

METHODOLOGICAL REPORT

MICHIGAN STATE UNIVERSITY
STATE OF THE STATE SURVEY
[MSU SOSS-21]

Spring 2001 Round

Prepared by:

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NOTE TO THE READER

The State of the State Survey [SOSS] is administered by the Institute for Public Policy and Social Research of Michigan State University.

For the benefit of sponsors, consumers and users of SOSS data, we have prepared this guide to the purpose, design, methods, and content of the survey.

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1. PURPOSE OF SURVEY

Dr. Jack H. Knott, former Director of the Institute for Public Policy and Social Research [IPPSR], made the Michigan State University State of the State survey [MSU SOSS] a reality by promoting the idea throughout the University and convincing the key sponsors to contribute funds to get the survey off the ground. With funding assured for the first year, planning began in June 1994. After completing 19 rounds of SOSS, there was a brief period of inactivity between the Fall of 1999 and the Winter of 2001 when, for budgetary reasons, no rounds of SOSS were conducted. However, with the appointment of Dr. Carol Weissert as the new Director of IPPSR in the Fall of 2000, there was a resurgence of both interest and funding for the resumption of SOSS as a longitudinal survey of the state's adult population on policy- relevant issues.

SOSS is a quarterly survey of the citizens of Michigan. It employs Computer Assisted Telephone Interviewing (CATI) technology to interview a stratified random sample of Michigan citizens. Conducted by the Office for Survey Research, a division of the Institute for Public Policy and Social Research, SOSS was inaugurated in October 1994.

Although dozens of surveys are conducted in Michigan every year, none is designed to provide a regular systematic monitoring the public mood in major regions of the state. SOSS is designed to fill this information gap. SOSS has five principal objectives.

1. To Provide Information about Citizen Opinion on Critical Issues. In keeping with MSU's role as the premier Land Grant University in the United States, MSU seeks to inform the public about the state of the state. Although statistics from censuses, public records, programs, and services provide important information about the state of the state, there is no substitute for gathering information directly from the citizens. By conducting a State of the State survey at regular intervals, IPPSR hopes to monitor the public's mood about important aspects of Michigan's public life. This information should be useful not only to citizens at large but also to policy-makers in the public sector and to other groups and organizations that take an active interest in the state of state of Michigan.

By disseminating this information through the mass media and in special studies, IPPSR hopes to provide baselines for assessing change in the people's sources of satisfaction and dissatisfaction with the quality of life, the performance of public institutions, the impact and efficacy of public policy, and the opinions about various aspects of life in Michigan, such as confidence in the economy and the climate for business, protection of the environment, freedom from crime, the family life, and the vitality of ethnic groups and communities.

2. To Provide Data for Scientific and Policy Research by MSU faculty. MSU's faculty will use the data from the State of the State Survey to address a wide variety of issues in public policy. What are the factors associated with the declining levels of confidence in governmental institutions? To what extent does social and economic status

affect tolerance and mutual trust between ethnic and racial groups? Are subjective perceptions of environmental quality related to "objective" measures of environmental quality in Michigan's counties? These are only a few examples of the types of questions that the principal researchers will address using the SOSS results. To serve the interests of a wider scientific community, the SOSS data will be deposited in an international data archive.

3. To Provide Useful Information for Programs and Offices at MSU. IPPSR has conducted a wide variety of studies for the use of MSU administrators and faculty. SOSS will also develop data for such internal use as well as provide data for use by the MSU Extension, the Vice Provost for University Outreach, and other offices. Generally, the Winter rounds of the survey will assess the public image of higher educational institutions, which will be useful to many offices at MSU.

4. To Develop Survey Methods. The computer-assisted telephone interviewing (CATI) technology lends itself to experiments in question wording, question order, and formatting of response categories. By varying the wording and sequences of questions and responses, the investigators can study the sensitivity of answers to the format of questions. Although survey research demands creative skills and remains to some extent an "art," the scientific study of survey methods is a well established discipline. Contributing to the scientific literature on survey methods is an important goal of the OSR; hence, a variety of experiments are built into each survey instrument.

5. To Provide Opportunities for Student Training and Research. Data from SOSS will be made directly available to professors and students for use in instruction and research in classes at MSU. The availability of up-to-date information on public opinion and individual perceptions and experiences of the Michigan population will increase the sense of immediacy and relevancy of educational projects.

2. CALENDAR

People's experiences and the public mood change not only from year to year but also with the seasons. It is important to establish baselines for understanding what is a "normal" seasonal fluctuation and what is a more permanent change. For this reason, SOSS is conducted at regular quarterly intervals. Roughly one-fourth of the questions are repeated in each quarterly round.

SOSS has seasons itself, however, by focusing the main theme of each round of the survey on topics that correspond with the annual cycle of major events in Michigan and at Michigan State University. In general, the intended cycle is as follows:

Fall. The Fall round in even-numbered years focuses on elections, political participation, and political attitudes and orientations. In odd-numbered years, the Fall round tends to focus on health and the environment.

Winter. The Winter round in each year focuses on the state of the state of Michigan, in particular on the performance of governmental institutions at all levels, on the subjective quality of life of Michigan's citizens (satisfaction with public education, work, protection from crime, environmental preservation, and so forth), and on the desire for reform in Michigan's political economy. This information should help to inform the public discussion around the time of the Governor's annual budget message. In addition, questions on the public's perceptions of Michigan's higher educational institutions should help to inform public discussion around the time the annual "State of MSU" address by the President of the University.

Spring. The Spring round has as a main theme the state of Michigan families, the role and status of women, and the status of children. Assessments of public opinion concerning issues of women's rights, the status of children, and related issues will help to inform policy debates.

Summer. The Summer round focuses primarily on the state of ethnic Michigan, i.e., the vitality and diversity of Michigan's ethnic and racial communities. SOSS assesses the strength of ethnic ties and identities, perceptions of various ethnic groups (tolerance, stereotyping), and experience of intolerance or discrimination. In addition, the extent of attachment to and vitality of wider communities (towns and cities) is an important mark of the quality of life in Michigan.

From time to time, SOSS may depart from this thematic plan when particular sponsorship or pressing issues make it necessary or desirable. The focus of SOSS 21 was on citizens' views on the state's public education policies, on various youth programs and policies, and community problems.

3. STRUCTURE OF THE QUESTIONNAIRE

The questionnaires for each round of the survey are designed by a different set of principal investigators, who are faculty and students at MSU. Each survey instrument consists of three main parts: a demographic core, a non-demographic core, and the main substantive theme or themes.

The demographic core contains questions on the social background and status of the respondents (age, sex, education, employment status and occupation, size of city, marital status, number of children, size of household, income, ethnic identity, etc.). This bloc of questions is repeated in each round, though more detailed questions on some of the dimensions might be included in certain rounds.

The non-demographic core contains additional questions that are repeated in every round of the survey in order to gauge broad shifts in the economic, social, and political orientations and status of the population. These include questions about consumer confidence, self-identification on a liberal-conservative scale, partisan identification, assessments of presidential performance and gubernatorial performance, and other issues.

Together the demographic and non-demographic core of the questionnaire take an average of about 5 minutes of interviewing time to complete.

The remainder of the interview is timed to last an average of 15 minutes, so that on average the interviews take about 20 minutes of the respondent's time.

The questionnaire consists almost entirely of closed-ended questions. Verbatim responses are used and open-ended coding are required for occupation as well as for questions about the most important issues facing the state or the community.

A word of caution is in order on the use of the data. Because of the inclusion of question-order and question-wording experiments, the codebook for the survey, containing the raw or weighted frequency distribution of responses, may be difficult to interpret and must be used carefully. Often, alternative variants of questions will be combined into composite measures in the final data that are distributed, but the original questions also remain in the codebook and data set. Although the OSR will do its best to document such situations, it is the responsibility of the data users and analysts, not of the OSR, to assure that the appropriate variants of questions are used in analyses and reports. A copy of the CATI interview program with the skip patterns indicated by "[goto ...]" commands and "[if ...]" commands accompanies the codebook to help clarify the paths particular respondents would take through the interview.

4. MANAGEMENT AND ORGANIZATION

IPPSR. The overall SOSS program is directed by **Dr. Brian Silver**, SOSS Director (Department of Political Science). Overall responsibility for the execution and management of the SOSS rests with the Office for Survey Research (OSR) of the Institute for Public Policy and Social Research. The Principal OSR staff for SOSS consists **Dr. Larry Hembroff**, Survey Director and Methodologist, **Karen Clark**, Programmer and Project Manager, and **Kathy Cusick** (manager of interviewing operations for SOSS).

The OSR staff is responsible for the technical work of designing the CATI computer program, training and supervising interviewers, selection and administration of the sample, coding of data, and preparation of the final data set and documentation. In addition, the OSR staff works with and advises the principal investigators and other researchers in the design of the sample and the survey instrument. However, final approval of the survey and sample designs rest with the principal investigators, not the OSR staff.

For each round of the survey, a small working group of principal investigators is responsible for the design of the instrument for that round, subject to final approval by the SOSS Director and OSR staff. The working groups consist primarily of "principal investigators" for the given round who will conduct the major initial analyses of the data, provide a public briefing, and have priority in analyzing the data for publication for the six-month period following the end of the field period for that round (more on data access below).

The Working Group for the Winter 2001 survey was comprised of:

Robert Griffore, Ph.D., Dept. of Human Ecology, College of Social Science

Brian D. Silver, Ph.D., Director of SOSS, Dept. of Political Science, College of Social Science

Nancy Walker, Ph.D., Dept. of Political Science, College of Social Science

David Plank, Ph.D., College of Education

Bettie Landauer-Menchik, College of Education

Larry Hembroff, Ph.D., Office for Survey Research, IPPSR

5. FUNDING

The following organizations and units on campus have provided funding for SOSS during the 1995-1999 series of surveys:

Organizations

Area Agencies on Aging Association of Michigan
Aspen Institute
Community Foundation for Southeastern Michigan
Nonprofit Michigan Project
United Way of Michigan

Michigan State University

Office of the Provost
Office of the Vice President for Research and Graduate Studies
Office of the Vice Provost for University Outreach
College of Communication Arts & Sciences

College of Human Ecology
College of Human Medicine
College of Osteopathic Medicine
College of Social Science
Department of Economics
Department of Political Science
Department of Psychology
Department of Radiology
Department of Sociology
MSU Institute for Children Youth and Families
Institute for Public Policy and Social Research
Legislative Leadership Program
Michigan Agricultural Experiment Station
MSU Extension
School of Criminal Justice
School of Labor and Industrial Relations
School of Social Work

6. DISSEMINATION OF RESULTS

To assure timely dissemination of the results and timely and fair access to the data, early in its deliberations the Advisory Committee approved certain principles.

Each round of the survey has an identified set of Principal Investigators (PI's) who have priority in access to the data for that round but also certain obligations. The PI's are responsible for preparing and conducting a press briefing based on results of the survey within one week of the end of the field date. IPPSR's outreach and design staff assist in this effort, working with the MSU News Bureau.

The PI's have exclusive right to prepare scientific papers for publication from the data for that survey for a period of six months after the end of the field date.

