages of children, household income, disability, and poverty status can help communities enroll eligible families in programs designed to assist them, such as the Children's Health Insurance Program, and can help communities qualify for grants to fund these programs. These data are also used to evaluate programs such as Temporary Assistance for Needy Families.

Provide Assistance to Older Americans

Knowing how many people in a community are over a certain age, including whether older Americans are caring for grandchildren, helps local officials fund programs and services targeted to reach older adults with the greatest economic and social needs (Older Americans Act).

Understand Changing Households

Knowing more about how often grandparents are responsible for the basic care of grandchildren and how long they have been responsible, in combination with information about age, presence of children, income, etc., can help communities understand if available housing and services are meeting residents' needs.

Selected Statutory Uses of Grandparent Caregivers Data

U.S. Department of Commerce, Bureau of the Census	13 USC § 141 note
U.S. Department of Health and Human Services, Administration for Children and Families	13 USC § 141 note

HEALTH INSURANCE COVERAGE

20. Please read the HEALTH INSURANCE section on the Flashcard. 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) 				
 Insurance purchased directly from an insurance company (by this person or another family member) 				
 Medicare, for people 65 and older, or people with certain disabilities 				
 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 (enrolled for VA health care)				
g. Indian Health Service				
 h. Any other type of health insurance or health coverage plan − Specify _k 				

QUESTIONS ABOUT THE SOURCES OF A PERSON'S HEALTH INSURANCE ARE USED TO CREATE STATISTICS ABOUT THE PERCENTAGE OF PEOPLE COVERED BY HEALTH INSURANCE AND THE SOURCES OF HEALTH INSURANCE.

Health insurance data are used in planning government programs, determining eligibility criteria, and encouraging eligible people to participate in health insurance programs.

HEALTH INSURANCE DATA HELP COMMUNITIES:

Provide Assistance to Children and Families

Knowing the health insurance coverage status in combination with other information, such as number and age of children in families, household income, and poverty status, can help communities enroll eligible families in programs designed to assist them. For example, health insurance coverage status and age data are used to target efforts to enroll eligible people in Medicaid and the Children's Health Insurance Program (CHIP). Health insurance data are also used to ensure that Medicare, Medicaid, and CHIP programs are improving health outcomes for families.

Provide Health Care for Veterans

Knowing the number and characteristics of veterans eligible to use Department of Veterans Affairs health care, compared to those currently using services, can help communities and the federal government estimate the future demand for health care services and facilities for veterans.

Understand Changes

Knowing the health insurance coverage status of people in a community helps planners identify gaps in community services, plan programs that address those gaps, and qualify for funding for those programs.

Knowing more about changes in health insurance coverage rates and the characteristics of people who have or do not have health insurance is also of interest to researchers, advocacy groups, and policymakers.

Selected Statutory Uses of Health Insurance Data

U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality	42 USC § 299a(a)(3),(6),(8), 299b-2(a)(1), and 299(c)(1)(B)
U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics	42 USC § 242k(b), (h), and (l)
U.S. Department of Health and Human Services, Center for Medicare and Medicaid Services	Patient Protection and Affordable Care Act, Public Law 111-148, §10334; 42 USC § 300kk.
U.S. Department of Health and Human Services, Office for Civil Rights	Rehabilitation Act of 1973, § 504; Public Law 93-112; Americans with Disabilities Act, Titles II and III, as amended by the ADA Amendments Act of 2008, Public Law 110-325, 42 USC § 12101
U.S. Department of Veterans Affairs	Public Law 106-117, 38 USC § 8134(a)(2)

HISPANIC ORIGIN

6. Please read the HISPANIC ORIGIN section on the Flashcard. Is this person 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, for		
		example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. _₹		

A QUESTION ABOUT WHETHER A PERSON IS OF HISPANIC, LATINO, OR SPANISH ORIGIN IS USED TO CREATE STATISTICS ABOUT THIS ETHNIC GROUP.

These data are required for federal programs and are critical factors in the basic research behind numerous policies, particularly for civil rights. Hispanic origin data are used in planning and funding government programs that provide funds or services for specific groups. These data are also used to evaluate government programs and policies to ensure they fairly and equitably serve the needs of the Hispanic population and to monitor compliance with antidiscrimination laws, regulations, and policies.

Though many respondents expect to see a Hispanic, Latino, or Spanish category on the race question, this question is asked separately because people of Hispanic origin may be of any race(s) in accordance with the 1997 Office of Management and Budget standards on race and ethnicity.

HISPANIC ORIGIN DATA HELP COMMUNITIES:

Ensure Equal Opportunity

We ask about the Hispanic, Latino, or Spanish origin of community members to help governments and communities enforce antidiscrimination laws, regulations, and policies. For example, data on the Hispanic population are used to:

- Establish and evaluate the guidelines for federal affirmative action plans under the Federal Equal Opportunity Recruitment Program.
- Monitor and enforce equal employment opportunities under the Civil Rights Act of 1964.
- Identify segments of the population who may not be getting needed medical services under the Public Health Service Act.

Understand Changes

Researchers, advocacy groups, and policymakers are interested in knowing if the distribution of the Hispanic and non-Hispanic population changes by age, sex, relationship, and housing tenure.

Selected Statutory Uses of Hispanic Origin Data

U.S. Department of Commerce, Bureau of the Census	13 USC § 141(c)
U.S. Department of Health and Human Services, Administration for Children and Families	Community Services Block Grant Act, Public Law 105-285, , 42 USC § 9902(2), 9903, and 9908(b)(1)(A), (b)(11) & (c)(1)(A)(i)
U.S. Department of Health and Human Services, Administration for Community Living	Older Americans Act of 1965, Public Law 89-73, 42 USC § 3018.
U.S. Department of Health and Human Services, Administration for Community Living	42 USC § 300kk
U.S. Department of Health and Human Services, Center for Medicare and Medicaid Services	Patient Protection and Affordable Care Act, Public Law 111-148, § 10334; 42 USC § 300kk.
U.S. Department of Housing and Urban Development	Cranston-Gonzalez National Affordable Housing Act, Public Law 101–625, 42 USC § 12705(b)(1)-(3); 24 CFR Part 91, 24 CFR 91.205(a)-(c)
U.S. Department of Housing and Urban Development	McKinney-Vento Homeless Assistance Act, 42 USC § 11371-11376; 24 CFR Part 91
U.S. Department of Housing and Urban Development	Housing and Community Development Act of 1974, 42 USC § 5306(a)(1); 24 CFR §1003.101
U.S. Department of Justice, Civil Rights Division	Title VII of the Civil Rights Act of 1964, 42 USC § 2000e-2.
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6), (b)(7), (n)(1), and (o)(1)

HOME VALUE AND RENT

19.	a.	What is the monthly rent for this house, apartment, or mobile home?		
		Monthly amount – Dollars		
		\$.00		
	b.	Does the monthly rent include any meals?		
		☐ Yes		
		□ No		
20.	or	pout how much do you think this house and lot, apartment, mobile home (and lot, if owned) would sell for if it were for ile?		
	Amount – Dollars			
	\$.00		

QUESTIONS ABOUT THE MONTHLY RENT AMOUNT OR HOW MUCH THE HOME AND PROPERTY ARE WORTH ARE USED TO PRODUCE STATISTICS ABOUT RENT AND HOME VALUE.

These data are used in government programs that analyze whether adequate housing is affordable for residents and provide and fund housing assistance programs. These statistics are also used to enforce laws, regulations, and policies designed to eliminate discrimination in private-market housing, government programs, and in society.

HOME VALUE AND RENT DATA HELP COMMUNITIES:

Provide Adequate Housing

Knowing the different types of households in a community (single people, couples, families, roommates, etc.) helps communities understand whether available housing meets the needs of residents. Housing costs in combination with

relationship and combined income of all people in a household helps communities understand whether housing is affordable.

When rental housing is not affordable, rent data are used to identify rental distribution of housing units (the standard cost of different types of housing in different areas of the country) and to determine Fair Market Rents, which the Department of Housing and Urban Development uses to determine the amount of tenant subsidies in housing assistance programs.

When housing is not sufficient or not affordable, housing cost data can help communities enroll eligible households in programs designed to assist them and can help communities qualify for grants from the Community Development Block Grant, HOME Investment Partnerships Program, Emergency Solutions Grants, Housing Opportunities for Persons With AIDS, and other programs.

Plan Community Development

Knowing how the balance of rented homes, mortgaged homes, and owned homes changes over time can help communities understand changes in local housing markets and identify opportunities to improve tax, assistance, and zoning policies.

Ensure Equal Opportunity

Knowing more about people who rent and people who own homes in the community in combination with age, sex, race, Hispanic origin, disability, and other data, helps government and communities enforce laws, such as the 1968 Fair Housing Act designed to eliminate discrimination in housing.

Selected Statutory Uses of Home Value and Rent Data

U.S. Department of Agriculture	42 USC § 1485, 1486, 1490a, 1490l, 1490m, 1490p-2, 1490r; 7 CFR 1940.560 through 1940.567, 1940.575; 7 CFR 3550.10, 3560.11, 3560.152(a)(2), 3560.254(c)
U.S. Department of Health and Human Services, Administration for Children and Families	Community Services Block Grant Act, Public Law 105-285, 42 USC § 9902 (2), 9903, and 9908 (b)(1)(A), (b)(11) & (c)(1)(A)(i),
U.S. Department of Health and Human Services, Administration for Children and Families	42 USC § 9902 (2), 9908(b)(1)(A), and 9914 (a) and (c)
U.S. Department of Housing and Urban Development	Cranston-Gonzalez National Affordable Housing Act, Public Law 101–625, 42 USC § 12705(b)(1)-(3); 24 CFR Part 91, 24 CFR 91.205(a)-(c)
U.S. Department of Housing and Urban Development	McKinney-Vento Homeless Assistance Act, 42 USC §11371-11376; 24 CFR Part 91
U.S. Department of Housing and Urban Development	United States Housing Act of 1937, Public Law 93-383, as amended; 42 USC § 1437f(c)(1); 24 CFR 888.113, 24 CFR 982.401
U.S. Department of Housing and Urban Development	Housing and Economic Recovery Act of 2008, Public Law 110-289, Federal Housing Enterprises Financial Safety and Soundness Act of 1992, § 1338, 12 USC § 4568
U.S. Department of Transportation	49 USC § 6302(b)(3)(B), 6303(c), 6304(a), and 6309 (a).
U.S. Department of Transportation	Fixing America's Surface Transportation Act, Public Law 114-94; 49 USC § 5303(c), (e), (h), (i), (j),(k) and (n)
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6), (b)(7), (n)(1), and (o)(1)

46.	IN	CON	IE IN 201	9			
	The next series of questions is about income received during 2019. If the exact amount is not known, please give your best estimate. If net income was a loss, please give the dollar amount of the loss. 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. Mark I the "No" box for the other person.						
	a. Did this person receive any wages, salary, commissions, bonuses, or tips in 2019?						
	Yes → What was the amount from all jobs before deductions for taxes, bonds, dues, or other items?						
				TOTAL AMOUNT - Dollars			
			9	.00			
			No				
	 b. Did this person have any self-employment income from own nonfarm businesses or farm businesses, including proprietorships and partnerships, in 2019? Yes → What was the net income after business expenses? 						
				TOTAL AMOUNT - Dollars			
			9	.00			
			No		Loss		
	c. Did this person receive any interest, dividends, net rental income, royalty income, or income from estates and trusts in 2019? Report even small amounts credited to an account.						
			Yes → V	hat was the amount?			
				TOTAL AMOUNT - Dollars			
			9	.00			
			No		Loss		

QUESTIONS ABOUT THE FUNDS A PERSON
RECEIVES FROM VARIOUS SOURCES ARE USED TO
CREATE STATISTICS ABOUT INCOME, ASSISTANCE,
EARNINGS, AND POVERTY STATUS

Income data are used in planning and funding government programs that provide economic assistance for populations in need and measure economic well-being. Income and poverty estimates are often part of allocation formulas that determine how food, health care, job training, housing, and other assistance are distributed.

The Census Bureau uses versions of these questions from ACS group quarters and personal interviews. The version of these questions used in

d. Did this person receive any Social Security of Railroad Retirement benefits in 2019?	•		
Yes → What was the amount?			
TOTAL AMOUNT - Dollars			
.00			
□ No			
o Did this person receive any Supplemental Se	ourity		
e. Did this person receive any Supplemental Security Income (SSI) payments in 2019?			
Yes → What was the amount?			
TOTAL AMOUNT - Dollars			
.00			
□ No			
A BOARD			
 Did this person receive any public assistance welfare payments from the state or local welf 			
in 2019?			
Yes → What was the amount?			
TOTAL AMOUNT - Dollars			
\$.00			
□ No			
g. Did this person receive any retirement income, pensions, survivor or disability income in 2019? Include income from a previous employer or union, or any regular withdrawals or distributions from IRA, Roth IRA, 401(k), 403(b) or other accounts specifically designed for retirement. Do not include Social Security.			
Yes → What was the amount?			
TOTAL AMOUNT - Dollars			
.00			
□ No			
h. Did this person receive income on a regular basis from any other sources such as Department of Veterans Affairs (VA) payments, unemployment compensation, child support or alimony in 2019?			
Affairs (VA) payments, unemployment compe	terans		
Affairs (VA) payments, unemployment compe	terans		
Affairs (VA) payments, unemployment compe child support or alimony in 2019?	terans		
Affairs (VA) payments, unemployment compe child support or alimony in 2019? ☐ Yes → What was the amount?	terans		
Affairs (VA) payments, unemployment compe child support or alimony in 2019? ☐ Yes → What was the amount? TOTAL AMOUNT – Dollars	terans		
Affairs (VA) payments, unemployment compechild support or alimony in 2019? ☐ Yes → What was the amount? TOTAL AMOUNT – Dollars \$	terans		
Affairs (VA) payments, unemployment compechild support or alimony in 2019? ☐ Yes → What was the amount? TOTAL AMOUNT – Dollars \$	terans		
Affairs (VA) payments, unemployment compechild support or alimony in 2019? ☐ Yes → What was the amount? TOTAL AMOUNT – Dollars \$	terans		

ACS self-response would likely require significant probing as each subpart is not phrased as a question.

INCOME DATA HELP COMMUNITIES:

Provide Adequate Housing

Knowing the combined income of all people in a household in combination with housing costs, helps communities understand whether housing is affordable for residents. When housing is not sufficient or not affordable, income data can help communities enroll eligible households in programs designed to assist them and can help communities qualify for grants from the Community Development Block Grant, HOME Investment Partnerships Program, Emergency Solutions Grant, Housing Opportunities for Persons With AIDS, and other programs.

Provide Assistance to Older Americans

Knowing how many older people in a community are living in poverty in combination with other information, such as age and disability status of other family members, can help communities ensure these residents receive appropriate assistance.

Provide Assistance to Children and Families

Knowing household income in combination with other information, such as the number and age of children in families, health insurance status, and poverty status, can help communities enroll eligible

families in programs designed to assist them. For example, income data are used to identify eligibility and provide funding in programs such as Medicaid, the Child and Adult Care Food Program, and Head Start.

Educate Children and Adults

Knowing how many children and adults depend on services through schools helps school districts make long-term building, staffing, and funding decisions. Household income and family composition determine poverty status, which is used along with school enrollment, information on disability status, and language spoken at home to help schools understand the needs of their students and qualify for grants that help fund programs for students with needs for additional services or assistance, including free/reduced price school lunches.

Plan Community Development

Knowing more about the financial situation of residents, including income, employment, and housing costs, can help communities qualify for loan and grant programs designed to stimulate economic recovery, improve housing, run jobtraining programs, and define areas as empowerment or enterprise zones.

Selected Statutory Uses of Income Data

National Agricultural Research, Extension, and Teaching Policy Act,
Public Law 95-113, Title XIV; Act of May 8, 1914, ch. 79, 7 USC §
3175; 7 USC § 343(d)
7 USC § 2020(e)(1); 7 CFR 272.4(b)(6)
42 USC § 1766(f)(3)(A)(ii)(I)(aa) and 1766(f)(3)(E)(i); 7 CFR 226.15(f)
42 USC § 300kk
Patient Protection and Affordable Care Act, Public Law 111-148,
§10334; 42 USC § 300kk.
Public Health Service Act, § 301, 42 USC 241; Public Health Service
Act, § 3101, 42 USC § 300kk
McKinney-Vento Homeless Assistance Act, 42 USC 11371-11376; 24
CFR Part 91
Housing and Community Development Act of 1974, 42 USC §
5306(a)(1); 24 CFR §1003.101
Housing and Community Development Act of 1974, Public Law 93–
383, as amended, 42 USC § 1439 (d)(1)(A)(i); 24 CFR 791.402
Cranston-Gonzalez National Affordable Housing Act, Public Law
101–625, 42 USC § 12705(b)(1)-(3); 24 CFR Part 91, 24 CFR
91.205(a)-(c)

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The next series of questions is about the type of employment this person had last week. If this person had more than one job, describe the one at which the most hours were worked. If this person did not work last week, describe the most recent employment in the past five years (since 2015). a. Please read the TYPE OF WORKER section on the Flashcard. Which one of the following best describes this person's employment last week or the most recent employment in the past 5 years (since 2015)? Mark X ONE box.																	
PRIVATE SECTOR EMPLOYEE																	
		F	or-pr	offt (com	pan	y or	orga	ıniza	itlon							
			on-p gani				ation	n (Inc	cludi	ng t	ах-е	xem	pt a	nd o	hari	table	9
	GO	VEF	≀NM	EN	ΓE	MPL	OY.	EE									
		Lo	ocal eme	or te ntar	errito y sc	orial hool	gove)	emm	nent	(for	exa	mple	e pu	blic			
		A	ctive	dut	y U.	S. A	me	d Fo	rces	or	Com	mis	slon	ed (Согра	8	
		Fe	eden	al go	oven	nme	nt d	villa	n en	nplo	yee						
	SEL	.F-E	MP	LO	/ED	OF	01	HE	R								
			wne fam		non-	-Inco	rpoi	rated	i bus	sine	88, p	rofe	sslo	nal	prac	tice,	
		0	wne	rofi	Inco	rpor	ated	bus	ines	s, p	rofe	sslor	nal p	ract	ice,	or fa	arm
		W	orke r 15	d w	ithoi rs o	ut pa	ay in ore p	a fo	r-pr reek	offt f	amil	y bu	sine	88 (or fai	m	
b.	Wh age	at v	vas /, o	the r br	na and	me h o	of f th	this e A	per	rso ed F	n's Ford	emp	plo	yer,	bu	sine	988,
	L																
C.	the	lude	ind the atio	e m on v	ain vhe	aci	tivit	y, p	orod ed.	luct (Fo	, or	se	rvic	ер	rov	ideo	d at ry

QUESTIONS ABOUT A PERSON'S EMPLOYER, THE KIND OF BUSINESS OR INDUSTRY OF THAT EMPLOYER, THE KIND OF WORK A PERSON DOES, AND THAT PERSON'S MOST IMPORTANT ACTIVITIES ARE USED TO PRODUCE INDUSTRY, OCCUPATION, AND CLASS OF WORKER STATISTICS

d. Wa	s th	is n	nair	nly	- <i>N</i>	fa rk	Х	O٨	Εb	ox.				
	ma	manufacturing?												
	wi	wholesale trade?												
	re	retail trade?												
	other (agriculture, construction, service, government, etc.)?													
	e. What was this person's main occupation? (For example: 4th grade teacher, entry-level plumber)													
														1
dut and	f. Describe this person's most important activities or duties. (For example: instruct and evaluate students and create lesson plans, assemble and install pipe sections and review building plans for work details)													

These data are used to provide information about the labor force in government programs, to evaluate government programs and policies to ensure they fairly and equitably serve the needs of all groups, and to enforce laws, regulations, and policies against discrimination in society.

In question 45a, the term territorial was added to the local government response category and the state government category was removed. The question is based on the version of the question used in the 2019 ACS, and the adaptation is similar to how these categories were adapted in the 2010 Island Areas Censuses.

INDUSTRY, OCCUPATION, AND CLASS OF WORKER DATA HELP COMMUNITIES:

Provide Employment Opportunities

Knowing whether programs designed to employ specific groups, such as people with disabilities or veterans, are succeeding is important to employers, federal agencies, and federal government contractors (Vietnam Era Veterans' Readjustment Assistance Act, Rehabilitation Act of 1973). Industry, occupation, and class of worker

data provide additional detail about the jobs and careers pursued by people participating in these programs.

Local agencies use these statistics to identify labor surplus areas (areas with people available for hiring and training), plan workforce development programs including job fairs and training programs, and promote business opportunities.

Ensure Equal Employment Opportunity

Knowing more about people who are employed or looking for work in combination with educational attainment, age, sex, race, Hispanic origin, disability status, veteran status, and other data, helps governments and communities enforce civil rights laws against employment discrimination. For example, these data are used to enforce

nondiscrimination in employment by federal agencies, private employers, employment agencies, and labor organizations (Civil Rights Act of 1964).

Understand Changes

Knowing the characteristics of growing or declining industries and occupations is an important part of estimating changes in the economy. Labor force estimates are used in funding decisions; to ensure surveys are accurate, including surveys that provide official labor market estimates; and to understand change in other data (Wagner-Peyser Act and Workforce Investment Act).

Class of worker data, in particular, are used by the National Institute of Food and Agriculture to understand changes in farm workers and agriculture.

Selected Statutory Uses of Industry, Occupation, and Class of Worker Data

U.S. Department of Agriculture	Smith-Lever Act of 1914, 7 USC § 343(c)
U.S. Department of Agriculture	National Agricultural Research, Extension, and Teaching Policy Act, Public Law 95-113, Title XIV, 7 USC § 3222
U.S. Department of Agriculture	National Agricultural Research, Extension, and Teaching Policy Act, Public Law 95-113, Title XIV, 7 USC § 3221
U.S. Department of Justice, Civil Rights Division	Title VII of the Civil Rights Act of 1964, Public Law 88-352, 42 USC § 2000e-2
U.S. Department of Justice, Civil Rights Division	Title VII of the Civil Rights Act of 1964, Public Law 88-352, 42 USC § 2000e-2; Wards Cove Packing Co. v. Atonio, 490 U.S. 642 (1989)
U.S. Department of Transportation	49 USC § 5303; 49 CFR Part 613
U.S. Department of Transportation	49 USC §6303(c) and6304(a);
U.S. Equal Employment Opportunity Commission, Office of Federal Operations	The Rehabilitation Act of 1973, Public Law 93-112; 29 USC § 791 (b); 29 CFR 1614.602
U.S. Equal Employment Opportunity Commission, Office of General Counsel	Age Discrimination in Employment Act of 1967, Public Law 90-202,29 USC § 623(a)-(d) and 633a; 29 CFR 1625.7(d); Hazelwood School Dist. v. United States, 433 U.S. 299 (1977)

LABOR FORCE STATUS

33.	a. LAST WEEK, did this person work for pay at a job (or business)?										
			Yes → SKIP to question 34								
			No – Did not work (or retired)								
	b.		T WEEK, did this person do ANY work for pay, n for as little as one hour?								
			Yes								
			No → SKIP to question 39a								
39.	a.	LAS	T WEEK, was this person on layoff from a job?								
			Yes → SKIP to question 39c								
			No								
	b.		T WEEK, was this person TEMPORARILY absent najob or business?								
			Yes, on vacation, temporary illness, maternity leave, other family/personal reasons, bad weather, etc. → SKIP to question 42a								
			No → SKIP to question 40								
	c.	reca	this person been informed that he or she will be illed to work within the next 6 months OR been in a date to return to work?								
			Yes → SKIP to question 41								
			No								
40.			the LAST 4 WEEKS, has this person been ACTIVELY g for work?								
	c	Ye	es								
	c	N	o → SKIP to question 42a								
41.			WEEK, could this person have started a job if offered returned to work if recalled?								
	c	Y	es, could have gone to work								
	c	N	o, because of own temporary illness								
	C	N	No, because of all other reasons (in school, etc.)								

QUESTIONS ABOUT WHETHER A PERSON WORKED LAST WEEK AND, IF THE ANSWER IS NO, WHY HE OR SHE WAS NOT WORKING, WHETHER HE OR SHE PLANS TO RETURN TO WORK, AND HOW MUCH HE OR SHE WORKED IN THE PAST YEAR ARE USED TO PRODUCE STATISTICS ABOUT THE LABOR FORCE, INCLUDING UNEMPLOYMENT STATISTICS.

Labor force data are used in planning and funding government programs that provide unemployment assistance and services. These data are also used to evaluate other government programs and policies to ensure they fairly and equitably serve the needs of all groups, and to enforce laws, regulations, and policies against discrimination in society.

LABOR FORCE DATA HELP COMMUNITIES:

Provide Employment Opportunities

Knowing whether programs designed to employ specific groups, such as people with disabilities or veterans, are succeeding is important to employers, federal agencies, and federal government contractors (Vietnam Era Veterans' Readjustment Assistance Act, Rehabilitation Act of 1973). Agencies use these statistics to identify labor surplus areas (areas with people available for hiring and training), plan workforce development programs, including job fairs and training programs, and to promote business opportunities.

Ensure Equal Opportunity

Knowing more about people who are employed or looking for work in combination with age, sex, race, Hispanic origin, disability status, veteran status, and other data, helps governments and communities enforce laws, regulations, and policies against discrimination in employment. For example, labor force data are used to enforce nondiscrimination in employment by federal agencies, private employers, employment agencies, and labor organizations (Civil Rights Act of 1964).

Understand Changes

Knowing the characteristics of people who are working or looking for work is an important part of estimating changes in the economy. Labor force estimates are used in funding decisions; to ensure surveys are accurate, including surveys that provide official labor market estimates; and to understand change in other data (Wagner-Peyser Act and Workforce Investment Act).

Selected Statutory Uses of Labor Force Status Data

U.S. Department of Health and Human Services, Administration for Community Living	Developmental Disabilities Assistance and Bill of Rights Act of 2000, Public Law 106-402, Section 124(c)(3); 42 U.S.C §15024
U.S. Department of Justice, Civil Rights Division	Title VII of the Civil Rights Act of 1964, Public Law 88-352, 42 USC § 2000e-2; Wards Cove Packing Co. v. Atonio, 490 U.S. 642 (1989)
U.S. Department of Labor	29 USC § 49f(a)(3)(D), 49g(d), and 49l-2(a)
U.S. Department of Transportation	49 USC § 5303; 49 CFR Part 613
U.S. Department of Transportation	Moving Ahead for Progress in the 21st Century Act, Public Law 112-141 (2012), 49 USC § 5304 (a); 49 CFR Part 613, Subpart B
U.S. Equal Employment Opportunity Commission, Office of Federal Operations	The Rehabilitation Act of 1973, Public Law 93-112, 29 USC § 791 (b); 29 CFR 1614.602
U.S. Equal Employment Opportunity Commission, Office of General Counsel	Age Discrimination in Employment Act of 1967, Public Law 90-202, 29 USC § 623(a)-(d) and 633a; 29 CFR 1625.7(d); Hazelwood School Dist. v. United States, 433 U.S. 299 (1977)

LANGUAGE SPOKEN AT HOME

	7. a. Does this person speak a language other than English at home?																
		Ye	Yes														
		No	No → SKIP to question 18														
b. What is this language?																	
	For	exa	mp	le: l	Core	ean,	Ital	ian,	Sp	anis	sh, ۱	/ieti	nam	iese	è		
c.	Hov	v w	ell (doe	s th	nis	pers	son	sp	eak	En	glis	h?				
		Ve	ery v	well													
		W	Well														
		No	Not well														
		Not at all															

QUESTIONS ABOUT WHETHER A PERSON SPEAKS A LANGUAGE OTHER THAN ENGLISH AT HOME, WHAT LANGUAGE HE OR SHE SPEAKS, AND HOW WELL HE OR SHE SPEAKS ENGLISH ARE USED TO CREATE STATISTICS ABOUT LANGUAGE AND ABOUT ABILITY TO SPEAK ENGLISH.

Language data are used in planning government programs for adults and children who do not speak English well. These data are also used to ensure that information about public health, law, regulations, and safety is communicated in languages that community members understand.

LANGUAGE SPOKEN AT HOME DATA HELP COMMUNITIES:

Educate Children

Knowing how many children and youth with limited English-speaking abilities depend on services through schools helps school districts make long-term staffing and funding decisions.

Ensure Equal Opportunity

Knowing the languages spoken by people in the community in combination with information about housing and employment, helps the government and communities enforce laws, regulations, and policies against discrimination based on national origin.

Knowing languages spoken in a community also helps federal agencies identify needs for services for people with limited English proficiency under Executive Order 13166.

Understand Changes

Knowing whether people who speak languages other than English have the same opportunities in employment and home ownership, and many other areas is of interest to researchers, advocacy groups, and policymakers. For example, language data are used with age and ancestry data to address language and cultural diversity needs in health care plans for the older population.

Selected Statutory Uses of Language Spoken at Home Data

LLC Department of Agriculture	7 LICC S 2020/a\/1 7 CED 272 4/b\/C\
U.S. Department of Agriculture	7 USC § 2020(e)(1); 7 CFR 272.4(b)(6)
U.S. Department of Health and Human Services, Administration for Children and Families	42 USC § 9835(g)
U.S. Department of Health and Human Services, Administration for Community Living	42 USC § 300kk
U.S. Department of Health and Human Services, Administration for Community Living	Older Americans Act of 1965, Public Law 89-73, as amended, 42 USC § 3013, 3024. 3030s-1, 3032
U.S. Department of Health and Human Services, Center for Medicare and Medicaid Services	Patient Protection and Affordable Care Act, Public Law 111-148, § 10334; 42 USC § 300kk
U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics	42 USC § 242k (I)
U.S. Department of Housing and Urban Development	McKinney-Vento Homeless Assistance Act 42 USC § 11371-11376; 42 USC § 12901; 24 CFR Part 91; 24 CFR Part 576;
U.S. Department of Housing and Urban Development	Cranston-Gonzalez National Affordable Housing Act, Public Law 101–625, 42 USC § 12705(b)(1)-(3); 24 CFR Part 91, 24 CFR 91.205(a)-(c)
U.S. Department of Justice, Civil Rights Division	The Civil Rights Act of 1964, Title VI, 42 USC § 2000d to 2000d-7; 28 CFR 42.101 to 42.112; 28 CFR 42.401 to 42.415; 28 CFR 50.3; Lauv. Nichols, 414 U.S. 563 (1974)

MARITAL STATUS AND MARITAL HISTORY

24. What is this person's marital status?												
		Now married										
		Widowed										
		Divorced										
		Separated										
		Never married →	Never married → SKIP to I									
25.	25. In the PAST 12 MONTHS did this person get –											
			Yes	No								
	a. M	larried?										
	b. W	/idowed?										
	c. D	ivorced?										
26.	How	many times has	this p	erson	been married?							
		Once										
		Two times										
		Three or more time	S									
27.	In w	hat year did this	persor	n last ç	get married?							
	Year											

QUESTIONS ABOUT WHETHER A PERSON IS CURRENTLY MARRIED, WIDOWED, DIVORCED, SEPARATED, OR NEVER MARRIED; WHETHER HIS OR HER MARITAL STATUS CHANGED IN THE PAST 12 MONTHS; AND LIFETIME MARRIAGES ARE USED TO CREATE STATISTICS ABOUT CURRENT MARITAL STATUS AND MARITAL HISTORY.

