METHODOLOGICAL REPORT

MICHIGAN STATE UNIVERSITY

STATE OF THE STATE SURVEY

[MSU SOSS-34]

Spring 2004 Round

Prepared by:

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NOTE TO THE READER

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

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

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

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

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

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

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

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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 34 was the 2004 presidential campaign and the performance of Michigan's public schools, particularly with regard to charter schools and education funding.

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 <u>demographic core</u> 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 <u>non-demographic core</u> 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

<u>IPPSR.</u> 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 Spring 2004 survey was comprised of:

Darren Davis, Ph.D., Dept. of Political Science, MSU

David Plank, Ph.D., Educational Policy Studies, MSU

Brian D. Silver, Dept. of Political Science, MSU

5. FUNDING

The following organizations and units on campus have provided funding for SOSS during the 1995-2004 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 University Relations.

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. <u>West Central</u> (Allegan, Barry, Ionia, Kent, Lake, Manistee, Mason, Mecosta, Montcalm, Muskegon, Newaygo, Oceana, Osceola, Ottawa

4. <u>East Central</u> (Arenac, Bay, Clare, Clinton, Gladwin, Gratiot, Huron, Isabella, Midland, Saginaw, Sanilac, Shiawassee, Tuscola

5. <u>Southwest</u> (Berrien, Branch, Calhoun, Cass, Eaton, Hillsdale, Ingham, Jackson, Kalamazoo, St. Joseph, Van Buren)

6. <u>Southeast</u> (Genesee, Lapeer, Lenawee, Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw, Wayne [excluding Detroit])

7. <u>Detroit City</u>

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. To improve the efficiency of the calling, we have begun to have SSI stratify this sampling frame into two strata initially, one comprised of all phone numbers that are listed in phone directories, and the other comprised of all phone numbers that are not listed in directories but which are members of banks in which at least one phone number is listed. We then request that SSI over-sample phone numbers from the listed stratum. 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. 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-33, a total of 5,767 phone numbers were used. The working phone rate was 75.3%.

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.

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.

As indicated above, the initial frame was stratified into listed numbers and not-listed numbers in 1+ banks and then listed numbers were over-sampled. Other information from SSI indicates that 65% of households with phones have listed numbers. An initial weight, listwt, was constructed to adjust representation of listed and unlisted numbers in the data file so that listed numbers comprised only 65% of all data records.

To construct the remaining 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:

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

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

REGION	Number of Cases	Margin of Sampling Error
Upper Peninsula	47	± 14.4%
Northern Lower Peninsula	97	± 10.0%
West Central	192	± 7.1%

East Central	140	$\pm$ 8.3%
Southwest	143	$\pm$ 8.2%
Southeast	199	$\pm$ 7.0%
Detroit	144	$\pm$ 8.2%
Statewide Total	962	$\pm$ 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 110 different interviewers were involved in data collection on the 34th State of the State Survey.

Field Period and Respondent Selection in Household. Interviewing began on April 19, 2004, and continued through the June 15, 2004.

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 nine 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 up to six additional tries. In the case contact was established, the number would continue to be tried until a total of 15 attempts were made or the interview was completed, the interview was refused, or the case was determined to be ineligible or incapable.

The average interview lasted approximately 17.5 minutes (standard deviation= 5.0.

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.

<u>Completion Rate</u>.   A total of 962 interviews were completed. The overall completion rate among eligible households for the study was 36.1%.[1] Interviews were completed with 61% of the households in which there was sufficient cooperation to randomly select a respondent.

Of those completing the interview, the mean number of calls required was 4.7 (s.d. = 4.4; median = 3). Interviewers made a total of 37,862 calls to complete the 962 interviews.

The refusal rate was 28.9%.

9. DOCUMENTATION AVAILABLE

The following documentation is available for this survey:

a. Methodological Report
b. Questionnaire (included in Methodological Report)
c. Codebook (included in Methodological Report)
d. Coding instructions (included in Methodological Report)
e. SPSS (windows) commands to read the ASCII data set
f. SPSS commands for weighting cases in the sample

10. DATA FORMAT AND ARCHIVING

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

11. APPENDIX

a. Map of the MSU Extension Regions

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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-34 was 29.0%, the refusal rate (REF2) was 42.3%,the cooperation rate was 40.7%, and the contact rate was 94.0%.

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

Weighting Program for 2000 Census Profile of Michigan (MSUSOSS 34
                    SPRING, 2004 MSUE Regions)

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

12. QUESTIONNAIRE (SPRING, 2004)

>CONSENT< [loc 0/550]

 Before we begin let me tell you that this interview is 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 do not
 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. Peter Vasilenko, 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>

>core<   [allow 4] [copy core in core]
>corestart< [allow 4]
>corestop<   [allow 4]
>doug1<   [allow 4] [copy doug1 in doug1]
>doug1start< [allow 4]
>doug1stop< [allow 4]
>doug2<   [allow 4] [copy doug2 in doug2]
>doug2start< [allow 4]
>doug2stop< [allow 4]
>election<   [allow 4] [copy election in election]
>pestart<   [allow 4]
>pestop<   [allow 4]
>educ<   [allow 4] [copy educ in educ]
>educstart< [allow 4]
>educstop<   [allow 4]
>terror<   [allow 4] [copy terror in terror]
>terrorstart<[allow 4]
>terrorstop< [allow 4]
>demo<   [allow 4] [copy demo in demo]
>demostart< [allow 4]
>demostop<   [allow 4]

>ID1< [allow 5][loc 18/1][#store csid in ID1] [copy ID1 in ID1]
>R1<   [allow 1][#preset <1>] [copy R1 in R1]
>random< [allow 1][#inputloc 1/17] [copy random in random]
>cnty< [allow 5][#inputloc 1/23] [copy cnty in cnty]
>regn< [allow 1][#inputloc 1/29] [copy regn in regn]
                              1 upper pen
                              2 northern
                              3 west central
                              4 east central
                              5 southwest
                              6 southeast
                              7 Detroit

>listed< [allow 1][#inputloc 1/141] 1=listed 2=unlisted [copy listed in listed]
>msa< [allow 5]
>cbsa< [allow 5]

>CC1< [#settime corestart]

I'd like to start by asking 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]
```

>gt1<
   Next, I have some questions about elected officials.

   How much of the time do you think you can trust the government in
   [green]Washington[n] to do what is right?

   Would you say just about always, most of the time, only some of the
   time, or none of the time?

```
              JUST ABOUT ALWAYS...............1 @
              MOST OF THE TIME................2
              SOME OF THE TIME................3
              NONE OF THE TIME................4

               DO NOT KNOW..................8
               REFUSED.....................9
    [@]<1> JUST ABOUT ALWAYS <2> MOST OF THE TIME <3> SOME OF THE TIME
     <4> NONE OF THE TIME  <8> DO NOT KNOW[missing] <9> REFUSED[missing]
```

>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
```

>PO2<
 How would you rate the way Jennifer Granholm is performing her 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


>ci1< [#settime corestop][#settime pestart]
   The next set of questions focuses on the 2004 national election.

   I would like to read you some policy areas and have you tell
   me which presidential candidate, George Bush or John Kerry, you think can
   do a better job in that policy area.

   [nodata] @

>rotate1< [if random le <1>][goto ci1a][endif]
            [if random eq <2>][goto ci1b][endif]
            [if random eq <3> or random eq <4>][goto ci1c][endif]
            [if random eq <5>][goto ci1d][endif]
            [if random eq <6>][goto ci1e][endif]
            [if random eq <7>][goto ci1f][endif]
            [if random ge <8>][goto ci1g][endif]


>ci1a<

   Which candidate do you think can do a better job of  . . .

   Protecting America from terrorism on our own soil?

   [if random le <4>]
   George Bush or John Kerry?

         GEORGE BUSH..................b
         JOHN KERRY...................k
   [endif]
   [if random ge <5>]
   John Kerry or George Bush?

         JOHN KERRY...................k
         GEORGE BUSH..................b
   [endif]

            BOTH EQUALLY............5  @
            NEITHER.................6
            SOMEONE ELSE............7

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

      [@] <b> GEORGE BUSH  <k> JOHN KERRY  <5> BOTH EQUALLY <6> NEITHER
      <7> SOMEONE ELSE  <1-2>
      <8> DO NOT KNOW [missing]  <9> REFUSED [missing]

>rot1< [if random eq <2> goto vi1]

>ci1b<

   Which candidate do you think can do a better job of . . . .

   Conducting America's foreign policy?

   [if random le <4>]
   George Bush or John Kerry?
```

```
        GEORGE BUSH..................b
        JOHN KERRY..................k
  [endif]
  [if random ge <5>]
  John Kerry or George Bush?

        JOHN KERRY..................k
        GEORGE BUSH..................b
  [endif]

          BOTH EQUALLY...........5  @
          NEITHER................6
          SOMEONE ELSE...........7

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

    [@] <b> GEORGE BUSH  <k> JOHN KERRY  <5> BOTH EQUALLY <6> NEITHER
    <7> SOMEONE ELSE  <1-2>
    <8> DO NOT KNOW [missing]  <9> REFUSED [missing]

>rot2<  [if random eq <3> or random eq <4>][goto vi1][endif]

>ci1c<

  Which candidate do you think can do a better job of . . . .

  Managing the economy?

  [if random le <4>]
  George Bush or John Kerry?

        GEORGE BUSH..................b
        JOHN KERRY..................k
  [endif]
  [if random ge <5>]
  John Kerry or George Bush?

        JOHN KERRY..................k
        GEORGE BUSH..................b
  [endif]

          BOTH EQUALLY...........5  @
          NEITHER................6
          SOMEONE ELSE...........7

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

    [@] <b> GEORGE BUSH  <k> JOHN KERRY  <5> BOTH EQUALLY <6> NEITHER
    <7> SOMEONE ELSE  <1-2>
    <8> DO NOT KNOW [missing]  <9> REFUSED [missing]

>rot3<   [if random eq <5> goto vi1]


>ci1d<

  Which candidate do you think can do a better job of . . . .

  Protecting your civil liberties?

  [if random le <4>]
  George Bush or John Kerry?

        GEORGE BUSH..................b
        JOHN KERRY..................k
  [endif]
  [if random ge <5>]
  John Kerry or George Bush?
```

```
        JOHN KERRY..................k
        GEORGE BUSH.................b
  [endif]

          BOTH EQUALLY...........5  @
          NEITHER................6
          SOMEONE ELSE...........7

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

    [@] <b> GEORGE BUSH  <k> JOHN KERRY  <5> BOTH EQUALLY <6> NEITHER
    <7> SOMEONE ELSE  <1-2>
    <8> DO NOT KNOW [missing]  <9> REFUSED [missing]

>rot4< [if random eq <6>][goto vi1][endif]

>ci1e<

  Which candidate do you think can do a better job of . . . .

  Protecting the environment?

  [if random le <4>]
  George Bush or John Kerry?

        GEORGE BUSH.................b
        JOHN KERRY..................k
  [endif]
  [if random ge <5>]
  John Kerry or George Bush?

        JOHN KERRY..................k
        GEORGE BUSH.................b
  [endif]

          BOTH EQUALLY...........5  @
          NEITHER................6
          SOMEONE ELSE...........7

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

    [@] <b> GEORGE BUSH  <k> JOHN KERRY  <5> BOTH EQUALLY <6> NEITHER
    <7> SOMEONE ELSE  <1-2>
    <8> DO NOT KNOW [missing]  <9> REFUSED [missing]

>rot5< [if random eq <7>][goto vi1][endif]

>ci1f<

  Which candidate do you think can do a better job of . . . .

