

METHODOLOGICAL REPORT

MICHIGAN STATE UNIVERSITY
STATE OF THE STATE SURVEY
[MSU SOSS-58]

Winter 2011 Round

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NOTE TO THE READER

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

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

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1. PURPOSE OF SURVEY

Dr. Jack H. Knott, former Director of the Institute for Public Policy and Social Research [IPPSR], made the Michigan State University State of the State survey [MSU SOSS] a reality by promoting the idea throughout the University and convincing the key sponsors to contribute funds to get the survey off the ground. With funding assured for the first year, planning began in June 1994. After completing 19 rounds of SOSS, there was a brief period of inactivity between the Fall of 1999 and the Winter of 2001 when, for budgetary reasons, no rounds of SOSS were conducted. However, with the appointment of Dr. Carol Weissert as the 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 of 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 the 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, family life, and the vitality of ethnic groups and communities.

2. To Provide Data for Scientific and Policy Research by MSU faculty. MSU's faculty will use the data from the State of the State Survey to address a wide variety of issues in public policy. What are the factors associated with the declining levels of confidence in governmental institutions? To what extent does social and economic status affect tolerance and mutual trust between ethnic and racial groups? Are subjective perceptions of environmental quality related to "objective" measures of environmental quality in Michigan's counties? These are only a few examples of the types of questions that the principal researchers will address using the SOSS results. To serve the interests of a wider scientific community, the SOSS data is 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 some of the survey instruments.

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.

3. STRUCTURE OF THE QUESTIONNAIRE

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

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

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

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

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

The Winter round in each year includes questions on the most important problem facing communities and that respondents want the governor and legislature to address. It includes an assessment of respondents' trust in federal, state and local governments to make right decisions. Beyond the core set of interview items, SOSS-58 included the annually asked questions on trust in governments (federal, state, local) and respondents' views of the most important problems in their communities and that they want the governor and state legislators to address. It also included a question regarding respondents' preferences as what to cut and what not to cut in order to balance the state's budget.

SOSS-58 included a lengthy series of questions focused on elementary and secondary education. Some of this involved grading current performance and how U.S students compare to students in other countries. Some of this focused in particular on math education, importance, curriculum, rigor, and testing. Some of these focused on the adoption of Common Core curriculum for math and English across school districts and states. Some of this focused on standardized testing in the social sciences. Other questions asked respondents what they believe cause some schools to fail. Another question asked respondents their views on a proposed amendment to the state constitution that would prohibit monies from the School Aid Fund from being used to help fund higher education.

Another series of questions asked respondents about charitable organizations, charitable giving, and volunteer activities. They were asked about the current need for charitable giving, the effectiveness, honesty, and importance of charitable organizations. And they were asked about their past giving and future plans. They were also asked about the volunteer activities in their communities and the factors that influence the volunteering.

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 OSR will do its best to document such situations, it is the responsibility of the data users and analysts, not of the OSR, to assure that the appropriate variants of questions are used in analyses and reports. A copy of the CATI interview program with the skip patterns indicated by "[goto ...]" commands and "[if ...]" commands accompanies the codebook to help clarify the paths particular respondents would take through the interview.

4. MANAGEMENT AND ORGANIZATION

IPPSR. In the summer of 2007, IPPSR Director Dr. Douglas Roberts named Dr. Charles Ballard (Department of Economics) as the overall Director of the SOSS program, replacing Dr. Brian Silver (Department of Political Science) who had served as the SOSS Director since its beginning in 1994. 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 of Dr. Larry Hembroff, Survey Director and Methodologist, Karen Clark, Programmer and Project Manager, and the Director of Survey Operations Linda Stork.

OSR staff is responsible for the technical work of programming the CATI survey instrument, training and supervising interviewers, selection and administration of the sample, coding of data, and preparation of the final data set and documentation. In addition, 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 design rests with the principal investigators, not OSR staff.

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

The Working Group for the Winter 2011 survey included:

James Ballard, Executive Director, Michigan Association of Secondary School Principals

Peter Spadafore, Assistant Director, Michigan Association of School Boards

William B. Schmidt, University Distinguished Professor, Interim Director, Institute for Research on Mathematics and Science Education, College of Education, Michigan State University

Richard Houang, Research Director, Institute for Research on Mathematics and Science Education, College of Education, Michigan State University

Mark Wilson, Associate Director, Associate Professor, School of Design Planning and Construction, Michigan State University

Kari Sederburg, Director of Public Relations, Michigan NonProfit Association.

5. FUNDING

The following organizations and units on campus have provided funding for SOSS during the 1995-2011 series of surveys:

Organizations

Area Agencies on Aging Association of Michigan
Aspen Institute
Center for Healthcare Research & Transformation, University of Michigan
Community Foundation for Southeastern Michigan
C. S. Mott Group for Sustainable Food Systems
Dept. of Political Science, Florida State University
Dept. of Political Science, Tufts University
Nonprofit Michigan Project
University of Michigan
United Way of Michigan
State of Michigan
Department of Military Veteran Affairs
Gerald R. Ford School of Public Policy, University of Michigan
Muhlenberg College
The Center for Michigan
Michigan NonProfit Association
Michigan Department of Information Technology, Bureau of Strategic Policy

Michigan State University

Applied Policy Grants Initiative
Center for Economic Analysis
Center for Health Care Studies
Center for Health Promotion and Disease Prevention
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
Education Policy Institute
Institute for Public Policy and Social Research
Julian Samora Research Institute
Land Policy Institute
Legislative Leadership Program
Managed Care Institute

Michigan Agricultural Experiment Station
MSU Extension
MSU Institute for Children Youth and Families
Office of the Provost
Office of the Vice President for Research and Graduate Studies
Office of the Vice Provost for University Outreach
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 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 the 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 landline 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 prior to July 2005 with Detroit separated out from the Southeast region.

The six regions are defined as follows (counties listed within regions):

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

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

Sampling. Until SOSS-35, all previous respondents were derived only from random-digit dial samples. Beginning with SOSS-35, a change was made in the

sampling strategy for the State of the State Surveys. The overall intent of the change was to reduce costs, increase response rates, and shorten the field period needed to complete each survey. The revised strategy is similar to that used on the University of Michigan's Survey of Consumer Attitudes. A portion of the sample of interviews is derived from a new random-digit dial sample of phone numbers in the state. The details of this are described below. The other portion of the sample of completed interviews (roughly 40%) is derived from re-interviews of individuals who had been interviewed in the previous round of SOSS and who had agreed to be re-contacted. Roughly 80-90% of all respondents in each round of SOSS agree to be re-contacted. Re-interviewing individuals who constituted a representative random sample of the state's adults should still constitute a representative random sample several months later if adjustments for any non-response are made. Until SOSS 52, the portion of the sample of completed interviews derived from re-interviews with the prior SOSS' participants was limited to about one third of the total number of interviews. This would ensure that there should be sufficient numbers of respondents who would be willing to be re-contacted and reachable for the next round of SOSS to produce about one third of its total interviews.

In addition to the three benefits listed above as reasons for making the change in sampling strategy, having a portion of each round of SOSS derived from re-interviews with individuals from a previous round enables a part of the SOSS sample to constitute a panel so that change can be measured at the individual level from quarter to quarter – a distinct benefit.

However, prior to starting SOSS 52, the SOSS team had decided it would be preferable for those who would be re-interviewed to be given a longer lag time until they are re-contacted. Instead of contacting them to complete another interview on the very next round of SOSS, the plan was to skip a round and contact them on the second round of SOSS after their initial participation. Therefore, the re-interviewed portion of the SOSS 58 sample included individuals who were initially respondents in SOSS 56.

Respondents' households newly enlisted to participate for SOSS-58 were selected using list-assisted random-digit dial sampling procedures. Those being re-interviewed had been sampled and selected in this same manner when they were first recruited to participate in the previous round of SOSS. 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, the universe was constrained to include only those telephone numbers 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 remaining telephone numbers until the quantity 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-58, 4,817 phone numbers were used, 431 in the re-contact segment and 4,386 in the new RDD segment. The working phone number rate was 88.4% in the re-contact segment and 62.5% in the new RDD segment.

The sampling design for the State of the State Survey is 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 is 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 200 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 typically is to be approximately 1,000.

Sample Weights. Because of the split sample approach, we have weighted each segment regarding selection probabilities and then combined them into a single file. The combined data file is then weighted to be representative of the

geographic regions and the state as a whole. The details for weighting each segment are provided below.

Because of the stratification (i.e., geographic strata, listed vs. not-listed phone number strata) 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 original six MSU Extension regions, for the new 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 has 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 SOSS 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 race 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 are 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 of the original MSU Extension regions and the City of Detroit based on the 2000 Census. In the data set, this weighting factor is named RACGENCT. Furthermore, within each of the original MSU Extension regions and the city of Detroit, 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 continues 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 the original 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.

Once the sample was weighted by STATEWT, it was compared against the Census-based distribution of education among Michigan residents 18 and older. A second iteration of the weighting adjustments described above for race x sex within

region, age within region, and for disproportionately sampling across regions was then conducted (i.e., raking). The final weight variable is still named STATEWT but incorporates the adjustments described above.

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 original MSUE regions, the data should be weighted by MSUEWT.

Table A in the Appendix presents characteristics of the population in each region and in the state of Michigan as a whole.

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

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

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

| <u>REGION</u> | <u>Number of Cases</u> | <u>Margin of Sampling Error</u> |
|--------------------------|------------------------|---------------------------------|
| Upper Peninsula | 68 | <u>± 12.0%</u> |
| Northern Lower Peninsula | 95 | <u>± 10.1%</u> |
| West Central | 182 | <u>± 7.3%</u> |
| East Central | 161 | <u>± 7.7%</u> |
| Southwest | 147 | <u>± 8.1%</u> |
| Southeast | 192 | <u>± 7.1%</u> |
| Detroit | 134 | <u>± 8.5%</u> |

Statewide Total

979

+ 3.1%

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 5.4) 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 questions 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 received 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 94 different interviewers were involved in data collection on the 58th State of the State Survey.

Field Period and Respondent Selection in Household. Interviewing began on January 31, 2011 and continued through March 29, 2011. Randomly selected telephone numbers for which a directory listing was available were sent an advance letter roughly one week prior to when an initial call attempt to contact the household would be made.

In the portion of the sample that involved re-interviewing respondents from the previous SOSS, interviewers asked to speak with that person when they contacted the household. When interviewers successfully contacted a household in the new RDD portion of the sample, the study procedures required them to randomly select an adult from among those residing in the household to be the respondent. The Trohldal-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 12 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 25.1 minutes (standard deviation= 5.8) with a median of 24.0 minutes. In the case of an initial refusal, numbers were called back after eight days (although this was shortened as the end of the field period neared). Efforts were made to persuade initially reluctant respondents to complete the interview.

Completion Rate. A total of 981 interviews was completed, 261 with participants re-contacted from the SOSS-56 surveys and 721 with new RDD participants; however, 3 interviews were excluded from the data set for technical

reasons. The overall completion rate among eligible households for the study was 46.8% (40.8% in the new RDD segment and 79.8% in the re-contact segment).¹

Of those completing the interview, the mean number of calls required was 3.7 (3.75 among the re-contact cases and 3.68 among the new RDD cases). Interviewers made a total of 27,475 calls to complete the 978 interviews.

The refusal rate was 15.3%.

9. DOCUMENTATION AVAILABLE

The following documentation is available for this survey:

- a. Methodological Report
- b. Questionnaire (included in Methodological Report)
- c. SPSS (windows) commands to read the ASCII data set
- d. SPSS commands for weighting cases in the sample
- e. Codebook (with weighted item frequencies)

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-57 was 35.6%, the refusal rate (REF2) was 21.80%, the cooperation rate was 62.02%, and the contact rate was 89.2%.

10. DATA FORMAT AND ARCHIVING

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

11. APPENDIX

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

Source: Census of Population and Housing, 1980 and 1990. Table by staff of Michigan Databases

12. QUESTIONNAIRE (Winter, 2011)

>CONSENT<

>CONSENT< [loc 0/700][optionbuttons on hide textbox hide codes]

Before we begin, let me tell you that this interview is completely voluntary. You may choose not to participate and you may end your participation at any time without penalty. 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.

Information collected for this study will be kept confidential to the extent allowed by local, state and federal law, and no reference will be made in any oral or written report that would link you individually to this study.

The de-identified data will be made available to the researchers upon completion of the interviews and is made public six months after completion. De-identified data is kept indefinitely electronically on the Data on Demand Website and on CD-ROM in a secured location at Michigan State University. Any files containing identifiable information (phone numbers) are destroyed at the conclusion of the data collection period. At no time is any identifiable information attached to the data or made available to any researcher.

While there is no direct benefit to you personally for participating in this research, results from this research may produce benefits to the people of the State of Michigan. There are also no known risks to you personally for participating in this research.

For quality control purposes, this interview may be monitored by my supervisor. The supervisor has the ability to listen to the interview at anytime.

[red]IWER: IF THE RESPONDENT WANTS CONTACT INFORMATION FOR THE PROJECT MANAGER, THE PRINCIPAL INVESTIGATOR, OR THE IRB, THAT INFORMATION IS AVAILABLE IN THE Q BY Q WHICH CAN BE ACCESSED BY USING 'F4'[n]

<1> [commandbutton <CONSENT READ>]

@

>educ< [allow 4] [copy educ in educ]
>educstart< [allow 4] [copy educstart in educstart]
>educstop< [allow 4] [copy educstop in educstop]

>jball< [allow 4] [copy jball in jball]
>jballstart< [allow 4] [copy jballstart in jballstart]
>jballstop< [allow 4] [copy jballstop in jballstop]

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>spadstart< [allow 4] [copy spadstart in spadstart]
>spadstop< [allow 4] [copy spadstop in spadstop]

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>volstart< [allow 4] [copy volstart in volstart]
>volstop< [allow 4] [copy volstop in volstop]

>ID1< [allow 5][loc 18/1][#store csid in ID1][copy ID1 in ID1]
>R1< [allow 1][#preset <1>] [copy R1 in R1]
>cnty< [allow 5][#inputloc 1/23] [copy cnty in cnty]

>regn< [allow 1][#inputloc 1/29] [copy regn in regn]

- 1 upper pen
- 2 northern
- 3 west central
- 4 east central
- 5 southwest
- 6 southeast
- 7 Detroit

>newreg5< [allow 1]

>random1< [allow 1][#inputloc 1/122] [copy random1 in random1] 1,2,3,4,5

>random2< [allow 1][#inputloc 1/124] [copy random2 in random2] 1,2,3,4

>listed< [allow 1][#inputloc 1/120] 1=listed 2=unlisted [copy listed in listed]

>CC1<

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 **better off** or **worse off** financially than you were a year ago?

- <1> BETTER OFF
- <2> ABOUT THE SAME (R PROVIDED)
- <3> WORSE OFF

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>CC2<

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

- <1> BETTER OFF
- <2> ABOUT THE SAME (R PROVIDED)
- <3> WORSE OFF

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>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?

- <1> EXCELLENT
- <2> GOOD
- <3> JUST FAIR
- <4> NOT SO GOOD
- <5> POOR

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>CC4<

During the [bold]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 [bold] past 12 months[n]?

