

METHODOLOGICAL REPORT

**MICHIGAN STATE UNIVERSITY
STATE OF THE STATE SURVEY
[MSU SOSS-8]**

September 1996 Round

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**October, 1996
(1996-A)**

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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. Because the MSU SOSS is still relatively new, this is one of our early efforts to document the methods employed in it. We welcome your questions as well as suggestions for improvement of this report.

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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.

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

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

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

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

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

of a wider scientific community, the SOSS data will be deposited in an international data archive.

3. To Provide Useful Information for Programs and Offices at MSU. IPPSR has conducted a wide variety of studies for the use of MSU administrators and faculty. SOSS will also develop data for such internal use as well as provide data for use by the MSU Extension, the Vice Provost for University Outreach, and other offices. The January 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 SRD; hence, a variety of experiments are built into each survey instrument.

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

2. CALENDAR

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

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

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

January/February. The January/February round in each year focuses on the state of the state of Michigan, in particular on the performance of governmental institutions at all

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

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

July. The July round focuses primarily on the state of ethnic Michigan. The Michigan Folklife Festival, held on the MSU campus each summer, seeks to draw attention to the vitality and diversity of Michigan's ethnic and racial communities. SOSS assesses the strength of ethnic ties and identities, perceptions of various ethnic groups (tolerance, stereotyping), and experience of intolerance or discrimination. In addition, the extent of attachment to and vitality of wider communities (towns and cities) is an important mark of the quality of life in Michigan.

3. STRUCTURE OF THE QUESTIONNAIRE

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

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

The nondemographic 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 nondemographic core of the questionnaire take an average of about 6 minutes of interviewing time to complete.

The remainder of the interview is timed to last an average of 14 minutes, so that on average the interviews take about 20 minutes of the respondent's time.

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

A word of caution is in order on the use of the data. Because of the inclusion of question-order and question-wording experiments, the codebook for the survey, containing the raw frequency distribution of responses, may be difficult to interpret and must be used carefully. Often, alternative variants of questions will be combined into composite measures in the final data that are distributed, but the original questions also remain in the codebook and data set. Although the SRD will do its best to document such situations, it is the responsibility of the data users and analysts, not of the SRD, 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. Overall responsibility for the administration and management of the SOSS rests with the Survey Research Division (SRD) of the Institute for Public Policy and Social Research. The Principal SRD staff for SOSS consists of **Dr. Brian Silver**, Survey Director (and SOSS Director), **Dr. Larry Hembroff**, Survey Methodologist, **Karen Clark**, Programmer and Project Manager, and **Kathy Cusick** (manager of interviewing operations for SOSS).

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

SOSS Advisory Committee. The overall design of the SOSS project has been conducted by an Advisory Committee, which consists of representatives of all units at MSU that have provided financial backing for the survey. Beginning in summer 1994, the Advisory Committee, under the direction of **Dr. Brian Silver** (then Chair of the Department of Political Science), approved the financial plan, principles for distribution and access to the data, the major themes of each survey, and the selection of principal investigators.

Members of the Advisory Committee include:

Dr. Brian Silver, Professor and Survey Director, Survey Research Division, IPPSR

Dr. Charles Atkin, Professor, Dept. of Communication

Dr. Clifford Broman, Associate Professor, Dept. of Sociology

Dr. Marilyn Flynn, Professor and Chair, School of Social Work, Director, IPPSR

Dr. Dennis Keefe, Assistant Professor, Family and Child Ecology

Dr. Jack Knott, Professor and Chair, Dept. of Political Science

Dr. Mary Lou McPherson, MSU Extension

Dr. Mark Notman, Assistant Professor, Dept. of Family Medicine

Dr. Paul Menchik, Chair, Dept. of Economics

Dr. David Rohde, University Distinguished Professor, Dept. of Political Science; Director, Political Institutions and Public Choice Program, IPPSR

Dr. Lorilee Sandmann, Director of Community Outreach, Office of Vice Provost for University Outreach

Dr. John Schweitzer, Professor, Urban Affairs Programs

Dr. Eileen van Ravenswaay, Professor, Dept. of Agricultural Economics

Dr. John Hudzik, Associate Dean, College of Social Science

For each round of the survey, a smaller working group of principal investigators is responsible for the design of the instrument for that round, subject to final approval by the SOSS Advisory Committee. 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 September 1996 survey was comprised of:

Dr. Timothy Bynum, Professor, Department of Criminal Justice

Dr. Darren Davis, Assistant Professor, Department of Political Science

Dr. Richard Hula, Professor, Department. of Political Science; Associate
Director, IPPSR

Dr. Merry Morash, Professor and Chairperson, Department of
Criminal Justice

5. FUNDING

The following units on campus have provided funding for SOSS during its second
year:

Office of the Provost

Office of the Vice Provost for University Outreach

Agricultural Experiment Station

MSU Extension

College of Communication Arts and Sciences

Department of Radiology

School of Social Work

Department of Sociology

Legislative Leadership Program

Eli Broad College of Business

College of Osteopathic Medicine

College of Social Science

Urban Affairs Programs

Dept. of Political Science

School of Criminal Justice

Julian Samora Research Institute

The Institute for Public Policy and Social Research

6. DISSEMINATION OF RESULTS

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

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

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

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

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

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

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

7. SAMPLE DESIGN

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

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

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

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

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

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

As a final step, SSI screens the phone numbers generated against directory-based information on the density of banks, i.e., the number of numbers from within a bank that appear in phone directory listings. Since other research has indicated that unlisted

numbers are not assigned to separate banks of phone numbers from those that are listed, then SSI excludes for efficiency purposes any numbers that are selected from banks with fewer than three published phone numbers. Of the remaining numbers selected, SSI expects that, on average, about 60-75% of the phone numbers generated at random will be working household numbers.

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, SRD 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).

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

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

For this round of the SOSS, Detroit was oversampled further so that the total expected sample size would be roughly 1,200 cases.

Sample Weights. Because of the stratification and the unequal sampling rates across the strata, it is necessary to use "weights" to bring the characteristics of the sample into line with those of each region, or with those of the state as a whole (depending on the purpose of the analysis). Accordingly, the data files contain weights for the six MSU Extension regions, as well as for the state as a whole.

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

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

For the State of the State Survey, cases were weighted so that the proportions of white males, African American males, Other Racial Group males, white females, African American females, and Other Racial Group females in the sample for each region matched the proportions each of these groups represent in the adult population of each region based on the 1990 Census. In the data set, this weighting factor is named RACGENCT. Furthermore, within each region, the cases were additionally weighted so that the proportion of cases falling into each of the following age groups matched the proportions in the 1990 Census for each region: 18 - 24 years old, 25 - 29, 30 - 39, 40 - 49, 50 - 59, 60 - 64, and 65 or older. In the data set, this weighting factor is named AGEWT (Since rounding and missing data sometimes result in the weighted number of cases differing slightly from the actual number, AGEWT is adjusted slightly with ADJWT to ensure the the number of cases for each region in the weighted data set is the same as the actual number of interviews completed). Detroit continued to be a separate stratum to this point, but a new variable MSUEREGR was constructed to fold Detroit proportionately into the Southeast region within that variable (the codes for regions 4 and 5 flip flop also since the original values assigned to these regions did not correspond to those used by MSUE.)

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

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

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

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

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

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

Therefore, the margins of error for each region and the total statewide sample can be estimated as:

<u>REGION</u>	<u>Number of Cases</u>	<u>Margin of Sampling Error</u>
Upper Peninsula	69	± 11.9%
Northern Lower Peninsula	81	± 11.0%
West Central	222	± 6.6%
East Central	162	± 7.7%
Southwest	154	± 7.9%
Southeast	194	± 7.1%
Detroit	269	± 6.0%
Statewide Total	1,151	± 2.9%

8. FIELD PROCEDURES

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

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

Interviewers and Interviewer Training. New interviewers received approximately 15 hours of training, including a shift of practice interviewing. Each interviewer trainee receive a training manual with instructions on techniques and procedures, copies of all relevant forms, and descriptions of operations. The SRD 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. Sixty different interviewers were involved in data collection on the State of the State Survey. Most had worked on a number of surveys prior to the State of the State Survey.

