METHODOLOGICAL REPORT

MICHIGAN STATE UNIVERSITY

STATE OF THE STATE SURVEY

[MSU SOSS-7]

May 1996 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. 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 extend does social and economic status affect tolerance and mutual trust between ethnic and racial groups? Are subjective perceptions of environmental quality related to "objective" measures of environmental quality in Michigan's counties? These are only a few examples of the types of questions that the principal researchers will address using the SOSS results. To serve the interests

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

3. **To Provide Useful Information for Programs and Offices at MSU**. IPPSR has conducted a wide variety of studies for the use of MSU administrators and faculty. SOSS will also develop data for such internal use as well as provide data for use by the MSU Extension, the Vice Provost for University Outreach, and other offices. 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 Folklike 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. Larry Hembroff**, Associate Director (and overall manager of SOSS for SRD), **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 <u>Working Group</u> for the May 1996 survey was comprised of:

Dr. Janet L. Bokemeier, Professor, Department of Sociology

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

Dr. Diane Levande, Professor, School of Social Work

Dr. Margaret Nielsen, Professor, School of Social Work

Dr. Victor Whiteman, Professor, School of Social Work

Dr. Sally Rypkema, Professor, School of Social Work

Dr. Mark I. Wilson, Associate Professor, James Madison College

Dr. Brian D. Silver, Professor and Chairperson, Dept. of Political Science

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

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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

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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 cases so that 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 MSUEREGN 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 <u>and</u> 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.

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

$$ConfidenceInterval = \pm 1.96\sqrt{(PxQ/(n-1))}$$

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

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REGION	Number of Cases	Margin of Sampling Error
Upper Peninsula	65	± 12.3%
Northern Lower Peninsula	104	± 9.7%
West Central	203	± 6.9%
East Central	154	± 7.9%
Southwest	153	± 7.9%
Southeast	181	± 7.3%
Detroit	273	± 5.9%
Statewide Total	1,133	± 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 April 30, 1996, and continued through July 9, 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 26 minutes with the median being 24 minutes and the standard deviation 7.8 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 57 interviews were completed as a result of conversion efforts.

Completion Rate.　A total of 1,133 interviews were completed.　The overall completion rate among eligible households for the study was 62.1%.　The refusal rate was 17.4%.

9.　DOCUMENTATION AVAILABLE

The following documentation is available for this survey:

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

10.　DATA FORMAT AND ARCHIVING

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

11.　APPENDIX

a.　Map of the MSU Extension Regions

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

　　Weighting Program for 1990 Census Profile of Michigan (MSUSOSS7: May 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 (May, 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]
>regn< [allow 1][#inputloc 1/26][copy regn in regn]
>dgt1< [allow 1][#inputloc 1/28][copy dgt1 in dgt1] 1-5 random digits
>dgt2< [allow 1][#inputloc 1/30][copy dgt2 in dgt2] 1-6 random digits
>dgt3< [allow 1][#inputloc 1/32][copy dgt3 in dgt3] 1-4 random digits
>dgt4< [allow 1][#inputloc 1/16][copy dgt4 in dgt4] random digit rotate
                    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=0][##blank=0]
    ===>

>CC1a< Do you think the well being of children in your community has
     improved or worsened over the past [bold]five[n] years?

        [r]IWER: Community is whatever it means to you, where you live[n]
        [r]   and work [n]

        <1> IMPROVED
        <3> STAYED THE SAME (R PROVIDED)
        <5> WORSENED

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

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>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

        <8> DO NOT KNOW
           [##md1=9][##md2=0][##blank=0]
        <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

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

>FE2< Which of the following best describes how well your income meets
           the needs and wants of you and your family. Would you say you
           can't buy some necessities, you can meet necessities only,
           you can afford some of the things you want, but not all you want,
           you can afford about everything you want, or you can afford
           about everything you want and have some left over.

          <1>   CAN'T BUY SOME NECESSITIES
          <2>   CAN MEET NECESSITIES ONLY
          <3>   CAN AFFORD SOME OF THE THINGS WE WANT, BUT NOT ALL WE WANT
          <4>   CAN AFFORD ABOUT EVERYTHING WE WANT
          <5>   CAN AFFORD ABOUT EVERYTHING WE WANT AND HAVE SOME LEFT OVER

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

          ===>

>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

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

>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

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

   ===>

>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)
<7> OTHER: MISCELLANEOUS
0 OTHER (SPECIFY)[#specify]
    [##md1=9][##md2=9][##blank=9]
<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
===>
>rot1< [stop timer][goto NP8]
        [if dgt1 eq <1>][goto NP3a][endif]
        [if dgt1 eq <4>][goto NP4b][endif]
        [if dgt1 eq <5>][goto NP5c][endif]
        [if dgt1 eq <2>][goto NP6d][endif]
        [if dgt1 eq <3>][goto NP7e][endif]

>NP3a< Now, I would like to ask you some questions about government spending.

       In your opinion, are [u]programs and services for older people[n]
       a top priority for federal government spending,   important but not

18

a top priority, or not too important?

        <1> TOP PRIORITY FOR GOVERNMENT SPENDING
        <2> IMPORTANT BUT NOT A TOP PRIORITY
        <3> NOT TOO IMPORTANT

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

>NP3b<   In your opinion, are [u]programs and services for infants and[n]
      [u]young children[n] a top priority for federal government spending,
      important but not a top priority, or not too important?

        <1> TOP PRIORITY FOR GOVERNMENT SPENDING
        <2> IMPORTANT BUT NOT A TOP PRIORITY
        <3> NOT TOO IMPORTANT

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

>NP3c< (In your opinion), are [u]programs and services for poor people[n]
      a top priority for federal government spending, important but not
      a top priority, or not too important?

        <1> TOP PRIORITY FOR GOVERNMENT SPENDING
        <2> IMPORTANT BUT NOT A TOP PRIORITY
        <3> NOT TOO IMPORTANT

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

>NP3d< (In your opinion), are [u]programs and services for teens[n]
      a top priority for federal government spending, important but
      not a top priority, or not too important?

        <1> TOP PRIORITY FOR GOVERNMENT SPENDING
        <2> IMPORTANT BUT NOT A TOP PRIORITY
        <3> NOT TOO IMPORTANT

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

>NP3e< (In your opinion), are [u]economic opportunities for working people[n]
      a top priority for federal government spending, important but
      not a top priority, or not too important?

        <1> TOP PRIORITY FOR GOVERNMENT SPENDING

<2> IMPORTANT BUT NOT A TOP PRIORITY
<3> NOT TOO IMPORTANT

<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
===>[goto NP8]

>NP4b< Now, I would like to ask you some questions about government spending.

In your opinion, are [u]programs and services for infants and[n]
[u]young children[n] a top priority for federal government spending,
important but not a top priority, or not too important?

<1> TOP PRIORITY FOR GOVERNMENT SPENDING
<2> IMPORTANT BUT NOT A TOP PRIORITY
<3> NOT TOO IMPORTANT

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

>NP4c< (In your opinion), are [u]programs and services for poor people[n]
a top priority for federal government spending, important but not
a top priority, or not too important?

<1> TOP PRIORITY FOR GOVERNMENT SPENDING
<2> IMPORTANT BUT NOT A TOP PRIORITY
<3> NOT TOO IMPORTANT

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

>NP4d< (In your opinion), are [u]programs and services for teens[n]
a top priority for federal government spending, important but
not a top priority, or not too important?

<1> TOP PRIORITY FOR GOVERNMENT SPENDING
<2> IMPORTANT BUT NOT A TOP PRIORITY
<3> NOT TOO IMPORTANT

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

>NP4e< (In your opinion), are [u]economic opportunities for working people[n]
a top priority for federal government spending, important but
not a top priority, or not too important?