  Being a strong leader in times of crisis?

  [if random le <4>]
  George Bush or John Kerry?

        GEORGE BUSH.................b
        JOHN KERRY..................k
  [endif]
  [if random ge <5>]
  John Kerry or George Bush?

        JOHN KERRY..................k
        GEORGE BUSH.................b
  [endif]

          BOTH EQUALLY...........5  @
          NEITHER................6
```

```
            SOMEONE ELSE............7

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

     [@] <b> GEORGE BUSH  <k> JOHN KERRY  <5> BOTH EQUALLY <6> NEITHER
     <7> SOMEONE ELSE  <1-2>
     <8> DO NOT KNOW [missing]  <9> REFUSED [missing]

>rot6< [if random ge <8> goto vi1]

>ci1g<

  Which candidate do you think can do a better job of . . . .

  Reducing unemployment and creating more jobs?

  [if random le <4>]
  George Bush or John Kerry?

        GEORGE BUSH..................b
        JOHN KERRY...................k
  [endif]
  [if random ge <5>]
  John Kerry or George Bush?

        JOHN KERRY...................k
        GEORGE BUSH.................b
  [endif]

            BOTH EQUALLY............5  @
            NEITHER.................6
            SOMEONE ELSE............7

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

     [@] <b> GEORGE BUSH  <k> JOHN KERRY  <5> BOTH EQUALLY <6> NEITHER
     <7> SOMEONE ELSE  <1-2>
     <8> DO NOT KNOW [missing]  <9> REFUSED [missing]


>rot7< [if random ge <2> goto ci1a]

>vi1< [define <b><1>][define <k><2>][define <n><5>]

  [if random ge <5>]
  If the presidential election was being held today, would you vote for
  George Bush, John Kerry, or someone else?

        GEORGE W. BUSH...............b
        JOHN KERRY...................k

  [endif]
  [if random le <4>]
  If the presidential election was being held today, would you vote for
  John Kerry, George Bush, or someone else?

        JOHN KERRY...................k
        GEORGE W. BUSH...............b

  [endif]

            RALPH NADER..............n  @

            MISCELLANEOUS/OTHER........6
            DON'T PLAN TO VOTE.........7
            DO NOT KNOW...............8
            REFUSED...................9
```

```
   [@] <b> GEORGE BUSH <k> JOHN KERRY   <n> RALPH NADER
       <6> SOMEONE ELSE [#specify]
       <7> DO NOT PLAN TO VOTE
       <8> DO NOT KNOW[missing] <9> REFUSED [missing]


>usc1a< [#settime pestop][#settime doug1start]

  Suppose John Kerry, the Democrat, wins the Presidential election in
  November.

  In that case, do you think it would be even [green]more[n] important for
  the U.S. Congress to remain in Republican Party control, [green]less[n]
  important that the Congress remain in Republican Party control -- or would
  Kerry's winning not change your opinion about who should control the
  Congress?

        MORE IMPORTANT REPUBLICAN CONTROL.....1  @
        LESS IMPORTANT REPUBLICAN CONTROL.....3

        WOULD NOT MATTER/CHANGE WHO CONTROLS..5

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

  [@] <1> MORE IMPORTANT REPUBLICAN CONTROL <3> LESS IMPORTANT REPUBLICAN CONTROL
      <5> WOULD NOT MATTER
      <8> DO NOT KNOW[missing]  <9> REFUSED [missing]


>usc1b<

  Suppose George Bush, the Republican, wins the Presidential election in
  November.

  In this case, do you think it would be even [green]more[n] important for
  the U.S. Congress to change to Democratic Party control or [green]less[n]
  important for the Congress to change to Democratic Party control, or would
  Bush's winning not change your opinion about who should control the U.S.
  Congress?

        MORE IMPORTANT DEMOCRATIC CONTROL.....1  @
        LESS IMPORTANT DEMOCRATIC CONTROL.....3

        WOULD NOT MATTER/CHANGE WHO CONTROLS..5

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

  [@] <1> MORE IMPORTANT DEMOCRATIC CONTROL <3> LESS IMPORTANT DEMOCRATIC CONTROL
      <5> WOULD NOT MATTER
      <8> DO NOT KNOW[missing]  <9> REFUSED [missing]


>ml1< [define <d><1>][define <r><5>]

  Now, thinking about the elections in Michigan.

  [if random le <4>]
  If the election for the Michigan House of Representatives was being held
  today, would you vote for the Democratic candidate or for the Republican
  candidate in your district?

        DEMOCRATIC CANDIDATE.................d
        REPUBLICAN CANDIDATE.................r
 [endif]
  [if random ge <5>]
  If the election for the Michigan House of Representatives was being held
  today, would you vote for the Republican candidate or the Democratic
  candidate in your district?
```

```
        REPUBLICAN CANDIDATE.................r
        DEMOCRATIC CANDIDATE................d
  [endif]

          DEPENDS ON CANDIDATES..........7 @

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

  [@] <d> DEMOCRATIC CANDIDATE  <r> REPUBLICAN CANDIDATE
      <7> DEPENDS ON CANDIDATES
      <8> DO NOT KNOW[missing]  <9> REFUSED [missing]

>ml2<

  Right now, [green]both[n] houses of the Michigan State Legislature have a Republican
  Party majority.

  When the elections are held in November, would you like to see the
  Michigan State Legislature remain in control of the Republicans, or
  would you like to see the Michigan Legislature change to Democratic
  control?

          REMAIN REPUBLICAN CONTROLLED.........1  @
          CHANGE TO DEMOCRATIC CONTROL.........5

           DEPENDS ON CANDIDATES..........7

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

    [@] <1> REMAIN REPUBLICAN CONTROL  <5> CHANGE TO DEMOCRATIC CONTROLL
        <7> DEPENDS ON CANDIDATE
        <8> DO NOT KNOW[missing]  <9> REFUSED [missing]

>e1a< [#settime doug1stop][#settime educstart]
  The next few questions are about education and Michigan public schools.

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

          A+.....................1     C+......................7
          A .....................2     C.......................8
          A- ....................3     C-......................9
          B+ ....................4     D+......................10
          B .....................5     D.......................11
          B-.....................6     D-......................12
                  F...........................13 @

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

>e1b<

  (Students are often given the grades, A, B, C, D, and F as well as a plus or
  minus to indicate the quality of their work)

  Suppose the public schools in your community were graded in the same way.
  What grade would you give [green]your local[n] public schools?

          A+.....................1     C+......................7
          A .....................2     C.......................8
          A- ....................3     C-......................9
          B+ ....................4     D+......................10
          B .....................5     D.......................11
```

```
              B-....................6     D-.....................12
                      F............................13 @

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

>E4<

 The next few questions are about Charter schools.

 Charter schools are independent [u]public[n] 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.

 Do you favor or oppose charter schools in Michigan?

```
          FAVOR..............................1  @
          INDIFFERENT........................3
          OPPOSE.............................5

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

  [@] <1> FAVOR [goto E4a] <3> INDIFFERENT[goto E6a] <5> OPPOSE [goto E4b]
      <8> DO NOT KNOW[missing][goto E6a] <9> REFUSED [missing][goto E6a]

>E4a<

  Why do you favor charter schools?

```
    PARENTS SHOULD HAVE CHOICES/ALTERNATIVES......1    FIRST MENTION  @a
    COMPETITION IS GOOD/NEED COMPETITION..........2    SECOND MENTION @b
    SMALLER CLASSES/MORE ONE-ON-ONE ATTENTION/
     MORE FOCUS ON CHILDREN.......................3
    BETTER EDUCATION/DO BETTER JOB
     QUALITY OF EDUCATION IS BETTER...............4
    BETTER/MORE INVOLVED TEACHERS.................5
    STRONGER CURRICULUM/MORE FOCUS ACADEMICS......6
    LESS POLITICAL................................7
     (no unions, etc)
    MORE RESPONSIVE TO PARENTS/PARENT INPUT.......8
    BETTER MEETING/DETECTING SPECIAL NEEDS........9
    MORE CREATIVE/MORE FREEDOM IN CURRICULUM......10
    CREATE GOOD SCHOOLS AMONGST BAD/POOR SCHOOLS..11

            MISCELLANEOUS..............90
            NO OTHERS MENTIONED.......95
            DO NOT KNOW...............98
            REFUSED/NO ANSWER.........99
```

 [@a] 0 [#specify]
 <1> PARENTS SHOULD HAVE CHOICES/ALTERNATIVES <2> COMPETITION IS GOOD/NEED COMPETITION
 <3> SMALLER CLASSES/MORE ONE-ON-ONE/FOCUS ON KIDS <4> BETTER EDUCATION/DO BETTER JOB
 <5> BETTER/MORE INVOLVED TEACHERS <6> STRONGER CURRICULUM/MORE FOCUS ACADEMICS
 <7> LESS POLITICAL/LESS GOVERNMENT CONTROL <8> MORE RESPONSIVE TO PARENTS/PARENTS
INPUT
 <9> BETTER MEETING/DETECTING SPECIAL NEEDS <10> MORE CREATIVE/MORE FREEDOM IN
CURRICULUM
 <11> CREATE GOOD SCHOOLS AMONGST BAD/POOR SCHOOLS
 <90> MISCELLANEOUS <95> NO OTHERS MENTIONED [goto E6a]   <98> DO NOT
KNOW[missing][goto E6a] <99> REFUSED [missing][goto E6a]
 [@b] 0 [#specify]
 <1> PARENTS SHOULD HAVE CHOICES/ALTERNATIVES <2> COMPETITION IS GOOD/NEED COMPETITION

```
   <3> SMALLER CLASSES/MORE ONE-ON-ONE/FOCUS ON KIDS <4> BETTER EDUCATION/DO BETTER JOB
   <5> BETTER/MORE INVOLVED TEACHERS <6> STRONGER CURRICULUM/MORE FOCUS ACADEMICS
   <7> LESS POLITICAL/LESS GOVERNMENT CONTROL <8> MORE RESPONSIVE TO PARENTS/PARENTS
INPUT
   <9> BETTER MEETING/DETECTING SPECIAL NEEDS <10> MORE CREATIVE/MORE FREEDOM IN
CURRICULUM
   <11> CREATE GOOD SCHOOLS AMONGST BAD/POOR SCHOOLS
   <90> MISCELLANEOUS  <95> NO OTHERS MENTIONED <98> DO NOT KNOW[missing] <99> REFUSED
[missing]\
   [default goto E6a]


>E4b<

   Why do you oppose charter schools?

