

Reference Materials:

Current Population Survey, October 2008: School Enrollment Supplement Technical Documentation. Documentation contains this abstract, questionnaire facsimiles, and record layouts of the file. One copy accompanies each file order. Additional copies are available from Marketing Services Office, Customer Services Center, U.S. Census Bureau, Washington, DC 20233.

U.S. Census Bureau. *The Current Population Survey Design and Methodology* (Technical Paper 66) describes in detail the sample design and survey procedures used as well as the accuracy of estimates and sampling errors. Reference copies should be available from most public libraries or Federal Depository Libraries.

For information about the Current Population Survey and other Census Bureau data products, be sure to visit our online Question & Answer Center on the Census Bureau's home page (<http://www.census.gov/>) where you can search our knowledge base and submit questions.

File Availability:

You can order the file on disc from the Customer Services Center at (301) 763-INFO (4636) or through our online sales catalog (click "Catalog" on the Census Bureau's home page).

NAME	SIZE	DESCRIPTION	LOCATION
HRYEAR4	4	<p>YEAR OF INTERVIEW</p> <p>18 - 21</p> <p>EDITED UNIVERSE: ALL HHLDs IN SAMPLE</p> <p><u>VALID ENTRIES</u></p> <p>1998 MIN VALUE 2999 MAX VALUE</p>	
HURESPLI	2	<p>LINE NUMBER OF THE CURRENT RESPONDENT</p> <p>22 - 23</p> <p><u>VALID ENTRIES</u></p> <p>0 MIN VALUE 99 MAX VALUE</p>	
HUFINAL	3	<p>FINAL OUTCOME CODE</p> <p>24 - 26</p> <p>OUTCOME CODES BETWEEN 001 AND 200 ARE FOR CATI. ALL OTHER OUTCOME CODES ARE FOR CAPI.</p> <p><u>VALID ENTRIES</u></p> <p>000 NEW INTERVIEW - NOT CONTACTED 001 FULLY COMPLETE CATI INTERVIEW 002 PARTIALLY COMPLETED CATI INTERVIEW 005 LABOR FORCE COMPLETE, SUPPLEMENT INCOMPLETE - CATI 024 HH OCCUPIED ENTIRELY BY ARMED FORCES MEMBERS 115 PARTIAL INTERVIEW WITH CALLBACK PLANNED - CATI 200 NEW INTERVIEW - CONTACTED 201 CAPI COMPLETE 202 CALLBACK NEEDED 203 SUFFICIENT PARTIAL - PRECLOSEOUT 204 SUFFICIENT PARTIAL - AT CLOSEOUT 205 LABOR FORCE COMPLETE, - SUPPL. INCOMPLETE - CAPI 210 CAPI COMPLETE REINTERVIEW 216 NO ONE HOME 217 TEMPORARILY ABSENT 218 REFUSED 219 OTHER OCCUPIED - SPECIFY 224 ARMED FORCES OCCUPIED OR UNDER AGE 14</p>	

NAME	SIZE	DESCRIPTION	LOCATION
HEPHONEO	2	IS A TELEPHONE INTERVIEW ACCEPTABLE? EDITED UNIVERSE: HETELHHD = 1 OR HETELAVL = 1 <u>VALID ENTRIES</u> 1 YES 2 NO	37 - 38
HUFAMINC	2	FAMILY INCOME (COMBINED INCOME OF ALL FAMILY MEMBERS DURING THE LAST 12 MONTHS. INCLUDES MONEY FROM JOBS, NET INCOME FROM BUSINESS, FARM OR RENT, PENSIONS, DIVIDENDS, INTEREST, SOCIAL SECURITY PAYMENTS AND ANY OTHER MONEY INCOME RECEIVED BY FAMILY MEMBERS WHO ARE 15 YEARS OF AGE OR OLDER.) <u>VALID ENTRIES</u> 1 LESS THAN \$5,000 2 5,000 TO 7,499 3 7,500 TO 9,999 4 10,000 TO 12,499 5 12,500 TO 14,999 6 15,000 TO 19,999 7 20,000 TO 24,999 8 25,000 TO 29,999 9 30,000 TO 34,999 10 35,000 TO 39,999 11 40,000 TO 49,999 12 50,000 TO 59,999 13 60,000 TO 74,999 14 75,000 TO 99,999 15 100,000 TO 149,999 16 150,000 OR MORE	39 - 40
HUTYPEA	2	TYPE A NONINTERVIEW REASON <u>VALID ENTRIES</u> 1 NO ONE HOME (NOH) 2 TEMPORARILY ABSENT (TA) 3 REFUSED (REF) 4 OTHER OCCUPIED - SPECIFY	41 - 42

NAME	SIZE	DESCRIPTION	LOCATION
HUBUSL3	2	See BUSL1	85 - 86
		<u>VALID ENTRIES</u>	
		1 MIN VALUE	
		99 MAX VALUE	
HUBUSL4	2	See BUSL1	87 - 88
		<u>VALID ENTRIES</u>	
		1 MIN VALUE	
		99 MAX VALUE	

NAME	SIZE	DESCRIPTION	LOCATION
		4 = 500,000 - 999,999	
		5 = 1,000,000 - 2,499,999	
		6 = 2,500,000 - 4,999,999	
		7 = 5,000,000+	
GTCSA	3	Consolidated Statistical Area (CSA) FIPS CODE	108-110
		EDITED UNIVERSE: ALL HHLD's IN SAMPLE	
		<u>VALID ENTRIES</u>	
		000 NOT IDENTIFIED OR NONMETROPOLITAN	
		118 MIN VALUE	
		720 MAX VALUE	
		SPECIFIC CSA CODE (SEE GEOGRAPHIC ATTACHMENT)	
FILLER	3	Filler	111 - 113

NAME	SIZE	DESCRIPTION	LOCATION
PUHROT1	2	<p>LAST WEEK, DID YOU WORK ANY OVERTIME OR EXTRA HOURS (AT YOUR MAIN JOB) THAT YOU DO NOT USUALLY WORK?</p> <p><u>VALID ENTRIES</u></p> <p>1 YES 2 NO</p>	239 - 240
PUHROT2	2	<p>HOW MANY ADDITIONAL HOURS DID YOU WORK?</p> <p><u>VALID ENTRIES</u></p> <p>0 MIN VALUE 99 MAX VALUE</p>	241 - 242
PEHRACT1	2	<p>LAST WEEK, HOW MANY HOURS DID YOU ACTUALLY WORK AT YOUR JOB?</p> <p>EDITED UNIVERSE: PEMLR = 1</p> <p><u>VALID ENTRIES</u></p> <p>0 MIN VALUE 99 MAX VALUE</p>	243 - 244
PEHRACT2	2	<p>LAST WEEK, HOW MANY HOURS DID YOU ACTUALLY WORK AT YOUR OTHER (JOB/JOBS)</p> <p>EDITED UNIVERSE: PEMLR = 1 AND PEMJOT = 1</p> <p><u>VALID ENTRIES</u></p> <p>0 MIN VALUE 99 MAX VALUE</p>	245 - 246

NAME	SIZE	DESCRIPTION	LOCATION
		4) IF ENTRY OF 1 IN HRWANT AND HRACTT < 35 AND (ENTRY OF 1, 2, 3 IN HRRSN1) GOTO HRAVL 5) ALL OTHERS GOTO HRCK8	
PUHRCK12	2	CHECK ITEM 12	271 - 272
		<u>VALID ENTRIES</u>	
		1) IF ENTRY OF 2, D OR R IN BUS2 AND HRACTT IS LESS THAN 15 OR D GOTO LK 2) ALL OTHERS GOTO IOCK1	
PULAYDT	2	HAS YOUR EMPLOYER GIVEN YOU A DATE TO RETURN TO WORK?	273 - 274
		<u>VALID ENTRIES</u>	
		1 YES 2 NO	
PULAY6M	2	HAVE YOU BEEN GIVEN ANY INDICATION THAT YOU WILL BE RECALLED TO WORK WITHIN THE NEXT 6 MONTHS?	275 - 276
		<u>VALID ENTRIES</u>	
		1 YES 2 NO	
PELAYAVL	2	COULD YOU HAVE RETURNED TO WORK LAST WEEK IF YOU HAD BEEN RECALLED?	277 - 278
		EDITED UNIVERSE: PEMLR = 3	
		<u>VALID ENTRIES</u>	
		1 YES 2 NO	

NAME	SIZE	DESCRIPTION	LOCATION
PULAYCK1	2	CHECK ITEM 1	288 - 289
		<u>VALID ENTRIES</u>	
		1 GOTO PULAYCK3	
		2 GOTO PULAYFT	
		3 GOTO PULAYDR	
PULAYCK2	2	CHECK ITEM 2 SCREEN FOR DEPENDENT LAYOFF	290 - 291
		<u>VALID ENTRIES</u>	
		1 GOTO PULAYDR3	
		2 GOTO PULAYFT	
PULAYCK3	2	CHECK ITEM 3 FILTER FOR DEPENDENT I & O	292 - 293
		<u>VALID ENTRIES</u>	
		1 MISCK = 5 GOTO IO1INT	
		2 I-ICR = 1 OR I-OCR = 1, GOTO IO1INT	
		3 ALL OTHERS GOTO SCHCK	
PULK	2	HAVE YOU BEEN DOING ANYTHING TO FIND WORK DURING THE LAST 4 WEEKS?	294 - 295
		<u>VALID ENTRIES</u>	
		1 YES	
		2 NO	
		3 RETIRED	
		4 DISABLED	
		5 UNABLE TO WORK	