All data for the survey, however, are made available to offices within MSU for internal use as soon as the data are available and documentation is prepared.

All data for the survey are made available to instructors in courses at MSU to use the data for instructional purposes as soon as the data are available and documentation prepared.

Six months after completion of the field date, the survey data are made available on an unrestricted basis to all MSU faculty and students.

One year after completion of the field date, the data and documentation will be deposited at the Inter-University Consortium for Political and Social Research (ICPSR) in Ann Arbor. Such a deposition of the data is intended to facilitate dissemination and use of the data by the wider scientific and policy community as well put a certain seal of approval on data quality to enhance the possibilities for researchers to publish from the data.

7. SAMPLE DESIGN

The referent population is the non-institutionalized, English-speaking adult population of Michigan age 18 and over. Since the survey was conducted by telephone, only persons who lived in households that had telephones had a chance of being interviewed.

Stratification. To assure representation of major regions within Michigan, the sample was stratified into six regions, each consisting of a set of contiguous counties, plus the City of Detroit. The grouping of counties corresponds to that used by MSU Extension with Detroit separated out from the Southeast region.

The six regions are defined as follows (counties listed within regions -- also see the map in the Appendix):

1. Upper Peninsula (Alger, Baraga, Chippewa, Delta, Dickinson, Gogebic, Houghton, Iron, Keweenaw, Luce, Ontonagon, Mackinac, Marquette, Menominee, Schoolcraft)
2. Northern Lower Peninsula (Alcona, Alpena, Antrim, Benzie, Charlevoix, Cheboygan, Crawford, Emmet, Grand Traverse, Iosco, Kalkaska, Leelanau, Missaukee, Montmorency, Ogemaw, Oscoda, Otsego, Presque Isle, Roscommon, Wexford)
3. West Central (Allegan, Barry, Ionia, Kent, Lake, Manistee, Mason, Mecosta, Montcalm, Muskegon, Newaygo, Oceana, Osceola, Ottawa)
4. East Central (Arenac, Bay, Clare, Clinton, Gladwin, Gratiot, Huron, Isabella, Midland, Saginaw, Sanilac, Shiawassee, Tuscola)
5. Southwest (Berrien, Branch, Calhoun, Cass, Eaton, Hillsdale, Ingham, Jackson, Kalamazoo, St. Joseph, Van Buren)
6. Southeast (Genesee, Lapeer, Lenawee, Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw, Wayne [excluding Detroit])
7. Detroit City

To allow reclassification of the place of residence (county) into alternative regional groupings, each respondent's county of residence is also coded on the data set.

Sampling. Respondents' households were selected using list-assisted random-digit dial sampling procedures. Ordinarily, the initial sample of randomly generated telephone numbers is purchased from Survey Sampling, Inc (SSI). SSI begins the process of generating phone numbers with the list of all working area code and phone number exchange combinations. In the case of this study, this universe was constrained to include only those that are active in the state of Michigan. From within this list of possible phone numbers, SSI eliminates those banks of numbers represented by the 4-digit suffix that are known to be unused or are known to be used only by institutions. Additionally, for efficiency purposes, the overall sampling frame is truncated to include only those blocks of numbers that contain at least two listed numbers. Telephone numbers are selected at random in proportion to the number of households in each county from all those numbers remaining as possible numbers until the total number of numbers needed within a particular geographic grouping of counties is obtained.

As a final step, SSI screens the phone numbers generated against directory-based information on the density of banks, i.e., the number of numbers from within a bank that appear in phone directory listings. Since other research has indicated that unlisted numbers are not assigned to separate banks of phone numbers from those that are listed, then SSI excludes for efficiency purposes any numbers that are selected from banks with fewer than two published phone numbers. Of the remaining numbers selected, SSI expects that, on average, about 55-70% of the phone numbers generated at random will be working household numbers. The resulting sample is then checked against SSI's database of business phone numbers and checked for known disconnected numbers. Ordinarily, these numbers are removed from the sample and not called.

To determine the total number of telephone numbers to have SSI generate in order to achieve the desired sample sizes within regions of the state, OSR divided the number of completed interviews desired by the product of (a) the proportion of numbers expected to be working household numbers (the Hit Rate), (b) the proportion of household numbers that would contain an eligible respondent (the Eligibility Rate), and (c) the proportion of households with eligible respondents who would complete the interview in the time period available (the Completion Rate). For SOSS-21, a total of 4,587 phone numbers were used. The working phone rate was 64%.

The sampling design for the State of the State Survey was a stratified sample based on regions of the state with the regions sampled somewhat disproportionate to the actual sizes of the populations within each region. The purpose of the stratification was to assure a sufficient minimum number of respondents from each of the strata to permit detailed analysis.

The typical sampling design for SOSS calls for approximately 150 interviews from the East Central Region, the Southwest Region, and the combined Upper Peninsula and Northern Lower Peninsula Regions. Approximately two hundred interviews are to be completed in the West Central Region and the Southeast Region. And approximately 150 interviews are to be completed from the City of Detroit. The total sample size is to be approximately 1,000.

For SOSS-21, OSR asked Survey Sampling to cross-check the selected RDD sample against the residential telephone directory listings for Michigan. Where an RDD phone number matched a directory listing, SSI downloaded the name and address of the householder listed. OSR used these listing to send an advance notification postcard to the name and address listed. Other published research and internal OSR experiments have indicated that such advance notifications can reduce refusals, increase response rates, and sometimes decrease the number of call attempts required to complete an interview. In the RDD sample obtained by Survey Sampling, 54% of the numbers had a matching listing – 74% of the completed interviews were with phone numbers that had matching listings.

Sample Weights. Because of the stratification and the unequal sampling rates across the strata, it is necessary to use "weights" to bring the characteristics of the sample

into line with those of each region, or with those of the state as a whole (depending on the purpose of the analysis). Accordingly, the data files contain weights for the six MSU Extension regions, as well as for the state as a whole.

To construct the weights, characteristics of the population of the regions were drawn from 1990 census data. To make generalizations about individuals' views and behaviors, it is necessary to ensure that each respondent in a survey sample had an equal probability of selection or is represented in the data set as having had equal probabilities of being selected. However, since households with multiple phone lines have more chances of being selected into the sample than those with only one phone line, this source of unequal chances has to be adjusted for in analyzing the data. Consequently, the interview included a question asking respondents how many separate phone numbers the household has. In the event of item non-response, the number of phone lines was assumed to be one. Each case was then weighted by the reciprocal of the number of phone numbers and then adjusted so that the total number of cases matched the actual number of completed interviews. In the data set this weight is named PHWT.

Similarly, an adult in a two-adult household would have half the chance of being selected to be interviewed as would the only adult in a single adult household. This, too, requires adjustment to correct for unequal probabilities of selection. The interview included a question as to the number of persons 18 years of age or older living in the household. In the event of item non-response, the household was assumed to have only one adult. Each case was then weighted by the inverse of its probability of selection within the household, or by the number of adults in the household. This was then also adjusted so that the total number of weighted cases matched the actual number of completed interviews. In the data set, this weight is named ADLTWT.

It is common for some groups of individuals to be more difficult to reach or more likely to refuse in RDD (random-digit dialing) surveys. For making generalizations about the population from which the sample was drawn, the accuracy of the results can be distorted by these non-response patterns. Consequently, it is common to weight cases in the sample to adjust for non-response. This is accomplished by weighting each case so that cases of each type appear in the sample proportionately to their representation in the general population.

For the State of the State Survey, cases were weighted so that the proportions of white males, African American males, Other Racial Group males, white females, African American females, and Other Racial Group females in the sample for each region matched the proportions each of these groups represent in the adult population of each region based on the 1990 Census. In the data set, this weighting factor is named RACGENCT. Furthermore, within each region, the cases were additionally weighted so that the proportion of cases falling into each of the following age groups matched the proportions in the 1990 Census for each region: 18 - 24 years old, 25 - 29, 30 - 39, 40 - 49, 50 - 59, 60 - 64, and 65 or older. In the data set, this weighting factor is named AGEWT (Since rounding and missing data sometimes result in the weighted number of cases differing

slightly from the actual number, AGEWT is adjusted slightly with ADJWT to ensure that the number of cases for each region in the weighted data set is the same as the actual number of interviews completed). Detroit continued to be a separate stratum to this point, but a new variable MSUEREGR was constructed to fold Detroit proportionately into the Southeast region within that variable.

Since the sample was drawn disproportionately across six MSUE regions of the state (with Detroit in the Southeast region), statewide estimates of the citizenry's opinions require post-stratification weights to adjust for the over-sampling of some regions and the under-sampling of others. Thus each case was weighted so that the proportion of cases from each region in the total sample matched the proportion of adults from the corresponding region in the state's population based on 1990 Census data. The weighting factor for this post-stratification weighting in the data set is named STATEWT.

It is important to note that these weight factors were constructed sequentially and build on the earlier steps. Thus, AGEWT weights cases adjusting for the number of phone lines, the number of adults in the household, the number of respondents from each county, the gender X race category proportions within the region, and the age category proportions within regions. STATEWT weights cases by all of those adjustments implied by AGEWT and adjusts the proportions of cases across regions. **For developing statewide results, the user should use the data weighted by STATEWT. For comparing the results among regions -- if Detroit is to be separate -- the user should use the data weighted by ADJWT. To compare directly the MSUE regions, the data should be weighted by MSUEWT.**

Table A in the Appendix presents the characteristics of the unweighted respondents on several characteristics, in comparison with the population in each region and in the state of Michigan as a whole.

Sampling Error. The sampling error can be estimated for each region and for the state as a whole at the 95% confidence level as follows:

$$ConfidenceInterval = \pm 1.96 \sqrt{(P \times Q) / (n - 1)}$$

where n is the number of cases within the region or the total sample and P is the proportion of cases giving a particular response and Q is 1-P. While this may vary from question to question depending on the pattern of answers, the largest margin error would occur when P is .5 and Q is .5. Therefore, the margins of error for each region and the total statewide sample can be estimated as:

<u>REGION</u>	<u>Number of Cases</u>	<u>Margin of Sampling Error</u>
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Upper Peninsula	78	± 11.2%
Northern Lower Peninsula	101	± 9.8%
West Central	201	± 6.9%
East Central	151	± 8.0%
Southwest	143	± 8.2%
Southeast	171	± 7.5%
Detroit	113	± 9.3%
Statewide Total	958	± 3.2%

8. FIELD PROCEDURES

CATI System. Interviews were conducted using the Computer Assisted Telephone Interviewing system (CATI) of IPPSR's Office for Survey Research (OSR). OSR uses the CASES (version 4.3) software for its CATI system. CASES was developed by the University of California–Berkeley, the U.S. Census Bureau, and the U.S. Department of Agriculture. In a CATI system, the completed interview is scripted and then programmed so that, when executed from a computer workstation, each question or instruction is presented on the computer screen in order to the interviewer. The program then indicates what numeric codes or text the interviewer is allowed to enter as responses to each of the questions. When entered, the responses are stored directly into the data set for the study.

