METHODOLOGICAL REPORT

MICHIGAN STATE UNIVERSITY

STATE OF THE STATE SURVEY

[MSU SOSS-26]

Summer 2002 Round

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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 extend 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 26 was on education, regulation of health care agencies, weight status and management, and internet use and security. Questions explored residents' views on charter schools, the performance of schools, consolidation of schools, and national standards and local control issues. Questions also explored concerns about regulation of various types of health care provider agencies, such as hospitals, nursing homes, and assisted living facilities. Questions also examined residents' views on obesity as a public policy or personal issue, the role of the state in helping to reduce obesity, support for various strategy options to reduce obesity in Michigan, and residents' personal nutrition and weight management activities and concerns.

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 <u>Working Group</u> for the Summer 2002 survey was comprised of:

Beth H. Olson, Assistant Director, Dept. of Food Science and Human Nutrition, College of Agriculture and Natural Resources
Patricia Hammerschmidt, Specialist, Food Science and Human Nutrition, College of Agriculture and Natural Resources, and Program Leader, MSU Extension
Hairong Li, Associate Professor, Dept of Advertising, College of Communication Arts and Sciences
Maureen Mickus, Assistant Professor, Dept. of Psychiatry, College of Osteopathic Medicine and College of Human Medicine
Andrew Hogan, Associate Professor, Dept. of Medicine, College of Human Medicine
David Plank, Professor and Director of the Education Policy Center, College of Education

5. FUNDING

The following organizations and units on campus have provided funding for SOSS during the 1995-2002 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
Managed Care Institute
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.

Originally, it was planned that 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. However, beginning in the Spring of 2002, each individual SOSS data set, interview instrument, and methodological report have been posted in "universally" readable formats to the SOSS section of IPPSR's webpage for downloading by any interested party. 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-26, a total of 5,847 phone numbers were used. The working phone rate was 66%.

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-26, 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 listings to send an advance notification postcard to the name and address listed.

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 2000 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.

At this point, the adjustment was intended primarily to facilitate accurate weighting to adjust for non-response based on age, gender, and age within SOSS regions. 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 2000 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 MSUEREGN was constructed to fold Detroit proportionately into the Southeast region within that variable. A new weighting variable (MSUEWT) was constructed to represent Detroit proportionately correctly within the southeast MSUEREGN.

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 2000 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:

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Confidence Interval = UNDERLINE+ 1.96SQRT(PxQ/ (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:

REGION	Number of Cases	Margin of Sampling Error
Upper Peninsula	69	± 11.9%
Northern Lower Peninsula	90	± 10.4%
West Central	182	± 7.3%
East Central	153	± 7.9%
Southwest	150	± 8.0%
Southeast	156	± 7.9%
Detroit	133	± 8.5%
Statewide Total	933	± 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. Approximately 64 different interviewers were involved in data collection on the 26th State of the State Survey.

Field Period and Respondent Selection in Household. Interviewing began on May 21, 2002 and continued through the July 16, 2002.

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 23.2 minutes (s.d. = 5.8) with the median being 22 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. Interviews were successfully completed with 83households that had initially refused.

Completion Rate. A total of 933 interviews were completed. The overall completion rate among eligible households for the study was 41.2%[1]. Of those completing the interview, the mean number of calls required was 5.8 (s.d. = 3.9) and the median number of phone calls required was 4. Interviewers made a total of 47,501 calls to complete the 933 interviews.

The refusal rate was 16.8%.

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. APPENDIX
a. Map of the MSU Extension Regions

b. Demographic Data in MSU State of the State Survey: MSUE Regions

Weighting Program for 2000 Census Profile of Michigan (MSUSOSS25: Summer, 2002, MSUE Regions)

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[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-26 was 38.0%, the refusal rate (REF2) was 17.0%,the cooperation rate was 69.1%, and the contact rate was 90.0%.

Demographic Data in MSU State of the State Survey: MSU Extension Regions

	Upper Peninsula	Northern LP	West Central	East Central	Southwest	Southeast	Detroit	TOTAL
Population	313,915	401,249	1,271,526	812,735	1,308,701	4,159,197	1,027,974	9,295,297
% Change in Population 1980-1990	-1.83%	-14.79%	10.01%	-2.76%	1.04%	1.69%	-14.57%	-0.28%
Households	118,690	153,689	452,238	295,653	482,652	1,542,352	374,057	3,419,331
% Households with Children	33.67%	27.01%	39.38%	38.26%	36.43%	36.18%	39.13%	36.64%
% Population under 18 years of age	24.97%	26.33%	28.28%	27.33%	26.08%	25.23%	29.41%	26.45%
% of Population over 65 Years of Age	16.32%	15.88%	11.58%	12.45%	11.49%	11.29%	12.15%	11.92%
% Female	49.37%	50.90%	50.78%	51.44%	51.39%	51.35%	53.62%	51.45%
% White	94.65%	98.00%	91.60%	92.40%	88.40%	90.60%	21.63%	83.41%
Per Capita Income	$12,978	$14,039	$16,888	$15,653	$16,839	$21,606	$12,503	$18,144
% Employed Civilian Labor Force*	90.58%	91.02%	93.46%	90.50%	92.89%	93.50%	80.29%	
% Employed Manufacturing	15.00%	17.00%	28.38%	24.90%	23.62%	25.67%	20.52%	
% Employed Farming	2.27%	3.19%	2.69%	3.38%	2.44%	1.03%	0.49%	
% Population with a High School Degree**	63.43%	62.03%	57.56%	61.69%	52.46%	51.18%	65.55%	
% Population with Bachelors Degree**	13.48%	13.70%	15.87%	13.04%	19.09%	20.50%	9.61%	
Population Below 185% Poverty	111,940	137,887	317,916	242,395	352,261	725,487	499,033	2,386,919
% Population Below 185% Poverty	37.59%	34.96%	25.79%	30.53%	28.08%	17.74%	49.24%	25.68%

* The population used to determine this indicator is all adults above the age of 15

** The population used to determine this indicator is all adults above the age of 25

>CONSENT< [loc 0/500]

Before we begin let me tell you that this interview is completely voluntary.
Let me also tell you that this interview is completely confidential. Your
privacy will be protected to the maximum extent allowable by law. Should we
come to any question that makes you feel too uncomfortable or you don't
want to answer, just let me know and we can go on to the next question.

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

[yellow]READ ONLY IF NECESSARY:

(If you have any questions about your rights or role as a subject of
research, you may contact Dr. Ashir Kumar, Chair of the University
Committee for Research Involving Human Subjects at 517.355.2180. Should
you have any questions about this study or your participation in it,
you are welcome to contact Karen Clark at 517.355.6672.) [n]

I HAVE READ THE CONSENT STATEMENT TO THE RESPONDENT...............1 @

         [@]<1>

>edstart< [allow 4][copy edstart in edstart]
>edfinish< [allow 4][copy edfinish in edfinish]
>edtime<   [allow 4][copy edtime in edtime]

>techstart< [allow 4][copy techstart in techstart]
>techfinish< [allow 4][copy techfinish in techfinish]
>techtime<   [allow 4][copy techtime in techtime]

>wstart< [allow 4][copy wstart in wstart]
>wfinish< [allow 4][copy wfinish in wfinish]
>wtime<   [allow 4][copy wtime in wtime]
>nstart< [allow 4][copy nstart in nstart]
>nfinish< [allow 4][copy nfinish in nfinish]
>ntime<   [allow 4][copy ntime in ntime]

>cstart< [allow 4][copy cstart in cstart]
>cfinish< [allow 4][copy cfinish in cfinish]
>ctime<   [allow 4][copy ctime in ctime]

>ID1< [allow 5][loc 18/1][#store csid in ID1][copy ID1 in ID1]
>R1< [allow 1][#preset <1>][copy R1 in R1]
>cnty< [allow 5][#inputloc 1/23][copy cnty in cnty]
>regn< [allow 1][#inputloc 1/29] 1 upper pen   [copy regn in regn]
    `   2 northern
                             3 west central
                             4 east central
                             5 southwest
                             6
                             7 Detroit

>random< [allow 1][#inputloc 1/132][copy random in random]
>random2< [allow 1][#inputloc 1/134][copy random2 in random2]
>I1< [settime techstart]
I'd like to start by asking you some questions about your use of the
internet and world wide web.