Marital status and marital history data help federal agencies understand marriage trends, forecast future needs of programs that have spousal benefits, and measure the effects of policies and programs that focus on the well-being of families, including tax policies and financial assistance programs.

MARITAL STATUS AND MARITAL HISTORY DATA HELP COMMUNITIES:

Provide Benefits to Spouses and Survivors

Knowing more about how many spouses and exspouses may qualify for programs with spousal benefits, including veteran and social security programs, can help federal agencies ensure adequate funding and facilities for these programs and can help communities determine where gaps in benefits and services might exist.

Provide Assistance to Families

Knowing more about families, particularly blended and single-parent families, along with data about the presence of children, labor force status, and poverty status, can help communities enroll eligible families in programs designed to assist them, such as the Children's Health Insurance Program, and can help communities qualify for grants to fund these programs. These data are also used to evaluate programs such as Temporary Assistance for Needy Families.

Understand Changing Households

Knowing more about community marriage trends (whether people are marrying later in life, not getting married, or marrying again) in combination with information about age, presence of children, and income, can help communities understand if the available housing, job training, rental assistance, and administrative services and programs are meeting residents' needs during their major life changes. These data also help the federal government plan for the future. For example, the Social Security Administration estimates future program needs based on the current marital status of working people.

Selected Statutory Uses of Marital Status and Marital History Data

U.S. Department of Health and Human Services, Administration for Children and Families	13 U.S.C § 141 note
U.S. Department of Health and Human Services, Center for Disease Control and Prevention, National Center for Health Statistics	42 USC § 242k(b), (h), and (l)
U.S. Social Security Administration	Social Security Act, Public Law 74–271 as amended, 42 USC § 401(c)

MIGRATION (PREVIOUS RESIDENCE)/ RESIDENCE FIVE YEARS AGO AND REASON FOR MIGRATION

18.	6. Did this person live in this house or apartment 5 years ago (on April 1, 2015)?												
		Person is under 5 years old → SKIP to question 20											
		Yes, this house → SKIP to question 20											
		No, different house in American Samoa											
			No, outside American Samoa – Print name of U.S. state, U.S. territory, or foreign country below. ⊋										
_													
19.		at was this person's k 💢 ONE box.	mai	in reason for moving?									
		Employment		Family-related									
		Military Natural disaster											
		Housing Other reason											
		To attend school	To attend school										

QUESTIONS ABOUT WHETHER A PERSON MOVED IN THE LAST FIVE YEARS, WHERE HE OR SHE LIVED FIVE YEARS AGO AND WHY HE OR SHE MOVED ARE USED TO CREATE STATISTICS ABOUT WHERE PEOPLE ARE MOVING.

Migration data are used in planning government programs and adjusting other important geographic data as people move. The characteristics of people who have moved are also an important part of estimating population changes.

This question has been adapted to use the 5-year reference period, consistent with the 2000 Census long form, instead of the 1-year reference period used in the ACS. Since the data collection in the Island Areas is conducted once every 10 years, a 5-year reference period provides more information about migration over time.

MIGRATION/RESIDENCE FIVE YEARS AGO AND REASON FOR MIGRATION DATA HELP COMMUNITIES:

Understand Changes

Knowing the characteristics of people who have moved and the patterns of migration (where people move to and from) is an important part of estimating population changes. Population estimates are used in funding decisions, to ensure surveys are accurate, to understand change in other data, and to produce international migration estimates. These data also help agencies assess residential stability.

Knowing the characteristics of people who live or have lived in certain areas is important to understand the relationships among different development patterns, including housing and travel information, public health, and pollution. These data may also assist local agencies in developing programs that attract new residents or employers.

In the Island Areas, these data are also used to understand more about the migration of people from Freely Associated States that are part of the Compact of Free Association.

Selected Statutory Uses of Migration/Residence Five Years Ago Data

U.S. Department of Health and Human Services, Administration for Children and Families	Community Services Block Grant Act, Public Law 105-285, 42 USC § 9902 (2), 9903, and 9908 (b)(1)(A), (b)(11) & (c)(1)(A)(i),
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6), (b)(7), (n)(1), and (o)(1)

PLACE OF BIRTH, PARENT'S PLACE OF BIRTH, CITIZENSHIP, AND YEAR OF ENTRY

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	Ye	s, b	orn	in A	meri	can	Sar	noa	→ 5	SKIP	to c	ques	tion	11a				
	Ye	Yes, born in another U.S. state or U.S. territory																
	Ye	s, b	orn	abro	ad o	of U.	S. c	itize	n or	U.S	. nat	iona	al pa	rent	or p	are	ents	S
	Ye of	s, U natu	.S. d urali	citize zatio	en by on. _∡	na'	tural	lizati	ion -	- Pri	int ye	ear						
	N	n no	t a l	II.S	citiz	en (or II	S r	atio	nal /	nem	nan	ent r	eside	ent\			
15										,				eside				
													, ,,		,			
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			01	J. J.	Oid	,	5.0	. 101	.no	<i>y</i> , c	0	.c.g		Junit	. y.			
If th	is p it lat	erso	on d	am										Sa re th				,
If th	is p it lat	erso	on d	am														,
If th	is p it lat	erso	on d	am														,
prin Yea	nis p nt lat	erso	on o	eam r.	e to	live	e in	Am	eric	an	Sam	noa						,
If the prin	nis p nt lat	erso	on o	eam r.	e to	live	e in	Am	eric	an	Sam	noa						,
If the prin	nis p nt lat	erso	on o yea	s th	e to	live	e in	Am	eric	an	Sam	noa						,
If th prin	nis p nt lat r Whe	erso est An	on d yea was	s th	e to	o live	son'	's n	noth	ner	bor	noa ne o	mo		nan			i,
If the prin	nis p it lat	erso est An	on d yea was	s th	e to	o live	son'	's n	noth	ner	bor	noa ne o	mo	re th	nan			,
If the print Year	whee	erse est	was nerio	s th	e to	oers noa can	son Sar	's n	noth - P	ner	bor nam elow.	n?	mo	re th	nan			j
If the print Year	whee	erse est	was nerio	s th	e to	oers noa can	son Sar	's n	noth - P	ner	bor nam elow.	n?	mo	re th	nan			
If the print Year	whee	erso est Ann Ou U.s.	was nerio s. te	s th	e to	oers noa can or fo	son Sar	's n	noth - P	ner	bor nam elow.	n?	mo	re th	nan			,
If the print Year	Whe	erscrest Ann Ou U.S.	was nerio was	s th	e to is p Sam meriony, co	oers noa can or fo	San San San	's n	noth - Pounti	ner	bor namelow.	n?	mo	re th	ate,			,
If the print Year	Whee	erscrest Ann Ou U.S.	was nerio was	s th	e to Sam meri nry, o	oers noa can or fo	San San San	's n	noth - Pounti	ner	bor namelow.	n?	mo	re th	ate,			·,

QUESTIONS ABOUT A PERSON'S PLACE OF BIRTH, PARENT'S PLACE OF BIRTH, CITIZENSHIP, AND YEAR OF ENTRY ARE USED TO CREATE DATA ABOUT CITIZENS, NONCITIZENS, AND THE FOREIGN-BORN

These statistics are essential for agencies and policymakers setting and evaluating immigration policies and laws, seeking to understand the experience of different immigrant groups, and enforcing laws, policies, and regulations against discrimination based on national origin. These

statistics are also used to tailor services to accommodate cultural differences.

In the citizenship question, the term "national" is included in relevant categories in order to count U.S. nationals living in American Samoa. The implementation of the term matches the 2010 Island Areas Censuses question used in the Pacific Islands. The permanent and temporary resident versions of the non citizen category were also added as implemented in the 2010 Island Areas Censuses question used in the Pacific Islands. This distinction is needed to understand COFA migration.

The specific geographic references, such as "in American Samoa," are used to resolve a confusion that could result from the "this Area" reference used in the 2010 Island Areas Censuses.

The two response categories in the ACS place of birth question ("In the United States—Print name of state" and "Outside the United States—Print name of foreign country, or Puerto Rico, Guam, etc.") may be confusing for respondents in the Island Areas as these areas are part of the United States, but are not states. Instead, the Island Areas Censuses version of the question uses one write-in field to capture the place of birth of people who were not born in the Island Areas.

PLACE OF BIRTH, PARENT'S PLACE OF BIRTH, CITIZENSHIP, AND YEAR OF ENTRY DATA HELP COMMUNITIES:

Ensure Equal Opportunity

Knowing how many people in the community are born in other countries in combination with information about housing, language, and employment, helps the government and communities to enforce laws, regulations, and policies against discrimination based on national origin.

Educate Children

Knowing how many foreign-born children depend on services through schools may help school districts make staffing and funding decisions.

Understand Changes

Knowing whether people of different races or countries of birth have the same opportunities in employment, home ownership, and many other areas is of interest to researchers, advocacy groups, and policymakers.

Selected Statutory Uses of Place of Birth, Parent's Place of Birth, Citizenship, and Year of Entry Data

U.S. Department of Commerce, Bureau of the Census	13 USC § 141(c)
U.S. Department of Health and Human Services, Administration for Children and Families	Community Services Block Grant Act, Public Law 105-285, 42 USC § 9902 (2), 9903, and 9908(b)(1)(A), (b)(11) & (c)(1)(A)(i)
U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics	42 USC § 242k(b), (h), and (l)
U.S. Department of Housing and Urban Development	Fair Housing Act, Public Law 90–284, 42 USC 3600-3620; 42 USC 3608(e)
U.S. Department of Justice, Civil Rights Division	Civil Rights Act of 1964, Title VII, Public Law 88-352, 42 USC § 2000e-2
U.S. Department of Justice, Civil Rights Division	Civil Rights Act of 1964, Title VII, Public Law 88-352, 42 USC § 2000e-2; Wards Cove Packing Co. v. Atonio, 490 U.S. 642 (1989)
U.S. Equal Employment Opportunity Commission, Office of Federal Operations	The Rehabilitation Act of 1973, Public Law 93-112, 29 USC § 791 (b); 29 CFR 1614.602
U.S. Equal Employment Opportunity Commission, Office of General Counsel	Civil Rights Act of 1964, Public Law 88-352, 42 USC § 2000e-2(k)(1)(A)
U.S. Equal Employment Opportunity Commission, Office of Research, Information, and Planning	Civil Rights Act of 1964, Public Law 88-352,42 USC § 2000e-2(k)(1)(A); Hazelwood School Dist. v. United States, 433 U.S. 299 (1977)
U.S. Social Security Administration	Social Security Act, Public Law 74–271, as amended, 42 USC § 401(c)

PLUMBING FACILITIES, KITCHEN FACILITIES, AND TELEPHONE SERVICE

7. Does this house, apartment, or mobile home have –							
	Yes	No					
a. Running water?							
b. A bathtub or shower?							
c. A flush toilet?							
d. A sink with a faucet?							
e. A stove or range?							
f. A refrigerator?							
 Can you or any member of this household both a receive phone calls when at this house, apartment home? Include calls using cell phones, land lines, of devices. 	nt, or	mobile					
☐ Yes							
□ No							

QUESTIONS ABOUT THE PRESENCE OF RUNNING WATER, A BATHTUB OR SHOWER, A FLUSH TOILET, A SINK WITH A FAUCET, A STOVE OR RANGE, A REFRIGERATOR, AND TELEPHONE SERVICE ARE USED TO CREATE DATA ABOUT INDICATORS OF HOUSING QUALITY.

These data are used in planning and funding government programs that identify areas eligible for housing assistance, rehabilitation loans, and other programs that help people access and afford decent, safe, and sanitary housing. Public health officials may also use this information to locate areas in danger of groundwater contamination and waterborne diseases.

Question 7a uses the version of the running water subquestion used in Puerto Rico (on the Puerto Rico Community Survey), as an absence of hot running water may not be an indicator of substandard housing.

Question 7c is added from the 2010 Island Areas Censuses question used in the U.S. Virgin Islands. The question is needed in the Island Areas to satisfy a public health data need.

PLUMBING FACILITIES, KITCHEN FACILITIES, AND TELEPHONE SERVICE DATA HELP COMMUNITIES:

Provide Adequate Housing

Knowing more about the quality of housing in a community helps communities understand whether available housing meets the needs of residents. When housing is not sufficient or not affordable, data on household facilities can help communities enroll eligible households in programs designed to assist them, and can help communities qualify for grants from the Community Development Block Grant, HOME Investment Partnerships Program, Emergency Solutions Grant, Housing Opportunities for Persons With AIDS, and other programs.

Plan Community Development

Knowing information about the quality of different types of homes in combination with whether they are occupied or vacant, can help communities identify opportunities to improve tax, assistance, and zoning policies and to reduce tax revenue losses from vacant or abandoned properties. These data may also be useful in identifying types of homes in disaster-prone areas during emergency planning and preparation.

Ensure Residents Can Communicate

Measuring the extent of telephone service, including access for schools, libraries, health care providers, and low-income residents, helps communities ensure their residents have universal access to assistance programs, emergency services, and important information.

Measure Environmental Impacts

Substandard plumbing systems may impact the local water supply. Understanding where these systems are concentrated helps communities research their wastewater infrastructure needs and work to improve their systems.

Selected Statutory Uses of Plumbing Facilities, Kitchen Facilities, and Telephone Service Data

U.S. Department of Agriculture	42 USC § 1472, 1474, 1485, 1486, 1490, 1490a, 1490c, 1490d, 1490e, and 1490l,; 7 CFR 1940.560 through 1940.567, 1940.575; 7 CFR 3550.10, 1980.312, 3560.11; 7 CFR 3550.53(a), 3550.67(b), 3550.68(c); 7 CFR 1980.301(d); 7 CFR 3560.152(a)(2), 3560.254(c) RD Instruction 1980-D, Exhibit C
U.S. Department of Housing and Urban Development	United States Housing Act of 1937, Public Law 93-383, as amended, 42 USC § 1437f(c)(1); 24 CFR 888.113; 24 CFR 982.401
U.S. Department of Housing and Urban Development	Cranston-Gonzalez National Affordable Housing Act, Public Law 101–625 42 USC 12705(b)(1)-(3); 24 CFR Part 91; 24 CFR 91.205(a)-(c)
U.S. Department of Housing and Urban Development	Federal Housing Enterprises Financial Safety and Soundness Act of 1992, § 1338, 12 USC § 4568
U.S. Department of Housing and Urban Development	Cranston-Gonzalez National Affordable Housing Act, Public Law 101-625, 42 USC § 12747(b)(1)(A) & (B); 24 CFR 92.50(a), (b), and (c)
U.S. Department of Transportation	Fixing America's Surface Transportation Act, Public Law 114-94; 49 USC § 5304; 49 CFR Part 613, Subpart B
U.S. Federal Communications Commission	Telecommunications Act of 1996, Public Law 104-104, 47 USC §151 and 254; 47 CFR 54.702(i)

RACE

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	Chir Filip Asia Othe	nese ino an In er As	dian sian r exa	- amp	ome	Vi Ko Ja	imo ietna orea	Con ames n	nmu se	nity,	etc.	lativ	re Ha	awai	iian	nder
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A QUESTION ABOUT A PERSON'S RACE IS USED TO CREATE STATISTICS ABOUT RACE AND TO PRESENT OTHER STATISTICS BY RACE GROUPS.

These data are required for federal programs and are critical factors in the basic research behind numerous policies, particularly for civil rights.

Race data are used in planning and funding government programs that provide funds or services for specific groups. These data are also used to evaluate government programs and policies to ensure they fairly and equitably serve

the needs of all racial groups and to monitor compliance with antidiscrimination laws, regulations, and policies.

The U.S. Census Bureau collects race and ethnicity data in accordance with the 1997 Office of Management and Budget (OMB) standards on race and ethnicity. The categories on race are based on self-identification and generally reflect a social definition of race. The categories are not an attempt to define race and ethnicity biologically, anthropologically, or genetically.

RACE AND ETHNICITY DATA HELP COMMUNITIES:

Ensure Equal Opportunity

Knowing the races of community members helps government and communities enforce antidiscrimination laws, regulations, and policies. For example, race data are used in the following ways:

- Establish and evaluate the guidelines for federal affirmative action plans under the Federal Equal Opportunity Recruitment Program.
- Monitor and enforce equal employment opportunities under the Civil Rights Act of 1964.
- Identify segments of the population who may not be getting needed medical services under the Public Health Service Act.

Understand Changes

Researchers, advocacy groups, and policymakers are interested in knowing if the distribution of the different racial groups changes by age, sex, relationship, and housing tenure.

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Selected Statutory Uses of Race Data

U.S. Department of Commerce, Bureau of the Census	13 USC § 141(c)
U.S. Department of Health and Human Services, Administration for Children and Families	Community Services Block Grant Act, Public Law 105-285, , 42 USC § 9902(2), 9903, and 9908(b)(1)(A), (b)(11) & (c)(1)(A)(i)
U.S. Department of Health and Human Services, Administration for Community Living	Older Americans Act of 1965, Public Law 89-73, 42 USC § 3018.
U.S. Department of Health and Human Services, Administration for Community Living	42 USC § 300kk
U.S. Department of Health and Human Services, Center for Medicare and Medicaid Services	Patient Protection and Affordable Care Act, Public Law 111-148, § 10334; 42 USC § 300kk.
U.S. Department of Housing and Urban Development	Cranston-Gonzalez National Affordable Housing Act, Public Law 101–625, 42 USC § 12705(b)(1)-(3); 24 CFR Part 91, 24 CFR 91.205(a)-(c)
U.S. Department of Housing and Urban Development	McKinney-Vento Homeless Assistance Act, 42 USC § 11371- 11376; 24 CFR Part 91
U.S. Department of Housing and Urban Development	Housing and Community Development Act of 1974, 42 USC § 5306(a)(1); 24 CFR §1003.101
U.S. Department of Justice, Civil Rights Division	Title VII of the Civil Rights Act of 1964, 42 USC § 2000e-2.
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6), (b)(7), (n)(1), and (o)(1)

RELATIONSHIP

ase read the RELATIONSHIP section on the Flashcard. v is this person related to Person 1? Mark X ONE box.
Opposite-sex husband/wife/spouse
Opposite-sex unmarried partner
Same-sex husband/wife/spouse
Same-sex unmarried partner
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
Roommate or housemate
Foster child
Other nonrelative

A QUESTION ABOUT THE RELATIONSHIP OF EACH PERSON IN A HOUSEHOLD TO ONE CENTRAL PERSON IS USED TO CREATE ESTIMATES ABOUT FAMILIES, HOUSEHOLDS, AND OTHER GROUPS, AND TO PRESENT OTHER DATA AT A HOUSEHOLD LEVEL.

Relationship data are used in planning and funding government programs that provide funds or services for families, people living or raising children alone, grandparents living with grandchildren, or other households that qualify for additional assistance.

RELATIONSHIP DATA HELP COMMUNITIES:

Provide Adequate Housing

Knowing about the different types of households in a community (single people, couples, families, roommates, etc.) helps communities understand

whether available housing meets the needs of residents.

When housing is not sufficient or not affordable, relationship data can help communities enroll eligible households in programs designed to assist them, and can help communities qualify for grants from the Community Development Block Grant, HOME Investment Partnerships Program, Emergency Solutions Grant, Housing Opportunities for Persons With AIDS, and other programs.

Provide Assistance to Families

Knowing more about families, such as the ages of children, can help communities enroll eligible families in programs designed to assist them, such as Head Start and the Children's Health Insurance Program, and can help communities qualify for grants to fund these programs. Relationship data are also used to ensure that programs such as Temporary Assistance for Needy Families are making a difference for families.

Selected Statutory Uses of Relationship Data

U.S. Department of Energy	Energy Conservation and Production Act, Public Law 94-385, as amended, 42 USC § 6861, 6864; 10 CFR 440.10
U.S. Department of Transportation	Fixing America's Surface Transportation Act, Public Law 114-94; 49 USC § 5303(c), (e), (h), (i), (j), (k) & (n)
U.S. Department of Health and Human Services, Administration for Children and Families	13 USC § 141 note
U.S. Department of Health and Human Services, Administration for Community Living	Developmental Disabilities Assistance and Bill of Rights Act of 2000, Public Law 106-402, § 124(c)(5); 42 USC 15024
U.S. Department of Health and Human Services, Center for Medicare and Medicaid Services	Patient Protection and Affordable Care Act, Public Law 111-148, §10334; 42 USC 300kk.
U.S. Department of Housing and Urban Development	McKinney-Vento Homeless Assistance Act, 42 USC 11371-11376; 24 CFR Part 91
U.S. Department of Housing and Urban Development	Cranston-Gonzalez National Affordable Housing Act, Public Law 101–625, 42 USC 12705(b)(1)-(3); 24 CFR Part 91; 24 CFR 91.205(a)-(c)
U.S. Social Security Administration	The Social Security Act, Public Law 74–271, as amended, 42 USC § 401(c)

SCHOOL ENROLLMENT, EDUCATIONAL ATTAINMENT, AND UNDERGRADUATE FIELD OF DEGREE

11. a. At any time since February 1, 2020 has this person attended school or college? Include only nursery or preschool, pre-kindergarten, kindergarten, elementary school, home school, and schooling which leads to a high school diploma or a college degree.	12. Please read the HIGHEST DEGREE or LEVEL OF SCHOOL section on the Flashcard. What is the highest degree or level of school this person has COMPLETED? Mark ONE box. If currently enrolled, mark the previous grade or highest degree received. NO SCHOOLING COMPLETED
No → SKIP to question 12	☐ No schooling completed
b. Was that a public school or college, a private school or college, or home school? Public school or public college Private school or private college or home school	NURSERY OR PRESCHOOL THROUGH GRADE 12 Nursery school, preschool or pre-kindergarten Kindergarten
c. What grade or level was this person attending? Mark X ONE box.	☐ Grade 1 through 11 – Specify grade 1 – 11 ⊋
Nursery school, preschool, or pre-kindergarten Kindergarten Grade 1 through 12 − Specify grade 1 − 12	☐ 12th grade – NO DIPLOMA HIGH SCHOOL GRADUATE ☐ Regular high school diploma
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)	GED or alternative credential COLLEGE OR SOME COLLEGE Some college credit, but less than 1 year of college credit
13. This question focuses on this person's BACHELOR'S DEGREE. What was the specific major or majors of any BACHELOR'S DEGREES this person has received? (For example: chemical engineering, elementary teacher education, organizational psychology.)	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)
14. Has this person completed requirements for a vocational training program at a trade school, hospital, or some other kind of school for occupational training or place of work?	Doctorate degree (for example: PhD, EdD)
Do not include academic college courses. Yes No	The term "pre-kindergarten" was used in the 201 Island Areas Censuses and is still a relevant and necessary term in the Island Areas.

QUESTIONS ABOUT WHETHER A PERSON IS ATTENDING SCHOOL OR COLLEGE, THE HIGHEST LEVEL OF EDUCATION HE OR SHE HAS COMPLETED, AND THE FIELD OF ANY COMPLETED UNDERGRADUATE COLLEGE DEGREES ARE USED TO CREATE DATA ABOUT EDUCATION.

These statistics are used to analyze the characteristics and needs of school-age children and to understand the continuing education needs of adults.

d in the 2010 evant and

Question 14 about vocational training has been added using the version of the question asked in the 2010 Island Areas Censuses. This question satisfies a workforce data need.

SCHOOL ENROLLMENT, EDUCATIONAL ATTAINMENT, AND UNDERGRADUATE FIELD OF **DEGREE DATA HELP COMMUNITIES:**

Educate Children and Adults

Knowing how many children and adults depend on services through schools can help school districts make long-term building, staffing, and funding decisions.

Ensure Equal Opportunity

Understanding more about the characteristics of people enrolled or not enrolled in school helps government and communities enforce laws, regulations, and policies against discrimination in education (Civil Rights Act).

Knowing the educational attainment of workers compared to those seeking employment in combination with age, sex, race, Hispanic origin, disability, and other data, helps enforce nondiscrimination in employment by federal agencies, private employers, employment agencies, and labor organizations (Civil Rights Act of 1964).

Selected Statutory Uses of School Enrollment, Educational Attainment, and Undergraduate Field of Degree Data

U.S. Department of Health and Human Services, Administration for Children and Families	42 USC § 9835(g)
U.S. Department of Health and Human Services, Administration for Community Living	Developmental Disabilities Assistance and Bill of Rights Act of 2000, Public Law 106-402, Section 124(c)(5); 42 USC § 15024
U.S. Department of Justice, Civil Rights Division	Title VII of the Civil Rights Act of 1964, Public Law 88-352, 42 USC § 2000e-2; Wards Cove Packing Co. v. Atonio, 490 U.S. 642 (1989)
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6), (b)(7), (n)(1), and (o)(1)
U.S. Equal Employment Opportunity Commission, Office of Research, Information, and Planning	Civil Rights Act of 1964, Public Law 88-352, 42 USC § 2000e-2(k)(1)(A); Hazelwood School Dist. v. United States, 433 U.S. 299 (1977)

SELECTED MONTHLY OWNER COSTS (COST OF UTILITIES, CONDOMINIUM AND MOBILE HOME FEES, TAXES, INSURANCE, AND MORTGAGES)

15. a. What is the average monthly cost of electricity for this house, apartment, or mobile home?	21. What were the annual real estate taxes on THIS property in 2019?	24. a. Do you or any member of this household have a second mortgage or a home equity loan on THIS property?
Average monthly cost – Dollars	Annual amount – <i>Dollars</i>	Yes, home equity loan
	\$.00	Yes, second mortgage
· · · · · · · · · · · · · · · · · · ·		Yes, second mortgage and home equity loan
OR	OR	No → SKIP to D
Included in rent or condominium fee	None	LI NO 4 SAIF IO D
No charge or electricity not used	22. What was the annual payment for fire, hazard, typhoon or	b. How much is the regular monthly payment on all second
b. What is the average monthly cost of gas for this house,	hurricane, and flood insurance on THIS property in 2019?	or junior mortgages and all home equity loans on THIS property?
apartment, or mobile home?	Annual amount – <i>Dollars</i>	Monthly amount – <i>Dollars</i>
Average monthly cost – <i>Dollars</i>	\$.00	\$.00
\$.00	OR	OB
OR	None	
Included in rent or condominium fee		No regular payment required
☐ Included in electricity payment entered above	23. a. Do you or any member of this household have a mortgage, deed of trust, contract to purchase, or similar	25. What were the total annual costs for installment loan
☐ No charge or gas not used	debt on THIS property?	payments, personal property taxes, site rent, marina fee, registration fees, and license fees on THIS mobile home or
c. What is the average monthly cost of water and sewer for	Yes, mortgage, deed of trust, or similar debt	boat and its site/slip fee in 2019? Exclude real estate taxes.
this house, apartment, or mobile home?	Yes, contract to purchase	Annual costs – Dollars
Average monthly cost – Dollars	No → SKIP to question 24a	\$.00
\$.00		
OR	b. How much is the regular monthly mortgage payment on THIS property? Include payment only on FIRST mortgage	
☐ Included in rent or condominium fee	or contract to purchase.	
☐ No charge	Monthly amount – Dollars	
d What is the common monthly and of all and house	\$.00	
d. What is the average monthly cost of oil, coal, kerosene, wood, etc., for this house, apartment, or mobile home?	OR	
Average monthly cost – Dollars	No regular payment required → SKIP to question 24a	
\$.00	c. Does the regular monthly mortgage payment include	
OR	payments for real estate taxes on THIS property?	
Included in rent or condominium fee	Yes, taxes included in mortgage payment	
☐ No charge or these fuels not used	No, taxes paid separately or taxes not required	
140 driange of these facilities assu	d. Does the regular monthly mortgage payment include	
17. Is this house, apartment, or mobile home part of a	payments for fire, hazard, typhoon or hurricane, or flood	
condominium? ☐ Yes → What is the monthly condominium fee?	Insurance on THIS property? Yes, insurance included in mortgage payment	
For renters, answer only if you pay the condominium fee		
in addition to your rent. Otherwise, mark the "None" box. Monthly amount – Dollars	No, insurance paid separately or no insurance	
\$		
OR		
□ None		
□ No		

QUESTIONS ABOUT THE USE AND COST OF COMMON UTILITIES, ANY APPLICABLE CONDOMINIUM AND MOBILE HOME FEES, TAXES, INSURANCE, MORTGAGES, AND HOME LOANS ARE USED TO PRODUCE STATISTICS ABOUT SELECTED MONTHLY OWNER COSTS.

These data are used in government programs that analyze whether adequate housing is affordable for residents, and to provide and fund housing assistance programs. These statistics are also used to enforce laws, regulations, and policies against

discrimination in government programs and in society.

Because the Island Areas Censuses questions are asked once, as opposed to an ongoing monthly question on the ACS, the reference periods in these questions use "average monthly cost" in the cost of utilities question, and "2019" in the questions about annual costs.

In the property insurance question, the term "typhoon" was added from the 2010 Island Areas Censuses question asked in the Pacific Islands. In order to streamline the questions to be comparable between the Pacific Islands and the

U.S. Virgin Islands, the Atlantic term for this weather system (hurricane) was also added to the question.

In question 25, the terms "boat" and "slip" were added to better capture total selected monthly owner costs.

SELECTED MONTHLY OWNER COSTS DATA HELP COMMUNITIES:

Provide Adequate Housing

Comparing housing costs to household income (the combined income of everyone in the household) helps communities understand whether housing is affordable for residents.