The CASES software enables the interview to be fully programmable. The software integrates both closed-ended questions and open-ended questions. The software allows interviewers to record notes along with responses to closed questions. By default, the software moves directly from one item to the next in the sequence unless specific program commands are inserted to direct the execution path elsewhere. Different skip commands can be associated with separate responses to the same questions. For example, the interview can be directed to a separate battery of follow-up responses if the respondent answers "<1> YES" to a question on smoking cigarettes, and to an entirely different series of questions if the respondent answers "<5> NO." Commands can also be inserted between questions to direct the interview to a particular battery of questions based on the combination of responses to two or more previously answered questions. The programming features minimize the opportunities for many errors since inappropriate questions will not be asked and, as a result, appreciably less editing is necessary after the interview.

Interviewers and Interviewer Training. New interviewers received approximately 15 hours of training, including a shift of practice interviewing. Each interviewer trainee receive a training manual with instructions on techniques and procedures, copies of all relevant forms, and descriptions of operations. The OSR telephone interviewing training package was developed using "General Interviewing Techniques: A Self-Instructional Workbook for Telephone and Personal Interviewer Training", authored by P. J. Guenzel, T. R. Berckmans, and C. F. Cannell (1983) of the Survey Research Center, Institute for Social Research, University of Michigan.

Experienced interviewers received approximately two hours of study specific training to acquaint them with the study protocols, the interview instrument, and the objectives of the various questions. New interviewers were also given this information as a part of their training. Fifty-seven different interviewers were involved in data collection on the 21th State of the State Survey. Most had worked on a number of surveys prior to the State of the State Survey.

Field Period and Respondent Selection in Household. Interviewing began on May 30, 2001 and continued through the July 12. When interviewers successfully contacted a household, the study procedures required them to randomly select an adult from among those residing in the household to be the respondent. The Trohldahl-Carter technique was used as the mechanism for choosing a respondent within each household.

Telephone numbers were called across times of the day and days of the week. If after a minimum of six call attempts, no contact had been made with someone at the number, the call schedule for that case was reviewed by a supervisor to see that it had been tried across a variety of time periods. If it had not, the supervisor would re-release the number for additional calling in time periods that had not been tried. If, after additional calls were made, still no contact was made, the number was retired as a non-working number. If the review of the case indicated that it had been tried at various times and days, the supervisor might finalize the case as non-working or might release it for one or two additional tries. In the case contact was established, the number would continue to be tried until the interview was completed, the interview was refused, or the case was determined to be ineligible or incapable.

The average interview lasted approximately **22.1 minutes (s.d. = 5.2) with the median being 21 minutes.**

In the case of an initial refusal, numbers were called back after five days (although this was shortened as the end of the field period neared). Efforts were made to persuade initially reluctant respondents to complete the interview.

Completion Rate. A total of 958 interviews were completed. The overall completion rate among eligible households for the study was 55.2¹. Of those completing the interview, the mean number of calls required was 5.7 (s.d. = 4.8) and the median number of phone calls required was 4. Interviewers made a total of 32,727 calls to complete the 958 interviews.

The refusal rate was 12.0%.

¹ This is based on computation and classification coding developed by the advisory team for SOSS. Since then, the American Association of Public Opinion Research has published Standard Definitions as a guide to developing more nearly standard formulas for computing response rates, cooperation rates, refusal rates, and contact rates. Using AAPOR's formula RR4, the response rate for SOSS-21 was 46.7%, the refusal rate (REF2) was 12.2%, the cooperation rate was 79.3%, and the contact rate was 90.4%.

9. DOCUMENTATION AVAILABLE

The following documentation is available for this survey:

- a. Methodological Report
- b. Questionnaire (included in Methodological Report)
- c. Codebook (included in separate file)
- d. SPSS portable data file (in separate file)

10. DATA FORMAT AND ARCHIVING

Data are available in an SPSS-Windows systems file, with weight variables included.

11. APPENDIX

- a. Map of the MSU Extension Regions
- b. Demographic Data in MSU State of the State Survey: MSUE Regions

Weighting Program for 1990 Census Profile of Michigan (MSUSOSS21: Spring, 2001, MSUE Regions)

- Table 1. Phone Lines
- Table 2. Number of Adults in Household
- Table 3. Adjustment for Over-Sampled Counties
- Table 4. Weighting for Race and Gender within Regions
- Table 5. Weighting by Age within Region
- Table 6. Weighting to fold Detroit into Southeast Region
- Table 7. Weighting across Regions for Statewide Estimates
- Table 8. Weighting by Race

12. QUESTIONNAIRE (Spring, 2001)

>CONSENT< [loc 0/550]

Before we begin, let me tell you that this interview is completely voluntary. All of your responses are completely confidential. Should we come to any question that you do not want to answer, please let me know and we will go onto the next question.

For quality control purposes, this interview may be monitored by my supervisor.

type g to proceed @

[@]<g>
>edtime< [allow 4][goto hetime]
>edstart< [allow 4]
>edfinish< [allow 4]
>ytime< [allow 4]

```

>ystart< [allow 4]
>yfinish< [allow 4]
>chtime< [allow 4]
>chstart< [allow 4]
>chfinish< [allow 4]
>kids< [allow 10]
>tense< [allow 5]
>ID1< [allow 5][loc 18/1][#store csid in ID1][copy ID1 in ID1]
>R1< [allow 1][#preset <1>][copy R1 in R1]
    [#settime edstart]
>random1< [allow 1][#inputloc 1/33][copy random1 in random1]
>random2< [allow 1][#inputloc 1/15][copy random2 in random2]
>mail< [allow 1][#inputloc 1/35][copy mail in mail]
>cnty< [allow 1][#inputloc 1/23][copy cnty in cnty]
>regn< [allow 1][#inputloc 1/29][copy regn in regn]
>e1a< [if random1 eq <2>][goto e1b][endif]

```

The first section of our interview focuses on education in Michigan.

Students are often given the grades, A, B, C, D, and F as well as a plus or minus to indicate the quality of their work. Suppose the public schools in Michigan were graded in the same way. What grade would you give the [green]state's[n] public schools?

```

A+.....1   C+.....7
A .....2   C.....8
A- .....3   C-.....9
B+ .....4   D+.....10
B .....5   D.....11
B-.....6   D-.....12
F.....13 @
+-----+
Do not know.....98
Refused.....99
[@]<1> A+ <2> A <3> A- <4> B+ <5> B <6> B- <7> C+ <8> C <9> C-
<10> D+ <11> D <12> D- <13> F <98>[missing] DON'T KNOW
<99>[missing] REFUSED
[default goto e2]

```

```
>e1b<
```

The first section of our interview focuses on education in Michigan.

Students are often given the grades, A, B, C, D, and F as well as a plus or minus to indicate the quality of their work. Suppose the public schools in your community were graded in the same way. What grade would you give [green]your local[n] public schools?

```

A+.....1   C+.....7
A .....2   C.....8
A- .....3   C-.....9
B+ .....4   D+.....10
B .....5   D.....11
B-.....6   D-.....12
F.....13 @
+-----+
Do not know.....98

```

Refused.....99
[@]<1> A+ <2> A <3> A- <4> B+ <5> B <6> B- <7> C+ <8> C <9> C-
<10> D+ <11> D <12> D- <13> F <98>[missing] DON'T KNOW
<99>[missing] REFUSED

>e2<

Next, I would like to read you some statements about education in Michigan and have you tell me to what extent you agree or disagree with each.

(The first is) Increasing choice and competition, through the establishment of charter schools and vouchers, will lead to improvements in the performance of public schools.

Would you say you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the statement?

Strongly agree.....1 @
Somewhat agree.....2
Neither (R Volunteered).....3
Somewhat disagree4
Strongly disagree5
+-----+
Do not know.....8
Refused.....9
[@]<1> Strongly agree <2> Somewhat agree <3> Neither (R volunteered)
<4> Somewhat disagree <5> Strongly disagree
<8>[missing] DON'T KNOW <9>[missing] REFUSED

>e3<

Local school districts should set their own standards for what students should know in order to graduate from high school.

(Would you say you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the statement)?

Strongly agree.....1 @
Somewhat agree.....2
Neither (R Volunteered).....3
Somewhat disagree4
Strongly disagree5
+-----+
Do not know.....8
Refused.....9
[@]<1> Strongly agree <2> Somewhat agree <3> Neither (R volunteered)
<4> Somewhat disagree <5> Strongly disagree
<8>[missing] DON'T KNOW <9>[missing] REFUSED

>e4<

Charter schools and vouchers will drain resources from the public school system making it harder to improve public schools.

(Would you say you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the statement)?

Strongly agree.....1 @

Somewhat agree.....2
 Neither (R Volunteered).....3
 Somewhat disagree4
 Strongly disagree5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Strongly agree <2> Somewhat agree <3> Neither (R volunteered)
 <4> Somewhat disagree <5> Strongly disagree
 <8>[missing] DON'T KNOW <9>[missing] REFUSED

>e5<

The state should not allow any students to graduate from high school if they do not pass the state's high school MEAP test.

(Would you say you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the statement)?

Strongly agree.....1 @
 Somewhat agree.....2
 Neither (R Volunteered).....3
 Somewhat disagree4
 Strongly disagree5
 +-----+
 Do not know.....8
 Refused.....9

[yellow]FOR A DEFINITION OF MEAP, HIT 'h'[n]

[@]<1> Strongly agree <2> Somewhat agree <3> Neither (R volunteered)
 <4> Somewhat disagree <5> Strongly disagree
 <8>[missing] DON'T KNOW <9>[missing] REFUSED
 <h>[etc <h>][help MEAP]

>e6<

Important decisions about education curriculum and requirements should be left to local communities and their elected school boards.

(Would you say you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the statement)?

Strongly agree.....1 @
 Somewhat agree.....2
 Neither (R Volunteered).....3
 Somewhat disagree4
 Strongly disagree5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Strongly agree <2> Somewhat agree <3> Neither (R volunteered)
 <4> Somewhat disagree <5> Strongly disagree
 <8>[missing] DON'T KNOW <9>[missing] REFUSED

>e7<

Schools and school districts that fail to achieve satisfactory levels of performance should be given the extra resources they need

to improve.

(Would you say you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the statement)?

Strongly agree.....1 @
Somewhat agree.....2
Neither (R Volunteered).....3
Somewhat disagree4
Strongly disagree5

+-----+
Do not know.....8
Refused.....9

[@]<1> Strongly agree <2> Somewhat agree <3> Neither (R volunteered)
<4> Somewhat disagree <5> Strongly disagree
<8>[missing] DON'T KNOW <9>[missing] REFUSED

>e8<

The [green]state[n] should be primarily responsible for decisions about education standards and requirements in Michigan.

(Would you say you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the statement)?

Strongly agree.....1 @
Somewhat agree.....2
Neither (R Volunteered).....3
Somewhat disagree4
Strongly disagree5

+-----+
Do not know.....8
Refused.....9

[@]<1> Strongly agree <2> Somewhat agree <3> Neither (R volunteered)
<4> Somewhat disagree <5> Strongly disagree
<8>[missing] DON'T KNOW <9>[missing] REFUSED

>e9<

Families should be free to move their children from one school or school district to another if they are dissatisfied with their local schools.

(Would you say you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the statement)?