NAME	SIZE	DESCRIPTION	LOCATION
PELKM1	2	<p>WHAT ARE ALL OF THE THINGS YOU HAVE DONE TO FIND WORK DURING THE LAST 4 WEEKS? (FIRST METHOD)</p> <p>EDITED UNIVERSE: PEMLR = 4</p> <p><u>VALID ENTRIES</u></p> <ol style="list-style-type: none"> 1 CONTACTED EMPLOYER DIRECTLY/INTERVIEW 2 CONTACTED PUBLIC EMPLOYMENT AGENCY 3 CONTACTED PRIVATE EMPLOYMENT AGENCY 4 CONTACTED FRIENDS OR RELATIVES 5 CONTACTED SCHOOL/UNIVERSITY EMPL CENTER 6 SENT OUT RESUMES/FILLED OUT APPLICATION 7 CHECKED UNION/PROFESSIONAL REGISTERS 8 PLACED OR ANSWERED ADS 9 OTHER ACTIVE 10 LOOKED AT ADS 11 ATTENDED JOB TRAINING PROGRAMS/COURSES 12 NOTHING 13 OTHER PASSIVE 	296 - 297
PULKM2	2	<p>ANYTHING ELSE? (SECOND METHOD)</p> <p><u>VALID ENTRIES</u></p> <ol style="list-style-type: none"> 1 CONTACTED EMPLOYER DIRECTLY/INTERVIEW 2 CONTACTED PULBIC EMPLOYMENT AGENCY 3 CONTACTED PRIVATE EMPLOYMENT AGENCY 4 CONTACTED FRIENDS OR RELATIVES 5 CONTACTED SCHOOL/UNIVERSITY EMPL CENTER 	298 - 299

NAME	SIZE	DESCRIPTION	LOCATION
		3 LEFT MILITARY SERVICE 4 SOMETHING ELSE	
PELKLL2O	2	DID YOU LOSE OR QUIT THAT JOB, OR WAS IT A TEMPORARY JOB THAT ENDED? EDITED UNIVERSE: PELKLL1O = 1 OR 3 <u>VALID ENTRIES</u>	338 - 339
		1 LOST JOB 2 QUIT JOB 3 TEMPORARY JOB ENDED	
PEKLWO	2	WHEN LAST WORKED EDITED UNIVERSE: PELKLL1O = 1 - 4 <u>VALID ENTRIES</u>	340 - 341
		1 WITHIN THE LAST 12 MONTHS 2 MORE THAN 12 MONTHS AGO 3 NEVER WORKED	
PELKDUR	3	DURATION OF JOB SEEKING EDITED UNIVERSE: PEKLWO = 1 - 3 <u>VALID ENTRIES</u>	342 - 344
		0 MIN VALUE 999 MAX VALUE	
PELKFTO	2	FT/PT STATUS OF JOBSEEKER EDITED UNIVERSE: PELKDUR = 0-120 <u>VALID ENTRIES</u>	345 - 346
		1 YES 2 NO 3 DOESN'T MATTER	

NAME	SIZE	DESCRIPTION	LOCATION
PEDWWNTO	2	DO YOU CURRENTLY WANT A JOB, EITHER FULL OR PART TIME? EDITED UNIVERSE: PUDWCK1 = 3, 4, -1 <u>VALID ENTRIES</u> 1 YES, OR MAYBE, IT DEPENDS 2 NO 3 RETIRED 4 DISABLED 5 UNABLE	347 - 348
PEDWRSN	2	WHAT IS THE MAIN REASON YOU WERE NOT LOOKING FOR WORK DURING THE LAST 4 WEEKS? EDITED UNIVERSE: PUDWCK4 = 4, -1 <u>VALID ENTRIES</u> 1 BELIEVES NO WORK AVAILABLE IN AREA OF EXPERTISE 2 COULDN'T FIND ANY WORK 3 LACKS NECESSARY SCHOOLING/ TRAINING 4 EMPLOYERS THINK TOO YOUNG OR TOO OLD 5 OTHER TYPES OF DISCRIMINATION 6 CAN'T ARRANGE CHILD CARE 7 FAMILY RESPONSIBILITIES 8 IN SCHOOL OR OTHER TRAINING 9 ILL-HEALTH, PHYSICAL DISABILITY 10 TRANSPORTATION PROBLEMS 11 OTHER - SPECIFY	349 - 350

NAME	SIZE	DESCRIPTION	LOCATION
PEDWLKO	2	<p>DID YOU LOOK FOR WORK AT ANY TIME IN THE LAST 12 MONTHS</p> <p>EDITED UNIVERSE: (PUDWCK4 = 1-3) or (PEDWRSN = 1-11)</p> <p><u>VALID ENTRIES</u></p> <p>1 YES 2 NO</p>	351 - 352
PEDWWK	2	<p>DID YOU ACTUALLY WORK AT A JOB OR BUSINESS DURING THE LAST 12 MONTHS?</p> <p>EDITED UNIVERSE: PEDWLKO = 1</p> <p><u>VALID ENTRIES</u></p> <p>1 YES 2 NO</p>	353 - 354
PEDW4WK	2	<p>DID YOU DO ANY OF THIS WORK DURING THE LAST 4 WEEKS?</p> <p>EDITED UNIVERSE: PEDWWK = 1</p> <p><u>VALID ENTRIES</u></p> <p>1 YES 2 NO</p>	355 - 356
PEDWLKWK	2	<p>SINCE YOU LEFT THAT JOB OR BUSINESS HAVE YOU LOOKED FOR WORK?</p> <p>EDITED UNIVERSE: PEDW4WK = 2</p> <p><u>VALID ENTRIES</u></p> <p>1 YES 2 NO</p>	357 - 358

NAME	SIZE	DESCRIPTION	LOCATION
PUIOCK3	2	I & O CHECK ITEM 3	456 - 457
		<u>VALID ENTRIES</u>	
		1) IF I-IO1OCC EQUALS D, R OR BLANK THEN GOTO PUIO1OCC	
		2) IF I-IO1DT1 IS D, R OR BLANK THEN GOTO PUIO1OCC	
		3) ALL OTHERS GOTO PUIODP3	
PRIOELG	2	INDUSTRY AND OCCUPATION ELIGIBILITY FLAG	458 - 459
		EDITED UNIVERSE: PEMLR = 1-3, OR (PEMLR = 4 AND PELKLWO = 1 OR 2) OR (PEMLR = 5 AND (PEJHWKO = 1 OR PENLFJH=1), OR (PEMLR = 6 AND PENLFJH = 1), OR PEMLR = 7 AND PEJHWKO = 1)	
		<u>VALID ENTRIES</u>	
		0 NOT ELIGIBLE FOR EDIT	
		1 ELIGIBLE FOR EDIT	
PRAGNA	2	AGRICULTURE/ NON-AGRICULTURE INDUSTRY	460 - 461
		EDITED UNIVERSE: PRIOELG = 1	
		<u>VALID ENTRIES</u>	
		1 AGRICULTURAL	
		2 NON-AGRICULTURAL	

NAME	SIZE	DESCRIPTION	LOCATION
PRCOW1	2	CLASS OF WORKER RECODE - JOB 1 EDITED UNIVERSE: PRIOELG = 1 <u>VALID ENTRIES</u> 1 FEDERAL GOVT 2 STATE GOVT 3 LOCAL GOVT 4 PRIVATE (INCL. SELF-EMPLOYED INCORP.) 5 SELF-EMPLOYED, UNINCORP. 6 WITHOUT PAY	462 - 463
PRCOW2	2	CLASS OF WORKER RRECODE - JOB 2 EDITED UNIVERSE: PRIOELG = 1 AND PEMJOT = 1 AND HRMIS = 4 OR 8 <u>VALID ENTRIES</u> 1 FEDERAL GOVT 2 STATE GOVT 3 LOCAL GOVT 4 PRIVATE (INCL. SELF-EMPLOYED INCORP.) 5 SELF-EMPLOYED, UNINCORP. 6 WITHOUT PAY	464 - 465
PRCOWPG	2	COW - PRIVATE OR GOVERNMENT EDITED UNIVERSE: PEIO1COW = 1 - 5 <u>VALID ENTRIES</u> 1 PRIVATE 2 GOVERNMENT	466 - 467

NAME	SIZE	DESCRIPTION	LOCATION
PRDTOCC1	2	DETAILED OCCUPATION RECODE - JOB 1	476 - 477

EDITED UNIVERSE:
PRIOELG = 1

VALID ENTRIES

- 1 Management occupations
- 2 Business and financial operations occupations
- 3 Computer and mathematical science occupations
- 4 Architecture and engineering occupations
- 5 Life, physical, and social science occupations
- 6 Community and social service occupations
- 7 Legal occupations
- 8 Education, training, and library occupations
- 9 Arts, design, entertainment, sports, and media occupations
- 10 Healthcare practitioner and technical occupations
- 11 Healthcare support occupations
- 12 Protective service occupations
- 13 Food preparation and serving related occupations
- 14 Building and grounds cleaning and maintenance occupations
- 15 Personal care and service occupations
- 16 Sales and related occupations
- 17 Office and administrative support occupations
- 18 Farming, fishing, and forestry occupations
- 19 Construction and extraction occupations
- 20 Installation, maintenance, and repair occupations
- 21 Production occupations
- 22 Transportation and material moving occupations
- 23 Armed Forces

PRDTOCC2	2	DETAILED OCCUPATION RECODE	478 - 479
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EDITED UNIVERSE:
PRIOELG = 1 AND PEMJOT = 1 AND
HRMIS = 4 OR 8

VALID ENTRIES

- 1 Management occupations
- 2 Business and financial operations occupations
- 3 Computer and mathematical science occupations

NAME	SIZE	DESCRIPTION	LOCATION
		4 Architecture and engineering occupations	
		5 Life, physical, and social science occupations	
		6 Community and social service occupations	
		7 Legal occupations	
		8 Education, training, and library occupations	
		9 Arts, design, entertainment, sports, and media occupations	
		10 Healthcare practitioner and technical occupations	
		11 Healthcare support occupations	
		12 Protective service occupations	
		13 Food preparation and serving related occupations	
		14 Building and grounds cleaning and maintenance occupations	
		15 Personal care and service occupations	
		16 Sales and related occupations	
		17 Office and administrative support occupations	
		18 Farming, fishing, and forestry occupations	
		19 Construction and extraction occupations	
		20 Installation, maintenance, and repair occupations	
		21 Production occupations	
		22 Transportation and material moving occupations	
		23 Armed Forces	
PREMP	2	EMPLOYED PERSONS (NON-FARM & NON-PRIVATE HHLD) RECODE	480 - 481
		EDITED UNIVERSE: PEMLR = 1 OR 2 AND PEIO1OCD ne 403-407, 473-484	
		<u>VALID ENTRY</u>	
		1 EMPLOYED PERSONS (EXC. FARM & PRIV HH)	