When housing is not sufficient or not affordable, housing cost data can help communities enroll eligible households in programs designed to assist them, and can help communities qualify for grants

from the Community Development Block Grant, HOME Investment Partnerships Program, Emergency Solutions Grants, Housing Opportunities for Persons With AIDS, and other programs.

Plan Community Development

Knowing how housing costs change over time can help communities understand changes in local housing markets and to identify opportunities to improve tax, assistance, and zoning policies.

Ensure Equal Opportunity

Knowing more about the housing costs of people who own homes in the community in combination with age, sex, race, Hispanic origin, disability, and other data about the household residents, helps government and communities enforce laws, such as the 1968 Fair Housing Act designed to eliminate discrimination in housing.

Selected Statutory Uses of Selected Monthly Owner Costs Data

U.S. Department of Commerce, Bureau of Economic Analysis	15 USC § 1516; Department Organization Order 35-1A
U.S. Department of Housing and Urban Development	McKinney-Vento Homeless Assistance Act, 42 USC § 11371-11376, 42 USC § 12901; 24 CFR Part 91; 24 CFR Part 576; 24 CFR Part 574
U.S. Department of Housing and Urban Development	Cranston-Gonzalez National Affordable Housing Act, Public Law 101–625, 42 USC § 12705(b)(1)-(3); 24 CFR Part 91; 24 CFR 91.205(a)-(c)
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6), (b)(7), (n)(1), and (o)(1)

4. Is this person male or female? Mark 🗷 ONE box.				
		Male		Female

A QUESTION ABOUT THE SEX OF EACH PERSON IS USED TO CREATE STATISTICS ABOUT MALES AND FEMALES AND TO PRESENT OTHER DATA BY SEX.

Data disaggregated by sex are used in planning and funding government programs and in evaluating other government programs and policies to ensure they fairly and equitably serve the needs of males and females. These statistics are also used to enforce laws, regulations, and policies against discrimination in government programs and in society.

The question wording matches enumeratoradministered versions of this question, including the enumerator version of this question from the 2010 Island Areas Censuses, and the version used in 2020 Census enumerator questionnaires.

DATA DISAGGREGATED BY SEX HELP COMMUNITIES:

Ensure Equal Opportunity

Data disaggregated by sex are used to evaluate employment practices under the Civil Rights Act of 1964. The Equal Employment Opportunity Commission, using sex-disaggregated data, establishes and evaluates guidelines dealing with equal employment opportunity. Data disaggregated by sex are used to evaluate housing policies and practices under the Civil Rights Act.

Understand Changes

Local planners analyze social and economic characteristics of males and females to predict future needs for housing, childcare, health care, transportation, and employment.

Selected Statutory Uses of Sex Data

U.S. Department of Health and Human Services, Administration for Community Living	42 USC § 300kk
U.S. Department of Health and Human Services, Center for Medicare and Medicaid Services	Patient Protection and Affordable Care Act, Public Law 111-148, § 10334; 42 USC 300kk.
U.S. Department of Health and Human Services, Health Resources and Services Administration, Bureau of Clinician Recruitment and Service	42 USC § 254e; 42 CFR 5.2
U.S. Department of Housing and Urban Development	Fair Housing Act, Public Law 90–284, 42 USC 3600-3620, 42 USC 3608(e)
U.S. Department of Justice, Civil Rights Division	Title VII of the Civil Rights Act of 1964, Public Law 88-352, 42 USC § 2000e(2)(k); Wards Cove Packing Co. v. Atonio; 490 U.S. 642 (1989)
U.S. Department of Transportation	Fixing America's Surface Transportation Act, Public Law 114-94; 49 USC § 5303(c), (e), (h), (i), (j), (k) and (n)
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6), (b)(7), (n)(1), and (o)(1)
U.S. Equal Employment Opportunity Commission, Office of General Counsel	Civil Rights Act of 1964, Public Law 88-352; 42 USC § 2000e-2(k)(1)(A); <u>Hazelwood School Dist. v. United States</u> , 433 U.S. 299, 307-308 (1977).
U.S. Social Security Administration	The Social Security Act, Public Law 74–271, as amended, 42 USC § 401(c)

SOURCE OF WATER AND SEWAGE DISPOSAL

 Please read the SOURCE OF WATER section on the Flashcard. In 2019, did this house, apartment, or mobile home get water from – Mark all that apply. 				
	A public system?			
	A cistern, catchment, tanks, or drums?			
	A delivery vendor or water truck?			
	A supermarket or grocery store?			
	Some other source (a standpipe, spring, individual well, etc.)?			
 Wha	ise read the SEWAGE DISPOSAL section on the Flashcard. It is the MAIN means of sewage disposal for this house, rtment, or mobile home? Mark X ONE box.			
	Public sewer			
	Septic tank or cesspool			
	Other			

QUESTIONS ABOUT THE SOURCE OF WATER AND MEANS OF SEWAGE DISPOSAL ARE USED TO PLAN POLICY AND INFRASTRUCTURE CHANGES THAT ADDRESS PUBLIC HEALTH CONCERNS.

Island Areas experts requested the inclusion of these questions to satisfy a public health data need. The 2020 Island Areas Censuses question streamlines versions of these questions that were fielded in the 2010 Island Areas Censuses.

Public health officials may use this information to locate areas in danger of groundwater contamination and waterborne diseases. The two questions are needed as substandard plumbing systems may impact the local water supply. Understanding where these systems are concentrated helps communities research their wastewater infrastructure needs and work to improve their systems.

SOURCE OF WATER AND SEWAGE DISPOSAL DATA HELP COMMUNITIES

Measure Environmental Impacts

Substandard plumbing systems may impact the local water supply. Understanding where these systems are concentrated helps communities research their wastewater infrastructure needs and work to improve their systems.

Selected Programmatic Uses of Source of Water and Sewage Disposal Data

U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean water Act), Pub. L. No. 92-500, 33 U.S.C. §1296	
U.S. Environmental Protection Agency	Safe Drinking Water Act, Pub. L. No. 104-182, 42 U.S.C. § 300g-1, (b)(3)(C) and (b)(4)(E)	

SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP)/FOOD STAMPS

16. In 2019, did you or any member of this household receive benefits from the Food Stamp Program, SNAP (the Supplemental Nutrition Assistance Program), or NAP (Nutrition Assistance Program)? Do NOT include WIC, the School Lunch Program, or assistance from food banks.			
		Yes	
		No	

QUESTIONS ABOUT A HOUSEHOLD'S RECEIPT OF FOOD STAMPS OR SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM ARE USED TO CREATE STATISTICS ABOUT PARTICIPATION IN FOOD ASSISTANCE PROGRAMS.

SNAP data are used in planning and funding government programs that provide food assistance and in evaluating other government programs.

The term "NAP (Nutrition Assistance Program)" was added to the question wording to include the term used in American Samoa.

SNAP DATA HELP COMMUNITIES:

Provide Food Assistance to School Children

Knowing more about food assistance program participation in combination with school enrollment, income, and poverty status, can help communities streamline administration of food assistance.

Evaluate Food Assistance

Knowing more about food-assistance program participation is used to evaluate the SNAP program and award bonuses to communities that administer SNAP funds well.

Understand Changes

Agencies use these statistics to assess food assistance needs and participation rates for eligible families and individuals and to determine gaps in services and programs. Faith-based and other nonprofit organizations use information about food assistance needs to determine where food banks, food kitchens, and other programs could be beneficial and how the needs of their communities can be met with additional resources and services.

Selected Statutory Uses of SNAP Data

U.S. Department of Health and Human Services, Administration for Children and Families	Community Services Block Grant Act, Public Law 105-285, 42 USC § 9902 (2), 9903, and 9908 (b)(1)(A), (b)(11) & (c)(1)(A)(i)
U.S. Department of Health and Human Services, Administration for Children and Families	42 USC § 9835(g)
U.S. Department of Health and Human Services, Administration for Children and Families	13 USC § 141 note
U.S. Department of Health and Human Services, Administration for Children and Families	42 USC § 603(a)(4)
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6), (b)(7), (n)(1), and (o)(1)

TENURE (OWNER/RENTER)

18.	Is this house, apartment, or mobile home – Mark X ONE box.		
		Owned by you or someone in this household with a mortgage or loan? Include home equity loans.	
		Owned by you or someone in this household free and clear (without a mortgage or loan)?	
		Rented?	
		Occupied without payment of rent? → SKIP to C	

A QUESTION ABOUT WHETHER A HOME IS OWNED OR RENTED IS USED TO CREATE DATA ABOUT TENURE, RENTERS, AND HOMEOWNERSHIP.

Tenure is the most basic characteristic to assess housing inventory. Tenure data are used in government programs that analyze whether adequate housing is available to residents. Tenure data are also used to provide and fund housing assistance programs. These statistics are also used to enforce laws, regulations, and policies against discrimination in private-market housing, government programs, and in society.

TENURE DATA HELP COMMUNITIES:

Provide Adequate Housing

Knowing the rates of home rental and ownership helps communities understand whether available housing meets the needs of residents.

When housing is not sufficient or affordable, data about owners and renters can help communities enroll eligible households in programs designed to assist them.

Plan Community Development

Knowing how the balance of rented homes, mortgaged homes, and homes owned free and clear changes over time can help communities understand changes in local housing markets; identify opportunities to improve tax, assistance, and zoning policies; and reduce tax revenue losses from vacant or abandoned properties.

Ensure Equal Opportunity

Knowing the characteristics of people who rent and people who own homes in the community, such as age, sex, race, and Hispanic origin, helps government and communities enforce laws, such as the 1968 Fair Housing Act, designed to eliminate discrimination in housing.

Understand Changing Households

Knowing whether older residents are staying in homes as they age or moving into rented homes, and whether young people are staying with parents, renting with roommates, or buying homes, can help governments and communities distribute funds appropriately between homeownership and rental housing programs and services for residents.

Selected Statutory Uses of Tenure Data

U.S. Department of Agriculture	42 USC § 1472, 1474, 1485, 1486, 1490, 1490a, 1490l, 1490m, 1490p-2, 1490r; 7 CFR 1940.563-564, 1940.575, 3560.11, and 3560.152(a)(2)
U.S. Department of Housing and Urban Development	McKinney-Vento Homeless Assistance Act, 42 USC § 11371-11376; 24 CFR Part 91
U.S. Department of Housing and Urban Development	Housing and Community Development Act of 1974, Public Law 93–383, as amended, 42 USC § 1439 (d)(1)(A)(i); 24 CFR 791.402
U.S. Department of Housing and Urban Development	United States Housing Act of 1937, Public Law 93-383, as amended, 42 USC § 1437f(c)(1); 24 CFR 888.113; 24 CFR 982.401
U.S. Department of Housing and Urban Development	Cranston-Gonzalez National Affordable Housing Act, Public Law 101–625, 42 USC 12705(b)(1)-(3); 24 CFR Part 91, 24 CFR 91.205(a)-(c)
U.S. Department of Housing and Urban Development	Rehabilitation Act of 1973, § 504, Public Law 93-112, 29 USC 794; 24 CFR §8.22(b); 24 CFR §8.23(a)
U.S. Department of Housing and Urban Development	12 USC § 4568
U.S. Department of Housing and Urban Development	12 U.S.C § 1701q; 24 CFR part 891
U.S. Department of Transportation	49 USC § 5303; 49 CFR Part 613
U.S. Department of Transportation	Fixing America's Surface Transportation Act, Public Law 114-94; 49 USC § 5303(c), (e), (h), (i), (j),(k) & (n);
U.S. Department of Transportation	49 USC § 6302(b)(3)(B), 6302(c), 6304(a), 6309(a)

UNITS IN STRUCTURE, ROOMS, AND BEDROOMS

1.	Please read the BUILDING TYPE section on the Flashcard. Which best describes this building? Include all apartments, flats, etc., even if vacant.				
		A mobile home			
		A one-family house detached from any other house			
		A one-family house attached to one or more houses			
		Two houses (American Samoa only)			
		Three or more houses (American Samoa only)			
		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			
		A building with 50 or more apartments Boat, RV, van, etc.			
6.	a. Hoo a firm of the book of t	·			

QUESTIONS ABOUT THE TYPE OF BUILDING, UNITS IN THE STRUCTURE, NUMBER OF ROOMS, AND NUMBER OF BEDROOMS ARE USED TO CREATE DATA ABOUT HOUSING TYPES AND HOUSING DENSITY.

These data are used in government programs that analyze whether adequate housing is available and affordable for residents and provide and fund housing assistance programs. The number of rooms in combination with the number of people living in a unit provides a ratio of people to rooms, which

can be used to measure the extent of overcrowding among our nation's households. These statistics are also used to enforce laws, policies, and regulations against discrimination in government programs and in society.

The categories "Two houses" and "Three or more houses" were added from the 2010 Island Areas Censuses question asked in the Pacific Islands to include building types that are relevant in American Samoa.

Units in Structure, Rooms, and Bedrooms Data Help Communities:

Provide Adequate Housing

Knowing the different types of housing, and how many people occupy that housing, helps communities understand whether available housing meets the needs of residents. For example, these data are used to measure overcrowding in communities and are used as integral components to set Fair Market Rents for all areas of the country.

When housing is not sufficient, data can help communities enroll eligible households in programs designed to assist them (such as the Low Income Home Energy Assistance Program), and can help communities qualify for grants from the Community Development Block Grant, HOME Investment Partnerships Program, Emergency Solutions Grants, Housing Opportunities for Persons With AIDS, and other programs.

These data provide benchmark statistics that measure progress toward the congressional declaration of goals for a national housing policy—a decent home and suitable living environment for every American family.

Plan Community Development

These data are used to identify adequate housing and may be useful in identifying types of structures in disaster-prone areas during emergency planning and preparation.

Selected Statutory Uses of Units in Structure, Rooms, and Bedrooms Data

U.S. Department of Agriculture	42 USC § 1472, 1474, 1485, 1486, 1490, 1490a, 1490c, 1490d, 1490e, 1490l, 1490m, 1490p-2, 1490r; 7 CFR
	1940.560 through 1940.567, 1940.575; 7 CFR 3550.10,
	1980.312, 3560.11; 7 CFR 3550.53(a), 3550.67(b),
	3550.68(c); 7 CFR 1980.301(d); 7 CFR 3560.152(a)(2),
	3560.254(c) RD Instruction 1980-D, Exhibit C
U.S. Department of Housing and	Housing and Community Development Act of 1974; 42 USC
Urban Development	§ 5306(a)(1); 24 CFR 1003.101
U.S. Department of Housing and	12 U.S.C § 1701q; 24 CFR Part 891
Urban Development	
U.S. Department of Housing and	McKinney-Vento Homeless Assistance Act; 42 USC
Urban Development	§11371-11376; 42 USC § 12901; 24 CFR Part 91; 24 CFR
	Part 576; 24 CFR Part 574
U.S. Department of Housing and	Housing and Community Development Act of 1974, Public
Urban Development	Law 93–383, as amended, 42 USC § 1439 (d)(1)(A)(i); 24
	CFR 791.402
U.S. Department of Housing and	Housing and Community Development Act of 1974, Public
Urban Development	Law 93-383 as amended, 42 USC § 5302(a)(6)(D)(iv),
	(a)(9), (10), (11), (12), (13), (14), (15), (20) & (b) and
	5306(a), (b)(1), (2), and (3) and (d)(1); 24 CFR 1003.101
U.S. Department of Housing and	Cranston-Gonzalez National Affordable Housing Act, Public
Urban Development	Law 101–625' 42 USC § 12705(b)(1)-(3); 24 CFR Part 91;
•	24 CFR 91.205(a)-(c)
U.S. Department of Housing and	Federal Housing Enterprises Financial Safety and
Urban Development	Soundness Act of 1992, section 1338, 12 USC § 4568
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act),
	Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6),
	(b)(7), (n)(1), and (o)(1)

VEHICLES AVAILABLE

12. How many automobiles, vans, and trucks of one-ton capacity or less are kept at home for use by members of this household?				
	None			
	1			
	2			
	3			
	4			
	5			
	6 or more			

A QUESTION ABOUT THE VEHICLES AVAILABLE TO EACH HOUSEHOLD IS USED TO CREATE DATA ABOUT VEHICLE ACCESS.

Vehicle data are used in planning and funding for improvements to road and highway infrastructure, developing transportation plans and services, and understanding how people are traveling in the course of a normal day. These data are also used to evaluate pollution and access to transportation in emergencies.

VEHICLE AVAILABILITY DATA HELP COMMUNITIES:

Improve Transportation

Knowing how many households have access to vehicles, in combination with where people commute to and from, and whether they commute with a personal vehicle helps transportation planners create transportation plans that are compliant with various regulations.

Local agencies and organizations use these data to plan programs and services for the disabled population, bicycle commuters, carpool and ridesharers, and many other groups, and to predict future use of new or updated transportation systems based on their understanding of the current users of various transportation options.

Understand Changes in Vehicle Use

Understanding vehicle availability and use helps communities understand exposure to air pollution and plan programs to help people without vehicles move about the community. Knowing whether people could evacuate using their personal vehicles in an emergency also helps communities plan emergency response.

Selected Statutory Uses of Vehicles Available Data

U.S. Department of Transportation	49 USC § 5303; 49 CFR Part 613
U.S. Department of Transportation	Fixing America's Surface Transportation Act, Public Law 114-94, 49 USC § 5304; 49 CFR Part 613, Subpart B
U.S. Department of Transportation	Fixing America's Surface Transportation Act, Public Law 114-94, 49 USC § 5303(c), (e), (h), (i), (j),(k) & (n)
U.S. Department of Transportation	49 USC § 6302(b)(3)(B), 6303(c), 6304(a), and 6309 (a)
U.S. Environmental Protection Agency	Air Pollution Control Act (Clean Air Act), Public Law 84-159, 42 USC § 7403(a)(2), (b)(1), and (b)(6)
U.S. Environmental Protection Agency	Air Pollution Control Act (Clean Air Act), Public Law 84-159, 42 USC § 7403(a)(1), (b)(6), (b)(7), (e), and (g)
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500' 33 USC § 1254 (a)(2), (b)(6), and (s)
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6), (b)(7), (n)(1), and (o)(1)

VETERAN STATUS, PERIOD OF SERVICE, AND DEPARTMENT OF VETERANS AFFAIRS (VA) SERVICE-CONNECTED DISABILITY RATING

30.	O. Has this person ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard? Mark ONE box.							
	Е	N	Never served in the military → SKIP to question 33a					
	c		Only on active duty for training in the Reserves or National Guard → SKIP to question 32a					
	Е	N	low on active duty					
	Е	O	n active duty in the past, but not now					
31. Please read the PERIOD OF SERVICE section on the Flashcard. 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, even if just for part of the period.								
	Е	S	eptember 2001 or later					
	Е	Α	ugust 1990 to August 2001 (including Persian Gulf War)					
	Е	M	1ay 1975 to July 1990					
		٧	ietnam Era (August 1964 to April 1975)					
	Е	F	February 1955 to July 1964					
	Е	K	Korean War (July 1950 to January 1955)					
	Е	Já	January 1947 to June 1950					
	Е	W	World War II (December 1941 to December 1946)					
	Е	N	lovember 1941 or earlier					
32.	32. a. Does this person have a VA service-connected disability rating?							
			Yes (such as 0%, 10%, 20%,, 100%)					
No → SKIP to question 33a								
	b.	Wha	at 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							

QUESTIONS ABOUT A PERSON'S MILITARY SERVICE AND SERVICE-CONNECTED DISABILITY RATING ARE USED TO CREATE ESTIMATES OF VETERANS AND THEIR NEEDS AT THE COMMUNITY LEVEL. Data about veterans are used in planning and funding government programs that provide funds or services for veterans, and in evaluating other government programs and policies to ensure they fairly and equitably serve the needs of veterans. These statistics are also used to enforce laws, policies, and regulations against discrimination in society. Though the VA maintains veterans' records, statistics about veterans provide federal program planners, policymakers, and researchers with additional statistics about all veterans, regardless of whether they use VA services.

VETERAN STATUS, PERIOD OF SERVICE, AND VA SERVICE-CONNECTED DISABILITY RATING DATA HELP COMMUNITIES:

Administer Programs for Veterans

Knowing the numbers and characteristics of veterans eligible for federal programs benefiting veterans, such as the VA Home Loan Guaranty Program, the Post-9/11 GI Bill, and job training and hiring preference programs can help communities and the federal government estimate the future demand for these programs and services. These data are also used to evaluate these programs to determine whether they are benefiting veterans as intended.

Provide Health Care for Veterans

Knowing the number of veterans eligible to use VA health care in combination with age, disability, and service-connected disability ratings, can help communities and the federal government estimate the future demand for health care services and facilities. Communities in need of major VA medical facilities throughout the country make a case for new construction projects using these data to estimate the expected usage of new facilities.

Plan End-of-Life Options for Veterans

Knowing where veterans are living toward the end of their lives is important, as the VA estimates the number of nursing home and domiciliary beds needed based on the concentrations of eligible

veterans over age 65. These data are also important for the VA National Cemetery Administration, whose goal is to have a VA burial option within 75 miles of a veteran's residence. These data are used to plan construction of new cemeteries near the communities where veterans choose to live.

Ensure Equal Opportunity

Knowing the veteran and service-connected disability rating status of people in the community in combination with information about housing, and employment, helps government and

communities enforce against discrimination based on veteran or disability status.

Understand New Challenges for Veterans

Knowing more about the characteristics of veterans returning to civilian life is also important to combat specific problems they may face. For example, these data are used in research to understand why veteran status is a predictor of homelessness. Such data have been combined with administrative data produced by shelters in an attempt to understand and document which interventions reduce homelessness among veterans.

Selected Statutory Uses of Veteran Status, Period of Service, and VA Service-Connected Disability Rating Data

U.S. Department of Justice, Civil Rights Division	Title VII of the Civil Rights Act of 1964, Public Law 88-352 42 USC § 2000e-2			
U.S. Department of Justice, Civil Rights Division	Title VII of the Civil Rights Act of 1964, Public Law 88-352, 42 USC § 2000e-2.; Wards Cove Packing Co. v. Atonio, 490 U.S. 642 (1989)			
U.S. Department of Veterans Affairs	Veterans Millennium Health Care Benefits Act, Public Law 106-117, Section 101; 38 USC § 1710, 8131(1), and 8134(a)(2)			
U.S. Department of Veterans Affairs	38 USC § 8104(b)(2)			
U.S. Department of Veterans Affairs	38 USC § 546			
U.S. Department of Veterans Affairs	Veterans Millennium Health Care and Benefits Act, Public Law 106-117, Section 613(b)(2)			

42. a. When did this person last work, even for a few days?						
	2020					
	2019 → SKIP to question 43a					
	2015 to 2018 → SKIP to L					
	2014 or earlier, or never worked → SKIP to question 46					
	ST YEAR, 2019, did this person work at a job or siness at any time?					
	Yes					
	No → SKIP to L					
V	43. a. During 2019 (all 52 weeks), did this person work EVERY week? Count paid vacation, paid sick leave, and military service as work.					
	Yes → SKIP to question 44					
	No					
b. During 2019 (all 52 weeks), how many WEEKS did this person work? Include paid time off and include weeks when the person only worked for a few hours.						
V	eks					
Г						
44. During 2019, in the WEEKS WORKED, how many hours did this person usually work each WEEK?						
Usual hours worked each WEEK						

QUESTIONS ABOUT HOW MANY WEEKS A PERSON WORKED IN THE LAST YEAR, AND HOW MANY HOURS HE OR SHE WORKED EACH WEEK ARE USED TO PRODUCE STATISTICS ABOUT FULL-TIME AND PART-TIME WORKERS, AS WELL AS YEAR-ROUND AND SEASONAL WORKERS.

Data on work status last year are used in planning and funding government programs that provide unemployment assistance and services, and to understand trends and difference in wages, benefits, work hours, and seasonal work. These data are also used to evaluate other government programs and policies to ensure they fairly and equitably serve the needs of all groups, and to enforce laws, regulations, and policies against discrimination in society.

The question about when a person last worked uses a time period that matches the ACS question,

but uses calendar years to align with other questions. These calendar year references match the reference dates used in long form questionnaires, such as the 2000 Census. Modifying these reference periods allows for comparability within work status, employment and income data. In order to align employment, and income data for people who are currently working (working in 2020), it is also necessary to ask whether they worked in 2019.

WORK STATUS LAST YEAR DATA HELP COMMUNITIES:

Provide Employment Opportunities

Knowing whether programs designed to employ specific groups, such as people with disabilities or veterans, are succeeding is important to employers, federal agencies, and federal government contractors. Agencies use these statistics to identify labor surplus areas (areas with people available for hiring and training), plan workforce development programs including job fairs and training programs, and promote business opportunities.

Ensure Equal Opportunity

Knowing more about people who are employed or looking for work, in combination with age, sex, race, Hispanic origin, disability status, veteran status, and other data, helps governments and communities enforce laws, policies, and regulations against discrimination in employment. For example, data on work status last year are used to enforce laws against discrimination in employment by federal agencies, private employers, employment agencies, and labor organizations (Civil Rights Act of 1964).

Understand Changes

Knowing the characteristics of people who are working or looking for work is an important part of estimating changes in the economy. Estimates of work status last year are used in funding decisions; to ensure surveys are accurate, including surveys that provide official labor market estimates; and to understand change in other data).

Selected Statutory Uses of Work Status Last Year Data

U.S. Department of Health and Human Services, Administration for Community Living	Developmental Disabilities Assistance and Bill of Rights Act of 2000, Public Law 106-402, Section 124(c)(5), 42 USC § 15024	
U.S. Department of Health and Human Services, Administration for Children and Families	Community Services Block Grant Act, Public Law 105-285, 42 USC § 9902 (2), 9903, and 9908 (b)(1)(A), (b)(11) & (c)(1)(A)(i)	
U.S. Department of Labor	Workforce Investment Act of 1998, Public Law 105-220; 20 CFR 668.296(b) and 668.440	
U.S. Equal Employment Opportunity Commission, Office of Federal Operations	The Rehabilitation Act of 1973, Public Law 93-112, 29 USC § 791(b); 29 CFR 1614.602	
U.S. Equal Employment Opportunity Commission, Office of Research, Information, and Planning	Civil Rights Act of 1964, Public Law 88-352, 42 USC § 2000e-2(k)(1)(A); Hazelwood v. United States, 433 U.S. 299 (1977)	

YEAR BUILT AND YEAR MOVED IN

2. A	2. About when was this building first built?					
[2000 or later − Specify year ⊋					
[1990 to 1999				
- [1980 to 1989				
[1970 to 1979				
- [1960 to 1969				
- [1950 to 1959				
- [1940 to 1949				
- [1939 or earlier				
3. When did PERSON 1 (listed on page 2) move into this house, apartment, or mobile home?						
M	Month Year					

QUESTIONS ABOUT WHEN A BUILDING WAS BUILT AND WHEN A PERSON MOVED INTO THAT HOME ARE USED TO CREATE DATA ABOUT HOUSING AGE AND AVAILABILITY.

These data are used in government programs that analyze whether adequate housing is available and affordable for residents, provide and fund housing assistance programs, and measure neighborhood stability.

YEAR BUILT AND YEAR MOVED IN DATA HELP COMMUNITIES:

Provide Adequate Housing

Knowing the ages of housing in a community helps communities understand whether available housing meets the needs of residents.

When housing is not sufficient or older than a certain age, housing data can help communities enroll eligible households in programs designed to assist them, and can help communities qualify for grants from the Community Development Block Grant, HOME Investment Partnerships Program, Emergency Solutions Grants, Housing Opportunities for Persons With AIDS, and other programs.

Plan Community Development

Knowing about the balance of different ages of homes in combination with whether they are occupied or vacant, can help communities identify opportunities to improve tax, assistance, and zoning policies and to reduce tax revenue losses from vacant or abandoned properties. These data may also be useful in identifying older structures in disaster-prone areas during emergency planning and preparation.

Knowing more about the age of the housing stock in combination with the financial situation of residents, including income, employment, and housing costs, can help communities qualify for loan and grant programs designed to stimulate economic recovery, improve housing, and run jobtraining programs.

Selected Statutory Uses of Year Built and Year Moved In Data

U.S. Department of Housing and Urban Development	United States Housing Act of 1937, Public Law 93-383, as amended, 42 USC § 1437f(c)(1); 24 CFR 888.113; 24 CFR 982.401		
U.S. Department of Housing and Urban Development	Housing and Community Development Act of 1974, Public Law 93–383, as amended, 42 USC § 1439 (d)(1)(A)(i); 24 CFR 791.402		
U.S. Department of Housing and Urban Development	Cranston-Gonzalez National Affordable Housing Act, Public Law 101–625, 42 USC 12705(b)(1)-(3); 24 CFR Part 91; 24 CFR 91.205(a)-(c)		
U.S. Department of Housing and Urban Development	Cranston-Gonzalez National Affordable Housing Act, Public Law 101-625, 42 USC § 12747(b)(1)(A) & (B); 24 CFR 92.50(a),(b), and (c)		
U.S. Environmental Protection Agency	Federal Water Pollution Control Act (Clean Water Act), Public Law 92-500, 33 USC § 1254(a)(1)-(2), (b)(2), (b)(6), (b)(7), (n)(1) and (o)(1)		

APPENDIX: INFORMATIONAL QUESTIONNAIRES FOR AMERICAN SAMOA, COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS, GUAM, AND U.S. VIRGIN ISLANDS



Census 2020

2020 Census of American Samoa

U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration U.S. CENSUS BUREAU

American Samoa	Canada Office County
	Census Office County FOR NPC USE ONLY
◆ APPLY LABEL HERE →	Map Spot Within Map Spot ID Are there any continuation questionnaires for this address? ☐ Yes → Number of continuation questionnaires = ☐ No
Address Number (For example: 5007) Apt/Unit (For example: Apt A or I	Lot 3)
Street or Dood Name (For everyment N. Manie Ave.)	
Street or Road Name (For example: N Maple Ave)	
Physical Description (if applicable)	
Thysical Description (if applicable)	
Village/Municipality/Estate ZIP Code	
Start here	
Use a blue or black peri. S1. Did you or anyone in this household live or stay here on April 1, 2020? ☐ Yes ☐ No → Skip to S3.	1. We need to count people where they live and sleep most of the time. Please read the WHO TO COUNT section on the Flashcard. Based on these instructions, how many people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people =
S2. Does someone usually live at this [house/apartment/mobile home], or is this a vacation or seasonal home where no one usually lives?	2. Were there any <u>additional</u> people staying here on April 1, 2020 that you <u>did not include</u> in the count in the previous question? For example: Mark X all that apply. Include any additional people on the
Usually lives here – <i>Skip to question 1</i> . Vacation or seasonal home or held for occasional use – <i>Skip</i>	person pages. Children, related or unrelated, such as newborn babies,
to page 7.	grandchildren, or foster children
S3. On April 1, 2020, was this unit Occupied by a different household? – Using a knowledgeable	Relatives, such as adult children, cousins, or in-laws Nonrelatives, such as roommates or live-in babysitters
respondent, complete this questionnaire for the people occupying the household on April 1, 2020.	People staying here temporarily
Vacant? – Skip to page 7.	No additional people
Not a housing unit – Skip to "Respondent Information" on page 44.	
, ,	DLO-48



Person 1

3.	Now I am going to ask you questions about each person staying here. If there is someone staying here who pays the rent or owns this residence, I would like to start by listing him or her as Person 1. If the owner or the person who pays the rent is not staying here, I can start by listing any adult staying here as Person 1.		orig orig Plea	E: Please answer BOTH the question about Hispanic in and the question about race. For this census, Hispanic in is not a race. Is read the HISPANIC ORIGIN section on the Flashcard. erson 1 of Hispanic, Latino, or Spanish origin?
	What is Person 1's name?			No, not of Hispanic, Latino, or Spanish origin
	Print name below and verify the spelling.			Yes, Mexican, Mexican Am., Chicano
	Last Name(s)			Yes, Puerto Rican
				Yes, Cuban
	First Name MI			Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for</i>
				example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.
4.	Is Person 1 male or female? Mark X ONE box.			
	☐ Male ☐ Female	7.	Wha	ise read the RACE section on the Flashcard. It is Person 1's race? You may choose one or more races. () one or more boxes AND print origins.
5.	What is Person 1's age on April 1, 2020? What is Person 1's date of birth? If you don't know the exact age, please estimate. For babies less than 1 year old, do not report the age in months. Report 0 as the age.			White - Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.
	Print numbers in boxes.			
	Age on April 1, 2020 Month Day Year of birth		M	Black or African Am. – Print, for example, African American,
	years	10		Vamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
		15		
)		American Indian or Alaska Native – <i>Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.</i> ✓
				Chinese
	\bigvee_{Γ}			Filipino
				Asian Indian Japanese Chamorro
				Other Asian – Other Pacific Islander – Print, for example, Pakistani, Cambodian, Hmong, etc. Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc.
				Some other race – Print race or origin. _▼
			pag	ore people were counted in question 1 on the front e, continue with Person 2 on the next page. erwise, skip to page 7.