Field Period and Respondent Selection in Household. Interviewing began on September 5, 1996, and continued through October 12, 1996. When interviewers successfully contacted a household, the study procedures required them to randomly select an adult from among those residing in the household to be the respondent. The "most recent birthday" technique developed by Salmon and Nichols was used as the mechanism for choosing a respondent within each household.

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

The average interview lasted approximately 23 minutes with the median being 20 minutes and the standard deviation 7.6 minutes.

In the case of an initial refusal, numbers were called back after five days (although this was shortened as the end of the field period neared). Efforts were made to persuade initially reluctant respondents to complete the interview. A total of 97 interviews were completed as a result of conversion efforts. The data set includes 10 cases that were only partial interviews, but the interview was completed beyond the partial point at which enough of the background information for the case was completed to make the data useable.

Completion Rate. A total of 1,151 interviews were completed. The overall completion rate among eligible households for the study was 74.6%. The refusal rate was 9.1%.

9. DOCUMENTATION AVAILABLE

The following documentation is available for this survey:

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

10. DATA FORMAT AND ARCHIVING

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

11. APPENDIX

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

Weighting Program for 1990 Census Profile of Michigan (MSUSOSS8:
September 1996, MSUE Regions)

Table 1. Phone Lines

Table 2. Number of Adults in Household

Table 3. Weighting for Race and Gender within Regions

Table 4. Weighting by Age within Region

Table 5. Weighting to fold Detroit into Southeast Region

Table 6. Weighting across Regions for Statewide Estimates

12. QUESTIONNAIRE (September, 1996)

>U1< [loc 0/500] Before we begin, let me tell you that any information you give me will be kept strictly confidential. Let me also tell you that this interview is completely voluntary. Should we come to any question that you don't want to answer, just let me know and we'll go on to the next question.

TYPE <g> TO PROCEED

====>

>ID1< [allow 5][loc 13/1][#inputloc 1/1] [copy ID1 in ID1]
>R1< [allow 1][#preset <1>] [copy R1 in R1]
>cnty< [allow 5][#inputloc 1/19] [copy cnty in cnty]
>regnc< [allow 1][#inputloc 1/26] [copy regnc in regnc]
>dgt1< [allow 1][#inputloc 1/28] 3 digits [copy dgt1 in dgt1]
>dgt2< [allow 1][#inputloc 1/30] 4 digits [copy dgt2 in dgt2]
>dgt3< [allow 1][#inputloc 1/32] 2 digits [copy dgt3 in dgt3]
>dgt4< [allow 1][#inputloc 1/34] 2 digits [copy dgt4 in dgt4]
>dgt5< [allow 1][#inputloc 1/36] 2 digits [copy dgt5 in dgt5]
>dgt6< [allow 1][#inputloc 1/38] 3 digits [copy dgt6 in dgt6]
>dgt7< [allow 1][#inputloc 1/40] 3 digits [copy dgt7 in dgt7]
>dgt8< [allow 1][#inputloc 1/42] 3 digits [copy dgt8 in dgt8]
>dgt9< [allow 1][#inputloc 1/44] 5 digits [copy dgt9 in dgt9]

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

>CC1< I'd like to start by asking you a few questions about how things are going for Michigan residents in general.

We are interested in how people are doing these days. 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
<3> ABOUT THE SAME (R PROVIDED)
<5> WORSE OFF

<8> DO NOT KNOW
<9> REFUSED/NO ANSWER
[##md1=9][##md2=8][##blank=8]

====>

>CC2< Now looking ahead, do you think that a year from now, you (and your family living there) will be better off financially or worse off financially?

<1> BETTER OFF

<3> ABOUT THE SAME (R PROVIDED)

<5> WORSE OFF

[##md1=9][##md2=8][##blank=8]

<8> DO NOT KNOW

<9> REFUSED/NO ANSWER

===>

>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
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>CC4< During the next twelve months, 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 last 12 months?

<1> UP
<3> ABOUT THE SAME
<5> DOWN
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>CC5< Twelve months from now, do you expect the unemployment situation in this country to be better than, worse than, or about the same as it was in the last 12 months?

<1> BETTER
<3> ABOUT THE SAME
<5> WORSE
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER

====>

>CC6< Now turning to business conditions in your community, do you think that during the [u]next twelve months[n] your community will have [u]good times[n] financially, or [u]bad times[n] financially?

<1> GOOD TIMES
<5> BAD TIMES
<3> NEITHER GOOD NOR BAD; MEDIOCRE STAY THE SAME(R PROVIDED)
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

various public officials. In general, how would you rate the way Bill Clinton is performing his job as President -- would you say excellent, good, fair, or poor?

- <1> EXCELLENT
- <2> GOOD
- <3> FAIR
- <4> POOR
- [##md1=9][##md2=8][##blank=8]
- <8> DONT KNOW
- <9> REFUSED-NO ANSWER

====>

>PO2< How would you rate the way John Engler is performing his job as Michigan's governor -- (would you say excellent, good, fair, or poor?)

- <1> EXCELLENT
- <2> GOOD
- <3> FAIR
- <4> POOR
- [##md1=9][##md2=8][##blank=8]
- <8> DONT KNOW
- <9> REFUSED-NO ANSWER

====>

>I1< The next section of our study focuses on the criminal justice system which includes the police, the courts, prisons and jails. I'd like to start by asking you some general questions about crime and prisons.

Generally speaking, do you think there is more crime or less crime in [u]Michigan[n] than there was a year ago?

- <1> MORE CRIME
- <2> LESS CRIME
- <3> SAME AMOUNT : R VOLUNTEERS
- [##md1=9][##md2=8][##blank=8]
- <8> DO NOT KNOW
- <9> REFUSED-NO ANSWER

====>

>I3< (Generally speaking), do you think there is more crime or less crime in your [u]neighborhood[n] than there was a year ago?

- <1> MORE CRIME
- <2> LESS CRIME
- <3> SAME AMOUNT : R VOLUNTEERS
- [##md1=9][##md2=8][##blank=8]
- <8> DO NOT KNOW
- <9> REFUSED-NO ANSWER

====>

>I4< Thinking about your neighborhood, do you think the police are doing an excellent, good, fair, or poor job working with citizens to identify and solve problems?

- <1> EXCELLENT
 - <2> GOOD
 - <3> FAIR
 - <4> POOR
 - [##md1=9][##md2=8][##blank=8]
 - <8> DO NOT KNOW
 - <9> REFUSED-NO ANSWER
- ====>

>I5< Do you think that the police respond equally well to crimes in your neighborhood as they do to crimes in other neighborhoods?

- <1> YES
 - <5> NO
 - [##md1=9][##md2=8][##blank=8]
 - <8> DO NOT KNOW
 - <9> REFUSED-NO ANSWER
- ====>

>A1< Now, I would like to ask you some specific questions about Michigan's corrections system. The corrections system is primarily the prisons, jails, and detention centers.

Overall, how would you rate Michigan's corrections system? Would you say it is doing an excellent, good, fair, or poor job?

- <1> EXCELLENT
 - <2> GOOD
 - <3> FAIR
 - <4> POOR
 - [##md1=9][##md2=8][##blank=8]
 - <8> DO NOT KNOW
 - <9> REFUSED-NO ANSWER
- ====>

>A2< Using the same scale of excellent, good, fair, or poor, please rate how well you think Michigan's [u]prison system[n] is doing in each of the following areas.

The first is, [u]punishing offenders.[n]

(Would you say the prison system is doing an excellent, good, fair, or poor job?)