How often, if at all, do you access the Internet, either for the
purposes of sending e_mail or visiting or browsing the "world wide

web"?

Would you say daily, 3 to 4 times a week, once a week, a
couple of times a month, once a month, a few times a year, or never?

```
        DAILY.............................1 @
        3 TO 4 TIMES A WEEK...............2
        ONCE A WEEK......................3
        A COUPLE OF TIMES A MONTH.........4
        ONCE A MONTH. ....................5
        A FEW TIMES A YEAR................6
        NEVER............................7

          DO NOT KNOW.................8
          REFUSED....................9
```
    [@]<1> DAILY <2> 3 TO 4 TIMES A WEEK <3> ONCE A WEEK <4> A COUPLE OF TIMES A
MONTH
        <5> ONCE A MONTH <6> A FEW TIMES A YEAR <7> NEVER [goto E3]
        <8,9> [missing]

>I2<
  Do you access the Internet [green]mostly[n] from home, work, school, the
  library, or somewhere else?

```
        HOME..........................1  @
        WORK..........................2
        SCHOOL........................3
        LIBRARY.......................4
        FAMILY/FRIENDS HOME............5

          SOMEWHERE ELSE...............0
          DO NOT KNOW.................8
          REFUSED....................9
```
    [@]<1> HOME <2> WORK <3> SCHOOL <4> LIBRARY <5> FAMILY/FRIENDS HOME <0> [#specify]
      8 <9> [missing]

>EG1<
  Next, I would like to ask you about different types of websites that
  you might visit.

  How often do you visit [green]federal[n] government websites?

  Would you say everyday, at least once a week, at least once a month,
  at least once a year, or never?

  (IWER: USE THIS PROBE IF NECESSARY: Federal government websites would
  include the White House web site, the US Congress website, or any
  fedral government department such as the IRS or Treasury Department)

```
        EVERY DAY ....................1 @
        AT LEAST ONCE A WEEK..........2
        AT LEAST ONCE A MONTH.........3
        AT LEAST ONCE A YEAR..........4
        NEVER........................5

          DO NOT KNOW.............8
          REFUSED................9
```

    [@] <1> EVERY DAY <2> AT LEAST ONCE A WEEK <3> AT LEAST ONCE A MONTH <4> AT LEAST
ONCE A YEAR
        <5> NEVER
        <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>EG2<
 How often do you visit [green]state[n] government websites?

 Would you say everyday, at least once a week, at least once a month,
 at least once a year, or never?

 (IWER: USE THIS PROBE IF NECESSARY: State government websites would
  include the governor's or legisture's websites.)

                EVERY DAY ....1 @
                AT LEAST ONCE A WEEK..........2
                AT LEAST ONCE A MONTH.........3
                AT LEAST ONCE A YEAR..........4
                NEVER.........................5

                 DO NOT KNOW.............8
                 REFUSED................9

    [@] <1> EVERY DAY <2> AT LEAST ONCE A WEEK <3> AT LEAST ONCE A MONTH <4> AT LEAST
ONCE A YEAR
        <5> NEVER
        <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>EG3<
 How often do you visit [green]local government[n] web sites?

 (Would you say everyday, at least once a week, at least once a month,
 at least once a year, or never?)

 (IWER: USE THIS PROBE IF NECESSARY: This would include county, city,
  or township government's websites.)

                EVERY DAY ....1 @
                AT LEAST ONCE A WEEK..........2
                AT LEAST ONCE A MONTH.........3
                AT LEAST ONCE A YEAR..........4
                NEVER.........................5

                 DO NOT KNOW.............8
                 REFUSED................9

    [@] <1> EVERY DAY <2> AT LEAST ONCE A WEEK <3> AT LEAST ONCE A MONTH <4> AT LEAST
ONCE A YEAR
        <5> NEVER
        <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>EG4<
 How often do you visit school district websites?

 (Would you say everyday, at least once a week, at least once a month,
  at least once a year, or never?)

                EVERY DAY ....1 @
                AT LEAST ONCE A WEEK..........2
                AT LEAST ONCE A MONTH.........3
                AT LEAST ONCE A YEAR..........4
                NEVER.........................5

                 DO NOT KNOW.............8
                 REFUSED................9

[@] <1> EVERY DAY <2> AT LEAST ONCE A WEEK <3> AT LEAST ONCE A MONTH <4> AT LEAST
ONCE A YEAR
     <5> NEVER
     <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>EG5< [if EG1 ge <5> and EG2 ge <5> and EG3 ge <5> and EG4 ge <5>][goto E3][endif]
  Have you ever registered with a government web site?

 (IWER: USE THIS PROBE IF NECESSARY: By registering we mean did you
  post your name or address or any other personal information directly
  on the website).

               YES........................1 @
               NO........................5

                 DO NOT KNOW..........8
                 REFUSED..............9

     [@]<1> YES <5> NO
        <8> DO NOT KNOW[missing] <9> REFUSED [missing]
>EG6<
 Have you ever e_mailed any government official or agency?

               YES........................1 @
               NO........................5

                 DO NOT KNOW..........8
                 REFUSED..............9

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

>EG7<
 Have you ever posted any comments to a government web site?

               YES........................1 @
               NO........................5

                 DO NOT KNOW..........8
                 REFUSED..............9

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

>EG8<
 How concerned
 are you about your privacy when you access a government
 website?

 (Would you say you are very concerned, somewhat concerned, not very
 concerned, not at all concerned?)

          VERY CONCERNED...................1 @
          SOMEWHAT CONCERNED...............2
          NOT VERY CONCERNED...............3
          NOT CONCERNED AT ALL.............4

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

     [@]<1> VERY CONCERNED <2> SOMEWHAT CONCERNED <3> NOT VERY CONCERNED

```
     <4> NOT CONCERNED AT ALL
     <8>[missing] DON'T KNOW
     <9>[missing] REFUSED
>EG9<
 How concerned are you with security when you access a government
 website?

 (Would you say you are very concerned, somewhat concerned, not very
  concerned, not at all concerned?)

 (IWER: USE THIS PROBE IF NECESSARY: By security we mean that none of your
  personal information is accessible to any third party.)

        VERY CONCERNED...................1 @
        SOMEWHAT CONCERNED...............2
        NOT VERY CONCERNED...............3
        NOT CONCERNED AT ALL.............4

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


     [@]<1> VERY CONCERNED <2> SOMEWHAT CONCERNED <3> NOT VERY CONCERNED
       <4> NOT CONCERNED AT ALL
       <8>[missing] DON'T KNOW  <9>[missing] REFUSED
```

>E3< [settime techfinish][subtime techstart from techfinish into techtime]
 Next, I would like to ask you some questions about education in Michigan.

 How familiar are you with the concept of charter schools?

 Would you say you are very familiar, somewhat familiar, not very familiar,
 or not familiar at all?

```
         VERY FAMILIAR..........................1 @
        SOMEWHAT FAMILIAR......................2
        NOT VERY FAMILIAR......................3
        NOT FAMILIAR AT ALL....................4

             DO NOT KNOW.............8
             REFUSED................9

     [@]<1> VERY FAMILIAR <2> SOMEWHAT FAMILIAR <3> NOT VERY FAMILIAR
      <4> NOT FAMILIAR AT ALL
         <8> DO NOT KNOW[missing] <9> REFUSED [missing]
```

>E4<

 [if E3 ge <2>]
 Charter schools are independent public schools that are free from many of
 the regulations placed on traditional public schools. Charter schools can
 be organized by anyone, as long as they receive approval from a public
 sponsor such as a school district or a university.
 [endif]

 Do you favor or oppose charter schools in Michigan?

```
         FAVOR................................1 @
         OPPOSE..............................5

             DO NOT KNOW.........8
```

REFUSED..............9
[@]<1> FAVOR <5> OPPOSE
   <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>CD8<
Next, I have just a couple of questions about you and your family.

What is your marital status?