1	Wha	t is the name of Person	2 ?	→ NOTE: Please answer BOTH the question about Hispanic
••				origin and the question about race. For this census, Hispanic
	Print name below and verify the spelling.			origin is not a race.
	Last	Name(s)		6. Please read the HISPANIC ORIGIN section on the Flashcard.
				Is this person of Hispanic, Latino, or Spanish origin?
	First	Name	MI	No, not of Hispanic, Latino, or Spanish origin
				Yes, Mexican, Mexican Am., Chicano
				Yes, Puerto Rican
		s this person usually live or star	y somewhere else?	Yes, Cuban
		example – k 🔀 all that apply.		Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for</i>
		With a parent or other relative	In a jail or prison	example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. ⊋
		For college	At a seasonal or	
	ы	For a military assignment	second residence	
	ы	For a job or business	For another reason	7. Please read the RACE section on the Flashcard.
	H	•	No	What is this person's race? You may choose one or more races. Mark one or more boxes AND print origins.
	ш	In a nursing home		
		se read the RELATIONSHIP sec is this person related to Person		White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.
		Opposite-sex husband/wife/spouse		
		Opposite-sex unmarried partner		Black or African Am. – Print, for example, African American,
		Same-sex husband/wife/spouse		Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. ₽
		Same-sex unmarried partner		
		Biological son or daughter		American Indian or Alaska Native – Print name of enrolled or
		Adopted son or daughter	MAIN	principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional
		Stepson or stepdaughter		Government, Nome Eskimo Community, etc. ₽
		Brother or sister	(\bigcirc)	
		Father or mother		Chinese Vietnamese Native Hawaiian
		Grandchild	>	
		Parent-in-law		☐ Filipino ☐ Korean ☐ Samoan
		Son-in-law or daughter-in-law		Asian Indian
		Other relative		Other Asian – Other Pacific Islander – Print, for example, Pakistani, Cambodian, Tongan, Fijian,
		Roommate or housemate		Hmong, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc. Marshallese, etc.
		Foster child		
		Other nonrelative		Some other race − Print race or origin. ✓
4.	ls th	is person male or female? Mark	X ONE box.	
		Male Female		
	pers estin	at is this person's age on April 1 son's date of birth? If you don't kn nate. For babies less than 1 year of ths. Report 0 as the age.	now the exact age, please	
	Age	Print numbers on April 1, 2020 Month	<i>in boxes.</i> Day Year of birth	→ If more poople were counted in question 1 on the front
				→ If more people were counted in question 1 on the front page, continue with Person 3 on the next page.
		years		Otherwise, skip to page 7.



1.	Wha	t is the name of Person	3 ?	→ NOTE: Please answer BOTH the question about Hispanic
	Print	t name below and verify the spel	ling.	origin and the question about race. For this census, Hispanic origin is not a race.
	Last	Name(s)		6. Please read the HISPANIC ORIGIN section on the Flashcard.
				Is this person of Hispanic, Latino, or Spanish origin?
	First	Name	MI	No, not of Hispanic, Latino, or Spanish origin
	1 1101			Yes, Mexican, Mexican Am., Chicano
				Yes, Puerto Rican
2.		s this person usually live or sta	y somewhere else?	Yes, Cuban
		example – k X all that apply.		Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for</i>
		With a parent or other relative	☐ In a jail or prison	example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. ⊋
		For college	At a seasonal or	
		For a military assignment	second residence	
		For a job or business	For another reason	7. Please read the RACE section on the Flashcard.
		In a nursing home	No	What is this person's race? You may choose one or more races. Mark X one or more boxes AND print origins.
				White - Print, for example, German, Irish, English, Italian,
3.		se read the RELATIONSHIP sec is this person related to Perso		Lebanese, Egyptian, etc.
		Opposite-sex husband/wife/spouse		
		Opposite-sex unmarried partner		
		Same-sex husband/wife/spouse		Elack or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
	П	Same-sex unmarried partner		
	ы	Biological son or daughter		
	П	Adopted son or daughter		American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe,
	ы	Stepson or stepdaughter		Mayan, Aztec, Native Village of Barrow Inuplat Traditional Government, Nome Eskimo Community, etc.
	ы	Brother or sister		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	ы	Father or mother		
	Ы	Grandchild		☐ Chinese ☐ Vietnamese ☐ Native Hawaiian
	Ы	Parent-in-law		☐ Filipino ☐ Korean ☐ Samoan
	Ы	Son-in-law or daughter-in-law		Asian Indian Japanese Chamorro
	Н	Other relative		Other Asian – Other Pacific Islander –
	Н			Print, for example, Print, for example, Pakistani, Cambodian, Tongan, Fijian, Hmong, etc. Marshallese, etc. ✓
	H	Roommate or housemate		rinong, etc. g
	H	Foster child		
	_	Other nonrelative		Some other race – Print race or origin.
4.	ls th	is person male or female? Mark	K X ONE box.	
		Male Female		
5.	pers estin	at is this person's age on April 1 son's date of birth? If you don't k nate. For babies less than 1 year ths. Report 0 as the age.	now the exact age, please	
	Age	Print numbers on April 1, 2020 Month	s <i>in boxes.</i> Day Year of birth	Note that the second se
	Age (01171p111 1, 2020 WOHUT	Day Teal of Dilli	→ If more people were counted in question 1 on the front page, continue with Person 4 on the next page.
		years		Otherwise, skip to page 7.



4		Parson	1 -	
1.		It is the name of Person It name below and verify the spel		→ NOTE: Please answer BOTH the question about Hispanic origin and the question about race. For this census, Hispanic origin is not a race.
	· · ·			
	Lasi	Name(s)		6. Please read the HISPANIC ORIGIN section on the Flashcard. Is this person of Hispanic, Latino, or Spanish origin?
	First	Name	MI	No, not of Hispanic, Latino, or Spanish origin
				Yes, Mexican, Mexican Am., Chicano
				Yes, Puerto Rican
2.	Doe	s this person usually live or sta	ny somewhere else?	Yes, Cuban
		example –		Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for</i>
	iviari	k 🔀 all that apply.	п	example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. √
	ш	With a parent or other relative	In a jail or prison	Opamard, Ledadorian, etc. g
	ш	For college	At a seasonal or second residence	
		For a military assignment	For another reason	
		For a job or business		Please read the RACE section on the Flashcard. What is this person's race? You may choose one or more races.
		In a nursing home	□ No	Mark X one or more boxes AND print origins.
		·		White - Print, for example, German, Irish, English, Italian,
3.		se read the RELATIONSHIP se		Lebanese, Egyptian, etc.
	HOW	is this person related to Perso	on 1? Mark 🗴 ONE box.	
	ш	Opposite-sex husband/wife/spouse		
		Opposite-sex unmarried partner		Black or African Am. – Print, for example, African American,
		Same-sex husband/wife/spouse		Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
		Same-sex unmarried partner		
		Biological son or daughter		
		Adopted son or daughter		American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe,
	П	Stepson or stepdaughter		Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.
	П	Brother or sister		
	Н			
	H	Father or mother		☐ Chinese ☐ Vietnamese ☐ Native Hawaiian
	Ш	Grandchild		☐ Filipino ☐ Korean ☐ Samoan
	ш	Parent-in-law		☐ Asian Indian ☐ Japanese ☐ Chamorro
		Son-in-law or daughter-in-law		
		Other relative		Other Asian – Other Pacific Islander – Print, for example, Pakistani, Cambodian, Tongan, Fijian,
		Roommate or housemate		Hmong, etc.
		Foster child		
		Other nonrelative		
_				Some other race – Print race or origin.
4.	ls th	is person male or female? Mari	k 🗴 ONE box.	
		Male Female		
5.	Wha	t is this person's age on April	1, 2020? What is this	
	estin	son's date of birth? If you don't k nate. For babies less than 1 year	know the exact age, please old, do not report the age in	
	mon	ths. Report 0 as the age.	o in hove	
	Age	Print numbers on April 1, 2020 Month	s <i>in boxes.</i> Day Year of birth	→ If more people were sounted in question 1 on the front
	9-	, ,	,	→ If more people were counted in question 1 on the front page, continue with Person 5 on the next page.
		years		Otherwise, skip to page 7.



1.	Wha	t is the name of Person	5 ?	→ NOTE: Please answer BOTH the question about Hispanic
	Prin	t name below and verify the spelli	ing.	origin and the question about race. For this census, Hispanic origin is not a race.
	Last	Name(s)		6. Please read the HISPANIC ORIGIN section on the Flashcard.
				Is this person of Hispanic, Latino, or Spanish origin?
	First	Name	MI	No, not of Hispanic, Latino, or Spanish origin
				Yes, Mexican, Mexican Am., Chicano
				Yes, Puerto Rican
2.		s this person usually live or stay example –	somewhere else?	Yes, Cuban
		k 🗴 all that apply.		Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for example, Salvadoran, Dominican, Colombian, Guatemalan,</i>
		With a parent or other relative	In a jail or prison	Spaniard, Ecuadorian, etc.
		For college	At a seasonal or second residence	
		For a military assignment	For another reason	
		For a job or business	No	Please read the RACE section on the Flashcard. What is this person's race? You may choose one or more races.
		In a nursing home	NO	Mark X one or more boxes AND print origins.
3.		se read the RELATIONSHIP sec		White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.
		Opposite-sex husband/wife/spouse	_	
		Opposite-sex unmarried partner		Black or African Am. – Print, for example, African American,
		Same-sex husband/wife/spouse		Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
		Same-sex unmarried partner	^	
		Biological son or daughter		American Indian or Alaska Native – Print name of enrolled or
		Adopted son or daughter		principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional
		Stepson or stepdaughter		Government, Nome Eskimo Community, etc.
		Brother or sister	$\nearrow(\bigcirc)$	
		Father or mother		
		Grandchild		Chinese Vietnamese Native Hawaiian
		Parent-in-law		☐ Filipino ☐ Korean ☐ Samoan
		Son-in-law or daughter-in-law		Asian Indian
		Other relative		Other Asian – Other Pacific Islander – Print, for example, Pakistani, Cambodian, Tongan, Fijian,
		Roommate or housemate		Hmong, etc. Marshallese, etc. Marshallese, etc.
		Foster child		
		Other nonrelative		Some other race – Print race or origin.
4.	ls th	is person male or female? Mark	X ONE box.	
		Male Female		
	pers estin mon	t is this person's age on April 1, son's date of birth? If you don't kn nate. For babies less than 1 year of ths. Report 0 as the age. Print numbers on April 1, 2020 Month Daysears	now the exact age, please old, do not report the age in	→ If more people were counted in question 1 on the front page of the D-Q-AS, continue with the next person on an additional continuation questionnaire (D-CQ-AS) and update the number of continuation questionnaires on page 1 of the D-Q-AS.
				, ,



A Ask questions 4 – 5 if this is a HOUSE OR A MOBILE HOME; otherwise, SKIP to question 6a.

Housing

e answer the following questions about this house, ment, or mobile home.	4. How many acres is this house or mobile home on?							
		Less than 1 acre → SKIP to question 6a						
nich best describes this building?		1 to 9.9 acres						
lude all apartments, flats, etc., even if vacant.		10 or more acres						
A mobile home	5. w	hat were the actual sales of all agricultu	ral products	from				
A one-family house detached from any other house			•					
A one-family house attached to one or more houses		None						
Two houses (American Samoa only)		\$1 to \$999						
Three or more houses (American Samoa only)		\$1,000 to \$2,499						
A building with 2 apartments		\$2,500 to \$4,999						
A building with 3 or 4 apartments		\$5,000 to \$9,999						
A building with 5 to 9 apartments		\$10,000 or more						
A building with 10 to 19 apartments	6. a.	How many separate rooms are in this	house, apart	ment				
A building with 20 to 49 apartments		or mobile home? Rooms must be separ	ated by built-i	n				
A building with 50 or more apartments		from floor to ceiling.		Ŭ				
Boat, RV, van, etc.			ies, foyers, ha	alls,				
out when was this building first built?		or unfinished basements.	, , ,					
	Number of rooms							
2000 of later – Specify year 2								
	b.			6				
1990 to 1999		apartment, or mobile home were for sale	nis house, or rent. <i>If this</i>	is				
1980 to 1989								
1970 to 1979		Number of bedrooms						
1960 to 1969								
1950 to 1959	7. D	oes this house, apartment, or mobile ho						
1940 to 1949			Yes	No				
1939 or earlier	a.	Running water?	ш	Ш				
sen did DEDCON 1 (listed on page 2) move into this	b.	A bathtub or shower?						
	c.	A flush toilet?						
nth Year	d.	A sink with a faucet?						
		A						
	e.	A stove or range?		Ш				
	f.	A refrigerator?						
	re he	ceive phone calls when at this house, a come? Include calls using cell phones, land evices.	partment, or	mobi				
	A one-family house detached from any other house A one-family house attached to one or more houses Two houses (American Samoa only) Three or more houses (American Samoa only) A building with 2 apartments A building with 5 to 9 apartments A building with 10 to 19 apartments A building with 50 or more apartments Boat, RV, van, etc. Bout when was this building first built? 2000 or later – Specify year 1990 to 1999 1980 to 1989 1970 to 1979 1960 to 1969 1939 or earlier Then did PERSON 1 (listed on page 2) move into this suse, apartment, or mobile home?	sament, or mobile home. Sease read the BUILDING TYPE section on the Flashcard. Sinch best describes this building? Stude all apartments, flats, etc., even if vacant. A mobile home A one-family house attached from any other house A one-family house attached to one or more houses Two houses (American Samoa only) Three or more houses (American Samoa only) A building with 2 apartments A building with 5 to 9 apartments A building with 50 or more apartments Boat, RV, van, etc. Sout when was this building first built? 2000 or later - Specify year 1990 to 1999 1990 to 1999 1990 to 1999 1990 to 1949 1993 or earlier benen did PERSON 1 (listed on page 2) move into this use, apartment, or mobile home? inth Year 6. 8. Cire	ment, or mobile home. asses read the BUILDING TYPE section on the Flashcard. Name to the describes this building? blude all apartments, flats, etc., even if vacant. A non-family house attached to one or more houses Two houses (American Samoa only) Three or more houses (American Samoa only) A building with 3 or 4 apartments A building with 5 to 9 apartments A building with 5 to 9 apartments A building with 5 to 9 apartments Boat, FW, van, etc. 1 2000 or later − Specify year → 1 1990 to 1999 1 1980 to 1999 1	ment, or mobile home. Less than 1 acre → SKIP to question 6e 1 to 9.9 acres 10 or more acres 20 or or acres 3 or or acres 20 or or acres 3 or or acres 3 or or or acres 3 or or or acres 4 or or or acres 5 what extend or acres in this house, apartment, or mobile home acres				



Housing (continued)

	Housing (continued)	13. Please read the SOURCE OF WATER s In 2019, did this house, apartment, or	
9.	Please read the COMPUTER USE section on the Flashcard At this house, apartment, or mobile home – do you or any	from – Mark 🗷 all that apply.	
	member of this household own or use any of the following types of computers?		
	types of computers? Yes N	A cistern, catchment, tanks, or drums?	
	a. Desktop or laptop	A delivery vendor or water truck?	
	b. Smartphone	A supermarket or grocery store?	
	c. Tablet or other portable wireless computer	Some other source (a standpipe, sprin	g, individual well, etc.)?
	 c. Tablet or other portable wireless computer d. Some other type of computer − Specify 	14. Please read the SEWAGE DISPOSAL s What is the MAIN means of sewage di	sposal for this house,
		apartment, or mobile home? Mark 🗷	ONE DOX.
		Septic tank or cesspool	
10.	a. At this house, apartment, or mobile home – do you or a member of this household have access to the Internet?	Other	
		Other	
	YesNo → SKIP to question 12	15. a. What is the average monthly cost house, apartment, or mobile home	
	No FORT to question 12	Average monthly cost - Dollars	
	b. Do you or any member of this household pay a cell pho company or Internet service provider to access the Internet?	\$ 00	
	Yes	(OR)	
		Included in rent or condominium fee	
	No → SKIP to question 12	No charge or electricity not used	
11.	Please read the INTERNET section on the Flashcard. Do you or any member of this household have access to the section of the section of the Flashcard.	b. What is the average monthly cost apartment, or mobile home?	of gas for this house,
	Internet using a – Yes W	Average monthly cost – <i>Dollars</i>	
	Cellular data plan for a smartphone or other mobile device?	\$.00	
	b. Broadband (high speed) Internet service such as cable, fiber optic, or DSL service installed in this	OR	
	household?	Included in rent or condominium fee	9
	c. Satellite Internet service installed in this household?	Included in electricity payment ente	red above
	d. Dial-up Internet service installed in this household?	No charge or gas not used	
	e. Some other service? – Specify service □	c. What is the average monthly cost this house, apartment, or mobile h	of water and sewer for ome?
		Average monthly cost – Dollars	
10		\$.00	
12.	How many automobiles, vans, and trucks of one-ton capacity or less are kept at home for use by members of	OR	
	this household?	Included in rent or condominium fee	j
	tilis flousefloid :		
	None	No charge	
	None 1	 No charge d. What is the average monthly cost wood, etc., for this house, apartment 	of oil, coal, kerosene,
	None 1 2	d. What is the average monthly cost	of oil, coal, kerosene,
	 None 1 2 3 	d. What is the average monthly cost wood, etc., for this house, apartme	of oil, coal, kerosene,
	 None 1 2 3 4 	d. What is the average monthly cost wood, etc., for this house, apartment average monthly cost – Dollars \$.00	of oil, coal, kerosene,
	 None 1 2 3 	d. What is the average monthly cost wood, etc., for this house, apartme	of oil, coal, kerosene, ent, or mobile home?



Housing (continued)

	C Ask questions 20 – 24 if this person or any member of this
16. In 2019, did you or any member of this household receive benefits from the Food Stamp Program, SNAP (the	household OWNS or IS BUYING this house, apartment, or mobile home. Otherwise, SKIP to E on the next page.
Supplemental Nutrition Assistance Program), or NAP (Nutrition Assistance Program)? Do NOT include WIC, the School Lunch Program, or assistance from food banks.	20. About how much do you think this house and lot, apartment, or mobile home (and lot, if owned) would sell for if it were for sale?
Yes	Amount – <i>Dollars</i>
□ No	
	\$
17. Is this house, apartment, or mobile home part of a condominium?	21. What were the annual real estate taxes on THIS property in 2019?
Yes → What is the monthly condominium fee? For renters, answer only if you pay the condominium fee	Annual amount – <i>Dollars</i>
in addition to your rent. Otherwise, mark the "None" box.	¢ 00
Monthly amount – Dollars	\$.00
\$.00	OR
OR	None
None	22. What was the annual payment for fire, hazard, typhoon or
□ No	hurricane, and flood insurance on THIS property in 2019?
	Annual amount - Dollars
18. Is this house, apartment, or mobile home – Mark N ONE box.	\$.00
Owned by you or someone in this household with a mortgage or loan? Include home equity loans.	None
Owned by you or someone in this household free and clear (without a mortgage or loan)?	23. a. Do you or any member of this household have a mortgage, deed of trust, contract to purchase, or similar
Rented?	debt on THIS property?
☐ Occupied without payment of rent? → SKIP 10.€	Yes, mortgage, deed of trust, or similar debt
	Yes, contract to purchase
Ask questions 19a and 19b if this house, apartment, or mobile home is RENTED. Otherwise, SKIP to question 20.	□ No → SKIP to question 24a
	b. How much is the regular monthly mortgage payment on
19. a. What is the monthly rent for this house, apartment, or	THIS property? Include payment only on FIRST mortgage or contract to purchase.
mobile home? Monthly amount – Dollars	Monthly amount - Dollars
	\$.00
\$	OR
b. Does the monthly rent include any meals?	No regular payment required → SKIP to question 24a
Yes	
□ No	c. Does the regular monthly mortgage payment include payments for real estate taxes on THIS property?
	Yes, taxes included in mortgage payment
	No, taxes paid separately or taxes not required
	d December of the second of th
	d. Does the regular monthly mortgage payment include payments for fire, hazard, typhoon or hurricane, or flood insurance on THIS property?
	Yes, insurance included in mortgage payment
	No insurance paid separately or no insurance





Person 1 12. Please read the HIGHEST DEGREE or LEVEL OF SCHOOL section on the Flashcard. What is the highest degree or level of school this person has Please copy the name of Person 1 from page 2, then continue COMPLETED? Mark ONE box. If currently enrolled, mark answering questions below. the previous grade or highest degree received. Last Name(s) NO SCHOOLING COMPLETED No schooling completed First Name MI **NURSERY OR PRESCHOOL THROUGH GRADE 12** Nursery school, preschool or pre-kindergarten Kindergarten 8. Please read the CITIZEN or NATIONAL section on the Flashcard. Grade 1 through 11 - Specify grade 1 - 11 ✓ Is this person a citizen or national of the United States? Yes, born in American Samoa → SKIP to question 11a Yes, born in another U.S. state or U.S. territory 12th grade - NO DIPLOMA Yes, born abroad of U.S. citizen or U.S. national parent or parents **HIGH SCHOOL GRADUATE** Yes, U.S. citizen by naturalization - Print year of naturalization. Regular high school diploma GED or alternative credential COLLEGE OR SOME COLLEGE No, not a U.S. citizen or U.S. national (permanent resident) No, not a U.S. citizen or U.S. national (temporary resident) Some college credit, but less than 1 year of college credit 1 or more years of college credit, no degree 9. Where was this person born? Print name of U.S. state, U.S. territory, or foreign country. Associate's degree (for example: AA, AS) Bachelor's degree (for example: BA, BS) AFTER BACHELOR'S DEGREE 10. When did this person come to live in American Samoa? If this person came to live in American Samoa more than once Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA) print latest year. Professional degree beyond a bachelor's degree Year (for example: MD, DDS, DVM, LLB, JD) Doctorate degree (for example: PhD, EdD) 11. a. At any time since February 1, 2020 has this person attended school or college? Include only nursery or Ask question 13 if this person has a bachelor's degree or preschool, pre-kindergarten, kindergarten, elementary higher. Otherwise, SKIP to question 14. school, home school, and schooling which leads to a high school diploma or a college degree. 13. This question focuses on this person's BACHELOR'S DEGREE. What was the specific major or majors of any No → SKIP to question 12 BACHELOR'S DEGREES this person has received? (For example: chemical engineering, elementary teacher b. Was that a public school or college, a private school or education, organizational psychology.) college, or home school? Public school or public college Private school or private college or home school c. What grade or level was this person attending? Mark X ONE box. **14.** Has this person completed requirements for a vocational training program at a trade school, hospital, or some other Nursery school, preschool, or pre-kindergarten kind of school for occupational training or place of work? Kindergarten Do not include academic college courses. Yes Nο

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

College undergraduate years (freshman to senior)



No

П

Yes

Person 1 (continued) 19. What was this person's main reason for moving? Mark X ONE box. **Employment** Family-related 15. What is this person's ancestry or ethnic origin? Natural disaster Military Housing Other reason To attend school (For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, 20. Please read the HEALTH INSURANCE section on the Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Flashcard. Taiwanese, Ukrainian, and so on.) Is this person CURRENTLY covered by any of the following types of health insurance or health coverage plans? 16. a. Where was this person's mother born? Mark "Yes" or "No" for EACH type of coverage in items a – h. American Samoa a. Insurance through a current or former employer Outside American Samoa - Print name of U.S. state, 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 b. Where was this person's father born? with certain disabilities American Samoa d. Medicaid, Medical Assistance, or any kind of government-assistance plan for those with low incomes or a disability Outside American Samoa - Print name of U.S. state, e. TRICARE or other military health care VA (enrolled for VA health care) 17. a. Does this person speak a language other than English at home? g. Indian Health Service Yes Any other type of health insurance or health coverage plan - Specify ✓ No → SKIP to question 18 b. What is this language? 21. a. Is this person deaf or does he/she have serious difficulty hearing? For example: Korean, Italian, Spanish, Vietnamese Yes c. How well does this person speak English? No Very well b. Is this person blind or does he/she have serious difficulty Well seeing even when wearing glasses? Not well Yes Not at all No 18. Did this person live in this house or apartment 5 years ago (on April 1, 2015)? Person is under 5 years old → SKIP to question 20 Yes, this house → SKIP to question 20 No, different house in American Samoa No, outside American Samoa - Print name of U.S. state, U.S. territory, or foreign country below. ✓



	Pe	rson 1 (d	conti	nued	d)		26 . Ho	ow m	nany times has this person been married?	
								0	nce	
A	sk aue	estions 22a – c ii	f this ner	son is 5	vears old	or over		T	wo times	
		se, SKIP to the						Т	hree or more times	
22.	do	cause of a phy es this person nembering, or	have se	rious d	ifficulty c	nal condition, concentrating,	27. In Ye		nt year did this person last get married?	
		No					Ask o	ques	tion 28 if this person is female and 15 years old	
		es this person mbing stairs?	have se	erious d	ifficulty v	valking or			Otherwise, SKIP to question 29a.	
		Yes							nany babies has this person ever had, not counting	
		No					sti	llbir	ths? Do not count stepchildren or children she has adopted.	
	c. Do	es this person	have di	fficulty	dressing	or bathing?		N	one or Number of children	
		Yes		•	ŭ	, and the second	29. a.	Doe	es this person have any of his/her own grandchildren	
		No							er the age of 18 living in this house or apartment?	
									Yes	
I A	sk que	estion 23 if this p	erson is	15 year	s old or o	ver.		A	No SKIP to question 30	
	Ask question 23 if this person is 15 years old or over. Otherwise, SKIP to the questions for Person 2 on page 17.					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?				
23.	23. 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				
		Yes				07/7/		ш	No → SKIP to question 30	
		No			(O)	7,		thes	v long has this grandparent been responsible for se grandchildren? If the grandparent is financially consible for more than one grandchild, answer the	
24.	What	is this person'	s marita	status	?			que	stion for the grandchild for whom the grandparent	
		Now married <	1/1	$\widehat{\gamma}\rangle_{\wedge}$	•			nas	been responsible for the longest period of time.	
		Widowed	M					H	Less than 6 months 6 to 11 months	
		Divorced	·					H		
		Separated						H	1 or 2 years 3 or 4 years	
		Never married →	SKIP to	ı				H	5 or more years	
25	In the	PAST 12 MON	HIS AIT	this ne	rson det -	_			3 of filore years	
_0.		71 701 12 111011	Yes	No	oon got					
	a. Ma	rried?								
	b. Wi	dowed?								
	c. Div	orced?								