Strongly agree.....1 @
Somewhat agree.....2
Neither (R Volunteered).....3
Somewhat disagree4
Strongly disagree5

+-----+
Do not know.....8
Refused.....9

[@]<1> Strongly agree <2> Somewhat agree <3> Neither (R volunteered)
<4> Somewhat disagree <5> Strongly disagree
<8>[missing] DON'T KNOW <9>[missing] REFUSED [default goto e11]

>e10< [#define <y><1>][#define <n><5>][#define <d><8>][#define <r><9>]

Next, a different type of question. Many people favor setting standards for what children should know and be able to do at different grade levels.

Should these standards be set at . . .

```

                y/n/d/r
. . . the national level?    @a
. . . the state level?      @b
. . . the local level?      @c
```

[if e10@a eq <1> and e10@b eq <1> and e10@c eq <1>]

You indicated that there should be standards at all levels. Which standards should take priority -- (National, state, or local)?

```

National.....1 @d
State.....2
Local.....3
+-----+
Do not know.....8
Refused.....9
[endif]

[@a]<y><n> <1> YES <5> NO <d,r>[missing]
<8>[missing] DON'T KNOW <9>[missing] REFUSED
[@b]<y><n> <1> YES <5> NO <d,r>[missing]
<8>[missing] DON'T KNOW <9>[missing] REFUSED
[@c]<y><n> <1> YES <5> NO <d,r>[missing]
<8>[missing] DON'T KNOW <9>[missing] REFUSED
[@d]<1> National <2> State <3> Local <8>[missing] DON'T KNOW
<9>[missing] REFUSED
```

>e11<

Now, thinking about education funding in Michigan . . .

Do you think the amount being spent on public education in Michigan is too much, too little, or just about the right amount?

```

Too much.....1 @
Too little.....2
About the right amount.....3
+-----+
Do not know.....8
Refused.....9
[@]<1> Too much <2> Too little <3> About the right amount
<8>[missing] DON'T KNOW <9>[missing] REFUSED
```

>e12<

In your opinion, do Michigan schools rely on MEAP test scores too much, too little, or about the right amount in the evaluation of schools and students?

```

Too much.....1 @
Too little.....2
About the right amount.....3
```

```
+-----+
Do not know.....8
Refused.....9
[@]<1> Too much <2> Too little <3> About the right amount
<8>[missing] DON'T KNOW <9>[missing] REFUSED
```

>e13<

Next, I would like to ask you about the performance of public schools in your community.

How important are each of the following to [green]you[n] as a measure of how well the schools in your community are performing?

Student scores on the MEAP?

Would you say very important, somewhat important, not very important, or not important at all?

```
Very important.....1 @
Somewhat important.....2
Not very important.....3
Not important at all.....4
+-----+
Do not know.....8
Refused.....9
[@]<1> Very important <2> Somewhat important <3> Not very important
<4> Not important at all <8>[missing] DON'T KNOW
<9>[missing] REFUSED
```

>e14< [if random1 eq <2>][goto e16b][endif]

Per pupil spending?

(Would you say very important, somewhat important, not very important, or not important at all?)

```
Very important.....1 @
Somewhat important.....2
Not very important.....3
Not important at all.....4
+-----+
Do not know.....8
Refused.....9
```

[yellow]FOR A DEFINITION OF MEAP, HIT 'h'[n]

```
[@]<1> Very important <2> Somewhat important <3> Not very important
<4> Not important at all <8>[missing] DON'T KNOW
<9>[missing] REFUSED
<h>[etc <h>][help MEAP]
```

>e15<

Graduation rates?

(Would you say very important, somewhat important, not very important, or not important at all?)

Very important.....1 @
Somewhat important.....2
Not very important.....3
Not important at all.....4

+-----+

Do not know.....8
Refused.....9

[@]<1> Very important <2> Somewhat important <3> Not very important
<4> Not important at all <8>[missing] DON'T KNOW
<9>[missing] REFUSED [default goto e16a]

>e16< [goto e16a]

Student grades?

(Would you say very important, somewhat important, not very important, or not important at all?)

Very important.....1 @
Somewhat important.....2
Not very important.....3
Not important at all.....4

+-----+

Do not know.....8
Refused.....9

[@]<1> Very important <2> Somewhat important <3> Not very important
<4> Not important at all <8>[missing] DON'T KNOW
<9>[missing] REFUSED

>e16a<

Qualifications of teachers?

(Would you say very important, somewhat important, not very important, or not important at all?)

Very important.....1 @
Somewhat important.....2
Not very important.....3
Not important at all.....4

+-----+

Do not know.....8
Refused.....9

[@]<1> Very important <2> Somewhat important <3> Not very important
<4> Not important at all <8>[missing] DON'T KNOW
<9>[missing] REFUSED [default goto e16d]

>e16b<

Variety of extra curricular programs?

(Would you say very important, somewhat important, not very important, or not important at all?)

Very important.....1 @
Somewhat important.....2
Not very important.....3
Not important at all.....4
+-----+
Do not know.....8
Refused.....9
[@]<1> Very important <2> Somewhat important <3> Not very important
<4> Not important at all <8>[missing] DON'T KNOW
<9>[missing] REFUSED

>e16c<

Athletic success?

(Would you say very important, somewhat important, not very important, or not important at all?)

Very important.....1 @
Somewhat important.....2
Not very important.....3
Not important at all.....4
+-----+
Do not know.....8
Refused.....9
[@]<1> Very important <2> Somewhat important <3> Not very important
<4> Not important at all <8>[missing] DON'T KNOW
<9>[missing] REFUSED

>e16d< [if random2 ge <5>][goto e18][endif]

School safety?

(Would you say very important, somewhat important, not very important, or not important at all?)

Very important.....1 @
Somewhat important.....2
Not very important.....3
Not important at all.....4
+-----+
Do not know.....8
Refused.....9
[@]<1> Very important <2> Somewhat important <3> Not very important
<4> Not important at all <8>[missing] DON'T KNOW
<9>[missing] REFUSED [default goto e18]

>e17<

Individual student progress?

(Would you say very important, somewhat important, not very important, or not important at all?)

Very important.....1 @
Somewhat important.....2
Not very important.....3
Not important at all.....4

+-----+

Do not know.....8

Refused.....9

[@]<1> Very important <2> Somewhat important <3> Not very important

<4> Not important at all <8>[missing] DON'T KNOW

<9>[missing] REFUSED

>e18<

Who do you think is mostly responsible for bringing about change or improvements in the public schools?

Parents.....1 School board.....2

Teachers.....3 Teachers' union/MEA.....4

School administration/principals/superintendents/administrators.....5

Local community/people of the community/community as a whole/citizens...6

State government/legislature/representatives for the state/the state....7

Businesses.....8 Courts.....9

Money/funds/provide resources for students.....10

Parents and teachers.....11 School administrators & school board...12

Coalition of factors/shared responsibility/community and legislature/
combination of parents, schools, staff, community/everyone/

school board and community.....13

Other.....14

Do not know.....98 Refused.....99 @

[@] 0[#specify]

<1> Parents <2> School board <3> Teachers <4> Teachers' union/MEA

<5> School administration/principals/superintendents/administrators

<6> Local community/people of the community/community as a whole/citizens

<7> State government/legislature/representatives for the state/the state

<8> Businesses <9> Courts <10> Money/funds/provide resources for students

<11> Parents and teachers <12> School administrators & school board

<13> Coalition of factors <14> Other

<98>[missing] DON'T KNOW <99>[missing] REFUSED

>e19<

What are one or two things that you think would do the most to improve the quality of education in your community?

Specify.....0 @

+-----+

Do not know.....98

Refused.....99

[@] <0>[#specify]

<98>[missing] DON'T KNOW <99>[missing] REFUSED

[default goto ql8]

>e19a< [allow 2]

>ql8< [#settime edfinish][subtime edstart from edfinish into edtime]

The following questions focus on the quality of life for you and your family.

Thinking about your own family, overall, how would you evaluate the quality of your family life?

Would you say it is very high, high, average, low, or very low?

Very high.....1 @
 High.....2
 Average.....3
 Low.....4
 Very low.....5
 +-----+
 Do not know.....8
 Refused.....9

[@]<1> Very high <2> High <3> Average <4> Low <5> Very low
 <8>[missing] DON'T KNOW <9>[missing] REFUSED

>x3< [#settime hestart]
 In your opinion, what is the most important problem facing your family
 today?

[yellow]CODER: DUE TO THE NUMBER OF CATEGORIES, TYPE "h" AT THE COMMAND LINE[n]
 [yellow] AFTER HITTING F3 TO GET THE FULL LIST[n]

1-89 TYPE H FOR LIST
 No problems.....90 Do not know.....98 Refused.....99 @

[@] 0 [#specify]
 <1> SCHOOLS FINANCE <2> QUALITY OF SCHOOLS/IMPROVING EDUCATION
 <3> AFFORDING COLLEGE/FINISHING COLLEGE
 <9> SCHOOLS/PUBLIC SCHOOLS/SCHOOL SYSTEM-MISC.
 <10> MEDICAL CARE/MORE DOCTORS/HEALTH CARE <11> ELDERLY/WELFARE OF ELDERLY
 <12> RACISM/EQUALITY/EQUAL OPPORTUNITIES FOR JOBS <13> POVERTY/THE POOR
 <15> HOUSING/AFFORDABLE HOUSING <19> MEDICAL/HEALTH - MISC.
 <20> UNEMPLOYMENT/JOBS/JOBS FOR YOUTH <21> DEVELOPMENT/GROWTH/LOSS OF
 BUSINESS
 <22> OVEREXPANSION/TOO MUCH GROWTH/TOO MUCH DEVELOPMENT
 <24> COST OF GOODS/INFLATION/GAS PRICES
 <25> FINANCIAL/FAMILY FINANCIAL STATUS/INCOME/FUTURE INCOME
 <26> RETIREMENT/PLANS FOR RETIREMENT <29> ECONOMY - MISC.
 <30> TAXES/CITY TAXES/CITY FINANCES
 <31> LEADERSHIP/CITY LEADERS/CITY POLITICS
 <33> TOO MUCH GOVERNMENT/GOVERNMENT REGULATIONS <39> GOVERNMENT - MISC.
 <41> SAFETY/STREET VIOLENCE/PERSONAL SECURITY <43> DRUGS/DRUG DEALERS
 <49> CRIME - MISC.
 <50> GANGS/YOUTH VIOLENCE/TEENAGE TROUBLES/TEENAGE VIOLENCE
 <51> LACK ACTIVITIES/RECREATION FOR YOUTH
 <55> PEER PRESSURE
 <59> YOUTH/TEENS/ADOLESCENTS - MISC.
 <60> BROKEN HOMES/DIVORCE/SINGLE PARENTS/FAMILY UNIT
 <61> CHILDREN'S WELFARE/CHILDREN VIOLENCE/CHILD ABUSE
 <62> DISCIPLINE/DISCIPLINE OF CHILDREN
 <63> VALUES/MORALITY/MORALS/RELIGION
 <66> COMMUNICATION/FAMILY COMMUNICATION
 <67> RAISING CHILDREN
 <68> FAMILY TIME, SPENDING TIME WITH FAMILY
 <69> FAMILY - MISC. <73> LAND USE
 <79> ENVIRONMENT - MISC. <82> POLICE/NEED MORE POLICE/LAW
 <85> ROADS/ROAD SYSTEMS/ROAD MAINTENANCE <86> TRANSPORTATION/BUSES
 <89> PUBLIC SERVICES - MISC. <91> OTHER PROBLEMS <92> LACK OF RELIGION
 <90> No problems <98>[missing] DON'T KNOW <99>[missing] REFUSED
 <h>[etc <h>][help x3help]

>sc1<

We are interested in knowing something about the relationships you have with family and friends.

