METHODOLOGICAL REPORT

MICHIGAN STATE UNIVERSITY

STATE OF THE STATE SURVEY

[MSU SOSS-31]

SUMMER 2003 Round

Prepared by:

Larry A. Hembroff
Brian D. Silver

Institute for Public Policy and Social Research
Office for Survey Research
Michigan State University

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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.
Please address questions or comments to:

Dr. Larry A. Hembroff, Senior Survey Methodologist, Office for Survey Research, Institute for Public Policy and Social Research, Berkey Hall, Michigan State University, East Lansing MI 48824

Phone: (517) 355-6672 ext. 122
Fax: (517) 432-1544
Internet: Hembroff@msu.edu

Dr. Brian D. Silver, SOSS Director, Department of Political Science, Michigan State University, East Lansing MI 48824

Phone: (517) 355-2237
Fax: (517) 432-1091
Internet: BSilver@msu.edu

1. PURPOSE OF SURVEY

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

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

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

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

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

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

3.   To Provide Useful Information for Programs and Offices at MSU. IPPSR has conducted a wide variety of studies for the use of MSU administrators and faculty. SOSS will also develop data for such internal use as well as provide data for use by the MSU Extension, the Vice Provost for University Outreach, and other offices. Generally, the Winter rounds of the survey will assess the public image of higher educational institutions, which will be useful to many offices at MSU.

4.   To Develop Survey Methods. The computer-assisted telephone interviewing (CATI) technology lends itself to experiments in question wording, question order, and formatting of response categories. By varying the wording and sequences of questions and responses, the investigators can study the sensitivity of answers to the format of questions. Although survey research demands creative skills and remains to some extent an "art," the scientific study of survey methods is a well established discipline. Contributing to the scientific literature on survey methods is an important goal of the OSR; hence, a variety of experiments are built into each survey instrument.

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

2. CALENDAR

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

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

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

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

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

Summer. The Summer round focuses primarily on the state of ethnic Michigan, i.e., the vitality and diversity of Michigan's ethnic and racial communities. SOSS assesses the strength of ethnic ties and identities, perceptions of various ethnic groups (tolerance, stereotyping), and experience of intolerance or discrimination. In addition, the extent of attachment to and vitality of wider communities (towns and cities) is an important mark of the quality of life in Michigan.

From time to time, SOSS may depart from this thematic plan when particular sponsorship or pressing issues make it necessary or desirable. The focus of SOSS 31 was policy options relevant to the epidemic of obesity, the performance of schools, and setting educational standards.

3. STRUCTURE OF THE QUESTIONNAIRE

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

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

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

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

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

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

A word of caution is in order on the use of the data. Because of the inclusion of question-order and question-wording experiments, the codebook for the survey, containing the raw or weighted

frequency distribution of responses, may be difficult to interpret and must be used carefully. Often, alternative variants of questions will be combined into composite measures in the final data that are distributed, but the original questions also remain in the codebook and data set. Although the OSR will do its best to document such situations, it is the responsibility of the data users and analysts, not of the OSR, to assure that the appropriate variants of questions are used in analyses and reports. A copy of the CATI interview program with the skip patterns indicated by "[goto ...]" commands and "[if ...]" commands accompanies the codebook to help clarify the paths particular respondents would take through the interview.

4. MANAGEMENT AND ORGANIZATION

IPPSR. The overall SOSS program is directed by **Dr. Brian Silver,** SOSS Director (Department of Political Science). Overall responsibility for the execution and management of the SOSS rests with the Office for Survey Research (OSR) of the Institute for Public Policy and Social Research. The Principal OSR staff for SOSS consists **Dr. Larry Hembroff**, Survey Director and Methodologist, **Karen Clark**, Programmer and Project Manager, and **Kathy Cusick** (manager of interviewing operations for SOSS).

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

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

The Working Group for the Summer 2003 survey was comprised of:

Dr. David N. Plank, Director, Education Policy Center, MSU

Dr. Beth H. Olson, Department of Food Science and Human Nutrition, MSU

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

5. FUNDING

The following organizations and units on campus have provided funding for SOSS during the 1995-2003 series of surveys:

Organizations
>   Area Agencies on Aging Association of Michigan
>   Aspen Institute
>   Community Foundation for Southeastern Michigan
>   Nonprofit Michigan Project
>   United Way of Michigan

Michigan State University

>   Office of the Provost
>   Office of the Vice President for Research and Graduate Studies
>   Office of the Vice Provost for University Outreach
>   College of Communication Arts & Sciences
>   College of Human Ecology
>   College of Human Medicine
>   College of Osteopathic Medicine
>   College of Social Science
>   Department of Economics
>   Department of Political Science
>   Department of Psychology
>   Department of Radiology
>   Department of Sociology
>   MSU Institute for Children Youth and Families
>   Managed Care Institute
>   Institute for Public Policy and Social Research
>   Legislative Leadership Program
>   Michigan Agricultural Experiment Station
>   MSU Extension
>   School of Criminal Justice
>   School of Labor and Industrial Relations
>   School of Social Work

6. DISSEMINATION OF RESULTS

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

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

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

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

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

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

Originally, it was planned that one year after completion of the field date, the data and documentation will be deposited at the Inter-University Consortium for Political and Social Research (ICPSR) in Ann Arbor. However, beginning in the Spring of 2002, each individual SOSS data set, interview instrument, and methodological report have been posted in "universally" readable formats to the SOSS section of IPPSR's webpage for downloading by any interested party. Such a deposition of the data is intended to facilitate dissemination and use of the data by the wider scientific and policy community as well put a certain seal of approval on data quality to enhance the possibilities for researchers to publish from the data.

7. SAMPLE DESIGN

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

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

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

1. Upper Peninsula (Alger, Baraga, Chippewa, Delta, Dickinson, Gogebic, Houghton, Iron, Keweenaw, Luce, Ontonagon, Mackinac, Marquette, Menominee, Schoolcraft)

2. <u>Northern Lower Peninsula</u> (Alcona, Alpena, Antrim, Benzie, Charlevoix, Cheboygan, Crawford, Emmet, Grand Traverse, Iosco, Kalkaska, Leelanau, Missaukee, Montmorency, Ogemaw, Oscoda, Otsego, Presque Isle, Roscommon, Wexford)

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

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

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

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

7. <u>Detroit City</u>

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

Sampling. Respondents' households were selected using list-assisted random-digit dial sampling procedures. Ordinarily, the initial sample of randomly generated telephone numbers is purchased from Survey Sampling, Inc (SSI). SSI begins the process of generating phone numbers with the list of all working area code and phone number exchange combinations. In the case of this study, this universe was constrained to include only those that are active in the state of Michigan. From within this list of possible phone numbers, SSI eliminates those banks of numbers represented by the 4-digit suffix that are known to be unused or are known to be used only by institutions. To improve the efficiency of the calling, we have begun to have SSI stratify this sampling frame into two strata initially, one comprised of all phone numbers that are listed in phone directories, and the other comprised of all phone numbers that are not listed in directories but which are members of banks in which at least one phone number is listed. We then request that SSI over-sample phone numbers from the listed stratum. Telephone numbers are selected at random in proportion to the number of households in each county from all those numbers remaining as possible numbers until the total number of numbers needed within a particular geographic grouping of counties is obtained.