- <1> EXCELLENT
 - <2> GOOD
 - <3> FAIR
 - <4> POOR
 - [##md1=9][##md2=8][##blank=8]
 - <8> DO NOT KNOW
 - <9> REFUSED-NO ANSWER
- ====>

>A3< Rehabilitating offenders so they will become productive members of society.

(Would you say the prison system is doing an excellent, good, fair, or poor job?)

<1> EXCELLENT
<2> GOOD
<3> FAIR
<4> POOR
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>A4< Discouraging would-be criminals from breaking the law.

(Would you say the prison system is doing an excellent, good, fair, or poor job?)

<1> EXCELLENT
<2> GOOD
<3> FAIR
<4> POOR
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>A5< Requiring offenders to pay back their victims or society.

(Would you say the prison system is doing an excellent, good, fair, or poor job?)

<1> EXCELLENT
<2> GOOD
<3> FAIR
<4> POOR
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>A6< Now, I would like to ask you some specific questions about Michigan's prisons.

When most inmates get out of prison, do you think they are less dangerous or more dangerous?

<1> LESS DANGEROUS
<2> MORE DANGEROUS
<3> ABOUT THE SAME: R VOLUNTEERS
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

```
>rt20< [if dgt7 eq <1>][goto Aa7][endif]  
      [if dgt7 eq <2>][goto Ab7][endif]  
      [if dgt7 eq <3>][goto Ac7][endif]
```

>Aa7< What do you think should be the main emphasis in most prisons?

Should it be to punish the individual, to rehabilitate the individual or to protect society from the individual by keeping criminals in jail?

<0> NOT APPLICABLE
<1> PUNISH THE INDIVIDUAL[goto A7a]
<2> REHABILITATE THE INDIVIDUAL[goto A7b]
<3> PROTECT SOCIETY FROM THE INDIVIDUAL[goto A7c]
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW[goto B1]
<9> REFUSED-NO ANSWER[goto B1]
====>

>Ab7< What do you think should be the main emphasis in most prisons.

Should it be to rehabilitate the individual, to protect society from the individual, or to punish the individual by keeping criminals in jail?

<0> NOT APPLICABLE
<2> REHABILITATE THE INDIVIDUAL[goto A7b]
<3> PROTECT SOCIETY FROM THE INDIVIDUAL[goto A7c]
<1> PUNISH THE INDIVIDUAL[goto A7a]
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW[goto B1]
<9> REFUSED-NO ANSWER[goto B1]
====>

>Ac7< What do you think should be the main emphasis in most prisons.

Should it be to protect society from the individual, to punish the individual, or to rehabilitate the individual by keeping criminals in jail?

<0> NOT APPLICABLE
<3> PROTECT SOCIETY FROM THE INDIVIDUAL[goto A7c]
<2> REHABILITATE THE INDIVIDUAL[goto A7b]
<1> PUNISH THE INDIVIDUAL[goto A7a]
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW[goto B1]
<9> REFUSED-NO ANSWER[goto B1]
====>

>A7a< Some people would say that punishing individuals is not the solution to controlling crime, but that prisons should provide education, job training, and treatment for drug or alcohol problems so that people will be able to make a living in legal ways.

Do you think providing education, job training, and treatment for drug or alcohol problems to individuals should also be an important focus of prisons, a minor focus of prisons, or shouldn't be a focus at all?

<0> NOT APPLICABLE
<1> AN IMPORTANT FOCUS
<2> A MINOR FOCUS

<3> NOT A FOCUS AT ALL
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
===>[goto B1]

>A7b< Some people would say that trying to rehabilitate people is fine but we need to think more about the victims and punish people for their crimes.

Do you think that punishing criminals for their crimes should also be an important focus of prisons, a minor focus of prisons, or shouldn't be a focus at all?

<0> NOT APPLICABLE
<1> AN IMPORTANT FOCUS
<2> A MINOR FOCUS
<3> NOT A FOCUS AT ALL
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>[goto B1]

>A7c< Some people would say that putting people in prisons makes them more dangerous because they learn about crime in prison.

Do you think that putting people in prison to try to rehabilitate them should also be an important focus of prisons, a minor focus of corrections, or shouldn't be a focus at all?

<0> NOT APPLICABLE
<1> AN IMPORTANT FOCUS
<2> A MINOR FOCUS
<3> NOT A FOCUS AT ALL
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>[goto B1]

>B1< Now, I have a couple of questions about how prisons and corrections are funded.

Generally speaking, do you think that Michigan spends too much, too little, or about the right amount on prisons and corrections?

<1> TOO MUCH
<2> NOT ENOUGH
<3> RIGHT AMOUNT
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>rot1< [if dgt1 eq <1>][goto B2a][endif]
[if dgt1 eq <2>][goto B2b][endif]
[if dgt1 eq <3>][goto B2c][endif]

>B2a< As you may know, the state of Michigan is responsible for a lot of services that are paid by your taxes. The state is responsible for primary and secondary education, social services and welfare, higher education, the environment and natural resources, highways and transportation, as well as prisons and corrections.

If you learned that 15.1% (15 cents out of every \$1.00) of Michigan's general fund budget goes to prisons and corrections, would you think that Michigan spends too much, too little, or about the right amount on prisons and corrections?

<0> NOT APPLICABLE
<1> TOO MUCH
<2> NOT ENOUGH
<3> RIGHT AMOUNT
 [##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>[goto D1]

>B2b< As you may know, the state of Michigan is responsible for a lot of services that are paid by your taxes. The state is responsible for primary and secondary education, social services and welfare, higher education, the environment and natural resources, highways and transportation, as well as prisons and corrections.

If you learned that 1.3 billion dollars was spent on prisons and corrections in Michigan during fiscal year 1996, would you think that Michigan spends too much, too little, or about the right amount on prisons and corrections?

<0> NOT APPLICABLE
<1> TOO MUCH
<2> NOT ENOUGH
<3> RIGHT AMOUNT
 [##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>[goto D1]

>B2c< As you know, the state of Michigan is responsible for a lot of services that are paid through your taxes. The state is responsible for primary and secondary education, social services and welfare, higher education, the environment and natural resources, highways and transportation, as well as prisons and corrections.

If I told you that the state spends an average of \$23,700 for each inmate housed in a correctional facility for one year, would you think that Michigan spends too much, too little, or about the right amount on prisons and corrections?

<0> NOT APPLICABLE
<1> TOO MUCH

<2> NOT ENOUGH
<3> RIGHT AMOUNT
 [##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
 ===>[goto D1]

>D1< Next, I would like to ask you a couple of questions
about sentencing of individuals who have been convicted of crimes.

Do you think a person who is convicted of a crime should serve the full
prison sentence with no possibility for parole even if there is evidence
that he or she has changed or has been rehabilitated?

<1> YES, SERVE FULL SENTENCE
<5> NO, SHOULD NOT SERVE FULL SENTENCE
<7> NEITHER: (R VOLUNTEERS)
 [##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
 ===>

>rot2< [if dgt2 eq <4>][goto D1a][endif]
 [if dgt2 eq <3>][goto D1b][endif]
 [if dgt2 eq <2>][goto D1c][endif]
 [if dgt2 eq <1>][goto D1d][endif]

>D1a< Should a person convicted of [u]child molestation[n] serve the
full prison sentence without the possibility of parole even if
there is evidence that he or she has changed or has been
rehabilitated?

<0> NOT APPLICABLE
<1> YES, SHOULD SERVE THE FULL SENTENCE[goto D2a]
<5> NO, SHOULD NOT SERVE FULL SENTENCE[goto D2b]
<7> NEITHER: (R VOLUNTEERS)
 [##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER[goto rot4]
 ===>

>rt3a< [if dgt3 eq <2>][goto D2a][endif]
 [if dgt3 eq <1>][goto D2b][endif]

>D1b< Should a person convicted of [u]murder[n] serve the
full prison sentence without the possibility of parole even if
there is evidence that he or she has changed or has been
rehabilitated?