NAME	SIZE	DESCRIPTION	LOCATION
PRMJIND1	2	MAJOR INDUSTRY RECODE - JOB 1	482 - 483

EDITED UNIVERSE:
PRDTIND1 = 1-51

VALID ENTRIES

- 1 Agriculture, forestry, fishing, and hunting
- 2 Mining
- 3 Construction
- 4 Manufacturing
- 5 Wholesale and retail trade
- 6 Transportation and utilities
- 7 Information
- 8 Financial activities
- 9 Professional and business services
- 10 Educational and health services
- 11 Leisure and hospitality
- 12 Other services
- 13 Public administration
- 14 Armed Forces

PRMJIND2	2	MAJOR INDUSTRY RECODE - JOB 2	484 - 485
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EDITED UNIVERSE:
PRDTIND2 = 1-51

VALID ENTRIES

- 1 Agriculture, forestry, fishing, and hunting
- 2 Mining
- 3 Construction
- 4 Manufacturing
- 5 Wholesale and retail trade
- 6 Transportation and utilities
- 7 Information
- 8 Financial activities
- 9 Professional and business services
- 10 Educational and health services
- 11 Leisure and hospitality
- 12 Other services
- 13 Public administration
- 14 Armed Forces

NAME	SIZE	DESCRIPTION	LOCATION
PRMJOC1	2	MAJOR OCCUPATION RECODE - JOB 1	486 - 487

EDITED UNIVERSE:
PRDTOCC1 = 1-46

VALID ENTRIES

- 1 Management, business, and financial occupations
- 2 Professional and related occupations
- 3 Service occupations
- 4 Sales and related occupations
- 5 Office and administrative support occupations
- 6 Farming, fishing, and forestry occupations
- 7 Construction and extraction occupations
- 8 Installation, maintenance, and repair occupations
- 9 Production occupations
- 10 Transportation and material moving occupations
- 11 Armed Forces

PRMJOC2	2	MAJOR OCCUPATION RECODE - JOB 2	488 - 489
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EDITED UNIVERSE:
PRDTOCC2 = 1-46

VALID ENTRIES

- 1 Management, business, and financial occupations
- 2 Professional and related occupations
- 3 Service occupations
- 4 Sales and related occupations
- 5 Office and administrative support occupations
- 6 Farming, fishing, and forestry occupations
- 7 Construction and extraction occupations
- 8 Installation, maintenance, and repair occupations

NAME	SIZE	DESCRIPTION	LOCATION
		9 Production occupations	
		10 Transportation and material moving occupations	
		11 Armed Forces	
PRMJOCGR	2	MAJOR OCCUPATION CATEGORIES	490 - 491
		EDITED UNIVERSE: PRMJOC = 1-11	
		<u>VALID ENTRIES</u>	
		1 Management, professional, and related occupations	
		2 Service occupations	
		3 Sales and office occupations	
		4 Farming, fishing, and forestry occupations	
		5 Construction, and maintenance occupations	
		6 Production, transportation, and material moving occupations	
		7 Armed Forces	
PRNAGPWS	2	NON-AGRICULTURE, PRIVATE WAGE AND SALARY WORKERS RECODE	492 - 493
		EDITED UNIVERSE: PRCOW1 = 1 AND PEIO1ICD ne 0170 - 0890	
		<u>VALID ENTRY</u>	
		1 NON-AG PRIV WAGE & SALARY	
PRNAGWS	2	NON-AGRICULTURE WAGE AND SALARY WORKERS RECODE	494 - 495
		EDITED UNIVERSE: PEMLR = 1-4 AND PRCOW = 1-4 AND PEIO1ICD ne 0170-0290	
		<u>VALID ENTRY</u>	
		1 NON-AG WAGE AND SALARY WORKERS	

NAME	SIZE	DESCRIPTION	LOCATION
PRSJMJ	2	SINGLE/MULTIPLE JOBHOLDER	496 - 497
		EDITED UNIVERSE: PEMLR = 1 OR 2	
		<u>VALID ENTRIES</u>	
		1 SINGLE JOBHOLDER	
		2 MULTIPLE JOBHOLDER	
PRERELG	2	EARNINGS ELIGIBILITY FLAG	(498 - 499
		EDITED UNIVERSE: PEMLR = 1-2 AND HRMIS = 4 OR 8	
		<u>VALID ENTRIES</u>	
		0 NOT ELIGIBLE FOR EDIT	
		1 ELIGIBLE FOR EDIT	
PEERNUOT	2	DO YOU USUALLY RECEIVE OVERTIME PAY, TIPS, OR COMMISSIONS AT YOUR JOB?	500 - 501
		EDITED UNIVERSE: PRERELG = 1	
		<u>VALID ENTRIES</u>	
		1 YES	
		2 NO	
PEERNPER	2	PERIODICITY 502 - 503	
		EDITED UNIVERSE: PRERELG = 1	
		<u>VALID ENTRIES</u>	
		1 HOURLY	
		2 WEEKLY	
		3 BI-WEEKLY	
		4 TWICE MONTHLY	
		5 MONTHLY	
		6 ANNUALLY	
		7 OTHER - SPECIFY	

NAME	SIZE	DESCRIPTION	LOCATION
PEERNRT	2	(EVEN THOUGH YOU TOLD ME IT IS EASIER TO REPORT YOUR EARNINGS (PERIODICITY); ARE YOU PAID AT AN HOURLY RATE ON YOUR (MAIN/THIS) JOB? EDITED UNIVERSE: PEERNPER = 2-7 <u>VALID ENTRIES</u> 1 YES 2 NO	504 - 505
PEERNHRY	2	HOURLY/NONHOURLY STATUS EDITED UNIVERSE: PRERELG = 1 <u>VALID ENTRIES</u> 1 HOURLY WORKER 2 NONHOURLY WORKER	506 - 507
PUERNH1C	4	WHAT IS YOUR HOURLY RATE OF PAY ON THIS JOB, EXCLUDING OVERTIME PAY, TIPS OR COMMISSION? DOLLAR AMOUNT - 2 IMPLIED DECIMALS <u>VALID ENTRIES</u> 0 MIN VALUE 9999 MAX VALUE (Subject to topcoding based on the entry in PEERNHRO such that PEERNHRO x PUERNHIC < or = 2884.61)	508 - 511

NAME	SIZE	DESCRIPTION	LOCATION
PEERNH2	4	(EXCLUDING OVERTIME PAY, TIPS AND COMMISSIONS) WHAT IS YOUR HOURLY RATE OF PAY ON YOUR (MAIN/THIS) JOB? DOLLAR AMOUNT - 2 IMPLIED DECIMALS EDITED UNIVERSE: PEERNRT = 1 <u>VALID ENTRIES</u> 0 MIN VALUE 9999 MAX VALUE (Subject to topcoding based on the in PEERNHRO such that PEERNHRO x PEERNH2 < or = 2884.61)	512 - 515
PEERNH10	4	OUT VARIABLE FOR HOURLY RATE OF PAY (2 IMPLIED DECIMALS) EDITED UNIVERSE: PEERNPER = 1 <u>VALID ENTRIES</u> 0 MIN VALUE 9999 MAX VALUE (Subject to topcoding based on the entry in PEERNHRO such that PEERNHRO x PEERNHLY < or = 2884.61)	516 - 519
PRERNHLY	4	RECODE FOR HOURLY RATE 2 IMPLIED DECIMALS EDITED UNIVERSE: PEERNPER = 1 OR PEERNRT = 1 <u>VALID ENTRIES</u> 0 MIN VALUE 9999 MAX VALUE (Subject to topcoding based on the entry in PEERNHRO such that PEERNHRO x PEERNHLY < or = 2884.61)	520 - 523

NAME	SIZE	DESCRIPTION	LOCATION
PTHR	1	HOURLY PAY - TOP CODE	524 - 524
		<u>VALID ENTRIES</u>	
		0 NOT TOPCODED	
		1 TOPCODED	
PEERNHRO	2	USUAL HOURS	525 - 526
		EDITED UNIVERSE: PEERNH10 = ENTRY	
		<u>VALID ENTRIES</u>	
		0 MIN VALUE	
		99 MAX VALUE	
PRERNWA	8	WEEKLY EARNINGS RECODE 2 IMPLIED DECIMALS	527 - 534
		EDITED UNIVERSE: PRERELG = 1	
		<u>VALID ENTRIES</u>	
		0 MIN VALUE	
		288461 MAX VALUE	
PTWK	1	WEEKLY EARNINGS - TOP CODE	535 - 535
		0 NOT TOPCODED	
		1 TOPCODED	
FILLER	4	Filler	536 - 539
PEERN	8	CALCULATED WEEKLY OVERTIME AMOUNT 2 IMPLIED DECIMALS	540 - 547
		EDITED UNIVERSE: PEERNUOT = 1 AND PEERNPER = 1	
		<u>VALID ENTRIES</u>	
		0 MIN VALUE	
		288461 MAX VALUE	

NAME	SIZE	DESCRIPTION	LOCATION
PUERN2	8	CALCULATED WEEKLY OVERTIME AMOUNT 2 IMPLIED DECIMALS <u>VALID ENTRIES</u> 0 MIN VALUE 288461 MAX VALUE	548 - 555
PTOT	1	WEEKLY OVERTIME AMOUNT - TOP CODE <u>VALID ENTRIES</u> 0 NOT TOPCODED 1 TOPCODED	556 - 556
FILLER	2	Filler	557 - 558
PEERNWKP	2	HOW MANY WEEKS A YEAR DO YOU GET PAID FOR? EDITED UNIVERSE: PEERNPER = 6 <u>VALID ENTRIES</u> 01 MIN VALUE 52 MAX VALUE	559 - 560
PEERNLAB	2	ON THIS JOB, ARE YOU A MEMBER OF A LABOR UNION OR OF AN EMPLOYEE ASSOCIATION SIMILAR TO A UNION? EDITED UNIVERSE: (PEIO1COW = 1-5 AND PEMLR = 1-2 AND HRMIS = 4, 8) <u>VALID ENTRIES</u> 1 YES 2 NO	561 - 562