      FOCUS SHOULD BE ON IMPROVING PUBLIC SCHOOLS.1      FIRST MENTION  @a
      TAKE AWAY FROM PUBLIC SCHOOLS - MONEY,             SECOND MENTION @b
       RESOURCES, STUDENTS, ETC ..................2
      LOWER STANDARDS/POORER EDUCATION/NO UNIFORM
       STANDARDS/PRACTICES.......................3
      LACK OF OVERSIGHT/CONTROL/ACCOUNTABILITY....4
       (unregulated, etc)
      UNQUALIFIED/LESS QUALIFIED TEACHERS/STAFF...5
      PUBLIC SCHOOLS OFFER DIVERSE CURRICULUM/
       OFFER STUDENTS MORE (athletics/music,etc)..6
      PRIVATE SCHOOLS AT TAXPAYER EXPENSE.........7

            MISCELLANEOUS..............90
            NO OTHERS MENTIONED........95
            DO NOT KNOW................98
            REFUSED/NO ANSWER..........99


      [@a] 0 [#specify]
   <1> FOCUS ON IMPROVING PUBLIC SCHOOLS <2> TAKE FROM PUBLIC - MONEY, RESOURCES,
STUDENTS
   <3> LOWER STANDARDS/POORER EDUCATION/NO UNIFORM STANDARDS/PRACTICES
   <4> LACK OVERSIGHT/CONTROL/ACCOUNTABILITY  <5> UNQUALIFIED/LESS QUALIFIED
TEACHERS/STAFF
   <6> PUBLIC SCHOOLS BETTER/DIVERSE CURRICULUM <7> CHARTERS PRIVATE SCHOOLS TAXPAYERS
EXPENSE
   <90> MISCELLANEOUS <95> NO MORE MENTIONED[goto E6a]
   <98> DO NOT KNOW[missing][goto E6a] <99> REFUSED [missing][goto E6a]
      [@b] 0 [#specify]
   <1> FOCUS ON IMPROVING PUBLIC SCHOOLS <2> TAKE FROM PUBLIC - MONEY, RESOURCES,
STUDENTS
   <3> LOWER STANDARDS/POORER EDUCATION/NO UNIFORM STANDARDS/PRACTICES
   <4> LACK OVERSIGHT/CONTROL/ACCOUNTABILITY  <5> UNQUALIFIED/LESS QUALIFIED
TEACHERS/STAFF
   <6> PUBLIC SCHOOLS BETTER/DIVERSE CURRICULUM <7> CHARTERS PRIVATE SCHOOLS TAXPAYERS
EXPENSE
   <90> MISCELLANEOUS <95> NO MORE MENTIONED[goto E6a]
   <98> DO NOT KNOW[missing] <99> REFUSED [missing]

>E6a<

 Next, I am going to read you some statements about charter schools and
 traditional public schools and have you tell me to what extent you agree
 or disagree with each.

 Charter schools are better academically than traditional public schools.

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

            STRONGLY AGREE...................1 @
            SOMEWHAT AGREE...................2
            SOMEWHAT DISAGREE................3
            STRONGLY DISAGREE...............4
```

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

              [@] <1> STRONGLY AGREE <2> SOMEWHAT AGREE <3> SOMEWHAT DISAGREE
              <4> STRONGLY DISAGREE
                  <8> DO NOT KNOW[missing] <9> REFUSED [missing]


>e6b<

 Charter schools drain resources from traditional public schools.

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

              STRONGLY AGREE...................1 @
              SOMEWHAT AGREE...................2
              SOMEWHAT DISAGREE................3
              STRONGLY DISAGREE................4

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

              [@] <1> STRONGLY AGREE <2> SOMEWHAT AGREE <3> SOMEWHAT DISAGREE
                  <4> STRONGLY DISAGREE
                  <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>e6c<

  Parents do not have enough choices about where they can send their children
  to school.

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

              STRONGLY AGREE...................1 @
              SOMEWHAT AGREE...................2
              SOMEWHAT DISAGREE................3
              STRONGLY DISAGREE................4

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

              [@] <1> STRONGLY AGREE <2> SOMEWHAT AGREE <3> SOMEWHAT DISAGREE
                  <4> STRONGLY DISAGREE
                  <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>e6d<

 Traditional public schools play a key role in preparing children for
 citizenship in a democratic society.

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

              STRONGLY AGREE...................1 @
              SOMEWHAT AGREE...................2
              SOMEWHAT DISAGREE................3
              STRONGLY DISAGREE................4

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

              [@] <1> STRONGLY AGREE <2> SOMEWHAT AGREE <3> SOMEWHAT DISAGREE
                  <4> STRONGLY DISAGREE
                  <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>e6e<

 Competition from charter schools has led to improvements in traditional
```

public schools.

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

          STRONGLY AGREE....................1 @
          SOMEWHAT AGREE....................2
          SOMEWHAT DISAGREE.................3
          STRONGLY DISAGREE................4

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

          [@] <1> STRONGLY AGREE <2> SOMEWHAT AGREE <3> SOMEWHAT DISAGREE
              <4> STRONGLY DISAGREE
              <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>e6f<

 Charter schools should follow the same rules as traditional public schools,
 to make sure that they are fully accountable to the public.

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

          STRONGLY AGREE....................1 @
          SOMEWHAT AGREE....................2
          SOMEWHAT DISAGREE.................3
          STRONGLY DISAGREE................4

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

          [@] <1> STRONGLY AGREE <2> SOMEWHAT AGREE <3> SOMEWHAT DISAGREE
              <4> STRONGLY DISAGREE
              <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>e7<

 Most charter schools in Michigan receive their charters from state
 universities. Right now there is a cap or limit of 150 charter schools.

 Would you favor increasing this cap or keeping this cap in place?

          INCREASING THE CAP..................1 @
          KEEPING THE CAP IN PLACE............5

          DECREASING THE CAP/NUMBER CHARTERS...7

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

   [@] <1> INCREASING THE CAP [goto e7a]   <5> KEEPING THE CAP IN PLACE [goto e7b]
       <7> DECREASING THE CAP [goto e7b]
       <8> DO NOT KNOW[missing][goto AT4] <9> REFUSED [missing][goto AT4]

>e7a<

 Suppose there was stronger state accountability for the operation of
 charter schools, would you still favor increasing this cap, or would you
 now favor keeping this cap in place?

          INCREASING THE CAP..................1 @
          KEEPING THE CAP IN PLACE............5

          DECREASING THE CAP/NUMBER CHARTERS...7

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

```
   [@] <1> INCREASING THE CAP    <5> KEEPING THE CAP IN PLACE
       <7> DECREASING THE CAP        <8> DO NOT KNOW[missing] <9> REFUSED [missing]
       [default goto AT4]
>e7b<

   Suppose there was stronger state accountability for the operation of
   charter schools, would you still be opposed to increasing this cap, or
   would you now favor increasing this cap?

           OPPOSE INCREASING THE CAP............1 @
           INCREASING THE CAP...................5

           DECREASING THE CAP/NUMBER CHARTERS...7

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


   [@] <1> INCREASING THE CAP    <5> INCREASING THE CAP
       <7> DECREASING THE CAP
       <8> DO NOT KNOW[missing] <9> REFUSED [missing]



>AT4< [#settime educstop][#settime terrorstart]
   Next, I would like to ask you some questions about foreign policy, in
   particular, the government's response to terrorism.

   How would you rate the job the federal government in Washington has
   done in preventing or preparing for the possibility of another terrorist
   attack?

   Would you say excellent, good, only 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 <9> REFUSED [missing]

>AT6<

 Overall, do you think the ability of terrorists to launch another major
 attack on the U.S. is greater than it was before September 11, 2001, the
 same as it was at the time of the 9/11 attack, or less than it was at
 that time?
                   GREATER THAN BEFORE SEPT 11TH............1 @
                   SAME AS BEFORE SEPT 11TH.............3
                   LESS THAN BEFORE SEPT 11TH...............5

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

   [@]<1> GREATER THAN A YEAR AGO <3> THE SAME AS A YEAR AGO <5> LESS THAN A YEAR AGO
           <8> DO NOT KNOW[missing] <9> REFUSED [missing]


>SEC4<

   All in all, how concerned are you that the United States might suffer
   another terrorist attack in the next 3 months?

   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
             <4> NOT CONCERNED AT ALL
             <8>[missing] DON'T KNOW    <9>[missing] REFUSED

>CG2<

  How much responsibility do you [green]personally[n] believe the United
  State bears for the hatred that led to the 9/11 terrorist attacks?

  Would you say a lot of responsibility, some, a little, or none at all?

                 A LOT..........................1 @
                 SOME...........................2
                 A LITTLE.......................3
                 NONE AT ALL....................4

                    DO NOT KNOW................8
                    REFUSED/NO ANSWER..........9
          [@]<1> A LOT <2> SOME <3> A LITTLE <4> NONE AT ALL
             <8>[missing] DON'T KNOW    <9>[missing] REFUSED

>CL1<
  Next I am going to read two statements. Please tell me which one you agree
  with [green]most[n].

  The first is, in order to curb terrorism in this country, it will be
  necessary to give up some civil liberties.    -or-

  We should preserve our freedoms above all, even if there remains some
  risk of terrorism.

  (Which statement do you agree with [green]most[n]?)

       Necessary to give up some civil liberties.....1 @
       We should preserve our freedoms...............5

        IT DEPENDS/NEITHER (volunteers)............7

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

               [@]<1> NECESSARY GIVE UP CIVIL LIBERTIES[goto IR1] <5> PRESERVE
FREEDOMS[goto IR1]
                <7> DEPENDS/NEITHER
                <8> DO NOT KNOW [missing] <9> REFUSED [missing][goto IR1]

>cl1flup<
  If you had to choose, which statement is closer to your opinion?

  (In order to curb terrorism in this country, it will be
  necessary to give up some civil liberties).  [green]or[n]

  (We should preserve our freedoms above all, even if there remains some
  risk of terrorism.)

       Necessary to give up some civil liberties.....1 @
       We should preserve our freedoms...............5

          DEPENDS/NEITHER/CANNOT CHOOSE...........7
          DO NOT KNOW............................8
          REFUSED...............................9
```

```
              [@]<1>NECESSARY GIVE UP CIVIL LIBERTIES <5> PRESERVE FREEDOMS
               <7> DEPENDS/NEITHER
               <8> DO NOT KNOW [missing] <9> REFUSED [missing][goto IR1]


  >IR1<

    Now, thinking about the 2003 American invasion of Iraq, do you think
    it was justified or [green]not[n] justified?

            JUSTIFIED.......................1  @
            NOT JUSTIFIED...................5

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

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



  >IR2<

    Do you think the potential [green]benefits[n] of the war in Iraq outweigh
    the [green]costs[n] that Americans are bearing?

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

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

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



  >ID2< [allow 5][loc 19/1][#store csid in ID2][copy ID2 in ID2]
  >R2<  [allow 1][#preset <2>][copy R2 in R2]

  >CD1<   [#settime terrorstop][#settime demostart]

    Finally, 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

          [@] <00-86> <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][define <d><8>]
        [define <r><9>]
    What is your race?

      (IWER:  THE R CAN JUST TELL YOU IF THEY ARE WHITE, BLACK, ASIAN,
              ETC, AND YOU CAN JUST HIT ENTER AND IT WILL ENTER AN 'n' FOR NO
              INDICATE WHAT THE R SAYS BY TYPING A '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

          [@a]<y,n><d,r>[missing]
          [@b]<y,n><d,r>[missing]
          [@c]<y,n><d,r>[missing]
          [@d]<y,n><d,r>[missing]
          [@e]<y,n><d,r>[missing]



>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
    ISLAMIC/MUSLIM..........................2
    JEWISH..................................3
    PROTESTANT..............................4
      (baptist, methodist, christian reformed, lutheran, presbyterian
       weslyan, episcopalian, "christian"
    OTHER NON-CHRISTIAN (Hindu, Buddhist, ...5
      (taoists, withces, etc)
    OTHER CHRISTIAN.........................7 @
      (mormon, LDS, quakers, mennonite,
        Jehovah Witness, unitarian, universalists)
    UNABLE TO CLASSIFY......................8

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

```
   [@]<0> NONE <1> CATHOLIC <2> ISLAMIC/MUSLIM <3> JEWISH <4> PROTESTANT
    <5> OTHER NON CHRISTIAN  <7> OTHER CHRISTIAN  6 [#specify]
    <8> UNABLE TO CLASSIFY
  <98> DO NOT KNOW [missing] <99> REFUSED[missing]