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

(IWER: IF THE RESPONDENT ASKS WHY YOU NEED TO KNOW THIS, PLEASE USE THE
   FOLLOWING PROBE: "We need to know this information so that we
          only ask you questions that are relevant to you")

      MARRIED, REMARRIED...................1
      DIVORCED.............................2
      SEPARATED............................3
      WIDOWED..............................4
      MEMBER OF AN UNMARRIED COUPLE........ 5
      SINGLE, NEVER BEEN MARRIED...........6
      OTHER ....0 @
   +_____+
      DON'T KNOW.....................8
      REFUSED........................9

   [@]<1> MARRIED <2> DIVORCED <3> SEPARATED <4> WIDOWED <5> MEMBER UNMARRIED
COUPLE
   <6> SINGLE NEVER BEEN MARRIED <0> [#specify] <8,9>[missing]

>CD11<
How many children under the age of 18 are currently living in your
household?

(IWER: IF THE RESPONDENT ASKS WHY YOU NEED TO KNOW THIS, PLEASE USE THE
   FOLLOWING PROBE: "We need to know this information so that we
          only ask you questions that are relevant to you")

         CHILDREN...................0_7 @

           DO NOT KNOW............8
           REFUSED...............9

      [@]<0_7> CHILDREN
         <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>CD12< [if CD11 eq <0> goto ED4a]
How many of the children in your household are between the ages of
5 and 17?

(IWER: IF THE RESPONDENT ASKS WHY YOU NEED TO KNOW THIS, PLEASE USE THE
   FOLLOWING PROBE: "We need to know this information so that we
          only ask you questions that are relevant to you")

         CHILDREN...................0_7 @

           DO NOT KNOW............8
           REFUSED...............9

      [@]<0_7> CHILDREN
         <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ED1< [if CD12 eq <0> goto ED4a]
  Do any of your children attend a [green]public school[n] in your district?

                    YES........................1 @
                    NO........................5

                        DO NOT KNOW..........8
                        REFUSED.............9

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

>ED1ba< [if CD12 eq <1> and ED1 eq <1>][store <5> in ED1ba][store <5> in ED1bb]
      [store <5> in ED1bc][goto ED2][endif]
  Do any of your children attend a [green]charter school[n]?

                    YES........................1 @
                    NO........................5

                        DO NOT KNOW..........8
                        REFUSED.............9

        [@]<1> YES <5> NO
          <8> DO NOT KNOW[missing] <9> REFUSED [missing]
>ED1bb< [if CD12 eq <1> and ED1 eq <5> and ED1ba eq <1>][store <5> in ED1bb]
      [store <5> in ED1bc][goto ED2][endif]

  Do any of your children attend a [green]private or parochial school[n] (that
  is, a school that is not part of your public school district)?

                    YES........................1 @
                    NO........................5

                        DO NOT KNOW..........8
                        REFUSED.............9

        [@]<1> YES <5> NO
          <8> DO NOT KNOW[missing] <9> REFUSED [missing]
>ED1bc< [if CD12 eq <1> and ED1 eq <5> and ED1ba eq <5> and ED1bb eq <1>]
      [store <5> in ED1bc][goto ED2][endif]
  Are any of your children [green]home schooled[n]?

                    YES........................1 @
                    NO........................5

                        DO NOT KNOW..........8
                        REFUSED.............9

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

>ED2< [if ED1 eq <1> goto ED4a]
  Have your children ever attend a public school in your current
  district?

                    YES........................1 @
                    NO........................5

                        DO NOT KNOW..........8
                        REFUSED.............9

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

>ED4a< [settime edstart]
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 [green]your community[n] were graded in the same way.

What grade would you give your local 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

>ED4b<
Again, thinking about your local school district, how would you grade your
local school district on each of the following areas?

The efficient use of resources?

```
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

>ED4d<
(How would you grade your local school district's)

the overall academic program, which includes the range of curriculum and
the quality of teaching?

```
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

>ED5<
One way for a school district to make use of limited resources is to
combine administrative services with another local school district. This is
called [green]consolidation[n].

Would you favor or oppose consolidating your school district with any neighboring
district?

        FAVOR........................1 @
        OPPOSE......................5

          DEPENDS.....................7
        DO NOT KNOW..........8
        REFUSED.............9

   [@]<1> FAVOR [goto ED5Y1] <5> OPPOSE[goto ED5N1]
     <7> DEPENDS <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>ED5fup<
  If you had to choose, would you favor or oppose consolidating your
  school district with another local school district?

        FAVOR........................1 @
        OPPOSE......................5

          DEPENDS.....................7
        DO NOT KNOW..........8
        REFUSED.............9

   [@]<1> FAVOR [goto ED5Y1] <5> OPPOSE[goto ED5Y1]
     <7> DEPENDS [goto ED6]<8> DO NOT KNOW[goto ED6] [missing] <9> REFUSED [goto
ED6][missing]

>ED5N1<
  Suppose consolidation meant that no neighborhood schools would close.

  Would you favor consolidation, oppose consolidation, or would this
  information make no difference?

        FAVOR........................1 @
        OPPOSE......................5
        MAKES NO DIFFERENCE..........7

         DO NOT KNOW...........8
         REFUSED..............9
     [@]<1> FAVOR <5> OPPOSE <7> MAKES NO DIFFERENCE
      <8> DO NOT KNOW[missing]
      <9> REFUSED[missing]
>ED5N3<
Suppose consolidation would lead to more specialized programs for students
(such as foreign language, gifted and talent program, art and music.)

Would you favor consolidation, oppose consolidation, or would this
information make no difference?

        FAVOR........................1 @
        OPPOSE......................5
        MAKES NO DIFFERENCE..........7

```
                DO NOT KNOW...........8
                REFUSED...............9
               [@]<1> FAVOR <5> OPPOSE  <7> MAKES NO DIFFERENCE
                <8> DO NOT KNOW[missing]
                <9> REFUSED[missing]
```

>ED5N4<
 Suppose consolidation would reduce administrative costs.

 Would you favor consolidation, oppose consolidation, or would this
 information make no difference?

```
                FAVOR........................1 @
                OPPOSE......................5
                MAKES NO DIFFERENCE..........7

                  DO NOT KNOW...........8
                  REFUSED...............9
                [@]<1> FAVOR <5> OPPOSE  <7> MAKES NO DIFFERENCE
                 <8> DO NOT KNOW[missing]
                 <9> REFUSED[missing]
                  [default goto ED6]
```

>ED5Y1<
 Suppose consolidation would bring a greater mix of students into the
 district.

 Would you favor consolidation, oppose consolidation, or would this
 information make no difference?

```
                FAVOR........................1 @
                OPPOSE......................5
                MAKES NO DIFFERENCE..........7

                  DO NOT KNOW...........8
                  REFUSED...............9
                [@]<1> FAVOR <5> OPPOSE  <7> MAKES NO DIFFERENCE
                 <8> DO NOT KNOW[missing]
                 <9> REFUSED[missing]
```

>ED5Y2<
 Suppose consolidation meant that you and other citizens would have less say in
 how the district is run.

 Would you favor consolidation, oppose consolidation, or would this
 information make no difference?

```
                FAVOR........................1 @
                OPPOSE......................5
                MAKES NO DIFFERENCE..........7

                  DO NOT KNOW...........8
                  REFUSED...............9
                [@]<1> FAVOR <5> OPPOSE  <7> MAKES NO DIFFERENCE
                 <8> DO NOT KNOW[missing]
                 <9> REFUSED[missing]
```

>ED5Y3<
 Suppose consolidation would lead to school closings.

 Would you favor consolidation, oppose consolidation, or would this

information make no difference?
```
        FAVOR........................1 @
        OPPOSE.......................5
        MAKES NO DIFFERENCE..........7

          DO NOT KNOW...........8
          REFUSED...............9
        [@]<1> FAVOR <5> OPPOSE  <7> MAKES NO DIFFERENCE
        <8> DO NOT KNOW[missing]
        <9> REFUSED[missing]
```

>ED6< [define <c><1>][define <i><2>][define <s><3>][define <p><4>][define <r><5>]
 Of the following ways to reduce costs and spending, which [green]one[n] would be
 the best way for your school district to reduce costs and spending?