<0> NOT APPLICABLE
<1> YES, SHOULD SERVE THE FULL SENTENCE[goto D2a]
<5> NO, SHOULD NOT SERVE FULL SENTENCE[goto D2b]
<7> NEITHER: (R VOLUNTEERS)
 [##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW

<9> REFUSED-NO ANSWER[goto rot4]
====>

>rt3b< [if dgt3 eq <1>][goto D2a][endif]
[if dgt3 eq <2>][goto D2b][endif]

>D1c< Should a person convicted of [u]drunk driving[n] serve the full prison sentence without the possibility of parole even if there is evidence that he or she has changed or has been rehabilitated?

<0> NOT APPLICABLE
<1> YES, SHOULD SERVE THE FULL SENTENCE[goto D2a]
<5> NO, SHOULD NOT SERVE FULL SENTENCE[goto D2b]
<7> NEITHER: (R VOLUNTEERS)
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER[goto rot4]
====>

>rt3c< [if dgt3 eq <2>][goto D2a][endif]
[if dgt3 eq <1>][goto D2b][endif]

>D1d< Should a [u]juvenile[n] convicted of murder serve the full prison sentence without the possibility of parole even if there is evidence that he or she has changed or has been rehabilitated?

<0> NOT APPLICABLE
<1> YES, SHOULD SERVE THE FULL SENTENCE[goto D2a]
<5> NO, SHOULD NOT SERVE FULL SENTENCE[goto D2b]
<7> NEITHER: (R VOLUNTEERS)
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER[goto rot4]
====>

>rt3d< [if dgt3 eq <1>][goto D2a][endif]
[if dgt3 eq <2>][goto D2b][endif]

>D2a< Now, what if you learned that this was the person's first offense for this crime.

Do you think this person should serve the full prison sentence without the possibility of parole even if there is evidence that he or she has changed or has been rehabilitated?

<0> NOT APPLICABLE
<1> YES, SHOULD THE FULL SENTENCE
<5> NO, SHOULD NOT SERVE THE FULL SENTENCE
<7> NEITHER: (R VOLUNTEERS)
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER

====>[goto rot4]

>D2b< Now, what if you learned that this is the person's third offense for this type of crime.

Do you think that this person should serve the full prison sentence without the possibility of parole even if there is evidence that he or she has changed or has been rehabilitated?

- <0> NOT APPLICABLE
- <1> YES, SHOULD THE FULL SENTENCE
- <5> NO, SHOULD NOT SERVE THE FULL SENTENCE
- <7> NEITHER: (R VOLUNTEERS)
[##md1=9][##md2=0][##blank=0]
- <8> DO NOT KNOW
- <9> REFUSED-NO ANSWER

====>

>rot4< [if dgt4 eq <1>][goto D3][endif]
[if dgt4 eq <2>][goto D31][endif]

>D3< Next, I would like to read you two situations that involve people who have broken the law and ask you what should be done with each person.

Lets suppose that a seriously [u]mentally ill[n] person has created a disturbance of the peace in which the police were called to deal with the situation.

Should this person be sent to jail or prison or should this person receive treatment through the mental health system?

- <0> NOT APPLICABLE
- <1> SENT TO JAIL OR PRISON[goto D3c]
- <5> TREATMENT THROUGH THE MENTAL HEALTH SYSTEM [goto rot5]
[##md1=9][##md2=0][##blank=0]
- <8> DO NOT KNOW[goto D4]
- <9> REFUSED-NO ANSWER[goto D4]

====>

>D31< Next, I would like to read you two situations that involve people who have broken the law and ask you what should be done with each person.

Lets suppose that a seriously [u]mentally retarded[n] person created a disturbance of the peace in which the police were called to deal with the situation.

Should this person be sent to jail or prison or should this person receive treatment through the mental health system?

- <0> NOT APPLICABLE
- <1> SENT TO JAIL OR PRISON[goto D3c]
- <5> TREATMENT THROUGH THE MENTAL HEALTH SYSTEM [goto rot5]
[##md1=9][##md2=0][##blank=0]
- <8> DO NOT KNOW[goto D4]
- <9> REFUSED-NO ANSWER[goto D4]

====>

>rot5< [if dgt5 eq <2>][goto D3a][endif]
[if dgt5 eq <1>][goto D3b][endif]

>D3a< What if the person (who has seriously disturbed the peace)
has also frightened citizens?

Should this person be sent to jail or prison or should this person
receive treatment through the mental health system?

<0> NOT APPLICABLE
<1> SENT TO JAIL OR PRISON
<5> TREATMENT THROUGH THE MENTAL HEALTH SYSTEM
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER

====> [goto D4]

>D3b< What if the person (who has seriously disturbed the peace)
is also a drug addict?

Should this person be sent to jail or prison or should this person
receive treatment through the mental health system?

<0> NOT APPLICABLE
<1> SENT TO JAIL OR PRISON
<5> TREATMENT THROUGH THE MENTAL HEALTH SYSTEM
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER

====>[goto D4]

>D3c< What if putting this person in jail or prison takes up space that
could otherwise be used to house a more serious criminal.

Should this person be sent to jail or prison or should this person
receive treatment through the mental health system?

<0> NOT APPLICABLE
<1> SENT TO JAIL OR PRISON
<5> TREATMENT THROUGH THE MENTAL HEALTH SYSTEM
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER

====>

>ID2< [allow 5][loc 14/1][#store csid in ID2] [copy ID2 in ID2]

>R2< [allow 1][#preset <2>][copy R2 in R2]

>D4< Next, lets suppose a person is repeatedly convicted of shoplifting.
Should this person be sent to jail or prison or should this person
be put on probation and receive mental health treatment?

<1> SENT TO PRISON OR JAIL
<5> PROBATION AND RECEIVE MENTAL HEALTH TREATMENT

[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW[goto E1]
<9> REFUSED-NO ANSWER[goto E1]
====>

>rot6< [if dgt6 eq <2>][goto D4a][endif]
[if dgt6 eq <3>][goto D4b][endif]
[if dgt6 eq <1>][goto D4c][endif]

>D4a< What if the person convicted of shoplifting is mentally retarded?

Should this person be sent to jail or prison or should this person be put on probation and receive mental health treatment?

<0> NOT APPLICABLE
<1> SENT TO PRISON OR JAIL
<5> PROBATION AND RECEIVE MENTAL HEALTH TREATMENT
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>[goto E1]

>D4b< What if the person convicted of shoplifting is addicted to drugs?

Should this person be sent to jail or prison or should this person be put on probation and receive mental health treatment?

<0> NOT APPLICABLE
<1> SENT TO PRISON OR JAIL
<5> PROBATION AND RECEIVE MENTAL HEALTH TREATMENT
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>[goto E1]

>D4c< What if the person convicted of shoplifting has a serious mental illness?

Should this person be sent to jail or prison or should this person be put on probation and receive mental health treatment?

<0> NOT APPLICABLE
<1> SENT TO PRISON OR JAIL
<5> PROBATION AND RECEIVE MENTAL HEALTH TREATMENT
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>[goto E1]

>E1< Next, I would like to ask you about your experiences with family or friends that may have problems related to illness or substance abuse.

Is anyone in your immediate family or among your close friends and

acquaintances mentally retarded?

<1> YES
<5> NO[goto E2]
 [##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW[goto E2]
<9> REFUSED-NO ANSWER[goto E2]
====>

>E1a< Because of this, have they ever been in contact with the criminal justice system (the police, courts, prison or jail)?

<0> NOT APPLICABLE
<1> YES
<5> NO
 [##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>E2< Does any one in your immediate family or among your close friends and acquaintances have a serious mental illness, other than having a problem with alcohol or drugs?