>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

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

            [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

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

                  DO NOT KNOW...............8
                  REFUSED...................9
            [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] [copy partyid in partyid]
        [if CD7@b eq <1>][store <1> in partyid][endif]   1 strong republican
        [if CD7@b eq <2>][store <2> in partyid][endif]   2 not strong rep
        [if CD7@a eq <8>][store <3> 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 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] [copy ideology in ideology]
   [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]


>vi2< [#settime doug2start]
```

Are you registered to vote in Michigan?

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

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

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

>vi3<

Do you expect to vote in the Presidential election in November?

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


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

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

>vi4<

Did you vote in the last Presidential election, in 2000? (Bush vs. Gore)

```
        YES.......................1  @
        NO .......................3
        NO, NOT OLD ENOUGH........5

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

    [@] <1> YES  <3> NO   <5> NO, NOT OLD ENOUGH
        <8> DO NOT KNOW [missing] <9> REFUSED [missing]
```

>CD8< [#settime doug2stop]

What is your marital status?

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

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

>CD10< [#store adult in CD10][#goto CD11]

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]


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

            CHILDREN...................0-7 @

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

        [@]<0>[goto CD15]<1-7> CHILDREN
           <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>CD12<
  How many of the children in your household are between the ages of
  5 and 17?

            CHILDREN...................0-7 @

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

        [@]<0>[goto CD15]<1-7> CHILDREN
                <8> DO NOT KNOW [missing][goto CD15] <9> REFUSED [missing][goto CD15]


>attend1< [if CD12 ge <2> goto attend2]

   Does your child attend . . .

   A michigan public school, a private or religious school, a charter
   school, an alternative school, a home-based school, or are they
   not in school?

           A MICHIGAN PUBLIC SCHOOL............1 @
           A PRIVATE OR RELIGIOUS SCHOOL.......2
           A CHARTER SCHOOL....................3
           AN ALTERNATIVE SCHOOL...............4
           A HOME-BASED SCHOOL.................5
           NOT IN SCHOOL.......................6

      [@] <1> A MICHIGAN PUBLIC SCHOOL <2> A PRIVATE OR RELIGIOUS SCHOOL
      <3> A CHARTER SCHOOL <4> AN ALTERNATIVE SCHOOL <5> A HOME-BASED SCHOOL
      <6> NOT IN SCHOOL
      <8> DO NOT KNOW[missing] <9> REFUSED [missing]
      [default goto CD15]

>attend2< [define <y><1>][define <n><5>][define <d><8>][define <r><9>]
          [open attend2][optional all][default answer <n> all]

   Which type of school do your children attend?

   (A michigan public school, a private or religious school, a charter school,
   an alternative school, a home based school, or are they not in school)?

   [yellow]IWER: RECORD WHICH SCHOOLS BY HITTING 'y' FOR YES, THE DEFAULT
   ANSWER IS 'n'[n]

                                      y/n/d/r
        a Michigan public school?...........@a
        a private or religious school?......@b
        a charter school....................@c
        an alternative school...............@d
        a home based school.................@e
        not in school.......................@f
```

```
  [@a]<y,n> MICHIGAN PUBLIC SCHOOL   <d> DO NOT KNOW[missing] <r> REFUSED [missing]
  [@b]<y,n> A PRIVATE OR RELIGIOUS SCHOOL <d> DO NOT KNOW[missing] <r> REFUSED
[missing]
  [@c]<y,n> A CHARTER SCHOOL  <d> DO NOT KNOW[missing] <r> REFUSED [missing]
  [@d]<y,n> AN ALTERNATIVE SCHOOL <d> DO NOT KNOW[missing] <r> REFUSED [missing]
  [@e]<y,n> A HOME BASED SCHOOL <d> DO NOT KNOW[missing] <r> REFUSED [missing]
  [@f]<y,n> NOT IN SCHOOL <d> DO NOT KNOW[missing] <r> 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 homemaker or something else?

          WORK FULL TIME, SELF EMPLOYED FULL TIME........1
          WORK PART TIME, SELF EMPLOYED PART 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
          HOMEMAKER......................................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]


>UN1< [if CD15 ge <6> goto UN2]
  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 2003?

                  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
                  NO.......................5 @   ($30,000-39,999)

                     DO NOT KNOW...........8
                     REFUSED...............9
          [@]<1> YES
             <5> NO[goto income]
```

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

>incf<
   Was it $50,000 or more?


                    YES...................... 1    ($50,000-59,999)
                    NO.......................5 @   ($40,000-49,999)

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

          [@]<1> YES[goto income]
             <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
                                                        $30,000>39,999
          [if ince eq <5>][store <4> in income][endif]  $40,000>49,999
          [if incf eq <1>][store <6> in income][endif]  $50,000>59,999
          [if incf eq <5>][store <5> in income][endif]
          [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: ..............................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]


>zipcode<  [if zip ne <>][store zip in zipcode][goto RI][endif]

        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 recontact 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> DO NOT KNOW[goto out] <9> REFUSED
[goto out]
                    [@b] [allow 15]


>out< [#settime demostop]
     [#subtime corestart from corestop into core]
     [#subtime doug1start from doug1stop into doug1]
     [#subtime doug2start from doug2stop into doug2]
     [#subtime pestart from pestop into election]
     [#subtime educstart from educstop into educ]
     [#subtime terrorstart from terrorstop into terror]
     [#subtime demostart from demostop into demo]
     [goto MOD7]

>contacts< [allow 2]
>length<[allow 4]
>idate< [allow 8]
>iwer< [allow 3]
>males< [allow 2]
```

>females< [allow 2]

13. CODEBOOK

The codebook is based on telephone interview data set in its ASCII form. A number of additional variables that were constructed during preliminary analyses of the data set are also included in the SPSS system file. Information about these can be examined by looking at the data dictionary in SPSS. This codebook reports frequencies based on the weighted data with the weight variable STATEWT being applied.

14. SPSS COMMANDS

```
TITLE "Michigan State of the State 34".

DATA LIST fixed file='q:\msusos34\productn\c-inst\soss34.dat'  records=3
 /1       ID1   1-5   (A)
          R1    6     (A)
       random  7      (A)
         cnty  8-12  (A)
          regn 13        listed 14          CC1 25           CC2 26
          CC3 27           CC4 28           CC5 29           CC6 30
          gt1 31           PO1 32           PO2 33           ci1a 34
          ci1b 35          ci1c 36          ci1d 37          ci1e 38
          ci1f 39          ci1g 40          vi1 41           usc1a 42    usc1b 43
          ml1 44           ml2 45           e1a 46-47        e1b 48-49
          E4 50            E4a@a 51-52      E4a@b 53-54      E4b@a 55-56
         E4b@b 57-58       E6a 59           e6b 60           e6c 61
          e6d 62           e6e 63           e6f 64           e7 65
          e7a 66           e7b 67           AT4 68           AT6 69
          SEC4 70          CG2 71           CL1 72       cl1flup 73
          IR1 74           IR2 75
 /2       CD1   7          CD2   8-10       CD3 11-12        CD5a 13
        CD4a@a 14       CD4a@b 15        CD4a@c 16        CD4a@d 17
        CD4a@e 18          CD6 19-20        CD7@a 21         CD7@b 22
         CD7@c 23        CD7@d 24         partyid 25         P17@a 26
         P17@b 27        P17@c 28         P17@d 29         ideology 30
          vi2 31           vi3 32           vi4 33           CD8 34
         CD10 35-36        CD11 37          CD12 38        attend1 39
       attend2@a 40     attend2@b 41     attend2@c 42     attend2@d 43
       attend2@e 44     attend2@f 45        CD15 46-47         UN1 48
          UN2 49           UN3 50           inca 51          incb 52
          incc 53          incd 54          ince 55          incf 56
          incg 57        income 58          CD26 59          X1 60-61
       zipcode 62-66       RI@a 67
 /3   contacts  3-4   (A)
        length  5-8   (A)
         idate  9-16  (A)
          iwer 17-19  (A)
         males 20-21  (A)
       females 22-23  (A)
   .

VARIABLE LABELS
   ID1       'Case ID Number'
   R1        'Data Record I'
   random    'Random Digit'
   cnty      'County'
   regn      'Region'
   listed    'Sample Type'
   CC1       'Past Financial'
   CC2       'Future Financial'
   CC3       'Current Financial'
   CC4       'Inflation'
   CC5       'Unemployment'
   CC6       'Business Conditions'
   gt1       'Trust Federal Government'
   PO1       'Rate Bush'
   PO2       'Rate Granholm'
   ci1a      'Protect American Based Terrorism'
   ci1b      'Conducting America''s Foreign Policy'
   ci1c      'Managing the Economy'
   ci1d      'Protecting Civil Liberties'
   ci1e      'Protecting Environment'
   ci1f      'Strong Leader Crisis'
   ci1g      'Reducing Unemployment - Create Jobs'
   vi1       'Presidential Election'
```

```
usc1a      'Congress Republican Control'
usc1b      'Congress Democratic Control'
ml1        'House Representative Election'
ml2        'Control Michigan Legislature'
e1a        'Rate Michigan Public Schools'
e1b        'Rate Local Schools'
E4         'Favor Oppose Charter Schools'
E4a@a      'Favor - 1st Mention'
E4a@b      'Favor - 2nd Mention'
E4b@a      'Oppose - 1st Mention'
E4b@b      'Oppose - 2nd Mention'
E6a        'Charter Academically Better'
e6b        'Charter Drain Resources'
e6c        'Parents Not Enough Choices'
e6d        'Schools Democratic Society'
e6e        'Competition Led Improvements'
e6f        'Follow Same Rules'
e7         'Increase/Decrease Cap'
e7a        'Follow-up Increase Cap'
e7b        'Follow-up Decrease Cap'
AT4        'Federal Gov Protect'
AT6        'Ability of Terrorists'
SEC4       'Concern Terrorism'
CG2        'Responsibility US'
CL1        'Civil Liberties'
cl1flup    'Civil Liberties - Follow Up'
IR1        'Iraq Justified'
IR2        'Cost Benefit Iraq'
CASEID     'case identification number'
CD1        'Sex'
CD2        'Year Born'
CD3        'Education'
CD5a       'Ethnicity'
CD4a@a     'Caucasian'
CD4a@b     'African American or Black'
CD4a@c     'Hawaiian or other Pacific Islander'
CD4a@d     'Asian'
CD4a@e     'American Indian or Alaska Native'
CD6        'Religion'
CD7@a      'Political Affiliation'
CD7@b      'Republican'
CD7@c      'Democrat'
CD7@d      'Independent'
partyid    'Political Identification'
P17@a      'Political Identity'
P17@b      'Conservative'
P17@c      'Liberal'
P17@d      'Middle'
ideology   'Political Ideology'
vi2        'Registered Voter'
vi3        'Expect to Vote'
vi4        'Vote Last Presidential Election'
CD8        'Marital Status'
CD10       'Adults'
CD11       'Children Under 18'
CD12       'Children 5-17'
attend1    'Child School'
attend2@a  'Children - Public School'
attend2@b  'Children - Private Religious'
attend2@c  'Children - Charter School'
attend2@d  'Children - Alternative School'
attend2@e  'Children  - Home Based'
attend2@f  'Children - Not in School'
CD15       'Employment Status'
UN1        'Union Member'
UN2        'Past Union Member'
UN3        'Union Family'
inca       '$35,000 or More'
incb       'Less Than $20,000'
incc       'Less than $10,000'
```

```
        incd       '$60,000 or More'
        ince       '$40,000 or More'
        incf       '$50,000 or More'
        incg       '$70,000 or More'
        income     'Income'
        CD26       'Phone Lines'
        X1         'Community'
        zipcode    'Zip Code'
        RI@a       'Recall'
        contacts   'Contacts'
        length     'Interview Length'
        idate      'Interview Date'
        iwer       'Interviewer'
        males      'Males in HH'
        females    'Females in HH'
        .