NAME	SIZE	DESCRIPTION	LOCATION
PEERNCOV	2	<p>ON THIS JOB ARE YOU COVERED BY A UNION OR EMPLOYEE ASSOCIATION CONTRACT?</p> <p>EDITED UNIVERSE: (PEIO1COW = 1-5 AND PEMLR = 1-2 AND HRMIS = 4, 8)</p> <p><u>VALID ENTRIES</u></p> <p>1 YES 2 NO</p>	563 - 564
PENLFJH	2	<p>WHEN DID YOU LAST WORK AT A JOB OR BUSINESS?</p> <p>EDITED UNIVERSE: HRMIS = 4 OR 8 AND PEMLR = 3-7</p> <p><u>VALID ENTRIES</u></p> <p>1 WITHIN THE LAST 12 MONTHS 2 MORE THAN 12 MONTHS AGO 3 NEVER WORKED</p>	565 - 566
PENLFRET	2	<p>ARE YOU RETIRED FROM A JOB OR BUSINESS?</p> <p>EDITED UNIVERSE: PEAGE = 50+ AND PEMLR = 3-7</p> <p><u>VALID ENTRIES</u></p> <p>1 YES 2 NO</p>	567 - 568

NAME	SIZE	DESCRIPTION	LOCATION
PENLFACT	2	<p>WHAT BEST DESCRIBES YOUR SITUATION AT THIS TIME? FOR EXAMPLE, ARE YOU DISABLED, ILL, IN SCHOOL, TAKING CARE OF HOUSE OR FAMILY, OR SOMETHING ELSE?</p> <p>EDITED UNIVERSE: (PEAGE = 14-49) or (PENLFRET = 2)</p> <p><u>VALID ENTRIES</u></p> <p>1 DISABLED 2 ILL 3 IN SCHOOL 4 TAKING CARE OF HOUSE OR FAMILY 5 IN RETIREMENT 6 SOMETHING ELSE/OTHER</p>	569 - 570
PUNLFCK1	2	<p>NOT IN LABOR FORCE CHECK ITEM - 1</p> <p><u>VALID ENTRIES</u></p> <p>1) IF AGERNG EQUALS 1-4 OR 9 THEN GOTO NLFACT 2) ALL OTHERS GOT NLFRET</p>	571 - 572
PUNLFCK2	2	<p>NOT IN LABOR FORCE CHECK ITEM - 2</p> <p><u>VALID ENTRIES</u></p> <p>1) IF MISCK EQUALS 4 OR 8 THEN GOTO NLFJH 2) ALL OTHERS GOTO LBFR-END</p>	573 - 574
PESCHENR	2	<p>LAST WEEK, WERE YOU ENROLLED IN A HIGH SCHOOL, COLLEGE, OR UNIVERSITY?</p> <p>EDITED UNIVERSE: PRPERTYP = 2 and PEAGE = 16-24</p> <p><u>VALID ENTRIES</u></p> <p>1 YES 2 NO</p>	575 - 576

NAME	SIZE	DESCRIPTION	LOCATION
PWLGWGT	10	<p>LONGITUDINAL WEIGHT (4 IMPLIED DECIMALS) ONLY FOUND ON ADULT RECORDS MATCHED FROM MONTH TO MONTH. (USED FOR GROSS FLOWS ANALYSIS)</p> <p>EDITED UNIVERSE: PRPERTYP = 2</p>	593 - 602
PWORWGT	10	<p>OUTGOING ROTATION WEIGHT (4 IMPLIED DECIMALS) USED FOR TALLYING INFORMATION COLLECTED ONLY IN OUTGOING ROTATIONS (i.e., EARNINGS, 2nd JOB I & O, DETAILED NILF)</p> <p>EDITED UNIVERSE: PRPERTYP = 2</p>	603 - 612
PWSSWGT	10	<p>FINAL WEIGHT (4 IMPLIED DECIMAL PLACES) USED FOR MOST TABULATIONS, CONTROLLED TO INDEPENDENT ESTIMATES FOR 1) STATES; 2) ORIGIN, SEX, AND AGE; AND 3) AGE, RACE, AND SEX.</p> <p>EDITED UNIVERSE: PRPERTYP = 1-3</p>	613 - 622
PWVETWGT	10	<p>VETERANS WEIGHT (4 IMPLIED DECIMALS) USED FOR TALLYING VETERAN'S DATA ONLY, CONTROLLED TO ESTIMATES OF VETERANS SUPPLIED BY VA.</p> <p>EDITED UNIVERSE: PRPERTYP = 2</p>	623 - 632

NAME	SIZE	DESCRIPTION	LOCATION
PEHGCOMP		<p>What was the highest grade of regular school...completed before receiving...s GED?</p> <p>EDITED UNIVERSE = PEDIPGED = 2</p> <p><u>VALID ENTRIES</u></p> <p>-1 =Not in universe 1 = Less than 1st grade 2 = 1st, 2nd, 3rd, or 4th grade 3 = 5th or 6th grade 4 = 7th or 8th grade 5 = 9th grade 6 = 10th grade 7 = 11th grade 8 = 12th grade (no diploma)</p>	824 - 825
PECYC	2	<p>How many years of college credit has...completed?</p> <p>EDITED UNIVERSE: PEEDUCA =40-42</p> <p><u>VALID ENTRIES</u></p> <p>-1 = Not in universe 1 = Less than 1 year (includes 0 years completed) 2 = The first or Freshman year 3 = The second or Sophomore year 4 = The third or Junior year 5 = Four or more years</p>	826 - 827
PEGRPROF	2	<p>Since completing...bachelor's degree, have you taken any graduate or professional school courses for credit?</p> <p>EDITED UNIVERSE: PEEDUCA = 43</p> <p><u>VALID ENTRIES</u></p> <p>-1 = Not in universe 1 = Yes 2 = No</p>	828 - 829

NAME	SIZE	DESCRIPTION	LOCATION
PWCMPWGT	10	Composited Final Weight. Used to create BLS's published labor force statistics (4 implied decimal places) EDITED UNIVERSE: PRPERTYP = 2 AND PEAGE = 16+	846 - 855
PEIO1ICD	4	INDUSTRY CODE FOR PRIMARY JOB EDITED UNIVERSE: (PEMLR = 1-3) OR (PEMLR = 4 AND PELKLWO = 1-2) OR (PEMLR = 5 AND (PENLFJH = 1 OR PEJHWKO = 1)) OR (PEMLR = 6 AND PENLFJH = 1) OR (PEMLR = 7 AND PEJHWKO=1) <u>VALID ENTRIES</u> 0 MIN VALUE 9999 MAX VALUE	856 - 859
PEIO1OCD	4	OCCUPATION CODE FOR PRIMARY JOB. EDITED UNIVERSE: (PEMLR = 1-3) OR (PEMLR = 4 AND PELKLWO = 1-2) OR (PEMLR = 5 AND (PENLFJH = 1 OR PEJHWKO = 1)) OR (PEMLR = 6 AND PENLFJH = 1) OR (PEMLR = 7 AND PEJHWKO = 1) <u>VALID ENTRIES</u> 0 MIN VALUE 9999 MAX VALUE	860 - 863

NAME	SIZE	DESCRIPTION	LOCATION
PEAFWHN1	2	<p>WHEN DID YOU SERVE?</p> <p>EDITED UNIVERSE: PEAFEVER = 1</p> <p><u>VALID ENTRIES</u></p> <ol style="list-style-type: none"> 1 SEPTEMBER 2001 OR LATER 2 AUGUST 1990 TO AUGUST 2001 3 MAY 1975 TO JULY 1990 4 VIETNAM ERA (AUGUST 1964 TO APRIL 1975) 5 FEBRUARY 1955 TO JULY 1964 6 KOREAN WAR (JULY 1950 TO JANUARY 1955) 7 JANUARY 1947 TO JUNE 1950 8 WORLD WAR II (DECEMBER 1941 TO DECEMBER 1946) 9 NOVEMBER 1941 OR EARLIER 	876 - 877
PEAFWHN2	2	<p>WHEN DID YOU SERVE?</p> <p>EDITED UNIVERSE: PEAFEVER = 1</p> <p><u>VALID ENTRIES</u></p> <ol style="list-style-type: none"> 1 SEPTEMBER 2001 OR LATER 2 AUGUST 1990 TO AUGUST 2001 3 MAY 1975 TO JULY 1990 4 VIETNAM ERA (AUGUST 1964 TO APRIL 1975) 5 FEBRUARY 1955 TO JULY 1964 6 KOREAN WAR (JULY 1950 TO JANUARY 1955) 7 JANUARY 1947 TO JUNE 1950 8 WORLD WAR II (DECEMBER 1941 TO DECEMBER 1946) 9 NOVEMBER 1941 OR EARLIER 	878 - 879

NAME	SIZE	DESCRIPTION	LOCATION
PECOHAB	2	LINE NUMBER OF COHABITING PARTNER	894 - 895
		EDITED UNIVERSE: ALL	
		<u>VALID ENTRIES</u>	
		-1 NO PARTNER PRESENT	
		01 MIN VALUE	
		16 MAX VALUE	
PXLNDAD	2	ALLOCATION FLAG	896 - 897
PXLNMOM	2	ALLOCATION FLAG	898 - 899
PXDADTYP	2	ALLOCATION FLAG	900 - 901
PXMOMTYP	2	ALLOCATION FLAG	902 - 903
PXCOHAB	2	ALLOCATION FLAG	904 - 905
FILLER	45	FILLER	906 - 950