As a final step, SSI screens the phone numbers generated. The resulting sample is then checked against SSI's database of business phone numbers and checked for known disconnected numbers. Ordinarily, these numbers are removed from the sample and not called.

To determine the total number of telephone numbers to have SSI generate in order to achieve the desired sample sizes within regions of the state, OSR divided the number of completed interviews desired by the product of (a) the proportion of numbers expected to be working household numbers (the Hit Rate), (b) the proportion of household numbers that would contain an eligible respondent (the Eligibility Rate), and (c) the proportion of households with eligible respondents who would complete

the interview in the time period available (the Completion Rate). For SOSS-31, a total of 5,386 phone numbers were used. The working phone rate was 75.5%.

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

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

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

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

To construct the remaining weights, characteristics of the population of the regions were drawn from 2000 census data. To make generalizations about individuals' views and behaviors, it is necessary to ensure that each respondent in a survey sample had an equal probability of selection or is represented in the data set as having had equal probabilities of being selected. However, since households with multiple phone lines have more chances of being selected into the sample than those with only one phone line, this source of unequal chances has to be adjusted for in analyzing the data. Consequently, the interview included a question asking respondents how many separate phone numbers the household has. In the event of item non-response, the number of phone lines was assumed to be one. Each case was then weighted by the reciprocal of the number of phone numbers and then adjusted so that the total number of cases matched the actual number of completed interviews. In the data set this weight is named PHWT.

Similarly, an adult in a two-adult household would have half the chance of being selected to be interviewed as would the only adult in a single adult household. This, too, requires adjustment to correct for unequal probabilities of selection. The interview included a question as to the number of persons 18 years of age or older living in the household. In the event of item non-response, the household was assumed to have only one adult. Each case was then weighted by the inverse of its probability of selection within the household, or by the number of adults in the household. This was

then also adjusted so that the total number of weighted cases matched the actual number of completed interviews. In the data set, this weight is named ADLTWT.

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

For the State of the State Survey, cases were weighted so that the proportions of white males, African American males, Other Racial Group males, white females, African American females, and Other Racial Group females in the sample for each region matched the proportions each of these groups represent in the adult population of each region based on the 2000 Census. In the data set, this weighting factor is named RACGENCT. Furthermore, within each region, the cases were additionally weighted so that the proportion of cases falling into each of the following age groups matched the proportions in the 1990 Census for each region: 18 - 24 years old, 25 - 29, 30 - 39, 40 - 49, 50 - 59, 60 - 64, and 65 or older. In the data set, this weighting factor is named AGEWT (Since rounding and missing data sometimes result in the weighted number of cases differing slightly from the actual number, AGEWT is adjusted slightly with ADJWT to ensure that the number of cases for each region in the weighted data set is the same as the actual number of interviews completed). Detroit continued to be a separate stratum to this point, but a new variable MSUEREGN was constructed to fold Detroit proportionately into the Southeast region within that variable. A new weighting variable (MSUEWT) was constructed to represent Detroit proportionately correctly within the southeast MSUEREGN.

Since the sample was drawn disproportionately across six MSUE regions of the state (with Detroit in the Southeast region), statewide estimates of the citizenry's opinions require post-stratification weights to adjust for the over-sampling of some regions and the under-sampling of others. Thus each case was weighted so that the proportion of cases from each region in the total sample matched the proportion of adults from the corresponding region in the state's population based on 2000 Census data. The weighting factor for this post-stratification weighting in the data set is named STATEWT.

It is important to note that these weight factors were constructed sequentially and build on the earlier steps. Thus, AGEWT weights cases adjusting for the number of phone lines, the number of adults in the household, the number of respondents from each county, the gender x race category proportions within the region, and the age category proportions within regions. STATEWT weights cases by all of those adjustments implied by AGEWT <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.

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

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

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

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

REGION	Number of Cases	Margin of Sampling Error
Upper Peninsula	60	± 12.8%
Northern Lower Peninsula	91	± 10.3%
West Central	193	± 7.1%
East Central	158	± 7.8%
Southwest	150	± 8.0%
Southeast	178	± 7.4%
Detroit	130	± 8.6%
Statewide Total	965	± 3.2%

8. FIELD PROCEDURES

CATI System.   Interviews were conducted using the Computer Assisted Telephone Interviewing system (CATI) of IPPSR's Office for Survey Research (OSR). OSR uses the CASES (version 4.3) software for its CATI system. CASES was developed by the University of California–Berkeley, the U.S. Census Bureau, and the U.S. Department of Agriculture. In a CATI system, the completed interview is scripted and then programmed so that, when executed from a computer workstation, each question or instruction is presented on the computer screen in order to the interviewer. The program then indicates what numeric codes or text the interviewer is allowed to enter as responses to each of the questions. When entered, the responses are stored directly into the data set for the study.

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

Interviewers and Interviewer Training. New interviewers received approximately 15 hours of training, including a shift of practice interviewing. Each interviewer trainee receive a training manual with instructions on techniques and procedures, copies of all relevant forms, and descriptions of operations. The OSR telephone interviewing training package was developed using "General Interviewing Techniques: A Self-Instructional Workbook for Telephone and Personal Interviewer Training", authored by P. J. Guenzel, T. R. Berckmans, and C. F. Cannell (1983) of the Survey Research Center, Institute for Social Research, University of Michigan.

Experienced interviewers received approximately two hours of study specific training to acquaint them with the study protocols, the interview instrument, and the objectives of the various questions. New interviewers were also given this information as a part of their training. Approximately 65 different interviewers were involved in data collection on the 31th State of the State Survey.

Field Period and Respondent Selection in Household. Interviewing began on June 27, 2003, and continued through the August 12, 2003.

When interviewers successfully contacted a household, the study procedures required them to randomly select an adult from among those residing in the household to be the respondent. The Trohldahl-Carter technique was used as the mechanism for choosing a respondent within each household.

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

interview was completed, the interview was refused, or the case was determined to be ineligible or incapable.

The average interview lasted approximately 20.2 minutes (standard deviation= 5.4).

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.

Completion Rate. A total of 965 interviews were completed (including 3 partial completed interviews that were sufficiently nearly complete to include). Of the completed interviews, 73 were completed with households that had initially refused to participate but which were later persuaded to complete the interview. The overall completion rate among eligible households for the study was 38.5%.[1]

Of those completing the interview, the mean number of calls required was 5.2 (s.d. = 4.05) and the median number of phone calls required was 4. Interviewers made a total of 41,700 calls to complete the 965 interviews.

The refusal rate was 22.4%.