    VALUE LABELS
      regn       1 'upper pen' 2 'northern' 3 'west central' 4 'east central'
                 5 'southwest' 6 'southeast' 7 'Detroit'/
      listed     1 'listed' 2 'unlisted'/
      CC1        1 'BETTER OFF' 2 'ABOUT THE SAME' 3 'WORSE OFF' 8 'DO NOT KNOW'
                 9 'REFUSED'/
      CC2        1 'BETTER OFF' 3 'ABOUT THE SAME' 5 'WORSE OFF' 8 'DO NOT KNOW'
                 9 'REFUSED'/
      CC3        1 'EXCELLENT' 2 'GOOD' 3 'JUST FAIR' 4 'NOT SO GOOD' 5 'POOR'
                 8 'DO NOT KNOW' 9 'REFUSED'/
      CC4        1 'GO UP' 3 'GO DOWN' 5 'STAY ABOUT THE SAME' 8 'DO NOT KNOW'
                 9 'REFUSED'/
      CC5        1 'BETTER THAN' 5 'ABOUT THE SAME' 3 'WORSE THAN'
                 8 'DO NOT KNOW' 9 'REFUSED'/
      CC6        1 'GOOD TIMES' 3 'BAD TIMES' 5 'NEITHER' 8 'DO NOT KNOW'
                 9 'REFUSED'/
      gt1        1 'JUST ABOUT ALWAYS' 2 'MOST OF THE TIME' 3 'SOME OF THE TIME'
                 4 'NONE OF THE TIME' 8 'DO NOT KNOW' 9 'REFUSED'/
      PO1        1 'EXCELLENT' 2 'GOOD' 3 'FAIR' 4 'POOR' 8 'DO NOT KNOW'
                 9 'REFUSED'/
      PO2        1 'EXCELLENT' 2 'GOOD' 3 'FAIR' 4 'POOR' 8 'DO NOT KNOW'
                 9 'REFUSED'/
      ci1a       1 'GEORGE BUSH' 2 'JOHN KERRY' 5 'BOTH EQUALLY' 6 'NEITHER'
                 7 'SOMEONE ELSE' 8 'DO NOT KNOW' 9 'REFUSED'/
      ci1b       1 'GEORGE BUSH' 2 'JOHN KERRY' 5 'BOTH EQUALLY' 6 'NEITHER'
                 7 'SOMEONE ELSE' 8 'DO NOT KNOW' 9 'REFUSED'/
      ci1c       1 'GEORGE BUSH' 2 'JOHN KERRY' 5 'BOTH EQUALLY' 6 'NEITHER'
                 7 'SOMEONE ELSE' 8 'DO NOT KNOW' 9 'REFUSED'/
      ci1d       1 'GEORGE BUSH' 2 'JOHN KERRY' 5 'BOTH EQUALLY' 6 'NEITHER'
                 7 'SOMEONE ELSE' 8 'DO NOT KNOW' 9 'REFUSED'/
      ci1e       1 'GEORGE BUSH' 2 'JOHN KERRY' 5 'BOTH EQUALLY' 6 'NEITHER'
                 7 'SOMEONE ELSE' 8 'DO NOT KNOW' 9 'REFUSED'/
      ci1f       1 'GEORGE BUSH' 2 'JOHN KERRY' 5 'BOTH EQUALLY' 6 'NEITHER'
                 7 'SOMEONE ELSE' 8 'DO NOT KNOW' 9 'REFUSED'/
      ci1g       1 'GEORGE BUSH' 2 'JOHN KERRY' 5 'BOTH EQUALLY' 6 'NEITHER'
                 7 'SOMEONE ELSE' 8 'DO NOT KNOW' 9 'REFUSED'/
      vi1        1 'GEORGE BUSH' 2 'JOHN KERRY' 5 'RALPH NADER' 6 'SOMEONE ELSE'
                 7 'DO NOT PLAN TO VOTE' 8 'DO NOT KNOW' 9 'REFUSED'/
      usc1a      1 'MORE IMPORTANT REPUBLICAN CONTROL'
                 3 'LESS IMPORTANT REPUBLICAN CONTROL' 5 'WOULD NOT MATTER'
                 8 'DO NOT KNOW' 9 'REFUSED'/
      usc1b      1 'MORE IMPORTANT DEMOCRATIC CONTROL'
                 3 'LESS IMPORTANT DEMOCRATIC CONTROL' 5 'WOULD NOT MATTER'
                 8 'DO NOT KNOW' 9 'REFUSED'/
      ml1        1 'REPUBLICAN CANDIDATE' 5 'DEMOCRATIC CANDIDATE'
                 7 'DEPENDS ON CANDIDATES' 8 'DO NOT KNOW' 9 'REFUSED'/
      ml2        1 'REMAIN REPUBLICAN CONTROL' 5 'CHANGE TO DEMOCRATIC CONTROL'
                 7 'DEPENDS ON CANDIDATE' 8 'DO NOT KNOW' 9 'REFUSED'/
      e1a        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 'DON''T KNOW' 99 'REFUSED'/
      e1b        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 'DON''T KNOW' 99 'REFUSED'/
      E4         1 'FAVOR' 3 'INDIFFERENT' 5 'OPPOSE' 8 'DO NOT KNOW'
```

```
                9 'REFUSED'/
E4a@a           1 'PARENTS SHOULD HAVE CHOICES/ALTERNATIVES'
                2 'COMPETITION IS GOOD/NEED COMPETITION'
                3 'SMALLER CLASSES/MORE ONE-ON-ONE/FOCUS ON KIDS'
                4 'BETTER EDUCATION/DO BETTER JOB'
                5 'BETTER/MORE INVOLVED TEACHERS'
                6 'STRONGER CURRICULUM/MORE FOCUS ACADEMICS'
                7 'LESS POLITICAL/LESS GOVERNMENT CONTROL'
                8 'MORE RESPONSIVE TO PARENTS/PARENTS INPUT'
                9 'BETTER MEETING/DETECTING SPECIAL NEEDS'
                10 'MORE CREATIVE/MORE FREEDOM IN CURRICULUM'
                11 'CREATE GOOD SCHOOLS AMONGST BAD/POOR SCHOOLS'
                90 'MISCELLANEOUS' 95 'NO OTHERS MENTIONED' 98 'DO NOT KNOW'
                99 'REFUSED'/
E4a@b           1 'PARENTS SHOULD HAVE CHOICES/ALTERNATIVES'
                2 'COMPETITION IS GOOD/NEED COMPETITION'
                3 'SMALLER CLASSES/MORE ONE-ON-ONE/FOCUS ON KIDS'
                4 'BETTER EDUCATION/DO BETTER JOB'
                5 'BETTER/MORE INVOLVED TEACHERS'
                6 'STRONGER CURRICULUM/MORE FOCUS ACADEMICS'
                7 'LESS POLITICAL/LESS GOVERNMENT CONTROL'
                8 'MORE RESPONSIVE TO PARENTS/PARENTS INPUT'
                9 'BETTER MEETING/DETECTING SPECIAL NEEDS'
                10 'MORE CREATIVE/MORE FREEDOM IN CURRICULUM'
                11 'CREATE GOOD SCHOOLS AMONGST BAD/POOR SCHOOLS'
                90 'MISCELLANEOUS' 95 'NO OTHERS MENTIONED' 98 'DO NOT KNOW'
                99 'REFUSED'/
E4b@a           1 'FOCUS ON IMPROVING PUBLIC SCHOOLS'
                2 'TAKE FROM PUBLIC - MONEY, RESOURCES, STUDENTS'
                3 'LOWER STANDARDS/POORER EDUCATION/NO UNIFORM STANDARDS/PRACTI'
                4 'LACK OVERSIGHT/CONTROL/ACCOUNTABILITY'
                5 'UNQUALIFIED/LESS QUALIFIED TEACHERS/STAFF'
                6 'PUBLIC SCHOOLS BETTER/DIVERSE CURRICULUM'
                7 'CHARTERS PRIVATE SCHOOLS TAXPAYERS EXPENSE'
                90 'MISCELLANEOUS' 95 'NO MORE MENTIONED' 98 'DO NOT KNOW'
                99 'REFUSED'/
E4b@b           1 'FOCUS ON IMPROVING PUBLIC SCHOOLS'
                2 'TAKE FROM PUBLIC - MONEY, RESOURCES, STUDENTS'
                3 'LOWER STANDARDS/POORER EDUCATION/NO UNIFORM STANDARDS/PRACTI'
                4 'LACK OVERSIGHT/CONTROL/ACCOUNTABILITY'
                5 'UNQUALIFIED/LESS QUALIFIED TEACHERS/STAFF'
                6 'PUBLIC SCHOOLS BETTER/DIVERSE CURRICULUM'
                7 'CHARTERS PRIVATE SCHOOLS TAXPAYERS EXPENSE'
                90 'MISCELLANEOUS' 95 'NO MORE MENTIONED' 98 'DO NOT KNOW'
                99 'REFUSED'/
E6a             1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
                4 'STRONGLY DISAGREE' 8 'DO NOT KNOW' 9 'REFUSED'/
e6b             1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
                4 'STRONGLY DISAGREE' 8 'DO NOT KNOW' 9 'REFUSED'/
e6c             1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
                4 'STRONGLY DISAGREE' 8 'DO NOT KNOW' 9 'REFUSED'/
e6d             1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
                4 'STRONGLY DISAGREE' 8 'DO NOT KNOW' 9 'REFUSED'/
e6e             1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
                4 'STRONGLY DISAGREE' 8 'DO NOT KNOW' 9 'REFUSED'/
e6f             1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
                4 'STRONGLY DISAGREE' 8 'DO NOT KNOW' 9 'REFUSED'/
e7              1 'INCREASING THE CAP' 5 'KEEPING THE CAP IN PLACE'
                7 'DECREASING THE CAP' 8 'DO NOT KNOW' 9 'REFUSED'/
e7a             1 'INCREASING THE CAP' 5 'KEEPING THE CAP IN PLACE'
                7 'DECREASING THE CAP' 8 'DO NOT KNOW' 9 'REFUSED'/
e7b             1 'INCREASING THE CAP' 5 'INCREASING THE CAP'
                7 'DECREASING THE CAP' 8 'DO NOT KNOW' 9 'REFUSED'/
AT4             1 'EXCELLENT' 2 'GOOD' 3 'FAIR' 4 'POOR' 8 'DO NOT KNOW'
                9 'REFUSED'/
AT6             1 'GREATER THAN A YEAR AGO' 3 'THE SAME AS A YEAR AGO'
                5 'LESS THAN A YEAR AGO' 8 'DO NOT KNOW' 9 'REFUSED'/
SEC4            1 'VERY CONCERNED' 2 'SOMEWHAT CONCERNED'
                3 'NOT VERY CONCERNED' 4 'NOT CONCERNED AT ALL' 8 'DON''T KNOW'
                9 'REFUSED'/
```