- <1> GO UP
- <2> GO DOWN
- <3> STAY ABOUT THE SAME

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>CC5<

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

- <1> BETTER THAN
- <2> WORSE THAN
- <3> ABOUT THE SAME

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>CC6<

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

- <1> GOOD TIMES
- <2> BAD TIMES
- <3> NEITHER GOOD NOR BAD; MEDIOCRE STAY THE SAME (R PROVIDED)

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>A1<

What would you say is the [bold]most important problem[n] facing your community today?

- <21> ECONOMY/ECONOMIC GROWTH/STIMULATING THE ECONOMY
- <20> JOBS/CREATING JOBS/UNEMPLOYMENT
- <24> COST OF GOODS/INFLATION
- <25> FAMILY INCOME/FAMILY FINANCES
- <29> FORECLOSURES/HOUSING CRISIS/PROPERTY VALUES

- <40> THEFT
- <44> CRIME: GENERAL
- <41> SAFETY/STREET VIOLENCE
- <42> GUN CONTROL
- <43> DRUGS/DRUG DEALERS

- <10> MEDICAL CARE/HEALTH CARE: GENERAL
- <11> ELDERLY/MEDICAL CARE ELDERLY: MEDICARE

- <12> RACISM/EQUAL OPPORTUNITIES
- <13> POVERTY/POOR
- <14> HOMELESSNESS
- <15> HOUSING/AFFORDABLE HOUSING

- <16> WELFARE REFORM/CUT WELFARE
- <17> WELFARE EXPANSION/MORE PROGRAMS

- <22> OVER EXPANSION/TOO MUCH GROWTH

- <23> FARMING/DECLINE FARMING
- <30> TAXES: LOCAL/CITY/PROPERTY <35> TAXES: STATE/FEDERAL
- <31> LEADERSHIP/CITY LEADERS <36> LEADERSHIP: STATE/FEDERAL GOVERNMENT
- <32> CORRUPTION: LOCAL LEVEL <37> CORRUPTION: STATE/FEDERAL LEVEL
- <33> TOO MUCH GOVERNMENT <38> LACK OF REVENUE
- <34> COURTS/JUDICIAL REFORM

- <50> GANGS/TEEN VIOLENCE <60> DIVORCE/BROKEN HOMES/SINGLE PARENTS
- <51> LACK ACTIVITIES YOUTH <61> CHILD ABUSE/CHILD ENDANGERMENT
- <52> TEENAGE PREGNANCY <62> DISCIPLINE/PARENTAL CONTROL
- <53> YOUT AND DRUGS <63> VALUES/MORALITY/RELIGION
- <54> YOUTH DRINKING/ALC. ABUSE <64> FAMILY ALCOHOLISM/DRUG ABUSE
- <55> PEER PRESSURE

- <70> POLLUTION <80> WATER/SEWERS
- <71> JUNK/DIRTY CITY/BLIGHT <81> TRASH/GARBAGE COLLECTION
- <72> LANDFILLS <82> POLICE/MORE LAW ENFORCEMENT
- <73> LAND USE <83> FIRE/MORE FIRE PROTECTION
- <74> POPULATION GROWTH <84> ROADS/ROAD REPAIR/STREET UPKEEP
- <75> LACK RECYCLING <85> TRANSPORTATION/BUSES
- <76> WETLAND/NATURAL AREA <86> ANIMAL CONTROL
 PRESERVATION

- <87> TRAFFIC CONGESTION/TRAFFIC <90> [commandbutton <NO PROBLEMS>]
- <91> MISCELLANEOUS: OTHER <98> [commandbutton <DO NOT KNOW>]
- <99> [commandbutton <REFUSED/NO ANSWER>]

0 [#specify] ILLEGAL RESPONSE - PLEASE CODE

@

>P01<

The next couple of questions are about our elected officials.

Overall, how would you rate the way [bold]Barack Obama[n] is performing his job as [bold]President[n]?

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

- <1> EXCELLENT
- <2> GOOD
- <3> FAIR
- <4> POOR

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>P02<

How would you rate the way [bold]Rick Snyder[n] is performing his job as Michigan's [bold]governor[n]?

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

- <1> EXCELLENT
- <2> GOOD
- <3> FAIR
- <4> POOR

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>D10<

People have different ideas about how much they can trust government to do what is right. These ideas don't refer to Democrats or Republicans in particular, but just to the government in general. We want to see how you feel about this for each of the levels of government.

How much of the time do you think you can trust the [bold]federal[n] government in [bold]Washington[n] to do what is right -- nearly always or most of the time, some of the time, seldom, or almost never?

- <1> NEARLY ALWAYS OR MOST OF THE TIME
- <2> SOME OF THE TIME
- <3> SELDOM
- <4> ALMOST NEVER

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED/NO ANSWER>]
- @

>D11<

How much of the time do you think you can trust the [bold]state[n] government in [bold]Lansing[n] to do what is right -- nearly always or most of the time, some of the time, seldom, or almost never?

- <1> NEARLY ALWAYS OR MOST OF THE TIME
- <2> SOME OF THE TIME
- <3> SELDOM
- <4> ALMOST NEVER

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED/NO ANSWER>]
- @

>D12<

How much of the time do you think you can trust your [bold]local government[n] to do what is right -- nearly always or most of the time, some of the time, seldom, or almost never?

- <1> NEARLY ALWAYS OR MOST OF THE TIME
- <2> SOME OF THE TIME
- <3> SELDOM
- <4> ALMOST NEVER

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED/NO ANSWER>]
- @

>P4a<

There are many issues that the [bold]governor and legislature[n] (in Lansing) could spend time dealing with this session.

Of all the issues they could work on, which issue do you think is the [bold]most important[n] for them to focus on?

- 0 [#specify]ILLEGAL RESPONSE: PLEASE CODE

- <1> ECONOMY/ECONOMIC GROWTH/STIMULATING THE ECONOMY
- <2> JOBS/CREATING JOBS/UNEMPLOYMENT
- <29> FORECLOSURES/HOUSING CRISIS/PROPERTY VALUES

- <3> HEALTH CARE/COST OF HEALTH CARE/HEALTH INSURANCE

- <5> SCHOOL FUNDING/SCHOOL FINANCES
- <21> EDUCATION QUALITY/STANDARDS
- <19> TEACHER TESTING

- <4> CRIME/DRUGS/VIOLENCE

<6> POVERTY/HOMELESS/SOCIAL PROGRAMS
 <7> WELFARE REFORM
 <8> TAXES/REDUCE TAXES
 <9> SENIORS/PRESCRIPTION DRUG COVERAGE

 <10> REDUCE BUDGETS/SIZE GOVERNMENT
 <11> MORAL ISSUES/ABORTION/FAMILY VALUES
 <12> FOREIGN POLICY

 <13> ENVIRONMENT
 <14> ROADS/HIGHWAYS/BRIDGES REPAIR
 <15> ELECTION REFORM
 <16> GUN CONTROL
 <17> JOB TRAINING/RETRAINING
 <18> DIVERSITY/RACE RELATIONS

 <20> REGULATION/DEREGULATION
 <22> REDUCE BUDGETS/REDUCE SIZE GOVERNMENT/RESTRICT GOVERNMENTS
 <23> MICHIGAN'S BUDGET CRISIS/SOLVE BUDGET ISSUES

 <91> MISCELLANEOUS <90> NOTHING/EVERYTHING IS FINE
 <98> DO NOT KNOW <99> REFUSED/NO ANSWER
 @

>educ6< [#settime educstart]

Michigan is currently facing a projected deficit of 1.8 billion dollars next fiscal year. Because Michigan has a balanced budget requirement, the shortfall will have to be filled with spending cuts or revenue increases. Of the following budget categories, which [bold]one[n] do you think should be protected the [bold]most[n] from spending cuts?

[if random1 eq <1>]
 Would you say economic development, education, public health, public safety, or transportation?

<1> ECONOMIC DEVELOPMENT
 <2> EDUCATION
 <3> PUBLIC HEALTH
 <4> PUBLIC SAFETY
 <5> TRANSPORTATION

[endif]
 [if random1 eq <2>]
 Would you say education, public health, public safety, transportation or economic development?

<2> EDUCATION
 <3> PUBLIC HEALTH
 <4> PUBLIC SAFETY
 <5> TRANSPORTATION
 <1> ECONOMIC DEVELOPMENT

[endif]
 [if random1 eq <3>]
 Would you say public health, public safety, transportation, economic development, or education?

<3> PUBLIC HEALTH
 <4> PUBLIC SAFETY
 <5> TRANSPORTATION
 <1> ECONOMIC DEVELOPMENT
 <2> EDUCATION

[endif]

[if random1 eq <4>]
Would you say public safety, transportation, economic development, education, or public health?

- <4> PUBLIC SAFETY
- <5> TRANSPORTATION
- <1> ECONOMIC DEVELOPMENT
- <2> EDUCATION
- <3> PUBLIC HEALTH

[endif]

[if random1 eq <5>]
Would you say transportation, economic development, education, public health or public safety?

- <5> TRANSPORTATION
- <1> ECONOMIC DEVELOPMENT
- <2> EDUCATION
- <3> PUBLIC HEALTH
- <4> PUBLIC SAFETY

[endif]

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED/NO ANSWER>]

@

>ela<

The next set of questions focus on K through 12 education in Michigan.

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

- <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> [commandbutton <DO NOT KNOW>]
- <99> [commandbutton <REFUSED/NO ANSWER>]

@

>elb<

(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 [bold]your local[n] public schools?

- <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> [commandbutton <DO NOT KNOW>]
<99> [commandbutton <REFUSED/NO ANSWER>]
@

>educ7<

Which [bold]one[n] of the following subjects do you think is the [bold]most[n] important for students to learn in order to do well later in life?

[if random2 eq <1>]

Would you say history and geography, language arts (English), mathematics, or science?

<1> HISTORY AND GEOGRAPHY
<2> LANGUAGE ARTS (ENGLISH)
<3> MATHEMATICS
<4> SCIENCE

[endif]

[if random2 eq <2>]

Would you say language arts (English), mathematics, science, or history and geography?

<2> LANGUAGE ARTS (ENGLISH)
<3> MATHEMATICS
<4> SCIENCE
<1> HISTORY AND GEOGRAPHY

[endif]

[if random2 eq <3>]

Would you say mathematics, science, history and geography or language arts (English)?

<3> MATHEMATICS
<4> SCIENCE
<1> HISTORY AND GEOGRAPHY
<2> LANGUAGE ARTS (ENGLISH)

[endif]

[if random2 eq <4>]

Would you say science, history and geography, language arts (English) or mathematics?

<4> SCIENCE
<1> HISTORY AND GEOGRAPHY
<2> LANGUAGE ARTS (ENGLISH)
<3> MATHEMATICS

[endif]

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED/NO ANSWER>]

@

>educ1<

Next I would like to read you a statement and have you tell me if you think it accurately

reflects U.S. students.

U.S. students do poorly on international tests of mathematics knowledge compared with students in other countries.

Do you believe this is an accurate picture of how our schools are doing?

- <1> YES
- <2> NO
- <3> BOTH YES/NO/SOMEWHAT (R VOLUNTEERS)
- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED/NO ANSWER>]

@

>educ2b<

Do you think students in the U.S. should be expected to learn as much mathematics as typical students learn in the highest-achieving nations?

Would you say definitely yes, probably yes, probably not, or definitely not?

- <1> DEFINITELY YES
- <2> PROBABLY YES
- <3> PROBABLY NOT
- <4> DEFINITELY NOT
- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED/NO ANSWER>]

@

>educ5<

By nearly all measures, the performance of U.S. students in mathematics is relatively weak. What sort of effect do you think this will have on our economic growth?

Would you say a major effect, a minor effect, or no effect at all?

- <1> MAJOR EFFECT
- <2> MINOR EFFECT
- <3> NO EFFECT AT ALL
- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED/NO ANSWER>]

@

>educ2a<

Thinking of your own children, grandchildren, or other children with whom you are close, how important do you think it is for young people to learn math beyond simple arithmetic in order get a good job and be successful in life?

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

- <1> VERY IMPORTANT
- <2> SOMEWHAT IMPORTANT
- <3> NOT VERY IMPORTANT
- <4> NOT IMPORTANT AT ALL
- <8>[commandbutton <DO NOT KNOW>]

<9>[commandbutton <REFUSED/NO ANSWER>]

@

>educ3a<

Would you support your local school district requiring more demanding mathematics for students even if it meant . . .

More homework for your child, grandchild, or relative?

<1> YES
<2> NO

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED/NO ANSWER>]

@

>educ3b<

(Would you support your local school district requiring more demanding mathematics for students even if it meant . . .)

more children, at least at first, might fail?

<1> YES
<2> NO

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED/NO ANSWER>]

@

>educ3c<

(Would you support your local school district requiring more demanding mathematics for students even if it meant . . .)

your child, grandchild, or relative would need to study more or work harder?

<1> YES
<2> NO

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED/NO ANSWER>]

@

>edp1<

In your opinion, do [bold]today's[n] high school graduates need [bold]more, less, or about the same[n] amount of mathematics than high school graduates 15 years ago?

<1> MORE
<2> LESS
<3> ABOUT THE SAME

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]

@

>edp2<

How important is it for students to take math every year they are in school including all four years of high school?

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

- <1> VERY IMPORTANT
- <2> SOMEWHAT IMPORTANT
- <3> NOT VERY IMPORTANT
- <4> NOT IMPORTANT AT ALL

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>edu15<

How prepared do you think students leaving middle school (that is, sixth, seventh, and eight grade) are to learn high-school level mathematics?

Would you say very prepared, somewhat prepared, somewhat unprepared or very unprepared?

- <1> VERY PREPARED
- <2> SOMEWHAT PREPARED
- <3> SOMEWHAT UNPREPARED
- <4> VERY UNPREPARED

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED/NO ANSWER>]

@

>edp3<

Which of the following mathematics courses do you think should be [bold]required[n] to graduate from high school in Michigan?

Algebra 1 (which is basic algebra)?

- <1> YES
- <2> NO

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>edp4<

Geometry?

(Should this course be required to graduate from high school in Michigan?)

- <1> YES
- <2> NO

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>edp5<

Algebra 2 (which is advanced algebra)?

(Should this course be required to graduate from high school in Michigan?)

<1> YES

<2> NO

<8>[commandbutton <DO NOT KNOW>]

<9>[commandbutton <REFUSED THIS QUESTION>]

@

>edp7a<

Pre-calculus?

(Should this course be required to graduate from high school in Michigan?)

<1> YES

<2> NO

<8>[commandbutton <DO NOT KNOW>]

<9>[commandbutton <REFUSED THIS QUESTION>]

@

>educ4<

In Michigan, a student is required to pass Algebra II or advanced algebra in order to graduate high school with a diploma.

Do you believe the course might be too difficult for all children to pass and the state should consider dropping the course as a requirement for all students?

Would you say definitely yes, probably yes, probably not, or definitely not?

<1> DEFINITELY YES

<2> PROBABLY YES

<3> PROBABLY NOT

<4> DEFINITELY NOT

<8>[commandbutton <DO NOT KNOW>]

<9>[commandbutton <REFUSED/NO ANSWER>]

@

>educ11<

The state of Michigan recently adopted Common Core education standards. To what extent are you familiar with the Common Core?