 [if random eq <1>]
 Consolidate with other school districts, increase class size, share
 resources with other districts, contract for services with private companies
 or reduce curriculum?
 [endif]
 [if random eq <2>]
 Increase class size, share resources with other districts, contract for
 services with private companies, reduce curriculum, or consolidate with
 other school districts?
 [endif]
 [if random eq <3>]
 Share resources with other districts, contract for services with
 private companies, reduce curriculum, consolidate with other school
 districts, or increase class size?
 [endif]
 [if random eq <4>]
 Contract for services with private companies, reduce curriculum,
 consolidate with other school districts, increase class size, or share
 resources with other districts?
 [endif]
 [if random eq <5>]
 Reduce curriculum, consolidate with other school districts, increase class
 size, share resources with other districts, or contract for services with
 private companies?
 [endif]
```
              CONSOLIDATE WITH OTHER DISTRICTS...........c @
              INCREASE CLASS SIZE........................i
              SHARE RESOURCES WITH DISTRICTS.............s
              CONTRACT FOR SERVICES......................p
          REDUCE CURRICULUM..........................r

                    DO NOT KNOW.................8
                      REFUSED....................9
        [@] <c> CONSOLIDATE WITH OTHER DISTRICTS <i> INCREASE CLASS SIZE
        <s> SHARE RESOURCES WITH OTHER DISTRICTS <p> CONTRACT FOR SERVICES
        <r> REDUCE CURRICULUM
        <8> DO NOT KNOW[missing] <9> REFUSED [missing]
        <h>[etc <h>][help ed6help]
```

>ED7< [define <e><1>][define <l><2>][define <s><3>][define <f><4>]
 Which one of the following groups should be [green]mostly[n] responsible
 for setting academic standards for students in your community?

 [if random2 eq <1>]
 Educators at your school, your local school board, the state board of

education, or the Federal government?
[endif]
[if random2 eq <2>]
Your local school board, the state board of education, the Federal government, or educators at your school?
[endif]
[if random2 eq <3>]
The state board of education, the Federal government, educators at your school, or your local school board?
[endif]
[if random2 eq <4>]
The Federal government, educators at your school, your local school board or the state board of education?
[endif]

```
        EDUCATORS IN YOUR SCHOOL........................e @
                LOCAL SCHOOL BOARD..............................l
                STATE BOARD OF EDUCATION........................s
                FEDERAL GOVERNMENT..............................f

                        DO NOT KNOW...................8
                            REFUSED......................9
```

[@] <e> EDUCATORS IN YOUR SCHOOL <l> LOCAL SCHOOL BOARD
<s> STATE BOARD OF EDUCATION <f> FEDERAL GOVERNMENT
<8> DO NOT KNOW[missing] <9> REFUSED[missing]

>ED12a<
Next, I'd like to read you a couple of statements and have you tell me whether you strongly agree, agree somewhat, disagree somewhat, or strongly disagree with the statement.

Children in my school district should be learning the same things as children in other states so they can better compete for the jobs they want.

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 DISAGREE ................4
        STRONGLY DISAGREE ................5

         DO NOT KNOW.................8
         REFUSED.....................9
```

[@]<1> STRONGLY AGREE <2> SOMEWHAT AGREE <3> NEITHER
<4> SOMEWHAT DISAGREE <5> STRONGLY DISAGREE
<8>[missing] DON'T KNOW <9>[missing] REFUSED

>ED12b<
My community would be better off if citizens in the district could run the schools the way they want to without interference from the state or federal government.

(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 DISAGREE ................4
      STRONGLY DISAGREE ................5

        DO NOT KNOW..................8
        REFUSED.....................9

    [@]<1> STRONGLY AGREE <2> SOMEWHAT AGREE <3> NEITHER
      <4> SOMEWHAT DISAGREE <5> STRONGLY DISAGREE
      <8>[missing] DON'T KNOW <9>[missing] REFUSED
```

>ED12c<
  Which of the following 2 statements comes closest to your view regarding
  the hiring of teachers?

  School districts should try to hire teachers who have personal ties to
  the district.

  _or_

  School districts should try to hire the most qualified teachers regardless
  of their personal ties to the community.

```
        HIRE TEACHERS WITH TIES TO THE COMMUNITY..................1 @
      HIRE THE MOST QUALIFIED TEACHERS..........................5

        NEITHER/DEPENDS (R Volunteered)..........7
            DO NOT KNOW.....................8
            REFUSED........................9

     [@]<1> HIRE TEACHERS WITH COMMUNITY TIES
       <5> HIRE THE MOST QUALIFIED TEACHERS <7> NEITHER/DEPENDS
       <8>[missing] DON'T KNOW <9>[missing] REFUSED
```
>ED11<
 How important are high school athletics to you?

 Would you say very important, somewhat important, not very important, 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_4> <8,9>
```

>w10< [settime edfinish][subtime edstart from edfinish into edtime][settime wstart]
  This next section is about weight and weight management as it effects the
  health of Michigan residents.

  Some people believe that being overweight is a [green]public[n] health
  concern that should be addressed by society as a whole. Others believe
  that being overweight is a [green]personal[n] concern and is only the
  business of the individuals involved.

Which of these views comes closest to your own opinion?

    Overweight should be addressed by
     society as a whole...................................1 @
    Overweight is a personal concern, only the
     business of the individuals involved.................5

        DO NOT KNOW................8
        REFUSED....................9
        [@] <1> <5>
           <8,9>[missing]

>rotate< [if random2 ge <3> goto w10b]

>w10a<
According to a recent study conducted by the Michigan Department of
Community Health, 61 percent of Michigan adults are considered
overweight or obese.

When you consider this information, do you think being overweight should
be addressed by society as a whole or is being overweight a personal
concern and is only the business of the individuals involved?

(IWER IF NECESSARY USE THIS PROBE: The Michigan Behavioral Risk Factor
 is a survey that is conducted each year to assess the health of Michigan
 residents. This data is from the year 2000.)

    Overweight should be addressed by
     society as a whole...................................1 @
    Overweight is a personal concern, only the
     business of the individuals involved.................5

        DO NOT KNOW................8
        REFUSED....................9
        [@] <1> ADDRESSED BY SOCIETY <5> PERSONAL CONCERN
           <8> DO NOT KNOW[missing] <9>REFUSED[missing]
            [default goto w11a]

>w10b<
According to the Center for Disease Control and Prevention in Atlanta, the
health effects of being overweight cost American society $99.2 billion
dollars each year in medical costs and lost work.

When you consider this information, do you think being overweight should be
addressed by society as a whole or is being overweight a personal concern
and is only the business of the individuals involved?

(IWER IF NECESSARY USE THIS PROBE: The Centers for Disease Control and
Prevention which is commonly known as the CDC is a research center of
the US Department of Health. It conducts studies of diseases, public
health problems and their prevention).

    Overweight should be addressed by
     society as a whole...................................1 @
    Overweight is a personal concern, only the
     business of the individuals involved.................5

        DO NOT KNOW................8
        REFUSED....................9
        [@] <1> ADDRESSED BY SOCIETY <5> PERSONAL CONCERN

<8> DO NOT KNOW[missing] <9>REFUSED[missing]
[default goto w11a]

>w11a<
Now, I'd like to read you some methods that have been suggested as ways
to address the issue of overweight in Michigan. Please tell me to what
extent you would favor or oppose each.

The first is, spending tax dollars for nutrition and physical activity
education programs for adults.

Would you strongly favor, somewhat favor, somewhat oppose, or strongly
oppose this?

        STRONGLY FAVOR...................1 @
        SOMEWHAT FAVOR...................2
         NEITHER FAVOR/OPPOSE...........3
        SOMEWHAT OPPOSE..................4
        STRONGLY OPPOSE..................5

          DO NOT KNOW................8
          REFUSED....................9
 [@] <1> STRONGLY FAVOR <2> SOMEWHAT FAVOR <3> NEITHER FAVOR/OPPOSE
     <4> SOMEWHAT OPPOSE <5> STRONGLY OPPOSE
             <8> DO NOT KNOW [missing] <9> REFUSED [missing]
>w11b<
Increasing nutrition education in schools even if it means decreasing the
time spent on other academic subjects.

(Would you strongly favor, somewhat favor, somewhat oppose, or
strongly oppose this?)

        STRONGLY FAVOR...................1 @
        SOMEWHAT FAVOR...................2
         NEITHER FAVOR/OPPOSE...........3
        SOMEWHAT OPPOSE..................4
        STRONGLY OPPOSE..................5

          DO NOT KNOW................8
          REFUSED....................9

 [@] <1> STRONGLY FAVOR <2> SOMEWHAT FAVOR <3> NEITHER FAVOR/OPPOSE
     <4> SOMEWHAT OPPOSE <5> STRONGLY OPPOSE
             <8> DO NOT KNOW [missing] <9> REFUSED [missing]
>w11c<
Increasing recess time or physical education time in schools,
even if it means decreasing the time spent on other academic subjects.

(Would you strongly favor, somewhat favor, somewhat oppose, or
strongly oppose this?)

        STRONGLY FAVOR...................1 @
        SOMEWHAT FAVOR...................2
         NEITHER FAVOR/OPPOSE...........3
        SOMEWHAT OPPOSE..................4
        STRONGLY OPPOSE..................5

          DO NOT KNOW................8
          REFUSED....................9
 [@] <1> STRONGLY FAVOR <2> SOMEWHAT FAVOR <3> NEITHER FAVOR/OPPOSE
     <4> SOMEWHAT OPPOSE <5> STRONGLY OPPOSE
             <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>w11d<
Spending tax dollars on recreational facilities in the community, such as
safer parks or more walking or bike paths.

(Would you strongly favor, somewhat favor, somewhat oppose, or
strongly oppose this?)

                STRONGLY FAVOR...................1 @
                SOMEWHAT FAVOR...................2
                  NEITHER FAVOR/OPPOSE..........3
                SOMEWHAT OPPOSE.................4
                STRONGLY OPPOSE.................5

                  DO NOT KNOW...............8
                  REFUSED...................9
  [@] <1> STRONGLY FAVOR <2> SOMEWHAT FAVOR <3> NEITHER FAVOR/OPPOSE
     <4> SOMEWHAT OPPOSE <5> STRONGLY OPPOSE
            <8> DO NOT KNOW [missing] <9> REFUSED [missing]
>w11e<
Encouraging employers to provide ways to get physical activity at work
such as having exercise equipment on site and extending lunch or break
times for physcial activity, even if it might reduce money spent on wages.

(Would you strongly favor, somewhat favor, somewhat oppose, or
strongly oppose this?)

                STRONGLY FAVOR...................1 @
                SOMEWHAT FAVOR...................2
                  NEITHER FAVOR/OPPOSE...........3
                SOMEWHAT OPPOSE.................4
                STRONGLY OPPOSE.................5

                  DO NOT KNOW...............8
                  REFUSED...................9
  [@] <1> STRONGLY FAVOR <2> SOMEWHAT FAVOR <3> NEITHER FAVOR/OPPOSE
     <4> SOMEWHAT OPPOSE <5> STRONGLY OPPOSE
            <8> DO NOT KNOW [missing] <9> REFUSED [missing]
>w11g<
Making health insurance premium rates dependent on whether or not someone
is overweight.

(Would you strongly favor, somewhat favor, somewhat oppose, or
strongly oppose this?)

                STRONGLY FAVOR...................1 @
                SOMEWHAT FAVOR.................2
                  NEITHER FAVOR/OPPOSE...........3
                SOMEWHAT OPPOSE.................4
                STRONGLY OPPOSE.................5

                  DO NOT KNOW...............8
                  REFUSED...................9
  [@] <1> STRONGLY FAVOR <2> SOMEWHAT FAVOR <3> NEITHER FAVOR/OPPOSE
     <4> SOMEWHAT OPPOSE <5> STRONGLY OPPOSE
            <8> DO NOT KNOW [missing] <9> REFUSED [missing]
>w11h<
Taxing less healthy foods purchased at the supermarket.

(Would you strongly favor, somewhat favor, somewhat oppose, or
strongly oppose this?)

                STRONGLY FAVOR...................1 @