Person 1 (continued) 34. At what location did this person work LAST WEEK? 30. Has this person ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard? Mark X ONE box. Outside American Samoa – Print name of U.S. state, Never served in the military → SKIP to question 33a Only on active duty for training in the Reserves or National Guard → SKIP to question 32a 35. Please read the TRANSPORTATION TO WORK section on Now on active duty the Flashcard. On active duty in the past, but not now How did this person usually get to work LAST WEEK? Mark X ONE box for the method of transportation used for most of the distance. 31. Please read the PERIOD OF SERVICE section on the Flashcard. When did this person serve on active duty in the U.S. Armed Car, truck, or private van/bus **Forces?** Mark X a box for EACH period in which this person Public van/bus served, even if just for part of the period. Taxicab September 2001 or later Motorcycle August 1990 to August 2001 (including Persian Gulf War) Bicycle May 1975 to July 1990 Walked Vietnam Era (August 1964 to April 1975) Plane or seaplane February 1955 to July 1964 Boat, ferry, or water taxi Korean War (July 1950 to January 1955) Worked from home → SKIP to question 43a January 1947 to June 1950 Other method World War II (December 1941 to December 1946) November 1941 or earlier Ask question 36 if you marked "Car, truck, or private van/bus" in question 35. Otherwise, SKIP to question 37. 32. a. Does this person have a VA service-connected disability rating? Yes (such as 0%, 10%, 20%, **36.** How many people, including this person, usually rode to work in the car, truck, or private van/bus LAST WEEK? No → SKIP to question 33a Person(s) b. What is this person's service-connected disability rating? 0 percent 10 or 20 percent 37. LAST WEEK, what time did this person's trip to work usually begin? 30 or 40 percent Hour Minute a.m. 50 or 60 percent p.m. 70 percent or higher 38. How many minutes did it usually take this person to get 33. a. LAST WEEK, did this person work for pay at a job from home to work LAST WEEK? (or business)? Minutes Yes → SKIP to question 34 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 39a



Person 1 (continued)

	F	erson 1	(continued)		44. D		2019, rson u						w ma	ny hou	ırs did
						-	ours wo	-							
A C	Ask questions 39 – 42a if this person did NOT work last week. Otherwise, SKIP to question 42b.														
39.	a.	LAST WEEK. w	as this person on layoff	from a iob?											
			to question 39c	,			tions 45 15). Oti						the pa	ıst 5 ye	ears
		□ No	to quoditori dod		(5				,		7				
				ADUV I	45. D	ESCI	RIPTIO	N OF E	EMPL	OYM	ENT				
		from a job or b	as this person TEMPORA usiness?	ARILY absent								it the	type	of emr	oloyment
		Yes, on vaca	ation, temporary illness, mater personal reasons, bad weathe	nity leave,			rson h						•	·	•
		etc. → SKIP	to question 42a	71,			erson								
		☐ No → SKIP	to question 40				the mo								not In the
	c.		n been informed that he		p	ast fi	ve yeaı	s (sin	ce 20	15).			•	Ĭ	
			k within the next 6 montl return to work?	ns OR been	a.		se rea		TYPE	OF '	WORK	ER se	ection	on th	e
		_	to question 41			Whi	ch one	of the	e foli	owing	best	desci	ibes	this po	erson's
		No No	to quoditori TT			emp	loyme ne past	nt last	wee rs (s	k or i	be mo 2015)?	st red Mark	ent e	:mploy NE bc	ment x.
40	ъ.		WEEKO kaa thia waxaa	been ACTIVELY		PRI	/ATE S	ECTO	R EM	PLOY	EE				
40.	lo	king the LAST 2	WEEKS, has this person	Deen ACTIVELY		\mathcal{A}	$\langle \ \rangle$	///			anizatio	n			
	Г	Yes				1	$\langle \mathcal{O} \rangle$	'					empt a	and cha	ritable
	No → SKIP to question 42a					Non-profit organization (including tax-exempt and charitable organizations) GOVERNMENT EMPLOYEE Local or territorial government (for example: public									
41.															
			work if recalled?			ш		ntary so		overnin	nent (101	exam	pie: pi	IDIIC	
		Yes, could have	ve gone to work	2/1/1/2			Active	duty U.	S. Arı	med Fo	orces or	Comn	nission	ed Cor	os
		No, because o	f own temporary illness				Federa	al gover	nmen	t civilia	ın emplo	yee			
		No, because o	f all other reasons (in school	ol, etc.)		SEL	F-EMPI	OYED	OR	ОТНЕ	R				
42 .	a.	When did this p	erson last work, even for	a few days?			Owner or farm		-incor	porate	d busine	ess, pr	ofessio	nal pra	ctice,
		2020	UMIN .			Ы	Owner	of inco	rpora	ted bus	siness. ı	orofess	sional i	oractice	, or farm
		2019 → SKI	P to question 43a						•		or-profit				
			8 → SKIP to L			ш		hours o				,			
		2014 or ear	ier, or never worked → SKIP t	o question 46	b									yer, bı	usiness,
	b.	LAST YEAR, 20 business at any	19, did this person work a time?	at a job or	b. What was the name of this person's employer, bus agency, or branch of the Armed Forces?										
		Yes				Ш									
		□ No → SKIP	tol												
43.	a.		I 52 weeks), did this pers	son work EVERY											
	۵.		aid vacation, paid sick le		C.		t kind								
						the	locatio	n whe	re er	nploy	ed. (Fo	t, or a	servic ample	e prov	vided at entary
			to question 44			sch	ool, res	sidenti	ial co	onstru	ction)				
	J.	No	1 50	WEEKS 454 # 1											
		person work? I	I 52 weeks), how many V nclude paid time off and	include weeks											
		•	on only worked for a few	hours.											
		Weeks													



Person 1 (continued)

Person 1 (continued)	d. Did this person receive any Social Security or Railroad Retirement benefits in 2019?
d. Was this mainly – Mark X ONE box.	Yes → What was the amount?
	TOTAL AMOUNT – Dollars
manufacturing?	TOTAL AWOUNT Bollars
wholesale trade?	\$.00
retail trade?	□ No
other (agriculture, construction, service, government, etc.)?	e. Did this person receive any Supplemental Security
e. What was this person's main occupation?	Income (SSI) payments in 2019?
(For example: 4th grade teacher, entry-level plumber)	Yes → What was the amount?
	TOTAL AMOUNT – Dollars
	\$.00
	□ No
f. Describe this person's most important activities or	
duties. (For example: instruct and evaluate students	 f. Did this person receive any public assistance or public welfare payments from the state or local welfare office
and create lesson plans, assemble and install pipe sections and review building plans for work details)	in 2019?
sections and review building plans for work details)	□ v
	Yes → What was the amount?
	TOTAL AMOUNT - Dollars
	.00
	□ No
	\wedge (()) \vee
6. INCOME IN 2019	g. Did this person receive any retirement income, pensions, survivor or disability income in 2019? Include income from
	a previous employer or union, or any regular withdrawals or
The next series of questions is about income received during 2019. If the exact amount is not known, please give your best	distributions from IRA, Roth IRA, 401(k), 403(b) or other
estimate. If net income was a loss, please give the dollar	accounts specifically designed for retirement. Do not include Social Security.
amount of the loss. For income received jointly, report the	Social Security.
appropriate share for each person - or, if that's not possible, report the whole amount for only one person. Mark X the	Yes → What was the amount?
"No" box for the other person.	TOTAL AMOUNT – Dollars
a. Did this person receive any wages, salary, commissions,	\$.00
bonuses, or tips in 2019?	□ No
Yes → What was the amount from all jobs before	
deductions for taxes, bonds, dues, or other items? TOTAL AMOUNT — Bollars	h. Did this person receive income on a regular basis from any other sources such as Department of Veterans
TOTAL ANIOUN - Dollars	Affairs (VA) payments, unemployment compensation,
\$.00	child support or alimony in 2019?
No	Yes → What was the amount?
h Did this person have any self-employment income from	TOTAL AMOUNT - Dollars
 b. Did this person have any self-employment income from own nonfarm businesses or farm businesses, including 	
proprietorships and partnerships, in 2019?	\$.00
Yes → What was the net income after business expenses?	□ NO
TOTAL AMOUNT – Dollars	47. What was this person's total income for 2019?
\$.00	□ OR \$.00 □
□ No Loss	None TOTAL AMOUNT for 2019 Loss
c. Did this person receive any interest, dividends, net rental income, royalty income, or income from estates and trusts	
in 2019? Report even small amounts credited to an account.	
Yes → What was the amount?	
TOTAL AMOUNT – Dollars	→ Continue with the questions for Person 2 on the next
	page. If no one is listed as Person 2 on page 3, SKIP
\$.00 D	to page 44 for further instructions.



Census 2020 Commonwealth of the Northern Mariana Islands

2020 Census of the Commonwealth of the Northern Mariana Islands

U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration U.S. CENSUS BUREAU

Commonwealth of the Northern Mariana Islands	Mariana Islands						
	Census Office County						
	FOR NPC USE ONLY						
	BCU						
	Map Spot Within Map Spot ID						
	William Wap Oper 12						
← APPLY LABEL HERE →							
	Are there any continuation questionnaires for this address?						
	Yes → Number of continuation questionnaires =						
	□ No						
Address Number (For example: 5007) Apt/Unit (For example: Apt A or	Lot 3)						
Street or Road Name (For example: N Maple Ave)							
Physical Description (if applicable)							
Thysical Description (if applicable)							
Village/Municipality/Estate ZIP Code							
Start here							
Use a blue or black peri.							
See a side of shoot pyring	1. We need to count people where they live and sleep most of						
S1. Did you or anyone in this household live or stay here on	the time. Please read the WHO TO COUNT section on the Flashcard. Based on these instructions, how many						
April 1, 2020?	people were living or staying in this [house/apartment/mobile home] on April 1, 2020?						
Yes	Number of people =						
\square No \rightarrow Skip to S3.							
S2. Does someone usually live at this	2. Were there any <u>additional</u> people staying here on April 1, 2020 that you <u>did not include</u> in the count in the previous question?						
[house/apartment/mobile home], or is this a vacation or seasonal home where no one usually lives?	For example: Mark X all that apply. Include any additional people on the						
Usually lives here – Skip to question 1.	person pages.						
Vacation or seasonal home or held for occasional use – Skip	Children, related or unrelated, such as newborn babies, grandchildren, or foster children						
S3. On April 1, 2020, was this unit	Relatives, such as adult children, cousins, or in-laws						
Occupied by a different household? – Using a knowledgeable	Nonrelatives, such as roommates or live-in babysitters						
respondent, complete this questionnaire for the people occupying the household on April 1, 2020.	People staying here temporarily						
☐ Vacant? – Skip to page 7.	□ No additional people						
Not a housing unit – Skip to "Respondent Information" on page 44.							
5 page	FORM DI-Q-MI (04-24-2019)						



Person 1

staying here. If there is rent or owns this resid him or her as Person	me? erify the spelling. MI	or or 6. Pl	OTE: Please answer BOTH the question about Hispanic rigin and the question about race. For this census, Hispanic rigin is not a race. Rease read the HISPANIC ORIGIN section on the Flashcard. 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, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.
☐ Male ☐ Female			lease read the RACE section on the Flashcard. That is Person 1's race? You may choose one or more races.
date of birth? If you don	on April 1, 2020? What is Person 1's o't know the exact age, please estimate. ear old, do not report the age in months. Print numbers in boxes. Month Day Year of birth	Ma □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	American Indian or Alaska Native — Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. Chinese Vietnamese Native Hawaiian Samoan Asian Indian Japanese Chamorro Other Asian — Print, for example, Pakistani, Cambodian, Hmong, etc. Some other race — Print race or origin. more people were counted in question 1 on the front age, continue with Person 2 on the next page. white — Print, for example, Pakiston, Cambodian, Hmong, etc. more people were counted in question 1 on the front age, continue with Person 2 on the next page. white — Print, for example, Pakiston, Cambodian, Hmong, etc. more people were counted in question 1 on the front age, continue with Person 2 on the next page. white — Print, for example, Tongan, Fijian, Marshallese, etc. The print of the page of the page of the next page.



1	Wha	t is the name of Person	2 ?	→ NOTE: Please answer BOTH the question about Hispanic
••		t name below and verify the spell		origin and the question about race. For this census, Hispanic origin is not a race.
		Name(s)	y.	
	Lasi	ivallie(s)		6. Please read the HISPANIC ORIGIN section on the Flashcard. Is this person of Hispanic, Latino, or Spanish origin?
				No, not of Hispanic, Latino, or Spanish origin
	First	Name	MI	Yes, Mexican, Mexican Am., Chicano
^	_			Yes, Puerto Rican
		s this person usually live or sta example –	y somewhere else?	Yes, Cuban
	Mark	x 🔀 all that apply.		Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for example, Salvadoran, Dominican, Colombian, Guatemalan,</i>
		With a parent or other relative	In a jail or prison	Spaniard, Ecuadorian, etc. 🙀
		For college	At a seasonal or second residence	
		For a military assignment	For another reason	7
		For a job or business	□ No	7. Please read the RACE section on the Flashcard. What is this person's race? You may choose one or more races.
		In a nursing home		Mark X one or more boxes AND print origins.
		se read the RELATIONSHIP sec is this person related to Person		White - Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.
		Opposite-sex husband/wife/spouse		
		Opposite-sex unmarried partner		Black or African Am. – Print, for example, African American,
		Same-sex husband/wife/spouse		Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. 🖟
		Same-sex unmarried partner		
		Biological son or daughter		Anna in an Indian and Nation - Distances of annulled as
		Adopted son or daughter		American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe,
		Stepson or stepdaughter		Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.
		Brother or sister	$\langle (\bigcirc) \rangle \rangle$	
		Father or mother		
		Grandchild	>	Chinese Vietnamese Native Hawaiian
		Parent-in-law		☐ Filipino ☐ Korean ☐ Samoan
		Son-in-law or daughter-in-law		Asian Indian Japanese Chamorro
		Other relative		Other Asian – Other Pacific Islander – Print, for example, Print, for example,
		Roommate or housemate		Pakistani, Cambodian, Tongan, Fijian, Hmong, etc. ⊋ Marshallese, etc. ⊋
		Foster child		
		Other nonrelative		
4.	le th	is person male or female? Mark	X ONF hox	Some other race – Print race or origin.
		Male Female	ONE SOM	
_				
	pers estin	It is this person's age on April 1 con's date of birth? If you don't ki nate. For babies less than 1 year of ths. Report 0 as the age.	now the exact age, please	
	Ane (Print numbers on April 1, 2020 Month	<i>in boxes.</i> Day Year of birth	
	, .g.c (Sirripin 1, 2020 Month	Tour or birtin	→ If more people were counted in question 1 on the front page, continue with Person 3 on the next page.
		years		Otherwise, skip to page 7.



1.	Wha	t is the name of Person	3 ?	→ NOTE: Please answer BOTH the question about Hispanic				
	Print	t name below and verify the spel	ling.	origin and the question about race. For this census, Hispanic origin is not a race.				
	Last	Name(s)		6. Please read the HISPANIC ORIGIN section on the Flashcard.				
				Is this person of Hispanic, Latino, or Spanish origin?				
	First	Name	MI	No, not of Hispanic, Latino, or Spanish origin				
	1 1101			Yes, Mexican, Mexican Am., Chicano				
				Yes, Puerto Rican				
2.		s this person usually live or sta	y somewhere else?	Yes, Cuban				
		example – k X all that apply.		Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for</i>				
		With a parent or other relative	☐ In a jail or prison	example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. ⊋				
		For college	At a seasonal or					
		For a military assignment	second residence					
		For a job or business	For another reason	7. Please read the RACE section on the Flashcard.				
		In a nursing home	No	What is this person's race? You may choose one or more races. Mark X one or more boxes AND print origins.				
				White - Print, for example, German, Irish, English, Italian,				
3.		se read the RELATIONSHIP sec is this person related to Perso		Lebanese, Egyptian, etc.				
		Opposite-sex husband/wife/spouse						
		Opposite-sex unmarried partner						
		Same-sex husband/wife/spouse		Elack or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.				
	П	Same-sex unmarried partner						
	ы	Biological son or daughter						
	П	Adopted son or daughter		American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe,				
	ы	Stepson or stepdaughter		Mayan, Aztec, Native Village of Barrow Inuplat Traditional Government, Nome Eskimo Community, etc.				
	ы	Brother or sister		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				
	ы	Father or mother						
	Ы	Grandchild		☐ Chinese ☐ Vietnamese ☐ Native Hawaiian				
	Ы	Parent-in-law		☐ Filipino ☐ Korean ☐ Samoan				
	Ы	Son-in-law or daughter-in-law		Asian Indian Japanese Chamorro				
	Н	Other relative		Other Asian – Other Pacific Islander –				
	Н			Print, for example, Print, for example, Pakistani, Cambodian, Tongan, Fijian, Hmong, etc. Marshallese, etc. ✓				
	H	Roommate or housemate		rinong, etc. g				
	H	Foster child						
	_	Other nonrelative		Some other race – Print race or origin.				
4.	ls th	is person male or female? Mark	K X ONE box.					
		Male Female						
5.	pers estin	at is this person's age on April 1 son's date of birth? If you don't k nate. For babies less than 1 year ths. Report 0 as the age.	now the exact age, please					
	Age	Print numbers on April 1, 2020 Month	s <i>in boxes.</i> Day Year of birth	Note that the second se				
	Age (01171p111 1, 2020 WOHUT	Day Teal of Dilli	→ If more people were counted in question 1 on the front page, continue with Person 4 on the next page.				
		years		Otherwise, skip to page 7.				



1.	Wha	at is the name of Person	4	?		E: Please answer BOTH the question about Hispanic	
	Print name below and verify the spelling.		origin and the question about race. For this census, Hispanic origin is not a race.				
	Last Name(s)			6. Pleas	se read the HISPANIC ORIGIN section on the Flashcard.		
				is person of Hispanic, Latino, or Spanish origin?			
	First	Name		MI		No, not of Hispanic, Latino, or Spanish origin	
	1 1100	Traine		····		Yes, Mexican, Mexican Am., Chicano	
						Yes, Puerto Rican	
2.		Does this person usually live or stay somewhere else?				Yes, Cuban	
	For example – Mark X all that apply.					Yes, another Hispanic, Latino, or Spanish origin – Print, for	
		With a parent or other relative		In a jail or prison		example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.	
		For college		At a seasonal or			
	П	For a military assignment		second residence			
	П	For a job or business		For another reason		se read the RACE section on the Flashcard.	
	Н			No		t is this person's race? You may choose one or more races. X one or more boxes AND print origins.	
	_	In a nursing home					
3.		ase read the RELATIONSHIP se				White - Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.	
	How	v is this person related to Perso	n 13	Mark X ONE box.			
	H	Opposite-sex husband/wife/spouse					
	Н	Opposite-sex unmarried partner			N.	Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. 🗸	
	Н	Same-sex husband/wife/spouse				and any raiser, rigories, 2 may 200 per	
	Ш	Same-sex unmarried partner			\Rightarrow		
	Ш	Biological son or daughter				American Indian or Alaska Native – Print name of enrolled or	
	Ш	Adopted son or daughter				principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional	
		Stepson or stepdaughter				Government, Nome Eskimo Community, etc.	
		Brother or sister) ($\bigcirc)$ \lor			
		Father or mother	?`			Chinese	
		Grandchild	>				
		Parent-in-law				Filipino	
		Son-in-law or daughter-in-law				Asian Indian	
		Other relative				Other Asian – Other Pacific Islander – Print, for example, Print,	
		Roommate or housemate				Pakistani, Cambodian, Tongan, Fijian, Hmong, etc. _₹ Marshallese, etc. _₹	
		Foster child					
		Other nonrelative					
1	lo th	nis person male or female? Mark	V	ONE hav	ш	Some other race – Print race or origin.	
ᅻ.	15 til		\ <u>\</u>	ONE DOX.			
	ш	Male Female					
5.	pers estin	at is this person's age on April 1 son's date of birth? If you don't k mate. For babies less than 1 year nths. Report 0 as the age.	now	the exact age, please			
	۸۵۵	Print numbers		oxes. Year of birth			
	Age (on April 1, 2020 Month	Day	rear or birth		ore people were counted in question 1 on the front e, continue with Person 5 on the next page.	
		years				erwise, skip to page 7.	



1.	Wha	t is the name of Person	5 ?	→ NOTE: Please answer BOTH the question about Hispanic		
	Print	name below and verify the spelli	ing.	origin and the question about race. For this census, Hispanic origin is not a race.		
	Last	ast Name(s)		6. Please read the HISPANIC ORIGIN section on the Flashcard.		
				Is this person of Hispanic, Latino, or Spanish origin?		
	First	Name	MI	No, not of Hispanic, Latino, or Spanish origin		
	1 1101			Yes, Mexican, Mexican Am., Chicano		
				Yes, Puerto Rican		
2.		s this person usually live or stay	y somewhere else?	Yes, Cuban		
		example – k 🗡 all that apply.		Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for</i>		
		With a parent or other relative	In a jail or prison	example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. _{ढ़}		
		For college	At a seasonal or			
		For a military assignment	second residence			
		For a job or business	For another reason	7. Please read the RACE section on the Flashcard.		
	П	In a nursing home	No	What is this person's race? You may choose one or more races. Mark X one or more boxes AND orint origins.		
		a nationing notice		White - Print, for example, German, Irish, English, Italian,		
3.		se read the RELATIONSHIP sec is this person related to Person		Lebanese, Egyptian, etc.		
		Opposite-sex husband/wife/spouse	TT. Mark P. CIVE BOX.			
	ы	Opposite-sex unmarried partner				
	ы	Same-sex husband/wife/spouse		Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.		
	Ы	Same-sex unmarried partner				
	Ы	Biological son or daughter				
	H	Adopted son or daughter		American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe,		
	H	·		Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.		
	H	Stepson or stepdaughter		Government, Notice Estatio Community, etc.		
	Н	Brother or sister				
	H	Father or mother		☐ Chinese ☐ Vietnamese ☐ Native Hawaiian		
	H	Grandchild		☐ Filipino ☐ Korean ☐ Samoan		
	H	Parent-in-law		Asian Indian Japanese Chamorro		
	빍	Son-in-law or daughter-in-law		Other Asian – Other Pacific Islander –		
	Н	Other relative		Print, for example, Pakistani, Cambodian, Print, for example, Tongan, Fijian,		
	Н	Roommate or housemate		Hmong, etc. Marshallese, etc. Marshallese, et		
		Foster child				
	ш	Other nonrelative		Some other race − Print race or origin. ✓		
4.	ls th	is person male or female? Mark	X ONE box.			
		Male Female				
5	Wha	t is this narson's age on Anril 1	20202 What is this			
J.	What is this person's age on April 1, 2020? What is this person's date of birth? If you don't know the exact age, please estimate. For babies less than 1 year old, do not report the age in months. Report 0 as the age.		now the exact age, please			
			oid, do not report the age III	→ If more people were counted in question 1 on the front		
	Ane	Print numbers on April 1, 2020 Month D	<i>in boxes.</i> Day Year of birth	page of the D-Q-MI, continue with the next person on		
	, ige (Sirripin 1, 2020 World L	Tour or birtin	an additional continuation questionnaire (D-CQ-MI) and update the number of continuation questionnaires		
	Ш	years		on page 1 of the D-Q-MI.		



Ask questions 4 – 5 if this is a HOUSE OR A MOBILE HOME; otherwise, SKIP to question 6a.

Housing

Please answer the following questions about this house,

Please answer the following questions about this house, apartment, or mobile home.			4. How many acres is this house or mobile home on?						
			Less than 1 acre → SKIP to question 6a						
Wh	ase read the BUILDING TYPE section on the Flashcard. ich best describes this building?		1 to 9.9 acres						
Incl	ude all apartments, flats, etc., even if vacant.		10 or more acres						
	A mobile home	5. WI	5. What were the actual sales of all agricultural products from						
	A one-family house detached from any other house	thi	is property in 2019?						
	A one-family house attached to one or more houses		None						
	Two houses (American Samoa only)		\$1 to \$999						
	Three or more houses (American Samoa only)		\$1,000 to \$2,499						
	A building with 2 apartments		\$2,500 to \$4,999						
	A building with 3 or 4 apartments		\$5,000 to \$9,999						
	A building with 5 to 9 apartments		\$10,000 or more						
	A building with 10 to 19 apartments	6. a.	6. a. How many separate rooms are in this house, apartment,						
	A building with 20 to 49 apartments		or mobile home? Rooms must be separate archways of walls that extend out at least 6	d by built-	·in				
	A building with 50 or more apartments		from floor to ceiling.		3 -				
	Boat, RV, van, etc.		 INCLUDE bedrooms, kitchens, etc. EXCLUDE bathrooms, porches, balconies. 	fovers, h	alls.				
2 Aba	out when was this building first built?		or unfinished basements.	,	,				
Z. ADC		\sim	Number of rooms						
	2000 or later − Specify year ⊋								
			How many of these rooms are bedrooms		s				
	1990 to 1999		bedrooms those rooms you would list if this apartment, or mobile home were for sale or		s is				
	1980 to 1989		an efficiency/studio apartment, print "0".						
	1970 to 1979		Number of bedrooms						
	1960 to 1969								
	1950 to 1959	7. Do	oes this house, apartment, or mobile home						
	1940 to 1949			Yes	No				
	1939 or earlier	a.	Running water?		ш				
2	". I DE DOOM 4 ("	b.	A bathtub or shower?						
	en did PERSON 1 (listed on page 2) move into this use, apartment, or mobile home?	c.	A flush toilet?						
Mon	th Year	d.	A sink with a faucet?						
		e.	A stove or range?						
		f.	A refrigerator?						
		red ho	an you or any member of this household be ceive phone calls when at this house, apar ome? Include calls using cell phones, land line vices.	tment, or	mobile				
			Yes						
			No						



Housing (continued)

	Housing (continued)		In 20	se read the SOURCE OF WATER section on the Flashcard. 019, did this house, apartment, or mobile home get water		
9.	Please read the COMPUTER USE section on the Flash At this house, apartment, or mobile home – do you or		Tron	n – Mark ☒ all that apply. A public system?		
	member of this household own or use any of the follow types of computers?					
	yes of computers?	No		A cistern, catchment, tanks, or drums?		
	a. Desktop or laptop			A delivery vendor or water truck?		
	b. Smartphone			A supermarket or grocery store?		
	c. Tablet or other portable wireless computer			Some other source (a standpipe, spring, individual well, etc.)?		
	d. Some other type of computer − <i>Specify</i> □		Wha	ise read the SEWAGE DISPOSAL section on the Flashcard. It is the MAIN means of sewage disposal for this house, rtment, or mobile home? Mark X ONE box.		
				Public sewer		
				Septic tank or cesspool		
10.	At this house, apartment, or mobile home – do you or any member of this household have access to the Internet?			Other		
	Yes		45			
	No → SKIP to question 12			15. a. What is the average monthly cost of electricity for this house, apartment, or mobile home?		
	No 4 SKIF to question 12		Average monthly cost — Dollars			
	 b. Do you or any member of this household pay a cell company or Internet service provider to access the 	phone	\$	00		
	Internet?			(QR)		
	Yes			Included in rent or condominium fee		
	No → SKIP to question 12			No charge or electricity not used		
11.	Please read the INTERNET section on the Flashcard. Do you or any member of this household have access	to the		/hat is the average monthly cost of gas for this house, partment, or mobile home?		
	Internet using a -	No	D'	verage monthly cost – Dollars		
	Cellular data plan for a smartphone or other mobile device?	79	\$			
	b. Broadband (high speed) Internet service such as) \		OR		
	cable, fiber optic, or DSL service installed in this household?		[Included in rent or condominium fee		
	c. Satellite Internet service installed in this household?		[Included in electricity payment entered above		
	d. Dial-up Internet service installed in this household?		[No charge or gas not used		
	e. Some other service? – Specify service □		c. W th	That is the average monthly cost of water and sewer for nis house, apartment, or mobile home?		
			A۱	verage monthly cost – Dollars		
10			\$.00		
12.	How many automobiles, vans, and trucks of one-ton capacity or less are kept at home for use by members	of		OR		
	this household?			Included in rent or condominium fee		
	None		[No charge		
	□ 1			/hat is the average monthly cost of oil, coal, kerosene, cood, etc., for this house, apartment, or mobile home?		
	L 2			verage monthly cost – Dollars		
	□ 3 □		\$			
	4		4			
	5		r	OR Included in rent or condominium fee		
	6 or more					
				No charge or these fuels not used		



Housing (continued)

		1 Ack	questions 20 – 24 if this person or any member of this
b	n 2019, did you or any member of this household receive enefits from the Food Stamp Program, SNAP (the	hous	sehold OWNS or IS BUYING this house, apartment, or ile home. Otherwise, SKIP to E on the next page.
1)	upplemental Nutrition Assistance Program), or NAP Nutrition Assistance Program)? Do NOT include WIC, the chool Lunch Program, or assistance from food banks.	0	bout how much do you think this house and lot, apartment, r mobile home (and lot, if owned) would sell for if it were for ale?
	Yes		mount – <i>Dollars</i>
	No		
17 .		•	.00
	s this house, apartment, or mobile home part of a ondominium?		hat were the annual real estate taxes on THIS property in 019?
	Yes → What is the monthly condominium fee? For renters, answer only if you pay the condominium fee	А	nnual amount – <i>Dollars</i>
	in addition to your rent. Otherwise, mark the "None" box. Monthly amount – Dollars	•	.00
		Ψ	
	\$00		OR None
	OR		None
	□ None □ No		That was the annual payment for fire, hazard, typhoon or urricane, and flood insurance on THIS property in 2019?
	TWO THE PROPERTY OF THE PROPER	A	nnual amount - Dollars
	s this house, apartment, or mobile home – fark 🗷 ONE box.	\$.00
[Owned by you or someone in this household with a mortgage or loan? Include home equity loans.		None
1	Owned by you or someone in this household free and clear (without a mortgage or loan)? Rented?	23. a	Do you or any member of this household have a mortgage, deed of trust, contract to purchase, or similar
			debt on THIS property?
	Occupied without payment of rent? → SKIP 10€		Yes, mortgage, deed of trust, or similar debt
			Yes, contract to purchase
	questions 19a and 19b if this house, apartment, or oile home is RENTED. Otherwise, SKIP to question 20.		No → SKIP to question 24a
		b	How much is the regular monthly mortgage payment on THIS property? Include payment only on FIRST mortgage
19. a	. What is the monthly rent for this house, apartment, or mobile home?		or contract to purchase.
	Monthly amount – <i>Dollars</i>		Monthly amount – Dollars
			\$.00
	\$00		OR
b	. Does the monthly rent include any meals?		No regular payment required → SKIP to question 24a
	Yes		
	□ No	C.	Does the regular monthly mortgage payment include payments for real estate taxes on THIS property?
			Yes, taxes included in mortgage payment
			No, taxes paid separately or taxes not required
		d	Does the regular monthly mortgage payment include payments for fire, hazard, typhoon or hurricane, or flood insurance on THIS property?
			Yes, insurance included in mortgage payment
			No insurance naid separately or no insurance



Housing (continued)	
24. a. Do you or any member of this household have a second mortgage or a home equity loan on THIS property?	
Yes, home equity loan	
Yes, second mortgage	
Yes, second mortgage and home equity loan	
No → SKIP to D	
b. How much is the regular monthly payment on all second or junior mortgages and all home equity loans on THIS property? Monthly amount – Dollars \$.00 OR No regular payment required	
Ask question 25 if this is a MOBILE HOME or a BOAT. Otherwise, SKIP to E.	
25. What were the total annual costs for installment loan payments, personal property taxes, site rent, marina fee, registration fees, and license fees on THIS mobile home or boat and its site/slip fee in 2019? Exclude real estate taxes. Annual costs – Dollars \$.00 Ask questions about PERSON 1 on the next page if you listed at least one person on page 2. Otherwise, SKIP to page 44 for further instructions.	