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

<1> VERY FAMILIAR

<2> SOMEWHAT FAMILIAR

<3> NOT VERY FAMILIAR

<4> NOT FAMILIAR AT ALL

<8>[commandbutton <DO NOT KNOW>]

<9>[commandbutton <REFUSED THIS QUESTION>]

@

>educ12<

A group of governors and business and education leaders from over 40 states including Michigan have developed a common definition of the content to be covered at each grade level for the teaching of mathematics and English in Grades 1 through 12. The goal of these common grade level expectations is to ensure that all children in these states study the same mathematics and English content each year.

Do you think this is a good idea or do you think each local community should determine their own mathematics and English content?

- <1> GOOD IDEA FOR COMMON CORE
- <2> CONTENT SHOULD BE DETERMINED LOCALLY
- <3> DEPENDS/BOTH/UNSURE (R VOLUNTEERS)
- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>edp10<

Do you think adopting these common grade level expectations for [bold]mathematics[n] would increase, decrease or have no effect on student performance in Michigan?

- <1> INCREASE
- <2> DECREASE
- <3> HAVE NO EFFECT
- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>educ16<

Some schools in Michigan have been labeled by the state as failing or underperforming schools.

What do you think is the [bold]most important[n] reason why these schools have struggled?

[if random1 eq <3>]

Would you say poorly prepared teachers, ineffective school administrators, lack of resources, the lack of parent involvement, or a weak curriculum?

- <1> POORLY PREPARED TEACHERS
- <2> INEFFECTIVE SCHOOL ADMINISTRATORS
- <3> LACK OF RESOURCES
- <4> LACK OF PARENT INVOLVEMENT
- <5> WEAK CURRICULUM

[endif]

[if random1 eq <4>]

Would you say ineffective school administrators, lack of resources, the lack of parent involvement, a weak curriculum, or poorly prepared teachers?

- <2> INEFFECTIVE SCHOOL ADMINISTRATORS
- <3> LACK OF RESOURCES
- <4> LACK OF PARENT INVOLVEMENT
- <5> WEAK CURRICULUM
- <1> POORLY PREPARED TEACHERS

[endif]

[if random1 eq <5>]

Would you say a lack of resources, the lack of parent involvement, a weak curriculum, poorly prepared teachers, or ineffective school administrators?

- <3> LACK OF RESOURCES
- <4> LACK OF PARENT INVOLVEMENT
- <5> WEAK CURRICULUM
- <1> POORLY PREPARED TEACHERS
- <2> INEFFECTIVE SCHOOL ADMINISTRATORS

[endif]

[if random1 eq <1>]

Would you say the lack of parent involvement, a weak curriculum, poorly prepared teachers, ineffective school administrators, or a lack of resources?

- <4> LACK OF PARENT INVOLVEMENT
- <5> WEAK CURRICULUM
- <1> POORLY PREPARED TEACHERS
- <2> INEFFECTIVE SCHOOL ADMINISTRATORS
- <3> LACK OF RESOURCES

[endif]

[if random1 eq <2>]

Would you say a weak curriculum, poorly prepared teachers, ineffective school administrators, a lack of resources, or the lack of parent involvement?

- <5> WEAK CURRICULUM
- <1> POORLY PREPARED TEACHERS
- <2> INEFFECTIVE SCHOOL ADMINISTRATORS
- <3> LACK OF RESOURCES
- <4> LACK OF PARENT INVOLVEMENT

[endif]

<8>[commandbutton <DO NOT KNOW>]

<9>[commandbutton <REFUSED THIS QUESTION>]

@

>educ16a<

What do you think is the [bold]second[n] most important reason why these schools have been labeled as failing or underperforming?

[if educ16 eq <1>]

Would you say ineffective school administrators, a lack of resources, the lack of parent involvement, or a weak curriculum?

- <2> INEFFECTIVE SCHOOL ADMINISTRATORS
- <3> LACK OF RESOURCES
- <4> LACK OF PARENT INVOLVEMENT
- <5> WEAK CURRICULUM

[endif]

[if educ16 eq <2>]

Would you say poorly prepared teachers, a lack of resources, lack of parent involvement, or a weak curriculum?

- <1> POORLY PREPARED TEACHERS
- <3> LACK OF RESOURCES
- <4> LACK OF PARENT INVOLVEMENT
- <5> WEAK CURRICULUM

[endif]

[if educ16 eq <3>]

Would you say poorly prepared teachers, ineffective school administrators, lack of parent involvement, or a weak curriculum?

- <1> POORLY PREPARED TEACHERS
- <2> INEFFECTIVE SCHOOL ADMINISTRATORS
- <4> LACK OF PARENT INVOLVEMENT
- <5> WEAK CURRICULUM

[endif]

[if educ16 eq <4>]

Would you say poorly prepared teachers, ineffective school administrators, a lack of resources, or a weak curriculum?

- <1> POORLY PREPARED TEACHERS
- <2> INEFFECTIVE SCHOOL ADMINISTRATORS
- <3> LACK OF RESOURCES
- <5> WEAK CURRICULUM

[endif]

[if educ16 eq <5>]

Would you say poorly prepared teachers, ineffective school administrators, a lack of resources, or lack of parent involvement?

- <1> POORLY PREPARED TEACHERS
- <2> INEFFECTIVE SCHOOL ADMINISTRATORS
- <3> LACK OF RESOURCES
- <4> LACK OF PARENT INVOLVEMENT

[endif]

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>spadq< [#settime educstop][#settime spadstart]

In Michigan, money for school districts is paid out of the School Aid Fund, while money for higher education has traditionally been paid out of the General Fund. However, the State Constitution currently allows School Aid Fund dollars to be spent on higher education. A Constitutional Amendment has been proposed to prohibit using any School Aid Fund money for higher education. This has the potential to protect funding for K through 12 schools, but it could limit the state's options for funding higher education.

Would you favor or oppose this Amendment?

- <1> FAVOR
- <2> OPPOSE
- <8> [commandbutton <DO NOT KNOW>]
- <9> [commandbutton <REFUSED/NO ANSWER>]

@

>jball1< [#settime spadstop][#settime jballstart]

In order to turn around Michigan's economy, K through 12 education needs to have all students college or workforce ready by the end of their senior year of high school. All students in the 11th grade are required to take the A.C.T. The A.C.T. test measures college and workforce readiness, and is used by all Michigan colleges for eligibility and placement.

The state also requires districts to administer a series of tests called the MEAP, which includes a Social Studies test given in the ninth grade.

Some Michigan districts also use two other tests, PLAN and EXPLORE. Research has shown that A.C.T. scores are likely to be raised substantially if students take PLAN and EXPLORE. Also, PLAN and EXPLORE can be used to identify students who are at risk for failing or for dropping out.

About half of Michigan school districts administer PLAN and EXPLORE. The districts that do not administer the tests, cite the lack of financial resources. The cost to administer PLAN and EXPLORE is comparable to the cost of administering the Social Studies MEAP.

How important do you think it is for students to take the Social Studies MEAP?

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

- <1> VERY IMPORTANT
- <2> SOMEWHAT IMPORTANT
- <3> NOT VERY IMPORTANT
- <4> NOT IMPORTANT AT ALL

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED/NO ANSWER>]

@

>jball2<

How important do you think it is for students to take PLAN and EXPLORE?

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

- <1> VERY IMPORTANT
- <2> SOMEWHAT IMPORTANT
- <3> NOT VERY IMPORTANT
- <4> NOT IMPORTANT AT ALL

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED/NO ANSWER>]

@

>jball3<

Would you favor or oppose eliminating the Social Studies MEAP requirement, in order to fund PLAN and EXPLORE?

- <1> FAVOR
- <2> OPPOSE

- <8> [commandbutton <DO NOT KNOW>]
- <9> [commandbutton <REFUSED/NO ANSWER>]

@

>jball4<

Would you favor or oppose Michigan schools using PLAN and EXPLORE in addition to the Social Studies MEAP even if it meant taking funds from other programs?

- <1> FAVOR
- <2> OPPOSE

- <8> [commandbutton <DO NOT KNOW>]
- <9> [commandbutton <REFUSED/NO ANSWER>]

@

>ta1< [#settime jballstop][#settime volstart]

Next, I would like to ask you some questions about [bold]charitable giving and volunteering. [n]

I would like to read you some statements about charitable organizations and have you tell me to what extent you agree or disagree with each.

The need for charitable organizations is greater now than five years ago.

Would you say you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?

- <1> STRONGLY AGREE
- <2> SOMEWHAT AGREE

<3> SOMEWHAT DISAGREE
<4> STRONGLY DISAGREE

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]

@

>ta2<

Charitable organizations are more effective now in providing services than they were five years ago.

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

<1> STRONGLY AGREE
<2> SOMEWHAT AGREE
<3> SOMEWHAT DISAGREE
<4> STRONGLY DISAGREE

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]

@

>ta4<

Most charitable organizations are honest and ethical in their use of donated funds.

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

<1> STRONGLY AGREE
<2> SOMEWHAT AGREE
<3> SOMEWHAT DISAGREE
<4> STRONGLY DISAGREE

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]

@

>ta5<

Generally, charitable organizations play a major role in making our communities better places to live.

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

<1> STRONGLY AGREE
<2> SOMEWHAT AGREE
<3> SOMEWHAT DISAGREE
<4> STRONGLY DISAGREE

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]

@

>ta6<

Charitable organizations provide many social, health, and educational services to the public that were once provided by the government. Under Michigan law, charitable organizations are exempt from paying certain taxes because their services benefit the public.

In your opinion, should charitable organizations continue to be exempt from paying certain taxes?

- <1> YES, CONTINUE TO BE EXEMPT
- <5> NO, SHOULD PAY TAXES

- <7>[#specify] OTHER: MISCELLANEOUS

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>v1<

Now, thinking about your [bold]own[n] charitable giving. . .

Did you or any member of your household contribute [bold]money, property, or both [n]to a charity or nonprofit organization last year, that is in 2010?

- <1> YES
- <5> NO[goto v5]

- <8> [goto v5][commandbutton <DO NOT KNOW>]
- <9> [goto v5][commandbutton <REFUSED/NO ANSWER>]

@

>v4<

Do you think that your household will contribute [bold]more, less, or about the same[n] in 2011 as you did in 2010?

- <1> MORE
- <3> LESS
- <5> ABOUT THE SAME

- <8>[commandbutton <DO NOT KNOW>]
- <9>[commandbutton <REFUSED THIS QUESTION>]

@

>v5<

Next, I have some questions about [bold]volunteer[n] activities.

Last year, [bold]that is, in 2010[n], did you [bold]volunteer[n] for any type of organization such as your church, your child's school, or another non-profit organization?

[red][bold]IWER: "An example of a non-profit would be the Red Cross, the Salvation Army, Volunteers of America, the Humane Society".[n]

- <1> YES
- <5> NO

- <8> [commandbutton <DO NOT KNOW>]
- <9> [commandbutton <REFUSED/NO ANSWER>]

@

>newv5<

Last year, ([bold]that is in 2010[n]), did you do any [bold]informal[n] volunteer work such as helping family, friends, or neighbors?

- <1> YES
- <5> NO

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED/NO ANSWER>]

@

>v8<

Do you think that you will volunteer [bold]more, less, or about the same[n] in 2011 as you did in 2010?

<1> MORE
<3> LESS
<5> ABOUT THE SAME

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED/NO ANSWER>]

@

>volopp< [if v5 ge <5> and newv5 ge <5> goto av1]

Where do you find out about volunteer opportunities available in your community?

0 OTHER: SPECIFY[#specify]
<1> FAMILY, FRIENDS - PEOPLE INVOLVED IN ACTIVITY
<2> CHILDREN INVOLVED IN ACTIVITY
<3> CHURCH/THROUGH RELIGIOUS ORGANIZATION
<4> SCHOOL
<5> PREVIOUS INVOLVEMENT/KNOWLEDGE ORGANIZATION/PROGRAM
<6> WORK/JOB
<7> TV, RADIO, NEWSPAPER, PAMPHLETS, DIRECT MAILING
<8> INTERNET, SOCIAL NETWORKING SITES
<9> COMMUNITY BASED ORGANIZATION
<10> SUPPORT GROUPS

<90> MISCELLANEOUS-NEC
<98>[commandbutton <DO NOT KNOW>]
<99>[commandbutton <REFUSED/NO ANSWER>]

@

>av1< [if v1 ge <5> and v5 ge <5> and newv5 ge <5> goto CD1]

For each of the following, please tell me how much each has influenced your decision to volunteer or give to charity.

Your family?

Would you say they have influenced your decision to volunteer or give to charity a great deal, some, a little or none at all?

<1> A GREAT DEAL
<2> SOME
<3> A LITTLE
<4> NONE AT ALL

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED/NO ANSWER>]

@

>av2<

Your friends?

Would you say they have influenced your decision to volunteer or give to charity a great deal, some, a little or none at all?

<1> A GREAT DEAL
<2> SOME
<3> A LITTLE
<4> NONE AT ALL

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED/NO ANSWER>]

@

>av3<

Your school or the school that your children or neighborhood children attend?

(Would you say it has influenced your decision to volunteer or give to charity a great deal, some, a little or none at all?)

<1> A GREAT DEAL
<2> SOME
<3> A LITTLE
<4> NONE AT ALL

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED/NO ANSWER>]

@

>av4<

Your co-workers or supervisor?

(Would you say they have influenced your decision to volunteer or give to charity a great deal, some, a little or none at all?)

<1> A GREAT DEAL
<2> SOME
<3> A LITTLE
<4> NONE AT ALL

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED/NO ANSWER>]

@

>av5<

Your church, synagogue, or other religious organization?

(Would you say they have influenced your decision to volunteer or give to charity a great deal, some, a little or none at all?)

<1> A GREAT DEAL
<2> SOME
<3> A LITTLE
<4> NONE AT ALL

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED/NO ANSWER>]

@

>CD1< [loc 19/1][#settime volstop]

Finally, I have a some background questions for you.

[bold][green]RECORD PERSONS SEX AT THIS SCREEN: IF UNSURE USE THIS PROBE: "I need to verify that I am speaking with a (male/female) adult? [n]

<1> MALE
<2> FEMALE

@

>CD2<

In what year were you born?

19 <10-92>

<8> DO NOT KNOW
<9> REFUSED

@

>CD3<

What is the highest level of education you have completed?

<0> DID NOT GO TO SCHOOL
<1> 1st GRADE
<2> 2nd GRADE
<3> 3rd GRADE
<4> 4th GRADE
<5> 5th GRADE
<6> 6th GRADE
<7> 7th GRADE
<8> 8th GRADE
<9> 9th GRADE
<10> 10th GRADE
<11> 11th GRADE

<12> HIGH SCHOOL GRADUATE OR GED HOLDER

<13> 1st YEAR COLLEGE
<14> 2nd YEAR COLLEGE
<20> TECHNICAL/JUNIOR COLLEGE GRADUATE
<15> 3rd YEAR COLLEGE
<16> COLLEGE GRADUATE (FOUR YEARS)
<17> SOME POST GRADUATE
<18> GRADUATE DEGREE

<98>[commandbutton <DO NOT KNOW>]
<99>[commandbutton <REFUSED THIS QUESTION>]

@

>CD5a<

Are you of Hispanic, Latino, or Spanish origin?