<u>NAME</u>	<u>SIZE</u>	<u>DESCRIPTION</u>	<u>LOCATION</u>
PEGRADE	2	What grade or year is ... attending? EDITED UNIVERSE: PESSCHOL=1 and PRTAGE >=15 VALID ENTRIES: -1 Not in Universe 01-08 Elementary 09-12 High School 13 1st year of college (freshman) 14 2nd year of college (sophomore) 15 3rd year of college (junior) 16 4th year of college (senior) 17 1st year of graduate school 18 2nd year or higher of graduate school	955-956
PEFULL	2	Is ... attending college full-time or part-time? EDITED UNIVERSE: PEGRADE=13-18 and PRTAGE >=15 VALID ENTRIES: -1 Not in Universe 1 Full-time 2 Part-time	957-958
PESTYPE	2	Is this a 2-year or a 4-year college or university? EDITED UNIVERSE: PEGRADE=13-18 and PRTAGE >=15 VALID ENTRIES: -1 Not in Universe 1 2-year college (community or junior college) 2 4-year college or university	959-960

<u>NAME</u>	<u>SIZE</u>	<u>DESCRIPTION</u>	<u>LOCATION</u>
PEGED	2	<p>Did ... you complete high school by means of a GED or other equivalent?</p> <p>EDITED UNIVERSE: PRTAGE=15-29 and (PESSCHOL=2 or PEGRADE > 12)</p> <p>VALID ENTRIES:</p> <p>-1 Not in universe 1 Yes 2 No</p>	973-974
PESUSFPX	2	<p>Who reported for this person?</p> <p>EDITED UNIVERSE: PRPERTYP=2</p> <p>VALID ENTRIES:</p> <p>-9 N/A -3 Refusal -2 Don't know -1 Not in Universe 1 Self 2 Parent 3 Spouse 4 Other relative 5 Nonrelative</p>	975-976
PESCH35	2	<p>Is ... attending or enrolled in nursery school, kindergarten or elementary school?</p> <p>EDITED UNIVERSE: PRPERTYP=1 and PRTAGE=3-5</p> <p>VALID ENTRIES:</p> <p>-1 Not in universe 1 Yes 2 No</p>	977-978

<u>NAME</u>	<u>SIZE</u>	<u>DESCRIPTION</u>	<u>LOCATION</u>
PESCH614	2	<p>Is ... attending or enrolled in regular school? (regular school includes nursery school, kindergarten, elementary school and schooling which leads to a high school diploma or college degree)</p> <p>EDITED UNIVERSE: PRPERTYP=1 AND PRTAGE=6-14</p> <p>VALID ENTRIES:</p> <p>-1 Not in universe 1 Yes 2 No</p>	979-980
PECHPUB	2	<p>Is ... enrolled in public or private school?</p> <p>EDITED UNIVERSE: (PESCH35=1 OR PESCH614=1) AND PRTAGE=3-14</p> <p>VALID ENTRIES:</p> <p>-1 Not in Universe 1 Public 2 Private</p>	981-982
PECHGRDE	2	<p>What grade or year is ... attending? (If nursery school or kindergarten, ask if full-day or part-day)</p> <p>EDITED UNIVERSE: (PESCH35=1 OR PESCH614=1) AND PRTAGE=3-14</p> <p>VALID ENTRIES:</p> <p>-1 Not in Universe 1 Nursery (pre-school, prekindergarten) full- day 2 Nursery (pre-school, prekindergarten) part- day 3 Kindergarten full-day 4 Kindergarten part-day 5-16 Grades 1 through 12 - elementary - high school</p>	983-984

<u>NAME</u>	<u>SIZE</u>	<u>DESCRIPTION</u>	<u>LOCATION</u>
PES56	2	<p>Was ... attending or enrolled in a regular school in October 2007; that is, October of last year?</p> <p>EDITED UNIVERSE: PRTAGE=3-14</p> <p>VALID ENTRIES:</p> <ul style="list-style-type: none"> -1 Not in universe 1 Yes 2 No 	985-986
PES57	2	<p>What grade was ... attending last year?</p> <p>EDITED UNIVERSE: PES56=1 AND PRTAGE=3-14</p> <p>VALID ENTRIES:</p> <ul style="list-style-type: none"> -1 Not in Universe 1 Nursery school (pre-school, pre kindergarten) 2 Kindergarten 3-10 Grades 1 through 8 - Elementary 11-14 Grades 9 through 12 - High school 	987-988
PRENPUPR	2	<p>Combined enrollment with public/private</p> <p>EDITED UNIVERSE: PRTAGE=3+</p> <p>VALID ENTRIES:</p> <ul style="list-style-type: none"> -1 Not in universe 1 Enrolled - private school 2 Enrolled - public school 3 Not enrolled 	989-990

<u>NAME</u>	<u>SIZE</u>	<u>DESCRIPTION</u>	<u>LOCATION</u>
PRENR	2	Enrolled in school - all groups EDITED UNIVERSE: PRTAGE=3+ VALID ENTRIES: -1 Not in universe 0 Not enrolled 1 Enrolled	991-992
PRLEVEL	2	Grade enrolled - ages 3+ EDITED UNIVERSE: PRTAGE=3+ VALID ENTRIES: -1 Not in universe 20 Nursery school 21 Kindergarten 01-12 Grade 1 - 12 13 1st year of college (freshman) 14 2nd year of college (sophomore) 15 3rd year of college (junior) 16 4th year of college (senior) 17 1st year of graduate school 18 2nd year or higher of graduate school	993-994
PXSSCHOL	2	Allocation flag for PESSCHOL VALID ENTRIES: 0 Not allocated 1 Allocated	995-996
PXPUBLIC	2	Allocation flag for PEPUBLIC VALID ENTRIES: 0 Not allocated 1 Allocated	997-998

CODE	DESCRIPTION	INDUSTRY CODE
43	Social assistance	8370 - 8470
44	Arts, entertainment, and recreation	8560 - 8590
45	Accommodation	8660, 8670
46	Food services and drinking places	8680, 8690
47	Repair and maintenance	8770 - 8890
48	Personal and laundry services	8970 - 9090
49	Membership associations and organizations	9160 - 9190
50	Private households	9290
51	Public administration	9370 - 9590
52	Armed forces	9890

Major Industry Recodes (01-14)

These codes correspond to Items PRMJIND1 and PRMJIND2 located in positions 482-485 of the Basic CPS record layout in all months **except** March. In **March**, these codes correspond to Item A-MJIND and are located in positions 155-156

CODE	DESCRIPTION	INDUSTRY CODE
1	Agriculture, forestry, fishing, and hunting	0170-0290
2	Mining	0370-0490
3	Construction	0770
4	Manufacturing	1070-3990
5	Wholesale and retail trade	4070-5790
6	Transportation and utilities	6070-6390, 0570-0690
7	Information	6470-6780
8	Financial activities	6870-7190
9	Professional and business services	7270-7790
10	Educational and health services	7860-8470
11	Leisure and hospitality	8560-8690
12	Other services	8770-9290
13	Public administration	9370-9590
14	Armed Forces	9890

ATTACHMENT 11

Specific Metropolitan Identifiers

(Geographic Attachment for CPS Public Use File Documentation Beginning August 2005)

List 1. FIPS Metropolitan Area (CBSA) Codes

List 2. FIPS Consolidated Statistical Area (CSA) Codes

List 3. Individual Principal Cities

List 4. FIPS County Codes

Unless otherwise noted, all definitions for geographic areas on these lists reflect the June 30, 2003 OMB definitions.

CSA Code	CBSA Code	CSA Title Component Parts (CBSA's)
715		Boston-Worcester-Manchester, MA-NH-CT-ME (part) (The Manchester, NH and Portsmouth, NH-ME NECTA's are not individually identified on the files, but these records are coded as being in the Combined New England City and Town Areas {CNECTA}. The Connecticut and Maine portions of this CNECTA are not identified.)
	71650	Boston-Cambridge-Quincy, MA-NH NECTA
	74500	Leominster-Fitchburg-Gardner, MA NECTA
	79600	Worcester, MA-CT NECTA
720		Bridgeport-New Haven-Stamford, CT
	71950	Bridgeport-Stamford-Norwalk, CT NECTA*
	72850	Danbury, CT NECTA
	75700	New Haven, CT NECTA*
	78700	Waterbury, CT NECTA

* These 2 NECTA's appear in both the New York City CSA (using the county based CBSA definitions) and the Bridgeport-New Haven-Stamford CNECTA (using the NECTA definitions). They are coded on the public use file in the GTCSA field as being in the Bridgeport-New Haven-Stamford CNECTA. If you want to add them to the New York City CSA, you'll need to add them in using the appropriate GTCBSA codes.

CBSA Code	Title City	GTINDVPC
28140	Kansas City, MO-KS Kansas portion Kansas City Overland Park	 1 2
35380	New Orleans-Metairie-Kenner, LA New Orleans	 1
71650	Boston-Cambridge-Quincy, MA-NH Massachusetts portion Boston Cambridge	 1 2
19820	Detroit-Warren-Livonia, MI Wayne County Detroit Livonia Macomb County Warren	 1 2 1
33460	Minneapolis-St., Paul-Bloomington, MN-WI Minneapolis	 1
29820	Las Vegas-Paradise, NV Las Vegas Paradise	 1 2
35620	New York-Northern New Jersey-Long Island, NY-NJ-PA New Jersey portion Newark	 1
15380	Buffalo-Niagara Falls, NY Buffalo	 1
16740	Charlotte-Gastonia-Concord, NC-SC Charlotte	 1
77200	Providence-Fall River-Warwick, RI-MA Rhode Island portion Providence	 1

ATTACHMENT 13

CURRENT POPULATION SURVEY

October 2008 School Enrollment Supplement
Selected Unweighted Tallies

Selected Unweighted School Enrollment - Adult Tallies

<u>ITEM</u>	<u>VALUE</u>	<u>TALLIES</u>
SSCHOL	Is ... attending or enrolled in regular school? (Regular school includes elementary school, high school and schooling that leads to a college or professional school degree)	
	1 Yes	13,905
	2 No	92,096
PUBLIC	Is ... enrolled in public or private school?	
	1 Yes	11,722
	2 No	2,183
FULL	Is ... attending college full-time or part-time?	
	1 Yes	5,363
	2 No	2,236
STYPE	Is this a 2-year or a 4-year college or university?	
	1 Yes	2,231
	2 No	5,368

Selected Unweighted School Enrollment - Children Tallies

<u>ITEM</u>	<u>VALUE</u>	<u>TALLIES</u>
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NOTE: Screen children items using PRPERTYP=1 to match the universes for the items listed.