<1> TOP PRIORITY FOR GOVERNMENT SPENDING
<2> IMPORTANT BUT NOT A TOP PRIORITY

<3> NOT TOO IMPORTANT

        <8> DO NOT KNOW
        <9> REFUSED-NO ANSWER
        ===>
>NP4a< In your opinion, are [u]programs and services for older people[n]
        a top priority for federal government spending, important but not
        a top priority, or not too important?

        <1> TOP PRIORITY FOR GOVERNMENT SPENDING
        <2> IMPORTANT BUT NOT A TOP PRIORITY
        <3> NOT TOO IMPORTANT

        <8> DO NOT KNOW
        <9> REFUSED-NO ANSWER
        ===>[goto NP8]

>NP5c< Now, I would like to ask you some questions about government spending.

        In your opinion, are [u]programs and services for poor people[n]
        a top priority for federal government spending, important but not
        a top priority, or not too important?

        <1> TOP PRIORITY FOR GOVERNMENT SPENDING
        <2> IMPORTANT BUT NOT A TOP PRIORITY
        <3> NOT TOO IMPORTANT

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

>NP5d< (In your opinion), are [u]programs and services for teens[n]
        a top priority for federal government spending, important but
        not a top priority, or not too important?

        <1> TOP PRIORITY FOR GOVERNMENT SPENDING
        <2> IMPORTANT BUT NOT A TOP PRIORITY
        <3> NOT TOO IMPORTANT

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

>NP5e< (In your opinion), are [u]economic opportunities for working people[n]
        a top priority for federal government spending, important but
        not a top priority, or not too important?

        <1> TOP PRIORITY FOR GOVERNMENT SPENDING
        <2> IMPORTANT BUT NOT A TOP PRIORITY
        <3> NOT TOO IMPORTANT

<8> DO NOT KNOW
        <9> REFUSED-NO ANSWER
        ===>
>NP5a< (In your opinion), are [u]programs and services for older people[n]
        a top priority for federal government spending, important but not
        a top priority, or not too important?

        <1> TOP PRIORITY FOR GOVERNMENT SPENDING
        <2> IMPORTANT BUT NOT A TOP PRIORITY
        <3> NOT TOO IMPORTANT

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

>NP5b< In your opinion, are [u]programs and services for infants and[n]
        [u]young children[n] a top priority for federal government spending,
        important but not a top priority, or not too important?

        <1> TOP PRIORITY FOR GOVERNMENT SPENDING
        <2> IMPORTANT BUT NOT A TOP PRIORITY
        <3> NOT TOO IMPORTANT

        <8> DO NOT KNOW
        <9> REFUSED-NO ANSWER
        ===>[goto NP8]

>NP6d< Now, I would like to ask you some questions about government spending.

         In your opinion, are [u]programs and services for teens[n]
        a top priority for federal government spending, important but
        not a top priority, or not too important?

        <1> TOP PRIORITY FOR GOVERNMENT SPENDING
        <2> IMPORTANT BUT NOT A TOP PRIORITY
        <3> NOT TOO IMPORTANT

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

>NP6e< (In your opinion), are [u]economic opportunities for working people[n]
        a top priority for federal government spending, important but
        not a top priority, or not too important?

        <1> TOP PRIORITY FOR GOVERNMENT SPENDING
        <2> IMPORTANT BUT NOT A TOP PRIORITY
        <3> NOT TOO IMPORTANT

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

===>

>NP6a< (In your opinion), are [u]programs and services for older people[n]
a top priority for federal government spending, important but not
a top priority, or not too important?

<1> TOP PRIORITY FOR GOVERNMENT SPENDING
<2> IMPORTANT BUT NOT A TOP PRIORITY
<3> NOT TOO IMPORTANT

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

>NP6b< (In your opinion), are [u]programs and services for infants and[n]
[u]young children[n] a top priority for federal government spending,
important but not a top priority, or not too important?

<1> TOP PRIORITY FOR GOVERNMENT SPENDING
<2> IMPORTANT BUT NOT A TOP PRIORITY
<3> NOT TOO IMPORTANT

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

>NP6c< (In your opinion), are [u]programs and services for poor people[n]
a top priority for federal government spending, important but not
a top priority, or not too important?

<1> TOP PRIORITY FOR GOVERNMENT SPENDING
<2> IMPORTANT BUT NOT A TOP PRIORITY
<3> NOT TOO IMPORTANT

<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
===>[goto NP8]

>NP7e< Now, I would like to ask you some questions about government spending.

In your opinion, are [u]economic opportunities for working people[n]
a top priority for federal government spending,important but
not a top priority, or not too important?

<1> TOP PRIORITY FOR GOVERNMENT SPENDING
<2> IMPORTANT BUT NOT A TOP PRIORITY
<3> NOT TOO IMPORTANT

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

>NP7a< (In your opinion), are [u]programs and services for older people[n]
a top priority for federal government spending, important but not
a top priority, or not too important?

      <1> TOP PRIORITY FOR GOVERNMENT SPENDING
      <2> IMPORTANT BUT NOT A TOP PRIORITY
      <3> NOT TOO IMPORTANT

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

>NP7b< In your opinion, are [u]programs and services for infants and[n]
[u]young children[n] a top priority for federal government spending,
important but not a top priority, or not too important?

      <1> TOP PRIORITY FOR GOVERNMENT SPENDING
      <2> IMPORTANT BUT NOT A TOP PRIORITY
      <3> NOT TOO IMPORTANT

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

>NP7c< (In your opinion), are [u]programs and services for poor people[n]
a top priority for federal government spending, important but not
a top priority, or not too important?

      <1> TOP PRIORITY FOR GOVERNMENT SPENDING
      <2> IMPORTANT BUT NOT A TOP PRIORITY
      <3> NOT TOO IMPORTANT

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

>NP7d< (In your opinion), are [u]programs and services for teens[n]
a top priority for federal government spending, important but
not a top priority, or not too important?

      <1> TOP PRIORITY FOR GOVERNMENT SPENDING
      <2> IMPORTANT BUT NOT A TOP PRIORITY
      <3> NOT TOO IMPORTANT

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

>NP8< Next, I have a question about government spending.

If public funding for social service programs were substantially decreased, how much would this change the amount you give to charitable organizations. Would you give
  a lot more, a little more, a little less, or a lot less?

  [r]IWER: Social service programs include programs for the elderly, teenagers, children, and poor people[n]

  <1> A LOT MORE
  <2> A LITTLE MORE
  <3> NEITHER MORE OR LESS: NO CHANGE (R VOLUNTEERS)
  <4> A LITTLE LESS
  <5> A LOT LESS

  <8> DO NOT KNOW
  <9> REFUSED
  [##md1=9][##md2=0][##blank=0]
  ===>

>sc1<   Now, I would like to ask you some questions about family resources
        in your community.

        Do you have close family or relatives who live near-by or in
        your community?

        <1>   YES [goto sc1a]
        <5>   NO [goto sc2]

        <8>   DO NOT KNOW [goto sc2]
        <9>   REFUSED--NO ANSWER [goto sc2]
        [##md1=9][##md2=0][##blank=0]
        ===>

>sc1a< How often do you get together with other family members
        who do not live in the same home with you? Would you say every day,
        every few days, every few weeks, every few months, every year, or
        less than once a year?

        <0>   NOT APPLICABLE
        <1>   EVERY DAY
        <2>   EVERY FEW DAYS
        <3>   EVERY FEW WEEKS
        <4>   EVERY FEW MONTHS
        <5>   EVERY YEAR
        <6>   LESS THAN ONCE A YEAR

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

>sc2<   Suppose there were a serious emergency in your household.
        Is there a friend or relative living nearby whom you could
        call on to spend a lot of time helping out?