<1> YES-HISPANIC/LATINO/SPANISH ORIGIN
<5> NO-[bold]NOT[n] HISPANIC/LATINO/SPANISH ORIGIN

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]

@

>CD4< [open @a][open @b][open @c][open @d][open @e][open @f][open @g][open @done]

What is your race?

(Would you say white or Caucasian, African American or black, Hawaiian or other Pacific Islander, Asian, or American Indian or Alaska Native?)

[red]IWER: CHECK ALL THAT APPLY - IF R REFUSES THE QUESTION PLEASE SELECT DONE[n]

@a WHITE OR CAUCASIAN
@b BLACK OR AFRICAN AMERICAN
@c HAWAIIAN OR OTHER PACIFIC ISLANDER
@d ASIAN
@e AMERICAN INDIAN OR ALASKA NATIVE
@f Other
@g REFUSED

[nodata button <DONE>] @done

[@a][checkbox] <1> YES <5> NO
[@b][checkbox] <1> YES <5> NO
[@c][checkbox] <1> YES <5> NO
[@d][checkbox] <1> YES <5> NO
[@e][checkbox] <1> YES <5> NO
[@f][checkbox] <1> YES <5> NO
[@g][checkbox] <1> YES <5> NO

>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)?

<0> NONE; NO RELIGIOUS GROUP
<1> CATHOLIC; ROMAN CATHOLIC, ORTHODOX
<2> ISLAMIC/MUSLIM
<3> JEWISH
<4> PROTESTANT (include: Baptist, Methodist, Lutheran, Episcopalian, etc)
<5> OTHER [bold]NON[n]-CHRISTIAN (include: Universal Unitarian, Hindu, Druid)
<6> OTHER CHRISTIAN (include: Jehovah Witness, Mormon, 7th Day Adventist, etc)

<7> OTHER-NEC

90 [#specify] SPECIFY:OTHER

<98>[commandbutton <DO NOT KNOW>]
<99>[commandbutton <REFUSED THIS QUESTION>]

@

>CD7<

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

<1> REPUBLICAN
<4> INDEPENDENT
<7> DEMOCRAT

<0> ANOTHER PARTY, THIRD PARTY, ETC

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]

@a

[if CD7@a eq <1>]

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

<1> STRONG REPUBLICAN
<2> NOT A VERY STRONG REPUBLICAN

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]

@b

```
[endif]
[if CD7@a eq <7>]
```

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

```
<7> STRONG DEMOCRAT
<6> NOT A VERY STRONG DEMOCRAT

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]
```

@c

```
[endif]
[if CD7@a eq <4> or CD7@a eq <0>]
```

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

```
<3> REPUBLICAN
<4> NEITHER (R PROVIDED)
<5> DEMOCRAT

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]
```

@d

```
[endif]
```

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

>P17<

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

```
<1> CONSERVATIVE
<4> MODERATE
<7> LIBERAL

<0> OTHER

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]
```

@a

```
[if P17@a eq <1>]
```

Would you consider yourself very conservative or somewhat conservative?

```
<1> VERY CONSERVATIVE
<2> SOMEWHAT CONSERVATIVE

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]
```

@b

```
[endif]
```

[if P17@a eq <7>]

Would you consider yourself very liberal or somewhat liberal?

<7> VERY LIBERAL

<6> SOMEWHAT LIBERAL

<8>[commandbutton <DO NOT KNOW>]

<9>[commandbutton <REFUSED THIS QUESTION>]

@c

[endif]

[if P17@a eq <4> or P17@a eq <0>]

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

<3> CLOSER TO THE CONSERVATIVE

<4> IN THE MIDDLE

<5> CLOSER TO THE LIBERAL SIDE

<8>[commandbutton <DO NOT KNOW>]

<9>[commandbutton <REFUSED THIS QUESTION>]

@d

[endif]

>ideology< [allow 1]

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

>CD8<

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

<1> MARRIED, REMARRIED

<2> DIVORCED

<3> SEPARATED

<4> WIDOWED

<5> MEMBER OF AN UNMARRIED COUPLE

<6> SINGLE, NEVER BEEN MARRIED

<0>[#specify] OTHER: MISCELLANEOUS-NEC

<8>[commandbutton <DO NOT KNOW>]

<9>[commandbutton <REFUSED THIS QUESTION>]

@

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

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

@ NUMBER OF ADULTS

```
[red]IWER: USE '9' FOR DONT KNOW OR REFUSED[n]
[red]DOUBLE CLICK ON ANSWER TO ADVANCE SCREEN[n]
```

```
[@]
[listbox ListBox1]
[choices are <1><2><3><4><5><6><7><9><10>]
[allow 2]
```

>CD11<

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

@ NUMBER OF CHILDREN

```
[red]IWER: USE '9' FOR DONT KNOW OR REFUSED[n]
[red]DOUBLE CLICK ON ANSWER TO ADVANCE SCREEN[n]
```

```
[@]
[listbox ListBox2]
[choices are <0><1><2><3><4><5><6><7><9>]
[allow 1]
```

>tasky< [if CD11 eq <0> or CD11 ge <9> goto CD15]

>CD11a<

```
[if CD11 eq <1>]
Is your child of school-age?
[endif]
[if CD11 ge <2>]
Are any of your children school-age?
[endif]

<1> YES
<2> [goto CD15]NO

<8>[goto CD15][commandbutton <DO NOT KNOW>]
<9>[goto CD15][commandbutton <REFUSED THIS QUESTION>]

@
```

>school< [open @a][open @b][open @c][open @d][open @e][open @done]

```
[if CD11 eq <1>]
Does your child attend a public school, a private school, are home-schooled
or something else?
[endif]
[if CD11 ge <2>]
Do your children attend a public school, a private school, are home-schooled
or something else?
[endif]
```

```
[red]IWER: CHECK ALL THAT APPLY[n]
```

```
@a PUBLIC SCHOOL
@b PRIVATE SCHOOL: INCLULDE RELIGIOUS OR PAROCHIAL
@c HOME SCHOOLED
@d CHARTER SCHOOL
```

```
@e DON'T KNOW/REFUSED
```

```
[nodata button <DONE>] @done
```

[@a][checkbox] <1> YES, PUBLIC <5> NO, PUBLIC
[@b][checkbox] <1> YES, PRIVATE <5> NO, PRIVATE
[@c][checkbox] <1> YES, HOME SCHOOLED <5> NO, HOMESCHOOLED
[@d][checkbox] <1> YES, CHARTER SCHOOL <5> NO, CHARTER
[@e][checkbox] <1> YES, REFUSED <5> NO, REFUSED

>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?

[bold][green]IWER: IT IS IMPORTANT TO MAKE EVERY EFFORT TO PRE-CODE RESPONDENT RESPONSE. IF R STATES ANYTHING THAT YOU ARE UNSURE HOW TO CODE SUCH AS 'SELF EMPLOYED, FREELANCE, CONTRACT WORKER' - PROBE WITH "Would you say that is more of a full time or part time job".[n]

<1> WORK FULL TIME
<2> WORK PART TIME

<3> WORK AND GO TO SCHOOL
<4> THE ARMED FORCES
<5> HAVE A JOB, BUT NOT AT WORK LAST WEEK (ON VACATION, SICK LEAVE, ETC)

<6> UNEMPLOYED, LAID OFF, LOOK FOR WORK
<7> RETIRED

<8> SCHOOL FULL TIME
<9> HOMEMAKER
<10> DISABLED

0 [#specify] SPECIFY:OTHER

<97> MISCELLANEOUS-NEC
<98> [commandbutton <DO NOT KNOW>]
<99> [commandbutton <REFUSED THIS QUESTION>]

@

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

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

<1> [goto UN3]YES
<5> NO

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]

@

>UN2<

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

<1> YES
<5> NO

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]

@

>UN3< [if CD10 eq <1> goto inca]

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

<1> YES
<5> NO

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]
@

>inca<

To get a picture of people's financial situations, we'd like to know the general [bold]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 [bold]household's[n] total annual income from all sources (including your job), did your household receive \$40,000 or more in 2010?

<1> [goto incd] YES
<5> [goto incb] NO

<8> [goto income][commandbutton <DO NOT KNOW>]
<9> [goto income][commandbutton <REFUSED THIS QUESTION>]
@

>incb<

Was it less than \$20,000?

<1> [goto incc] YES
<5> [goto incca] NO

<8> [goto income][commandbutton <DO NOT KNOW>]
<9> [goto income] [commandbutton <REFUSED THIS QUESTION>]
@

>incca<

What is less than \$30,000?

<1>[goto income] YES
<5>[goto income] NO

<8> [goto income][commandbutton <DO NOT KNOW>]
<9> [goto income] [commandbutton <REFUSED THIS QUESTION>]
@

>incc<

Was it less than \$10,000?

<1>[goto income] YES
<5>[goto income] NO

<8> [goto income][commandbutton <DO NOT KNOW>]
<9>[goto income] [commandbutton <REFUSED THIS QUESTION>]
@

>incd<

Was it \$60,000 or more?

<1> [goto incg] YES
<5> [goto incf] NO

<8> [goto income][commandbutton <DO NOT KNOW>]
<9>[goto income] [commandbutton <REFUSED THIS QUESTION>]
@

>incf<

Was it \$50,000 or more?

<1>[goto income] YES
<5>[goto income] NO

<8> [goto income][commandbutton <DO NOT KNOW>]
<9>[goto income] [commandbutton <REFUSED THIS QUESTION>]
@

>incg<

Was it more than \$100,000?

<1>[goto inci] YES
<5> NO

<8> [goto income][commandbutton <DO NOT KNOW>]
<9>[goto income] [commandbutton <REFUSED THIS QUESTION>]
@

>inch<

Was it more than \$70,000?

<1> YES
<5> [goto income]NO

<8> [goto income][commandbutton <DO NOT KNOW>]
<9>[goto income] [commandbutton <REFUSED THIS QUESTION>]
@

>incha<

Was it more than \$90,000?

<1> [goto income]YES
<5> [goto income]NO

<8> [goto income][commandbutton <DO NOT KNOW>]
<9> [goto income] [commandbutton <REFUSED THIS QUESTION>]
@

>inci<

Was it more than \$150,000?

<1> [goto income]YES
<5> [goto income]NO

<8> [goto income][commandbutton <DO NOT KNOW>]
<9> [goto income] [commandbutton <REFUSED THIS QUESTION>]
@

>income< [allow 2]

>CD26<

How many [bold]different[n] phone numbers does your household have, not including cell phones?

@ NUMBER OF PHONE NUMBERS

[red]IWER: USE '9' FOR DONT KNOW OR REFUSED[n]

[red]DOUBLE CLICK ON ANSWER TO ADVANCE SCREEN[n]

[@]

[listbox ListBox3]

[choices are <1><2><3><4><5><6><7><9>]
[allow 1]

>X1<

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

<1> RURAL COMMUNITY
<2> SMALL CITY OR TOWN, VILLAGE
<3> A SUBURB
<4> URBAN COMMUNITY

<0>[#specify]MISCELLANEOUS-OTHER

<8> [commandbutton <DO NOT KNOW>]
<9> [commandbutton <REFUSED THIS QUESTION>]

@

>zipcode< [allow 5]

What is your zip code?

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

ZIP CODE - 48000 - 49999

<8>[commandbutton <DO NOT KNOW>]
<9>[commandbutton <REFUSED THIS QUESTION>]

@

[@] <48000-49999> ZIPPY CODE

>RI< [loc 20/1]

In a couple of months, we'd like to re-contact some of the people we've spoken with for another interview either over the phone or on the web. Would you be willing to participate again in a couple of months?

<1> YES
<5> [goto out]NO

<8> [commandbutton <DO NOT KNOW>]
<9> [goto out][commandbutton <REFUSED THIS QUESTION>]

@

>RIa<

Do you have an email address so that we may contact you to do the survey online instead of by phone?

Your email address will be kept confidential and will only be used for research purposes.

```
<1> YES
<3> [goto rname]NO, DO NOT WANT TO GIVE EMAIL ADDRESS OUT
<5> [goto rname]NO, HAVE NO EMAIL

<8> [goto rname][commandbutton <DO NOT KNOW>]
<9> [goto rname][commandbutton <REFUSED THIS QUESTION>]
```

@

>email<

What is your email address?

EMAIL ADDRESS: @

[@][allow 40]

>rname<

Can I get your first name so we know who to ask for when we re-contact you?

FIRST NAME: @

[@][allow 20]

>out<

```
[subtime educstart from educstop into educ]
[subtime jballstart from jballstop into jball]
[subtime volstart from volstop into voltime]
[subtime spadstart from spadstop into spad]
```

```
>contacts< [allow 2][loc 21/1][store TCNT in contacts]
>length<[allow 4][store TTIM in length]
>idate< [allow 8][store IDAT in idate]
>iwer< [allow 3][store INVW in iwer]
>males< [allow 2][store male in males]
>females< [allow 2][store female in females]
```

[goto MOD7]

```
>sexp< [allow 6]
[if isex eq <1>][store <MALE> in sexp][endif]
[if isex eq <2>][store <FEMALE> in sexp][endif]
[goto T120]
```

13. SPSS COMMANDS

TITLE "Michigan State of the State 58".