Person 1 12. Please read the HIGHEST DEGREE or LEVEL OF SCHOOL section on the Flashcard. What is the highest degree or level of school this person has Please copy the name of Person 1 from page 2, then continue COMPLETED? Mark ONE box. If currently enrolled, mark answering questions below. the previous grade or highest degree received. Last Name(s) NO SCHOOLING COMPLETED No schooling completed First Name MI **NURSERY OR PRESCHOOL THROUGH GRADE 12** Nursery school, preschool or pre-kindergarten Kindergarten 8. Please read the CITIZEN or NATIONAL section on the Flashcard. Grade 1 through 11 - Specify grade 1 - 11 ✓ Is this person a citizen or national of the United States? Yes, born in the Commonwealth of the Northern Mariana Islands → SKIP to question 11a Yes, born in another U.S. state or U.S. territory 12th grade - NO DIPLOMA Yes, born abroad of U.S. citizen or U.S. national parent or parents **HIGH SCHOOL GRADUATE** Yes, U.S. citizen by naturalization - Print year of naturalization. Regular high school diploma GED or alternative credential COLLEGE OR SOME COLLEGE No, not a U.S. citizen or U.S. national (permanent resident) Some college credit, but less than 1 year of college credit No, not a U.S. citizen or U.S. national (temporary resident) 1 or more years of college credit, no degree 9. Where was this person born? Print name of U.S. state, U.S. territory, or foreign country. Associate's degree (for example: AA, AS) Bachelor's degree (for example: BA, BS) AFTER BACHELOR'S DEGREE 10. When did this person come to live in the Commonwealth of the Northern Mariana Islands? Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA) If this person came to live in the Commonwealth of the Northern Mariana Islands more than once, print latest year. Professional degree beyond a bachelor's degree Year (for example: MD, DDS, DVM, LLB, JD) Doctorate degree (for example: PhD, EdD) 11. a. At any time since February 1, 2020 has this person attended school or college? Include only nursery or Ask question 13 if this person has a bachelor's degree or preschool, pre-kindergarten, kindergarten, elementary higher. Otherwise, SKIP to question 14. school, home school, and schooling which leads to a high school diploma or a college degree. 13. This question focuses on this person's BACHELOR'S DEGREE. What was the specific major or majors of any No → SKIP to question 12 BACHELOR'S DEGREES this person has received? (For example: chemical engineering, elementary teacher b. Was that a public school or college, a private school or education, organizational psychology.) college, or home school? Public school or public college Private school or private college or home school c. What grade or level was this person attending? Mark X ONE box. **14.** Has this person completed requirements for a vocational training program at a trade school, hospital, or some other Nursery school, preschool, or pre-kindergarten kind of school for occupational training or place of work? Kindergarten Do not include academic college courses. Grade 1 through 12 - Specify grade 1 - 12 ✓ Yes Nο 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)



Person 1 (continued) 19. What was this person's main reason for moving? Mark X ONE box. **Employment** Family-related 15. What is this person's ancestry or ethnic origin? Military Natural disaster Housing Other reason To attend school (For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, 20. Please read the HEALTH INSURANCE section on the Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Flashcard. Taiwanese, Ukrainian, and so on.) Is this person CURRENTLY covered by any of the following types of health insurance or health coverage plans? 16. a. Where was this person's mother born? Mark "Yes" or "No" for EACH type of coverage in items a – h. Commonwealth of the Northern Mariana Islands Yes No a. Insurance through a current or former employer Outside the Commonwealth of the Northern Mariana Islands -or union (of this person or another family member) Print name of U.S. state, U.S. territory, or foreign country below. b. Insurance purchased directly from an insurance company (by this person or another family member) c. Medicare, for people 65 and older, or people b. Where was this person's father born? with certain disabilities Commonwealth of the Northern Mariana Islands d. Medicaid, Medical Assistance, or any kind of government-assistance plan for those with low incomes or a disability Outside the Commonwealth of the Northern Mariana Islands -e. TRICARE or other military health care П VA (enrolled for VA health care) 17. a. Does this person speak a language other than English at home? g. Indian Health Service Yes Any other type of health insurance or health coverage plan - Specify ✓ No → SKIP to question 18 b. What is this language? 21. a. Is this person deaf or does he/she have serious difficulty hearing? For example: Korean, Italian, Spanish, Vietnamese Yes c. How well does this person speak English? No Very well b. Is this person blind or does he/she have serious difficulty Well seeing even when wearing glasses? Not well Yes Not at all No 18. Did this person live in this house or apartment 5 years ago (on April 1, 2015)? Person is under 5 years old → SKIP to question 20 Yes, this house → SKIP to question 20 No, different house in the Commonwealth of the Northern Mariana Islands No, outside the Commonwealth of the Northern Mariana Islands -Print name of U.S. state, U.S. territory, or foreign country below. ✓



Person 1 (continued)	26. How many times has this person been married?
	Once
Ask questions 22a – c if this person is 5 years old of Otherwise, SKIP to the questions for Person 2 on p	or over. page 17. Two times Three or more times
22. a. Because of a physical, mental, or emotion does this person have serious difficulty coremembering, or making decisions? Yes No b. Does this person have serious difficulty we climbing stairs? Yes No c. Does this person have difficulty dressing of Yes No No	Ask question 28 if this person is female and 15 years old or over. Otherwise, SKIP to question 29a. 28. How many babies has this person ever had, not counting stillbirths? Do not count stepchildren or children she has adopted Number of children None or Number of children 29. a. Does this person have any of his/her own grandchildren under the age of 18 living in this house or apartment?
Ask question 23 if this person is 15 years old or ov Otherwise, SKIP to the questions for Person 2 on p	
23. Because of a physical, mental, or emotional c this person have difficulty doing errands alon visiting a doctor's office or shopping? Yes No No No 24. What is this person's marital status? Now married Widowed Divorced Separated Never married → SKIP to I	the basic needs of any grandchildren under the age of 18 who live in this house or apartment? Yes No → SKIP to question 30 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
Yes No a. Married? b. Widowed? c. Divorced?	



Person 1 (continued) 34. At what location did this person work LAST WEEK? Commonwealth of the Northern Mariana Islands -30. Has this person ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard? Mark X ONE box. Outside the Commonwealth of the Northern Mariana Islands -Never served in the military → SKIP to question 33a Print the name of U.S. state, U.S. territory, or foreign country below. ✓ Only on active duty for training in the Reserves or National Guard → SKIP to question 32a Now on active duty 35. Please read the TRANSPORTATION TO WORK section on the Flashcard. On active duty in the past, but not now How did this person usually get to work LAST WEEK? Mark X ONE box for the method of transportation used for 31. Please read the PERIOD OF SERVICE section on the most of the distance. Flashcard. When did this person serve on active duty in the U.S. Armed Car, truck, or private van/bus **Forces?** Mark X a box for EACH period in which this person served, even if just for part of the period. Public van/bus September 2001 or later Taxicab August 1990 to August 2001 (including Persian Gulf War) Motorcycle May 1975 to July 1990 Bicycle Walked Vietnam Era (August 1964 to April 1975) February 1955 to July 1964 Plane or seaplane Korean War (July 1950 to January 1955) Boat, ferry, or water taxi Worked from home → SKIP to question 43a January 1947 to June 1950 World War II (December 1941 to December 1946) Other method November 1941 or earlier Ask question 36 if you marked "Car. truck, or private van/bus" 32. a. Does this person have a VA service-connected in question 35. Otherwise, SKIP to question 37. disability rating? Yes (such as 0%, 10%, 20%, **36.** How many people, including this person, usually rode to No → SKIP to question 33a work in the car, truck, or private van/bus LAST WEEK? Person(s) b. What is this person's service-connected disability rating? 0 percent 10 or 20 percent 37. LAST WEEK, what time did this person's trip to work usually begin? 30 or 40 percent Hour Minute 50 or 60 percent a.m. 70 percent or higher p.m. 33. a. LAST WEEK, did this person work for pay at a job 38. How many minutes did it usually take this person to get from home to work LAST WEEK? (or business)? Minutes Yes → SKIP to question 34 No - Did not work (or retired) b. LAST WEEK, did this person do ANY work for pay,

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even for as little as one hour?

No → SKIP to question 39a

Yes



	Person 1 (continued)	44. During 2019, in the WEEKS WORKED, how many hours did this person usually work each WEEK?			
	sk questions 39 – 42a if this person did NOT work last week. therwise, SKIP to question 42b.	Usual hours worked each WEEK			
	 a. LAST WEEK, was this person on layoff from a job? Yes → SKIP to question 39c 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 42a No → SKIP to question 40 c. Has this person been informed that he or she will be 	Ask questions 45a – f if this person worked in the past 5 years (since 2015). Otherwise, SKIP to question 46. 45. DESCRIPTION OF EMPLOYMENT The next series of questions is about the type of employment this person had last week. If this person had more than one job, describe the one at which the most hours were worked. If this person did not work last week, describe the most recent employment in the past five years (since 2015).			
40.	recalled to work within the next 6 months OR been given a date to return to work? ☐ Yes → SKIP to question 41 ☐ No During the LAST 4 WEEKS, has this person been ACTIVELY	a. Please read the TYPE OF WORKER section on the Flashcard. Which one of the following best describes this person's employment last week or the most recent employment in the past 5 years (since 2015)? Mark X ONE box. PRIVATE SECTOR EMPLOYEE			
	looking for work? ☐ Yes ☐ No → SKIP to question 42a	For-profit company or organization Non-profit organization (including tax-exempt and charitable organizations) GOVERNMENT EMPLOYEE			
	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.)	Local or territorial government (for example: public elementary school) Active duty U.S. Armed Forces or Commissioned Corps Federal government civilian employee SELF-EMPLOYED OR OTHER			
	 a. When did this person last work, even for a few days? 2020 2019 → SKIP to question 43a 2015 to 2018 → SKIP to L 2014 or earlier, or never worked → SKIP to question 46 b. LAST YEAR, 2019, did this person work at a job or 	Owner of non-incorporated business, professional practice, or farm Owner of incorporated business, professional practice, or farm Worked without pay in a for-profit family business or farm for 15 hours or more per week b. What was the name of this person's employer, business agency, or branch of the Armed Forces?			
	business at any time? Yes No → SKIP to L a. During 2019 (all 52 weeks), did this person work EVERY week? Count paid vacation, paid sick leave, and military service as work.	Include the main activity, product, or service provided a			
	 Yes → SKIP to question 44 No b. During 2019 (all 52 weeks), how many WEEKS did this person work? Include paid time off and include weeks when the person only worked for a few hours. Weeks 	the location where employed. (For example: elementary school, residential construction)			



Person 1 (continued)	d. Did this person receive any Social Security or Railroad Retirement benefits in 2019?			
d Was this mainly. Mayle V ONE have	Yes → What was the amount?			
d. Was this mainly – Mark X ONE box.	TOTAL AMOUNT – Dollars			
manufacturing?	TOTAL AMOUNT - Dollars			
wholesale trade?	.00			
retail trade?	No			
other (agriculture, construction, service, government, etc.)?	e. Did this person receive any Supplemental Security Income (SSI) payments in 2019?			
e. What was this person's main occupation? (For example: 4th grade teacher, entry-level plumber)	Yes → What was the amount?			
	TOTAL AMOUNT - Dollars			
	\$.00			
	□ No			
f. Describe this person's most important activities or duties. (For example: instruct and evaluate students and create lesson plans, assemble and install pipe sections and review building plans for work details)	f. Did this person receive any public assistance or public welfare payments from the state or local welfare office in 2019?			
	☐ Yes → What was the amount?			
	TOTAL AMOUNT - Dollars			
	.00			
	$\langle (()) \rangle$			
46. INCOME IN 2019 The next series of questions is about income received during	g. Did this person receive any retirement income, pensions survivor or disability income in 2019? Include income from a previous employer or union, or any regular withdrawals or distributions from IRA, Roth IRA, 401(k), 403(b) or other			
2019. If the exact amount is not known, please give your best estimate. If net income was a loss, please give the dollar amount of the loss. For income received jointly, report the	accounts specifically designed for retirement. Do not include Social Security.			
appropriate share for each person - or, if that's not possible,	☐ Yes → What was the amount?			
report the whole amount for only one person. Mark X the "No" box for the other person.	TOTAL AMOUNT – Dollars			
a. Did this person receive any wages, salary, commissions, bonuses, or tips in 2019?	\$.00			
Yes → What was the amount from all jobs before				
deductions for taxes, bonds, dues, or other items? TOTAL AMOUNT - Dollars	h. Did this person receive income on a regular basis from any other sources such as Department of Veterans			
\$.00	Affairs (VA) payments, unemployment compensation, child support or alimony in 2019?			
No	☐ Yes → What was the amount?			
	TOTAL AMOUNT – Dollars			
b. Did this person have any self-employment income from own nonfarm businesses or farm businesses, including proprietorships and partnerships, in 2019?	\$.00			
	No			
Yes → What was the net income after business expenses?	47			
TOTAL AMOUNT – Dollars	47. What was this person's total income for 2019?			
.00 □	□ OR \$.00 □			
No	None TOTAL AMOUNT for 2019 Loss			
c. Did this person receive any interest, dividends, net rental income, royalty income, or income from estates and trusts in 2019? Report even small amounts credited to an account.				
Yes → What was the amount?				
	- Continue with the superions for Parson Con the said			
TOTAL AMOUNT – Dollars	→ Continue with the questions for Person 2 on the next page. If no one is listed as Person 2 on page 3, SKIP			
\$.00 D	to page 44 for further instructions.			



Census

U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration

2020 2020 Censu	us of Guam
	Census Office County FOR NPC USE ONLY BCU
✓ APPLY LABEL HERE →	Map Spot Within Map Spot ID Are there any continuation questionnaires for this address? Yes → Number of continuation questionnaires =
Address Number (For example: 5007) Apt/Unit (For example: Apt A or Street or Road Name (For example: N Maple Ave) Physical Description (if applicable) Village/Municipality/Estate ZIP Code	Lot 3)
Start here Use a blue or black periods S1. Did you or anyone in this household live or stay here on April 1, 2020? ☐ Yes ☐ No → Skip to S3.	1. We need to count people where they live and sleep most of the time. Please read the WHO TO COUNT section on the Flashcard. Based on these instructions, how many people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people =
S2. Does someone usually live at this [house/apartment/mobile home], or is this a vacation or seasonal home where no one usually lives? Usually lives here – Skip to question 1. Vacation or seasonal home or held for occasional use – Skip to page 7.	 Were there any <u>additional</u> people staying here on April 1, 2020 that you <u>did not include</u> in the count in the previous question? For example: Mark all that apply. Include any additional people on the person pages. Children, related or unrelated, such as newborn babies, grandchildren, or foster children
S3. On April 1, 2020, was this unit Occupied by a different household? – Using a knowledgeable respondent, complete this questionnaire for the people occupying the household on April 1, 2020. Vacant? – Skip to page 7. Not a housing unit – Skip to "Respondent Information" on page 44.	Relatives, such as adult children, cousins, or in-laws Nonrelatives, such as roommates or live-in babysitters People staying here temporarily No additional people
	FORM DI-Q-GU (04-24-2019)



Person 1

3. Now I am going to ask you questions about each person staying here. If there is someone staying here who pays the rent or owns this residence, I would like to start by listing him or her as Person 1. If the owner or the person who pays the rent is not staying here, I can start by listing any adult staying here as Person 1. What is Person 1's name? Print name below and verify the spelling. Last Name(s) First Name	6. Please read the HISPANIC ORIGIN section on the Flashcard. 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 – <i>Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.</i>		
4. Is Person 1 male or female? Mark ONE box. Male Female 5. What is Person 1's age on April 1, 2020? What is Person 1's date of birth? If you don't know the exact age, please estimate. For babies less than 1 year old, do not report the age in months. Report 0 as the age. Print numbers in boxes. Age on April 1, 2020 Month Day Year of birth years Year of birth years Year of birth Year of birt	Martis Person 1's race? You may choose one or more races. Mark X one or more boxes AND print origins. White - Print for example German, Irish, English, Italian, Lebanese, Egyptian, etc. Black or African Am Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. American Indian or Alaska Native - Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. Chinese Vietnamese Native Hawaiian Samoan Chinese Japanese Other Asian - Print, for example, Pakistani, Cambodian, Hmong, etc. Mark X one or more races. Native Hawaiian Samoan Other Pacific Islander - Print, for example, Tongan, Fijian, Marshallese, etc. Mark X one or more races. Native Hawaiian Other Pacific Islander - Print, for example, Tongan, Fijian, Marshallese, etc. Mark X one or more races.		
	Some other race − Print race or origin. If more people were counted in question 1 on the front page, continue with Person 2 on the next page. Otherwise, skip to page 7.		



1.	Wha	nt is the name of Pe	rson 2	?	→ NOTE: Please answer BOTH the question about Hispanic
	Print	t name below and verify	the spelling	ij.	origin and the question about race. For this census, Hispanic origin is not a race.
	Last	Name(s)			6. Please read the HISPANIC ORIGIN section on the Flashcard.
					Is this person of Hispanic, Latino, or Spanish origin?
	First	Name		MI	No, not of Hispanic, Latino, or Spanish origin
					Yes, Mexican, Mexican Am., Chicano
					Yes, Puerto Rican
2.		s this person usually liv example –	e or stay s	somewhere else?	Yes, Cuban
		k 🔀 all that apply.			Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for</i> example, Salvadoran, Dominican, Colombian, Guatemalan,
		With a parent or other re	lative	In a jail or prison	Spaniard, Ecuadorian, etc. 7
		For college		At a seasonal or second residence	
		For a military assignmen	t	For another reason	
		For a job or business		No	7. Please read the RACE section on the Flashcard. What is this person's race? You may choose one or more races.
		In a nursing home		NO	Mark 🗷 one or more boxes AND print origins.
3.		use read the RELATIONS or is this person related t			White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.
		Opposite-sex husband/wife		. Wart P CIVE BOX.	
		Opposite-sex unmarried pa	artner		Black or African Am. – Print, for example, African American,
		Same-sex husband/wife/sp	ouse		Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
		Same-sex unmarried partner	er		
		Biological son or daughter			American Indian or Alaska Native – Print name of enrolled or
		Adopted son or daughter		O MILL	principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional
		Stepson or stepdaughter			Government, Nome Eskimo Community, etc.
		Brother or sister			
		Father or mother	V/\		
		Grandchild	7/1		☐ Chinese ☐ Vietnamese ☐ Native Hawaiian
		Parent-in-law	>~		☐ Filipino ☐ Korean ☐ Samoan
		Son-in-law or daughter-in-law	aw		☐ Asian Indian ☐ Japanese ☐ Chamorro ☐ Other Asian ─ ☐ Other Pacific Islander ─
		Other relative			Other Asian – Other Pacific Islander – Print, for example, Print, for example, Pakistani, Cambodian, Tongan, Fijian,
		Roommate or housemate			Hmong, etc. Marshallese, etc. Marshallese
		Foster child			
		Other nonrelative			Some other race. Print race or origin —
4.	ls th	is person male or femal	le? Mark 🗡	ONE box.	Some other race – Print race or origin.
		Male Female	_		
5.	pers estin	at is this person's age or son's date of birth? If you mate. For babies less than ths. Report 0 as the age.	u don't kno	w the exact age, please	
	Age	Printon April 1, 2020 Mon	t numbers in th Da		A Management of the state of th
	Age (years		Teal of bilti	→ If more people were counted in question 1 on the front page, continue with Person 3 on the next page. Otherwise, skip to page 7.



1.	Wha	at is the name of Person	3 ?	→ NOTE: Please answer BOTH the question about Hispanic origin and the question about race. For this census, Hispanic			
	Print name below and verify the spelling.		ling.	origin is not a race.			
	Last Name(s)			6. Please read the HISPANIC ORIGIN section on the Flashcard.			
				Is this person of Hispanic, Latino, or Spanish origin?			
	First	Name	MI	No, not of Hispanic, Latino, or Spanish origin			
				Yes, Mexican, Mexican Am., Chicano			
				Yes, Puerto Rican			
2.		s this person usually live or sta example –	y somewhere else?	Yes, Cuban			
		k 🗴 all that apply.		Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for example, Salvadoran, Dominican, Colombian, Guatemalan,</i>			
		With a parent or other relative	☐ In a jail or prison	Spaniard, Ecuadorian, etc. ₽			
		For college	At a seasonal or second residence				
		For a military assignment	For another reason				
		For a job or business	No	7. Please read the RACE section on the Flashcard. What is this person's race? You may choose one or more race	s.		
		In a nursing home	LI NO	Mark X one or more boxes AND print origins.			
3.		use read the RELATIONSHIP sec or is this person related to Perso		White - Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.			
		Opposite-sex husband/wife/spouse	_				
		Opposite-sex unmarried partner		Black or African Am. – Print, for example, African American,			
		Same-sex husband/wife/spouse		Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.			
		Same-sex unmarried partner	_				
		Biological son or daughter		American Indian or Alaska Native – Print name of enrolled or			
		Adopted son or daughter		principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional			
		Stepson or stepdaughter		Government, Nome Eskimo Community, etc.			
		Brother or sister	\nearrow (\bigcirc) \lor				
		Father or mother					
		Grandchild		Chinese Vietnamese Native Hawaiian			
		Parent-in-law	~	Filipino L Korean Samoan			
		Son-in-law or daughter-in-law		Asian Indian			
		Other relative		Other Asian – Other Pacific Islander - Print, for example, Pakistani, Cambodian, Tongan, Fijian,			
		Roommate or housemate		Hmong, etc. Marshallese, etc. Marshallese			
		Foster child					
		Other nonrelative		Comparathon was a Bright was an artists			
4.	ls th	is person male or female? Mark	k X ONE box.	Some other race − Print race or origin. ✓			
		Male Female					
_							
5.	pers estin	at is this person's age on April 1 son's date of birth? If you don't k mate. For babies less than 1 year oths. Report 0 as the age.	now the exact age, please				
	Age	Print numbers on April 1, 2020 Month	s in boxes. Day Year of birth	A Manager and a second assessment of the secon			
	go		- Ly Tour or Britis	→ If more people were counted in question 1 on the fron page, continue with Person 4 on the next page.			
		years		Otherwise, skip to page 7.			



4			1			
1.		What is the name of Person 4 ? Print name below and verify the spelling.		→ NOTE: Please answer BOTH the question about Hispanic origin and the question about race. For this census, Hispanic origin is not a race.		
	Loot	Nama(a)				
	Last Name(s)			6. Please read the HISPANIC ORIGIN section on the Flashcard. Is this person of Hispanic, Latino, or Spanish origin?		
	First	Name	MI	No, not of Hispanic, Latino, or Spanish origin		
				Yes, Mexican, Mexican Am., Chicano		
				Yes, Puerto Rican		
2.		s this person usually live or sta	y somewhere else?	Yes, Cuban		
		example – k 🗴 all that apply.		Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for</i>		
	IVIAII		□ In a fall an unican	example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. _₹		
	Η	With a parent or other relative	In a jail or prison			
		For college	At a seasonal or second residence			
	ш	For a military assignment	For another reason	7. Please read the RACE section on the Flashcard.		
		For a job or business	No	What is this person's race? You may choose one or more races.		
		In a nursing home		Mark 🗷 one or more boxes AND print origins.		
3.		use read the RELATIONSHIP sec or is this person related to Perso		☐ White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian etc. ⊋		
		Opposite-sex husband/wife/spouse				
		Opposite-sex unmarried partner		Black of African Am. – Print, for example, African American,		
		Same-sex husband/wife/spouse		Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.		
		Same-sex unmarried partner				
		Biological son or daughter				
		Adopted son or daughter		American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional		
		Stepson or stepdaughter		Government, Nome Eskimo Community, etc. ₽		
		Brother or sister	$^{\prime}(\bigcirc)_{\bigcirc}$			
		Father or mother				
		Grandchild	>	Chinese Vietnamese Native Hawaiian		
		Parent-in-law		☐ Filipino ☐ Korean ☐ Samoan		
		Son-in-law or daughter-in-law		Asian Indian		
		Other relative		Other Asian – Other Pacific Islander – Print, for example, Print, for example, Pakistani, Cambodian, Tongan, Fijian,		
		Roommate or housemate		Hmong, etc.		
		Foster child				
		Other nonrelative		Some other race – Print race or origin. ✓		
4.	ls th	is person male or female? Mark	X X ONE box.	Come office of one of o		
		Male Female				
5.	pers estin	at is this person's age on April 1 son's date of birth? If you don't k mate. For babies less than 1 year oths. Report 0 as the age.	now the exact age, please			
	Age	Print numbers on April 1, 2020 Month	s in boxes. Day Year of birth	→ If more people were counted in question 1 on the front page, continue with Person 5 on the next page.		
		years		Otherwise, skip to page 7.		



1.	Wha	t is the name of Person 5	?	→ NOTE: Please answer BOTH the question about Hispanic			
	Print	name below and verify the spelling	ng.	origin and the question about race. For this census, Hispanic origin is not a race.			
	Last	Name(s)		6. Please read the HISPANIC ORIGIN section on the Flashcard.			
				Is this person of Hispanic, Latino, or Spanish origin?			
	First	Name	MI	No, not of Hispanic, Latino, or Spanish origin			
				Yes, Mexican, Mexican Am., Chicano			
				Yes, Puerto Rican			
2.		s this person usually live or stay	somewhere else?	Yes, Cuban			
		example – k X all that apply.		Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for</i>			
		With a parent or other relative	In a jail or prison	example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.			
		For college	At a seasonal or second residence				
		For a military assignment	For another reason	-			
		For a job or business	No	7. Please read the RACE section on the Flashcard. What is this person's race? You may choose one or more races.			
		In a nursing home	140	Mark 🗷 one or more boxes AND print origins.			
3.		se read the RELATIONSHIP sect		White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.			
		Opposite-sex husband/wife/spouse					
		Opposite-sex unmarried partner		Black or African Am. – Print, for example, African American,			
		Same-sex husband/wife/spouse		Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. ⊋			
		Same-sex unmarried partner					
		Biological son or daughter					
		Adopted son or daughter		American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional			
		Stepson or stepdaughter		Government, Nome Eskimo Community, etc. 굳			
		Brother or sister	$\sim (\bigcirc) \lor$				
		Father or mother					
		Grandchild		Chinese Vietnamese Native Hawaiian			
		Parent-in-law		☐ Filipino ☐ Korean ☐ Samoan			
		Son-in-law or daughter-in-law		Asian Indian			
		Other relative		Other Asian – Other Pacific Islander – Print, for example, Pakistani, Cambodian, Tongan, Fijian,			
		Roommate or housemate		Hmong, etc.			
		Foster child					
		Other nonrelative					
4.	le th	is person male or female? Mark	X ONE hox	Some other race – Print race or origin.			
		Male Female	, one som				
_							
5.	pers estin	It is this person's age on April 1, con's date of birth? If you don't kn nate. For babies less than 1 year o ths. Report 0 as the age.	ow the exact age, please	→ If more people were counted in question 1 on the front			
	Δαο	Print numbers		page of the D-Q-GU, continue with the next person on			
	Age (on April 1, 2020 Month D	ay Year of birth	an additional continuation questionnaire (D-CQ-GU) and update the number of continuation questionnaires			
		years		on page 1 of the D-Q-GU.			



A Ask questions 4 – 5 if this is a HOUSE OR A MOBILE HOME; otherwise, SKIP to question 6a.