        <1>   YES
        <5>   NO[goto sc2b]

        <8>   DO NOT KNOW[goto sc2b]
        <9>   REFUSED-NO ANSWER[goto sc2b]
        [##md1=9][##md2=0][##blank=0]
        ===>

>sc2a< Is that person a relative?

        <0>   NOT APPLICABLE
        <1>   YES
        <5>   NO

        <8>   DO NOT KNOW

<9>   REFUSED-NO ANSWER
[##md1=9][##md2=0][##blank=0]
===>

>sc2b< How often are [u]you[n] expected to help friends and relatives
         in serious family emergencies? Would you say often, occasionally,
         or almost never?

         <1> OFTEN
         <2> OCCASIONALLY
         <3> ALMOST NEVER

         <8> DO NOT KNOW
         <9> REFUSED
         [##md1=9][##md2=0][##blank=0]
         ===>

>sc3<   Suppose in an emergency you needed several hundred dollars,
        more than you had available or could borrow from a bank.

        Would you ask a friend for it, a relative for it, either a friend
          or a relative, or would you not ask for it?

         <1> YES, FRIEND
         <3> YES, RELATIVE
         <5> EITHER: BOTH
         <7> NEITHER: NONE

         <8> DO NOT KNOW
         <9> REFUSED
         [##md1=9][##md2=0][##blank=0]
         ===>[goto E1]

>PO1< Now, I have a few questions about the performance of
       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

         <8> DONT KNOW
         <9> REFUSED-NO ANSWER
          [##md1=9][##md2=0][##blank=0]
       ===>

>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

<8> DONT KNOW
<9> REFUSED-NO ANSWER
  [##md1=9][##md2=0][##blank=0]
===>

>D1< 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 D2]
     <2-10> ADULTS

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

>D1a< 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+
          <97> NOT APPLICABLE
       <98> DO NOT KNOW
       <99> REFUSED-NO ANSWER
          [##md1=99][##md2=97][##blank=97]
       ===>

>D2< How many children younger than 18 live in your household?

      <0> NONE [goto D3]
     <1-10> CHILDREN
          <97> NOT APPLICABLE
       <98> DO NOT KNOW[goto D3]
       <99> REFUSD-NO ANSWER[goto D3]
          [##md1=99][##md2=97][##blank=97]
       ===>

>D2a<   How many of these children are [bold]under 5 years of age?[n]

     <0-10> CHILDREN UNDER 5
          <97> NOT APPLICABLE
       <98> DO NOT KNOW
          [##md1=99][##md2=97][##blank=97]
       <99> REFUSED-NO ANSWER
       ===>

>D3< 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
          <97> NOT APPLICABLE
       <98> DO NOT KNOW

<99> REFUSED-NO ANSWER
    [##md1=99][##md2=97][##blank=97]
===>

>D4< 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

     7 OTHER [#specify](R PROVIDED; SPECIFY)
     <97> OTHER: MISCELLANEOUS
     <98> DO NOT KNOW
     <99> REFUSED-NO ANSWER
         [##md1=99][##md2=99][##blank=99]
     ===>

>D8< 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
     <7> RETIRED
     <8> SCHOOL
     <9> HOME-MAKER
     <10> DISABLED   s OTHER [#specify]
     <97> OTHER MISCELLANEOUS
     <98> DO NOT KNOW
         [##md1=99][##md2=99][##blank=99]
     <99> REFUSED-NO ANSWER   ===>

>if2< [if D4 le <1>][goto D8s][else]
     [if D4 eq <5>][goto D8s][else]
     [goto rot4][endif][endif]

>D8s< Last week, was your (spouse/partner) 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
     <7> RETIRED
     <8> SCHOOL
     <9> HOME-MAKER
     <10> DISABLED
      s OTHER [#specify]
     <97> OTHER: MISCELLANEOUS
     <98> DO NOT KNOW
     <99> REFUSED TO ANSWER
          [##md1=99][##md2=99][##blank=99]
          ===>

>rot4< [if dgt4 le <4>][goto W3][endif]
        [if dgt4 ge <5>][goto W4a][endif]

>W3< In many workplaces, employee benefits such as health insurance include
     coverage for a spouse.

     Would you favor or oppose employers extending benefits such as
     health insurance to the domestic partners of unmarried
     male and female couples?

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

>W4< Would you favor or oppose employers extending benefits such as health
     insurance to the domestic partners of gay and lesbian couples?

          <0>   NOT APPLICABLE
          <1>   FAVOR
          <5>   OPPOSE
          [##md1=9][##md2=0][##blank=0]
          <8>   DO NOT KNOW
          <9>   REFUSED -- NO ANSWER
          ===>[goto W5h]

>ID2< [allow 5][loc 14/1][#store csid in ID2][copy ID2 in ID2]
>R2< [allow 1][#preset <2>][copy R2 in R2]

>W4a< In many workplaces, employee benefits such as health insurance include
    coverage for a spouse.

    Would you favor or oppose employers extending benefits such as health
    insurance to the domestic partners of gay and lesbian couples?

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

>W3a< Would you favor or oppose employers extending benefits such as
    health insurance to the domestic partners of unmarried
    male and female couples?

        <0>   NOT APPLICABLE
        <1>   FAVOR
        <5>   OPPOSE

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

>W5h< Next, I would like to read you several statements and have
       you tell me to what extent your agree or disagree with each.

    [u]Single teen-age mothers and their children should be required to live
     with the parents of the mother or another responsible adult.[n]

    (Would you say you strongly agree, somewhat agree, somewhat
    [u]dis[n]agree, or strongly [u]dis[n]agree?)

    <1> STRONGLY AGREE
    <2> SOMEWHAT AGREE
    <3> NEITHER AGREE OR DISAGREE (R VOLUNTEERS)
    <4> SOMEWHAT DISAGREE
    <5> STRONGLY DISAGREE

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

>W5l< Children who attend a preschool or nursery school program are better
    prepared to start school.

    (Would you say you strongly agree, somewhat agree, somewhat
    [u]dis[n]agree, or strongly [u]dis[n]agree?)

    <1> STRONGLY AGREE
    <2> SOMEWHAT AGREE
    <3> NEITHER AGREE OR DISAGREE (R VOLUNTEERS)
    <4> SOMEWHAT DISAGREE
    <5> STRONGLY DISAGREE

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

>W5m<   Young children in my community are closely supervised by their parents
           after school and on weekends.

           (Would you say you strongly agree, somewhat agree, somewhat
           [u]dis[n]agree, or strongly [u]dis[n]agree?)

           <1> STRONGLY AGREE
           <2> SOMEWHAT AGREE
           <3> NEITHER AGREE OR DISAGREE (R VOLUNTEERS)
           <4> SOMEWHAT DISAGREE
           <5> STRONGLY DISAGREE

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

>W5o< Rural communities are better places to raise children
    than larger cities.

           (Would you say you strongly agree, somewhat agree, somewhat
           [u]dis[n]agree, or strongly [u]dis[n]agree?)

           <1> STRONGLY AGREE
           <2> SOMEWHAT AGREE
           <3> NEITHER AGREE OR DISAGREE (R VOLUNTEERS)
           <4> SOMEWHAT DISAGREE
           <5> STRONGLY DISAGREE

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

>W5q< All couples should be required to have premarital counseling
     before getting married.

       (Would you say you strongly agree, somewhat agree, somewhat
       [u]dis[n]agree, or strongly [u]dis[n]agree?)

       <1> STRONGLY AGREE
       <2> SOMEWHAT AGREE
       <3> NEITHER AGREE OR DISAGREE (R VOLUNTEERS)
       <4> SOMEWHAT DISAGREE
       <5> STRONGLY DISAGREE

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

>W5v< How would you rate the quality of education of the public schools
       in your community. Would you say it is excellent, very good, good,
       fair, or poor?