<1> YES
<5> NO[goto E3]
 [##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW[goto E3]
<9> REFUSED-NO ANSWER[goto E3]
====>

>E2a< Because of this, have they ever been in contact with the criminal justice system (the police, courts, prison or jail)?

<0> NOT APPLICABLE
<1> YES
<5> NO
 [##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>E3< Does any one in your family or among your close friends and acquaintances have a problem with alcohol or drugs?

<1> YES
<5> NO[goto F1]
 [##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW[goto F1]
<9> REFUSED-NO ANSWER[goto F1]
====>

>E3a< Because of this, have they ever been in contact with the criminal justice system (the police, courts, prison or jail)?

<0> NOT APPLICABLE

<1> YES
<5> NO
 [##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>F1< The next questions are about what should be done with juveniles who committ crimes.

Do you think juveniles who commit violent crimes should receive the same length sentences as adults who commit the same crimes?

<1> YES, SAME LENGTH SENTENCES
<5> NO, NOT THE SAME LENGTH SENTENCES
<7> NEITHER: (R VOLUNTEERS)
 [##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW[goto F2]
<9> REFUSED-NO ANSWER[goto F2]
====>

>rot7< [if dgt7 eq <3>][goto F1a][endif]
 [if dgt7 eq <2>][goto F1b][endif]
 [if dgt7 eq <1>][goto F1c][endif]

>F1a< Do you think juveniles who are [u]12 or 13 years-old[n] should receive the same length sentences as adults who commit the same crimes?

<0> NOT APPLICABLE
<1> YES, SAME LENGTH SENTENCES
<5> NO, NOT THE SAME LENGTH SENTENCES
<7> NEITHER: (R VOLUNTEERS)
 [##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>[goto F2]

>F1b< Do you think juveniles who are [u]14 or 15 years-old[n] should receive the same length sentences as adults who commit the same crimes?

<0> NOT APPLICABLE
<1> YES, SAME LENGTH SENTENCES
<5> NO, NOT THE SAME LENGTH SENTENCES
<7> NEITHER: (R VOLUNTEERS)
 [##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>[goto F2]

>F1c< Do you think juveniles who are [u]16 or 17 years-old[n] should receive the same length sentences as adults who commit the same crimes.

<0> NOT APPLICABLE
<1> YES, SAME LENGTH SENTENCES
<5> NO, NOT THE SAME LENGTH SENTENCES

<7> NEITHER: (R VOLUNTEERS)
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>F2< Do you think juveniles convicted of violent crimes should serve their sentences in institutions which have the same environment as an adult prison?

[r]IWER: Examples of violent crimes would be intent to kill, [n]
[r] murder, armed robbery or first degree criminal [n]
[r] sexual conduct. [n]

<1> YES, SAME INSTITUTIONS
<5> NO, NOT THE SAME INSTITUTIONS
<7> NEITHER: (R VOLUNTEERS)
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>rot8< [if dgt8 eq <2>][goto F2a][endif]
[if dgt8 eq <3>][goto F2b][endif]
[if dgt8 eq <1>][goto F2c][endif]

>F2a< Do you think [u]12 or 13 year-old[n] juveniles who are convicted of violent crimes should serve their sentences in institutions which have the same environment as an adult prison?

<0> NOT APPLICABLE
<1> YES, SAME INSTITUTIONS
<5> NO, NOT THE SAME INSTITUTIONS
<7> NEITHER: (R VOLUNTEERS)
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>[goto G1]

>F2b< Do you think [u]14 or 15 year-old[n] juveniles who are convicted of violent crimes should serve their sentences in institutions which have the same environment as an adult prison?

- <0> NOT APPLICABLE
- <1> YES, SAME INSTITUTIONS
- <5> NO, NOT THE SAME INSTITUTIONS
- <7> NEITHER: (R VOLUNTEERS)
[##md1=9][##md2=0][##blank=0]
- <8> DO NOT KNOW
- <9> REFUSED-NO ANSWER
====>[goto G1]

>F2c< Do you think [u]16 or 17 year-old[n] juveniles who are convicted of violent crimes should serve their sentences in institutions which have the same environment as an adult prison?

- <0> NOT APPLICABLE
- <1> YES, SAME INSTITUTIONS
- <5> NO, NOT THE SAME INSTITUTIONS
- <7> NEITHER: (R VOLUNTEERS)
[##md1=9][##md2=0][##blank=0]
- <8> DO NOT KNOW
- <9> REFUSED-NO ANSWER

====>

>G1< Some people think that black people convicted of crimes are more likely to receive longer prison sentences than white people convicted of the same crime. Other people think that black and white people are given the same sentences for the same crime. Still other people think that black people are less likely to receive longer sentences than whites.

In your opinion, do you think blacks receive longer sentences than whites, blacks and whites receive the same sentences, or that blacks receive shorter sentences?

- <1> BLACKS LONGER SENTENCES
- <2> BLACKS AND WHITES SAME SENTENCES
- <3> BLACKS SHORTER SENTENCES
[##md1=9][##md2=8][##blank=8]
- <8> DO NOT KNOW
- <9> REFUSED-NO ANSWER
====>

>rot9< [if dgt9 eq <2>][goto G2a][endif]
[if dgt9 eq <4>][goto G2b][endif]
[if dgt9 eq <5>][goto G2c][endif]
[if dgt9 eq <3>][goto G2d][endif]
[if dgt9 eq <1>][goto G2e][endif]

>G2a< How many years in prison do you think a person convicted of murder should serve?

<0-75> YEARS

<97> LIFE
<90> NOT APPLICABLE
[##md1=99][##md2=90][##blank=90]
<98> DO NOT KNOW
<99> REFUSED-NO ANSWER
====>[goto H1a]

>G2b< How many years in prison do you think a black man convicted of murdering another black man should serve?

<0-75> YEARS
<97> LIFE
<90> NOT APPLICABLE
[##md1=99][##md2=90][##blank=90]

<98> DO NOT KNOW
<99> REFUSED-NO ANSWER
====>[goto H1a]

>G2c< How many years in prison do you think a black man convicted of murdering a white man should serve?

<0-75> YEARS
<97> LIFE
<90> NOT APPLICABLE
[##md1=99][##md2=90][##blank=90]

<98> DO NOT KNOW
<99> REFUSED-NO ANSWER
====>[goto H1a]

>G2d< How many years in prison do you think a white man convicted of murdering another white man should serve?

<0-75> YEARS
<97> LIFE
<90> NOT APPLICABLE
[##md1=99][##md2=90][##blank=90]

<98> DO NOT KNOW
<99> REFUSED-NO ANSWER
====>[goto H1a]

>G2e< How many years in prison do you think a white man convicted of murdering a black man should serve?

<0-75> YEARS
<97> LIFE
<90> NOT APPLICABLE
[##md1=99][##md2=90][##blank=90]

<98> DO NOT KNOW
<99> REFUSED-NO ANSWER
====>[goto H1a]

>H1a< [start timer2]Next, I am going to read you a list of things that could happen to someone. For each one, please tell me if you are very afraid, somewhat afraid, or not at all afraid of being a victim of each of the following crimes.

Having someone break into your home while you are away.

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

- <1> VERY AFRAID
 - <2> SOMEWHAT AFRAID
 - <3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]
 - <8> DO NOT KNOW
 - <9> REFUSED-NO ANSWER
- ====>

>H1b< Being raped.

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

- <1> VERY AFRAID
 - <2> SOMEWHAT AFRAID
 - <3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]
 - <8> DO NOT KNOW
 - <9> REFUSED-NO ANSWER
- ====>

>H1c< Being hit by a drunk driver while driving your car.

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

- <1> VERY AFRAID
 - <2> SOMEWHAT AFRAID
 - <3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]
 - <8> DO NOT KNOW
 - <9> REFUSED-NO ANSWER
- ====>

>H1d< Having someone break into your home while you are home.