Housing

Please answer the following questions about this house

apartment, or mobile home.		٦.	пом	many acres is this house of mobile nome of	י וונ		
Please read the BUILDING TYPE section on the Flashcard.			Ш	Less than 1 acre → SKIP to question 6a			
Which best describes this building?				1 to 9.9 acres			
	Include all apartments, flats, etc., even if vacant.				10 or more acres		
	븨	A mobile home	5.		nt were the actual sales of all agricultural pro	oducts	from
	븨	A one-family house detached from any other house		this	property in 2019?		
	Ш	A one-family house attached to one or more houses		Ш	None		
		Two houses (American Samoa only)			\$1 to \$999		
		Three or more houses (American Samoa only)			\$1,000 to \$2,499		
		A building with 2 apartments			\$2,500 to \$4,999		
		A building with 3 or 4 apartments			\$5,000 to \$9,999		
		A building with 5 to 9 apartments			\$10,000 or more		
		A building with 10 to 19 apartments	6.	a. H	ow many separate rooms are in this house	e, apart	ment,
		A building with 20 to 49 apartments			r mobile home? Rooms must be separated by chways or walls that extend out at least 6 inc		
		A building with 50 or more apartments		\\fr	om (too) to ceiling.		
		Boat, RV, van, etc.			INCLUDE bedrooms, kitchens, etc. EXCLUDE bathrooms, porches, balconies, fo	vers. ha	alls.
2	۸ha	ut when was this building first built?	\		or unfinished basements.	, ,	,
۷.	ADU		Number of rooms				
	_	2000 or later – Specify year					
					ow many of these rooms are bedrooms?		S
		1990 to 1999		b a	edrooms those rooms you would list if this ho partment, or mobile home were for sale or rer	use, it. <i>If this</i>	s is
		1980 to 1989		a	n efficiency/studio apartment, print "0".		
		1970 to 1979		N	umber of bedrooms		
		1960 to 1969	7. Does this house, apartment, or mobile home have –				
		1950 to 1959					
		1940 to 1949				Yes	No
		1939 or earlier		a. R	unning water?	Ш	ш
2				b. A	bathtub or shower?		
		n did PERSON 1 (listed on page 2) move into this se, apartment, or mobile home?		c. A	flush toilet?		
	Mont	h Year		дΔ	sink with a faucet?	П	П
				e. A	stove or range?	Ш	ш
		f. A refrigerator?					
			rece	you or any member of this household both vive phone calls when at this house, apartmete? Include calls using cell phones, land lines, ces. Yes	ent, or	mobile	
				No			



13. Please read the SOURCE OF WATER section on the Flashcard.

Housing (continued)

		In 2019, did this house, apartment, or mobile home get water from – Mark 🔻 all that apply.			
9.	Please read the COMPUTER USE section on the Flashcard.				
	At this house, apartment, or mobile home – do you or any member of this household own or use any of the following	A public system?			
	types of computers? Yes No	A cistern, catchment, tanks, or drums?			
	a. Desktop or laptop	☐ A delivery vendor or water truck?			
	b. Smartphone	A supermarket or grocery store?			
	c. Tablet or other portable wireless computer	Some other source (a standpipe, spring, individual well, etc.)?			
	d. Some other type of computer − <i>Specify</i> □	14. Please read the SEWAGE DISPOSAL section on the Flashcard. What is the MAIN means of sewage disposal for this house, apartment, or mobile home? Mark ONE box.			
		Public sewer			
10.	a. At this house, apartment, or mobile home – do you or any member of this household have access to the Internet?	Septic tank or cesspool Other			
	Yes	15. a. What is the average monthly cost of electricity for this			
	No → SKIP to question 12	house, apartment, or mobile home?			
	b. Do you or any member of this household pay a cell phone company or Internet service provider to access the Internet?	Average monthly cost — Dollars OR			
	☐ Yes	Included in rent or condominium fee			
	No → SKIP to question 12	No charge or electricity not used			
11.	Please read the INTERNET section on the Flashcard. Do you or any member of this household have access to the Internet using a –	b. What is the average monthly cost of gas for this house, apartment, or mobile home?			
	a. Cellular data plan for a smartphone or other	Average monthly cost – <i>Dollars</i>			
	mobile device?	\$00			
	b. Broadband (high speed) Internet service such as cable, fiber optic, or DSL service installed in this household?	OR Included in rent or condominium fee			
	c. Satellite Internet service installed in this household?	Included in electricity payment entered above			
	d. Dial-up Internet service installed in this household?	No charge or gas not used			
	e. Some other service? – Specify service □ □ □	c. What is the average monthly cost of water and sewer for this house, apartment, or mobile home?			
		Average monthly cost – <i>Dollars</i>			
		\$.00			
12.	How many automobiles, vans, and trucks of one-ton capacity or less are kept at home for use by members of	OR			
	this household?	Included in rent or condominium fee			
	None	No charge			
	□ 1 □ 2	d. What is the average monthly cost of oil, coal, kerosene, wood, etc., for this house, apartment, or mobile home?			
	□ 3	Average monthly cost – <i>Dollars</i>			
	□ 4	\$.00			
	5	OR			
	6 or more	Included in rent or condominium fee			
	- C OF HIGH	No charge or these fuels not used			



Housing (continued)

		1	sk questions 20 – 24 if this person or any member of this
16.	In 2019, did you or any member of this household receive benefits from the Food Stamp Program, SNAP (the	h	ousehold OWNS or IS BUYING this house, apartment, or nobile home. Otherwise, SKIP to E on the next page.
	Supplemental Nutrition Assistance Program), or NAP (Nutrition Assistance Program)? Do NOT include WIC, the School Lunch Program, or assistance from food banks.	20.	About how much do you think this house and lot, apartment, or mobile home (and lot, if owned) would sell for if it were for sale?
	Yes		Amount – Dollars
	□ No		6 1 1 1 1 1 1 1 1
17			\$.00
17.	Is this house, apartment, or mobile home part of a condominium?	21.	. What were the annual real estate taxes on THIS property in 2019?
	Yes → What is the monthly condominium fee? For renters, answer only if you pay the condominium fee		Annual amount – Dollars
	in addition to your rent. <i>Otherwise, mark the "None" box.</i> Monthly amount – <i>Dollars</i>		\$.00
	\$00		OR None
	OR		Notice
	□ None □ No	22.	. What was the annual payment for fire, hazard, typhoon or hurricane, and flood insurance on THIS property in 2019?
			Annual amount — Dollars
18.	Is this house, apartment, or mobile home – Mark ▼ ONE box.		\$.00
	Owned by you or someone in this household with a mortgage or loan? Include home equity loans.		None
	Owned by you or someone in this household free and clear (without a mortgage or loan)? Rented?	23.	 a. Do you or any member of this household have a mortgage, deed of trust, contract to purchase, or similar
			debt on THIS property?
	Occupied without payment of rent? SKIP to C		Yes, mortgage, deed of trust, or similar debt
			Yes, contract to purchase
	sk questions 19a and 19b if this house, apartment, or nobile home is RENTED. Otherwise, SKIP to question 20.		No → SKIP to question 24a
			b. How much is the regular monthly mortgage payment on THIS property? Include payment only on FIRST mortgage
19.	a. What is the monthly rent for this house, apartment, or mobile home?		or contract to purchase.
	Monthly amount – <i>Dollars</i>		Monthly amount - Dollars
			\$.00
	\$00		OR
	b. Does the monthly rent include any meals?		No regular payment required → SKIP to question 24a
	Yes		
	□ No		c. Does the regular monthly mortgage payment include payments for real estate taxes on THIS property?
			Yes, taxes included in mortgage payment
			No, taxes paid separately or taxes not required
			d. Does the regular monthly mortgage payment include payments for fire, hazard, typhoon or hurricane, or flood insurance on THIS property?
			Yes, insurance included in mortgage payment
			No insurance paid separately or no insurance



ı	Housing (continued)		
	Do you or any member of this household mortgage or a home equity loan on THIS		
	Yes, home equity loan	property.	
	Yes, second mortgage		
	Yes, second mortgage and home equity	loan	
	How much is the regular monthly payme or junior mortgages and all home equity property?		
	Monthly amount – <i>Dollars</i>		
	\$.00		
	OR		
	☐ No regular payment required		
	question 25 if this is a MOBILE HOME or a B rwise, SKIP to E .	POAT.	
pa reç bo Anı \$	nat were the total annual costs for installmyments, personal property taxes, site rent gistration fees, and license fees on THIS mat and its site/slip fee in 2019? Exclude read nual costs – Dollars .00 questions about PERSON 1 on the next page ast one person on page 2. Otherwise, SKIP to orther instructions.	marina fee, nobile home or all estate taxes.	



Person 1

12. Please read the HIGHEST DEGREE or LEVEL OF SCHOOL section on the Flashcard. What is the highest degree or level of school this person has Please copy the name of Person 1 from page 2, then continue COMPLETED? Mark ONE box. If currently enrolled, mark answering questions below. the previous grade or highest degree received. Last Name(s) NO SCHOOLING COMPLETED No schooling completed First Name MI **NURSERY OR PRESCHOOL THROUGH GRADE 12** Nursery school, preschool or pre-kindergarten Kindergarten 8. Please read the CITIZEN or NATIONAL section on the Flashcard. Grade 1 through 11 - Specify grade 1 - 11

✓ Is this person a citizen or national of the United States? Yes, born in Guam → SKIP to guestion 11a Yes, born in another U.S. state or U.S. territory 12th grade - NO DIPLOMA Yes, born abroad of U.S. citizen or U.S. national parent or parents **HIGH SCHOOL GRADUATE** Yes, U.S. citizen by naturalization - Print year of naturalization. Regular high school diploma GED or alternative credential COLLEGE OR SOME COLLEGE No, not a U.S. citizen or U.S. national (permanent resident) No, not a U.S. citizen or U.S. national (temporary resident) Some college credit, but less than 1 year of college credit 1 or more years of college credit, no degree 9. Where was this person born? Print name of U.S. state, U.S. territory, or foreign country. Associate's degree (for example: AA, AS) Bachelor's degree (for example: BA, BS) AFTER BACHELOR'S DEGREE 10. When did this person come to live in Guam? If this person came to live in Guam more than once, print Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA) latest year. Professional degree beyond a bachelor's degree Year (for example: MD, DDS, DVM, LLB, JD) Doctorate degree (for example: PhD, EdD) 11. a. At any time since February 1, 2020 has this person attended school or college? Include only nursery or Ask question 13 if this person has a bachelor's degree or preschool, pre-kindergarten, kindergarten, elementary higher. Otherwise, SKIP to question 14. school, home school, and schooling which leads to a high school diploma or a college degree. 13. This question focuses on this person's BACHELOR'S DEGREE. What was the specific major or majors of any No → SKIP to question 12 BACHELOR'S DEGREES this person has received? (For example: chemical engineering, elementary teacher b. Was that a public school or college, a private school or education, organizational psychology.) college, or home school? Public school or public college Private school or private college or home school c. What grade or level was this person attending? Mark X ONE box. **14.** Has this person completed requirements for a vocational training program at a trade school, hospital, or some other Nursery school, preschool, or pre-kindergarten kind of school for occupational training or place of work? Kindergarten Do not include academic college courses. Yes Nο 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)



Person 1 (continued) 19. What was this person's main reason for moving? Mark X ONE box. **Employment** Family-related 15. What is this person's ancestry or ethnic origin? Military Natural disaster Other reason Housing To attend school (For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, 20. Please read the HEALTH INSURANCE section on the Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Flashcard. Taiwanese, Ukrainian, and so on.) Is this person CURRENTLY covered by any of the following types of health insurance or health coverage plans? 16. a. Where was this person's mother born? Mark "Yes" or "No" for EACH type of coverage in items a – h. Guam No Yes a. Insurance through a current or former employer Outside Guam - Print name of U.S. state, U.S. territory, 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 b. Where was this person's father born? with certain disabilities Guam d. Medicaid, Medical Assistance, or any kind of government-assistance plan for those with low incomes or a disability Outside Guam - Print name of U.S. state, U.S. territory, e. TRICARE or other military health care VA (enrolled for VA health care) 17. a. Does this person speak a language other than English at home? g. Indian Health Service Yes Any other type of health insurance or health coverage plan - Specify ✓ No → SKIP to question 18 b. What is this language? 21. a. Is this person deaf or does he/she have serious difficulty hearing? For example: Korean, Italian, Spanish, Vietnamese Yes c. How well does this person speak English? No Very well b. Is this person blind or does he/she have serious difficulty Well seeing even when wearing glasses? Not well Yes Not at all No 18. Did this person live in this house or apartment 5 years ago (on April 1, 2015)? Person is under 5 years old → SKIP to question 20 Yes, this house → SKIP to question 20 No, different house in Guam No. outside Guam - Print name of U.S. state, U.S. territory, or foreign country below.



Person 1 (continued) 26. How many times has this person been married? Once Two times Ask questions 22a – c if this person is 5 years old or over. Otherwise, SKIP to the questions for Person 2 on page 17. Three or more times 27. In what year did this person last get married? 22. a. Because of a physical, mental, or emotional condition, Year does this person have serious difficulty concentrating. remembering, or making decisions? Yes Nο Ask question 28 if this person is female and 15 years old or over. Otherwise, SKIP to question 29a. b. Does this person have serious difficulty walking or climbing stairs? Yes 28. How many babies has this person ever had, not counting stillbirths? Do not count stepchildren or children she has adopted. No None or Number of children c. Does this person have difficulty dressing or bathing? Yes 29. a. Does this person have any of his/her own grandchildren under the age of 18 living in this house or apartment? No No 🕪 SKIP to question 30 Ask question 23 if this person is 15 years old or over. Otherwise, SKIP to the questions for Person 2 on page 17. 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? 23. Because of a physical, mental, or emotional condition, does Yes this person have difficulty doing errands alone such as visiting a doctor's office or shopping? No → SKIP to question 30 Yes 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 24. What is this person's marital status? has been responsible for the longest period of time. Now married Less than 6 months Widowed 6 to 11 months **Divorced** 1 or 2 years Separated 3 or 4 years Never married → SKIP to I 5 or more years 25. In the PAST 12 MONTHS did this person get -Nο a. Married? b. Widowed? c. Divorced?



Person 1 (continued) 34. At what location did this person work LAST WEEK? 30. Has this person ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard? Mark X ONE box. Outside Guam - Print name of U.S. state, U.S. territory, Never served in the military → SKIP to question 33a Only on active duty for training in the Reserves or National Guard → SKIP to question 32a 35. Please read the TRANSPORTATION TO WORK section on Now on active duty the Flashcard. On active duty in the past, but not now How did this person usually get to work LAST WEEK? Mark X ONE box for the method of transportation used for most of the distance. 31. Please read the PERIOD OF SERVICE section on the Flashcard. When did this person serve on active duty in the U.S. Armed Car, truck, or private van/bus **Forces?** Mark X a box for EACH period in which this person Public van/bus served, even if just for part of the period. Taxicab September 2001 or later Motorcycle August 1990 to August 2001 (including Persian Gulf War) Bicycle May 1975 to July 1990 Walked Vietnam Era (August 1964 to April 1975) Plane or seaplane February 1955 to July 1964 Boat, ferry, or water taxi Korean War (July 1950 to January 1955) Worked from home → SKIP to question 43a January 1947 to June 1950 Other method World War II (December 1941 to December 1946) November 1941 or earlier Ask question 36 if you marked "Car, truck, or private van/bus" in question 35. Otherwise, SKIP to question 37. 32. a. Does this person have a VA service-connected disability rating? Yes (such as 0%, 10%, 20%, **36.** How many people, including this person, usually rode to work in the car, truck, or private van/bus LAST WEEK? No → SKIP to question 33a Person(s) b. What is this person's service-connected disability rating? 0 percent 10 or 20 percent 37. LAST WEEK, what time did this person's trip to work usually begin? 30 or 40 percent Hour Minute a.m. 50 or 60 percent p.m. 70 percent or higher 38. How many minutes did it usually take this person to get 33. a. LAST WEEK, did this person work for pay at a job from home to work LAST WEEK? (or business)? Minutes Yes → SKIP to question 34 No - Did not work (or retired) b. LAST WEEK, did this person do ANY work for pay,

even for as little as one hour?

No → SKIP to question 39a

Yes



	F	Person 1 (continued)	44. During 2019, in the WEEKS WORKED, how many hours did this person usually work each WEEK?
			Usual hours worked each WEEK
A	sk o Othe	questions 39 – 42a if this person did NOT work last week. erwise, SKIP to question 42b.	
39.	a.	LAST WEEK, was this person on layoff from a job?	Acts assertions 45c. If it this passes weatlend in the react 5 years
		Yes → SKIP to question 39c	Ask questions 45a – f if this person worked in the past 5 years (since 2015). Otherwise, SKIP to question 46.
		No	45
		LAST WEEK, was this person TEMPORARILY absent from a job or business?	45. DESCRIPTION OF EMPLOYMENT
		Yes, on vacation, temporary illness, maternity leave, other family/personal reasons, bad weather,	The next series of questions is about the type of employment this person had last week.
		etc. → SKÍP to question 42a No → SKIP to question 40	If this person had more than one job, describe the one at which the most hours were worked. If this person did not
	C	. Has this person been informed that he or she will be	work last week, describe the most recent employment in the past five years (since 2015).
		recalled to work within the next 6 months OR been given a date to return to work?	a. Please read the TYPE OF WORKER section on the Flashcard.
		Yes → SKIP to question 41	Which one of the following best describes this person's employment last week or the most recent employment in the past 5 years (since 2015)? Mark X ONE box.
40	_	No	PRIVATE SECTOR EMPLOYEE
40.	loc	uring the LAST 4 WEEKS, has this person been ACTIVELY ooking for work?	For-profit company or organization
		Yes	Non-profit organization (including tax-exempt and charitable
		No → SKIP to question 42a	organizations) GOVERNMENT EMPLOYEE
41.		AST WEEK, could this person have started a job if offered ne, or returned to work if recalled?	Local or territorial government (for example: public elementary school)
		Yes, could have gone to work	Active duty U.S. Armed Forces or Commissioned Corps
		No, because of own temporary illness	Federal government civilian employee
		No, because of all other reasons (in school, etc.)	SELF-EMPLOYED OR OTHER
42.	a.	When did this person last work, even for a few days?	Owner of non-incorporated business, professional practice, or farm
		2020	Owner of incorporated business, professional practice, or farm
		2019 → SKIP to question 43a 2015 to 2018 → SKIP to L	Worked without pay in a for-profit family business or farm for 15 hours or more per week
		2014 or earlier, or never worked → SKIP to question 46	b. What was the name of this person's employer, business,
		. LAST YEAR, 2019, did this person work at a job or business at any time?	agency, or branch of the Armed Forces?
		Yes	
43.	a.	During 2019 (all 52 weeks), did this person work EVERY	
		week? Count paid vacation, paid sick leave, and military service as work.	c. What kind of business or industry was this? Include the main activity, product, or service provided at
		Yes → SKIP to question 44	the location where employed. (For example: elementary school, residential construction)
		No	
		During 2019 (all 52 weeks), how many WEEKS did this person work? Include paid time off and include weeks when the person only worked for a few hours.	
		Weeks	



Person 1 (continued)	d. Did this person receive any Social Security or Railroad Retirement benefits in 2019?
d. Was this mainly – Mark X ONE box.	Yes → What was the amount?
	TOTAL AMOUNT – Dollars
manufacturing?	TOTAL AWOUNT Bollars
wholesale trade?	\$.00
retail trade?	□ No
other (agriculture, construction, service, government, etc.)?	e. Did this person receive any Supplemental Security
e. What was this person's main occupation?	Income (SSI) payments in 2019?
(For example: 4th grade teacher, entry-level plumber)	Yes → What was the amount?
	TOTAL AMOUNT – Dollars
	\$.00
	□ No
f. Describe this person's most important activities or	
duties. (For example: instruct and evaluate students	 f. Did this person receive any public assistance or public welfare payments from the state or local welfare office
and create lesson plans, assemble and install pipe sections and review building plans for work details)	in 2019?
sections and review building plans for work details)	□ v
	Yes → What was the amount?
	TOTAL AMOUNT - Dollars
	.00
	□ No
	\wedge (()) \vee
6. INCOME IN 2019	g. Did this person receive any retirement income, pensions, survivor or disability income in 2019? Include income from
	a previous employer or union, or any regular withdrawals or
The next series of questions is about income received during 2019. If the exact amount is not known, please give your best	distributions from IRA, Roth IRA, 401(k), 403(b) or other
estimate. If net income was a loss, please give the dollar	accounts specifically designed for retirement. Do not include Social Security.
amount of the loss. For income received jointly, report the	Social Security.
appropriate share for each person - or, if that's not possible, report the whole amount for only one person. Mark X the	Yes → What was the amount?
"No" box for the other person.	TOTAL AMOUNT – Dollars
a. Did this person receive any wages, salary, commissions,	\$.00
bonuses, or tips in 2019?	□ No
Yes → What was the amount from all jobs before	
deductions for taxes, bonds, dues, or other items? TOTAL AMOUNT — Bollars	h. Did this person receive income on a regular basis from any other sources such as Department of Veterans
TOTAL ANIOUN - Dollars	Affairs (VA) payments, unemployment compensation,
\$.00	child support or alimony in 2019?
No	Yes → What was the amount?
h Did this person have any self-employment income from	TOTAL AMOUNT - Dollars
 b. Did this person have any self-employment income from own nonfarm businesses or farm businesses, including 	
proprietorships and partnerships, in 2019?	\$.00
Yes → What was the net income after business expenses?	□ NO
TOTAL AMOUNT – Dollars	47. What was this person's total income for 2019?
\$.00	□ OR \$.00 □
□ No Loss	None TOTAL AMOUNT for 2019 Loss
c. Did this person receive any interest, dividends, net rental income, royalty income, or income from estates and trusts	
in 2019? Report even small amounts credited to an account.	
Yes → What was the amount?	
TOTAL AMOUNT – Dollars	→ Continue with the questions for Person 2 on the next
	page. If no one is listed as Person 2 on page 3, SKIP
\$.00 D	to page 44 for further instructions.



U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration U.S. CENSUS BUREAU

2020 Census of the U.S. Virgin Islands

	Census Office County
	FOR NPC USE ONLY
	BCU
	Map Spot Within Map Spot ID
→ APPLY LABEL HERE →	
	Are there any continuation questionnaires for this address?
	☐ Yes → Number of continuation questionnaires =
	□ No
Address Number (For example: 5007) Apt/Unit (For example: Apt A or	Lot 3)
Ctract or Dead Name (For grample, N. Manie Ara)	
Street or Road Name (For example: N Maple Ave)	
Physical Description (if applicable)	
Village/Municipality/Estate ZIP Code	
Start here	
Use a blue or black pen.	
	We need to count people where they live and sleep most of the time. Please read the WHO TO COUNT section on the
S1. Did you or anyone in this household live or stay here on	the time. Please read the WHO TO COUNT section on the
	Flashcard. Based on these instructions, how many
April 1, 2020?	people were living or staying in this
	people were living or staying in this [house/apartment/mobile home] on April 1, 2020?
April 1, 2020?	people were living or staying in this
April 1, 2020? ☐ Yes ☐ No → Skip to S3.	people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people = 2. Were there any additional people staying here on April 1, 2020
April 1, 2020? Yes No → Skip to S3. S2. Does someone usually live at this [house/apartment/mobile home], or is this a vacation or	people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people =
April 1, 2020? ☐ Yes ☐ No → Skip to S3. S2. Does someone usually live at this	people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people = 2. Were there any additional people staying here on April 1, 2020 that you did not include in the count in the previous question? For example: Mark X all that apply. Include any additional people on the
April 1, 2020? Yes No → Skip to S3. S2. Does someone usually live at this [house/apartment/mobile home], or is this a vacation or	people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people = 2. Were there any additional people staying here on April 1, 2020 that you did not include in the count in the previous question? For example: Mark X all that apply. Include any additional people on the person pages.
April 1, 2020? Yes No → Skip to S3. S2. Does someone usually live at this [house/apartment/mobile home], or is this a vacation or seasonal home where no one usually lives?	people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people = 2. Were there any additional people staying here on April 1, 2020 that you did not include in the count in the previous question? For example: Mark X all that apply. Include any additional people on the
April 1, 2020? Yes No → Skip to S3. S2. Does someone usually live at this [house/apartment/mobile home], or is this a vacation or seasonal home where no one usually lives? Usually lives here – Skip to question 1. Vacation or seasonal home or held for occasional use – Skip to page 7.	people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people = 2. Were there any additional people staying here on April 1, 2020 that you did not include in the count in the previous question? For example: Mark X all that apply. Include any additional people on the person pages. Children, related or unrelated, such as newborn babies,
April 1, 2020? Yes No → Skip to S3. S2. Does someone usually live at this [house/apartment/mobile home], or is this a vacation or seasonal home where no one usually lives? Usually lives here – Skip to question 1. Vacation or seasonal home or held for occasional use – Skip to page 7. S3. On April 1, 2020, was this unit Occupied by a different household? – Using a knowledgeable	people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people = 2. Were there any additional people staying here on April 1, 2020 that you did not include in the count in the previous question? For example: Mark all that apply. Include any additional people on the person pages. Children, related or unrelated, such as newborn babies, grandchildren, or foster children
April 1, 2020? Yes No → Skip to S3. S2. Does someone usually live at this [house/apartment/mobile home], or is this a vacation or seasonal home where no one usually lives? Usually lives here – Skip to question 1. Vacation or seasonal home or held for occasional use – Skip to page 7. S3. On April 1, 2020, was this unit	people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people = 2. Were there any additional people staying here on April 1, 2020 that you did not include in the count in the previous question? For example: Mark X all that apply. Include any additional people on the person pages. Children, related or unrelated, such as newborn babies, grandchildren, or foster children Relatives, such as adult children, cousins, or in-laws Nonrelatives, such as roommates or live-in babysitters
April 1, 2020? Yes No → Skip to S3. S2. Does someone usually live at this [house/apartment/mobile home], or is this a vacation or seasonal home where no one usually lives? Usually lives here – Skip to question 1. Vacation or seasonal home or held for occasional use – Skip to page 7. S3. On April 1, 2020, was this unit Occupied by a different household? – Using a knowledgeable respondent, complete this questionnaire for the people occupying	people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people = 2. Were there any additional people staying here on April 1, 2020 that you did not include in the count in the previous question? For example: Mark all that apply. Include any additional people on the person pages. Children, related or unrelated, such as newborn babies, grandchildren, or foster children Relatives, such as adult children, cousins, or in-laws Nonrelatives, such as roommates or live-in babysitters People staying here temporarily
April 1, 2020? Yes No → Skip to S3. S2. Does someone usually live at this [house/apartment/mobile home], or is this a vacation or seasonal home where no one usually lives? Usually lives here – Skip to question 1. Vacation or seasonal home or held for occasional use – Skip to page 7. S3. On April 1, 2020, was this unit Occupied by a different household? – Using a knowledgeable respondent, complete this questionnaire for the people occupying the household on April 1, 2020. Vacant? – Skip to page 7. Not a housing unit – Skip to "Respondent Information"	people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people = 2. Were there any additional people staying here on April 1, 2020 that you did not include in the count in the previous question? For example: Mark X all that apply. Include any additional people on the person pages. Children, related or unrelated, such as newborn babies, grandchildren, or foster children Relatives, such as adult children, cousins, or in-laws Nonrelatives, such as roommates or live-in babysitters
April 1, 2020? Yes No → Skip to S3. S2. Does someone usually live at this [house/apartment/mobile home], or is this a vacation or seasonal home where no one usually lives? Usually lives here – Skip to question 1. Vacation or seasonal home or held for occasional use – Skip to page 7. S3. On April 1, 2020, was this unit Occupied by a different household? – Using a knowledgeable respondent, complete this questionnaire for the people occupying the household on April 1, 2020. Vacant? – Skip to page 7.	people were living or staying in this [house/apartment/mobile home] on April 1, 2020? Number of people = 2. Were there any additional people staying here on April 1, 2020 that you did not include in the count in the previous question? For example: Mark all that apply. Include any additional people on the person pages. Children, related or unrelated, such as newborn babies, grandchildren, or foster children Relatives, such as adult children, cousins, or in-laws Nonrelatives, such as roommates or live-in babysitters People staying here temporarily



Person 1

3.	Now I am going to ask you questions about each person staying here. If there is someone staying here who pays the rent or owns this residence, I would like to start by listing him or her as Person 1. If the owner or the person who pays the rent is not staying here, I can start by listing any adult staying here as Person 1.		orig orig Plea	E: Please answer BOTH the question about Hispanic in and the question about race. For this census, Hispanic in is not a race. Is read the HISPANIC ORIGIN section on the Flashcard. erson 1 of Hispanic, Latino, or Spanish origin?
	What is Person 1's name?			No, not of Hispanic, Latino, or Spanish origin
	Print name below and verify the spelling.			Yes, Mexican, Mexican Am., Chicano
	Last Name(s)			Yes, Puerto Rican
				Yes, Cuban
	First Name MI			Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for</i>
				example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.
4.	Is Person 1 male or female? Mark X ONE box.			
	☐ Male ☐ Female	7.	Wha	ise read the RACE section on the Flashcard. It is Person 1's race? You may choose one or more races. () one or more boxes AND print origins.
5.	What is Person 1's age on April 1, 2020? What is Person 1's date of birth? If you don't know the exact age, please estimate. For babies less than 1 year old, do not report the age in months. Report 0 as the age.			White - Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.
	Print numbers in boxes.			
	Age on April 1, 2020 Month Day Year of birth		M	Black or African Am. – Print, for example, African American,
	years	10		Vamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
		15		
)		American Indian or Alaska Native – <i>Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.</i>
				Chinese
	\bigvee_{Γ}			Filipino
				Asian Indian Japanese Chamorro
				Other Asian – Other Pacific Islander – Print, for example, Pakistani, Cambodian, Hmong, etc. Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc.
				Some other race – Print race or origin. _▼
			pag	ore people were counted in question 1 on the front e, continue with Person 2 on the next page. erwise, skip to page 7.



1.	Wha	nt is the name of Pe	rson 2	?	→ NOTE: Please answer BOTH the question about Hispanic		
	Print name below and verify the spelling.				origin and the question about race. For this census, Hispanic origin is not a race.		
	Last	Name(s)			6. Please read the HISPANIC ORIGIN section on the Flashcard.		
					Is this person of Hispanic, Latino, or Spanish origin?		
	First	Name		MI	No, not of Hispanic, Latino, or Spanish origin		
					Yes, Mexican, Mexican Am., Chicano		
					Yes, Puerto Rican		
2.		s this person usually liv example –	e or stay s	somewhere else?	Yes, Cuban		
		k 🔀 all that apply.			Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for</i> example, Salvadoran, Dominican, Colombian, Guatemalan,		
		With a parent or other re	lative	In a jail or prison	Spaniard, Ecuadorian, etc. 7		
		For college		At a seasonal or second residence			
		For a military assignmen	t	For another reason			
		For a job or business		No	7. Please read the RACE section on the Flashcard. What is this person's race? You may choose one or more races.		
		In a nursing home		NO	Mark 🗷 one or more boxes AND print origins.		
3.		use read the RELATIONS or is this person related t			White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.		
		Opposite-sex husband/wife		. Wart P CIVE BOX.			
		Opposite-sex unmarried pa	artner		Black or African Am. – Print, for example, African American,		
		Same-sex husband/wife/sp	ouse		Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.		
		Same-sex unmarried partner	er				
		Biological son or daughter			American Indian or Alaska Native – Print name of enrolled or		
		Adopted son or daughter		O MILL	principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional		
		Stepson or stepdaughter			Government, Nome Eskimo Community, etc.		
		Brother or sister					
		Father or mother	V/\				
		Grandchild	7/1		☐ Chinese ☐ Vietnamese ☐ Native Hawaiian		
		Parent-in-law	>~		☐ Filipino ☐ Korean ☐ Samoan		
		Son-in-law or daughter-in-law	aw		☐ Asian Indian ☐ Japanese ☐ Chamorro ☐ Other Asian ─ ☐ Other Pacific Islander ─		
		Other relative			Other Asian – Other Pacific Islander – Print, for example, Print, for example, Pakistani, Cambodian, Tongan, Fijian,		
		Roommate or housemate			Hmong, etc. Marshallese, etc. Marshallese		
		Foster child					
		Other nonrelative			Some other race. Print race or origin —		
4.	ls th	is person male or femal	le? Mark 🗡	ONE box.	Some other race – Print race or origin.		
		Male Female	_				
5.	pers estin	at is this person's age or son's date of birth? If you mate. For babies less than ths. Report 0 as the age.	u don't kno	w the exact age, please			
	Age	Printon April 1, 2020 Mon	t numbers in th Da		A Management of the state of th		
	Age (years		Teal of bilti	→ If more people were counted in question 1 on the front page, continue with Person 3 on the next page. Otherwise, skip to page 7.		