```
                SOMEWHAT FAVOR...................2
                 NEITHER FAVOR/OPPOSE...........3
                SOMEWHAT OPPOSE.................4
                STRONGLY OPPOSE.................5

                   DO NOT KNOW................8
                   REFUSED....................9
   [@] <1> STRONGLY FAVOR <2> SOMEWHAT FAVOR <3> NEITHER FAVOR/OPPOSE
      <4> SOMEWHAT OPPOSE <5> STRONGLY OPPOSE
               <8> DO NOT KNOW [missing] <9> REFUSED [missing]
>w11i<
  Adding an extra tax on food purchased at fast food restaurants.

  (Would you strongly favor, somewhat favor, somewhat oppose, or
  strongly oppose this?)

                STRONGLY FAVOR...................1 @
                SOMEWHAT FAVOR...................2
                 NEITHER FAVOR/OPPOSE...........3
                SOMEWHAT OPPOSE.................4
                STRONGLY OPPOSE.................5

                   DO NOT KNOW................8
                   REFUSED....................9
   [@] <1> STRONGLY FAVOR <2> SOMEWHAT FAVOR <3> NEITHER FAVOR/OPPOSE
      <4> SOMEWHAT OPPOSE <5> STRONGLY OPPOSE
               <8> DO NOT KNOW [missing] <9> REFUSED [missing]
>w11j<
  Banning vending machines that sell candy, soda pop or chips in schools.

  (Would you strongly favor, somewhat favor, somewhat oppose, or
  strongly oppose this?)

                STRONGLY FAVOR...................1 @
                SOMEWHAT FAVOR...................2
                 NEITHER FAVOR/OPPOSE...........3
                SOMEWHAT OPPOSE.................4
                STRONGLY OPPOSE.................5

                   DO NOT KNOW................8
                   REFUSED....................9
   [@] <1> STRONGLY FAVOR <2> SOMEWHAT FAVOR <3> NEITHER FAVOR/OPPOSE
      <4> SOMEWHAT OPPOSE <5> STRONGLY OPPOSE
               <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>w14<

 Now, thinking about your own health . . .

 Do you now use any form of tobacco (cigarettes, cigars, chewing tobacco)
 every day, some days, or not at all?

                EVERY DAY......................1  @
                SOME DAYS......................2
                NOT AT ALL.....................3