Do you have close family or relatives who live nearby or in your community?

Yes.....1 @
 No.....5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> YES <5> NO <8>[missing] DON'T KNOW <9>[missing] REFUSED

>sc3<

Suppose there were a serious emergency in your household. Is there a friend or relative living nearby who you could call on to spend a lot of time helping out?

Yes.....1 @
 No.....5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> YES <5>[goto sc4] NO <8>[missing][goto sc4] DON'T KNOW <9>[missing][goto sc4] REFUSED

>sc3a<

Would that be a friend, a relative, or both a friend and a relative?

Friend.....1 @
 Relative.....2
 Both friend and relative.....3
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Friend <2> Relative <3> Both friend and relative <8>[missing] DON'T NOW <9>[missing] REFUSED

>sc4<

How often are you called on to help friends or relatives in serious family emergencies.

Would you say often, occasionally, or almost never?

Often.....1 @
 Occasionally.....2
 Almost never.....3
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Often <2> Occasionally <3> Almost never <8>[missing] DON'T KNOW <9>[missing] REFUSED

>sc4a<

How recent was the last time that you helped a friend or a relative who had a family emergency, not including attending a funeral?

Was it in the last few days, the last few weeks, the last few months, within the last 12 months, or more than a year ago?

- Last few days.....1 @
 - Last few weeks.....2
 - Last few months.....3
 - Within the last 12 months.....4
 - More than a year ago.....5
 - +-----+
 - Do not know.....8
 - Refused.....9
- [@]<1> Last few days <2> Last few weeks <3> Last few months
<4> Within the last 12 months <5> More than a year ago
<8>[missing] DON'T KNOW <9>[missing] REFUSED

>y1< [#settime hefinish][subtime hestart from hefinish into hetime]
[#settime ystart]
The next part of our survey focuses on communities and young people.

Generally speaking, would you say your community is very safe, somewhat safe, not very safe, or not at all safe?

- Very safe.....1 @
 - Somewhat safe.....2
 - Not very safe.....3
 - Not at all safe.....4
 - +-----+
 - Do not know.....8
 - Refused.....9
- [@]
<1> Very safe <2> Somewhat safe <3> Not very safe
<4> Not at all safe <8>[missing] DON'T KNOW <9>[missing] REFUSED

>y5<
Next, some questions about out-of-school time for youth.
There are many different kinds of structured out-of-school activities, for example, Scouts, 4-H, Camp Fire, YMCA, community sports, and faith-based youth programs.

Overall, how many structured out-of-school activities for youth are available in your community? Would you say there are none, very few, some, or many?

- None.....1
 - Very few.....2
 - Some.....3
 - Many.....4 @
 - +-----+
 - Do not know.....8
 - Refused.....9
- [@]
<1> None <2> Very few <3> Some <4> Many <8>[missing] DON'T KNOW
<9>[missing] REFUSED

>y8<

Suppose our goal were to reduce juvenile crime. Several methods have been suggested to do this.

Which of these methods would you most prefer as a means to reduce juvenile crime: Build more youth prisons, Increase funding for structured out-of-school activities for youth, or Fund alternative schools for youth who have been expelled from public schools?

[yellow]FOR A DEFINITION OF ALTERNATIVE SCHOOL HIT 'h' [n]

BUILD MORE YOUTH PRISONS.....1 @
 INCREASE FUNDING FOR OUT-OF-SCHOOL ACTIVITIES.....2
 FUND ALTERNATIVE SCHOOLS FOR THOSE EXPELLED.....3
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> BUILD MORE YOUTH PRISONS
 <2> INCREASE FUNING FOR OUT-OF-SCHOOL ACTIVITIES
 <3> FUND ALTERNATIVE SCHOOLS FOR THOSE EXPELLED
 <8>[missing] DON'T KNOW <9>[missing] REFUSED
 <h>[etc <h>][help altsch]

>y13<

In general, would you strongly favor, somewhat favor, somewhat oppose, or strongly oppose an increase in the number and variety of structured out-of-school activities available for youth in your community?

Strongly favor.....1 @
 Somewhat favor.....2
 Neither (R Volunteered Response).....3
 Somewhat oppose.....4
 Strongly oppose.....5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Strongly favor <2> Somewhat favor <3> Neither (R volunteered)
 <4> Somewhat oppose <5> Strongly oppose <8>[missing] DON'T KNOW
 <9>[missing] REFUSED

>y15<

Now I'm going to ask you some questions about students who break rules or commit crimes at school. Michigan law states that for some offenses school officials [green]must[n] expel students for 180 days, or an entire school year. For other offenses, school officials [red]may suspend[n] a student, that is, not let him attend school for a shorter period of time. For still other offenses, school officials may give the student some [yellow]other lesser punishment[n] such as detention, [cyan]or[n] have him see a counselor.

What action do you think is appropriate for students who have a weapon in school?

Would you say expelled for a year, suspended, a lesser form of punishment, counseling, or do you think no action should be taken?

Expelled1 @

Suspended.....2
 Lesser punishment.....3
 Counseling.....4
 No action should be taken.....5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Expelled <2> Suspended <3> Lesser punishment <4> Counseling
 <5> No action <8>[missing] DON'T KNOW <9>[missing] REFUSED

>y16<

(What action do you think is appropriate for) students who possess drugs in school?

(Would you say expelled for a year, suspended, a lesser form of punishment, counseling, or do you think no action should be taken)?

Expelled1 @
 Suspended.....2
 Lesser punishment.....3
 Counseling.....4
 No action should be taken.....5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Expelled <2> Suspended <3> Lesser punishment <4> Counseling
 <5> No action <8>[missing] DON'T KNOW <9>[missing] REFUSED

>y17<

(What action do you think is appropriate for) students who sell or distribute drugs in school?

[yellow]IWER: IF ASKED, THIS REFERS TO ILLEGAL DRUGS[n]

(Would you say expelled for a year, suspended, a lesser form of punishment, counseling, or do you think no action should be taken)?

Expelled1 @
 Suspended.....2
 Lesser punishment.....3
 Counseling.....4
 No action should be taken.....5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Expelled <2> Suspended <3> Lesser punishment <4> Counseling
 <5> No action <8>[missing] DON'T KNOW <9>[missing] REFUSED

>y18<

(What action do you think is appropriate for) students who physically fight in school?

(Would you say expelled for a year, suspended, a lesser form of punishment, counseling, or do you think no action should be taken)?

Expelled1 @
 Suspended.....2
 Lesser punishment.....3
 Counseling.....4
 No action should be taken.....5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Expelled <2> Suspended <3> Lesser punishment <4> Counseling
 <5> No action <8>[missing] DON'T KNOW <9>[missing] REFUSED

>y19<

(What action do you think is appropriate) for students who make a verbal threat of harm in school?

(Would you say expelled for a year, suspended, a lesser form of punishment, counseling, or do you think no action should be taken)?

Expelled1 @
 Suspended.....2
 Lesser punishment.....3
 Counseling.....4
 No action should be taken.....5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Expelled <2> Suspended <3> Lesser punishment <4> Counseling
 <5> No action <8>[missing] DON'T KNOW <9>[missing] REFUSED

>y20<

(What action do you think is appropriate for) students who know of another child's threat to commit violence at school, but fail to tell school authorities?

(Would you say expelled for a year, suspended, a lesser form of punishment, counseling, or do you think no action should be taken)?

Expelled1 @
 Suspended.....2
 Lesser punishment.....3
 Counseling.....4
 No action should be taken.....5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Expelled <2> Suspended <3> Lesser punishment <4> Counseling
 <5> No action <8>[missing] DON'T KNOW <9>[missing] REFUSED

>y21<

(What action do you think is appropriate for) students who repeatedly tease, taunt, or bully another student in school?

(Would you say expelled for a year, suspended, a lesser form of punishment, counseling, or do you think no action should be taken)?

Expelled1 @
 Suspended.....2
 Lesser punishment.....3
 Counseling.....4
 No action should be taken.....5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Expelled <2> Suspended <3> Lesser punishment <4> Counseling
 <5> No action <8>[missing] DON'T KNOW <9>[missing] REFUSED

>y22<

(What action do you think is appropriate for) students who participate in "hate crimes" in school?

(Would you say expelled for a year, suspended, a lesser form of punishment, counseling, or do you think no action should be taken)?

Expelled1 @
 Suspended.....2
 Lesser punishment.....3
 Counseling.....4
 No action should be taken.....5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Expelled <2> Suspended <3> Lesser punishment <4> Counseling
 <5> No action <8>[missing] DON'T KNOW <9>[missing] REFUSED

>y23<

(What action do you think is appropriate for) students who deface or write graffiti on school property?

(Would you say expelled for a year, suspended, a lesser form of punishment, counseling, or do you think no action should be taken)?

Expelled1 @
 Suspended.....2
 Lesser punishment.....3
 Counseling.....4
 No action should be taken.....5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> Expelled <2> Suspended <3> Lesser punishment <4> Counseling
 <5> No action <8>[missing] DON'T KNOW <9>[missing] REFUSED

>clean< [if IDAT eq <05302000>][goto y24a][endif]
 [if IDAT eq <05312000>][goto y24a][endif]
 [if IDAT eq <06012000>][goto y24a][endif]
 [if IDAT eq <06022000>][goto y24a][endif]
 [if IDAT eq <06032000>][goto y24a][endif]
 [if IDAT eq <06042000>][goto y24a][endif]
 [if IDAT eq <06052000>][goto y24a][endif]
 [if IDAT eq <06062000>][goto y24a][endif]

[goto c1]

>y24a< [if random1 eq <2>][goto y24b][endif][#goto c1]

In Michigan, students who are expelled from their school are automatically expelled from all public schools in the state. Expelled students are not guaranteed the right to alternative education.

Which of the following statements is closest to your opinion regarding students who have been expelled from school?

- a. Students who have been expelled from school should have [green]the right[n] to attend an alternative school1
- b. Students who have been expelled from school should [yellow]be required[n] to attend an alternative school.....2
- c. Students who have been expelled from school should [red]not be permitted[n] to attend school.....3 @

[yellow]FOR A DEFINITION OF ALTERNATIVE SCHOOL HIT 'h' [n]

+-----+

Do not know.....8

Refused.....9

[@]<1> Students who have been expelled should have the right to attend an alternative school

<2> Students who have been expelled should be required to attend an alternative school

<3> Students who have been expelled should not be permitted to attend school

<8>[missing] DON'T KNOW <9>[missing] REFUSED

<h>[etc <h>][help altsch]

[default goto y25]

>y24b< [#goto c1]

Which of the following statements is closest to your opinion regarding students who have been expelled from school?