PESCH35	Is ... attending or enrolled in nursery school, kindergarten or elementary school?	
	1 Yes	3,566
	2 No	1,840
PESCH614	Is ... attending or enrolled in regular school?	
	1 Yes	16,724
	2 No	280
PECHPUB	Is ... enrolled in public or private school?	
	1 Public	17,187
	2 Private	2,653

ATTACHMENT 15

ALLOCATION FLAGS

Current Population Survey

For every edited item, there is a corresponding allocation flag with the prefix "PX". The last six characters of the names are the same. For example, PXMLR is the allocation flag for PEMLR. All allocation flags have the following list of possible values.

00	VALUE - NO CHANGE
01	BLANK - NO CHANGE
02	DON'T KNOW - NO CHANGE
03	REFUSED - NO CHANGE
10	VALUE TO VALUE
11	BLANK TO VALUE
12	DON'T KNOW TO VALUE
13	REFUSED TO VALUE
20	VALUE TO LONGITUDINAL VALUE
21	BLANK TO LONGITUDINAL VALUE
22	DON'T KNOW TO LONGITUDINAL VALUE
23	REFUSED TO LONGITUDINAL VALUE
30	VALUE TO ALLOCATED VALUE LONG.
31	BLANK TO ALLOCATED VALUE LONG.
32	DON'T KNOW TO ALLOCATED VALUE LONG.
33	REFUSED TO ALLOCATED VALUE LONG.
40	VALUE TO ALLOCATED VALUE
41	BLANK TO ALLOCATED VALUE
42	DON'T KNOW TO ALLOCATED VALUE
43	REFUSED TO ALLOCATED VALUE
50	VALUE TO BLANK
52	DON'T KNOW TO BLANK
53	REFUSED TO BLANK

ATTACHMENT 16

Source and Accuracy of Estimates for the October 2008 CPS Microdata File on School Enrollment

SOURCE OF DATA

The data in this microdata file are from the October 2008 Current Population Survey (CPS). The U.S. Census Bureau conducts the CPS every month, although this file has only October data. The October survey uses two sets of questions, the basic CPS and a set of supplemental questions. The CPS, sponsored jointly by the Census Bureau and the U.S. Bureau of Labor Statistics, is the country's primary source of labor force statistics for the entire population. The Census Bureau and the National Center for Education Statistics also jointly sponsor the supplemental questions for October.

Basic CPS. The monthly CPS collects primarily labor force data about the civilian noninstitutional population living in the United States. The institutionalized population, which is excluded from the population universe, is composed primarily of the population in correctional institutions and nursing homes (91 percent of the 4.1 million institutionalized people in Census 2000). Interviewers ask questions concerning labor force participation about each member 15 years old and over in sample households. Typically, the week containing the nineteenth of the month is the interview week. The week containing the twelfth is the reference week (i.e., the week about which the labor force questions are asked).

The CPS uses a multistage probability sample based on the results of the decennial census, with coverage in all 50 states and the District of Columbia. The sample is continually updated to account for new residential construction. When files from the most recent decennial census become available, the Census Bureau gradually introduces a new sample design for the CPS.¹

In April 2004, the Census Bureau began phasing out the 1990 sample and replacing it with the 2000 sample, creating a mixed sampling frame. Two simultaneous changes occurred during this phase-in period. First, primary sampling units (PSUs)² selected for only the 2000 design gradually replaced those selected for the 1990 design. This involved 10 percent of the sample. Second, within PSUs selected for both the 1990 and 2000 designs, sample households from the 2000 design gradually replaced sample households from the 1990 design. This involved about 90 percent of the sample. The new sample design was completely implemented by July 2005.

In the first stage of the sampling process, PSUs are selected for sample. The United States is divided into 2,025 PSUs. The PSUs were redefined for this design to correspond to the Office of Management and Budget definitions of Core-Based Statistical Area definitions and to improve efficiency in field operations. These PSUs are grouped into 824 strata. Within each stratum, a single PSU is chosen for the sample, with its probability of selection proportional to its population as of the most recent decennial census. This PSU represents the entire stratum from which it was selected. In the case of strata consisting of only one PSU, the PSU is chosen with certainty.

¹ For detailed information on the 1990 sample redesign, please see reference [1].

² The PSUs correspond to substate areas (i.e., counties or groups of counties) that are geographically contiguous.

Approximately 72,000 housing units were selected for sample from the sampling frame in October. Based on eligibility criteria, 11 percent of these housing units were sent directly to computer-assisted telephone interviewing (CATI). The remaining units were assigned to interviewers for computer-assisted personal interviewing (CAPI).³ Of all housing units in sample, about 60,000 were determined to be eligible for interview. Interviewers obtained interviews at about 55,000 of these units. Noninterviews occur when the occupants are not found at home after repeated calls or are unavailable for some other reason.

October Supplement. In October 2008, in addition to the basic CPS questions, interviewers asked supplementary questions of household members three years old and over on school enrollment.

Estimation Procedure. This survey's estimation procedure adjusts weighted sample results to agree with independently derived population estimates of the civilian noninstitutional population of the United States and each state (including the District of Columbia). These population estimates, used as controls for the CPS, are prepared monthly to agree with the most current set of population estimates that are released as part of the Census Bureau's population estimates and projections program.

The population controls for the nation are distributed by demographic characteristics in two ways:

- Age, sex, and race (White alone, Black alone, and all other groups combined).
- Age, sex, and Hispanic origin.

The population controls for the states are distributed by race (Black alone and all other race groups combined), age (0-15, 16-44, and 45 and over), and sex.

The independent estimates by age, sex, race, and Hispanic origin, and for states by selected age groups and broad race categories, are developed using the basic demographic accounting formula whereby the population from the latest decennial data is updated using data on the components of population change (births, deaths, and net international migration) with net internal migration as an additional component in the state population estimates.

The net international migration component in the population estimates includes a combination of the following:

- Legal migration to the United States.
- Emigration of foreign-born and native people from the United States.
- Net movement between the United States and Puerto Rico.
- Estimates of temporary migration.
- Estimates of net residual foreign-born population, which include unauthorized migration.
-

Because the latest available information on these components lags the survey date, it is necessary to make short-term projections of these components to develop the estimate for the survey date.

³ For further information on CATI and CAPI and the eligibility criteria, please see reference [2].

ACCURACY OF THE ESTIMATES

A sample survey estimate has two types of error: sampling and nonsampling. The accuracy of an estimate depends on both types of error. The nature of the sampling error is known given the survey design; the full extent of the nonsampling error is unknown.

Sampling Error. Since the CPS estimates come from a sample, they may differ from figures from an enumeration of the entire population using the same questionnaires, instructions, and enumerators. For a given estimator, the difference between an estimate based on a sample and the estimate that would result if the sample were to include the entire population is known as sampling error. Standard errors, as calculated by methods described in “Standard Errors and Their Use,” are primarily measures of the magnitude of sampling error. However, they may include some nonsampling error.

Nonsampling Error. For a given estimator, the difference between the estimate that would result if the sample were to include the entire population and the true population value being estimated is known as nonsampling error. There are several sources of nonsampling error that may occur during the development or execution of the survey. It can occur because of circumstances created by the interviewer, the respondent, the survey instrument, or the way the data are collected and processed. For example, errors could occur because:

- The interviewer records the wrong answer, the respondent provides incorrect information, the respondent estimates the requested information, or an unclear survey question is misunderstood by the respondent (measurement error).
- Some individuals that should have been included in the survey frame were missed (coverage error).
- Responses are not collected from all those in the sample or the respondent is unwilling to provide information (nonresponse error).
- Values are estimated imprecisely for missing data (imputation error).
- Forms may be lost, data may be incorrectly keyed, coded, or recoded, etc. (processing error).

To minimize these errors, the Census Bureau applies quality control procedures during all stages of the production process including the design of the survey, the wording of questions, the review of the work of interviewers and coders, and the statistical review of reports.

Two types of nonsampling error that can be examined to a limited extent are nonresponse and undercoverage.

Nonresponse. The effect of nonresponse cannot be measured directly, but one indication of its potential effect is the nonresponse rate. For the October 2008 basic CPS, the household-level nonresponse rate was 8.3 percent. The person-level nonresponse rate for the School Enrollment supplement was an additional 5.5 percent.

Comparability of Data. Data obtained from the CPS and other sources are not entirely comparable. This results from differences in interviewer training and experience and in differing survey processes. This is an example of nonsampling variability not reflected in the standard errors. Therefore, caution should be used when comparing results from different sources.

Data users should be careful when comparing the data from this microdata file, which reflects Census 2000-based controls, with microdata files from March 1994 through December 2002, which reflect 1990 census-based controls. Ideally, the same population controls should be used when comparing any estimates. In reality, the use of the same population controls is not practical when comparing trend data over a period of 10 to 20 years. Thus, when it is necessary to combine or compare data based on different controls or different designs, data users should be aware that changes in weighting controls or weighting procedures can create small differences between estimates. See the discussion following for information on comparing estimates derived from different controls or different sample designs.

Microdata files from previous years reflect the latest available census-based controls. Although the most recent change in population controls had relatively little impact on summary measures such as averages, medians, and percentage distributions, it did have a significant impact on levels. For example, use of Census 2000-based controls results in about a 1 percent increase from the 1990 census-based controls in the civilian noninstitutional population and in the number of families and households. Thus, estimates of levels for data collected in 2003 and later years will differ from those for earlier years by more than what could be attributed to actual changes in the population. These differences could be disproportionately greater for certain population subgroups than for the total population.

Note that certain microdata files from 2002, namely June, October, November, and the 2002 ASEC, contain both Census 2000-based estimates and 1990 census-based estimates and are subject to the comparability issues discussed previously. All other microdata files from 2002 reflect the 1990 census-based controls.