                  DO NOT KNOW................8
                  REFUSED....................9
                 [@] <1> EVERY DAY <2> SOME DAYS <3> NOT AT ALL
                     <8> DO NOT KNOW[missing] <9>REFUSED [missing]
```

>w6<

How often do you try to choose healthy foods?

Would you say always, almost all of the time, about half of the time,
sometimes, or never?

          ALWAYS.........................1 @
          ALMOST ALL OF THE TIME.........2
          ABOUT HALF OF THE TIME.........3
          SOMETIMES......................4
          NEVER..........................5

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

      [@]<1> ALWAYS <2> ALMOST ALL OF THE TIME <3> ABOUT HALF OF THE TIME
      <4> SOMETIMES <5> NEVER <8> DO NOT KNOW <9>REFUSED [missing]

>w7<

  Would you consider your exercise or physical activity habits to be
  excellent, very good, good, fair, or poor?

          EXCELLENT......................1 @
          VERY GOOD......................2
          GOOD...........................3
          FAIR...........................4
          POOR...........................5

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

      [@]<1> EXCELLENT <2> VERY GOOD <3> GOOD <4> FAIR <5>POOR
      <8>DO NOT KNOW [missing] <9> REFUSED [missing]

>w3<

  How concerned are you about your own weight?

  Would you say you are very concerned, somewhat concerned, not very
  concerned, or not concerned at all?

          VERY CONCERNED...................1 @
          SOMEWHAT CONCERNED...............2
          NOT VERY CONCERNED...............3
          NOT CONCERNED AT ALL.............4

           DO NOT KNOW...................8
           REFUSED/NO ANSWER............9
        [@]<1> VERY CONCERNED <2> SOMEWHAT CONCERNED <3> NOT VERY CONCERNED[goto
w1]
          <4> NOT CONCERNED AT ALL[goto w1]
          <8>[missing] DON'T KNOW [goto w1]
         <9>[missing] REFUSED[goto w1]

>w3a<

  What are you concerned about?
  1..AGING/CONCERNS WITH AGING   13..DIET/NUTRITION
  2..ARTHRITIS/JOINT PAIN   14..CHOLESTEROL LEVEL
  3..DIABETES/BLOOD SUGAR   15..HEART DISEASE
  4..OTHER MEDICAL CONDITIONS: KIDNEY/BACK   16..OVERALL HEALTH/WELL_BEING
  5..STROKE/HYPERTENSION/HIGH BLOOD PRESSURE
  6..MAINTAIN (OR NOT GAIN) WEIGHT   17..ENERGY
  7..LOSE WEIGHT   18..STAYING IN SHAPE

8..GAIN WEIGHT   19..EXERCISE/PHYSICAL ACTIVITY
                            STRENGTH
9..BEING OVERWEIGHT   20..MOBILITY/GETTING AROUND
10..WEIGHT RELATED TO PREGNANCY   21..SELF/BODY IMAGE/FIGURE
                            APPEARANCE
11..WEIGHT _ NOT CLASSIFIED ELSEWHERE   22..SETTING EXAMPLE FOR FAMILY
12..DISCRIMINATION: HOW OTHER VIEW   90..MISCELLANEOUS: OTHER
        SPECIFY.........................0 @a
        SPECIFY 2ND MENTION..............0 @b
         NO OTHERS MENTIONED........95
         DO NOT KNOW................98
         REFUSED/NO ANSWER..........99

        [@a] 0 [#specify] <1_25> <90>
            <98> DO NOT KNOW[missing] <99> REFUSED [missing]
        [@b] 0 [#specify] <1_25> <90> <95>NO OTHERS
            <98> DO NOT KNOW[missing] <99> REFUSED [missing]

>w1<
 Currently, would you say you are underweight, at a normal weight,
 or overweight?

        UNDERWEIGHT.............................1 @
        AT NORMAL WEIGHT.......................3
    OVERWEIGHT.............................5

        DO NOT KNOW..................8
        REFUSED......................9

    [@]<1> UNDERWEIGHT <3> AT A NORMAL WEIGHT
      <5> OVERWEIGHT
      <8>[missing] DON'T KNOW <9>[missing] REFUSED

>w8<

 [if w1 eq <5>]
 How much does it matter to you that you are overweight?
 [else]
 Suppose you were to become overweight, how much would that matter to you?
 [endif]

 Would it matter to you a lot, somewhat, a little, or not at all?

        MATTER A LOT.....................1 @
        SOMEWHAT.........................2
        A LITTLE.........................3
        NOT AT ALL.......................4

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

    [@]<1> MATTER A LOT <2> SOMEWHAT <3> A LITTLE <4> NOT AT ALL
      <8> DO NOT KNOW <9>REFUSED [missing]

>w8a< [if CD8 ne <1> goto w8b]

 [if w1 eq <5>]
 How much does it matter to your spouse that you are overweight?

Does it matter a lot, somewhat, a little, or not at all?
[else]
How much would it matter to your spouse if you were to become overweight?

Would it matter a lot, somewhat, a little, or not at all?
[endif]

      MATTER A LOT....................1 @
      SOMEWHAT........................2
      A LITTLE.........................3
      NOT AT ALL.......................4

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

      [@]<1> MATTER A LOT <2> SOMEWHAT <3> A LITTLE <4> NOT AT ALL
      <8> DO NOT KNOW <9>REFUSED [missing]
>w8b<

 [if w1 eq <5>]
 How much does it matter to your family that you are overweight?

 (Does it matter a lot, somewhat, a little, or not at all?)
 [else]
 How much would it matter to your family (if you were to become overweight)?

 (Would it matter a lot, somewhat, a little, or not at all?)
 [endif]

      MATTER A LOT....................1 @
      SOMEWHAT........................2
      A LITTLE.........................3
      NOT AT ALL.......................4

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

      [@]<1> MATTER A LOT <2> SOMEWHAT <3> A LITTLE <4> NOT AT ALL
      <8> DO NOT KNOW <9>REFUSED [missing]
>w8c<

 [if w1 eq <5>]
 How much does it matter to your friends (that you are overweight)?

 (Does it matter a lot, somewhat, a little, or not at all?)
 [else]
 How much would it matter to your friends (if you were to become overweight)?

 (Would it matter a lot, somewhat, a little, or not at all?)
 [endif]

      MATTER A LOT....................1 @
      SOMEWHAT........................2
      A LITTLE.........................3
      NOT AT ALL.......................4

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

[@]<1> MATTER A LOT <2> SOMEWHAT <3> A LITTLE <4> NOT AT ALL
        <8> DO NOT KNOW <9>REFUSED [missing]

>w8d<

  [if w1 eq <5>]
  How much does it matter to your neighbors or others in your community
  (that you are overweight?)

  (Does it matter a lot, somewhat, a little, or not at all?)
  [else]
  How much would it matter to your neighbors or others in your community
  (if you were to become overweight)?

  (Would it matter a lot, somewhat, a little, or not at all?)
  [endif]

        MATTER A LOT....................1 @
        SOMEWHAT........................2
        A LITTLE........................3
        NOT AT ALL......................4

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

        [@]<1> MATTER A LOT <2> SOMEWHAT <3> A LITTLE <4> NOT AT ALL
        <8> DO NOT KNOW <9>REFUSED [missing]

>w8f<

  [if w1 eq <5>]
  How much does it matter to your doctor (that you are overweight)?

  (Does it matter a lot, somewhat, a little, or not at all?)
  [else]
  How much would it matter to your doctor (if you were to become
  overweight)?

  (Would it matter a lot, somewhat, a little, or not at all?)
  [endif]

        MATTER A LOT....................1 @
        SOMEWHAT........................2
        A LITTLE........................3
        NOT AT ALL......................4

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

        [@]<1> MATTER A LOT <2> SOMEWHAT <3> A LITTLE <4> NOT AT ALL
        <8> DO NOT KNOW <9>REFUSED [missing]

>w9a< [if CD8 ne <1> goto w9b]

 How much would it matter to you if your [green]spouse[n] was overweight?

 (Would it matter a lot, somewhat, a little, or not at all?)

        MATTER A LOT....................1 @
        SOMEWHAT........................2
        A LITTLE........................3
        NOT AT ALL......................4

```
        DO NOT KNOW..................8
        REFUSED/NO ANSWER...........9

    [@]<1> MATTER A LOT <2> SOMEWHAT <3> A LITTLE <4> NOT AT ALL
    <8> DO NOT KNOW <9>REFUSED [missing]
>w9b< [if CD11 eq <0> goto w9c]

 How much would it matter to you if your [green]children[n] were overwieght?

 (Would it matter a lot, somewhat, a little, or not at all?)

        MATTER A LOT....................1 @
        SOMEWHAT.......................2
        A LITTLE........................3
        NOT AT ALL......................4

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

    [@]<1> MATTER A LOT <2> SOMEWHAT <3> A LITTLE <4> NOT AT ALL
    <8> DO NOT KNOW <9>REFUSED [missing]
>w9c<
 (How much would it matter to you) if one of your friends was overweight?

 (Would it matter a lot, somewhat, a little, or not at all?)

        MATTER A LOT....................1 @
        SOMEWHAT.......................2
        A LITTLE........................3
        NOT AT ALL......................4

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

    [@]<1> MATTER A LOT <2> SOMEWHAT <3> A LITTLE <4> NOT AT ALL
    <8> DO NOT KNOW <9>REFUSED [missing]
>w9d<
 (How much would it matter to you) if someone in your community that you did
 not know was overweight?

 (Would it matter a lot, somewhat, a little, or not at all?)

        MATTER A LOT....................1 @
        SOMEWHAT.......................2
        A LITTLE........................3
        NOT AT ALL......................4

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

    [@]<1> MATTER A LOT <2> SOMEWHAT <3> A LITTLE <4> NOT AT ALL
    <8> DO NOT KNOW <9>REFUSED [missing]

>w12<  [allow int 3]
    About how much do you weigh without shoes?