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

       <8> DO NOT KNOW
       <9> REFUSED
       [##md1=9][##md2=0][##blank=0]
       ===>

>JD2< Now, I would like to ask you some questions about crimes that
       are committed by young people, or juvenile crime.

       Compared to five years ago, do you think [u]violent crime by[n]
       [u]juveniles[n] in Michigan has increased, decreased, or stayed
     about the same?

       <1>   INCREASED
       <2>   STAYED ABOUT THE SAME
       <3>   DECREASED

       <8>   NOT SURE/DO NOT KNOW
       <9>   REFUSED-NO ANSWER
       [##md1=9][##md2=0][##blank=0]
       ===>

>JD3< Compared to five years ago, do you think [u]illegal drug use by[n]
          [u]juveniles[n] in Michigan has increased, stayed about the same,
        or decreased?

            <1>   INCREASED
            <2>   STAYED ABOUT THE SAME
            <3>   DECREASED

            <8>   NOT SURE/ DO NOT KNOW
            <9>   REFUSED-NO ANSWER
            [##md1=9][##md2=0][##blank=0]
            ===>

>JD4< Over the past five years, has anyone in your immediate
        family been the victim of a [u]juvenile crime[n]?

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

            <8>   NOT SURE/ DO NOT KNOW[goto AG]
            <9>   REFUSED-NO ANSWER[goto AG]
            [##md1=9][##md2=0][##blank=0]
            ===>

>JD5< Was it a [u]violent crime[n] involving force or a weapon,
        or a non-violent crime?

            <0>   NOT APPLICABLE
            <1>   A VIOLENT CRIME
            <2>   A NONVIOLENT CRIME

            <8>   NOT SURE/DO NOT KNOW
            <9>   REFUSED-NO ANSWER
            [##md1=9][##md2=0][##blank=0]
            ===>

>AG<   Next I would like you to [u]judge[n] two cases involving
        juvenile offenders in which juvenile offender is guilty.

        You have [u]five[n] sentencing alternatives. You could send them
        to a punk prison (which is similar to an adult prison),
        to a training school, to a residential group home for youth,
        to a day education program for youth in trouble, or you could impose
        strict probation plus work with the juvenile's parents.

            Keep in mind that there are limited spaces available in punk prisons,
            and that both the punk prisons and training schools cost somewhat more
        per day than the other programs.

            type <g> to proceed ===>

```
>rot2<  [if dgt2 eq <6>][goto AG19][endif]
        [if dgt2 eq <2>][goto AG20][endif]
        [if dgt2 eq <3>][goto AG21][endif]
        [if dgt2 eq <4>][goto AG22][endif]
        [if dgt2 eq <5>][goto AG23][endif]
        [if dgt2 eq <1>][goto AG24][endif]
```

>AG19<   Linda holds a gun during a convenience store robbery, but
            does not shoot it. This is her first offense.

            Would you send her to a punk prison, to a training school,
        to a residential group home for youth, to a day education program
        for youth in trouble, or you would impose strict
        probation plus work with her parents?

            <0>   NOT APPLICABLE
            <1>   PUNK PRISON
            <2>   TRAINING SCHOOL
            <3>   RESIDENTIAL GROUP HOME
            <4>   DAY EDUCATION PROGRAM
            <5>   PROBATION PLUS WORK WITH THE PARENTS

            <8>   NOT SURE/DO NOT KNOW
            <9>   REFUSED-NO ANSWER
            [##md1=9][##md2=0][##blank=0]
            ===>[goto rot3]

>AG20< Louis holds a gun during a convenience store robbery, but
            does not shoot it. This is his first offense.

            Would you send him to a punk prison, to a training school,
        to a residential group home for youth, to a day education program
        for youth in trouble, or you would impose strict
        probation plus work with his parents?

            <0>   NOT APPLICABLE
            <1>   PUNK PRISON
            <2>   TRAINING SCHOOL
            <3>   RESIDENTIAL GROUP HOME
            <4>   DAY EDUCATION PROGRAM
            <5>   PROBATION PLUS WORK WITH HIS PARENTS

            <8>   NOT SURE/DO NOT KNOW
            <9>   REFUSED-NO ANSWER
            [##md1=9][##md2=0][##blank=0]
            ===>[goto rot3]

>AG21<   Linda holds a gun during a convenience store robbery, but does not
            shoot it. This is her first offense. You also know that she
            has been sexually abused by a family member.

            Would you send her to a punk prison, to a training school,
        to a residential group home for youth, to a day education program
        for youth in trouble, or you would impose strict
        probation plus work with her parents?

            <0>   NOT APPLICABLE
            <1>   PUNK PRISON

<2>   TRAINING SCHOOL
        <3>   RESIDENTIAL GROUP HOME
        <4>   DAY EDUCATION PROGRAM
        <5>   PROBATION PLUS WORK WITH THE PARENTS

        <8>   NOT SURE/DO NOT KNOW
        <9>   REFUSED-NO ANSWER
        [##md1=9][##md2=0][##blank=0]
        ===>[goto rot3]

>AG22< Louis holds a gun during a convenience store robbery, but does not
        shoot it. This is his first offense. You also know that he
        has been sexually abused by a family member.

        Would you send him to a punk prison, to a training school,
        to a residential group home for youth, to a day education program
        for youth in trouble, or you would impose strict
        probation plus work with his parents?

        <0>   NOT APPLICABLE
        <1>   PUNK PRISON
        <2>   TRAINING SCHOOL
        <3>   RESIDENTIAL GROUP HOME
        <4>   DAY EDUCATION PROGRAM
        <5>   PROBATION PLUS WORK WITH THE PARENTS

        <8>   NOT SURE/DO NOT KNOW
        <9>   REFUSED-NO ANSWER
        [##md1=9][##md2=0][##blank=0]
        ===>[goto rot3]

>AG23<   Linda holds a gun during a convenience store robbery, but does not
        shoot it. This is her first offense. You also know that she
        comes from a very poor area, has a large family, and has been expelled
        from school.

        Would you send her to a punk prison, to a training school,
        to a residential group home for youth, to a day education program
        for youth in trouble, or you would impose strict
        probation plus work with her parents?

        <0> NOT APPLICABLE
        <1>   PUNK PRISON
        <2>   TRAINING SCHOOL
        <3>   RESIDENTIAL GROUP HOME
        <4>   DAY EDUCATION PROGRAM
        <5>   PROBATION PLUS WORK WITH THE PARENTS

        <8>   NOT SURE/DO NOT KNOW
        <9>   REFUSED-NO ANSWER
        [##md1=9][##md2=0][##blank=0]

===>[goto rot3]

>AG24< Louis holds a gun during a convenience store robbery, but does not
        shoot it. This is his first offense. You also know that he
        comes from a very poor area, has a large family, and has been expelled
        from school.

        Would you send him to a punk prison, to a training school,
        to a residential group home for youth, to a day education program
        for youth in trouble, or you would impose strict
        probation plus work with his parents?

        <0>   NOT APPLICABLE
        <1>   PUNK PRISON
        <2>   TRAINING SCHOOL
        <3>   RESIDENTIAL GROUP HOME
        <4>   DAY EDUCATION PROGRAM
        <5>   PROBATION PLUS WORK WITH THE PARENTS

        <8>   NOT SURE/DO NOT KNOW
        <9>   REFUSED-NO ANSWER
        [##md1=9][##md2=0][##blank=0]
        ===>[goto rot3]

>rot3< [if dgt3 eq <2>][goto AG25][endif]
        [if dgt3 eq <4>][goto AG26][endif]
        [if dgt3 eq <1>][goto AG27][endif]
        [if dgt3 eq <3>][goto AG28][endif]

>AG25< For the second case, Dennis has been in court six times in
        the last year for stealing items worth more than $100, and is
        back again.