DATA LIST fixed records=4

FILE="x" /* Replace 'x' with full path name of your input data file.

```
/1      CASEID 1-5      ID1 1-5 (A)      R1 6 (A)
      cnty 7-11 (A)      regn 12 (A)      newreg5 13 (A)
      random1 14      random2 15      listed 16
      CC1 17      CC2 18      CC3 19
      CC4 20      CC5 21      CC6 22
      A1 23-24      PO1 25      PO2 26
      D10 27      D11 28      D12 29
      P4a 30-31      educ6 32      e1a 33-34
      e1b 35-36      educ7 37      educ1 38
      educ2b 39      educ5 40      educ2a 41
      educ3a 42      educ3b 43      educ3c 44
      edp1 45      edp2 46      edu15 47
      edp3 48      edp4 49      edp5 50
      edp7a 51      educ4 52      educ11 53
      educ12 54      edp10 55      educ16 56
      educ16a 57      spadq 58      jball11 59
      jball12 60      jball13 61      jball14 62
      ta1 63      ta2 64      ta4 65
      ta5 66      ta6 67      v1 68
      v4 69      v5 70      newv5 71
      v8 72      volopp 73-74      av1 75
      av2 76      av3 77      av4 78
      av5 79

/2      CD1 1      CD2 2-3      CD3 4-5
      CD5a 6      CD4@a 7      CD4@b 8
      CD4@c 9      CD4@d 10      CD4@e 11
      CD4@f 12      CD6 14-15      CD7@a 16
      CD7@b 17      CD7@c 18      CD7@d 19
      partyid 20      P17@a 21      P17@b 22
      P17@c 23      P17@d 24      ideology 25
      CD8 26      CD10 27-28      CD11 29
      CD11a 30      school@a 31      school@b 32
      school@c 33      school@d 34      school@e 35
      CD15 36-37      UN1 38      UN2 39
      UN3 40      inca 41      incb 42
      incca 43      incc 44      incd 45
      incf 46      incg 47      inch 48
      incha 49      inci 50      CD26 53
      X1 54      zipcode 55-59 (A)

/3      RI 1

/4      contacts 1-2 (A)      length 3-6 (A)      idate 7-14 (A)
      iwer 15-17 (A)      males 18-19 (A)      females 20-21 (A)
```

VARIABLE LABELS

```
CASEID 'case identification number' /
ID1 'ID1' /
R1 'Record' /
regn '1 upper pen' /
random1 'Random' /
random2 'Random2' /
listed 'Sample Type' /
CC1 'Past Financial' /
CC2 'Future Financial' /
CC3 'Current Financial' /
CC4 'Inflation Rate' /
CC5 'Unemployment Rate' /
CC6 'Business Conditions' /
A1 'Most Important Problem Community' /
PO1 'Obama Rating' /
PO2 'Syder Rating' /
D10 'Trust Federal Government' /
D11 'Trust State Government' /
```

D12 'Trust Local Government' /
P4a 'Governor Legislator Priority' /
educ6 'Area Protect State Budget' /
ela 'Rate School Michigan' /
elb 'Rate Local Schools' /
educ7 'Most Important Subject' /
educ1 'U.S. International Tests' /
educ2b 'U.S. Learning Expectations' /
educ5 'Math Performance - Economy' /
educ2a 'Importance Math Future' /
educ3a 'Support Math - Homework' /
educ3b 'Support Math - Failure Rate' /
educ3c 'Support Math - Children Work Harder' /
edp1 'Graduates Amount of Math' /
edp2 'Importance Math All 4 Years' /
edu15 'Prepared in Middle School' /
edp3 'Algebra I' /
edp4 'Geometry' /
edp5 'Algebra 2' /
edp7a 'Pre-Calculus' /
educ4 'Requirement: Algebra Graduate' /
educ11 'Familiar Common Core' /
educ12 'Support Common Core' /
edp10 'Effect Common Core' /
educ16 'Main Reason - Failing Schools' /
educ16a 'Additional Reason - Failing Schools' /
spadq 'School Aid Fund' /
jball1 'Importance Taking S.Studies MEAP' /
jball2 'Importance PLAN - EXPLORE' /
jball3 'Replacing MEAP with PLAN-EXPLORE' /
jball4 'PLAN-EXLPORE Additional Funding' /
ta1 'Need Charitable Orgs Greater' /
ta2 'Effective Providing Services' /
ta4 'Honest and Ethical' /
ta5 'Role Making Communities Better' /
ta6 'Exempt Paying Taxes' /
v1 'Donate Charity 2010' /
v4 'Future Charitable Giving' /
v5 'Formal Volunteering' /
newv5 'Informal Volunteering' /
v8 'Future Volunteering Efforts' /
volopp 'Find Volunteer Opportunities' /
av1 'Influence Family' /
av2 'Influence Friends' /
av3 'Influence School-Neighborhood School' /
av4 'Influence Co-workers/Supervisor' /
av5 'Influence Religious Organization' /
CD1 'Sex' /
CD2 'Year Birth' /
CD3 'Education Level' /
CD5a 'Ethnicity' /
CD4@a 'Race: White/Caucasian' /
CD4@b 'Race: Black-African American' /
CD4@c 'Race: Hawaiian-Pacific Islander' /
CD4@d 'Race: Asian' /
CD4@e 'Race: American Indian' /
CD4@f 'Race: Other' /
CD6 'Religion' /
CD7@a 'Political Association' /
CD7@b 'Republican' /
CD7@c 'Democrat' /
CD7@d 'Independent' /
partyid 'Party ID' /
P17@a 'Political Ideology' /
P17@b 'Conservative' /
P17@c 'Liberal' /
P17@d 'Middle Ideology' /
ideology 'Ideology' /
CD8 'Maritial Status' /

CD10 'Number Adults' /
 CD11 'Children HH' /
 CD11a 'Child/Children School Aged' /
 school@a 'Child(red): Public School' /
 school@b 'Child(red): Private School' /
 school@c 'Child(red): Home Schooled' /
 school@d 'Child(red): Home Schooled' /
 school@e 'Child(red): Refused' /
 CD15 'Employment Status' /
 UN1 'Union Member' /
 UN2 'Past Union' /
 UN3 'Union Family' /
 inca 'Income \$40,000 or More' /
 incb 'Income Less \$20,000' /
 incca 'Income Less \$30,000' /
 incc 'Income Less \$10,000' /
 incd 'Income \$60,000 More' /
 incf 'Income \$50,000 More' /
 incg 'Income \$100,000 More' /
 inch 'Income \$70,000 More' /
 incha 'Income \$90,000 More' /
 inci 'Income \$150,000 More' /
 CD26 'Phone Lines' /
 X1 'Type Community' /
 zipcode 'Zip Code' /
 RI 'Recontact' /
 contacts 'Contacts' /
 length 'IW Length' /
 idate 'IW Date' /
 iwer 'Interviewer' /
 males 'Males' /
 females 'Females' /
 .

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 (R PROVIDED)' 3 'WORSE OFF'
 8 'DO NOT KNOW' 9 'REFUSED' /
 CC2 1 'BETTER OFF' 2 'ABOUT THE SAME (R PROVIDED)' 3 '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' 2 'GO DOWN' 3 'STAY ABOUT THE SAME' 8 'DO NOT KNOW'
 9 'REFUSED' /
 CC5 1 'BETTER THAN' 2 'WORSE THAN' 3 'ABOUT THE SAME'
 8 'DO NOT KNOW' 9 'REFUSED' /
 CC6 1 'GOOD TIMES' 2 'BAD TIMES'
 3 'NEITHER GOOD NOR BAD; MEDIOCRE STAY THE SAME (R PROVIDED)'
 8 'DO NOT KNOW' 9 'REFUSED' /
 A1 1 'SCHOOL FINANCE/EDUCATION FUNDING'
 2 'EDUCATION QUALITY/IMPROVE EDUCATION' 9 'EDUCATION:GENERAL'
 10 'MEDICAL CARE/HEALTH CARE: GENERAL'
 11 'ELDERLY/MEDICAL CARE ELDERLY: MEDICARE'
 12 'RACISM/EQUAL OPPORTUNITIES' 13 'POVERTY/POOR'
 14 'HOMELESSNESS' 15 'HOUSING/AFFORDABLE HOUSING'
 16 'WELFARE REFORM/CUT WELFARE'
 17 'WELFARE EXPANSION/MORE PROGRAMS'
 20 'JOBS/CREATING JOBS/UNEMPLOYMENT'
 21 'ECONOMY/ECONOMIC GROWTH/STIMULATING THE ECONOMY'
 22 'OVER EXPANSION/TOO MUCH GROWTH' 23 'FARMING/DECLINE FARMING'
 24 'COST OF GOODS/INFLATION' 25 'FAMILY INCOME/FAMILY FINANCES'
 29 'FORECLOSURES/HOUSING CRISIS/PROPERTY VALUES'
 30 'TAXES: LOCAL/CITY/PROPERTY' 31 'LEADERSHIP/CITY LEADERS'
 32 'CORRUPTION: LOCAL LEVEL' 33 'TOO MUCH GOVERNMENT'
 34 'COURTS/JUDICIAL REFORM' 35 'TAXES: STATE/FEDERAL'
 36 'LEADERSHIP: STATE/FEDERAL GOVERNMENT'

37 'CORRUPTION: STATE/FEDERAL LEVEL' 38 'LACK OF REVENUE'
40 'THEFT' 41 'SAFETY/STREET VIOLENCE' 42 'GUN CONTROL'
43 'DRUGS/DRUG DEALERS' 44 'CRIME: GENERAL'
50 'GANGS/TEEN VIOLENCE' 51 'LACK ACTIVITIES YOUTH'
52 'TEENAGE PREGNANCY' 53 'YOUTH AND DRUGS'
54 'YOUTH DRINKING/ALC. ABUSE' 55 'PEER PRESSURE'
60 'DIVORCE/BROKEN HOMES/SINGLE PARENTS'
61 'CHILD ABUSE/CHILD ENDANGERMENT'
62 'DISCIPLINE/PARENTAL CONTROL' 63 'VALUES/MORALITY/RELIGION'
64 'FAMILY ALCOHOLISM/DRUG ABUSE' 70 'POLLUTION'
71 'JUNK/DIRTY CITY/BLIGHT' 72 'LANDFILLS' 73 'LAND USE'
74 'POPULATION GROWTH' 75 'LACK RECYCLING'
76 'WETLAND/NATURAL AREA' 80 'WATER/SEWERS'
81 'TRASH/GARBAGE COLLECTION' 82 'POLICE/MORE LAW ENFORCEMENT'
83 'FIRE/MORE FIRE PROTECTION'
84 'ROADS/ROAD REPAIR/STREET UPKEEP' 85 'TRANSPORTATION/BUSES'
86 'ANIMAL CONTROL' 87 'TRAFFIC CONGESTION/TRAFFIC'
91 'MISCELLANEOUS: OTHER' 98 'DO NOT KNOW' 99 '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' /
D10 1 'NEARLY ALWAYS OR MOST OF THE TIME' 2 'SOME OF THE TIME'
3 'SELDOM' 4 'ALMOST NEVER' 8 'DO NOT KNOW' 9 'REFUSED' /
D11 1 'NEARLY ALWAYS OR MOST OF THE TIME' 2 'SOME OF THE TIME'
3 'SELDOM' 4 'ALMOST NEVER' 8 'DO NOT KNOW' 9 'REFUSED' /
D12 1 'NEARLY ALWAYS OR MOST OF THE TIME' 2 'SOME OF THE TIME'
3 'SELDOM' 4 'ALMOST NEVER' 8 'DO NOT KNOW' 9 'REFUSED' /
P4a 1 'ECONOMY/ECONOMIC GROWTH/STIMULATING THE ECONOMY'
2 'JOBS/CREATING JOBS/UNEMPLOYMENT'
3 'HEALTH CARE/COST OF HEALTH CARE/HEALTH INSURANCE'
4 'CRIME/DRUGS/VIOLENCE' 5 'SCHOOL FUNDING/SCHOOL FINANCES'
6 'POVERTY/HOMELESS/SOCIAL PROGRAMS' 7 'WELFARE REFORM'
8 'TAXES/REDUCE TAXES' 9 'SENIORS/PRESCRIPTION DRUG COVERAGE'
10 'REDUCE BUDGETS/SIZE GOVERNMENT'
11 'MORAL ISSUES/ABORTION/FAMILY VALUES' 12 'FOREGIN POLICY'
13 'ENVIRONMENT' 14 'ROADS/HIGHWAYS/BRIDGES REPAIR'
15 'ELECTION REFORM' 16 'GUN CONTROL'
17 'JOB TRAINING/RETRAINING' 18 'DIVERSITY/RACE RELATIONS'
19 'TEACHER TESTING' 20 'REGULATION/DEREGULATION'
21 'EDUCATION QUALITY/STANDARDS'
22 'REDUCE BUDGETS/REDUCE SIZE GOVERNMENT/RESTRICT GOVERNMENTS'
23 'MICHIGAN'S BUDGET CRISIS/SOLVE BUDGET ISSUES'
29 'FORECLOSURES/HOUSING CRISIS/PROPERTY VALUES'
90 'NOTHING/EVERYTHING IS FINE' 91 'MISCELLANEOUS'
98 'DO NOT KNOW' 99 'REFUSED/NO ANSWER' /
educ6 1 'ECONOMIC DEVELOPMENT' 2 'EDUCATION' 3 'PUBLIC HEALTH'
4 'PUBLIC SAFETY' 5 'TRANSPORTATION' 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 'DO NOT 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 'DO NOT KNOW' 99 'REFUSED' /
educ7 1 'HISTORY AND GEOGRAPHY' 2 'LANGUAGE ARTS (ENGLISH)'
3 'MATHEMATICS' 4 'SCIENCE' 8 'DO NOT KNOW' 9 'REFUSED' /
educ1 1 'YES' 2 'NO' 3 'BOTH YES/NO/SOMEWHAT (R VOLUNTEERS)'
8 'DO NOT KNOW' 9 'REFUSED' /
educ2b 1 'DEFINITELY YES' 2 'PROBABLY YES' 3 'PROBABLY NOT'
4 'DEFINITELY NOT' 8 'DO NOT KNOW' 9 'REFUSED' /
educ5 1 'MAJOR EFFECT' 2 'MINOR EFFECT' 3 'NO EFFECT AT ALL'
8 'DO NOT KNOW' 9 'REFUSED' /
educ2a 1 'VERY IMPORTANT' 2 'SOMEWHAT IMPORTANT' 3 'NOT VERY IMPORTANT'
4 'NOT IMPORTANT AT ALL' 8 'DO NOT KNOW' 9 'REFUSED' /
educ3a 1 'YES' 2 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
educ3b 1 'YES' 2 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
educ3c 1 'YES' 2 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
edp1 1 'MORE' 2 'LESS' 3 'ABOUT THE SAME' 8 'DO NOT KNOW' 9 'REFUSED'
/
edp2 1 'VERY IMPORTANT' 2 'SOMEWHAT IMPORTANT' 3 'NOT VERY IMPORTANT'