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.

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[1] This is based on computation and classification coding developed by the advisory team for SOSS. Since then, the American Association of Public Opinion Research has published Standard Definitions as a guide to developing more nearly standard formulas for computing response rates, cooperation rates, refusal rates, and contact rates. Using AAPOR's formula RR4, the response rate for SOSS-31 was 31.2%, the refusal rate (REF2) was 20.9%, the cooperation rate was 59.8%, and the contact rate was 89.4%.

11. APPENDIX

a. Map of the MSU Extension Regions

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

Weighting Program for 2000 Census Profile of Michigan (MSUSOSS 31, SUMMER, 2003 MSUE Regions)

Table 1. Phone Lines
Table 2. Number of Adults in Household
Table 3. Adjustment for Over-Sampled Counties
Table 4. Weighting for Race and Gender within Regions
Table 5. Weighting by Age within Region
Table 6. Weighting to fold Detroit into Southeast Region
Table 7. Weighting across Regions for Statewide Estimates
Table 8. Weighting by Race

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

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

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

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

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

12. QUESTIONNAIRE (Summer, 2003)

>CONSENT< [loc 0/550]

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

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

 [yellow]READ ONLY IF NECESSARY:

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

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

       [@]<1>

>over<   [allow 2][copy over in over]
>ostart<   [allow 4][copy ostart in ostart]
>ostop<   [allow 4][copy ostop in ostop]
>schools< [allow 2][copy schools in schools]
>sstart<   [allow 4][copy sstart in sstart]
>sstop<   [allow 4][copy sstop in sstop]
>core1<   [allow 2][copy core1 in core1]
>cstart<   [allow 4][copy cstart in cstart]
>cstop<   [allow 4][copy cstop in cstop]
>core2<   [allow 2][copy core2 in core2]
>cstart2<   [allow 4][copy cstart2 in cstart2]
>cstop2<   [allow 4][copy cstop2 in cstop2]

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

>letter< [allow 1][#inputloc 1/136] 0 no letter/unlisted
     [copy letter in letter]   1 generic letter
                                     2 enhanced letter
                                     3 enhanced letter w/ insert

>listed<   [allow 1][#inputloc 1/140] 1=listed 2=unlisted
             [copy listed in listed]

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

     Would you say that you (and your family living there) are
     [green]better off[n] or [green]worse off[n] financially than you were
     a year ago?

          BETTER OFF.........................1
          ABOUT THE SAME (R PROVIDED)........2
          WORSE OFF.........................3 @

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

```
                      REFUSED/NO ANSWER............9

         [@]<1> BETTER OFF <2> ABOUT THE SAME <3> WORSE OFF
         <8> DO NOT KNOW[missing] <9> REFUSED[missing]

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

                 BETTER OFF..........................1
                 ABOUT THE SAME (R PROVIDED)........3
                 WORSE OFF..........................5 @

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

         [@]<1> BETTER OFF <3> ABOUT THE SAME <5> WORSE OFF
         <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>CC3<
   How would you rate your household's overall financial situation these days?

   Would you say it is excellent, good, just fair, not so good, or poor?

                 EXCELLENT.......................1
                 GOOD............................2
                 JUST FAIR.......................3
                 NOT SO GOOD.....................4
                 POOR...........................5 @

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

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


>CC4<

  During the [green]next twelve months[n], do you think the rate of inflation
  in this country will go up, will go down, or will stay about the same as it
  was in the [green]past 12 months[n]?

                 GO UP...............................1
                 GO DOWN ............................3
                 STAY ABOUT THE SAME................5 @

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

       [@]<1>GO UP <3> GO DOWN <5> STAY ABOUT THE SAME
          <8> DO NOT KNOW[missing] <9> REFUSED[missing]

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

                 BETTER THAN.......................1
                 WORSE THAN........................3
                 ABOUT THE SAME....................5 @

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

       [@]<1> BETTER THAN <5> ABOUT THE SAME <3> WORSE THAN
          <8> DO NOT KNOW[missing] <9> REFUSED[missing]
```

>CC6<

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

          GOOD TIMES........................1
          BAD TIMES.........................3
          NEITHER GOOD NOR BAD; MEDIOCRE
            STAY THE SAME(R PROVIDED)........5 @

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

        [@]<1> GOOD TIMES <3> BAD TIMES <5> NEITHER
           <8> DO NOT KNOW[missing] <9> REFUSED[missing]

>PO2<
 How would you rate the way Jennifer Granholm is performing her job as
 Michigan's governor?

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

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

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

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

>PO1<
   Overall, how would you rate the way George W. Bush is performing his job
   as President?

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

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

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

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

>SEC4<

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

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

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

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

```
             <8>[missing] DON'T KNOW     <9>[missing] REFUSED

>ow1< [#settime cstop][#settime ostart]

 Next I have some questions about being overweight.

 Some people believe that being overweight is a public health concern that
 should be addressed by society as a whole.  Others believe that being
 overweight is a personal concern and is only the business of the
 individuals involved.  Which of these views comes closest to your own
 opinion?

 [yellow]IF ASKED FOR A DEFINITION OF OVERWEIGHT, USE "Whatever it means to you[n]

        OVERWEIGHT PUBLIC HEALTH CONCERN.........1 @
        OVERWEIGHT PERSONAL CONCERN..............5

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

        [@] <1> OVERWEIGHT PUBLIC HEALTH CONCERN <5> OVERWEIGHT PERSONAL CONCERN
        <8> DO NOT KNOW[missing] <9> REFUSED [missing]

>ow2a<

  Thinking about [green]adults in general[n], how important is [green]health[n] as a
  reason for them to be concerned about being overweight?

  Would you say it is a very important reason, a somewhat important reason,
  a not very important reason, or not at all important reason for
  them to be concerned?

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

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

>ow2b<

  Thinking about [green]adults in general[n], how important is their
  [green]appearance[n] as a reason for them to be concerned about being
  overweight?

  (Would you say it is a very important reason, a somewhat important reason,
   a not very important reason, or not at all important reason for
   them to be concerned?)

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

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

>ow2c<

  (Thinking about [green]adults in general[n]), how important
  is the way they might be treated by other people as a reason for them
  to be concerned about being overweight?
```

(Would you say it is a very important reason, a somewhat important reason,
  a not very important reason, or not at all important reason for
  them to be concerned?)

 [yellow]USE THIS DEFINITION: "Treated by society refers to being
 discriminated against, having difficulty using public facilities like
 airline seats, and so on."[n]

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

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

 [@] <1> VERY IMPORTANT <2> SOMEWHAT IMPORTANT <3> NOT VERY IMPORTANT
 <4> NOT IMPORTANT AT ALL
 <8> DO NOT NOW [missing] <9> REFUSED [missing]

>ow3a<

 Now, thinking about [green]children[n], how important is their
 [green]health[n] as a reason for adults to be concerned about children
 being overweight?