- a. Students who have been expelled from school should have [green]the right[n] to attend an alternative school1
- b. Students who have been expelled from school should [yellow]be required[n] to attend an alternative school.....2
- c. Students who have been expelled from school should [red]not be permitted[n] to attend school.....3 @

[yellow]FOR A DEFINITION OF ALTERNATIVE SCHOOL HIT 'h' [n]

+-----+

Do not know.....8

Refused.....9

[@]<1> Students who have been expelled should have the right to attend an alternative school

<2> Students who have been expelled should be required to attend an alternative school

<3> Students who have been expelled should not be permitted to attend school

<8>[missing] DON'T KNOW <9>[missing] REFUSED

<h>[etc <h>][help altsch]

>y25< [#define <p><1>][#define <s><2>][#define <d><3>]

If alternative schools [green]were[n] to be made available in your community, who should pay for these alternative education programs for

students who have been expelled from public schools in Michigan?

Should it be the [green]parents[n] of the expelled youth, the [red]state of Michigan[n] or Michigan taxpayers, or the [cyan]school districts[n] where the student was expelled?

Parent(s).....p
 State of Michigan/taxpayers.....s
 School districts.....d @
 +-----+
 Do not know.....8
 Refused.....9
 [@]<p,s,d> <1> Parent (s) <2> State of Michigan/taxpayers
 <3> School districts <8>[missing] DON'T KNOW <9>[missing] REFUSED

>y27< [#undefine <p>][#undefine <s>][#undefine <d>]
Next, I will ask you some questions about people who commit crimes.

Generally speaking, at what age do you believe someone who is accused of committing murder should be tried in adult court instead of juvenile court?

Age.....5-18 @
 +-----+
 Do not know.....98
 Refused.....99
 [@]<5-18> <98>[missing] DON'T KNOW <99>[missing] REFUSED

>y28<

Generally speaking, at what age do you believe someone who is accused of committing violent crimes other than murder should be tried in adult court instead of juvenile court?

Age.....5-18 @
 +-----+
 Do not know.....98
 Refused.....99
 [@]<5-18> <98>[missing] DON'T KNOW <99>[missing] REFUSED

>y29<

Do you believe juveniles who are convicted in adult court for committing violent crimes should be eligible to receive a sentence of life in prison without the possibility of parole?

Yes.....1 @
 No.....5
 +-----+
 Do not know.....8
 Refused.....9
 [@]<1> YES <5> NO <8>[missing] DON'T KNOW <9>[missing] REFUSED

>c1< [#settime chstart][loc 19/1]

Next, I would like to ask you some general questions about the children

that may live in your household.

How many children under the age of 18 currently live in your household?

Number of children.....0-10 @

+-----+

Do not know.....98

Refused.....99

[@]<0>[goto CC1]

<1-10><98>[missing] DON'T KNOW <99>[missing] REFUSED

>c2<

What is the age of your oldest child?

Age oldest child..... 0-18 @a

+-----+

Refused.....99

Is your [fill c2@a] year-old child male or female?

Male.....1 @b

Female.....5

+-----+

Refused.....9

[if c2@a ge <5>]

[if c2@b eq <1>]

Does he attend a

[endif]

[if c2@b eq <5>]

Does she attend a

[endif]

[if c2@b ge <8>]

Does your child attend a

[endif]

a public school.....1 @c

an alternative school.....2

a charter school.....3

a private school.....4

a home-based school.....5

or are they not in school?.....6

+-----+

Refused.....9

[endif]

[@a]<0-18> <98>[missing] DON'T KNOW <99>[missing] REFUSED

[@b] <1> Male <5> Female <8>[missing] DON'T KNOW <9>[missing] REFUSED

[@c] <1> a public school <2> an alternative school <3> a charter school

<4> a private school <5> a home-based school

<6> they are not in school <8>[missing] DON'T KNOW

<9>[missing] REFUSED

>c3<[if c1 eq <1>][goto mh1][endif]

What is the age of your [green]second[n] child?

Age second child..... 0-18 @a

+-----+

Refused.....99

Is your [fill c3@a] year-old child male or female?

Male.....1 @b
Female.....5
+-----+
Refused.....9

[if c3@a ge <5>]
[if c3@b eq <1>]
Does he attend a
[endif]
[if c3@b eq <5>]
Does she attend a
[endif]
[if c3@b ge <8>]
Does your child attend a
[endif]

a public school.....1 @c
an alternative school.....2
a charter school.....3
a private school.....4
a home-based school.....5
or are they not in school?.....6
+-----+
Refused.....9

[endif]
[@a]<0-18> <98>[missing] DON'T KNOW <99>[missing] REFUSED
[@b] <1> Male <5> Female <8>[missing] DON'T KNOW <9>[missing] REFUSED
[@c] <1> a public school <2> an alternative school <3> a charter school
<4> a private school <5> a home-based school
<6> they are not in school <8>[missing] DON'T KNOW
<9>[missing] REFUSED

>c4< [if c1 eq <2>][goto mh1][endif]
What is the age of your [green]third[n] child?

Age third child..... 0-18 @a
+-----+
Refused.....99

Is your [fill c4@a] year-old child male or female?

Male.....1 @b
Female.....5
+-----+
Refused.....9

[if c4@a ge <5>]
[if c4@b eq <1>]
Does he attend a
[endif]
[if c4@b eq <5>]
Does she attend a
[endif]
[if c4@b ge <8>]

Does your child attend a
[endif]

- a public school.....1 @c
- an alternative school.....2
- a charter school.....3
- a private school.....4
- a home-based school.....5
- or are they not in school?.....6
- +-----+
- Refused.....9

[endif]

[@a]<0-18> <98>[missing] DON'T KNOW <99>[missing] REFUSED
[@b] <1> Male <5> Female <8>[missing] DON'T KNOW <9>[missing] REFUSED
[@c] <1> a public school <2> an alternative school <3> a charter school
<4> a private school <5> a home-based school
<6> they are not in school <8>[missing] DON'T KNOW
<9>[missing] REFUSED

>c5< [if c1 eq <3>][goto mh1][endif]
What is the age of your [green]fourth[n] child?

- Age fourth child..... 0-18 @a
- +-----+
- Refused.....99

Is your [fill c5@a] year-old child male or female?

- Male.....1 @b
- Female.....5
- +-----+
- Refused.....9

[if c5@a ge <5>
[if c5@b eq <1>
Does he attend a
[endif]
[if c5@b eq <5>
Does she attend a
[endif]
[if c5@b ge <8>
Does your child attend a
[endif]

- a public school.....1 @c
- an alternative school.....2
- a charter school.....3
- a private school.....4
- a home-based school.....5
- or are they not in school?.....6
- +-----+
- Refused.....9

[endif]

[@a]<0-18> <98>[missing] DON'T KNOW <99>[missing] REFUSED
[@b] <1> Male <5> Female <8>[missing] DON'T KNOW <9>[missing] REFUSED
[@c] <1> a public school <2> an alternative school <3> a charter school
<4> a private school <5> a home-based school

<6> they are not in school <8>[missing] DON'T KNOW
<9>[missing] REFUSED

>c6<[if c1 eq <4>][goto mh1][endif]
What is the age of your fifth child?

Age fifth child..... 0-18 @a
+-----+
Refused.....99

Is your [fill c6@a] year-old child male or female?

Male.....1 @b
Female.....5
+-----+
Refused.....9

[if c6@a ge <5>]
[if c6@b eq <1>]
Does he attend a
[endif]
[if c6@b eq <5>]
Does she attend a
[endif]
[if c6@b ge <8>]
Does your child attend a
[endif]

a public school.....1 @c
an alternative school.....2
a charter school.....3
a private school.....4
a home-based school.....5
or are they not in school?.....6
+-----+
Do not know.....8
Refused.....9

[endif]
[@a]<0-18> <98>[missing] DON'T KNOW <99>[missing] REFUSED
[@b] <1> Male <5> Female <8>[missing] DON'T KNOW <9>[missing] REFUSED
[@c] <1> a public school <2> an alternative school <3> a charter school
<4> a private school <5> a home-based school
<6> they are not in school <8>[missing] DON'T KNOW
<9>[missing] REFUSED

>c7< [if c1 eq <5>][goto mh1][endif]
What is the age of your [green]sixth[n] child?

Age sixth child..... 0-18 @a
+-----+
Do not know.....98
Refused.....99

Is your [fill c7@a] year-old child male or female?

Male.....1 @b

Female.....5
+-----+
Do not know.....8
Refused.....9

[if c7@a ge <5>]
[if c7@b eq <1>]
Does he attend a
[endif]
[if c7@b eq <5>]
Does she attend a
[endif]
[if c7@b ge <8>]
Does your child attend a
[endif]

a public school.....1 @c
an alternative school.....2
a charter school.....3
a private school.....4
a home-based school.....5
or are they not in school?.....6
+-----+
Do not know.....8
Refused.....9

[endif]
[@a]<0-18> <98>[missing] DON'T KNOW <99>[missing] REFUSED
[@b] <1> Male <5> Female <8>[missing] DON'T KNOW <9>[missing] REFUSED
[@c] <1> a public school <2> an alternative school <3> a charter school
<4> a private school <5> a home-based school
<6> they are not in school <8>[missing] DON'T KNOW
<9>[missing] REFUSED [default goto mh1]

>c10< [goto mh1][#undefine <d>][#undefine <r>]
[store <> in kids]
[if c1 eq <1>][store <child> in kids][store <was> in tense][endif]
[if c1 ge <2>][store <children> in kids][store <were> in tense][endif]

Thinking about your school-aged [fill kids] . . .

During the past school year, on how many days, if any, [fill tense] your
[fill kids] picked on or bullied by another youth?

Number of days.....0-180 @
+-----+
Do not know.....d
Refused.....r
[@]<0-180> <d,r>[missing]

>c11<

During the past school year, on how many days, if any, did your [fill kids]
not go to school or avoid classes or extra-curricular activities because
you or your [fill kids] felt it would be unsafe to do so?

Number of days.....0-180 @
+-----+

Do not know.....d
Refused.....r
[@]<0-180> <d,r>[missing]

>mh1< [#settime yfinish][subtime ystart from yfinish into ytime]
In the past year, how many children in your household have served on an advisory board, board of directors, or other decision-making group in the community?

(IWER: Examples include being a youth representative or member on a school board, church or foundation board, a community advisory group for agencies such as the local parks and recreation department planning council or red cross. It also includes being a member of an all-youth or advisory board, but not student council).

None.....0 @
1-10 children.....1-10
+-----+
Do not know.....98
Refused.....99
[@]<0-10> CHILDREN
<98>[missing] DON'T KNOW <99>[missing] REFUSED

>mh2<
Thinking about the households in your neighborhood that have children, how many of these children do you know by name?

None.....0 @
1-50 children.....1-50
+-----+
Do not know.....98
Refused.....99
[@]<0-50> CHILDREN
<98>[missing] DON'T KNOW <99>[missing] REFUSED

>CC1< [if chfinish eq <>][#settime chfinish][endif]
[if chtime eq <>][subtime chstart from chfinish into chtime][endif]
[if yfinish eq <>][#settime yfinish][endif]
[subtime ystart from yfinish into ytime]

In this part of the survey, I'd like to ask you a few questions about how things are going for Michigan residents in general.