Users should also exercise caution because of changes caused by the phase-in of the Census 2000 files (see “Basic CPS”). During this time period, CPS data were collected from sample designs based on different censuses. Three features of the new CPS design have the potential of affecting published estimates: (1) the temporary disruption of the rotation pattern from August 2004 through June 2005 for a comparatively small portion of the sample, (2) the change in sample areas, and (3) the introduction of the new Core-Based Statistical Areas (formerly called metropolitan areas). Most of the known effect on estimates during and after the sample redesign will be the result of changing from 1990 to 2000 geographic definitions. Research has shown that the national-level estimates of the metropolitan and nonmetropolitan populations should not change appreciably because of the new sample design. However, users should still exercise caution when comparing metropolitan and nonmetropolitan estimates across years with a design change, especially at the state level.

Caution should also be used when comparing Hispanic estimates over time. No independent population control totals for people of Hispanic origin were used before 1985.

A Nonsampling Error Warning. Since the full extent of the nonsampling error is unknown, one should be particularly careful when interpreting results based on small differences between estimates. The Census Bureau recommends that data users incorporate information about nonsampling errors into their analyses, as nonsampling error could impact the conclusions drawn from the results. Caution should also be used when interpreting results based on a relatively small number of cases. Summary measures (such as medians and percentage distributions) probably do not reveal useful information when computed on a subpopulation smaller than 75,000.

For additional information on nonsampling error including the possible impact on CPS data when known, refer to references [2] and [3].

Standard Errors and Their Use. The sample estimate and its standard error enable one to construct a confidence interval. A confidence interval is a range about a given estimate that has a specified probability of containing the average result of all possible samples. For example, if all possible samples were surveyed under essentially the same general conditions and using the same sample design, and if an estimate and its standard error were calculated from each sample, then approximately 90 percent of the intervals from 1.645 standard errors below the estimate to 1.645 standard errors above the estimate would include the average result of all possible samples.

A particular confidence interval may or may not contain the average estimate derived from all possible samples, but one can say with specified confidence that the interval includes the average estimate calculated from all possible samples.

Standard errors may also be used to perform hypothesis testing, a procedure for distinguishing between population parameters using sample estimates. The most common type of hypothesis is that the population parameters are different. An example of this would be comparing the percentage of men who were part-time workers to the percentage of women who were part-time workers.

Tests may be performed at various levels of significance. A significance level is the probability of concluding that the characteristics are different when, in fact, they are the same. For example, to conclude that two characteristics are different at the 0.10 level of significance, the absolute value of the estimated difference between characteristics must be greater than or equal to 1.645 times the standard error of the difference.

The Census Bureau uses 90-percent confidence intervals and 0.10 levels of significance to determine statistical validity. Consult standard statistical textbooks for alternative criteria.

Estimating Standard Errors. The Census Bureau uses replication methods to estimate the standard errors of CPS estimates. These methods primarily measure the magnitude of sampling error. However, they do measure some effects of nonsampling error as well. They do not measure systematic biases in the data associated with nonsampling error. Bias is the average over all possible samples of the differences between the sample estimates and the true value.

Generalized Variance Parameters. While it is possible to compute and present an estimate of the standard error based on the survey data for each estimate in a report, there are a number of reasons why this is not done. A presentation of the individual standard errors would be of limited use, since one could not possibly predict all of the combinations of results that may be of interest to data users. Additionally, data users have access to CPS microdata files, and it is impossible to compute in advance the standard error for every estimate one might obtain from those data sets. Moreover, variance estimates are based on sample data and have variances of their own. Therefore, some methods of stabilizing these estimates of variance, for example, by generalizing or averaging over time, may be used to improve their reliability.

Experience has shown that certain groups of estimates have similar relationships between their variances and expected values. Modeling or generalizing may provide more stable variance estimates by taking advantage of these similarities. The generalized variance function is a simple model that expresses the variance as a function of the expected value of the survey estimate. The parameters of the generalized variance function are estimated using direct replicate variances. These generalized variance parameters provide a relatively easy method to obtain approximate standard errors for numerous characteristics. In this source and accuracy statement, Table 4 provides the generalized variance parameters for labor force estimates and Table 5 provides generalized variance parameters for characteristics from the October 2008 supplement. Also, tables are provided that allow the calculation of parameters for prior years and parameters for U.S. states and regions. Tables 6 and 7 provide factors to derive prior year parameters. Table 8 provides factors and populations controls to derive U.S. state and regional parameters.

The basic CPS questionnaire records the race and ethnicity of each respondent. With respect to race, a respondent can be White, Black, Asian, American Indian and Alaskan Native (AIAN), Native Hawaiian and Other Pacific Islander (NHOPI), or combinations of two or more of the preceding. A respondent's ethnicity can be Hispanic or non-Hispanic, regardless of race.

The generalized variance parameters to use in computing standard errors are dependent upon the race/ethnicity group of interest. The following table summarizes the relationship between the race/ethnicity group of interest and the generalized variance parameters to use in standard error calculations.

Table 2. Estimation Groups of Interest and Generalized Variance Parameters	
Race/ethnicity group of interest	Generalized variance parameters to use in standard error calculations
Total population	Total or White
White alone, White AOIC, or White non-Hispanic population	Total or White
Black alone, Black AOIC, or Black non-Hispanic population	Black
Asian alone, Asian AOIC, or Asian non-Hispanic population	Asian, AIAN, NHOPI
AIAN alone, AIAN AOIC, or AIAN non-Hispanic population	
NHOPI alone, NHOPI AOIC, or NHOPI non-Hispanic population	
Populations from other race groups	Asian, AIAN, NHOPI
Hispanic population	Hispanic
Two or more races – employment/unemployment and educational attainment characteristics	Black
Two or more races – all other characteristics	Asian, AIAN, NHOPI

- Notes: (1) AIAN, NHOPI are American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, respectively.
- (2) AOIC is an abbreviation for alone or in combination. The AOIC population for a race group of interest includes people reporting only the race group of interest (alone) and people reporting multiple race categories including the race group of interest (in combination).
- (3) Hispanics may be any race.
- (4) Two or more races refers to the group of cases self-classified as having two or more races.

Standard Errors of Estimated Numbers. The approximate standard error, s_x , of an estimated number from this microdata file can be obtained by using the formula:

$$s_x = \sqrt{ax^2 + bx} \quad (1)$$

Here x is the size of the estimate and a and b are the parameters in Table 4 associated with the particular type of characteristic. When calculating standard errors from cross-tabulations involving different characteristics, use the set of parameters for the characteristic that will give the largest standard error.

Illustration 1

Suppose there were 5,344,000 unemployed men (ages 16 and up) in the civilian labor force. Use the appropriate parameters from Table 4 and Formula (1) to get

Illustration 1	
Number of unemployed males in the civilian labor force (x)	5,344,000
a parameter (a)	-0.000032
b parameter (b)	2,971
Standard error	122,000
90-percent confidence interval	5,143,000 to 5,545,000

The standard error is calculated as

$$s_x = \sqrt{-0.000032 \times 5,344,000^2 + 2,971 \times 5,344,000} = 122,000$$

The 90-percent confidence interval is calculated as $5,344,000 \pm 1.645 \times 122,000$.

A conclusion that the average estimate derived from all possible samples lies within a range computed in this way would be correct for roughly 90 percent of all possible samples.

Standard Errors of Estimated School Enrollment Numbers. The approximate standard error, s_x , of an estimated school enrollment number from this microdata file can be obtained by using the formula:

$$s_x = \sqrt{-\left(\frac{b}{T}\right)x^2 + bx} \quad (2)$$

Here x is the size of the estimate, T is the population control in Table 3 for the total number of persons in a specific age group and b is the parameter in Table 5 associated with the particular type of characteristic. If Table 3 does not contain the age group of interest, use the smallest age group available in the table that does contain the age group of interest. When calculating standard errors for numbers from cross-tabulations involving different characteristics, use the set of parameters for the characteristic that will give the largest standard error.

The standard error is calculated as

$$s_x = \sqrt{-\left(\frac{2,453}{9,289,865}\right) \times 4,458,000^2 + 2,453 \times 4,458,000} = 75,000$$

The 90-percent confidence interval is calculated as $4,458,000 \pm 1.645 \times 75,000$.

A conclusion that the average estimate derived from all possible samples lies within a range computed in this way would be correct for roughly 90 percent of all possible samples.

Standard Errors of Estimated Percentages. The reliability of an estimated percentage, computed using sample data for both numerator and denominator, depends on both the size of the percentage and its base. Estimated percentages are relatively more reliable than the corresponding estimates of the numerators of the percentages, particularly if the percentages are 50 percent or more. When the numerator and denominator of the percentage are in different categories, use the parameter from Table 4 or 5 as indicated by the numerator.

The approximate standard error, $s_{x,p}$, of an estimated percentage can be obtained by using the formula:

$$s_{x,p} = \sqrt{\frac{b}{x} p(100-p)} \quad (3)$$

Here x is the total number of people, families, households, or unrelated individuals in the base of the percentage, p is the percentage ($0 \leq p \leq 100$), and b is the parameter in Table 4 or 5 associated with the characteristic in the numerator of the percentage.

Illustration 3

Suppose there were 16,574,000 people aged 18 to 21, and 48.5 percent were enrolled in college. Use the appropriate parameter from Table 5 and Formula (3) to get

Illustration 3	
Percentage of people aged 18-21 enrolled in college (p)	48.5
Base (x)	16,574,000
b parameter (b)	2,131
Standard error	0.57
90-percent confidence interval	47.6 to 49.4

The standard error is calculated as

$$s_{x,p} = \sqrt{\frac{2,131}{16,574,000} \times 48.5 \times (100.0 - 48.5)} = 0.57$$

The 90-percent confidence interval for the estimated percentage of people aged 18 to 21 enrolled in college is from 47.6 to 49.4 percent (i.e., $48.5 \pm 1.645 \times 0.57$).

Standard Errors of Estimated Differences. The standard error of the difference between two sample estimates is approximately equal to

$$s_{x-y} = \sqrt{s_x^2 + s_y^2} \quad (4)$$

where s_x and s_y are the standard errors of the estimates, x and y . The estimates can be numbers, percentages, ratios, etc. This will result in accurate estimates of the standard error of the same characteristic in two different areas, or for the difference between separate and uncorrelated characteristics in the same area. However, if there is a high positive (negative) correlation between the two characteristics, the formula will overestimate (underestimate) the true standard error.