    [yellow]IWER: ROUND FRACTIONS UP[n]

     POUNDS   ......................75_500 @

      DON'T KNOW/NOT SURE  . . . . 998
```

REFUSED 999

        [@]<75_500>
          <998, 999>[missing]

>w13<
   About how tall are you without shoes?

   [yellow]IWER: ROUND FRACTIONS DOWN[n]

          @feet FEET   @inch INCHES

           DO NOT KNOW..................98
           REFUSED/NO ANSWER............99

      [@feet] <2_8> <98,99>
      [@inch] <0_11> <98,99>

>L5a< [settime wfinish][subtime wstart from wfinish into wtime][settime nstart]
 The next questions are about your [green]perception[n] of different types of health
 care facilities, such as nursing homes, hospitals and assisted living
 facilities.

 A nursing home is an institution that provides licensed, skilled nursing
 care for patients who require medical, nursing, or rehabilitative
 services.

 How would you rate the quality of care in Michigan nursing homes?

 Would you say it is excellent, very good, good, fair, or poor?

                 EXCELLENT............................1 @
                 VERY GOOD...........................2
                 GOOD................................3
                 FAIR................................4
                 POOR................................5

                    DO NOT KNOW.............8
                    REFUSED................9

   [@] <1> EXCELLENT <2> VERY GOOD <3> GOOD <4> FAIR <5> POOR
      <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>L5b<
 A hospital is an institution that provides acute medical and emergency
 care.

 How would you rate the quality of care in Michigan hospitals? (Would you
 say it is excellent, very good, good, fair, or poor?)

                 EXCELLENT............................1 @
                 VERY GOOD...........................2
                 GOOD................................3
                 FAIR................................4
                 POOR................................5

                    DO NOT KNOW.............8
                    REFUSED................9

   [@] <1> EXCELLENT <2> VERY GOOD <3> GOOD <4> FAIR <5> POOR

<8> DO NOT KNOW [missing] <9> REFUSED [missing]

>L5c<
An assisted living facility is residential care setting for older persons
who can no longer live independently. It is designed to meet the needs
of individuals who require help with activities of daily living but do
not need the level of skilled nursing care of a nursing home.

Typically, assisted living facilities include meals, activities, 24_hour
staff and some housekeeping

How would you rate the quality of care in Michigan assisted living
facilities?

(Would you say it is excellent, very good, good, fair, or poor?)

```
        EXCELLENT............................1 @
        VERY GOOD...........................2
        GOOD................................3
        FAIR................................4
        POOR................................5

            DO NOT KNOW.............8
            REFUSED.................9
```

   [@] <1> EXCELLENT <2> VERY GOOD <3> GOOD <4> FAIR <5> POOR
      <8> DO NOT KNOW [missing] <9> REFUSED [missing]
>L7a<
The next few questions are about government regulation of health care today.

Do you think there is too much, not enough, or about the right amount
of government regulation of nursing homes?

```
        TOO MUCH.............................1 @
        NOT ENOUGH..........................2
        ABOUT THE RIGHT AMOUNT...............3

            DO NOT KNOW.............8
            REFUSED.................9
```

   [@] <1> TOO MUCH <2> NOT ENOUGH <3> ABOUT THE RIGHT AMOUNT
       <8> DO NOT KNOW [missing]   <9> REFUSED [missing]

>L7b<
Is there is too much, not enough, or about the right amount of government
regulation of hospitals?

```
        TOO MUCH.............................1 @
        NOT ENOUGH..........................2
        ABOUT THE RIGHT AMOUNT...............3

            DO NOT KNOW.............8
            REFUSED.................9
```

   [@] <1> TOO MUCH <2> NOT ENOUGH <3> ABOUT THE RIGHT AMOUNT
       <8> DO NOT KNOW [missing]   <9> REFUSED [missing]

>L8<
Do you personally feel it's wrong for profit_making companies to own and
operate nursing homes, hospitals and assisted living facilities?

```
                YES, WRONG..............................1 @
                NO, NOT WRONG...........................5

                        DO NOT KNOW.............8
                        REFUSED................9

        [@]  <1> YES, WRONG <5> NO, NOT WRONG
          <8> DO NOT KNOW[missing]  <9> REFUSED[missing]
```

>L9a<
Please tell me how you would rate the honesty and ethical standards of
people in these different fields.

First, nursing home administrators.

Are their honesty and ethical standards 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> DO NOT KNOW [missing] <9> REFUSED [missing]
```

>L9b<
Hospital Administrators.

(Are their honesty and ethical standards 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> DO NOT KNOW [missing] <9> REFUSED [missing]
```

>L9c<

Assisted living facilities administrators.

(Are their honesty and ethical standards 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> DO NOT KNOW [missing] <9> REFUSED [missing]

>PO2< [settime nfinish][subtime nstart from nstart into ntime][settime cstart]
Next, just a couple questions about our elected officials and how things
are going for Michigan resident's in general.

How would you rate the way John Engler is performing his job as Michigan's
governor?

(Would you say excellent, good, fair, or poor)?

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

     [@]<1> EXCELLENT <2> GOOD <3> FAIR <4> POOR
     <8> DO NOT KNOW[missing] <9>[missing] REFUSED

>PO1a<
  How would you rate the way George W. Bush is responding to the terrorist
  attacks __ would you say excellent, good, fair, or poor?

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

     [@]<1> EXCELLENT <2> GOOD <3> FAIR <4> POOR
     <8> DO NOT KNOW[missing] <9>[missing] REFUSED

>PO1<
  Overall, how would you rate the way George W. Bush is performing his job
  as President __ would you say excellent, good, fair, or poor?

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

     [@]<1> EXCELLENT <2> GOOD <3> FAIR <4> POOR
     <8> DO NOT KNOW[missing] <9>[missing] REFUSED

>CC1<
  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 <3> WORSE OFF
<8> DO NOT KNOW[missing] <9> REFUSED[missing]

>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 <5> WORSE OFF
<8> DO NOT KNOW[missing] <9> REFUSED[missing]

>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> DO NOT KNOW[missing] <9> REFUSED[missing]

>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 DOWN ...........................3
        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> DO NOT KNOW[missing] <9> REFUSED[missing]

>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 <5> ABOUT THE SAME <3> WORSE THAN
    <8> DO NOT KNOW[missing] <9> REFUSED[missing]
```

>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> GOOD TIMES <3> BAD TIMES <5> NEITHER
    <8> DO NOT KNOW[missing] <9> REFUSED[missing]
```

>CD1<
  Now, I have a few background questions. These are for statistical
  analysis purposes only.

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

    [@]<1> MALE <5> FEMALE
```

>CD2< [define <d><998>][define <r><999>]
 In what year were you born?

```
        Year............................19 @
    +_____+
        DON'T KNOW..............d
        REFUSED.................r

    [@] <00_84> <d,r>[missing]
```

>CD3<
   What is the highest level of education you have completed?

```
        DID NOT GO TO SCHOOL ....................0
        GRADE................................1_11
        HIGH SCHOOL GRADUATE OR GED HOLDER......12
        COLLEGE (ONE TO THREE YEARS).........13_15
        COLLEGE GRADUATE  (FOUR YEARS) .........16
        SOME POST GRADUATE .....................17
        GRADUATE DEGREE.........................18
        TECHNICAL/JUNIOR COLLEGE GRADUATE.......20 @
    +_____+
        DON'T KNOW....................98
```

REFUSED........................99

[@] <0> DID NOT GO TO SCHOOL <1_11> GRADE <12> HIGH SCHOOL GRAD OR GED
<13_15> COLLEGE <16> COLLEGE GRADUATE <17> SOME POST GRADUATE
<18> GRADUATE DEGREE <20> TECHNICAL/JUNIOR COLLEGE GRAD
<98> DO NOT KNOW[missing] <99>REFUSED [missing]

>CD5a<
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> YES, HISPANIC <5> NO, NOT HISPANIC <8,9>[missing]

>CD4a< [define <y><1>][define <n><5>][default answer <n> all]
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> YES <n> NO <d> DO NOT KNOW[missing] <r>REFUSED [missing] <h>[etc <h>][help racehelp]
   [@b]<y> YES <n> NO <d> DO NOT KNOW[missing] <r>REFUSED [missing] <h>[etc <h>][help racehelp]
   [@c]<y> YES <n> NO <d> DO NOT KNOW[missing] <r>REFUSED [missing] <h>[etc <h>][help racehelp]
   [@d]<y> YES <n> NO <d> DO NOT KNOW[missing] <r>REFUSED [missing] <h>[etc <h>][help racehelp]
   [@e]<y> YES <n> NO <d> DO NOT KNOW[missing] <r>REFUSED [missing] <h>[etc <h>][help racehelp]