```
CG2         1 'A LOT' 2 'SOME' 3 'A LITTLE' 4 'NONE AT ALL' 8 'DON''T KNOW'
            9 'REFUSED'/
CL1         1 'NECESSARY GIVE UP CIVIL LIBERTIES' 5 'PRESERVE FREEDOMS'
            7 'DEPENDS/NEITHER' 8 'DO NOT KNOW' 9 'REFUSED'/
cl1flup     1 'NECESSARY GIVE UP CIVIL LIBERTIES' 5 'PRESERVE FREEDOMS'
            7 'DEPENDS/NEITHER' 8 'DO NOT KNOW' 9 'REFUSED'/
IR1         1 'JUSTIFIED' 5 'NOT JUSTIFIED' 8 'DO NOT KNOW' 9 'REFUSED'/
IR2         1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
CD1         1 'MALE' 5 'FEMALE'/
CD3         0 'DID NOT GO TO SCHOOL' 1 'GRADE' 11 'GRADE'
            12 'HIGH SCHOOL GRAD OR GED' 13 'COLLEGE' 15 'COLLEGE'
            16 'COLLEGE GRADUATE' 17 'SOME POST GRADUATE'
            18 'GRADUATE DEGREE' 20 'TECHNICAL/JUNIOR COLLEGE GRAD'
            98 'DO NOT KNOW' 99 'REFUSED'/
CD5a        1 'YES, HISPANIC' 5 'NO, NOT HISPANIC'/
CD4a@a      1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
CD4a@b      1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
CD4a@c      1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
CD4a@d      1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
CD4a@e      1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
CD6         0 'NONE' 1 'CATHOLIC' 2 'ISLAMIC/MUSLIM' 3 'JEWISH'
            4 'PROTESTANT' 5 'OTHER NON CHRISTIAN' 7 'OTHER CHRISTIAN  6'
            8 'UNABLE TO CLASSIFY' 98 'DO NOT KNOW' 99 'REFUSED'/
CD7@a       1 'REPUBLICAN' 4 'INDEPENDENT' 7 'DEMOCRAT' 8 'DO NOT KNOW'
            9 'REFUSED'/
CD7@b       1 'STRONGLY REPUBLICAN' 2 'NOT VERY STRONG REPUBLICAN'
            8 'DO NOT KNOW' 9 'REFUSED'/
CD7@c       6 'NOT VERY STRONG DEMOCRAT' 7 'STRONG DEMOCRAT'
            8 'DO NOT KNOW' 9 'REFUSED'/
CD7@d       3 'REPUBLICAN' 4 'NEITHER' 5 'DEMOCRAT' 8 'DO NOT KNOW'
            9 'REFUSED'/
partyid     0 'Other' 1 'strong republican' 2 'not strong rep'
            3 'lean republican' 4 'neither' 5 'lean democrat'
            6 'not strong dem' 7 'strong democrat' 8 'DO NOT KNOW'
            9 'REFUSED'/
P17@a       1 'CONSERVATIVE' 4 'NEITHER' 7 'LIBERAL' 8 'DO NOT KNOW'
            9 'REFUSED'/
P17@b       1 'VERY CONSERVATIVE' 2 'SOMEWHAT CONSERVATIVE' 8 'DO NOT KNOW'
            9 'REFUSED'/
P17@c       6 'SOMEWHAT LIBERAL' 7 'VERY LIBERAL' 8 'DO NOT KNOW'
            9 'REFUSED'/
P17@d       3 'CLOSER CONSERVATIVE' 4 'IN THE MIDDLE' 5 'CLOSER LIBERAL'
            8 'DO NOT KNOW' 9 'REFUSED'/
ideology    1 'very conservative' 2 'somewhat conservative'
            3 'lean conservative' 4 'middle' 5 'lean liberal'
            6 'somewhat liberal' 7 'very liberal' 0 'other' 8 'DO NOT KNOW'
            9 'REFUSED'/
vi2         1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
vi3         1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
vi4         1 'YES' 3 'NO' 5 'NO, NOT OLD ENOUGH' 8 'DO NOT KNOW'
            9 'REFUSED'/
CD8         1 'MARRIED' 2 'DIVORCED' 3 'SEPARATED' 4 'WIDOWED'
            5 'MEMBER UNMARRIED COUPLE' 6 'SINGLE NEVER BEEN MARRIED'/
CD10        1 'ADULTS' 98 'DO NOT KNOW' 99 'REFUSED'/
CD11        1 'CHILDREN' 7 'CHILDREN' 8 'DO NOT KNOW' 9 'REFUSED'/
CD12        1 'CHILDREN' 7 'CHILDREN' 8 'DO NOT KNOW' 9 'REFUSED'/
attend1     1 'A MICHIGAN PUBLIC SCHOOL' 2 'A PRIVATE OR RELIGIOUS SCHOOL'
            3 'A CHARTER SCHOOL' 4 'AN ALTERNATIVE SCHOOL'
            5 'A HOME-BASED SCHOOL' 6 'NOT IN SCHOOL' 8 'DO NOT KNOW'
            9 'REFUSED'/
attend2@a   1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
attend2@b   1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
attend2@c   1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
attend2@d   1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
attend2@e   1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
attend2@f   1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
CD15        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' 99 'REFUSED'/
```

```
    UN1        1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
    UN2        1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
    UN3        1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
    inca       1 'YES' 5 'NO' 8 'DO NOT KNOW'/
    incb       1 'YES' 5 'NO' 8 'DO NOT KNOW'/
    incc       1 'YES' 5 'NOT' 8 'DO NOT KNOW'/
    incd       1 'YES' 5 'NO' 8 'DO NOT KNOW'/
    ince       1 'YES' 5 'NO' 8 'DO NOT KNOW'/
    incf       1 'YES' 5 'NO' 8 'DO NOT KNOW'/
    incg       1 'YES' 5 'NO' 8 'DO NOT KNOW'/
    income     1 '$10,000 or less' 2 '$10,000-19,999' 3 '$20,000-29,999'
               4 '$30,000-39,999' 5 '$40,000-49,999' 6 '$50,000-59,999'
               7 '$60,000-69,999' 8 '$70,000 or more' 98 'DO NOT KNOW'
               99 'REFUSED'/
    CD26       1 'PHONE NUMBERS' 8 'DO NOT KNOW'/
    X1         1 'RURAL COMMUNITY' 2 'SMALL CITY, TOWN, VILLAGE' 3 'A SUBURB'
               4 'URBAN COMMUNITY' 98 'DO NOT KNOW'/
    zipcode    48000 'ZIP CODE' 49999 'ZIP CODE' 8 'DO NOT KNOW'/
    RI@a       1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
    .

COMMENT  md1, md2, min, and max specifications were translated into the
         following "MISSING VALUES" commands and "IF" statements:.

MISSING VALUES  CC1 (9, 8).
MISSING VALUES  CC2 (9, 8).
MISSING VALUES  CC3 (9, 8).
MISSING VALUES  CC4 (9, 8).
MISSING VALUES  CC5 (9, 8).
MISSING VALUES  CC6 (9, 8).
MISSING VALUES  gt1 (9, 8).
MISSING VALUES  PO1 (9, 8).
MISSING VALUES  PO2 (9, 8).
MISSING VALUES  ci1a (9, 8).
MISSING VALUES  ci1b (9, 8).
MISSING VALUES  ci1c (9, 8).
MISSING VALUES  ci1d (9, 8).
MISSING VALUES  ci1e (9, 8).
MISSING VALUES  ci1f (9, 8).
MISSING VALUES  ci1g (9, 8).
MISSING VALUES  vi1 (9, 8).
MISSING VALUES  usc1a (9, 8).
MISSING VALUES  usc1b (9, 8).
MISSING VALUES  ml1 (9, 8).
MISSING VALUES  ml2 (9, 8).
MISSING VALUES  e1a (99, 98).
MISSING VALUES  e1b (99, 98).
MISSING VALUES  E4 (9, 8).
MISSING VALUES  E4a@a (99, 98).
MISSING VALUES  E4a@b (99, 95).
MISSING VALUES  E4b@a (99, 98).
MISSING VALUES  E4b@b (99, 95).
MISSING VALUES  E6a (9, 8).
MISSING VALUES  e6b (9, 8).
MISSING VALUES  e6c (9, 8).
MISSING VALUES  e6d (9, 8).
MISSING VALUES  e6e (9, 8).
MISSING VALUES  e6f (9, 8).
MISSING VALUES  e7 (9, 8).
MISSING VALUES  e7a (9, 8).
MISSING VALUES  e7b (9, 8).
MISSING VALUES  AT4 (9, 8).
MISSING VALUES  AT6 (9, 8).
MISSING VALUES  SEC4 (9, 8).
MISSING VALUES  CG2 (9, 8).
MISSING VALUES  CL1 (9, 8).
MISSING VALUES  cl1flup (9, 8).
MISSING VALUES  IR1 (9, 8).
MISSING VALUES  IR2 (9, 8).
MISSING VALUES  CD3 (99, 98).
```

```
MISSING VALUES   CD5a (9, 8).
MISSING VALUES   CD6 (99, 98).
MISSING VALUES   CD7@a (9, 8).
MISSING VALUES   CD7@b (9, 8).
MISSING VALUES   CD7@c (9, 8).
MISSING VALUES   CD7@d (9, 8).
MISSING VALUES   partyid (9, 8).
MISSING VALUES   P17@a (9, 8).
MISSING VALUES   P17@b (9, 8).
MISSING VALUES   P17@c (9, 8).
MISSING VALUES   P17@d (9, 8).
MISSING VALUES   ideology (9, 8).
MISSING VALUES   vi2 (9, 8).
MISSING VALUES   vi3 (9, 8).
MISSING VALUES   vi4 (9, 8).
MISSING VALUES   CD8 (9, 8).
MISSING VALUES   CD10 (99, 98).
MISSING VALUES   CD11 (9, 8).
MISSING VALUES   CD12 (9, 8).
MISSING VALUES   attend1 (9, 8).
MISSING VALUES   attend2@a (9, 8).
MISSING VALUES   attend2@b (9, 8).
MISSING VALUES   attend2@c (9, 8).
MISSING VALUES   attend2@d (9, 8).
MISSING VALUES   attend2@e (9, 8).
MISSING VALUES   attend2@f (9, 8).
MISSING VALUES   CD15 (99, 98).
MISSING VALUES   UN1 (9, 8).
MISSING VALUES   UN2 (9, 8).
MISSING VALUES   UN3 (9, 8).
MISSING VALUES   inca (9, 8).
MISSING VALUES   incb (9, 8).
MISSING VALUES   incc (9, 8).
MISSING VALUES   incd (9, 8).
MISSING VALUES   ince (9, 8).
MISSING VALUES   incf (9, 8).
MISSING VALUES   incg (9, 8).
MISSING VALUES   income (99, 98).
MISSING VALUES   CD26 (9, 8).
MISSING VALUES   X1 (99, 98).
MISSING VALUES   RI@a (9, 8).
```

15. WEIGHTING COMMANDS

```
compute newregn2=0.
if (cnty=26049 or cnty=26087 or cnty=26091 or cnty=26093 or cnty=26099 or cnty=26115)newregn2=6.
if (cnty=26125 or cnty=26147 or cnty=26161 or cnty=26163)newregn2=6.
if (cnty=26021  or cnty=26023  or cnty=26025  or cnty=26027 or cnty=26045)newregn2=5.
if (cnty=26059  or cnty=26065  or cnty=26075  or cnty=26077 or cnty=26149)newregn2=5.
if (cnty=26159)newregn2=5.
if (cnty=26005  or cnty=26015  or cnty=26067  or cnty=26081 or cnty=26085)newregn2=3.
if (cnty=26101  or cnty=26105  or cnty=26107  or cnty=26117 or cnty=26121)newregn2=3.
if (cnty=26123  or cnty=26127  or cnty=26133  or cnty=26139)newregn2=3.
if (cnty=26011  or cnty=26017  or cnty=26035  or cnty=26037 or cnty=26051)newregn2=4.
if (cnty=26057  or cnty=26063  or cnty=26073  or cnty=26111 or cnty=26145)newregn2=4.
if (cnty=26151  or cnty=26155  or cnty=26157)newregn2=4.
if (cnty=26001  or cnty=26007  or cnty=26009  or cnty=26019 or cnty=26029)newregn2=2.
if (cnty=26031  or cnty=26039  or cnty=26047  or cnty=26055 or cnty=26069)newregn2=2.
if (cnty=26079  or cnty=26089  or cnty=26113  or cnty=26119 or cnty=26129)newregn2=2.
if (cnty=26137  or cnty=26135  or cnty=26141  or cnty=26143 or cnty=26165)newregn2=2.
if (cnty=26003  or cnty=26013  or cnty=26033  or cnty=26041 or cnty=26043)newregn2=1.
if (cnty=26053  or cnty=26061  or cnty=26071  or cnty=26083 or cnty=26095)newregn2=1.
if (cnty=26097  or cnty=26103  or cnty=26109  or cnty=26131 or cnty=26153)newregn2=1.
if (regn=7)newregn2=7.

value labels regn newregn2 1 'UP' 2 'N. LP' 3 'W. Central' 4 'E. Central' 5 'Southwest' 6
'Southeast' 7 'Detroit'.