Would you say that you (and your family living there) are [green]better off[n] or [green]worse off[n] financially than you were a year ago?

BETTER OFF.....1
ABOUT THE SAME (R PROVIDED).....2
WORSE OFF.....3 @
+-----+
DO NOT KNOW.....8
REFUSED/NO ANSWER.....9

[@]<1> BETTER OFF <2> ABOUT THE SAME (R PROVIDED) <3> WORSE OFF

<8>[missing] DON'T KNOW <9>[missing] REFUSED

>CC2<

Now looking ahead, do you think that [green]a year from now[n], you (and your family living there) will be [green]better off[n] financially or [green]worse off[n] financially?

BETTER OFF.....1
ABOUT THE SAME (R PROVIDED).....3
WORSE OFF.....5 @
+-----+
DO NOT KNOW.....8
REFUSED/NO ANSWER.....9

[@]<1> BETTER OFF <3> ABOUT THE SAME (R PROVIDED) <5> WORSE OFF
<8>[missing] DON'T KNOW <9>[missing] REFUSED

>CC3<

How would you rate your household's overall financial situation these days?

Would you say it is excellent, good, just fair, not so good, or poor?

EXCELLENT.....1
GOOD.....2
JUST FAIR.....3
NOT SO GOOD.....4
POOR.....5 @
+-----+
DO NOT KNOW.....8
REFUSED/NO ANSWER.....9

[@]<1> EXCELLENT <2> GOOD <3> JUST FAIR <4> NOT SO GOOD <5> POOR
<8>[missing] DON'T KNOW <9>[missing] REFUSED

>CC4<

During the [green]next twelve months[n], do you think the rate of inflation in this country will go up, will go down, or will stay about the same as it was in the [green]past 12 months[n]?

GO UP.....1
GO DOWN3
STAY ABOUT THE SAME.....5 @
+-----+
DO NOT KNOW.....8
REFUSED/NO ANSWER.....9

[@]<1> GO UP <3> GO DOWN <5> STAY ABOUT THE SAME
<8>[missing] DON'T KNOW <9>[missing] REFUSED

>CC5<

[green]Twelve months from now[n], do you expect the unemployment situation in this country to be [green]better than[n], worse than, or [green]about the same[n] as it was in the last 12 months?

BETTER THAN.....1
WORSE THAN.....3
ABOUT THE SAME.....5 @

+-----+
DO NOT KNOW.....8
REFUSED/NO ANSWER.....9

[@]<1> BETTER THAN <3> WORSE THAN <5> ABOUT THE SAME
<8>[missing] DON'T KNOW <9>[missing] REFUSED

>CC6<

Now turning to business conditions in your community, do you think that during the [green]next twelve months[n] your community will have [green]good times[n] financially, or [green]bad times[n] financially?

GOOD TIMES.....1
BAD TIMES.....3
NEITHER GOOD NOR BAD; MEDIOCRE
STAY THE SAME(R PROVIDED).....5 @

+-----+
DO NOT KNOW.....8
REFUSED/NO ANSWER.....9

[@]<1,3,5> <8,9>[missing]

>CD1<

Now, I have a few background questions. These are for statistical analysis purposes only.

MALE.....1
FEMALE.....5 @

[@]<1,5>

>CD2< [#define <d><998>][#define <r><999>]

In what year were you born?

Year.....19 @

+-----+
DON'T KNOW.....d
REFUSED.....r

[@] <00-83> <d,r>[missing] <998> DON'T KNOW <999> REFUSED

>CD3<

What is the highest level of education you have completed?

DID NOT GO TO SCHOOL0
GRADE.....1-11
HIGH SCHOOL GRADUATE OR GED HOLDER.....12
COLLEGE (ONE TO THREE YEARS).....13-15
COLLEGE GRADUATE (FOUR YEARS)16
SOME POST GRADUATE17
GRADUATE DEGREE.....18
TECHNICAL/JUNIOR COLLEGE GRADUATE.....20 @

+-----+

DON'T KNOW.....98
REFUSED.....99

[@] <0-20> <98,99>[missing]

>CD5a<

Now a couple of questions about your ethnicity and race.

First are you of Hispanic, Latino, or Spanish origin?

YES- HISPANIC/LATINO/SPANISH ORIGIN.....1
NO - [green]NOT[n] HISPANIC/LATINO/SPANISH ORIGIN.....5 @
+-----+
DON'T KNOW.....8
REFUSED.....9

[@] <1,5> <8,9>[missing]

>CD4a< [default answer <n> all] [#define <y><1>][#define <n><5>][#define <d><8>][#define <r><9>]
What is your race?

(IWER: THE R CAN JUST TELL YOU IF THEY ARE WHITE, BLACK, ASIAN,
ETC, AND YOU CAN JUST HIT ENTER AND IT WILL ENTER AN 'n' FOR
INDICATE WHAT THE R SAYS BY BY TYPING AN 'y'[n]

y/n/d/r

White?.....@a
African American or Black?.....@b
Hawaiian or other Pacific Islander?....@c
Asian?..... @d
American Indian or Alaska Native?.....@e

[yellow]A HELP SCREEN IS AVAILABLE BY HITTING 'h'[n]

[@a]<y,n><d,r>[missing] <1> YES <5> NO <h>[#etc <h>][#help racehelp]
<8>[missing] DON'T KNOW <9>[missing] REFUSED
[@b]<y,n><d,r>[missing] <1> YES <5> NO <h>[#etc <h>][#help racehelp]
<8>[missing] DON'T KNOW <9>[missing] REFUSED
[@c]<y,n><d,r>[missing] <1> YES <5> NO <h>[#etc <h>][#help racehelp]
<8>[missing] DON'T KNOW <9>[missing] REFUSED
[@d]<y,n><d,r>[missing] <1> YES <5> NO <h>[#etc <h>][#help racehelp]
<8>[missing] DON'T KNOW <9>[missing] REFUSED
[@e]<y,n><d,r>[missing] <1> YES <5> NO <h>[#etc <h>][#help racehelp]
<8>[missing] DON'T KNOW <9>[missing] REFUSED

>CD6< [#undefine <d>][#undefine <r>]

Now I have just a few more background questions.

What is the religious group which you feel most closely represents your
religious views?

(Is it Catholic, Islamic, Jewish, Protestant, some other religion, or no
religion)?

NONE; NO RELIGIOUS GROUP.....0

CATHOLIC; ROMAN CATHOLIC, ORTHODOX.....1
 ISLAMIC/MUSLIM.....2
 JEWISH.....3
 PROTESTANT.....4
 OTHER NON-CHRISTIAN (Hindu, Buddhist, witches)...5
 OTHER CHRISTIAN.....6 @

+-----+

DON'T KNOW.....8
 REFUSED.....9

[yellow]A HELP SCREEN IS AVAILABLE BY HITTING 'h'[n]

[@]<0,1-5> 6 [#specify]
 <8,9>[missing]
 <h>[etc <h>][help relhelp]

>CD7<

Generally speaking, do you think of yourself as a Republican, a Democrat, an Independent or something else?

REPUBLICAN.....1
 INDEPENDENT.....4
 DEMOCRAT.....7

ANOTHER PARTY, THIRD PARTY, ETC....0 @a

+-----+
 DO NOT KNOW.....8
 REFUSED.....9

[if CD7@a eq <1>]

Would you call yourself a strong Republican or not a very strong Republican?

STRONG REPUBLICAN.....1
 NOT A VERY STRONG REPUBLICAN.....2 @b

[endif]

[if CD7@a eq <7>]

Would you call yourself a strong Democrat or not a very strong Democrat?

STRONG DEMOCRAT.....7
 NOT A VERY STRONG DEMOCRAT.....6 @c

[endif]

[if CD7@a eq <4>]

Do you generally think of yourself as closer to the Democratic Party or the Republican Party?

REPUBLICAN.....3
 NEITHER (R PROVIDED).....4
 DEMOCRAT.....5 @d
 [endif]

[@a]<1,4,7> <0>[#specify] <8,9>[missing]
 [@b]<1,2> <8,9>[missing][default goto partyid]

[@c]<6,7> <8,9>[missing][default goto partyid]
[@d]<3,4,5> <8,9>[missing][default goto partyid]

>partyid< [allow 1][copy partyid in partyid]
[if CD7@b eq <1>][#store <1> in partyid][endif] 1 strong republican
[if CD7@b eq <2>][#store <2> in partyid][endif] 2 not strong rep
[if CD7@a eq <8>][#store <8> in partyid][endif] 3 lean republican
[if CD7@a eq <9>][#store <9> in partyid][endif] 4 neither
[if CD7@c eq <6>][#store <6> in partyid][endif] 5 lean democrat
[if CD7@c eq <7>][#store <7> in partyid][endif] 6 not strong dem
[if CD7@d eq <3>][#store <3> in partyid][endif] 7 strong democrat
[if CD7@d eq <4>][#store <4> in partyid][endif]
[if CD7@d eq <5>][#store <5> in partyid][endif]
[if CD7@a eq <0>][#store <0> in partyid][endif]

>schelect<

Did you vote in your community's last school board election?

YES.....1
NO.....5 @
+-----+
DO NOT KNOW.....8
REFUSED.....9
[@]<1> YES <5> NO <8>[missing] DON'T KNOW <9>[missing] REFUSED

>X1<

Would you say you live in a rural community, a small city or town,
a suburb, or an urban community?

RURAL COMMUNITY.....1
SMALL CITY OR TOWN, VILLAGE.....2
A SUBURB.....3
URBAN COMMUNITY.....4 @

OTHER: SPECIFY.....0
+-----+
DO NOT KNOW.....98
REFUSED/NO ANSWER.....99

[yellow]FOR A DEFINITION OF COMMUNITY, HIT 'h'[n]
[@] <1-4> 0 [#specify]
<98,99>[missing]
<h>[etc <h>][help defcomm]

>CD8<

Are you currently married, divorced, separated, widowed, member of an
unmarried couple, or have you never been married?

MARRIED, REMARRIED.....1
DIVORCED.....2
SEPARATED.....3
WIDOWED.....4
MEMBER OF AN UNMARRIED COUPLE..... 5
SINGLE, NEVER BEEN MARRIED.....6

OTHER0 @
+-----+
DON'T KNOW.....8
REFUSED.....9

[@]<1-6> 0 [#specify] <8,9>[missing]

>CD10< [goto fixCD10]

Including yourself, how many individuals who are 18 years of age or older live in your household?

ADULTS.....1-10 @
+-----+
DON'T KNOW.....98
REFUSED.....99

[@]<1-10>
<98,99>[missing]

>fixCD10< [store adult in CD10]

>TV<

On an average day, about how many hours do you personally watch television?

INVW: ROUND UP TO THE NEAREST HOUR

HOURS.....0-24 @
+-----+
DO NOT KNOW.....98
REFUSED/NO ANSWER.....99

[@]<0-24> <98,99>[missing]

>CD15<

We are interested in learning about the different ways people may earn their living. Last week, were you working full-time, part-time, going to school, a home-maker or something else?