        Would you send him to a punk prison, to a training school,
        to a residential group home for youth, to a day education program
        for youth in trouble, or you would impose strict
        probation plus work with his parents?

        <0>   NOT APPLICABLE
        <1>   PUNK PRISON
        <2>   TRAINING SCHOOL
        <3>   RESIDENTIAL GROUP HOME
        <4>   DAY EDUCATION PROGRAM
        <5>   PROBATION PLUS WORK WITH THE PARENTS

        <8>   NOT SURE/DO NOT KNOW
        <9>   REFUSED-NO ANSWER
        [##md1=9][##md2=0][##blank=0]
        ===>[goto WB1]

>AG26< For the second case, Denise has been in court six times in
        the last year for stealing items worth more than $100, and is

back again.

    Would you send her to a punk prison, to a training school,
to a residential group home for youth, to a day education program
for youth in trouble, or you would impose strict
probation plus work with her parents?

    <0>   NOT APPLICABLE
    <1>   PUNK PRISON
    <2>   TRAINING SCHOOL
    <3>   RESIDENTIAL GROUP HOME
    <4>   DAY EDUCATION PROGRAM
    <5>   PROBATION PLUS WORK WITH THE PARENTS

    <8>   DO NOT KNOW
    <9>   REFUSED
    [##md1=9][##md2=0][##blank=0]
    ===>[goto WB1]

>AG27< For the second case, Dennis has been in court six times in
    the last year for stealing items worth more than $100, and is
    back again. You also know he is stealing because of a drug
    addiction.

    Would you send him to a punk prison, to a training school,
to a residential group home for youth, to a day education program
for youth in trouble, or you would impose strict
probation plus work with his parents?

    <0>   NOT APPLICABLE
    <1>   PUNK PRISON
    <2>   TRAINING SCHOOL
    <3>   RESIDENTIAL GROUP HOME
    <4>   DAY EDUCATION PROGRAM
    <5>   PROBATION PLUS WORK WITH THE PARENTS

    <8>   DO NOT KNOW
    <9>   REFUSED
    [##md1=9][##md2=0][##blank=0]
    ===>[goto WB1]

>AG28< For the second case, Denise has been in court six times in
    the last year for stealing items worth more than $100, and is
    back again. You also know she is stealing because of a drug
    addiction.

    Would you send her to a punk prison, to a training school,
to a residential group home for youth, to a day education program
for youth in trouble, or you would impose strict
probation plus work with her parents?

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<0>   NOT APPLICABLE
<1>   PUNK PRISON
<2>   TRAINING SCHOOL
<3>   RESIDENTIAL GROUP HOME
<4>   DAY EDUCATION PROGRAM
<5>   PROBATION PLUS WORK WITH THE PARENTS

<8>   DO NOT KNOW
<9>   REFUSED
[##md1=9][##md2=0][##blank=0]
===>[goto WB1]

>WB1< Next, I would like to ask you some questions about children and
       families.

       At what age do you think it is okay to leave a child home
       alone for just a few minutes?

       [r]IWER: IF R NEEDS CLARIFICATION, USE "the typical child in
       your neighborhood".[n]

       <0> NEVER
       <1-17> YEARS OF AGE

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

>WB2< At what age do you think it is okay to leave a child home alone
     [u]for a few hours, like after school[n]?

     [r]IWER: IF R NEEDS CLARIFICATION, USE "the typical child in
     your neighborhood".[n]

       <0> NEVER
       <1-17> YEARS OF AGE

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

>WB3< (At what age do you think it is okay to leave a child home alone)
     [u]for most of the day[n]?

       [r]IWER: IF R NEEDS CLARIFICATION, USE "the typical child in
       your neighborhood".[n]

       <0> NEVER

<1-17> YEARS OF AGE

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

>WB4<   Parents can be referred to children's protective services if they
        leave their child alone at home at too young of an age. What do you
        think is too young of an age to leave a child at home alone for a
        couple of hours, like after school, so that protective services
        should be contacted?

        <1-17> YEARS OF AGE

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

>Cb0< Next, I would like to ask you a couple of questions about families
      and divorce.

      Generally speaking, do you think that children who grow up in a single
      parent home are much worse off, somewhat worse off, somewhat better off,
      or much better off then children who grow up in a two-parent home?

        <1>   MUCH WORSE OFF
        <2>   SOMEWHAT WORSE OFF
        <3>   NO DIFFERENCE
        <4>   SOMEWHAT BETTER OFF
        <5>   MUCH BETTER OFF

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

        ===>
>rot5< [if dgt4 le <4>][goto Cba1][endif]
        [if dgt4 ge <5>][goto Cb1][endif]

>Cb1<   I'd like to ask you about how child custody should be
        handled in a divorce situation where both parents are fit
        to provide care for the child. Of the following two options,
        which do you think is the best option:

        Custody should be equally shared by the father and mother.

        -or-

      Custody should be given to the parent who has been in the

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primary parental role, (the parent who is responsible for the day
to day care of the child).

     <0> NOT APPLICABLE
       <1> CUSTODY SHARED EQUALLY
       <5> CUSTODY GIVEN TO PARENT IN PRIMARY ROLE

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

>CB1a< Next, I would like to read you a list of possible
          reasons why children might be from single parent families and have
          you tell me if each reason contributes a great deal, quite a
       bit, somewhat, a little or not at all to why children might
       be from single parent families.

       The first is, [u]It is easy to get a divorce.[n]

          Would you say this contributes a great deal, quite a bit, somewhat,
          a little, or not at all to why children might be from single
          parent families?

          <1>   A GREAT DEAL
          <2>   QUITE A BIT
          <3>   SOMEWHAT
          <4>   A LITTLE
          <5>   NOT AT ALL

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

>CB1b<   Men cannot make enough money to support their families.

          Would you say this contributes a great deal, quite a bit, somewhat,
          a little, or not at all to why children might be from single
          parent families?

          <1>   A GREAT DEAL
          <2>   QUITE A BIT
          <3>   SOMEWHAT
          <4>   A LITTLE
          <5>   NOT AT ALL
          <8>   DO NOT KNOW
          <9>   REFUSED-NO ANSWER
          [##md1=9][##md2=0][##blank=0]
          ===>

>CB1c<   Parents are irresponsible when it comes to their children.

(Would you say this contributes a great deal, quite a bit, somewhat,
a little, or not at all to why children might be from single
parent families)?

<1>   A GREAT DEAL
<2>   QUITE A BIT
<3>   SOMEWHAT
<4>   A LITTLE
<5>   NOT AT ALL

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

>CB1d<   Mothers live apart from the children's father so they can get
   welfare benefits.

(Would you say this contributes a great deal, quite a bit, somewhat,
a little, or not at all to why children might be from single
parent families)?

<1>   A GREAT DEAL
<2>   QUITE A BIT
<3>   SOMEWHAT
<4>   A LITTLE
<5>   NOT AT ALL

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

>CB1f<   Men are in jail or prison.

(Would you say this contributes a great deal, quite a bit, somewhat,
a little, or not at all to why children might be from single
parent families)?

<1>   A GREAT DEAL
<2>   QUITE A BIT
<3>   SOMEWHAT
<4>   A LITTLE
<5>   NOT AT ALL

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

[##md1=9][##md2=0][##blank=0]
===>[goto CB2a]

>CB1g<   Mothers earn their own money, so they can divorce or not marry
          in the first place.

          (Would you say this contributes a great deal, quite a bit, somewhat,
          a little, or not at all to why children might be from single
          parent families)?