*recode regn (sysmis=99).
*if (regn=99 and id1 ge 70000)regn=7.
*if (regn=99 and newregn2=6)regn=newregn2.

if (regn ne newregn2)regn=newregn2.
freq var=regn listed.

weight off.
compute listwt=1.
if (listed=2)listwt=4.3167.
if (listed=1 or listed=3)listwt=0.7074.
weight by listwt.
freq var=listed regn.


*weight off.
freq var=cd26.
missing values cd26 ().

recode cd26 (sysmis=9).

*    This weights households by number of phone lines.
compute phwt=listwt.
if (cd26 eq 1 or cd26 ge 8)phwt=1.1224*listwt.
if (cd26 eq 2)phwt=0.5612*listwt.
if (cd26 eq 3)phwt=0.3741*listwt.
if (cd26 eq 4)phwt=0.2806*listwt.
if (cd26 eq 5)phwt=.2245*listwt.
if (cd26 eq 6)phwt=0.1871*listwt.
if (cd26 eq 7)phwt=1*listwt.
weight by phwt.
FREQUENCIES
  VARIABLES=cd26 cd10.

missing values cd10 ().
recode cd10 (sysmis=1).

*   This adjusts weight by number of adults in the household.
compute adltwt=phwt.
if (cd10=1)adltwt=phwt*0.5306.
if (cd10=2)adltwt=phwt*1.0612.
if (cd10=3)adltwt=phwt*1.5918.
if (cd10=4)adltwt=phwt*2.1224.
if (cd10=5)adltwt=phwt*2.6531.
if (cd10=6)adltwt=phwt*3.1837.
if (cd10=7)adltwt=phwt*1.
if (cd10=8)adltwt=phwt*1.
if (cd10=9)adltwt=phwt*1.
```

```
if (cd10=10)adltwt=phwt*1.
*if (cd10=98 or cd10=99) adltwt=phwt*.5386.

weight by adltwt.
freq var=cd10.

FREQUENCIES
  VARIABLES=cd1  cd2.

compute age=0.
if (cd2 lt 86)age=103-cd2.
if (cd2 ge 86 and cd2 lt 900)age=100+(100-cd2).
if (cd2 ge 998)age=0.
*if (age=17)age=18.
if (age le 0)age=0.
if (age ge 18 and age lt 25)agecat=1.
if (age ge 25 and age lt 30)agecat=2.
if (age ge 30 and age lt 40)agecat=3.
if (age ge 40 and age lt 50)agecat=4.
if (age ge 50 and age lt 60)agecat=5.
if (age ge 60 and age lt 65)agecat=6.
if (age ge 65)agecat=7.
if (age le 17)agecat=9.
missing values age (0)/agecat (9).

value labels agecat 1 '18 - 24 Yrs' 2 '25 - 29 Yrs' 3 '30 - 39 Yrs'
    4 '40 - 49 Yrs' 5 '50 - 59 Yrs' 6 '60 - 64 Yrs' 7 '65 or older' 9 'missing'.

freq var=agecat.
freq var=regn.

compute rac3=0.
compute multrace=0.
count mult2=cd4a@a to cd4a@e(1).
if (mult2=0 and cd5a=1)races=1.
if (cd4a@a=1 and mult2=1)races=1.
if (cd4a@b=1 and mult2=1)races=2.
if (cd4a@c=1 and mult2=1)races=3.
if (cd4a@d=1 and mult2=1)races=4.
if (cd4a@e=1 and mult2=1)races=5.
if (mult2 gt 1 and cd4a@e=1)races=5.
if (mult2 gt 1 and cd4a@d=1)races=4.
if (mult2 gt 1 and cd4a@c=1)races=3.
if (mult2 gt 1 and cd4a@b=1)races=2.
recode races (1=1)(2=2)(3,4,5=3) into rac3.
value labels races 1 'white' 2 'black' 3 'hawaiian, PI'
   4 'asian' 5 'indian'/rac3 1 'white' 2 'black' 3 'other'.
missing values rac3 ().
compute imprace=rac3.
if (imprace=0 and regn=7)imprace=2.
if (imprace=0 and regn lt 7)imprace=1.
freq var=imprace.
*weight off.


************************

freq var=listed.
compute adj1=adltwt* 1.00.

weight by adj1.
compute ovrsamwt=adj1.
*if (listed='1')ovrsamwt=ovrsamwt*1.905735.
*if (listed='3')ovrsamwt=ovrsamwt*0.110155.
weight by ovrsamwt.


CROSSTABS
  /TABLES=cd1 by imprace BY regn
  /FORMAT= AVALUE NOINDEX BOX LABELS TABLES
  /CELLS= COUNT.
```

```
*CROSSTABS
  /TABLES=agecat by imprace  by cd1 BY regn
  /FORMAT= AVALUE NOINDEX BOX LABELS TABLES
  /CELLS= COUNT.


*   This weights cases by gender, imprace and region.
compute racgenct=ovrsamwt.
if (imprace eq 1 and cd1 eq 1 and regn eq 1)racgenct=ovrsamwt*1.2499.
if (imprace eq 2 and cd1 eq 1 and regn eq 1)racgenct=ovrsamwt*1.
if (imprace eq 3 and cd1 eq 1 and regn eq 1)racgenct=ovrsamwt*0.3458.
if (imprace eq 1 and cd1 eq 5 and regn eq 1)racgenct=ovrsamwt*0.9124.
if (imprace eq 2 and cd1 eq 5 and regn eq 1)racgenct=ovrsamwt*1.
if (imprace eq 3 and cd1 eq 5 and regn eq 1)racgenct=ovrsamwt*0.6991.

if (imprace eq 1 and cd1 eq 1 and regn eq 2)racgenct=ovrsamwt*1.1697.
if (imprace eq 2 and cd1 eq 1 and regn eq 2)racgenct=ovrsamwt*1.
if (imprace eq 3 and cd1 eq 1 and regn eq 2)racgenct=ovrsamwt*1.
if (imprace eq 1 and cd1 eq 5 and regn eq 2)racgenct=ovrsamwt*0.8512.
if (imprace eq 2 and cd1 eq 5 and regn eq 2)racgenct=ovrsamwt*1.
if (imprace eq 3 and cd1 eq 5 and regn eq 2)racgenct=ovrsamwt*1.

if (imprace eq 1 and cd1 eq 1 and regn eq 3)racgenct=ovrsamwt*1.4196.
if (imprace eq 2 and cd1 eq 1 and regn eq 3)racgenct=ovrsamwt*2.5570.
if (imprace eq 3 and cd1 eq 1 and regn eq 3)racgenct=ovrsamwt*0.7743.
if (imprace eq 1 and cd1 eq 5 and regn eq 3)racgenct=ovrsamwt*0.7320.
if (imprace eq 2 and cd1 eq 5 and regn eq 3)racgenct=ovrsamwt*2.3971.
if (imprace eq 3 and cd1 eq 5 and regn eq 3)racgenct=ovrsamwt*1.

if (imprace eq 1 and cd1 eq 1 and regn eq 4)racgenct=ovrsamwt*1.2576.
if (imprace eq 2 and cd1 eq 1 and regn eq 4)racgenct=ovrsamwt*1.
if (imprace eq 3 and cd1 eq 1 and regn eq 4)racgenct=ovrsamwt*0.9773.
if (imprace eq 1 and cd1 eq 5 and regn eq 4)racgenct=ovrsamwt*0.7978.
if (imprace eq 2 and cd1 eq 5 and regn eq 4)racgenct=ovrsamwt*1.
if (imprace eq 3 and cd1 eq 5 and regn eq 4)racgenct=ovrsamwt*0.2645.

if (imprace eq 1 and cd1 eq 1 and regn eq 5)racgenct=ovrsamwt*1.6032.
if (imprace eq 2 and cd1 eq 1 and regn eq 5)racgenct=ovrsamwt*0.6397.
if (imprace eq 3 and cd1 eq 1 and regn eq 5)racgenct=ovrsamwt*1.
if (imprace eq 1 and cd1 eq 5 and regn eq 5)racgenct=ovrsamwt*0.7558.
if (imprace eq 2 and cd1 eq 5 and regn eq 5)racgenct=ovrsamwt*1.4701.
if (imprace eq 3 and cd1 eq 5 and regn eq 5)racgenct=ovrsamwt*0.4556.

if (imprace eq 1 and cd1 eq 1 and regn eq 6)racgenct=ovrsamwt*1.1418.
if (imprace eq 2 and cd1 eq 1 and regn eq 6)racgenct=ovrsamwt*0.9359.
if (imprace eq 3 and cd1 eq 1 and regn eq 6)racgenct=ovrsamwt*2.7661.
if (imprace eq 1 and cd1 eq 5 and regn eq 6)racgenct=ovrsamwt*0.9365.
if (imprace eq 2 and cd1 eq 5 and regn eq 6)racgenct=ovrsamwt*1.9506.
if (imprace eq 3 and cd1 eq 5 and regn eq 6)racgenct=ovrsamwt*1.4137.

if (imprace eq 1 and cd1 eq 1 and regn eq 7)racgenct=ovrsamwt*1.4503.
if (imprace eq 2 and cd1 eq 1 and regn eq 7)racgenct=ovrsamwt*1.3105.
if (imprace eq 3 and cd1 eq 1 and regn eq 7)racgenct=ovrsamwt*0.3078.
if (imprace eq 1 and cd1 eq 5 and regn eq 7)racgenct=ovrsamwt*0.8822.
if (imprace eq 2 and cd1 eq 5 and regn eq 7)racgenct=ovrsamwt*0.8708.
if (imprace eq 3 and cd1 eq 5 and regn eq 5)racgenct=ovrsamwt*0.3026.

weight by racgenct.
CROSSTABS
  /TABLES=cd1 by imprace BY regn
  /FORMAT= AVALUE NOINDEX BOX LABELS TABLES
  /CELLS= COUNT tot.