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

- <1> VERY AFRAID
 - <2> SOMEWHAT AFRAID
 - <3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]
 - <8> DO NOT KNOW
 - <9> REFUSED-NO ANSWER
- ====>

>H1e< Having something taken from you by force.

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

- <1> VERY AFRAID
 - <2> SOMEWHAT AFRAID
 - <3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]
 - <8> DO NOT KNOW
 - <9> REFUSED-NO ANSWER
- ====>

>H1f< Having strangers loiter near your home late at night.

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

- <1> VERY AFRAID
 - <2> SOMEWHAT AFRAID
 - <3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]
 - <8> DO NOT KNOW
 - <9> REFUSED-NO ANSWER
- ====>

>H1g< Having a group of juveniles disturb the peace near your home.

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

- <1> VERY AFRAID
 - <2> SOMEWHAT AFRAID
 - <3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]
 - <8> DO NOT KNOW
 - <9> REFUSED-NO ANSWER
- ====>

>H1h< Being beaten up by a stranger.

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

- <1> VERY AFRAID
 - <2> SOMEWHAT AFRAID
 - <3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]
 - <8> DO NOT KNOW
 - <9> REFUSED-NO ANSWER
- ====>

>H1i< Being murdered.

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

<1> VERY AFRAID
<2> SOMEWHAT AFRAID
<3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>H1j< Having your car stolen

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

<1> VERY AFRAID
<2> SOMEWHAT AFRAID
<3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>H1k< Being cheated or conned out of your money.

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

<1> VERY AFRAID
<2> SOMEWHAT AFRAID
<3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>H1l< Receiving an obscene phone call.

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

<1> VERY AFRAID
<2> SOMEWHAT AFRAID
<3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>H1m< Being sold contaminated food.

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

<1> VERY AFRAID
<2> SOMEWHAT AFRAID
<3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]

<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>H1n< Being beaten up by someone you know.

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

<1> VERY AFRAID
<2> SOMEWHAT AFRAID
<3> NOT AFRAID AT ALL
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>J1< Have you or any member of your household been the victim of a serious crime in the [u]past year[n]?

<1> YES
<5> NO
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED
====>

>ID3< [allow 5][loc 15/1][#store csid in ID3] [copy ID3 in ID3]

>R3< [allow 1][#preset <3>] [copy R3 in R3]

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

RECORD GENDER OF RESPONDENT HERE, ASK ONLY IF IN DOUBT:

<1> MALE
<5> FEMALE
[##md1=9][##md2=8][##blank=8]
====>

>CD2< In what year were you born?[allow 3]

18 <95-99> YEAR
19 <00-94> YEAR
[##md1=999][##md2=998][##blank=998]
<d> DONT KNOW <999> <998>
<r> REFUSED
====>

>cp4< [if CD2 eq <d>][store <998> in CD2][endif]
[if CD2 eq <r>][store <999> in CD2][endif]

>CD3< What is the highest level of education that you have completed?[allow 2]

<0> DID NOT GO TO SCHOOL
<1-11> GRADE

<12> HIGH SCHOOL GRADUATE OR GED HOLDER
<13-15> SOME COLLEGE (ONE TO THREE YEARS)
<16> COLLEGE GRADUATE (FOUR YEARS)
<17> SOME POST GRADUATE
<18> GRADUATE DEGREE

<20> TECHNICAL SCHOOL OR JUNIOR COLLEGE GRADUATE
[##md1=99][##md2=98][##blank=98]
<98> DO NOT KNOW
<99> REFUSED-NO ANSWER
====>

>CD4< Which of the following describes your racial background?
Would you say African-American or Black, Asian or Pacific
Islander, Native American, or White or Caucasian?

<1> AFRICAN-AMERICAN OR BLACK
<2> ASIAN OR PACIFIC ISLANDER
<3> NATIVE AMERICAN
<4> WHITE OR CAUCASIAN
[##md1=9][##md2=8][##blank=8]
0 OTHER: SPECIFY[#specify]
<7> OTHER-NOT ABLE TO CLASSIFY
<8> DO NOT KNOW
<9> REFUSED TO ANSWER
====>

>CD5< Are you of Hispanic origin or descent, such as Spanish,
Mexican, Puerto Rican, Cuban, or another Latin American
background?

<1> YES
<5> NO
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED TO ANSWER

====>

>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
<3> JEWISH
<4> PROTESTANT (includes Baptist, Lutheran, Presbyterian, Methodist
Christian Reformed, Jehovah's Witness, Pentecostal,
Apostolic, etc, LDS, Mormon)
<5> OTHER NON-CHRISTIAN (Hindu, Buddhist)
7 OTHER [#specify](SPECIFY)
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER

====>

>CD7< Generally speaking, do you think of yourself as a Republican, a Democrat, an Independent or something else?

<1> REPUBLICAN
<4> INDEPENDENT [goto CD7C]
<7> DEMOCRAT [goto CD7B]
 [##md1=9][##md2=8][##blank=8]
<0> OTHER [#specify][goto ptid]

<8> DO NOT KNOW [goto ptid]
<9> REFUSED-NO ANSWER [goto ptid]

====>

IF REPUBLICAN. . .

>CD7A< Would you call yourself a strong Republican or a not very strong Republican?

<0> NOT APPLICABLE
<1> STRONG REPUBLICAN
<2> NOT A VERY STRONG REPUBLICAN
 [##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER

====> [goto ptid]

IF DEMOCRAT. . .

>CD7B< Would you call yourself a strong Democrat or a not very strong Democrat?

<0> NOT APPLICABLE
<7> STRONG DEMOCRAT
<6> NOT A VERY STRONG DEMOCRAT
 [##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====> [goto ptid]

IF INDEPENDENT. . .

>CD7C< Do you generally think of yourself as closer to the Democratic Party or the Republican Party?

<0> NOT APPLICABLE
<3> REPUBLICAN
<4> NEITHER (R PROVIDED)
<5> DEMOCRAT
 [##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
====>

>ptid< [allow 1] [copy ptid in ptid]
 [if CD7A eq <1>][store <1> in ptid][endif] 1 strong republican

[if CD7A eq <2>][store <2> in ptid][endif] 2 not strong rep
 [if CD7A eq <8>][store <8> in ptid][endif] 3 lean republican
 [if CD7A eq <9>][store <9> in ptid][endif] 4 neither
 [if CD7B eq <6>][store <6> in ptid][endif] 5 lean democrat
 [if CD7B eq <7>][store <7> in ptid][endif] 6 not strong dem
 [if CD7B eq <8>][store <8> in ptid][endif] 7 strong dem
 [if CD7B eq <9>][store <9> in ptid][endif] 8 do not know
 [if CD7C eq <3>][store <3> in ptid][endif] 9 refused
 [if CD7C eq <4>][store <4> in ptid][endif]
 [if CD7C eq <5>][store <5> in ptid][endif]
 [if CD7C eq <8>][store <8> in ptid][endif]
 [if CD7C eq <9>][store <9> in ptid][endif]
 [if CD7 eq <0>][store <0> in ptid][endif]
 [if CD7 eq <8>][store <8> in ptid][endif]
 [if CD7 eq <9>][store <9> in ptid][endif]

>CD8< Are you currently married, divorced, separated, widowed, member of an unmarried couple, or have you never been married?

<0> REMARRIED
 <1> MARRIED
 <2> DIVORCED
 <3> SEPARATED
 <4> WIDOWED
 <5> MEMBER OF AN UNMARRIED COUPLE
 <6> SINGLE, NEVER BEEN MARRIED
 [##md1=99][##md2=98][##blank=98]
 7 OTHER [#specify](R PROVIDED; SPECIFY)
 <98> DO NOT KNOW
 <99> REFUSED-NO ANSWER
 ===>

>CD10< Next, I have a few questions about the others who may be living in your household.