 (Would you say it is a very important reason, a somewhat important reason,
  a not very important reason, or not at all important reason for
  them to be concerned?)

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

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

>ow3b<

 Thinking about [green]children[n], how important is their [green]
 self-esteem[n] as a reason for adults to be concerned about children being
 overweight?

 (Would you say it is a very important reason, a somewhat important reason,
  a not very important reason, or not at all important reason for
  them to be concerned?)

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

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

>ow3c<

 (Thinking about [green]children[n]), how important is the way they might be
 treated by other children or adults as a reason for adults to be
 concerned about children being overweight?

 (Would you say it is a very important reason, a somewhat important reason,
  a not very important reason, or not at all important reason for

them to be concerned?)

 [yellow]USE THIS DEFINITION: "Treated by society or by other children
 includes being teased, or having difficulty making friends."[n]

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

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

   [@] <1> VERY IMPORTANT <2> SOMEWHAT IMPORTANT <3> NOT VERY IMPORTANT
   <4> NOT IMPORTANT AT ALL
   <8> DO NOT NOW [missing] <9> REFUSED [missing]

>ow<

 Now, thinking about [green]yourself[n], currently would you say you
 are underweight, at a normal weight, or overweight?

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

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

     [@] <1> UNDERWEIGHT[goto ow5] <3> AT A NORMAL WEIGHT[goto ow5] <5> OVERWEIGHT
         <8> DO NOT KNOW [missing][goto ow5] <9> REFUSED [missing][goto ow5]

>ow4a<

  How concerned are you about your health because you are
  overweight?

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

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

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

>ow4b<

  How concerned are you about your appearance because you are
  overweight?

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

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

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

>ow4c<

  How concerned are you about they way you are treated by other people
  because you are overweight?

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

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

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

>ow5<

 How much do you think eating in fast food restaurants contributes to people
 becoming overweight?

 Does it contribute a lot, somewhat, a little, or not at all?

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

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

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

>ow6<

  How often [green]do you[n] eat food from a fast-food or sit-down restaurant, either
  at the restaurant or as take-out?

  Would you say every day, a few times a week, a few times a month, once a
  month -- or never?

          EVERY DAY........................1 @
          A FEW TIMES A WEEK...............2
          A FEW TIMES A MONTH.............3
          ONCE A MONTH....................4
          NEVER...........................5

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

   [@]<1> EVERY DAY <2> A FEW TIMES A WEEK <3> A FEW TIMES A MONTH
      <4> ONCE A MONTH OR LESS <5> NEVER
      <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ow7< [if ow6 ge <5> goto ow11a]

  How much would having nutrition information readily available in
  restaurants, for example, posted on the wall or on the menu, affect your
  choice of food and drink?

  Would it affect your choices a great deal, somewhat, not very much, or

not at all?

        A GREAT DEAL.......................1 @
        SOMEWHAT...........................2
        NOT VERY MUCH......................3
        NOT AT ALL.........................4

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

  [@]<1> A GREAT DEAL <2> SOMEWHAT <3> NOT VERY MUCH <4> NOT AT ALL
     <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ow8<

 Thinking about the restaurants you go to, are the portions you
 get too large, about the right size, or too small?

 [yellow]IWER: IF THE R STATES DEPENDS: "Think about the ones you
 go to [u]most[n] [yellow]often[n]".

        TOO LARGE..........................1 @
        ABOUT THE RIGHT SIZE...............2
        TOO SMALL..........................3

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

  [@]<1> TOO LARGE <2> ABOUT THE RIGHT SIZE <3> TOO SMALL
     <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ow9<

 Thinking about the restaurants you go to, are the portions
 a [green]good[n] value for the price you pay or a [green]poor[n] value
 for the price you pay?

 [yellow]IWER: IF THE R STATES DEPENDS: "Think about the ones you
 go to [u]most[n] [yellow]often[n]".

        A GOOD VALUE.......................1 @
        A POOR VALUE.......................5
        BOTH (R VOLUNTEERS)................7

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

  [@]<1> A GOOD VALUE <5> A POOR VALUE <7> BOTH (R VOLUNTEERS)
     <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ow10<

 Do the portions cause you to eat more than you want or should eat
 -- or do you decide how much you want to eat even if it means not finishing
 your meal?

        PORTIONS CAUSE TO EAT MORE.........1 @
        DECIDE ON OWN HOW MUCH TO EAT......5
        BOTH (R VOLUNTEERS)................7

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

  [@]<1> PORTIONS CAUSE TO EAT MORE <5> DECIDE ON OWN HOW MUCH TO EAT
     <7> BOTH (R VOLUNTEERS)
     <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ow11a<

  Next, I would like to read you some statements about eating habits. Please
  tell me to what extent you agree or disagree with each.

  I understand nutrition enough to make healthy choices.

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

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

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

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

>ow11b<

    I know how to prepare or cook healthy food or meals.

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

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

          R DOES NOT COOK (R VOLUNTEERS)....7

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

    [@] <1> STRONGLY AGREE <2> SOMEWHAT AGREE <3> SOMEWHAT DISAGREE <4> STRONGLY AGREE
        <7> R DOES NOT COOK <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ow11c<

    I don't have the time to buy and make healthy food or meals.

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

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

          R DOES NOT COOK/SHOP (R VOL)......7

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

    [@] <1> STRONGLY AGREE <2> SOMEWHAT AGREE <3> SOMEWHAT DISAGREE <4> STRONGLY AGREE
        <7> R DOES NOT COOK <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ow11d<

  I think healthy foods cost more.

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

          STRONGLY AGREE....................1 @

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

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

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

>ow11e<

    I think healthy foods taste just as good as other foods.

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

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

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

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

>ow11f<

    Other people I cook for or eat with are not interested in healthy food
    choices.

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

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

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

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

>ow12a<

    Next, I have some questions about the current recommendations for physical
    activity that are made by health professionals.

    Are you aware of the current recommendations for physical activity for
    adults?

    [yellow]IWER USE THIS DEFINITION: "Physical activity is exercise, sports,
    or active hobbies (such as running, walking, golf or gardening) that
    cause at least light sweating OR an increase in breathing or
    heart rate. (YES, SEX IS INCLUDED IF R ASKS) "[n]

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

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

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

>ow12b<

  How many days a week do you think adults are recommended to perform
  physical activity?

  [yellow]IWER USE THIS DEFINITION: "Physical activity is exercise, sports,
  or active hobbies (such as running, walking, golf or gardening) that
  cause at least light sweating OR an increase in breathing or
  heart rate. (YES, SEX IS INCLUDED IF R ASKS) "[n]

          DAYS PER WEEK.....................0 - 7 @

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

  [@] <0-7> DAYS PER WEEK
      <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ow12c<

  How many days per week do you think you could be physically active
  on a regular basis?

          DAYS PER WEEK.....................0 - 7 @

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

  [@] <0-7> DAYS PER WEEK
      <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ow12d< [define <d><998>][define <r><999>]

   How many [green]minutes[n] of physical activity is recommmended per day
   for adults?