          <1>   A GREAT DEAL
          <2>   QUITE A BIT
          <3>   SOMEWHAT
          <4>   A LITTLE
          <5>   NOT AT ALL

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

>CB2a<   Next, I'd like to ask you some questions about why some people
          hit their children so that it leaves a mark. For each possible
          reason that I read, please tell me how much you think each
              reason contributes to [u]why some people hit their children so
          that it [u]leaves a mark[n].

             The first is, [u]There is only one parent living in the home.[n]

          (Would you say this contributes a great deal, quite a bit, somewhat,
          a little, or not at all to why some people hit their children so that
          it leaves mark.)

          <1>   A GREAT DEAL
          <2>   QUITE A BIT
          <3>   SOMEWHAT
          <4>   A LITTLE
          <5>   NOT AT ALL

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

>CB2b<   People have unrealistic expectations about what young children
          can do.

          (Would you say this contributes a great deal, quite a bit, somewhat,
          a little, or not at all) (to why some people hit their children so that

it leaves mark.)

        <1>   A GREAT DEAL
        <2>   QUITE A BIT
        <3>   SOMEWHAT
        <4>   A LITTLE
        <5>   NOT AT ALL

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

>CB2c<   Fights between adults in the home spill over and involve a child.

        (Would you say this contributes a great deal, quite a bit, somewhat,
        a little, or not at all) (to why some people hit their children so that
        it leaves mark.)

        <1>   A GREAT DEAL
        <2>   QUITE A BIT
        <3>   SOMEWHAT
        <4>   A LITTLE
        <5>   NOT AT ALL

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

>CB2e<   The family does not have enough money for basic necessities.

        (Would you say this contributes a great deal, quite a bit, somewhat,
        a little, or not at all) (to why some people hit their children so that
        it leaves mark.)

        <1>   A GREAT DEAL
        <2>   QUITE A BIT
        <3>   SOMEWHAT
        <4>   A LITTLE
        <5>   NOT AT ALL

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

>CB2f<   People of other cultures use harsh discipline.

(Would you say this contributes a great deal, quite a bit, somewhat, a little, or not at all) (to why some people hit their children so that it leaves mark.)

<1> A GREAT DEAL
<2> QUITE A BIT
<3> SOMEWHAT
<4> A LITTLE
<5> NOT AT ALL

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

>CB2g<   A parent does not know how to cope with a difficult child
            who is very rebellious or has special needs.

            (Would you say this contributes a great deal, quite a bit, somewhat,
            a little, or not at all) (to why some people hit their children so that
            it leaves mark.)

            <1>   A GREAT DEAL
            <2>   QUITE A BIT
            <3>   SOMEWHAT
            <4>   A LITTLE
            <5>   NOT AT ALL

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

>CB2h<   The family cannot get adequate child care to help with a child.

            (Would you say this contributes a great deal, quite a bit, somewhat,
            a little, or not at all) (to why some people hit their children so that
            it leaves mark.)

            <1>   A GREAT DEAL
            <2>   QUITE A BIT
            <3>   SOMEWHAT
            <4>   A LITTLE
            <5>   NOT AT ALL

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

>CB3< Now, we want to know your opinion about why some teenagers
        are juvenile delinquents. For each of the possible reasons I
            read, please tell me much you think each contributes to why some
            some teenagers are juvenile delinquents.

            [u]Growing up in a community where the schools are not very good.[n]

        (Would you say this contributes a great deal, quite a bit, somewhat,
        a little, or not at all to why some teenagers are juvenile delinquents)

            <1>   A GREAT DEAL
            <2>   QUITE A BIT
            <3>   SOMEWHAT
            <4>   A LITTLE

<5>   NOT AT ALL

<8>   DO NOT KNOW
<9>   REFUSED
[##md1=9][##md2=0][##blank=0]
===>

>CB3b<   Parents have been irresponsible in bringing up their children.

(Would you say this contributes a great deal, quite a bit, somewhat,
a little, or not at all to why some teenagers are juvenile delinquents)

<1>   A GREAT DEAL
<2>   QUITE A BIT
<3>   SOMEWHAT
<4>   A LITTLE
<5>   NOT AT ALL

<8>   DO NOT KNOW
<9>   REFUSED
[##md1=9][##md2=0][##blank=0]
===>

>CB3c<   Only one parent lives in the home.

(Would you say this contributes a great deal, quite a bit, somewhat,
a little, or not at all to why some teenagers are juvenile delinquents)

<1>   A GREAT DEAL
<2>   QUITE A BIT
<3>   SOMEWHAT
<4>   A LITTLE
<5>   NOT AT ALL

<8>   DO NOT KNOW
<9>   REFUSED
[##md1=9][##md2=0][##blank=0]
===>

>CB3d<   Parents are themselves criminal.

(Would you say this contributes a great deal, quite a bit, somewhat,
a little, or not at all to why some teenagers are juvenile delinquents)

<1>   A GREAT DEAL
<2>   QUITE A BIT
<3>   SOMEWHAT
<4>   A LITTLE
<5>   NOT AT ALL
<8>   DO NOT KNOW
<9>   REFUSED
[##md1=9][##md2=0][##blank=0]
===>

>CB3e<   The criminal justice system lets teenagers get away with crimes.

(Would you say this contributes a great deal, quite a bit, somewhat,
a little, or not at all to why some teenagers are juvenile delinquents)

<1>   A GREAT DEAL
        <2>   QUITE A BIT
        <3>   SOMEWHAT
        <4>   A LITTLE
        <5>   NOT AT ALL

        <8>   DO NOT KNOW
        <9>   REFUSED
        [##md1=9][##md2=0][##blank=0]
        ===>

>CB3g<   Juveniles know they will not be sent to a strict training school
     or punk prison that punishes them like a prison for adults.

     (Would you say this contributes a great deal, quite a bit, somewhat,
     a little, or not at all to why some teenagers are juvenile delinquents)

        <1>   A GREAT DEAL
        <2>   QUITE A BIT
        <3>   SOMEWHAT
        <4>   A LITTLE
        <5>   NOT AT ALL

        <8>   DO NOT KNOW
        <9>   REFUSED
        [##md1=9][##md2=0][##blank=0]
        ===>

>CB3h<   Not enough jobs for adolescents.

     (Would you say this contributes a great deal, quite a bit, somewhat,
     a little, or not at all to why some teenagers are juvenile delinquents)

        <1>   A GREAT DEAL
        <2>   QUITE A BIT
        <3>   SOMEWHAT
        <4>   A LITTLE
        <5>   NOT AT ALL

        <8>   DO NOT KNOW
        <9>   REFUSED
        [##md1=9][##md2=0][##blank=0]
        ===>

>CB3i< Gang influences.

     (Would you say this contributes a great deal, quite a bit, somewhat,
     a little, or not at all to why some teenagers are juvenile delinquents)

        <1>   A GREAT DEAL
        <2>   QUITE A BIT

<3>   SOMEWHAT
<4>   A LITTLE
<5>   NOT AT ALL

<8>   DO NOT KNOW
<9>   REFUSED
[##md1=9][##md2=0][##blank=0]
===>

>PR1< Now I'm going to read you some problems that people
        have mentioned to us. For each, would you tell me if it is a
        serious problem, somewhat of a problem, or not a problem at all for
        you personally.

        [u]Not having a satisfactory marriage or adult relationship.[n]

        Is this a serious problem, somewhat of a problem or not a problem
        at all for you personally?

        <1>   SERIOUS PROBLEM
        <2>   SOMEWHAT OF A PROBLEM
        <3>   NOT A PROBLEM FOR AT ALL FOR YOU

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

>PR1b<   Poor health.

        (Is this a serious problem, somewhat of a problem or not a problem
        at all for you personally)?