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

<1> PERSON, ONLY RESPONDENT[goto CD12]
 <2-10> ADULTS
 [##md1=99][##md2=98][##blank=98]
 <98> DO NOT KNOW
 <99> REFUSED-NO ANSWER
 ===>

>CD11< How many of these adults are [bold]over 64 years of age?[n]

[r]COUNT ONLY THE ADULTS WHO ARE 65 YEARS OF AGE AND OLDER[n]

<0-9> ADULTS 65+
 <90> NOT APPLICABLE
 [##md1=99][##md2=90][##blank=90]
 <98> DO NOT KNOW
 <99> REFUSED-NO ANSWER
 ===>

>CD12< How many children younger than 18 live in your household?

<0> NONE [goto CD14]
<1-10> CHILDREN
<90> NOT APPLICABLE
[##md1=99][##md2=90][##blank=90]
<98> DO NOT KNOW[goto CD14]
<99> REFUSED-NO ANSWER[goto CD14]
====>

>CD13< How many of these children are [bold]under 5 years of age?[n]

<0-10> CHILDREN UNDER 5
<90> NOT APPLICABLE
[##md1=99][##md2=90][##blank=90]
<98> DO NOT KNOW
<99> REFUSED-NO ANSWER
====>

>CD14< Altogether, how many children have you had or adopted? (Please include any you had from a previous marriage)

<0> NONE, NEVER HAD CHILDREN
<1-20> CHILDREN
[##md1=99][##md2=98][##blank=98]
<98> DO NOT KNOW
<99> REFUSED-NO ANSWER
====>

>D14a< Do you rent or do you own your own home?

[r] CODER: LIVE WITH PARENTS IS SAME AS OWN HOME[n]

<1> RENT [goto D16]
<5> OWN (INCLUDES PAYING MORTGAGE CURRENTLY)[goto D16]
7 OTHER [#specify][goto D16]
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW [goto D16]
<9> REFUSED-NO ANSWER [goto D16]

====>

>D16< How long have you lived in your current home (or apartment)?

<0> LESS THAN ONE YEAR
<1-9> YEARS
<10-97> YEARS[goto D16b]
[##md1=99][##md2=98][##blank=98]
<98> DO NOT KNOW[goto D16b]
<99> REFUSED-NO ANSWER[goto D16b]
====>

>D16a< How many times have you moved in the past ten years?

<0> NOT APPLICABLE
<1-20> TIMES MOVED

[##md1=99][##md2=0][##blank=0]
<98> DO NOT KNOW
<99> REFUSED-NO ANSWER

====>

>D16b< Is your neighborhood in a rural or an urban location?

<1> RURAL
<2> URBAN
[##md1=9][##md2=8][##blank=8]
<3> SUBURBAN

0 OTHER: PLEASE DESCRIBE[#specify]
<7> OTHER: NOT ABLE TO CLASSIFY

<8> DO NOT KNOW
<9> 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 home-maker or something else?

<0> SELF EMPLOYED EITHER FULL OR PART TIME
<1> WORK FULL TIME
<2> WORK PART TIME
<3> WORK AND GO TO SCHOOL
<4> IN THE ARMED FORCES
<5> HAVE A JOB, BUT NOT AT WORK LAST WEEK (ON VACATION OR LEAVE)
<6> UNEMPLOYED, LAID OFF, LOOK FOR WORK[goto CD20]
<7> RETIRED [goto CD22]
<8> SCHOOL FULL TIME[goto CD22]
<9> HOME-MAKER [goto CD22]
<10> DISABLED[goto CD22]
<s>OTHER [#specify]
<97> OTHER: MISCELLANEOUS
<98> DO NOT KNOW[goto CD22]
<99> REFUSED-NO ANSWER[goto CD22] ====>

>fx1< [if CD15 eq <s>][store <97> in CD15][endif]

>CD17< Do you currently work for pay at more than one job?

<0> NOT APPLICABLE
<1> YES
<5> NO
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER

====>

>CD18< On average, how many hours per week do you work at your main job?[allow 3]

<0> NOT APPLICABLE

<1-75> HOURS PER WEEK
[##md1=99][##md2=0][##blank=0]
<98> DO NOT KNOW
<99> REFUSED-NO ANSWER

====>

>c01< [if CD17 ge <5> goto CD20] IF YES TO HAVING MORE
THAN ONE JOB GO TO CD19,
OTHERWISE SKIP TO CD21

>CD19< On average, how many hours per week do you work at any
jobs other than your main job?

<0> NOT APPLICABLE
<1-40> HOURS PER WEEK
[##md1=99][##md2=0][##blank=0]
<98> DO NOT KNOW
<99> REFUSED-NO ANSWER

====>

>CD20< Have you been actively looking for work or a different job?

<0> NOT APPLICABLE
<1> YES
<5> NO
[##md1=9][##md2=0][##blank=0]
<8> DO NOT KNOW
<9> REFUSED TO ANSWER

====>

>CD22< In your main (last) job, are (were) you self-employed or
do (did) you work for someone else?

<1> SELF-EMPLOYED
<5> WORK FOR SOMEONE ELSE
<7> NEVER HAS WORKED [goto CD27]
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED TO ANSWER

====>

>CD23< (In your main job,) (do/did) you work for an hourly wage,
an annual salary, or something else?

<1> HOURLY WAGE
<3> ANNUAL SALARY
<5> ON COMMISSION (R PROVIDED)
<7> OTHER [#specify]
<6> NEVER HAS WORKED [##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED TO ANSWER

====>

>CD21< In your main (last) job, what kind of work do (did) you normally do? That is, what is (was) your job called?
[allow 4]

0 OCCUPATION (TYPE IN OCCUPATION TITLE AND NOTES)[#specify]
<1-9997> OCCUPATIONAL CODE
<d> DO NOT KNOW <9998>
<r> REFUSED <9999>
<n> UNCODEABLE <9997>
<9996> NEVERWORKED
[##md1=9999][##md2=9998][##blank=9998]
====>

>cp21< [if CD21 eq <d>][store <9998> in CD21][endif]
[if CD21 eq <r>][store <9999> in CD21][endif]
[if CD21 eq <n>][store <9997> in CD21][endif]
[if CD21 eq <>][store <9996> in CD21][endif]

>CD27< Are you or anyone in your household employed in law enforcement, criminal justice, or corrections?

<1> YES
<5> NO
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED
====>

>CD28< Have you or anyone in your household been charged with or convicted of any offense during the last year?

<1> YES
<5> NO
[##md1=9][##md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED
====>

>ID4< [allow 5][loc 16/1][#store csid in ID4] [copy ID4 in ID4]

>R4< [allow 1][#preset <4>] [copy R4 in R4]

>INC1< To get a picture of people's financial situations, we'd like to know the general [u]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 household's total annual income from all sources (including your job), did your household receive \$30,000 or more in 1995?

<0> NOT APPLICABLE
<1> YES (\$30,000 OR MORE)[goto INC4]
<5> NO (LESS THAN \$30,000)
[##md1=99][##md2=98][##blank=98]
<98> DON'T KNOW-NO OPINION[goto lh31]

<99> REFUSED-NO ANSWER[goto lh31]
====>

>INC2< Was it \$20,000 or more?

<0> NOT APPLICABLE
<1> YES (\$20,000 - 29,999)[goto inca]
<5> NO (LESS THAN \$20,000)[goto INC3]
[##md1=99][##md2=0][##blank=0]
<98> DON'T KNOW-NO OPINION[goto lh31]
<99> REFUSED-NO ANSWER[goto lh31]

====>

>inca< Was it \$25,000 or more?

<0> NOT APPLICABLE
<1> YES (\$25,000 - 29,999)[goto lh31]
<5> NO (LESS THAN \$25,000)[goto lh31]
[##md1=99][##md2=0][##blank=0]
<98> DON'T KNOW-NO OPINION[goto lh31]
<99> REFUSED-NO ANSWER[goto lh31]

====>

>INC3< Was it \$10,000 or more?