          MINUTES PER DAY...................0-120 @

                DO NOT KNOW...........d
                REFUSED...............r

   [@] <0-120> MINUTES
        <d> DO NOT KNOW [missing] <r> REFUSED [missing]

>ow12e<

  Suppose the current recommendation was 60 minutes of physical activity
  each day and suppose you could spread these minutes out over the course
  of the day.

  Do you think you could do this several times per week?

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

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

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

>ow12f<

  Suppose the 60 minutes of physical activity over the course of one day
  was similar in intensity to a [green]brisk walk.[n]

  Do you think you could do this several times per week?

          YES............................1 @

```
         NO............................5

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

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


>ow13<

   Do you now use any form of tobacco (cigarettes, cigars, chewing tobacco)?

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

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

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


>e1a< [#settime ostop][#settime sstart]

   The next few questions are about Michigan public schools.

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

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

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

>e1b<

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

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

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

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


>E4<
```

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

Do you favor or oppose charter schools in Michigan?

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

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

```
  [@] <1>  FAVOR  <3> INDIFFERENT <5> OPPOSE
      <8> DO NOT KNOW[missing] <9> REFUSED [missing]
```


>ps1<

 Part of the education process is to develop standards that specify what
 topics students should learn at each grade level. For example, a standard
 set for third graders is that they learn their multiplication tables.

 We are interested in knowing who you think should make important decisions
 regarding educational standards.

 At what level should [green]mathematics standards[n] be set?

 At the national level, at the state level, at the school [green]district[n] level
 or at the school level?

```
        AT THE NATIONAL LEVEL.................1 @
        AT THE STATE LEVEL....................2
        AT THE SCHOOL DISCTRICT LEVEL.........3
        AT THE SCHOOL LEVEL...................4

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

```
     [@] <1> NATIONAL LEVEL[goto ps1a]  <2> STATE LEVEL[goto ps1b] <3> SCHOOL DISTRICT
LEVEL[goto ps1c]
        <4> AT THE SCHOOL LEVEL[goto ps1d]
        <8> DO NOT KNOW [missing][goto ps5]  <9> REFUSED [missing][goto ps5]
```


>ps1a<

 When you said at the [green]national level[n], were you thinking the standards should
 be set by the President and Congress, by the U.S. Department of Education,
 or someone else?

```
        PRESIDENT AND CONGRESS.....................1  @
        US DEPARTMENT OF EDUCATION.................2
        ALL/PRESIDENT/CONGRESS/US DEPT EDUCATION...3

        EDUCATION PROFESSIONALS/EXPERTS............4
        BUSINESS LEADERS/NON-PROFIT ORGANIZATIONS..5

        OTHER: SPECIFY.............................0

                MISCELLANEOUS....97
                DO NOT KNOW .....98
                REFUSED.........99
```

```
 [@]<1> PRESIDENT AND CONGRESS <2> US DEPARTMENT OF EDUCATION
 <3> ALL <4> EDUCATION EXPERTS/PROFESSIONALS  <5> BUSINESS LEADERS/NON-PROFITS ORGS
 <97> MISCELLANEOUS
```

```
 0  OTHER: SPECIFY [#specify]
        <98> DO NOT KNOW [missing] <99> REFUSED [missing]
        [default goto entity]
>ps1b<

 When you said at the [green]state level[n], were you thinking the standards should
 be set by the Governor and Michigan Legislature, by the Michigan Department
 of Education, by an agreement among Michigan school districts, or someone
 else?

            GOVERNOR AND MICHIGAN LEGISLATURE..........1  @
            MICHIGAN DEPARTMENT OF EDUCATION...........2
            MICHIGAN SCHOOL DISTRICTS..................3
            ALL/GOV/LEGISLATURE/DEPT ED/DISTRCTS.......4

            EDUCATION PROFESSIONALS/EXPERTS............5
            BUSINESS LEADERS/NON-PROFIT ORGANIZATIONS..6

            OTHER: SPECIFY.............................0

                    MISCELLANEOUS....97
                    DO NOT KNOW .....98
                    REFUSED.........99

        [@]<1> GOVERNOR AND MICHIGAN LEGISLATURE <2> MICHIGAN DEPARTMENT OF EDUCATION
        <3> MICHIGAN SCHOOL DISTRICTS
        <4> ALL <5> EDUCATION PROFESSIONALS/EXPERTS <6> BUSINESS LEADERS/NON-PROFIT
ORGANIZATIONS
        <97> MISCELLANEOUS
        0 OTHER: SPECIFY [#specify]
        <98> DO NOT KNOW [missing] <99> REFUSED [missing]
        [default goto entity]

>ps1c<

 When you said at the [green]school district level[n], were you thinking the standards
 should be set by the local school board, by administrators in the school
 district, by mathematics teachers in the district, or someone else?

            LOCAL SCHOOL BOARD.....................1 @
            ADMINISTRATORS IN THE DISTRICT.........2
            MATHEMATICS TEACHERS...................3
            ALL/BOARD/ADMINISTRATORS/TEACHERS......4

            EDUCATION PROFESSIONALS/EXPERTS........5
            BUSINESS LEADERS/NON-PROFIT
                              ORGANIZATIONS..6
            SUPERINTENDENT.........................7
            PUBLIC/PUBLIC VOTE.....................8

            OTHER: SPECIFY........................0

                    MISCELLANEOUS....97
                    DO NOT KNOW .....98
                    REFUSED.........99

        [@]<1> LOCAL SCHOOL DISTRICTS <2> ADMINISTRATORS IN THE DISTRICT
        <3> MATHEMATICS TEACHERS
        <4> ALL <5> EDUCATION PROFESSIONALS/EXPERTS
        <6> BUSINESS LEADERS/NON-PROFIT ORGANIZATIONS
        <7> SUPERINTENDENT  <8> PUBLIC/PUBLIC VOTE
        <97> MISCELLANEOUS
         0 OTHER: SPECIFY [#specify]
        <98> DO NOT KNOW [missing] <99> REFUSED [missing]
        [default goto entity]