WORK FULL TIME, SELF EMPLOYED FULL TIME.....1
WORK PART TIME, SELF EMPLOYED FULL TIME.....2
WORK AND GO TO SCHOOL.....3
IN THE ARMED FORCES.....4
HAVE A JOB, BUT NOT AT WORK LAST WEEK.....5
UNEMPLOYED, LAID OFF, LOOK FOR WORK.....6
RETIRED.....7
SCHOOL FULL TIME.....8
HOME-MAKER.....9
DISABLED.....10
SOMETHING ELSE (SPECIFY).....0 @
+-----+
DON'T KNOW.....98
REFUSED.....99

[@] 0 [#specify] <1-10> <98,99>[missing]

>CD21< [allow 4] [#define <n> <9997>][#define <d><9998>][#define <r><9999>]

In your main (last) job, what kind of work do (did) you normally do?
That is, what is (was) your job called?

OCCUPATION (TYPE IN OCCUPATION TITLE AND NOTES)0 @

+-----+

NEVER WORKED IN ENTIRE LIFE!...n

DON'T KNOW.....d

REFUSED.....r

[@] <0>[#specify]

<n,d,r>[missing] <9997> NEVER WORKED IN ENTIRE LIFE

<9998> DON'T KNOW <9999> REFUSED

>r1<

To what extent have you begun saving for your retirement?

Would you say you have saved almost all that you will ever need;
you have saved a lot, you have begun to save a little, you have
saved nothing at all?

Saved all ever will need.....1 @

Saved a lot.....2

Saved a little.....3

Saved nothing at all.....4

None at al.....4

+-----+

Do not know.....8

Refused.....9

[@]<1-4>

<8,9>[missing]

>r2< [if CD15 eq <7>][goto r3][endif]

Given your current plans for retirement, how likely do you think you
will be able to satisfy your financial needs in retirement?

Would you say very likely, somewhat likely, not very likely, not
likely at all?

Very likely.....1 @

Somewhat likely.....2

Not very likely.....3

Not likely at all.....4

+-----+

Do not know.....8

Refused.....9

[@]<1-5>

<8,9>[missing]

[default goto UN1]

>r3<

Now that you are retired, how adequate is your income?

Would you say very adequate, somewhat adequate, not very adequate, not
adequate at all?

Very adequate.....1 @

Somewhat adequate.....2

Not very adequate.....3
Not adequate at all.....4
+-----+
Do not know.....8
Refused.....9
[@]<1-5>
<8,9>[missing]

>UN1<

Are you [green]currently[n] a member of a union or are you represented by a union?

YES.....1
NO.....5 @
+-----+
DO NOT KNOW.....8
REFUSED.....9
[@]<1>[goto UN3] YES <5> NO <8>[missing] DON'T KNOW
<9>[missing] REFUSED

>UN2<

Have you [green]ever[n] been a member of a union or represented by a union?

YES.....1
NO.....5 @
+-----+
DO NOT KNOW.....8
REFUSED.....9
[@]<1> YES <5> NO <8>[missing] DON'T KNOW <9>[missing] REFUSED

>UN3<

Is anyone else in your household a member of a union or represented by a union?

YES.....1
NO.....5 @
+-----+
DO NOT KNOW.....8
REFUSED.....9
[@]<1> YES <5> NO <8>[missing] DON'T KNOW <9>[missing] REFUSED

>inca<

To get a picture of people's financial situations, we'd like to know the general [green]range of incomes[n] of all households we interview. This is for statistical analysis purposes and your answers will be kept strictly confidential. Now, thinking about your [green]household's[n] total annual income from all sources (including your job), did your household receive \$30,000 or more in 2000?

YES..... 1
NO.....5 @
+-----+

DO NOT KNOW.....8
REFUSED.....9
[@]<1>[goto incd] YES <5>[goto incb] NO
<8>[missing][goto income] DON'T KNOW
<9>[missing][goto income] REFUSED

>incb<

Was it less than \$20,000?

YES..... 1
NO.....5 @ (\$20,000-29,999)
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1>[goto incc] YES
<5>[goto income] NO
<8>[missing][goto income] DON'T KNOW
<9>[missing][goto income] REFUSED

>incc<

Was it less than \$10,000?

YES..... 1 (less than \$10,000)
NO.....5 @ (\$10,000 - 19,999)
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> YES
<5> NO
<8>[missing] DON'T KNOW <9>[missing] REFUSED
[default goto income]

>incd<

Was it \$60,000? or more?

YES..... 1
NO.....5 @
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1>[goto incg] YES
<5>[goto ince] NO
<8>[missing][goto income] DON'T KNOW
<9>[missing][goto income] REFUSED

>ince<

Was it \$40,000 or more?

YES..... 1 (\$40,000-49,999)
NO.....5 @ (\$30,000-39,999)
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> YES

<5>NO
<8>[missing] DONT' KNOW
<9>[missing] REFUSED
[default goto income]

>incf<

Was it \$50,000 or more?

YES..... 1
NO.....5 @ (\$50,000-59,999)
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> YES

<5>[goto income] NO
<8>[missing][goto income] DONT' KNOW
<9>[missing][goto income] REFUSED

>incg<

Was it more than \$70,000?

YES..... 1 (\$70,000 or more
NO.....5 @ (\$60,000 - 69,999)
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> YES

<5> NO
<8>[missing] DONT' KNOW
<9>[missing] REFUSED

>income< [allow 1][copy income in income]

[if inca ge <8>][#store <9> in income][endif]
[if incb ge <8>][#store <9> in income][endif]
[if incc ge <8>][#store <9> in income][endif]
[if incd ge <9>][#store <9> in income][endif]
[if ince ge <9>][#store <9> in income][endif]
[if incf ge <9>][#store <9> in income][endif]
[if incg ge <9>][#store <9> in income][endif] missing
[if incc eq <1>][#store <1> in income][endif] \$10,000 or less
[if incc eq <5>][#store <2> in income][endif] \$10,000-19,999
[if incb eq <5>][#store <3> in income][endif] \$20,000-29,999
[if ince eq <1>][#store <4> in income][endif] \$30,000-39,999
[if ince eq <5>][#store <5> in income][endif] \$40,000-49,999
[if incf eq <5>][#store <6> in income][endif] \$50,000-59,999
[if incg eq <5>][#store <7> in income][endif] \$60,000-69,999
[if incg eq <1>][#store <8> in income][endif] \$70,000 or more

>CD26<

How many [green]different[n] phone numbers does your household have?

DIFFERENT PHONE NUMBERS.....1-7 @

[@]<1-7> DIFFERENT PHONE NUMBERS

<8>[missing] DON'T KNOW <9> [missing] REFUSED

>machine<

Does the phone number that I reached you at ([fill AREA]-[fill PRFX]-[fill SUFX]) have an answering machine or voice mail attached to it?

YES.....1
NO.....5 @
+-----+
DO NOT KNOW.....8
REFUSED.....9
[@]<1> YES <5> NO
<8>[missing] DONT KNOW <9>[missing] REFUSED

>lh1< [#settime lhstart]

In addition to your home where I've reached you, do you own any other property in Michigan where you sometimes stay, such as a cottage, hunting camp, cabin, condominium, or second home?

YES..... 1
NO.....5 @
+-----+
DO NOT KNOW.....8
REFUSED.....9
[@]<1> YES [goto lh1a] <5> NO <8> DONT KNOW [missing]
<9> REFUSED [missing][default goto lh2]

>lh1a<

Not counting cellular or digital phones, do you have a telephone at this other property?

YES..... 1
NO.....5 @
+-----+
DO NOT KNOW.....8
REFUSED.....9
[@]<1> YES [goto lh1b] <5> NO <8> DONT KNOW [missing]
<9> REFUSED [missing][default goto lh2]

>lh1b<

When you are not going to be there for some time, do you usually have the phone service at this other property disconnected or do you almost always keep the phone service on?

USUALLY HAVE PHONE DISCONNECTED . . . 1
ALMOST ALWAYS KEEP PHONE ON 5
DON'T KNOW 8
REFUSED 9 @
[@]<1> USUALLY HAVE PHONE DISCONNECTED [goto lh2]
<5> ALMOST ALWAYS KEEP PHONE ON
<8> DONT KNOW [missing]
<9> REFUSED [missing]

>lh1c<

Do you have an answering machine or voice mail that answers calls to the telephone at this other property?

YES 1
NO 5
DON'T KNOW 8
REFUSED 9 @
[@]<1> YES <5> NO <8> DONT KNOW [missing]
<9> REFUSED [missing][default goto lh2]

>lh2<

Now I'd like to ask about travel. Some Michigan residents spend a portion of each year living outside the state, such as those who spend part of the winter living in Florida or Arizona. Do you ever do this?

YES..... 1
NO.....5 @
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> YES [goto lh2a] <5> NO <8> DONT KNOW [missing]
<9> REFUSED [missing][default goto zipcode]

>lh2a<

Did you do this this past winter?

YES..... 1
NO.....5 @
+-----+
DO NOT KNOW.....8
REFUSED.....9

[@]<1> YES <5> NO <8> DONT KNOW [missing]
<9> REFUSED [missing][default goto zipcode]

>lh2b<

When you live for awhile outside the state, do you typically leave your telephone service at home connected or do you usually have your telephone service turned off?

TYPICALLY LEAVE PHONE SERVICE ON. . . 1
USUALLY TURN OFF PHONE SERVICE 5
DON'T KNOW 8
REFUSED 9 @
[@]<1> TYPICALLY LEAVE PHONE SERVICE ON [goto lh2c]
<5> USUALLY TURN OFF PHONE SERVICE
<8> DONT KNOW [missing] [goto lh2c]
<9> REFUSED [missing][default goto zipcode]

>lh2c<

When you are living away for awhile like this, do you have an answering machine or voice mail on your phone to answer calls?

YES..... 1
NO.....5 @
+-----+
DO NOT KNOW.....8
REFUSED.....9
[@]<1> YES <5> NO <8> DONT KNOW [missing]
<9> REFUSED [missing]

>zipcode< [#settime lhfinish][subtime lhstart from lhfinish into lhtime][allow int 5]

What is your zip code?

(IF R ASKS WHY: We want to know the general area in the State
where people live so that we can compare information
from residents in different areas of the state.)

[yellow]IWER: USE 99998 FOR DON'T KNOW AND 99999 FOR REFUSED[n]

Zip code.....48000-49999 @

[@] <48000-49999>
<99998,99999>

>RI<

In a couple of months, we'd like to re-contact some of the people we've
spoken with for a short 5 or 6 minute interview. Would you be willing
to participate again in a couple of months if it would only take 5 or
6 minutes?

YES..... 1
NO.....5 @a
+-----+
DO NOT KNOW.....8
REFUSED.....9

[if RI@a eq <1>]

So we'll know whom to ask for when we call back, could I get your first
name?

R's first name..... @b

[endif]
[@a]<1> YES <5>[goto MOD7] NO <8>[goto MOD7] DON'T KNOW
<9>[goto MOD7] REFUSED
[@b] [allow 15][goto MOD7]

>hetime< [allow 4]

>hstart< [allow 4]

>hfinish< [allow 4]

>lhtime< [allow 4]

>lhstart< [allow 4]

>lhfinish< [allow 4][goto edstart]