        <1>   SERIOUS PROBLEM
        <2>   SOMEWHAT OF A PROBLEM
        <3>   NOT A PROBLEM FOR AT ALL FOR YOU

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

>PR1c< Poor housing.

        (Is this a serious problem, somewhat of a problem or not a problem
        at all for you personally?)

        <1>   SERIOUS PROBLEM
        <2>   SOMEWHAT OF A PROBLEM
        <3>   NOT A PROBLEM FOR AT ALL FOR YOU

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

>PR1d< Fear of crime.

(Is this a serious problem, somewhat of a problem or not a problem
at all for you personally?)

<1>   SERIOUS PROBLEM
<2>   SOMEWHAT OF A PROBLEM
<3>   NOT A PROBLEM FOR AT ALL FOR YOU

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

>PR1f< Not having enough education.

(Is this a serious problem, somewhat of a problem or not a problem
at all for you personally?

<1>   SERIOUS PROBLEM
<2>   SOMEWHAT OF A PROBLEM
<3>   NOT A PROBLEM FOR AT ALL FOR YOU

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

>PR1g< Not having enough job opportunities.

(Is this a serious problem, somewhat of a problem or not a problem
at all for you personally?)

<1>   SERIOUS PROBLEM
<2>   SOMEWHAT OF A PROBLEM
<3>   NOT A PROBLEM FOR AT ALL FOR YOU

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

>PR1h< Not having enough medical care.

(Is this a serious problem, somewhat of a problem or not a problem
at all for you personally?)

<1>   SERIOUS PROBLEM
<2>   SOMEWHAT OF A PROBLEM
<3>   NOT A PROBLEM FOR AT ALL FOR YOU

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

>PR1j< Not having control over everyday life decisions.

(Is this a serious problem, somewhat of a problem or not a problem
at all for you personally?

<1>   SERIOUS PROBLEM
<2>   SOMEWHAT OF A PROBLEM
<3>   NOT A PROBLEM FOR AT ALL FOR YOU

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

>dk1< Most people are faced with difficult decisions from time to time.

Over the past year, has the hardest decision you have had to make
been related to your marriage or family; your personal life or
health; your job; money; your religion, or some other part of
your life?

<1> MARRIAGE OR FAMILY[goto dk1a]
<2> PERSONAL LIFE OR HEALTH[goto CD1]
<3> JOB[goto CD1]
<4> MONEY[goto dk1b]
<5> RELIGION[goto CD1]
<6> OTHER PART OF LIFE[goto dk1c]
<7> NONE: R VOLUNTEERS[goto CD1]
<98> DO NOT KNOW[goto CD1]
<99> REFUSED[goto CD1]

[##md1=99][##md2=0][##blank=0]
===>
>dk1a< Was the decision [u]mainly[n] related to your marriage, your
adult domestic relationships,   or your children?

<0> NOT APPLICABLE
<1> MARRIAGE
<2> ADULT DOMESTIC RELATIONSHIP
<3> CHILDREN

<8> DO NOT KNOW
        <9> REFUSED
        [##md1=9][##md2=0][##blank=0]
        ===>[goto CD1]

>dk1b< Was the decision [u]mainly[n] a consumer decision, that is to
        buy something, or was it a money management decision?

        <0> NOT APPLICABLE
        <1> CONSUMER DECISION
        <2> MANAGING MONEY

        <8> DO NOT KNOW
        <9> REFUSED
        ===>[goto CD1]

>dk1c< In what are of your life was this decision made? [allow 2]
        [##md1=99][##md2=0][##blank=0]
        [r]IWER: IF THE RESPONSE FITS INTO ONE OF THE FOLLOWING[n]
        [r]CATEGORIES: marriage, family, children, job, money, or [n]
        [r]   religion, THEN USE F7 TO GO BACK TO THE FIRST[n]
        [r]QUESTION IN THIS SERIES AND CHANGE THE ANSWER USING 'ca' TO[n]
        [r]ONE OF THE APPROPRIATE CATEGORIES[n]

        <1> ACADEMIC LIFE
        <2> HOUSING
        <3> TIME MANAGEMENT

        <97> OTHER
        <98> DO NOT KNOW
        <99> REFUSED
        ===>[#specify]

>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=0][##blank=0]

        ===>
>ID3< [allow 5][loc 15/1][#store csid in ID3][copy ID3 in ID3]
>R3< [allow 1][#preset <3>][copy R3 in R3]

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

   18 <95-99> YEAR
   19 <00-94> YEAR

[##md1=999][##md2=0][##blank=0]

    <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

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

    ===>

>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=0][##blank=0]
    0 OTHER: SPECIFY[#specify]
    <7> OTHER-NEC
    <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=0][##blank=0]

    <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)?

        [r]CODER: MOST CHRISTIAN RELIGIONS WILL FALL INTO THE
        PROTESTANT CATEGORY[n]

    <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)
    <6> OTHER: MISCELLANEOUS   <8> DO NOT KNOW
    <9> REFUSED-NO ANSWER   [##md1=9][##md2=9][##blank=9]

      ===>

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

    <1> REPUBLICAN
    <7> DEMOCRAT [goto CD7B]
    <4> INDEPENDENT [goto CD7C]
        [##md1=9][##md2=9][##blank=9]

    <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]
        [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]

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

        [r] CODER: LIVE WITH PARENTS IS SAME AS OWN HOME[n]
        [##md1=9][##md2=0][##blank=0]
    <1> RENT [goto D16]

<5> OWN (INCLUDES PAYING MORTGAGE CURRENTLY)[goto D16]
<7> OTHER [#specify][goto D16]

<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 sk1]
      [##md1=99][##md2=99][##blank=99]
      <98> DO NOT KNOW[goto sk1]
      <99> REFUSED-NO ANSWER[goto sk1]]
      ===>

>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

      ===>
>sk1< [if D8 ge <6>][goto sk2][endif]

>CD17< I'd like to ask you a couple of additional questions about
    your employment status.

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

   <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

       <98> DO NOT KNOW
       <99> REFUSED-NO ANSWER

     ===> [goto CD20]

>sk2< [if D8 ne <6>][goto CD22][endif]

IF UNEMPLOYED, LAID OFF OR LOOKING FOR WORK. . .

>CD20< (I'd like to ask you a couple of additional questions about
     your employment status).

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

          [r]CODER: IF BLANK, PLEASE CODE AS '0'[n]

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

     ===>[goto CD22]

>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]

          <1000-9997> OCCUPATION CODE
   <d> DO NOT KNOW   <9998>
   <r> REFUSED   <9999>
   <n> NEVER WORKED   <9997>

          [##md1=9999][##md2=0][##blank=0]

===>

>cp1< [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]
         [goto D8z]

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

     <0> NOT APPLICABLE
     <1> SELF-EMPLOYED
     <5> WORK FOR SOMEONE ELSE

     <8> DO NOT KNOW
     <9> REFUSED TO ANSWER
         [##md1=9][##md2=0][##blank=0]
     ===>

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

         [##md1=9][##md2=0][##blank=0]
     <0> NOT APPLICABLE
     <1> HOURLY WAGE
     <3> ANNUAL SALARY
     <5> ON COMMISSION (R PROVIDED)
     <7> OTHER [#specify]

     <8> DO NOT KNOW
     <9> REFUSED TO ANSWER
     ===>[goto CD21]

>D8z< For reasons such as sickness, unemployment, divorce, or retirement,
      many individuals receive one of the government-sponsored income
      supplements, such as Social Security, Supplementary Security Income
      also known as SSI, or Aid to Families with Dependent Children (AFDC).
      In the past twelve months, did you receive [u]any of these[n]
      types of income supplements?