>ps1d<

 When you said at the [green]school level[n], were you thinking standards should be
 set by the school principal, by the mathematics teachers in the school, by
```

parent councils or someone else?

                SCHOOL PRINCIPAL......................1 @
                MATHEMATICS TEACHERS..................2
                PARENT COUNCILS.......................3
                ALL/PRINCIPAL/TEACHERS/PARENTS........4

                EDUCATION PROFESSIONALS/EXPERTS.......5
                BUSINESS LEADERS/NON-PROFIT
                                        ORGANIZATIONS..6
                PUBLIC/PUBLIC VOTE....................8

                OTHER: SPECIFY........................0

                    MISCELLANEOUS....97
                    DO NOT KNOW 98
                    REFUSED.........99

           [@] <1> SCHOOL PRINCIPAL <2> MATHEMATICS TEACHERS <3> PARENT COUNCILS
           <4> ALL <5> EDUCATION PROFESSIONALS/EXPERTS <6> BUSINESS LEADERS/NON-PROFITS
           <8> PUBLIC VOTE/PUBLIC
           <98> DO NOT KNOW [missing] <99> REFUSED [missing]

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

>entity< [allow 25][store <> in entity]
        [if ps1 eq <1>][store <national government> in entity][endif]
        [if ps1 eq <2>][store <state government> in entity][endif]
        [if ps1 eq <3>][store <local school district> in entity][endif]
        [if ps1 eq <4>][store <local schools> in entity][endif]

>ps2a<

 You said that the [green][fill entity][n] should set standards for
 [green]mathematics[n].

 Should the [green][fill entity][n] also set standards for Reading and Language Arts?

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

           DEPENDS.........................7

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

      [@] <1> YES <5> NO <7> DEPENDS
          <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ps2b<

  Should the [green][fill entity][n] also set standards for Biology?

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

           DEPENDS.........................7

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

      [@] <1> YES <5> NO <7> DEPENDS
          <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ps2e<

Should the [green][fill entity][n] also set standards for Literature?

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

        DEPENDS..........................7

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

    [@] <1> YES  <5> NO  <7> DEPENDS
        <8> DO NOT KNOW [missing] <9> REFUSED [missing]
```

>ps2f<

Should the [green][fill entity][n] also set standards for History and
Social Science?

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

        DEPENDS..........................7

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

    [@] <1> YES  <5> NO  <7> DEPENDS
        <8> DO NOT KNOW [missing] <9> REFUSED [missing]
```

>ps3< [if ps1 eq <1> or ps1 ge <8> goto ps4]

Earlier you say that standards should be set by the [fill entity].[n]

What are some of the reasons why you [green]do not[n] want standards set at the
[green]national level?[n]

```
        TOO MUCH GOVERNMENT ALREADY/LESS GOV'T....1        1ST MENTION @a
        NAT'L STANDARDS TOO BROAD.................2        2ND MENTION @b
        STATES DIFFER TOO MUCH NEEDS/CULTURE/
          DIVERSITY...............................3
        STATE/LOCAL KNOWS NEEDS BEST..............4
        UNABLE TO MONITOR NATIONAL STANDARDS/
          TOO DIFFICULT TO REGULATE...............5
        DECISIONS NEED TO BE MADE BY FUNDING
          SOURCES.................................6
        DO NOT WANT UNIONS (NEA/MEA) INVOLVED.....7
        STATES REGULATE/OVERSEE BETTER............8
        EXPERTS NOT POLITICIANS MAKE DECISIONS....9
        TOO DIFFICULT STATES TO AGREE STANDARDS..10
                NO OTHERS MENTIONED........95
                MISCELLANEOUS..............97
                DO NOT KNOW................98
                REFUSED/NO ANSWER.........99
```

```
 [@a] 0 [#specify]
 <1> TOO MUCH GOVERNMENT/LESS GOV'T <2> NAT'L STANDARDS TOO BROAD
 <3> STATES DIFFER TOO MUCH/NEEDS/CULTURE/DIVERSITY
 <4> STATE/LOCAL KNOWS BEST <5> UNABLE TO MONITOR NATIONAL STANDARDS/TOO DIFFICULT TO
REGULATE
 <6> DECISIONS NEED TO BE MADE BY FUNDING SOURCES
 <7> DO NOT WANT UNIONS (MEA/NEA) INVOLVED  <8> STATES REGULATE/OVERSEE BETTER
 <9> DECISIONS MADE BY EXPERTS-NOT POLITICIANS <10> TOO DIFFICULT STATES AGREE
 <97> MISCELLANEOUS <95> NO OTHERS MENTIONED
 <98> DO NOT KNOW[missing][goto ps4] <99> REFUSED [missing][goto ps4]

 [@b] 0 [#specify]
 <1> TOO MUCH GOVERNMENT/LESS GOV'T <2> NAT'L STANDARDS TOO BROAD
 <3> STATES DIFFER TOO MUCH/NEEDS/CULTURE/DIVERSITY
```

<4> STATE/LOCAL KNOWS BEST <5> UNABLE TO MONITOR NATIONAL STANDARDS/TOO DIFFICULT TO
REGULATE
<6> DECISIONS NEED TO BE MADE BY FUNDING SOURCES
<7> DO NOT WANT UNIONS (MEA/NEA) INVOLVED <8> STATES REGULATE/OVERSEE BETTER
<9> DECISIONS MADE BY EXPERTS-NOT POLITICIANS <10> TOO DIFFICULT STATES AGREE
<97> MISCELLANEOUS <95> NO OTHERS MENTIONED

                  <98> DO NOT KNOW[missing] <99> REFUSED [missing]

>ps4< [if ps1 eq <2> or ps1 ge <8> goto ps5]

 [if ps3@a eq <>]
 Earlier you say that standards should be set by the [fill entity].[n]
 [endif]

 What are some of the reasons why you [green]do not[n] want standards set at the
 [green]state level?[n]

        UNIFORM STANDARDS NEEDED/DONE AT NAT'L LEVEL....1   1ST MENTION @a
         (include anything to do with standards not   2ND MENTION @b
          the same/nothing uniform across states
        LOCAL LEVEL KNOWS DISTRICT BEST/STATE TO FAR
         REMOVED......................................2
        TOO MUCH GOV'T/NEED LESS GOV'T..................3
        FUNDING NEEDS TO BE EQUAL ACROSS STATES........4
        NO ACCOUNTABILITY AT STATE LEVEL...............5
        DO NOT WANT UNIONS (NEA/MEA) INVOLVED..........6
        STANDARDS CHANGE WITH EACH GOVERNOR/LEGISLATURE.7
        TEACHERS KNOW BEST/TEACHERS CLOSEST TO STUDENTS.8
                NO OTHERS MENTIONED........95
                MISCELLANEOUS..............97
                DO NOT KNOW................98
                REFUSED/NO ANSWER..........99

  [@a] 0 [#specify]
  <1> UNIFORM STANDARDS NEEDED/DONE AT NAT'L LEVEL
  <2> LOCAL LEVEL KNOWS DISTRICT BEST/STATE TOO FAR REMOVED
  <3> TOO MUCH GOV'T/NEED LESS GOV'T
  <4> FUNDING NEEDS TO BE EQUAL ACROSS STATES
  <5> NO ACCOUNTABILITY AT STATE LEVEL
  <6> DO NOT WANT UNIONS INVOLVED
  <7> STANDARDS CHANGE WITH EACH GOVERNOR/LEGISLATURE
  <8> TEACHERS KNOW BEST/TEACHERS CLOSEST TO STUDENTS
  <97> MISCELLANEOUS
                <98> DO NOT KNOW[missing][goto ps5] <99> REFUSED [missing][goto ps5]
        [@b] 0 [#specify] <95>NO OTHERS
  <1> UNIFORM STANDARDS NEEDED/DONE AT NAT'L LEVEL
  <2> LOCAL LEVEL KNOWS DISTRICT BEST/STATE TOO FAR REMOVED
  <3> TOO MUCH GOV'T/NEED LESS GOV'T
  <4> FUNDING NEEDS TO BE EQUAL ACROSS STATES
  <5> NO ACCOUNTABILITY AT STATE LEVEL
  <6> DO NOT WANT UNIONS INVOLVED
  <7> STANDARDS CHANGE WITH EACH GOVERNOR/LEGISLATURE
  <8> TEACHERS KNOW BEST/TEACHERS CLOSEST TO STUDENTS
  <97> MISCELLANEOUS
  <98> DO NOT KNOW[missing] <99> REFUSED [missing]

>ps5<

 Should educational standards in Michigan be [green]different[n] than educational
 standards in other states or should they be the same?

        DIFFERENT......................1 @
        THE SAME.......................5

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