edu15 4 'NOT IMPORTANT AT ALL' 8 'DO NOT KNOW' 9 'REFUSED' /
 1 'VERY PREPARED' 2 'SOMEWHAT PREPARED' 3 'SOMEWHAT UNPREPARED'
 4 'VERY UNPREPARED' 8 'DO NOT KNOW' 9 'REFUSED' /
 edp3 1 'YES' 2 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 edp4 1 'YES' 2 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 edp5 1 'YES' 2 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 edp7a 1 'YES' 2 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 educ4 1 'DEFINITELY YES' 2 'PROBABLY YES' 3 'PROBABLY NOT'
 4 'DEFINITELY NOT' 8 'DO NOT KNOW' 9 'REFUSED' /
 educ11 1 'VERY FAMILIAR' 2 'SOMEWHAT FAMILIAR' 3 'NOT VERY FAMILIAR'
 4 'NOT FAMILIAR AT ALL' 8 'DO NOT KNOW' 9 'REFUSED' /
 educ12 1 'GOOD IDEA FOR COMMON CORE'
 2 'CONTENT SHOULD BE DETERMINED LOCALLY'
 3 'DEPENDS/BOTH/UNSURE (R VOLUNTEERS)' 8 'DO NOT KNOW'
 9 'REFUSED' /
 edp10 1 'INCREASE' 2 'DECREASE' 3 'HAVE NO EFFECT' 8 'DO NOT KNOW'
 9 'REFUSED' /
 educ16 1 'POORLY PREPARED TEACHERS'
 2 'INEFFECTIVE SCHOOL ADMINISTRATORS' 3 'LACK OF RESOURCES'
 4 'LACK OF PARENT INVOLVEMENT' 5 'WEAK CURRICULUM'
 8 'DO NOT KNOW' 9 'REFUSED' /
 educ16a 1 'POORLY PREPARED TEACHERS'
 2 'INEFFECTIVE SCHOOL ADMINISTRATORS' 3 'LACK OF RESOURCES'
 4 'LACK OF PARENT INVOLVEMENT' 5 'WEAK CURRICULUM'
 8 'DO NOT KNOW' 9 'REFUSED' /
 spadq 1 'FAVOR' 2 'OPPOSE' 8 'DO NOT KNOW' 9 'REFUSED' /
 jball1 1 'VERY IMPORTANT' 2 'SOMEWHAT IMPORTANT' 3 'NOT VERY IMPORTANT'
 4 'NOT IMPORTANT AT ALL' 8 'DO NOT KNOW' 9 'REFUSED' /
 jball2 1 'VERY IMPORTANT' 2 'SOMEWHAT IMPORTANT' 3 'NOT VERY IMPORTANT'
 4 'NOT IMPORTANT AT ALL' 8 'DO NOT KNOW' 9 'REFUSED' /
 jball3 1 'FAVOR' 2 'OPPOSE' 8 'DO NOT KNOW' 9 'REFUSED' /
 jball4 1 'FAVOR' 2 'OPPOSE' 8 'DO NOT KNOW' 9 'REFUSED' /
 ta1 1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
 4 'STRONGLY DISAGREE' 8 'DO NOT KNOW' 9 'REFUSED' /
 ta2 1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
 4 'STRONGLY DISAGREE' 8 'DO NOT KNOW' 9 'REFUSED' /
 ta4 1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
 4 'STRONGLY DISAGREE' 8 'DO NOT KNOW' 9 'REFUSED' /
 ta5 1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
 4 'STRONGLY DISAGREE' 8 'DO NOT KNOW' 9 'REFUSED' /
 ta6 1 'YES, CONTINUE TO BE EXEMPT' 5 'NO, SHOULD PAY TAXES'
 7 'OTHER: MISCELLANEOUS' 8 'DO NOT KNOW' 9 'REFUSED' /
 v1 1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 v4 1 'MORE' 3 'LESS' 5 'ABOUT THE SAME' 8 'DO NOT KNOW' 9 'REFUSED'
 /
 v5 1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 newv5 1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 v8 1 'MORE' 3 'LESS' 5 'ABOUT THE SAME' 8 'DO NOT KNOW' 9 'REFUSED'
 /
 volopp 1 'FAMILY, FRIENDS - PEOPLE INVOLVED IN ACTIVITY'
 2 'CHILDREN INVOLVED IN ACTIVITY'
 3 'CHURCH/THROUGH RELIGIOUS ORGANIZATION' 4 'SCHOOL'
 5 'PREVIOUS INVOLVEMENT/KNOWLEDGE ORGANIZATION/PROGRAM'
 6 'WORK/JOB' 7 'TV, RADIO, NEWSPAPER, PAMPLETS, DIRECT MAILING'
 8 'INTERNET, SOCIAL NETWORKING SITES'
 9 'COMMUNITY BASED ORGANIZATION' 10 'SUPPORT GROUPS'
 90 'MISCELLANEOUS-NEC' 98 'DO NOT KNOW' 99 'REFUSED' /
 av1 1 'A GREAT DEAL' 2 'SOME' 3 'A LITTLE' 4 'NONE AT ALL'
 8 'DO NOT KNOW' 9 'REFUSED' /
 av2 1 'A GREAT DEAL' 2 'SOME' 3 'A LITTLE' 4 'NONE AT ALL'
 8 'DO NOT KNOW' 9 'REFUSED' /
 av3 1 'A GREAT DEAL' 2 'SOME' 3 'A LITTLE' 4 'NONE AT ALL'
 8 'DO NOT KNOW' 9 'REFUSED' /
 av4 1 'A GREAT DEAL' 2 'SOME' 3 'A LITTLE' 4 'NONE AT ALL'
 8 'DO NOT KNOW' 9 'REFUSED' /
 av5 1 'A GREAT DEAL' 2 'SOME' 3 'A LITTLE' 4 'NONE AT ALL'
 8 'DO NOT KNOW' 9 'REFUSED' /
 CD1 1 'MALE' 2 'FEMALE' /
 CD2 8 'DO NOT KNOW' 9 'REFUSED' /

CD3 0 'DID NOT GO TO SCHOOL' 1 '1st GRADE' 2 '2nd GRADE'
 3 '3rd GRADE' 4 '4th GRADE' 5 '5th GRADE' 6 '6th GRADE'
 7 '7th GRADE' 8 '8th GRADE' 9 '9th GRADE' 10 '10th GRADE'
 11 '11th GRADE' 12 'HIGH SCHOOL GRADUATE OR GED HOLDER'
 13 '1st YEAR COLLEGE' 14 '2nd YEAR COLLEGE'
 15 '3rd YEAR COLLEGE' 16 'COLLEGE GRADUATE (FOUR YEARS)'
 17 'SOME POST GRADUATE' 18 'GRADUATE DEGREE'
 19 'TECHNICAL/JUNIOR COLLEGE GRADUATE' /
 CD5a 1 'YES-HISPANIC/LATINO/SPANISH ORIGIN'
 5 'NO-NOT HISPANIC/LATINO/SPANISH ORIGIN' /
 CD4@a 1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 CD4@b 1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 CD4@c 1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 CD4@d 1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 CD4@e 1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 CD4@f 1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 CD6 0 'NONE; NO RELIGIOUS GROUP'
 1 'CATHOLIC; ROMAN CATHOLIC, ORTHODOX' 2 'ISLAMIC/MUSLIM'
 3 'JEWISH' 4 'PROTESTANT' 5 'OTHER NON-CHRISTIAN'
 6 'OTHER CHRISTIAN' 7 'OTHER-NEC' 98 'DO NOT KNOW' 99 'REFUSED'
 /
 CD7@a 0 'ANOTHER PARTY, THIRD PARTY, ETC' 1 'REPUBLICAN'
 4 'INDEPENDENT' 7 'DEMOCRAT' 8 'DO NOT KNOW' 9 'REFUSED' /
 CD7@b 1 'STRONG REPUBLICAN' 2 'NOT A VERY STRONG REPUBLICAN'
 8 'DO NOT KNOW' 9 'REFUSED' /
 CD7@c 6 'NOT A VERY STRONG DEMOCRAT' 7 'STRONG DEMOCRAT'
 8 'DO NOT KNOW' 9 'REFUSED' /
 CD7@d 3 'REPUBLICAN' 4 'NEITHER (R PROVIDED)' 5 'DEMOCRAT'
 8 'DO NOT KNOW' 9 'REFUSED' /
 partyid 0 'OTHER: NO PARTY ID' 1 'STRONG REPUBLICAN'
 2 'NOT STRONG REPUBLICAN' 3 'LEAN REPUBLICAN'
 4 'INDEPENDENT-NEITHER' 5 'LEAN DEMOCRAT'
 6 'NOT STRONG DEMOCRAT' 7 'STRONG DEMOCRAT' 8 'DO NOT KNOW'
 9 'REFUSED' /
 P17@a 0 'OTHER' 1 'CONSERVATIVE' 4 'MODERATE' 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 TO THE CONSERVATIVE' 4 'IN THE MIDDLE'
 5 'CLOSER TO THE LIBERAL SIDE' 8 'DO NOT KNOW' 9 'REFUSED' /
 ideology 0 'OTHER: NO IDEOLOGY' 1 'VERY CONSERVATIVE'
 2 'SOMEWHAT CONSERVATIVE' 3 'LEAN CONSERVATIVE' 4 'MIDDLE'
 5 'LEAN LIBERAL' 6 'SOMEWHAT LIBERAL' 7 'VERY LIBERAL'
 8 'DO NOT KNOW' 9 'REFUSED' /
 CD8 0 'OTHER: MISCELLANEOUS-NEC' 1 'MARRIED, REMARRIED' 2 'DIVORCED'
 3 'SEPARATED' 4 'WIDOWED' 5 'MEMBER OF AN UNMARRIED COUPLE'
 6 'SINGLE, NEVER BEEN MARRIED' 8 'DO NOT KNOW' 9 'REFUSED' /
 CD11a 1 'YES' 2 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 school@a 1 'YES, PUBLIC' 5 'NO, PUBLIC' 8 'DO NOT KNOW' 9 'REFUSED' /
 school@b 1 'YES, PRIVATE' 5 'NO, PRIVATE' 8 'DO NOT KNOW' 9 'REFUSED' /
 school@c 1 'YES, HOME SCHOOLED' 5 'NO, HOMESCHOOLED' 8 'DO NOT KNOW'
 9 'REFUSED' /
 school@d 1 'YES, CHARTER SCHOOL' 5 'NO, CHARTER' 8 'DO NOT KNOW'
 9 'REFUSED' /
 school@e 1 'YES, REFUSED' 5 'NO, REFUSED' 8 'DO NOT KNOW' 9 'REFUSED' /
 CD15 1 'WORK FULL TIME' 2 'WORK PART TIME' 3 'WORK AND GO TO SCHOOL'
 4 'THE ARMED FORCES' 5 'HAVE A JOB, BUT NOT AT WORK LAST WEEK'
 6 'UNEMPLOYED, LAID OFF, LOOK FOR WORK' 7 'RETIRED'
 8 'SCHOOL FULL TIME' 9 'HOMEMAKER' 10 'DISABLED'
 97 'MISCELLANEOUS-NEC' 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' 9 'REFUSED' /
 incb 1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 incca 1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
 incc 1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /

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incd      1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
incf      1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
incg      1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
inch      1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
incha     1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
inci      1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
X1        0 'MISCELLANEOUS-OTHER' 1 'RURAL COMMUNITY'
          2 'SMALL CITY OR TOWN, VILLAGE' 3 'A SUBURB' 4 'URBAN COMMUNITY'
          /
RI        1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED' /
.

```

COMMENT md, min and max specifications were translated into the
COMMENT 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 A1 (99,98).
MISSING VALUES PO1 (9,8).
MISSING VALUES PO2 (9,8).
MISSING VALUES D10 (9,8).
MISSING VALUES D11 (9,8).
MISSING VALUES D12 (9,8).
MISSING VALUES P4a (99,98).
MISSING VALUES educ6 (9,8).
MISSING VALUES e1a (99,98).
MISSING VALUES e1b (99,98).
MISSING VALUES educ7 (9,8).
MISSING VALUES educ1 (9,8).
MISSING VALUES educ2b (9,8).
MISSING VALUES educ5 (9,8).
MISSING VALUES educ2a (9,8).
MISSING VALUES educ3a (9,8).
MISSING VALUES educ3b (9,8).
MISSING VALUES educ3c (9,8).
MISSING VALUES edp1 (9,8).
MISSING VALUES edp2 (9,8).
MISSING VALUES edu15 (9,8).
MISSING VALUES edp3 (9,8).
MISSING VALUES edp4 (9,8).
MISSING VALUES edp5 (9,8).
MISSING VALUES edp7a (9,8).
MISSING VALUES educ4 (9,8).
MISSING VALUES educ11 (9,8).
MISSING VALUES educ12 (9,8).
MISSING VALUES edp10 (9,8).
MISSING VALUES educ16 (9,8).
MISSING VALUES educ16a (9,8).
MISSING VALUES spadq (9,8).
MISSING VALUES jball1 (9,8).
MISSING VALUES jball2 (9,8).
MISSING VALUES jball3 (9,8).
MISSING VALUES jball4 (9,8).
MISSING VALUES ta1 (9,8).
MISSING VALUES ta2 (9,8).
MISSING VALUES ta4 (9,8).
MISSING VALUES ta5 (9,8).
MISSING VALUES ta6 (9,8).
MISSING VALUES v1 (9,8).
MISSING VALUES v4 (9,8).
MISSING VALUES v5 (9,8).
MISSING VALUES newv5 (9,8).
MISSING VALUES v8 (9,8).
MISSING VALUES volopp (99,98).
MISSING VALUES av1 (9,8).

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MISSING VALUES av2 (9,8) .
MISSING VALUES av3 (9,8) .
MISSING VALUES av4 (9,8) .
MISSING VALUES av5 (9,8) .
MISSING VALUES CD3 (99,98) .
MISSING VALUES CD5a (9,8) .
MISSING VALUES CD4@a (9,8) .
MISSING VALUES CD4@b (9,8) .
MISSING VALUES CD4@c (9,8) .
MISSING VALUES CD4@d (9,8) .
MISSING VALUES CD4@e (9,8) .
MISSING VALUES CD4@f (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 P17@a (9,8) .
MISSING VALUES P17@b (9,8) .
MISSING VALUES P17@c (9,8) .
MISSING VALUES P17@d (9,8) .
MISSING VALUES CD8 (9,8) .
MISSING VALUES CD11a (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 incca (9,8) .
MISSING VALUES incc (9,8) .
MISSING VALUES incd (9,8) .
MISSING VALUES incf (9,8) .
MISSING VALUES incg (9,8) .
MISSING VALUES inch (9,8) .
MISSING VALUES incha (9,8) .
MISSING VALUES inci (9,8) .
MISSING VALUES X1 (9,8) .
MISSING VALUES RI (9,8) .

14. WEIGHTING COMMANDS

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* RECALL SAMPLE.
compute sample=1.
value labels sample 1 'S56 re-interviews' 2 'S58 fresh RDD'.
freq var=sample.

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'.
freq var=newregn2.
crosstab table=regn by newregn2.

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

weight off.
compute listwt=1.
if (sample=1 and listed=2)listwt=15.2250.
*TRIM weight to 10.
if (sample=1 and listed=2)listwt=10.000.
if (sample=1 and (listed=1 or listed=3))listwt=0.6653.
weight by listwt.
freq var=listcd regn.

compute tempwt=listwt*10.
weight by tempwt.
*weight off.
missing values cd26 ().
frequencies variables=cd26.

* This weights households by number of phone lines.
do if (sample=1).
compute phwt=listwt.

if (cd26 eq 1 or cd26 ge 8)phwt=1*listwt.
if (cd26 eq 2)phwt=0.50*listwt.

if (cd26 eq 3)phwt=0.3333*listwt.

if (cd26 eq 4)phwt=0.250*listwt.
if (cd26 eq 5)phwt=0.200*listwt.
if (cd26 eq 6)phwt=1*listwt.
if (cd26 eq 7)phwt=1*listwt.
end if.
weight by phwt.
FREQUENCIES
VARIABLES= CD10 cd26 .