>CD6<

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   BAPTIST..........4
ISLAMIC/MUSLIM..........................2   METHODIST........4
JEWISH..................................3   LUTHERAN.........4
PROTESTANT..............................4   EPISCOPALIAN.....4
OTHER NON_CHRISTIAN (Hindu, Buddhist, ...5
OTHER CHRISTIAN.........................6
OTHER: MISCELLANEOUS....................7 @

```
                +_____+
                DON'T KNOW.....................8
                REFUSED........................9
          [yellow]A HELP SCREEN IS AVAILABLE BY HITTING 'h'[n]

          [@]<0> NONE <1> CATHOLIC <2> ISLAMIC/MUSLIM <3> JEWISH <4> PROTESTANT
            <5> OTHER NON CHRISTIAN    6 [#specify] <7> OTHER: MISCELLANEOUS
              <8> DO NOT KNOW [missing] <9> REFUSED[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> REPUBLICAN <4> INDEPENDENT <7> DEMOCRAT  <0>[#specify] <8> DO NOT KNOW
[missing] <9> REFUSED[missing]
          [@b]<1> STRONGLY REPUBLICAN <2> NOT VERY STRONG REPUBLICAN  <8> DO NOT KNOW
[missing] <9> REFUSED[missing][default goto partyid]
          [@c]<6> NOT VERY STRONG DEMOCRAT <7> STRONG DEMOCRAT   <8> DO NOT KNOW
[missing] <9> REFUSED[missing][default goto partyid]
          [@d]<3> REPUBLICAN <4> NEITHER <5> DEMOCRAT <8> DO NOT KNOW [missing] <9>
REFUSED[missing][default goto partyid]

>partyid<  [allow 1]
          [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]

>P17<
 Generally speaking, do you think of yourself as a conservative, a
 moderate, or a liberal?

        CONSERVATIVE.........................1
        MODERATE............................4
        LIBERAL.............................7 @a

        OTHER...............................0
        +_____+
          DO NOT KNOW...............8
          REFUSED...................9

        [if P17@a eq <1>]

 Would you consider yourself very conservative or somewhat conservative?

        VERY CONSERVATIVE..................1
        SOMEWHAT CONSERVATIVE..............2 @b
        +_____+
          DO NOT KNOW...............8
          REFUSED...................9
        [endif]
        [if P17@a eq <7>]

 Would you consider yourself to be very liberal or somewhat liberal?

        VERY LIBERAL.......................7
        SOMEWHAT LIBERAL...................6 @c
        +_____+
          DO NOT KNOW...............8
          REFUSED...................9
        [endif]

        [if P17@a eq <4>]

 Do you generally think of yourself as closer to the conservative
 side or the liberal side?

        CLOSER TO THE CONSERVATIVE.............3
        IN THE MIDDLE.........................4
        CLOSER TO THE LIBERAL SIDE.............5 @d
        [endif]

    [@a]<1>CONSERVATIVE <4> NEITHER <7> LIBERAL <0>[#specify][goto ideology] <8> DO NOT
KNOW [missing] <9> REFUSED[missing]
    [@b]<1> VERY CONSERVATIVE <2>SOMEWHAT CONSERVATIVE <8> DO NOT KNOW [missing]
<9> REFUSED[missing][default goto ideology]
    [@c]<6> SOMEWHAT LIBERAL <7> VERY LIBERAL <8> DO NOT KNOW [missing] <9>
REFUSED[missing][default goto ideology]
    [@d]<3> CLOSER CONSERVATIVE <4> IN THE MIDDLE <5> CLOSER LIBERAL <8> DO NOT
KNOW [missing] <9> REFUSED[missing][default goto ideology]

>ideology< [allow 1]

[if P17@b eq <1>][store <1> in ideology][endif] 1 very conservative
[if P17@b eq <2>][store <2> in ideology][endif] 2 somewhat
conservative
[if P17@a eq <8>][store <8> in ideology][endif] 3 lean conservative
[if P17@a eq <9>][store <9> in ideology][endif]   4 middle
[if P17@c eq <6>][store <6> in ideology][endif] 5 lean liberal
[if P17@c eq <7>][store <7> in ideology][endif] 6 somewhat liberal
[if P17@d eq <3>][store <3> in ideology][endif]   7 very liberal
[if P17@d eq <4>][store <4> in ideology][endif]
[if P17@d eq <5>][store <5> in ideology][endif]

>CD10< [#store adult in CD10][#goto CD15]
   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> ADULTS <2_10>
        <98> DO NOT KNOW [missing] <99> REFUSED [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> WORK FULL TIME <2> WORK PART TIME <3> WORK AND GO TO SCHOOL
        <4> IN THE ARMED FORCES <5> JOB, DID NOT WORK LAST WEEK <6> UNEMPLOYED
        <7> RETIRED <8> SCHOOL FULL_TIME <9> HOMEMAKER <10> DISABLED
        <98> DO NOT KNOW [missing] <99> REFUSED [missing]

>EW< [if CD8 ge <6> goto UN1]
  Do you work for any agency or department of federal, state, or local
  government including a public school district or higher
  educational institution?

        YES.......................1 @
        NO........................5

        DO NOT KNOW..........8
        REFUSED..............9

     [@]<1> YES <5> NO
        <8> DO NOT KNOW[missing] <9> REFUSED [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> YES [goto UN3] <5> NO <8> DO NOT KNOW[missing] <9>REFUSED [missing]

>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 [goto UN3] <5> NO <8> DO NOT KNOW[missing] <9>REFUSED [missing]

>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> DO NOT KNOW[missing] <9>REFUSED [missing]

>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 2001?

       YES....................... 1
       NO.........................5 @
    +_____+
       DO NOT KNOW............8
       REFUSED...............9
   [@]<1>YES [goto incd]
    <5>NO [goto incb]
     <8> DO NOT KNOW [missing][goto income] <9>[missing][goto income]
>incb<
  Was it less than $20,000?

       YES....................... 1
       NO.........................5 @   ($20,000_29,999)
    +_____+
       DO NOT KNOW............8
       REFUSED...............9

   [@]<1>YES [goto incc]
    <5>NO [goto income]
     <8> DO NOT KNOW [missing][goto income] <9>[missing][goto income]

>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> NOT
          <8> DO NOT KNOW [missing][goto income] <9>[missing][goto income]
          [default goto income]

>incd<
   Was it $60,000? or more?

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

        [@]<1> YES [goto incg]
          <5> NO [goto ince]
          <8> DO NOT KNOW [missing][goto income] <9>[missing][goto income]

>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> DO NOT KNOW [missing][goto income] <9>[missing][goto income]
          [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> NO[goto income]
          <8> DO NOT KNOW [missing][goto income] <9>[missing][goto income]

>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> DO NOT KNOW [missing][goto income] <9>[missing][goto income]

>income<  [allow 1]
        [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> PHONE NUMBERS <2_7>
            <8> DO NOT KNOW [missing]<9>[missing]

>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> RURAL COMMUNITY <2> SMALL CITY, TOWN, VILLAGE <3> A SUBURB
            <4> URBAN COMMUNITY <0>[#specify]
            <98> DO NOT KNOW [missing] <99>[missing]
            <h>[etc <h>][help defcomm]


>zipcode<  [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.)


        Zip code...........................48000_49999 @

                    DO NOT KNOW............8
```

REFUSED................9

[@] <48000_49999> ZIP CODE
   <8> DO NOT KNOW [missing] <9>[missing]

>RI<
   In a couple of months, we'd like to re-contact some of the people we've spoken
   with for a shorter interview. Would you be willing to participate again in a
   couple of months if it would only take 10 minutes or less?

            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> NO [goto out] <8,9>[goto out]
               [@b] [allow 15][goto out]

>out< [settime cfinish][subtime cstart from cfinish into ctime]
   [#goto MOD7][goto postcard]

>ed6help< [reference]

   SHARE RESOURCES: "Sharing resources is when neighboring districts
                would share buildings or other facilities and
                split the maintenance costs".

   CONTRACT FOR SERVICES: "Contract for services is making agreements with
                  private companies to cover services, such as
                  maintenance, as a way to cut costs"

      [nodata]@

>postcard< [if zip eq <> goto MOD7]

   Do you recall receiving a postcard in the mail informing about this
   study and that you would be receiving a phone call to participate?

            YES..........................1 @
            NO...........................5

            DO NOT REMEMBER..............7
            REFUSED.....................9

            [@] <1,5,7> <9> [missing]
               [default goto MOD7]

>contacts< [equiv iwer4@b position 2][allow 2]
>length<[allow 4]
>idate< [allow 8]
>iwer< [allow 3]