```
    [@] <1> DIFFERENT  <5> THE SAME[goto ps7]
        <8> DO NOT KNOW [missing][goto ps7] <9> REFUSED [missing][goto ps7]

>ps6<

  In what ways should educational standards in Michigan be different from
  educational standards in other states?

        STANDARDS HIGHER (GENERAL COMMENTS)....1     1st MENTION @a
        MICHIGAN STRIVE TO BE BEST NATION......2     2nd MENTION @b
        MICHIGAN INDUSTRIAL BASE REQUIRES
         HIGHER STANDARDS.....................3
        STANDARDS SHOULD REFLECT STATES
         NEEDS/POPULATION/ETC.................4
        EACH COMMUNITY/DISTRICT SET STANDARDS..5
        UNIFORM STANDARDS.....................6

              NO OTHERS MENTIONED.......95
              MISCELLANEOUS.............97
              DO NOT KNOW...............98
              REFUSED/NO ANSWER.........99

  [@a] 0  [#specify]
  <1> STANDARDS HIGHER (GENERAL) <2> MICHIGAN STRIVE TO BE BEST IN NATION
  <3> MICHIGAN INDUSTRIAL BASE REQUIRES HIGHER STANDARDS
  <4> STANDARDS REFLECT MICHIGAN'S NEEDS/POPULATION
  <5> EACH COMMUNITY/DISTRICT SET STANDARDS  <97> MISCELLANEOUS
  <6> UNIFORM STANDARDS

  <98> DO NOT KNOW[missing][goto ps7] <99> REFUSED [missing][goto ps7]
  [@b] 0  [#specify] <95>NO OTHERS
  <1> STANDARDS HIGHER (GENERAL) <2> MICHIGAN STRIVE TO BE BEST IN NATION
  <3> MICHIGAN INDUSTRIAL BASE REQUIRES HIGHER STANDARDS
  <4> STANDARDS REFLECT MICHIGAN'S NEEDS/POPULATION
  <5> EACH COMMUNITY/DISTRICT SET STANDARDS  <97> MISCELLANEOUS
  <6> UNIFORM STANDARDS

  <98> DO NOT KNOW[missing] <99> REFUSED [missing]




>ps7<

  Who do you think should choose textbooks?

  The national government, the state government, the local school [green]district[n]
  local schools, or individual teachers?

        NATIONAL GOVERNMENT...................1 @
        STATE GOVERNMENT......................2
        LOCAL SCHOOL DISTRICT.................3
        LOCAL SCHOOLS.........................4
        INDIVIDUAL TEACHERS...................5

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

    [@] <1> NATIONAL GOVERNMENT  <2> STATE GOVERNMENT <3> LOCAL SCHOOL DISTRICT
        <4> LOCAL SCHOOL <5> INDIVIDUAL TEACHERS

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

>ps8<

  Who should develop the state MEAP tests that evaluate what students know?

  The national government, the state government, the local school [green]district[n]
  or local schools?
```

USE THIS DEFINITION: "The Michigan Education Assessment Program is
an annual assessment given to students across the state to measure what
they know in certain content areas such as math and reading".[n]

```
        NATIONAL GOVERNMENT...................1 @
        STATE GOVERNMENT......................2
        LOCAL SCHOOL DISTRICT.................3
        LOCAL SCHOOLS........................4

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

     [@] <1> NATIONAL GOVERNMENT <2> STATE GOVERNMENT <3> LCOAL SCHOOL DISTRICT
         <4> LOCAL SCHOOLS
         <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>ps9<

  Who should set requirements for teacher licensure or certification?

  The national government, the state government, or teacher preparation
  colleges?

  [yellow]USE THIS DEFINITION: "In order to teach, teachers must become
  licensed or certified through a teacher preparation program to signify they
  met the necessary requirements."[n]

```
        NATIONAL GOVERNMENT...................1 @
        STATE GOVERNMENT......................2
        TEACHER PREPARATION COLLEGES..........3

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

     [@] <1> NATIONAL GOVERNMENT <2> STATE GOVERNMENT <3> LOCAL SCHOOL DISTRICT
         <4> LOCAL SCHOOLS
         <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>CD1<   [#settime sstop][#settime cstart2]

   Finally, I have a few background questions. These are for statistical
   analysis purposes only.

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

        [@]<1> MALE <5> FEMALE

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

```
        Year............................19 @

            DON'T KNOW...............d
            REFUSED.................r
```

        [@] <00-85> <d,r>[missing]

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

```
            DID NOT GO TO SCHOOL .....................0
            GRADE.................................1-11
            HIGH SCHOOL GRADUATE OR GED HOLDER......12
            COLLEGE (ONE TO THREE YEARS).........13-15
            COLLEGE GRADUATE  (FOUR YEARS) .........16
```

```
            SOME POST GRADUATE .....................17
            GRADUATE DEGREE........................18
            TECHNICAL/JUNIOR COLLEGE GRADUATE.......20 @

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

        [@] <0> DID NOT GO TO SCHOOL <1-11> GRADE <12> HIGH SCHOOL GRAD OR GED
        <13-15> COLLEGE <16> COLLEGE GRADUATE <17> SOME POST GRADUATE
        <18> GRADUATE DEGREE <20> TECHNICAL/JUNIOR COLLEGE GRAD
        <98> DO NOT KNOW[missing] <99>REFUSED [missing]

>CD5a<
  Are you of Hispanic, Latino, or Spanish origin?

        YES-HISPANIC/LATINO/SPANISH ORIGIN..........1

        NO-[green]NOT[n] HISPANIC/LATINO/SPANISH ORIGIN......5 @

                DON'T KNOW.....................8
                REFUSED........................9

        [@] <1> YES, HISPANIC <5> NO, NOT HISPANIC <8,9>[missing]


>CD4a<  [define <y><1>][define <n><5>][default answer <n> all][define <d><8>]
        [define <r><9>]
    What is your race?