```

```

compute roundwt=10*phwt.
weight by roundwt.
freq var=cd10.

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

freq var=adults cd10.
* This adjusts weight by number of adults in the household.
*do if (sample=1).
compute adlwt=adults*phwt.
*if (cd10=1)adlwt=phwt*0.5199.
*if (cd10=2)adlwt=phwt*1.0398.
*if (cd10=3)adlwt=phwt*1.5597.
*if (cd10=4)adlwt=phwt*2.0796.
*if (cd10=5)adlwt=phwt*2.5996.
*if (cd10=6)adlwt=phwt*3.1195.
*if (cd10=7)adlwt=phwt*1.
*if (cd10=8)adlwt=phwt*1.
*if (cd10=9)adlwt=phwt*0.5199.
*if (cd10=10)adlwt=phwt*1.
*end if.
weight by adlwt.
freq var=cd10.

*****SAVE and THEN MERGE RECALL FILE AND WEIGHT TO DEMOGRAPHIC CHARACTERISTICS AND POST-STRAT
CORRECT.

compute sample=2.
value labels sample 1 'S56 re-interviews' 2 'S58 fresh RDD'.
freq var=sample.

compute newreg2=0.
if (cnty=26049 or cnty=26087 or cnty=26091 or cnty=26093 or cnty=26099 or cnty=26115)newreg2=6.
if (cnty=26125 or cnty=26147 or cnty=26161 or cnty=26163)newreg2=6.

if (cnty=26021 or cnty=26023 or cnty=26025 or cnty=26027 or cnty=26045)newreg2=5.
if (cnty=26059 or cnty=26065 or cnty=26075 or cnty=26077 or cnty=26149)newreg2=5.
if (cnty=26159)newreg2=5.

if (cnty=26005 or cnty=26015 or cnty=26067 or cnty=26081 or cnty=26085)newreg2=3.
if (cnty=26101 or cnty=26105 or cnty=26107 or cnty=26117 or cnty=26121)newreg2=3.
if (cnty=26123 or cnty=26127 or cnty=26133 or cnty=26139)newreg2=3.

if (cnty=26011 or cnty=26017 or cnty=26035 or cnty=26037 or cnty=26051)newreg2=4.
if (cnty=26057 or cnty=26063 or cnty=26073 or cnty=26111 or cnty=26145)newreg2=4.
if (cnty=26151 or cnty=26155 or cnty=26157)newreg2=4.

if (cnty=26001 or cnty=26007 or cnty=26009 or cnty=26019 or cnty=26029)newreg2=2.
if (cnty=26031 or cnty=26039 or cnty=26047 or cnty=26055 or cnty=26069)newreg2=2.
if (cnty=26079 or cnty=26089 or cnty=26113 or cnty=26119 or cnty=26129)newreg2=2.
if (cnty=26137 or cnty=26135 or cnty=26141 or cnty=26143 or cnty=26165)newreg2=2.

if (cnty=26003 or cnty=26013 or cnty=26033 or cnty=26041 or cnty=26043)newreg2=1.
if (cnty=26053 or cnty=26061 or cnty=26071 or cnty=26083 or cnty=26095)newreg2=1.
if (cnty=26097 or cnty=26103 or cnty=26109 or cnty=26131 or cnty=26153)newreg2=1.
if (regn=7)newreg2=7.

value labels regn newreg2 1 'UP' 2 'N. LP' 3 'W. Central' 4 'E. Central' 5 'Southwest' 6 'Southeast'
7 'Detroit'.
freq var=newreg2.
crosstab table=regn by newreg2.

recode regn (sysmis=9).
if (regn ne newreg2)regn=newreg2.
freq var=regn listed.

weight off.
do if (sample=2).
compute listwt=1.
if (sample=2 and listed=2)listwt=8.9750.

```

```

if (sample=2 and (listed=1 or listed=3))listwt=0.6764.
end if.
weight by listwt.
freq var=listed regn.

compute tempwt=listwt*10.
weight by tempwt.
*weight off.
missing values cd26 ().
freq var=cd26.

recode cd26 (sysmis=9).

* This weights households by number of phone lines.
do if (sample=2).
compute phwt=listwt.

if (cd26 eq 1 or cd26 ge 8)phwt=1.0519*listwt.
if (cd26 eq 2)phwt=0.5259*listwt.

if (cd26 eq 3)phwt=0.3506*listwt.

if (cd26 eq 4)phwt=0.2630*listwt.
if (cd26 eq 5)phwt=1*listwt.
if (cd26 eq 6)phwt=1*listwt.
if (cd26 eq 7)phwt=1*listwt.
end if.
weight by phwt.
FREQUENCIES
  VARIABLES= cd10 cd26.

compute roundwt=10*phwt.
weight by roundwt.
freq var=cd10.

missing values cd10 ().

recode cd10 (sysmis=1).
compute adults=cd10.

freq var=adults cd10.
* This adjusts weight by number of adults in the household.
do if (sample=2).
compute adltwt=phwt.
if (cd10=1 or cd10=99)adltwt=phwt*0.5076.
if (cd10=2)adltwt=phwt*1.0152.
if (cd10=3)adltwt=phwt*1.5228.
if (cd10=4)adltwt=phwt*2.0304.
if (cd10=5)adltwt=phwt*2.5380.
if (cd10=6)adltwt=phwt*1.
if (cd10=7)adltwt=phwt*1.
if (cd10=8)adltwt=phwt*1.0.
if (cd10=9)adltwt=phwt*0.5076*phwt.
if (cd10=98)adltwt=phwt*1.
end if.
weight by adltwt.
freq var=cd10.

*****SAVE and THEN MERGE RECALL FILE AND WEIGHT TO DEMOGRAPHIC CHARACTERISTICS AND POST-STRAT
CORRECT.

compute roundwt=adltwt*.5341.
weight by roundwt.

recode x1 (98=8)(99=9).
frequencies variables=x1.

recode cd1 cd2 (sysmis=-9).
recode cd1 (2=5).
value labels cd1 1 'Male' 5 'Female'.

```

```

FREQUENCIES
  VARIABLES=cd1 cd2.

missing values cd2 ().
temporary.
select if (cd2=99 and sample=1).
freq var=caseid.

compute age=0.
if (cd2 gt 9 and cd2 le 92)age=110-cd2.
*if (cd2 gt 88 and cd2 lt 900)age=100+(100-cd2).
if (cd2 ge 98)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.
if (age eq 107)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=age.
freq var=agecat.
freq var=regn.

compute rac3=0.
compute multrace=0.
count mult2=cd4@a to cd4@e (1).
if (mult2=0 and cd5a=1)rac3=1.
if (cd4@a=1 and mult2=1)rac3=1.
if (cd4@b=1 and mult2=1)rac3=2.
if (cd4@c=1 and mult2=1)rac3=3.
if (cd4@d=1 and mult2=1)rac3=4.
if (cd4@e=1 and mult2=1)rac3=5.
if (mult2 gt 1 and cd4@e=1)rac3=5.
if (mult2 gt 1 and cd4@d=1)rac3=4.
if (mult2 gt 1 and cd4@c=1)rac3=3.
if (mult2 gt 1 and cd4@b=1)rac3=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.
value labels imprace 1 'white' 2 'black' 3 'other'.
freq var=imprace.
weight off.

freq var=listed.
compute adj1=adltwt*0.5531.
weight by adj1.
compute ovrsamwt=adj1.
compute roundwt=ovrsamwt*10.
weight by roundwt.

frequencies variables=cd1.
*recode cd1 (1=1)(2=5).
frequencies variables=cd1.

CROSSTABS
  /TABLES=cd1 by imprace 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*0.8187.
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*0.5365.
if (imprace eq 1 and cd1 eq 5 and regn eq 1)racgenct=ovrsamwt*1.2970.
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*0.6869.

if (imprace eq 1 and cd1 eq 1 and regn eq 2)racgenct=ovrsamwt*1.1829.
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*0.8520.
if (imprace eq 2 and cd1 eq 5 and regn eq 2)racgenct=ovrsamwt*0.2633.
if (imprace eq 3 and cd1 eq 5 and regn eq 2)racgenct=ovrsamwt*1.0.

if (imprace eq 1 and cd1 eq 1 and regn eq 3)racgenct=ovrsamwt*1.0150.
if (imprace eq 2 and cd1 eq 1 and regn eq 3)racgenct=ovrsamwt*4.5645.
if (imprace eq 3 and cd1 eq 1 and regn eq 3)racgenct=ovrsamwt*1.3822.
if (imprace eq 1 and cd1 eq 5 and regn eq 3)racgenct=ovrsamwt*0.9023.
if (imprace eq 2 and cd1 eq 5 and regn eq 3)racgenct=ovrsamwt*6.7243.
if (imprace eq 3 and cd1 eq 5 and regn eq 3)racgenct=ovrsamwt*0.7147.

if (imprace eq 1 and cd1 eq 1 and regn eq 4)racgenct=ovrsamwt*0.9733.
if (imprace eq 2 and cd1 eq 1 and regn eq 4)racgenct=ovrsamwt*3.7328.
if (imprace eq 3 and cd1 eq 1 and regn eq 4)racgenct=ovrsamwt*0.9145.
if (imprace eq 1 and cd1 eq 5 and regn eq 4)racgenct=ovrsamwt*0.9890.
if (imprace eq 2 and cd1 eq 5 and regn eq 4)racgenct=ovrsamwt*2.8429.
if (imprace eq 3 and cd1 eq 5 and regn eq 4)racgenct=ovrsamwt*0.2943.

if (imprace eq 1 and cd1 eq 1 and regn eq 5)racgenct=ovrsamwt*0.6507.
if (imprace eq 2 and cd1 eq 1 and regn eq 5)racgenct=ovrsamwt*1.7707.
if (imprace eq 3 and cd1 eq 1 and regn eq 5)racgenct=ovrsamwt*1.0518.
if (imprace eq 1 and cd1 eq 5 and regn eq 5)racgenct=ovrsamwt*1.7149.
if (imprace eq 2 and cd1 eq 5 and regn eq 5)racgenct=ovrsamwt*4.2567.
if (imprace eq 3 and cd1 eq 5 and regn eq 5)racgenct=ovrsamwt*0.4457.

if (imprace eq 1 and cd1 eq 1 and regn eq 6)racgenct=ovrsamwt*1.0924.
if (imprace eq 2 and cd1 eq 1 and regn eq 6)racgenct=ovrsamwt*0.4383.
if (imprace eq 3 and cd1 eq 1 and regn eq 6)racgenct=ovrsamwt*1.
if (imprace eq 1 and cd1 eq 5 and regn eq 6)racgenct=ovrsamwt*0.9281.
if (imprace eq 2 and cd1 eq 5 and regn eq 6)racgenct=ovrsamwt*2.5308.
if (imprace eq 3 and cd1 eq 5 and regn eq 6)racgenct=ovrsamwt*1.3757.

if (imprace eq 1 and cd1 eq 1 and regn eq 7)racgenct=ovrsamwt*0.5607.
if (imprace eq 2 and cd1 eq 1 and regn eq 7)racgenct=ovrsamwt*1.9974.
if (imprace eq 3 and cd1 eq 1 and regn eq 7)racgenct=ovrsamwt*1.6027.
if (imprace eq 1 and cd1 eq 5 and regn eq 7)racgenct=ovrsamwt*0.5360.
if (imprace eq 2 and cd1 eq 5 and regn eq 7)racgenct=ovrsamwt*0.8715.
if (imprace eq 3 and cd1 eq 5 and regn eq 7)racgenct=ovrsamwt*1.

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

compute roundwt=racgenct*10.
weight by roundwt.
crosstabs tables=agecat by regn/cells count.

compute agewt=racgenct.
if (agecat eq 1 and regn eq 1)agewt=racgenct*2.8144.
if (agecat eq 2 and regn eq 1)agewt=racgenct*5.7825.
if (agecat eq 3 and regn eq 1)agewt=racgenct*2.6556.
if (agecat eq 4 and regn eq 1)agewt=racgenct*0.7790.
if (agecat eq 5 and regn eq 1)agewt=racgenct*0.7932.
if (agecat eq 6 and regn eq 1)agewt=racgenct*0.3006.
if (agecat eq 7 and regn eq 1)agewt=racgenct*0.9688.

if (agecat eq 1 and regn eq 2)agewt=racgenct*7.9150.

```

```

if (agecat eq 2 and regn eq 2) agewt=racgenct*1.
if (agecat eq 3 and regn eq 2) agewt=racgenct*2.7962.
if (agecat eq 4 and regn eq 2) agewt=racgenct*2.4574.
if (agecat eq 5 and regn eq 2) agewt=racgenct*0.5757.
if (agecat eq 6 and regn eq 2) agewt=racgenct*0.5382.
if (agecat eq 7 and regn eq 2) agewt=racgenct*0.5131

if (agecat eq 1 and regn eq 3) agewt=racgenct*1.8795.
if (agecat eq 2 and regn eq 3) agewt=racgenct*6.7013.
if (agecat eq 3 and regn eq 3) agewt=racgenct*1.7383.
if (agecat eq 4 and regn eq 3) agewt=racgenct*0.9695.
if (agecat eq 5 and regn eq 3) agewt=racgenct*0.5600.
if (agecat eq 6 and regn eq 3) agewt=racgenct*0.6882.
if (agecat eq 7 and regn eq 3) agewt=racgenct*0.7005.

if (agecat eq 1 and regn eq 4) agewt=racgenct*20.1173.
if (agecat eq 2 and regn eq 4) agewt=racgenct*2.8777.
if (agecat eq 3 and regn eq 4) agewt=racgenct*5.0625.
if (agecat eq 4 and regn eq 4) agewt=racgenct*0.6367.
if (agecat eq 5 and regn eq 4) agewt=racgenct*0.5859.
if (agecat eq 6 and regn eq 4) agewt=racgenct*0.4166.
if (agecat eq 7 and regn eq 4) agewt=racgenct*0.9379.

if (agecat eq 1 and regn eq 5) agewt=racgenct*0.8774.
if (agecat eq 2 and regn eq 5) agewt=racgenct*1.6701.
if (agecat eq 3 and regn eq 5) agewt=racgenct*5.5329.
if (agecat eq 4 and regn eq 5) agewt=racgenct*1.7069.
if (agecat eq 5 and regn eq 5) agewt=racgenct*1.0544.
if (agecat eq 6 and regn eq 5) agewt=racgenct*0.2711.
if (agecat eq 7 and regn eq 5) agewt=racgenct*0.5725.

if (agecat eq 1 and regn eq 6) agewt=racgenct*2.7492.
if (agecat eq 2 and regn eq 6) agewt=racgenct*3.7995.
if (agecat eq 3 and regn eq 6) agewt=racgenct*3.6463.
if (agecat eq 4 and regn eq 6) agewt=racgenct*1.3080.
if (agecat eq 5 and regn eq 6) agewt=racgenct*0.5182.
if (agecat eq 6 and regn eq 6) agewt=racgenct*0.3406.
if (agecat eq 7 and regn eq 6) agewt=racgenct*0.6163.

if (agecat eq 1 and regn eq 7) agewt=racgenct*2.1316.
if (agecat eq 2 and regn eq 7) agewt=racgenct*1.1507.
if (agecat eq 3 and regn eq 7) agewt=racgenct*2.2140.
if (agecat eq 4 and regn eq 7) agewt=racgenct*1.9896.
if (agecat eq 5 and regn eq 7) agewt=racgenct*0.7462.
if (agecat eq 6 and regn eq 7) agewt=racgenct*0.8224.
if (agecat eq 7 and regn eq 7) agewt=racgenct*0.3875.
weight by agewt.

compute roundwt=agewt*10.
weight by roundwt.

freq var=regn

weight off.
freq var=regn.

*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*1.27580.
if (regn=2) adjwt=agewt*1.32682.
if (regn=3) adjwt=agewt*1.05142.
if (regn=4) adjwt=agewt*0.93987.
if (regn=5) adjwt=agewt*0.99057.
if (regn=6) adjwt=agewt*0.99430.
if (regn=7) adjwt=agewt*0.84171.
*compute adjwt=adjwt*1.001502.
weight by adjwt.
freq var=regn.

weight off.
freq var=regn.