         <0> NOT APPLICABLE
      <1> YES
      <5> NO [goto CD24]

      <8> DONT KNOW [goto CD24]
      <9> REFUSED [goto CD24]

              ===>

>D8a< (In the past twelve months,) did you receive . . .

[bold]AFDC[n] (Aid to families with dependent children)?

        <0> NOT APPLICABLE
        <1> YES
        <5> NO

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

>D8e< (In the past twelve months, did you receive . . .)

    [bold]Social Security Income[n]

        <0> NOT APPLICABLE
        <1> YES
        <5> NO

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

>D8f< (In the past twelve months, did you receive . . .)

    [bold]Supplementary Security Income[n]

        <0> NOT APPLICABLE
        <1> YES
        <5> NO

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

>CD24< Are you covered by any type of health insurance?

        <1> YES
        <5> NO

        <8> DO NOT KNOW
        <9> REFUSED
        [##md1=9][##md2=0][##blank=0]
        ===>

>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?

    [##md1=99][##md2=0][##blank=0]
      <0>   NOT APPLICABLE
 <1> YES ($30,000 OR MORE)[goto INC4]
 <5> NO   (LESS THAN $30,000)

 <98> DON'T KNOW-NO OPINION[goto lh31]
 <99> REFUSED-NO ANSWER[goto lh31]
 ===>

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

    [##md1=99][##md2=0][##blank=0]
      <0>   NOT APPLICABLE
 <1> YES ($20,000 - 29,999)[goto inca]
 <5> NO   (LESS THAN $20,000)[goto INC3]

 <98> DON'T KNOW-NO OPINION[goto lh31]
 <99> REFUSED-NO ANSWER[goto lh31]

 ===>

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

    [##md1=99][##md2=0][##blank=0]
      <0>   NOT APPLICABLE
 <1> YES ($25,000 - 29,999)[goto lh31]
 <5> NO   (LESS THAN $25,000)[goto lh31]

 <98> DON'T KNOW-NO OPINION[goto lh31]
 <99> REFUSED-NO ANSWER[goto lh31]
 ===>

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

    [##md1=99][##md2=0][##blank=0]
      <0>   NOT APPLICABLE
 <1> YES ($10,000 - 19,999)
 <5> NO   (LESS THAN $10,000) [goto lh31]

  <98> DON'T KNOW-NO OPINION [goto lh31]
  <99> REFUSED-NO ANSWER [goto lh31]
 ===>

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

    [##md1=99][##md2=0][##blank=0]
      <0>   NOT APPLICABLE

<1> YES ($15,000 - 19,999)
<5> NO   (LESS THAN $15,000)

<98> DON'T KNOW-NO OPINION
<99> REFUSED-NO ANSWER
===> [goto lh31]

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

       [##md1=99][##md2=0][##blank=0]
        <0>   NOT APPLICABLE
<1> YES[goto INC7]   ($60,000 OR MORE)
<5> NO   (MORE THAN $30,000 LESS THAN $60,000)

<98> DON'T KNOW-NO OPINION[goto lh31]
<99> REFUSED-NO ANSWER[goto lh31]
===>

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

       [##md1=99][##md2=0][##blank=0]
         <0>   NOT APPLICABLE
 <1> YES   ($40,000 OR MORE)[goto INC6]
 <5> NO   ($30,000 - 39,999)

<98> DON'T KNOW-NO OPINION[goto lh31]
<99> REFUSED-NO ANSWER [goto lh31]

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

       [##md1=99][##md2=0][##blank=0]
         <0>   NOT APPLICABLE
 <1> YES   ($35,000 - 39,999)
 <5> NO   ($30,000 - 34,999)[goto lh31]

<98> DON'T KNOW-NO OPINION[goto lh31]
<99> REFUSED-NO ANSWER [goto lh31]

       ===> [goto lh31]

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

       [##md1=99][##md2=0][##blank=0]
         <0>   NOT APPLICABLE
 <1> YES   ($50,000 - 59,999)
 <5> NO   ($40,000 - 49,999)

<98> DON'T KNOW/NO OPINION
<99> REFUSED/NO ANSWER

===> [goto lh31]

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

      [##md1=99][##md2=0][##blank=0]
        <0>   NOT APPLICABLE
     <1> YES   ($80,000 OR MORE)[goto INC9]
     <5> NO   ($60,000 - 79,999)

     <98> DON'T KNOW-NO OPINION [goto lh31]
     <99> REFUSED-NO ANSWER [goto lh31]
     ===>

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

      [##md1=99][##md2=0][##blank=0]
        <0>   NOT APPLICABLE
     <1> YES   ($70,000 - 79,999)
     <5> NO   ($60,000 - 69,999)

     <98> DON'T KNOW-NO OPINION
     <99> REFUSED-NO ANSWER
     ===> [goto lh31]

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

      [##md1=99][##md2=0][##blank=0]
       <0>   NOT APPLICABLE
    <1> YES   ($100,000 OR MORE)[goto NC11]
    <5> NO   ($80,000 - 99,999)

    <98> DON'T KNOW-NO OPINION[goto lh31]
    <99> REFUSED-NO ANSWER[goto lh31]
    ===>

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

      [##md1=99][##md2=0][##blank=0]
       <0>   NOT APPLICABLE
    <1> YES   ($90,000 - 99,999)
    <5> NO   ($80,000 - 89,999)

    <98> DON'T KNOW-NO OPINION
    <99> REFUSED-NO ANSWER

    ===>[goto lh31]

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

      [##md1=99][##md2=0][##blank=0]
       <0>   NOT APPLICABLE
    <1> YES   ($110,000 OR MORE)
    <5> NO   ($100,000 - 109,999)

    <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]

>c02<   [if D8 le <6>][goto CD25]
          [else]
          [goto CD26]
          [endif]


IF WORK FULL TIME, WORK PART TIME OR WITH A JOB BUT NOT AT WORK
>ID4< [allow 5][loc 16/1][store csid in ID4]
>R4<  [allow 1][preset <4>]

>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                    <999999998>
      <r> REFUSED                       <999999999>
          [##md1=999999999][##md2=0][##blank=0]

      ===>
>cp2< [if CD25 eq <d>][store <999999998> 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=0][##blank=0]
      ===>

>RI< Finally, 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 k1]]
[##md1=9][##md2=0][##blank=0]

<8> DO NOT KNOW
<9> REFUSED[goto k1]
===>

>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]

===>
>k1< [stop timer2]
>tmr1< [allow 5][copy tmr1 in tmr1]
>tm1< [record timer in tmr1]
>tmr2< [allow 5][copy tmr2 in tmr2]
>tm2< [record timer2 in tmr2][goto MOD7]

>E1< Do you currently have a chronically ill child, spouse, elderly family
member, or friend for who you are providing [u]daily[n] care, such as
assistance with eating, bathing, scheduling and transporting to
medical appointments?

<1> YES
<5> NO

<8> DO NOT KNOW
<9> REFUSED
[##md1=9][##md2=0][##blank=0]
===>[goto PO1]

>Cba1< I'd like to ask you about how child custody should be
handled in divorce situations where both parents are fit
to provide care for the child. Of the following two options,
which do you think is the best option:

Custody should be given to the parent who has been in the
primary parental role, (the parent who is responsible for the day
to day care of the child).

-or-

Custody should be equally shared by the father and mother.

[r]IWER: BE CAREFUL TO SELECT THE CORRECT ANSWER, USE THE [n]
[r]CORRECT NUMERIC CODE![n]

<0>   NOT APPLICABLE
<5> CUSTODY GIVEN TO PARENT IN PRIMARY ROLE

<1> CUSTODY SHARED EQUALLY

<8> DO NOT KNOW
<9> REFUSED-NO ANSWER
[##md1=9][##md2=0][##blank=0]
===>[goto CB1a]

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