1.	Wha	t is the name of Person	3 ?	→ NOTE: Please answer BOTH the question about Hispanic
	Print	t name below and verify the spel	ling.	origin and the question about race. For this census, Hispanic origin is not a race.
	Last	Name(s)		6. Please read the HISPANIC ORIGIN section on the Flashcard.
				Is this person of Hispanic, Latino, or Spanish origin?
	First	Name	MI	No, not of Hispanic, Latino, or Spanish origin
	1 1101			Yes, Mexican, Mexican Am., Chicano
				Yes, Puerto Rican
2.		s this person usually live or sta	y somewhere else?	Yes, Cuban
		example – k X all that apply.		Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for</i>
		With a parent or other relative	☐ In a jail or prison	example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. ⊋
		For college	At a seasonal or	
		For a military assignment	second residence	
		For a job or business	For another reason	7. Please read the RACE section on the Flashcard.
		In a nursing home	No	What is this person's race? You may choose one or more races. Mark X one or more boxes AND orint origins.
				White - Print, for example, German, Irish, English, Italian,
3.		se read the RELATIONSHIP sec is this person related to Perso		Lebanese, Egyptian, etc.
		Opposite-sex husband/wife/spouse		
		Opposite-sex unmarried partner		
		Same-sex husband/wife/spouse		Elack or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
	П	Same-sex unmarried partner		
	ы	Biological son or daughter		
	П	Adopted son or daughter		American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe,
	ы	Stepson or stepdaughter		Mayan, Aztec, Native Village of Barrow Inuplat Traditional Government, Nome Eskimo Community, etc. ▼
	ы	Brother or sister		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	ы	Father or mother		
	Ы	Grandchild		☐ Chinese ☐ Vietnamese ☐ Native Hawaiian
	Ы	Parent-in-law		☐ Filipino ☐ Korean ☐ Samoan
	Ы	Son-in-law or daughter-in-law		Asian Indian Japanese Chamorro
	Н	Other relative		Other Asian – Other Pacific Islander –
	Н			Print, for example, Print, for example, Pakistani, Cambodian, Tongan, Fijian, Hmong, etc. Marshallese, etc. ✓
	H	Roommate or housemate		rinong, etc. g
	H	Foster child		
	_	Other nonrelative		Some other race – Print race or origin.
4.	ls th	is person male or female? Mark	K X ONE box.	
		Male Female		
5.	pers estin	at is this person's age on April 1 son's date of birth? If you don't k nate. For babies less than 1 year ths. Report 0 as the age.	now the exact age, please	
	Age	Print numbers on April 1, 2020 Month	s <i>in boxes.</i> Day Year of birth	Note that the second se
	Age (01171p111 1, 2020 WOHIII	Day Teal of Dilli	→ If more people were counted in question 1 on the front page, continue with Person 4 on the next page.
		years		Otherwise, skip to page 7.



1.	Wha	nt is the name of	Person	4	?			er BOTH the que		
	Prin	t name below and v	erify the spell	ling.			in and the quest in is not a race.	tion about race.	For th	is census, Hispanic
	Last	Name(s)				6. Plea	se read the HIS	PANIC ORIGIN S	ectio	n on the Flashcard.
								spanic, Latino, o		
	Firet	Name			MI		No, not of Hispan	ic, Latino, or Spanis	sh orig	in
	1 1131	Ivaille			IVII		Yes, Mexican, Me	exican Am., Chicano)	
							Yes, Puerto Ricar	1		
2.		s this person usua	lly live or sta	y so	omewhere else?		Yes, Cuban			
		example – k 🔀 all that apply.						oanic, Latino, or Spa		
		With a parent or oth	her relative	П	In a jail or prison		example, Salvado Spaniard, Ecuado	oran, Dominican, Co orian, etc. ⊋	olombia	an, Guatemalan,
	П	For college	ici iciative	Ξ	At a seasonal or					
	Н	For a military assign	nmont	Ш	second residence					
	H	, ,			For another reason	7. Plea	se read the RAC	CE section on the	e Flas	shcard.
	H	For a job or busines	SS		No		•	s race? You may boxes AND print		se one or more races.
	ш	In a nursing home				Iviair		$\wedge \backslash \backslash \wedge$		
3.					n on the Flashcard. ? Mark ONE box.		White - Print, for Lebanese, Egypti	example, German, an, etc.	Irish, E	English, Italian,
		Opposite-sex husban								
		Opposite-sex unmarr	ied partner			A	Black or African A	. – <i>Print, for exar</i>	nple, A	African American,
		Same-sex husband/w	vife/spouse				Jamaican, Haitian	n, Nigerian, Ethiopia	n, Sor	mali, etc. 📈
		Same-sex unmarried	partner							
		Biological son or dau	ghter			\sim_{\sqcap}	A second a section of	an Alaska Nation	Data tara	
		Adopted son or daug	hter				principal tribe(s),	or Alaska Native – <i>I</i> for example, Navaj	o Natio	n, Blackfeet Tribe,
		Stepson or stepdaugl	hter					ative Village of Barro ne Eskimo Commu		
		Brother or sister		s ($\bigcirc)\bigcirc$					
		Father or mother								
		Grandchild					Chinese	Vietnamese		Native Hawaiian
		Parent-in-law					Filipino	Korean		Samoan
		Son-in-law or daughte	er-in-law				Asian Indian	Japanese		Chamorro
		Other relative					Other Asian – Print, for example),		Other Pacific Islander – Print, for example,
		Roommate or houser	mate				Pakistani, Cambo Hmong, etc. ⊋	odian,		Tongan, Fijian, Marshallese, etc. _✓
		Foster child								
		Other nonrelative								
							Some other race -	 Print race or original 	n. 屖	
4.	Is th	is person male or f	female? Mark	X	ONE box.					
		Male Female	Э							
5.	pers estin	at is this person's a son's date of birth? mate. For babies less ths. Report 0 as the	llf you don't k s than 1 year	now	20? What is this the exact age, please do not report the age in					
	Age	on April 1, 2020	Print numbers Month	s in b Day	oxes. Year of birth	. 10				diam diam diam (
	go	, 2020		_ uy	. 50. 5. 5. 0.			ere counted in ith Person 5 or		tion 1 on the front next page.
	Ш	years					erwise, skip to			on pago.



1.	Wha	t is the name of Person	5 ?	→ NOTE: Please answer BOTH the question about Hispanic
	Print	name below and verify the spell	ing.	origin and the question about race. For this census, Hispanic origin is not a race.
	Last	Name(s)		6. Please read the HISPANIC ORIGIN section on the Flashcard.
				Is this person of Hispanic, Latino, or Spanish origin?
	First	Name	MI	No, not of Hispanic, Latino, or Spanish origin
	1 1101			Yes, Mexican, Mexican Am., Chicano
				Yes, Puerto Rican
2.		s this person usually live or sta	y somewhere else?	Yes, Cuban
		example – k X all that apply.		Yes, another Hispanic, Latino, or Spanish origin – <i>Print, for</i>
		With a parent or other relative	☐ In a jail or prison	example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. 굳
		For college	At a seasonal or	
		For a military assignment	second residence	
		For a job or business	For another reason	7. Please read the RACE section on the Flashcard.
		In a nursing home	No	What is this person's race? You may choose one or more races. Mark X one or more boxes AND print origins.
		-		White - Print, for example, German, Irish, English, Italian,
3.		se read the RELATIONSHIP sed is this person related to Perso		Lebanese, Egyptian, etc.
		Opposite-sex husband/wife/spouse		
		Opposite-sex unmarried partner		Dept. v. African American
		Same-sex husband/wife/spouse		Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
		Same-sex unmarried partner		
		Biological son or daughter		
		Adopted son or daughter		American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe,
		Stepson or stepdaughter		Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. ▼
		Brother or sister		
		Father or mother		
	П	Grandchild		☐ Chinese ☐ Vietnamese ☐ Native Hawaiian
	П	Parent-in-law		☐ Filipino ☐ Korean ☐ Samoan
	ы	Son-in-law or daughter-in-law		Asian Indian Japanese Chamorro
		Other relative		Other Asian – Other Pacific Islander – Print, for example, Print, for example,
	П	Roommate or housemate		Pakistani, Cambodian, Tongan, Fijian, Hmong, etc. ⊋ Marshallese, etc. ⊋
	ы	Foster child		
	ы	Other nonrelative		
		outor nomonative		Some other race – Print race or origin.
4.	Is th	is person male or female? Mark	ONE box.	
		Male Female		
5.	pers estin	t is this person's age on April 1 con's date of birth? If you don't k nate. For babies less than 1 year ths. Report 0 as the age.	now the exact age, please	→ If more people were counted in question 1 on the front
	Age (Print numbers on April 1, 2020 Month I	<i>in boxes.</i> Day Year of birth	page of the D-Q-VI, continue with the next person on
	. igo (pin i, 2020 Month	Tour or birth	an additional continuation questionnaire (D-CQ-VI) and update the number of continuation questionnaires
		years		on page 1 of the D-Q-VI.



A Ask questions 4 – 5 if this is a HOUSE OR A MOBILE HOME; otherwise, SKIP to question 6a.

Housing

Please answer the following questions about this house,

Please answer the following questions about this house, apartment, or mobile home.	4. How many acres is this house or mobile home on?
	Less than 1 acre → SKIP to question 6a
 Please read the BUILDING TYPE section on the Flashcard. Which best describes this building? 	1 to 9.9 acres
Include all apartments, flats, etc., even if vacant.	10 or more acres
A mobile home	5. What were the actual sales of all agricultural products from
A one-family house detached from any other house	this property in 2019?
A one-family house attached to one or more houses	None
Two houses (American Samoa only)	\$1 to \$999
Three or more houses (American Samoa only)	\$1,000 to \$2,499
A building with 2 apartments	\$2,500 to \$4,999
A building with 3 or 4 apartments	\$5,000 to \$9,999
A building with 5 to 9 apartments	\$10,000 or more
A building with 10 to 19 apartments	6. a. How many separate rooms are in this house, apartment,
A building with 20 to 49 apartments	or mobile home? Booms must be separated by built-in archways or walls that extend out at least 6 inches and go
A building with 50 or more apartments	from floor to ceiling.
Boat, RV, van, etc.	INCLUDE bedrooms, kitchens, etc. • EXCLUDE bathrooms, porches, balconies, foyers, halls, or unfinished basements.
2. About when was this building first built?	Number of rooms
□ 2000 or later – Specify year ✓	
1990 to 1999	b. How many of these rooms are bedrooms? Count as bedrooms those rooms you would list if this house, apartment, or mobile home were for sale or rent. If this is
1980 to 1989	an efficiency/studio apartment, print "0". Number of bedrooms
1970 to 1979	Number of Bedrooms
1960 to 1969	
1950 to 1959	7. Does this house, apartment, or mobile home have – Yes No
1940 to 1949	
1939 or earlier	a. Running water?
3. When did PERSON 1 (listed on page 2) move into this	b. A bathtub or shower?
house, apartment, or mobile home?	c. A flush toilet?
Month Year	d. A sink with a faucet?
	e. A stove or range?
	f. A refrigerator?
	8. Can you or any member of this household both make and receive phone calls when at this house, apartment, or mobile home? Include calls using cell phones, land lines, or other phone devices.
	Yes
	□ No



Housing (continued)

	Housing (continued)	13. Please read the SOURCE OF WATER s In 2019, did this house, apartment, or			
9.	Please read the COMPUTER USE section on the Flashcard At this house, apartment, or mobile home – do you or any	from – Mark 🗷 all that apply.			
	member of this household own or use any of the following types of computers?				
	types of computers? Yes N	A cistern, catchment, tanks, or drums?			
	a. Desktop or laptop	A delivery vendor or water truck?			
	b. Smartphone	A supermarket or grocery store?			
	c. Tablet or other portable wireless computer	Some other source (a standpipe, sprin	g, individual well, etc.)?		
	 c. Tablet or other portable wireless computer d. Some other type of computer − Specify 	14. Please read the SEWAGE DISPOSAL s What is the MAIN means of sewage di	sposal for this house,		
		apartment, or mobile home? Mark 🗷	ONE DOX.		
		Septic tank or cesspool			
10.	a. At this house, apartment, or mobile home – do you or a member of this household have access to the Internet?	Other			
		Other			
	YesNo → SKIP to question 12	15. a. What is the average monthly cost house, apartment, or mobile home			
	No FORT to question 12	Average monthly cost - Dollars			
	b. Do you or any member of this household pay a cell pho company or Internet service provider to access the Internet?	\$ 00			
	Yes	(QR)			
		Included in rent or condominium fee			
	No → SKIP to question 12	No charge or electricity not used			
11.	Please read the INTERNET section on the Flashcard. Do you or any member of this household have access to the section of the section of the Flashcard.	b. What is the average monthly cost apartment, or mobile home?	of gas for this house,		
	Internet using a – Yes W	Average monthly cost – <i>Dollars</i>			
	Cellular data plan for a smartphone or other mobile device?	\$.00			
	b. Broadband (high speed) Internet service such as cable, fiber optic, or DSL service installed in this	OR			
	household?	Included in rent or condominium fee	9		
	c. Satellite Internet service installed in this household?	Included in electricity payment ente	red above		
	d. Dial-up Internet service installed in this household?	No charge or gas not used			
	e. Some other service? – Specify service □	c. What is the average monthly cost this house, apartment, or mobile h	of water and sewer for ome?		
		Average monthly cost – Dollars			
10		\$.00			
12.	How many automobiles, vans, and trucks of one-ton capacity or less are kept at home for use by members of	OR			
	this household?	Included in rent or condominium fee	j		
	tilis flousefloid :				
	None	No charge			
	None 1	 No charge d. What is the average monthly cost wood, etc., for this house, apartment 	of oil, coal, kerosene,		
	None 1 2	d. What is the average monthly cost	of oil, coal, kerosene,		
	 None 1 2 3 	d. What is the average monthly cost wood, etc., for this house, apartme	of oil, coal, kerosene,		
	 None 1 2 3 4 	d. What is the average monthly cost wood, etc., for this house, apartment average monthly cost – Dollars \$.00	of oil, coal, kerosene,		
	 None 1 2 3 	d. What is the average monthly cost wood, etc., for this house, apartme	of oil, coal, kerosene, ent, or mobile home?		



Housing (continued)

		10	k questions 20 – 24 if this person or any member of this
16.	In 2019, did you or any member of this household receive benefits from the Food Stamp Program, SNAP (the	ho	usehold OWNS or IS BUYING this house, apartment, or obile home. Otherwise, SKIP to E on the next page.
	Supplemental Nutrition Assistance Program), or NAP (Nutrition Assistance Program)? Do NOT include WIC, the School Lunch Program, or assistance from food banks.		About how much do you think this house and lot, apartment, or mobile home (and lot, if owned) would sell for if it were for sale?
	Yes		Amount – <i>Dollars</i>
	No		
			\$00
17.	Is this house, apartment, or mobile home part of a condominium?		What were the annual real estate taxes on THIS property in 2019?
	Yes → What is the monthly condominium fee? For renters, answer only if you pay the condominium fee		Annual amount – <i>Dollars</i>
	in addition to your rent. Otherwise, mark the "None" box.		¢
	Monthly amount – Dollars		\$00
	\$.00		OR
	OR		None
	None	22	What was the annual payment for fire, hazard, typhoon or
	□ No		hurricane, and flood insurance on THIS property in 2019?
	LI INO		Annual amount - Dollars
18.	Is this house, apartment, or mobile home – Mark N ONE box.		.00
	Owned by you or someone in this household with a mortgage or loan? Include home equity loans.		None
	Owned by you or someone in this household free and clear (without a mortgage or loan)?	22	a. Do you or any member of this household have a
	Rented?	23.	mortgage, deed of trust, contract to purchase, or similar debt on THIS property?
	☐ Occupied without payment of rent? → SKIP to €		Yes, mortgage, deed of trust, or similar debt
			Yes, contract to purchase
	sk questions 19a and 19b if this nouse, apartment, or nobile home is RENTED. Otherwise, SKIP to question 20.		No → SKIP to question 24a
			b. How much is the regular monthly mortgage payment on
19.	a. What is the monthly rent for this house, apartment, or		THIS property? Include payment only on FIRST mortgage or contract to purchase.
	mobile home?		Monthly amount – Dollars
	Monthly amount – <i>Dollars</i>		\$.00
	\$		
	h Deep the monthly went include any mode?		OR
	b. Does the monthly rent include any meals?		No regular payment required → SKIP to question 24a
	☐ Yes ☐ No		c. Does the regular monthly mortgage payment include payments for real estate taxes on THIS property?
			Yes, taxes included in mortgage payment
			No, taxes paid separately or taxes not required
		,	d. Does the regular monthly mortgage payment include payments for fire, hazard, typhoon or hurricane, or flood insurance on THIS property?
			Yes, insurance included in mortgage payment
			No. insurance paid separately or no insurance
			- IVO. INSUIGNOO PAID SEPAIGIEN OF NO IIISUIGNOE



Housing (continued)	
24. a. Do you or any member of this household have a second mortgage or a home equity loan on THIS property? Yes, home equity loan	
Yes, second mortgage Yes, second mortgage and home equity loan	
No → SKIP to D	
b. How much is the regular monthly payment on all second or junior mortgages and all home equity loans on THIS property? Monthly amount – Dollars	
\$.00	
OR	
No regular payment required	
Ask question 25 if this is a MOBILE HOME or a BOAT. Otherwise, SKIP to E.	
25. What were the total annual costs for installment loan payments, personal property taxes, site rent, marina fee, registration fees, and license fees on THIS mobile home or boat and its site/slip fee in 2019? Exclude real estate taxes. Annual costs – Dollars \$.00	
Ask questions about PERSON 1 on the next page if you listed at least one person on page 2. Otherwise, SKIP to page 44 for further instructions.	



Person 1 12. Please read the HIGHEST DEGREE or LEVEL OF SCHOOL section on the Flashcard. What is the highest degree or level of school this person has Please copy the name of Person 1 from page 2, then continue COMPLETED? Mark ONE box. If currently enrolled, mark answering questions below. the previous grade or highest degree received. Last Name(s) NO SCHOOLING COMPLETED No schooling completed First Name MI **NURSERY OR PRESCHOOL THROUGH GRADE 12** Nursery school, preschool or pre-kindergarten Kindergarten 8. Please read the CITIZEN or NATIONAL section on the Flashcard. Grade 1 through 11 - Specify grade 1 - 11 ✓ Is this person a citizen or national of the United States? Yes, born in the U.S. Virgin Islands → SKIP to question 11a Yes, born in another U.S. state or U.S. territory 12th grade - NO DIPLOMA Yes, born abroad of U.S. citizen or U.S. national parent or parents **HIGH SCHOOL GRADUATE** Yes, U.S. citizen by naturalization - Print year of naturalization. Regular high school diploma GED or alternative credential COLLEGE OR SOME COLLEGE No, not a U.S. citizen or U.S. national (permanent resident) No, not a U.S. citizen or U.S. national (temporary resident) Some college credit, but less than 1 year of college credit 1 or more years of college credit, no degree 9. Where was this person born? Print name of U.S. state, U.S. territory, or foreign country. Associate's degree (for example: AA, AS) Bachelor's degree (for example: BA, BS) AFTER BACHELOR'S DEGREE 10. When did this person come to live in the U.S. Virgin Islands? If this person came to live in the U.S. Virgin Islands more than Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA) once, print latest year. Professional degree beyond a bachelor's degree Year (for example: MD, DDS, DVM, LLB, JD) Doctorate degree (for example: PhD, EdD) 11. a. At any time since February 1, 2020 has this person attended school or college? Include only nursery or Ask question 13 if this person has a bachelor's degree or preschool, pre-kindergarten, kindergarten, elementary higher. Otherwise, SKIP to question 14. school, home school, and schooling which leads to a high school diploma or a college degree. 13. This question focuses on this person's BACHELOR'S DEGREE. What was the specific major or majors of any No → SKIP to question 12 BACHELOR'S DEGREES this person has received? (For example: chemical engineering, elementary teacher b. Was that a public school or college, a private school or education, organizational psychology.) college, or home school? Public school or public college Private school or private college or home school c. What grade or level was this person attending? Mark X ONE box. **14.** Has this person completed requirements for a vocational training program at a trade school, hospital, or some other Nursery school, preschool, or pre-kindergarten kind of school for occupational training or place of work? Kindergarten Do not include academic college courses. Yes Nο College undergraduate years (freshman to senior)

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



Yes

No

Person 1 (continued) 19. What was this person's main reason for moving? Mark X ONE box. **Employment** Family-related 15. What is this person's ancestry or ethnic origin? Military Natural disaster Housing Other reason To attend school (For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, 20. Please read the HEALTH INSURANCE section on the Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Flashcard. Taiwanese, Ukrainian, and so on.) Is this person CURRENTLY covered by any of the following types of health insurance or health coverage plans? 16. a. Where was this person's mother born? Mark "Yes" or "No" for EACH type of coverage in items a – h. U.S. Virgin Islands a. Insurance through a current or former employer Outside the U.S. Virgin Islands - Print name of U.S. state, 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 b. Where was this person's father born? with certain disabilities U.S. Virgin Islands d. Medicaid, Medical Assistance, or any kind of government-assistance plan for those with low incomes or a disability Outside the U.S. Virgin Islands - Print name of U.S. state, e. TRICARE or other military health care VA (enrolled for VA health care) 17. a. Does this person speak a language other than English at home? g. Indian Health Service Yes Any other type of health insurance or health coverage plan - Specify ✓ No → SKIP to question 18 b. What is this language? 21. a. Is this person deaf or does he/she have serious difficulty hearing? For example: Korean, Italian, Spanish, Vietnamese Yes c. How well does this person speak English? No Very well b. Is this person blind or does he/she have serious difficulty Well seeing even when wearing glasses? Not well Yes Not at all No 18. Did this person live in this house or apartment 5 years ago (on April 1, 2015)? Person is under 5 years old → SKIP to question 20 Yes, this house → SKIP to question 20 No, different house in the U.S. Virgin Islands No, outside the U.S. Virgin Islands - Print name of U.S. state, U.S. territory, or foreign country below. ✓



Person 1 (continued)	26. How many times has this person been married?
	Once
Ask questions 22a – c if this person is 5 years old or over. Otherwise, SKIP to the questions for Person 2 on page 17.	Two times Three or more times
22. a. Because of a physical, mental, or emotional condition, does this person have serious difficulty concentrating, remembering, or making decisions?	27. In what year did this person last get married? Year
Nob. Does this person have serious difficulty walking or climbing stairs?	Ask question 28 if this person is female and 15 years old or over. Otherwise, SKIP to question 29a.
✓ Yes✓ No	28. How many babies has this person ever had, not counting stillbirths? Do not count stepchildren or children she has adopte
c. Does this person have difficulty dressing or bathing?	None or Number of children
Yes	29. a. Does this person have any of his/her own grandchildren under the age of 18 living in this house or apartment?
No	Yes Yes
Ask question 23 if this person is 15 years old or over. Otherwise, SKIP to the questions for Person 2 on page 17.	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?
23. 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
Yes	No → SKIP to question 30
□ No	c. How long has this grandparent been responsible for these grandchildren? If the grandparent is financially responsible for more than one grandchild, answer the
24. What is this person's marità status?	question for the grandchild for whom the grandparent has been responsible for the longest period of time.
Now married	Less than 6 months
☐ Widowed ☐ Divorced	6 to 11 months
□ Separated	1 or 2 years
Never married → SKIP to I	3 or 4 years
	5 or more years
25. In the PAST 12 MONTHS did this person get – Yes No	
a. Married?	
b. Widowed?	
c. Divorced?	



Person 1 (continued) 34. At what location did this person work LAST WEEK? 30. Has this person ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard? Mark X ONE box. Outside the U.S. Virgin Islands – Print name of U.S. state, Never served in the military → SKIP to question 33a Only on active duty for training in the Reserves or National Guard → SKIP to question 32a 35. Please read the TRANSPORTATION TO WORK section on Now on active duty the Flashcard. On active duty in the past, but not now How did this person usually get to work LAST WEEK? Mark X ONE box for the method of transportation used for most of the distance. 31. Please read the PERIOD OF SERVICE section on the Flashcard. When did this person serve on active duty in the U.S. Armed Car, truck, or private van/bus **Forces?** Mark X a box for EACH period in which this person Public van/bus served, even if just for part of the period. Taxicab September 2001 or later Motorcycle August 1990 to August 2001 (including Persian Gulf War) Bicycle May 1975 to July 1990 Walked Vietnam Era (August 1964 to April 1975) Plane or seaplane February 1955 to July 1964 Boat, ferry, or water taxi Korean War (July 1950 to January 1955) Worked from home → SKIP to question 43a January 1947 to June 1950 Other method World War II (December 1941 to December 1946) November 1941 or earlier Ask question 36 if you marked "Car, truck, or private van/bus" in question 35. Otherwise, SKIP to question 37. 32. a. Does this person have a VA service-connected disability rating? Yes (such as 0%, 10%, 20%, **36.** How many people, including this person, usually rode to work in the car, truck, or private van/bus LAST WEEK? No → SKIP to question 33a Person(s) b. What is this person's service-connected disability rating? 0 percent 10 or 20 percent 37. LAST WEEK, what time did this person's trip to work usually begin? 30 or 40 percent Hour Minute a.m. 50 or 60 percent p.m. 70 percent or higher 38. How many minutes did it usually take this person to get 33. a. LAST WEEK, did this person work for pay at a job from home to work LAST WEEK? (or business)? Minutes Yes → SKIP to question 34 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 39a



r creerr r (cerruinaeu)	this person usually work each WEEK?
Ask questions 39 – 42a if this person did NOT work last week. Otherwise, SKIP to question 42b.	Usual hours worked each WEEK
39. a. LAST WEEK, was this person on layoff from a job? ☐ Yes → SKIP to question 39c	Ask questions 45a – f if this person worked in the past 5 years (since 2015). Otherwise, SKIP to question 46.
b. LAST WEEK, was this person TEMPORARILY absent from a job or business?	45. DESCRIPTION OF EMPLOYMENT The next series of questions is about the type of employment this person had last week.
Yes, on vacation, temporary illness, maternity leave, other family/personal reasons, bad weather, etc. → SKIP to question 42a No → SKIP to question 40	If this person had more than one job, describe the one at which the most hours were worked. If this person did not work last week, describe the most recent employment in the
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 41	past five years (since 2015). a. Please read the TYPE OF WORKER section on the Flashcard. Which one of the following best describes this person's
No 40. During the LAST 4 WEEKS, has this person been ACTIVELY looking for work?	employment last week or the most recent employment in the past 5 years (since 2015)? Mark X ONE box. PRIVATE SECTOR EMPLOYEE For-profit company or organization
YesNo → SKIP to question 42a	Non-profit organization (including tax-exempt and charitable organizations) GOVERNMENT EMPLOYEE
41. LAST WEEK, could this person have started a job if offered one, or returned to work if recalled?Yes, could have gone to work	Local or territorial government (for example: public elementary school) Active duty U.S. Armed Forces or Commissioned Corps
No, because of own temporary illness No, because of all other reasons (in schoo), etc.) 42. a. When did this person last work, even for a few days?	Federal government civilian employee SELF-EMPLOYED OR OTHER Owner of non-incorporated business, professional practice, or farm
2020 2019 → SKIP to question 43a 2015 to 2018 → SKIP to L	Owner of incorporated business, professional practice, or farm Worked without pay in a for-profit family business or farm for 15 hours or more per week
 2014 or earlier, or never worked → SKIP to question 46 b. LAST YEAR, 2019, did this person work at a job or business at any time? 	b. What was the name of this person's employer, business, agency, or branch of the Armed Forces?
Yes No → SKIP to L 43. a. During 2019 (all 52 weeks), did this person work EVERY	
week? Count paid vacation, paid sick leave, and military service as work. ☐ Yes → SKIP to question 44	c. What kind of business or industry was this? Include the main activity, product, or service provided at the location where employed. (For example: elementary school, residential construction)
 No b. During 2019 (all 52 weeks), how many WEEKS did this person work? Include paid time off and include weeks when the person only worked for a few hours. 	
Weeks	



	۲	erson 1 (continued)	d. Did this person receive any Social Security or Railroad Retirement benefits in 2019?
	٨	Was this mainly Mark V ONE hav	Yes → What was the amount?
	u.	Was this mainly – Mark X ONE box.	TOTAL AMOUNT – Dollars
		manufacturing?	
		wholesale trade?	\$.00
		other (agriculture, construction, service, government, etc.)?	□ NO
	e.	What was this person's main occupation?	e. Did this person receive any Supplemental Security Income (SSI) payments in 2019?
		(For example: 4th grade teacher, entry-level plumber)	Yes → What was the amount?
			TOTAL AMOUNT – Dollars
			\$.00
			L No
		Describe this person's most important activities or duties. (For example: instruct and evaluate students and create lesson plans, assemble and install pipe sections and review building plans for work details)	f. Did this person receive any public assistance or public welfare payments from the state or local welfare office in 2019?
		sections and review ballating plans for work details,	☐ Yes → What was the amount?
			TOTAL AMOUNT - Dollars
			\$.00
46	INI	COME IN 2019	g. Did this person receive any retirement income, pensions, survivor or disability income in 2019? Include income from
40.		e next series of questions is about income received during	a previous employer or union, or any regular withdrawals or
	20	19. If the exact amount is not known, please give your best	distributions from IRA, Roth IRA, 401(k), 403(b) or other accounts specifically designed for retirement. Do not include
		timate. If net income was a loss, please give the dollar nount of the loss. For income received jointly, report the	Social Security.
	ар	propriate share for each person - or, if that's not possible,	☐ Yes → What was the amount?
		port the whole amount for only one person. Mark X the o" box for the other person.	TOTAL AMOUNT - Dollars
		Did this person receive any wages, salary, commissions,	
		bonuses, or tips in 2019?	□ No
		Yes → What was the amount from all jobs before deductions for taxes, bonds, dues, or other items?	h. Did this person receive income on a regular basis from
		TOTAL AMOUNT - Bollars	any other sources such as Department of Veterans
		\$.00	Affairs (VA) payments, unemployment compensation, child support or alimony in 2019?
		□ No	Yes → What was the amount?
	Į.	Did this manage have converted and the	TOTAL AMOUNT – Dollars
		Did this person have any self-employment income from own nonfarm businesses or farm businesses, including	*
		proprietorships and partnerships, in 2019?	\$.00
		Yes → What was the net income after business expenses?	
		TOTAL AMOUNT - Dollars	47. What was this person's total income for 2019?
		\$.00 □	□ OR \$.00 □
		Loss Loss	None TOTAL AMOUNT for 2019 Loss
		Did this person receive any interest, dividends, net rental income, royalty income, or income from estates and trusts in 2019? Report even small amounts credited to an account.	
		Yes → What was the amount?	
		TOTAL AMOUNT – Dollars	→ Continue with the questions for Person 2 on the next
		\$.00 □	page. If no one is listed as Person 2 on page 3, SKIP to page 44 for further instructions.
		□ No Loss	to page 44 for faither mondellone.