Illustration 4

Suppose that of the 6,954,000 employed men between 20-24 years of age, 24.6 percent were part-time workers, and of the 6,563,000 employed women between 20-24 years of age, 34.2 percent were part-time workers. Use the appropriate parameters from Table 4 and Formulas (3) and (4) to get

Illustration 4			
	Male (x)	Female (y)	Difference
Percentage working part-time (p)	27.7	37.3	9.6
Number	6,954,000	6,563,000	-
b parameter (b)	2,971	2,782	-
Standard error	0.93	1.00	1.37
90-percent confidence interval	26.2 to 29.2	35.7 to 39.0	7.4 to 11.9

The standard error of the difference is calculated as

$$s_{x-y} = \sqrt{0.93^2 + 1.00^2} = 1.31$$

The 90-percent confidence interval around the difference is calculated as $9.6 \pm 1.645 \times 1.37$. Since this interval does not include zero, we can conclude with 90 percent confidence that the percentage of part-time women workers between 20-24 years of age is greater than the percentage of part-time men workers between 20-24 years of age.

Standard Errors of Quarterly or Yearly Averages. For information on calculating standard errors for labor force data from the CPS which involve quarterly or yearly averages, please see the “Explanatory Notes and Estimates of Error: Household Data” section in *Employment and Earnings*, a monthly report published by the U.S. Bureau of Labor Statistics.

Technical Assistance. If you require assistance or additional information, please contact the Demographic Statistical Methods Division via e-mail at dsmd.source.and.accuracy@census.gov.

**Table 4. Parameters for Computation of Standard Errors for Labor Force Characteristics:
October 2008**

Characteristic	a	b
Total or White		
<i>Civilian labor force, employed</i>	-0.000016	3,068
<i>Not in labor force</i>	-0.000009	1,833
<i>Unemployed</i>	-0.000016	3,096
<i>Civilian labor force, employed, not in labor force, and unemployed</i>		
Men	-0.000032	2,971
Women	-0.000031	2,782
Both sexes, 16 to 19 years	-0.000022	3,096
Black		
<i>Civilian labor force, employed, not in labor force, and unemployed</i>		
Total	-0.000151	3,455
Men	-0.000311	3,357
Women	-0.000252	3,062
Both sexes, 16 to 19 years	-0.001632	3,455
Hispanic		
<i>Civilian labor force, employed, not in labor force, and unemployed</i>		
Total	-0.000141	3,455
Men	-0.000253	3,357
Women	-0.000266	3,062
Both sexes, 16 to 19 years	-0.001528	3,455
Asian, AIAN, NHOPI		
<i>Civilian labor force, employed, not in labor force, and unemployed</i>		
Total	-0.000346	3,198
Men	-0.000729	3,198
Women	-0.000659	3,198
Both sexes, 16 to 19 years	-0.004146	3,198

- Notes: (1) These parameters are to be applied to basic CPS monthly labor force estimates.
(2) AIAN, NHOPI are American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, respectively.
(3) Hispanics may be any race. For a more detailed discussion on the use of parameters for race and ethnicity, please see the “Generalized Variance Parameters” section.
(4) The Total or White, Black, and Asian, AIAN, NHOPI parameters are to be used for both alone and in combination race group estimates.
(5) For nonmetropolitan characteristics, multiply the *a* and *b* parameters by 1.5. If the characteristic of interest is total state population, not subtotaled by race or ethnicity, the *a* and *b* parameters are zero.
(6) For foreign-born and noncitizen characteristics for Total and White, the *a* and *b* parameters should be multiplied by 1.3. No adjustment is necessary for foreign-born and noncitizen characteristics for Black, Hispanic, and Asian, AIAN, NHOPI parameters.
(7) For the groups self-classified as having two or more races, use the Asian, AIAN, NHOPI parameters for all employment characteristics.

**Table 5. Parameters for Computation of Standard Errors for
School Enrollment Characteristics: October 2008**

Characteristics	b			
	Total or White	Black	Asian, AIAN, NHOPI	Hispanic
PEOPLE				
<i>Persons enrolled in school:</i>				
Total.....	2,131	2,410	2,410	2,744
Children 13 and under.....	2,453	2,775	2,775	3,159
<i>Marital status, household and family characteristics, health insurance</i>				
Some household members.....	4,687	6,733	6,733	11,347
All household members.....	5,695	9,929	9,929	16,733
FAMILIES, HOUSEHOLDS, OR UNRELATED INDIVIDUALS				
<i>Income, earnings.....</i>	2,016	2,201	2,201	3,709
<i>Marital status, household and family characteristics, educational attainment, population by age/sex.....</i>	1,860	1,683	1,683	2,836

- Notes: (1) These parameters are to be applied to the October 2008 School Enrollment Supplement data.
- (2) AIAN, NHOPI are American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, respectively.
- (3) Hispanics may be any race. For a more detailed discussion on the use of parameters for race and ethnicity, please see the “Generalized Variance Parameters” section.
- (4) The Total or White, Black, and Asian, AIAN, NHOPI parameters are to be used for both alone and in combination race group estimates.
- (5) For nonmetropolitan characteristics, multiply the *a* and *b* parameters by 1.5. If the characteristic of interest is total state population, not subtotaed by race or ethnicity, the *a* and *b* parameters are zero.
- (6) For foreign-born and noncitizen characteristics for Total and White, the *a* and *b* parameters should be multiplied by 1.3. No adjustment is necessary for foreign-born and noncitizen characteristics for Black, Asian, AIAN, NHOPI, and Hispanic parameters.
- (7) For the group self-classified as having two or more races, use the Asian, AIAN, NHOPI parameters for all characteristics except employment, unemployment, and educational attainment, in which case use Black parameters.

In 1994, we calculated school enrollment parameters directly from the 1994 CPS data. Since that time, the school enrollment parameters have been based on these updated parameters. Therefore, when calculating past school enrollment parameters, a separate set of year factors should be used.

Table 6 shows the prior year factors to apply to the non-school enrollment parameters.

Table 6. Year Factors for Non-School Enrollment Characteristics (1942-2007)					
Time Period	Total or White	Black		Asian, AIAN, NHOPI	Hispanic
	a and b	a	b	a and b	a and b
January 2003 – Present	1.00	1.00	1.00	1.00	1.00
July 2001 – December 2002 (SCHIP)	1.00	1.20	1.00	NA	1.00
January 1996 - June 2001 (Non-SCHIP)	1.11	1.33	1.11	NA	1.11
April 1989 - December 1995	1.03	1.23	1.03	NA	1.03
April 1988 - March 1989	1.14	1.37	1.14	NA	1.20
January 1985 - March 1988	0.96	1.15	0.96	NA	0.96
January 1982 - December 1984	0.96	1.15	0.96	NA	1.35
March 1973 - December 1981	0.86	1.03	0.86	NA	1.20
January 1967 - February 1973	0.86	1.03	0.86	NA	1.20
May 1956 - December 1966	1.29	1.55	1.29	NA	1.81
August 1942 - April 1956	1.93	2.32	1.96	NA	2.71

- Notes: (1) These factors are for use with the 2008 non-School Enrollment *a* and *b* parameters.
(2) AIAN, NHOPI are American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander.
(3) Hispanics may be any race. For a more detailed discussion on the use of parameters for race and ethnicity, please see the “Generalized Variance Parameters” section.

Table 7 shows prior year factors to apply to school enrollment parameters.

Table 7. Year Factors for School Enrollment Characteristics (1945-2007)					
Time Period	Total or White	Black		, AIAN, NHOPI	Hispanic
	a and b	a	b	a and b	a and b
January 2003 – Present	1.00	1.00	1.00	1.00	1.00
July 2001 - December 2002 (SCHIP)	1.00	1.20	1.00	NA	1.00
January 1996 - June 2001 (Non-SCHIP)	1.11	1.33	1.11	NA	1.11
March 1995 - December 1995	1.03	1.23	1.03	NA	1.03
April 1989 - February 1995	1.19	1.70	1.42	NA	2.10
April 1988 - March 1989	1.32	1.89	1.58	NA	2.45
January 1985 - March 1988	1.11	1.60	1.33	NA	1.97
January 1982 - December 1984	1.11	1.60	1.33	NA	2.76
March 1973 - December 1981	0.99	1.43	1.19	NA	2.46
January 1967 - February 1973	0.99	1.43	1.19	NA	2.46
May 1956 - December 1966	1.49	2.14	1.78	NA	3.69
October 1945 - April 1956	2.24	3.21	2.67	NA	5.54

- Notes: (1) These factors are for use with the 2008 School Enrollment *a* and *b* parameters.
 (2) AIAN, NHOPI are American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander.
 (3) Hispanics may be any race. For a more detailed discussion on the use of parameters for race and ethnicity, please see the “Generalized Variance Parameters” section.

Table 8 provides the U.S. regional factors to apply to parameters in order to calculate standard errors for U.S. regional estimates.

Table 8. Regional Factors to Apply To 2008 Parameters	
Type of characteristic	Factor
U. S. totals	1.00
Regions:	
Northeast	1.06
Midwest	1.06
South	1.07
West	1.02

References

- [1] Bureau of Labor Statistics. 1994. *Employment and Earnings*. Volume 41 Number 5, May 1994. Washington, DC: Government Printing Office.
- [2] U.S. Census Bureau. 2002. *Current Population Survey: Design and Methodology*. Technical Paper 63RV. Washington, DC: Government Printing Office.
(<http://www.census.gov/prod/2002pubs/tp63rv.pdf>)
- [3] Brooks, C.A. and Bailer, B.A. 1978. *Statistical Policy Working Paper 3 - An Error Profile: Employment as Measured by the Current Population Survey*. Subcommittee on Nonsampling Errors, Federal Committee on Statistical Methodology, U.S. Department of Commerce, Washington, DC. (<http://www.fcsm.gov/working-papers/spp.html>)

ATTACHMENT 17

USER NOTES

This section will contain information relevant to the *Current Population Survey, October 2008: School Enrollment Supplement File* that becomes available after the file is released. The cover letter to the updated information should be filed behind this page.