crosstab tables=agecat by regn/cells count.

compute agewt=racgenct.
if (agecat eq 1 and regn eq 1)agewt=racgenct*2.3887.
if (agecat eq 2 and regn eq 1)agewt=racgenct*1.0.
if (agecat eq 3 and regn eq 1)agewt=racgenct*1.5026.
if (agecat eq 4 and regn eq 1)agewt=racgenct*0.5234.
if (agecat eq 5 and regn eq 1)agewt=racgenct*0.9163.
if (agecat eq 6 and regn eq 1)agewt=racgenct*0.7300.
if (agecat eq 7 and regn eq 1)agewt=racgenct*1.1061.
```

```
if (agecat eq 1 and regn eq 2)agewt=racgenct*1.3964.
if (agecat eq 2 and regn eq 2)agewt=racgenct*1.2447.
if (agecat eq 3 and regn eq 2)agewt=racgenct*1.3155.
if (agecat eq 4 and regn eq 2)agewt=racgenct*1.4014.
if (agecat eq 5 and regn eq 2)agewt=racgenct*1.1234.
if (agecat eq 6 and regn eq 2)agewt=racgenct*0.6462.
if (agecat eq 7 and regn eq 2)agewt=racgenct*0.6377.

if (agecat eq 1 and regn eq 3)agewt=racgenct*1.3509.
if (agecat eq 2 and regn eq 3)agewt=racgenct*0.8271.
if (agecat eq 3 and regn eq 3)agewt=racgenct*1.0131.
if (agecat eq 4 and regn eq 3)agewt=racgenct*1.2761.
if (agecat eq 5 and regn eq 3)agewt=racgenct*0.8217.
if (agecat eq 6 and regn eq 3)agewt=racgenct*0.7819.
if (agecat eq 7 and regn eq 3)agewt=racgenct*0.9064.

if (agecat eq 1 and regn eq 4)agewt=racgenct*2.0656.
if (agecat eq 2 and regn eq 4)agewt=racgenct*1.4773.
if (agecat eq 3 and regn eq 4)agewt=racgenct*0.7918.
if (agecat eq 4 and regn eq 4)agewt=racgenct*1.0776.
if (agecat eq 5 and regn eq 4)agewt=racgenct*0.6912.
if (agecat eq 6 and regn eq 4)agewt=racgenct*0.5760.
if (agecat eq 7 and regn eq 4)agewt=racgenct*1.4401.

if (agecat eq 1 and regn eq 5)agewt=racgenct*3.4562.
if (agecat eq 2 and regn eq 5)agewt=racgenct*0.9180.
if (agecat eq 3 and regn eq 5)agewt=racgenct*1.9008.
if (agecat eq 4 and regn eq 5)agewt=racgenct*1.0068.
if (agecat eq 5 and regn eq 5)agewt=racgenct*0.5795.
if (agecat eq 6 and regn eq 5)agewt=racgenct*0.3685.
if (agecat eq 7 and regn eq 5)agewt=racgenct*1.0351.

if (agecat eq 1 and regn eq 6)agewt=racgenct*0.9972.
if (agecat eq 2 and regn eq 6)agewt=racgenct*0.8949.
if (agecat eq 3 and regn eq 6)agewt=racgenct*1.9065.
if (agecat eq 4 and regn eq 6)agewt=racgenct*0.8087.
if (agecat eq 5 and regn eq 6)agewt=racgenct*0.9342.

if (agecat eq 6 and regn eq 6)agewt=racgenct*0.8889.

if (agecat eq 7 and regn eq 6)agewt=racgenct*0.8815.

if (agecat eq 1 and regn eq 7)agewt=racgenct*1.0994.
if (agecat eq 2 and regn eq 7)agewt=racgenct*3.5746.
if (agecat eq 3 and regn eq 7)agewt=racgenct*1.2800.
if (agecat eq 4 and regn eq 7)agewt=racgenct*0.9716.
if (agecat eq 5 and regn eq 7)agewt=racgenct*0.8268.
if (agecat eq 6 and regn eq 7)agewt=racgenct*0.5850.
if (agecat eq 7 and regn eq 7)agewt=racgenct*0.6882.
weight by agewt.
freq var=regn.
weight off.
freq var=regn.


compute adjwt=agewt.
*The following command adjusts the number of cases in each region
  back to the actual number interviewed.
compute adjwt=agewt.
if (regn=1)adjwt=agewt*1.42424.
if (regn=2)adjwt=agewt*1.31081.
if (regn=3)adjwt=agewt*1.09714.
if (regn=4)adjwt=agewt*0.88050.
if (regn=5)adjwt=agewt*0.71144.
if (regn=6)adjwt=agewt*1.08743.
if (regn=7)adjwt=agewt*1.07463.
compute adjwt=adjwt*0.998962.
weight by adjwt.
freq var=regn.

weight off.

recode regn (1=1)(2=2)(3=3)(4=4)(5=5)(6=6)(7=6) into msueregn.
```

```
value labels msueregn 1 'UP' 2 'North LP' 3 'W. Central' 4 'E. Central'
    5 'Southwest' 6 'Southeast Urban'.
freq var=msueregn.

compute msuewt=adjwt.
if (regn=7)msuewt=adjwt*0.3814.
if (regn=6)msuewt=adjwt*1.4476.
*compute msuewt=msuewt*0.9989.
*if (msueregn=6)msuewt=msuewt*0.9949.
weight by msuewt.
freq var=msueregn.


compute statewt=msuewt.
if (msueregn eq 1)statewt=msuewt*0.6878.
if (msueregn eq 2)statewt=msuewt*0.5627.
if (msueregn eq 3)statewt=msuewt*0.7130.
if (msueregn eq 4)statewt=msuewt*0.5959.
if (msueregn eq 5)statewt=msuewt*0.9256.
if (msueregn eq 6)statewt=msuewt*1.5230.
*compute statewt=statewt*1.001.
weight by statewt.
freq var=regn msueregn.

freq var=cd1 cd3 cd5a  rac3 cd8 cd10 cd15 income agecat.

*freq var=imprace.
*weight off.
*freq var=imprace.
*compute racewt=statewt.
*if (imprace=1 or imprace=3)racewt=0.80747*statewt.
*if (imprace=2)racewt=2.277154*statewt.
*weight by racewt.
*freq var=imprace.

*recode cd11 (sysmis=-9).
*if (cd10 =1 and (age ge 65 and age lt 99))cd11=1.
*if (cd10=1 and age lt 65)cd11=0.
*recode cd11 (-9=99).

********************************************************.

* This calculates household income categories a different way assigning the case
  to the category represented by the last valid (i.e., non-DONT KNOW or REFUSAL)
  response obtained;  It corrects an error in the storing of the separate income question
  responses in the INCOME question in the cati instrument (including an incorrect skip
  pattern and also minimizes the number of cases for which missing data values are
  stored by utilizing their last valid response.

missing values inca ().
compute newinc=0.
if (inca=8)newinc=9.
if (inca=9)newinc=0.
if (inca=1)newinc=4.
if (inca=5)newinc=3.
if (incb=1)newinc=2.
if (incc=1)newinc=1.
if (incd=1)newinc=7.
if (ince=1)newinc=5.
if (ince=5)newinc=4.
if (incf=1)newinc=6.
if (incf=5)newinc=5.
if (incg=1)newinc=8.
if (newinc=8 and incd=5)newinc=6.
missing values income newinc ().
value labels newinc  1 'LT $10,000'  2 '$10,000 - 19,999'  3 '$20,000 - 29,999'
    4 '$30,000 - 39,999'  5 '$40,000 - 49,999'  6 '$50,000 - 59,999'  7 '$60,000 - 69,999'
    8 '$70,000 or More'  9 'DK'  0 'REF'.
missing values newinc (0,9).
recode income (-9=sysmis).

missing values newinc income (0,9).
freq var=newinc.
compute income=newinc.
```

```
*******************************************.
freq var=length.
if (length lt 10)length=0.

compute adjwt=adjwt*10000.
compute msuewt=msuewt*10000.
compute statewt=statewt*10000.
*compute racewt=racewt*10000.

write Outfile='d:\soss34\soss34wt.dat'
   /1         ID1  1-5  (A)
              R1   6    (A)
          random  7    (A)
           cnty  8-12
           regn 13         listed 14          CC1 25             CC2 26
           CC3 27              CC4 28          CC5 29             CC6 30
           gt1 31              PO1 32          PO2 33            ci1a 34
          ci1b 35             ci1c 36         ci1d 37            ci1e 38
          ci1f 39             ci1g 40          vi1 41           usc1b 43
           ml1 44              ml2 45          e1a 46-47          e1b 48-49
            E4 50           E4a@a 51-52     E4a@b 53-54       E4b@a 55-56
         E4b@b 57-58          E6a 59          e6b 60             e6c 61
           e6d 62              e6e 63          e6f 64              e7 65
           e7a 66              e7b 67          AT4 68             AT6 69
          SEC4 70              CG2 71          CL1 72          cl1flup 73
           IR1 74              IR2 75
   /2         CD1  7           CD2  8-10       CD3 11-12         CD5a 13
         CD4a@a 14         CD4a@b 15       CD4a@c 16         CD4a@d 17
         CD4a@e 18            CD6 19-20       CD7@a 21          CD7@b 22
         CD7@c 23           CD7@d 24        partyid 25         P17@a 26
         P17@b 27           P17@c 28        P17@d 29         ideology 30
           vi2 31              vi3 32          vi4 33            CD8 34
          CD10 35-36          CD11 37         CD12 38         attend1 39
      attend2@a 40       attend2@b 41    attend2@c 42      attend2@d 43
      attend2@e 44       attend2@f 45         CD15 46-47          UN1 48
           UN2 49              UN3 50         inca 51            incb 52
          incc 53             incd 54         ince 55            incf 56
          incg 57           income 58         CD26 59             X1 60-61
       zipcode 62-66         RI@a 67
 /3   contacts  3-4
        length  5-8
         idate  9-16 (A)
          iwer 17-19 (A)
         males 20-21 (A)
       females 22-23 (A)
        races  45  mult2 46 AGECAT 47 ADJWT 49-54
       MSUEREGN 55  MSUEWT 56-62
         STATEWT 64-69 rac3 71 AGE 72-73   imprace 74  newinc  75  .
execute .


compute adjwt=adjwt/10000.
compute msuewt=msuewt/10000.
compute statewt=statewt/10000.
*compute racewt=racewt/10000.
freq var=regn.

var labels
     newregn2 'Alternate coding of cases into regions based on FIPS'/
     listwt 'Weight adjustment for listed vs nonlisted numbers'/
     phwt 'Weight adjustment for number of phone lines to HHLD'/
     adltwt 'Weight adjustment for number adults in HHLD'/
     age 'Rs age calculated from year born (CD2)'/
     agecat  'Rs age in categories'/
     rac3    'Rs race in 3 categories and missing'/
     mult2   'Number racial groups R claims'/
     races   'Rs race in 6 categories'/
     imprace 'Rs race in 3 categories with imputation if missing'/
     adj1 'interim weight adjustment'/
     ovrsamwt 'interim weight adjustment'/
     racgenct 'Sex x Race x Region weight adjustment'/
     agewt  'Age x Region weight adjustment'/
     adjwt 'Adjustment to correct rounding errors within region'/
     msueregn 'MSU Extension Regions (Detroit in Reg. 6)'/
```

```
msuewt 'Weight to fold Detroit into Region 6'/
statewt 'Final weight for statewide analysis'/
newinc 'Alternate gathering of income responses'.
```