<0> NOT APPLICABLE
<1> YES (\$10,000 - 19,999)
<5> NO (LESS THAN \$10,000) [goto lh31]
[##md1=99][##md2=0][##blank=0]
<98> DON'T KNOW-NO OPINION [goto lh31]
<99> REFUSED-NO ANSWER [goto lh31]

====>

>incb< Was it \$15,000 or more?

<0> NOT APPLICABLE
<1> YES (\$15,000 - 19,999)
<5> NO (LESS THAN \$15,000)
[##md1=99][##md2=0][##blank=0]
<98> DON'T KNOW-NO OPINION
<99> REFUSED-NO ANSWER
====> [goto lh31]

>INC4< Was it \$60,000 or more?

<0> NOT APPLICABLE
<1> YES[goto INC7] (\$60,000 OR MORE)
<5> NO (MORE THAN \$30,000 LESS THAN \$60,000)
[##md1=99][##md2=0][##blank=0]
<98> DON'T KNOW-NO OPINION[goto lh31]
<99> REFUSED-NO ANSWER[goto lh31]

====>

>INC5< Was it \$40,000 or more?

<0> NOT APPLICABLE
<1> YES (\$40,000 OR MORE)[goto INC6]
<5> NO (\$30,000 - 39,999)
[##md1=99][##md12=0][##blank=0]
<98> DON'T KNOW-NO OPINION[goto lh31]
<99> REFUSED-NO ANSWER [goto lh31]

====>

>incc< Was it \$35,000 or more?

<0> NOT APPLICABLE
<1> YES (\$35,000 - 39,999)
<5> NO (\$30,000 - 34,999)[goto lh31]
[##md1=99][##md12=0][##blank=0]
<98> DON'T KNOW-NO OPINION[goto lh31]
<99> REFUSED-NO ANSWER [goto lh31]

====> [goto lh31]

>INC6< Was it \$50,000 or more?

<0> NOT APPLICABLE
<1> YES (\$50,000 - 59,999)
<5> NO (\$40,000 - 49,999)
[##md1=99][##md12=0][##blank=0]
<98> DON'T KNOW/NO OPINION
<99> REFUSED/NO ANSWER

====> [goto lh31]

>INC7< Was it \$80,000 or more?

<0> NOT APPLICABLE
<1> YES (\$80,000 OR MORE)[goto INC9]
<5> NO (\$60,000 - 79,999)
[##md1=99][##md12=0][##blank=0]
<98> DON'T KNOW-NO OPINION [goto lh31]
<99> REFUSED-NO ANSWER [goto lh31]

====>

>INC8< Was it \$70,000 or more?

<0> NOT APPLICABLE
<1> YES (\$70,000 - 79,999)
<5> NO (\$60,000 - 69,999)
[##md1=99][##md12=0][##blank=0]
<98> DON'T KNOW-NO OPINION
<99> REFUSED-NO ANSWER
====> [goto lh31]

>INC9< Was it \$100,000 or more?

<0> NOT APPLICABLE
<1> YES (\$100,000 OR MORE)[goto NC11]

```
<5> NO ($80,000 - 99,999)
  [##md1=99][##md2=0][##blank=0]
<98> DON'T KNOW-NO OPINION[goto lh31]
<99> REFUSED-NO ANSWER[goto lh31]
====>
```

>NC10< Was it \$90,000 or more?

```
<0> NOT APPLICABLE
<1> YES ($90,000 - 99,999)
<5> NO ($80,000 - 89,999)
  [##md1=99][##md2=0][##blank=0]
<98> DON'T KNOW-NO OPINION
<99> REFUSED-NO ANSWER
  ====>[goto lh31]
```

>NC11< Was it \$110,000 or more?

```
<0> NOT APPLICABLE
<1> YES ($110,000 OR MORE)
<5> NO ($100,000 - 109,999)
  [##md1=99][##md2=0][##blank=0]
<98> DON'T KNOW-NO OPINION
<99> REFUSED-NO ANSWER
```

====>

```
>lh31< [if NC11 eq <1>][store <15> in INC][endif] 110,000 or more
  [if NC11 eq <5>][store <14> in INC][endif] 100,000 - 109,999
  [if NC10 eq <1>][store <13> in INC][endif] 90,000 - 99,999
  [if NC10 eq <5>][store <12> in INC][endif] 80,000 - 89,999
  [if INC8 eq <1>][store <11> in INC][endif] 70,000 - 79,999
  [if INC8 eq <5>][store <10> in INC][endif] 60,000 - 69,999
  [if INC6 eq <1>][store < 9> in INC][endif] 50,000 - 59,999
  [if INC6 eq <5>][store < 8> in INC][endif] 40,000 - 49,999
  [if incc eq <1>][store < 7> in INC][endif] 35,000 - 39,999
  [if incc eq <5>][store < 6> in INC][endif] 30,000 - 34,999
  [if inca eq <1>][store < 5> in INC][endif] 25,000 - 29,999
  [if inca eq <5>][store < 4> in INC][endif] 20,000 - 24,999
  [if incb eq <1>][store < 3> in INC][endif] 15,000 - 19,999
  [if incb eq <5>][store < 2> in INC][endif] 10,000 - 14,999
  [if INC3 eq <5>][store < 1> in INC][endif] $10,000 or less
```

```
[if INC1 eq <98>][store <98> in INC][endif]
[if INC1 eq <99>][store <99> in INC][endif]
```

>INC< [allow 2] [copy INC in INC]

```
>c02< [if CD15 le <5>][goto CD25]
  [else]
  [goto CD26]
  [endif]
```

>CD25< What is the gross annual income from your main job --
that is, before taxes or other deductions?

[r]IWER: DOUBLE CHECK YOUR ENTRY HERE [n]

<1-100000000> \$ DOLLARS

<d> DO NOT KNOW <99999998>
<r> REFUSED <99999999>

===>

>fx2< [if CD25 eq <d>][store <99999998> in CD25][endif]
 [if CD25 eq <r>][store <99999999> in CD25][endif]

>CD26< How many phone [bold]numbers[n] does your household have?

[r]IWER; Remember we are asking about phone numbers not[n]
[r] extensions[n]

<1-8> DIFFERENT PHONE NUMBERS
<9> REFUSED

[[#md1=9]][#md2=8][##blank=8]
====>

>CD30< What is your zip code?

<48000-49999> ZIP CODE
[[#md1=99999]][#md2=99998][##blank=99998]
<99998> DO NOT KNOW
<99999> REFUSED
====>

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

<1> YES
<5> NO[goto CD31]
[[#md1=9]][#md2=8][##blank=8]
<8> DO NOT KNOW
<9> REFUSED[goto CD31]
====>

>RI2< So we'll know whom to ask for when we call back, could I get your first name? [allow 10]

[r]IWER: PLEASE TYPE IN THE PERSON'S FIRST NAME WITHOUT ///[n]
====>

>CD31< In closing, what do you think is my race?

<1> AFRICAN-AMERICAN OR BLACK
<2> ASIAN OR PACIFIC ISLANDER
<3> NATIVE AMERICAN
<4> WHITE OR CAUCASIAN
[[#md1=9]][#md2=8][##blank=8]
0 OTHER: SPECIFY[#specify]
<7> OTHER: MISCELLANEOUS
<8> DO NOT KNOW
<9> REFUSED TO ANSWER
====>

>k1< [stop timer2]

>tmr1< [allow 5]

>tm1< [record timer in tmr1]

>tmr2< [allow 5]

>tm2< [record timer2 in tmr2][goto MOD7]

>ID5< [allow 5][loc 17/1]

>R5< [allow 1]

>FNL1< [allow 2]
>DAT1< [allow 6]
>TCT1< [allow 2]
>INV1< [allow 3]
>TIM1< [allow 4]