```

```

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'.
compute tempwt=10*adjwt.
weight by tempwt.

freq var=msueregn newregn2.

compute msuewt=adjwt.
if (regn=7)msuewt=adjwt*0.3896.
if (regn=6)msuewt=adjwt*1.4260.
weight by msuewt.
freq var=msueregn regn cd1.

compute roundwt=msuewt*10.
weight by roundwt.
freq var=msueregn.

compute statewt=msuewt.
if (msueregn eq 1)statewt=msuewt*0.4837.
if (msueregn eq 2)statewt=msuewt*0.5853.
if (msueregn eq 3)statewt=msuewt*0.7654.
if (msueregn eq 4)statewt=msuewt*0.5273.
if (msueregn eq 5)statewt=msuewt*0.9163.
if (msueregn eq 6)statewt=msuewt*1.6306.
*compute statewt=statewt*0.9990.
weight by statewt.
freq var=regn msueregn.

frequencies variables=cd1 cd3 cd5a rac3 cd8 cd10 cd15 agecat imprace .
recode cd6 (7=6).
freq var=imprace.

Compute laborforce=-9.
If (CD15 lt 7 or cd15=11)laborforce=1.
If (cd15 ge 7 and cd15 lt 11)laborforce=2.
Missing values laborforce (-9).
Value labels laborforce 1 'In the labor force' 2 'Not in labor force'.
Variable labels laborforce 'Is respondent in the labor force or not'.
frequencies variables=laborforce.
crosstabs tables=cd15 by laborforce /cells count column.

*compute statewtsx=statewt.
*if (cd1 =1)statewtsx=statewt*0.955063.
*if (cd1 = 5)statewtsx=statewt*1.045662.
*weight by statewtsx.
*frequencies variables=cd1 cd3 cd5a rac3 cd8 cd10 cd15 agecat.

*compute statewt=statewtsx.
*weight by statewt.

*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.
freq var=income.
recode income (sysmis=-9).

missing values inca ().
compute newinc=0.
if (inca=8)newinc=98.
if (inca=9)newinc=99.
if (inca=1)newinc=5.

```

```

if (inca=5)newinc=4.
if (incb=1)newinc=2.
if (incb=5)newinc=3.
if (incca=5)newinc=4.
if (incca=1)newinc=3.
if (incc=5)newinc=2.
if (incc=1)newinc=1.
if (incd=1)newinc=7.
if (incd=5)newinc=5.
if (incf=5)newinc=5.
if (incf=1)newinc=6.
if (incg=5)newinc=6.
if (incg=1)newinc=10.
if (incg=5)newinc=7.
if (inch=5)newinc=7.
if (inch=1)newinc=8.
if (incha=5)newinc=8.
if (incha=1)newinc=9.
if (inci=5)newinc=10.
if (inci=1)newinc=11.
missing values newinc (0,98,99).
value labels newinc 1 '< $10k' 2 '$10k < $20k' 3 '$20k < $30k' 4 '$30 < $40k' 5 '$40k < $50k' 6
'$50k < $60k'
7 '$60k < $70k' 8 '$70k < $90k' 9 '$90k < $100k' 10 '$100k < $150k' 11 '$150k+' 98 'DK' 99
'REF'.
frequencies variables=newinc.

```

```

recode cd3 (0 thru 11=1)(12=2)(13 thru 15, 20=3)(16 thru 18=4) into educat4.
value labels educat4 1 'LT HS' 2 'HS' 3 'Some College' 4 'College+'.
frequencies variables=educat4.
recode age (18 thru 24=1)(25 thru 99=2) into ed25.
value labels ed25 1 '< 25' 2 '25+'.
frequencies variables=ed25.
crosstabs tables=educat4 by ed25 /cells count column.

```

```

freq var=length.
temporary.
if (length lt 9)length=0.
if (length gt 41)length=0.
missing values length (0).
frequencies variables=length /statistics ALL.

```

```

compute roundwt=statewt*10.
weight by roundwt.
freq var=cdl.

```

```

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 'New Version of income responses (11 categories)'.

```

```

compute edwt=statewt.
if (educat4=1)edwt=statewt*1.297030.
if (educat4=2)edwt=statewt*1.453394.

```

```
if (educat4=3)edwt=statewt*1.213235.
if (educat4=4)edwt=statewt*0.551724.
compute edwt=.993909*edwt.
weight by edwt.
frequencies variables=cd1 cd3 cd5a rac3 cd8 cd10 cd15 agecat imprace.
```

```
* 2nd Interation.
compute roundwt=edwt*10.
weight by roundwt.
```

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

```
compute racgenwt=edwt.
if (imprace eq 1 and cd1 eq 1 and regn eq 1)racgenwt=edwt*1.1318.
if (imprace eq 2 and cd1 eq 1 and regn eq 1)racgenwt=edwt*1.
if (imprace eq 3 and cd1 eq 1 and regn eq 1)racgenwt=edwt*0.9841.
if (imprace eq 1 and cd1 eq 5 and regn eq 1)racgenwt=edwt*0.8591.
if (imprace eq 2 and cd1 eq 5 and regn eq 1)racgenwt=edwt*1.
if (imprace eq 3 and cd1 eq 5 and regn eq 1)racgenwt=edwt*0.9948.

if (imprace eq 1 and cd1 eq 1 and regn eq 2)racgenwt=edwt*0.8785.
if (imprace eq 2 and cd1 eq 1 and regn eq 2)racgenwt=edwt*1.
if (imprace eq 3 and cd1 eq 1 and regn eq 2)racgenwt=edwt*1.
if (imprace eq 1 and cd1 eq 5 and regn eq 2)racgenwt=edwt*1.1030.
if (imprace eq 2 and cd1 eq 5 and regn eq 2)racgenwt=edwt*1.0.
if (imprace eq 3 and cd1 eq 5 and regn eq 2)racgenwt=edwt*1.0.

if (imprace eq 1 and cd1 eq 1 and regn eq 3)racgenwt=edwt*1.0836.
if (imprace eq 2 and cd1 eq 1 and regn eq 3)racgenwt=edwt*0.5606.
if (imprace eq 3 and cd1 eq 1 and regn eq 3)racgenwt=edwt*1.2221.
if (imprace eq 1 and cd1 eq 5 and regn eq 3)racgenwt=edwt*0.9859.
if (imprace eq 2 and cd1 eq 5 and regn eq 3)racgenwt=edwt*0.7722.
if (imprace eq 3 and cd1 eq 5 and regn eq 3)racgenwt=edwt*1.1489.

if (imprace eq 1 and cd1 eq 1 and regn eq 4)racgenwt=edwt*1.2452.
if (imprace eq 2 and cd1 eq 1 and regn eq 4)racgenwt=edwt*2.8305.
if (imprace eq 3 and cd1 eq 1 and regn eq 4)racgenwt=edwt*0.9246.
if (imprace eq 1 and cd1 eq 5 and regn eq 4)racgenwt=edwt*0.8133.
if (imprace eq 2 and cd1 eq 5 and regn eq 4)racgenwt=edwt*1.1199.
if (imprace eq 3 and cd1 eq 5 and regn eq 4)racgenwt=edwt*6.0055.

if (imprace eq 1 and cd1 eq 1 and regn eq 5)racgenwt=edwt*0.9455.
if (imprace eq 2 and cd1 eq 1 and regn eq 5)racgenwt=edwt*1.1847.
if (imprace eq 3 and cd1 eq 1 and regn eq 5)racgenwt=edwt*2.1734.
if (imprace eq 1 and cd1 eq 5 and regn eq 5)racgenwt=edwt*0.9593.
if (imprace eq 2 and cd1 eq 5 and regn eq 5)racgenwt=edwt*4.7362.
if (imprace eq 3 and cd1 eq 5 and regn eq 5)racgenwt=edwt*0.8834.

if (imprace eq 1 and cd1 eq 1 and regn eq 6)racgenwt=edwt*1.0809.
if (imprace eq 2 and cd1 eq 1 and regn eq 6)racgenwt=edwt*0.2754.
if (imprace eq 3 and cd1 eq 1 and regn eq 6)racgenwt=edwt*1.
if (imprace eq 1 and cd1 eq 5 and regn eq 6)racgenwt=edwt*1.1556.
if (imprace eq 2 and cd1 eq 5 and regn eq 6)racgenwt=edwt*1.1345.
if (imprace eq 3 and cd1 eq 5 and regn eq 6)racgenwt=edwt*0.4332.

if (imprace eq 1 and cd1 eq 1 and regn eq 7)racgenwt=edwt*1.2734.
if (imprace eq 2 and cd1 eq 1 and regn eq 7)racgenwt=edwt*0.9672.
if (imprace eq 3 and cd1 eq 1 and regn eq 7)racgenwt=edwt*0.7528.
if (imprace eq 1 and cd1 eq 5 and regn eq 7)racgenwt=edwt*1.7582.
if (imprace eq 2 and cd1 eq 5 and regn eq 7)racgenwt=edwt*0.9207.
if (imprace eq 3 and cd1 eq 5 and regn eq 7)racgenwt=edwt*1.
```

```
weight by racgenwt.
```

```
compute roundwt=racgenwt*10.
weight by roundwt.
crosstabs tables=agecat by regn/cells count.
```

```

compute age2wt=racgenwt.
if (agecat eq 1 and regn eq 1)age2wt=racgenwt*0.9797.
if (agecat eq 2 and regn eq 1)age2wt=racgenwt*1.6895.
if (agecat eq 3 and regn eq 1)age2wt=racgenwt*1.3167.
if (agecat eq 4 and regn eq 1)age2wt=racgenwt*0.7435.
if (agecat eq 5 and regn eq 1)age2wt=racgenwt*1.0191.
if (agecat eq 6 and regn eq 1)age2wt=racgenwt*1.0555.
if (agecat eq 7 and regn eq 1)age2wt=racgenwt*0.9951.

if (agecat eq 1 and regn eq 2)age2wt=racgenwt*0.9695.
if (agecat eq 2 and regn eq 2)age2wt=racgenwt*1.
if (agecat eq 3 and regn eq 2)age2wt=racgenwt*1.2040.
if (agecat eq 4 and regn eq 2)age2wt=racgenwt*0.9062.
if (agecat eq 5 and regn eq 2)age2wt=racgenwt*0.8226.
if (agecat eq 6 and regn eq 2)age2wt=racgenwt*1.1566.
if (agecat eq 7 and regn eq 2)age2wt=racgenwt*0.8231.

if (agecat eq 1 and regn eq 3)age2wt=racgenwt*0.8686.
if (agecat eq 2 and regn eq 3)age2wt=racgenwt*0.7391.
if (agecat eq 3 and regn eq 3)age2wt=racgenwt*1.1735.
if (agecat eq 4 and regn eq 3)age2wt=racgenwt*1.2096.
if (agecat eq 5 and regn eq 3)age2wt=racgenwt*0.9581.
if (agecat eq 6 and regn eq 3)age2wt=racgenwt*0.9936.
if (agecat eq 7 and regn eq 3)age2wt=racgenwt*0.9442.

if (agecat eq 1 and regn eq 4)age2wt=racgenwt*1.0593.
if (agecat eq 2 and regn eq 4)age2wt=racgenwt*1.3521.
if (agecat eq 3 and regn eq 4)age2wt=racgenwt*1.1542.
if (agecat eq 4 and regn eq 4)age2wt=racgenwt*0.9072.
if (agecat eq 5 and regn eq 4)age2wt=racgenwt*1.0649.
if (agecat eq 6 and regn eq 4)age2wt=racgenwt*0.6769.
if (agecat eq 7 and regn eq 4)age2wt=racgenwt*0.9363.

if (agecat eq 1 and regn eq 5)age2wt=racgenwt*0.8116.
if (agecat eq 2 and regn eq 5)age2wt=racgenwt*0.7777.
if (agecat eq 3 and regn eq 5)age2wt=racgenwt*1.2813.
if (agecat eq 4 and regn eq 5)age2wt=racgenwt*1.1494.
if (agecat eq 5 and regn eq 5)age2wt=racgenwt*1.0928.
if (agecat eq 6 and regn eq 5)age2wt=racgenwt*1.0690.
if (agecat eq 7 and regn eq 5)age2wt=racgenwt*0.8739.

if (agecat eq 1 and regn eq 6)age2wt=racgenwt*1.6825.
if (agecat eq 2 and regn eq 6)age2wt=racgenwt*1.5055.
if (agecat eq 3 and regn eq 6)age2wt=racgenwt*1.1766.
if (agecat eq 4 and regn eq 6)age2wt=racgenwt*0.9608.
if (agecat eq 5 and regn eq 6)age2wt=racgenwt*0.8177.
if (agecat eq 6 and regn eq 6)age2wt=racgenwt*0.7075.
if (agecat eq 7 and regn eq 6)age2wt=racgenwt*0.7904.

if (agecat eq 1 and regn eq 7)age2wt=racgenwt*0.8287.
if (agecat eq 2 and regn eq 7)age2wt=racgenwt*1.1833.
if (agecat eq 3 and regn eq 7)age2wt=racgenwt*0.9146.
if (agecat eq 4 and regn eq 7)age2wt=racgenwt*1.1234.
if (agecat eq 5 and regn eq 7)age2wt=racgenwt*0.9772.
if (agecat eq 6 and regn eq 7)age2wt=racgenwt*1.1557.
if (agecat eq 7 and regn eq 7)age2wt=racgenwt*1.0357.
weight by age2wt.

compute roundwt=age2wt*10.
weight by roundwt.

freq var=regn.

compute adj2wt=age2wt.
if (regn=1)adj2wt=age2wt*1.88366.
if (regn=2)adj2wt=age2wt*1.68739.
if (regn=3)adj2wt=age2wt*1.31030.
if (regn=4)adj2wt=age2wt*1.69652.
if (regn=5)adj2wt=age2wt*1.02582.
if (regn=6)adj2wt=age2wt*0.46670.
if (regn=7)adj2wt=age2wt*1.56542.
*compute adjwt=adjwt*1.001502.
weight by adj2wt.

```

```
freq var=regn.

compute tempwt=10*adj2wt.
weight by tempwt.

freq var=msueregn newregn2.

compute msue2wt=adj2wt.
if (regn=7)msue2wt=adj2wt*0.3896.
if (regn=6)msue2wt=adj2wt*1.4260.
weight by msue2wt.
freq var=msueregn regn cd1.

compute roundwt=msue2wt*10.
weight by roundwt.
freq var=msueregn.

compute statewt2=msue2wt.
if (msueregn eq 1)statewt2=msue2wt*0.4838.
if (msueregn eq 2)statewt2=msue2wt*0.5848.
if (msueregn eq 3)statewt2=msue2wt*0.7656.
if (msueregn eq 4)statewt2=msue2wt*0.5271.
if (msueregn eq 5)statewt2=msue2wt*0.9165.
if (msueregn eq 6)statewt2=msue2wt*1.6309.
*compute statewt=statewt*0.9990.
weight by statewt2.
freq var=regn msueregn.

compute statewt=statewt2.
compute msuewt=msue2wt.
compute adjwt=adj2wt.
execute.
```

15. 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.