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

                                        y/n/d/r
        White?...............................@a
        African American or Black?...........@b
        Hawaiian or other Pacific Islander?....@c
        Asian?............................... @d
        American Indian or Alaska Native?......@e

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



>CD6<

  What is the religious group which you feel most closely represents your
  religious views?

  (Is it Catholic, Islamic, Jewish, Protestant, some other religion, or no
   religion)?

    NONE; NO RELIGIOUS GROUP..................0
    CATHOLIC; ROMAN CATHOLIC, ORTHODOX.......1    BAPTIST..........4
    ISLAMIC/MUSLIM...........................2    METHODIST........4
    JEWISH...................................3    LUTHERAN........4
    PROTESTANT...............................4    EPISCOLPALIAN....4
    OTHER NON-CHRISTIAN (Hindu, Buddhist, ...5
    OTHER CHRISTIAN - 7TH DAY ADVENTIST, ETC.7
    OTHER - NEC (NO WHERE ELSE CLASSIFIED)...8 @

                DON'T KNOW.....................98
                REFUSED........................99
          [yellow]A HELP SCREEN IS AVAILABLE BY HITTING 'h'[n]

  [@]<0> NONE <1> CATHOLIC <2> ISLAMIC/MUSLIM <3> JEWISH <4> PROTESTANT
```

```
      <5> OTHER NON CHRISTIAN  <7> OTHER CHRISTIAN  <8> OTHER - NEC 6 [#specify]
   <98> DO NOT KNOW [missing] <99> REFUSED[missing]
                  <h>[etc <h>][help relhelp]


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

               REPUBLICAN.........................1
               INDEPENDENT........................4
               DEMOCRAT...........................7

               ANOTHER PARTY, THIRD PARTY, ETC....0 @a

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

               [if CD7@a eq <1>]
   Would you call yourself a strong Republican or not a very strong
   Republican?

               STRONG REPUBLICAN..................1
               NOT A VERY STRONG REPUBLICAN.......2 @b

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

               [endif]
               [if CD7@a eq <7>]
    Would you call yourself a strong Democrat or not a very strong
    Democrat?

               STRONG DEMOCRAT....................7
               NOT A VERY STRONG DEMOCRAT.........6 @c

                   DO NOT KNOW...............8
                   REFUSED...................9
               [endif]
               [if CD7@a eq <4>]

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

               REPUBLICAN...........................3
               NEITHER (R PROVIDED).................4
               DEMOCRAT.............................5 @d

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

        [@a]<1> REPUBLICAN <4> INDEPENDENT <7> DEMOCRAT  <0>[#specify] <8> DO NOT KNOW
[missing] <9> REFUSED[missing]
        [@b]<1> STRONGLY REPUBLICAN <2> NOT VERY STRONG REPUBLICAN  <8> DO NOT KNOW
[missing] <9> REFUSED[missing][default goto partyid]
        [@c]<6> NOT VERY STRONG DEMOCRAT <7> STRONG DEMOCRAT   <8> DO NOT KNOW [missing]
<9> REFUSED[missing][default goto partyid]
        [@d]<3> REPUBLICAN <4> NEITHER <5> DEMOCRAT <8> DO NOT KNOW [missing] <9>
REFUSED[missing][default goto partyid]

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

```
             [if CD7@d eq <5>][store <5> in partyid][endif]
             [if CD7@a eq <0>][store <0> in partyid][endif]

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

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

                 OTHER................................0

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

             [if P17@a eq <1>]

      Would you consider yourself very conservative or somewhat conservative?

                 VERY CONSERVATIVE...................1
                 SOMEWHAT CONSERVATIVE..............2 @b

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

             [endif]
             [if P17@a eq <7>]

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

                 VERY LIBERAL.......................7
                 SOMEWHAT LIBERAL...................6 @c

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

             [if P17@a eq <4>]

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

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

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

>ideology<  [allow 1]
         [if P17@b eq <1>][store <1> in ideology][endif]  1 very conservative
         [if P17@b eq <2>][store <2> in ideology][endif]  2 somewhat
            conservative
         [if P17@a eq <8>][store <8> in ideology][endif]  3 lean conservative
         [if P17@a eq <9>][store <9> in ideology][endif]   4 middle
         [if P17@c eq <6>][store <6> in ideology][endif]   5 lean liberal
         [if P17@c eq <7>][store <7> in ideology][endif]   6 somewhat liberal
         [if P17@d eq <3>][store <3> in ideology][endif]   7 very liberal
         [if P17@d eq <4>][store <4> in ideology][endif]
         [if P17@d eq <5>][store <5> in ideology][endif]
>ID3< [allow 5][loc 20/1][store csid in ID3]
```

>R3< [allow 1][preset <3>]

>E8<

   Recently, it has been suggested to consolidate voting days so that local
   elections, such as school board elections, are held at the same time as
   statewide elections.

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

                STRONGLY FAVOR.......................1
                SOMEWHAT FAVOR.......................2
                NEITHER: FAVOR/OPPOSE.. (VOLUNTEERED).3
                SOMEWHAT OPPOSE......................4
                STRONGLY OPPOSE......................5 @

                      DO NOT KNOW..................8
                      REFUSED/NO ANSWER............9
  [@]<1> STRONGLY FAVOR <2> SOMEWHAT FAVOR <3> NEITHER FAVOR/OPPOSE
     <4> SOMEWHAT OPPOSE <5> STRONGLY OPPOSE
     <8> DO NOT KNOW[missing] <9> REFUSED[missing]
>E9a<

  If school elections were consolidated with other elections, do you think
  [green]more people would vote [n] in school elections, [green] fewer
  people would vote [n] in school elections -- or would there be little or
  no change?

          MORE PEOPLE WOULD VOTE...................1 @
          FEWER PEOPLE WOULD VOTE..................3
          LITTLE OR NO CHANGE......................5

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

  [@] <1> MORE PEOPLE WOULD VOTE <3> FEWER PEOPLE WOULD VOTE <5> LITTLE OR NO CHANGE
      <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>E9b<

  (If school elections were consolidated with other elections) do you think
  the voters would be [green] more informed [n]about school issues and
  candidates, [green] less informed [n] about school issues and candidates,
  or would there be little or no change?

          MORE INFORMED ABOUT SCHOOL ISSUES........1 @
          LESS INFORMED ABOUT SCHOOL ISSUES........3
          LITTLE OR NO CHANGE......................5

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

  [@] <1> MORE INFORMED ABOUT SCHOOL ISSUES <3> LESS INFORMED ABOUT SCHOOL ISSUES
      <5> LITTLE OR NO CHANGE
      <8> DO NOT KNOW [missing] <9> REFUSED [missing]

>E9c<

 (If school elections were consolidated with other elections) do you
 think voting for school boards would [green]more[n] accurately reflect
 community interests, [green]less[n] accurately reflect community
 interests or would there be no change?

          MORE ACCURATELY REFLECT INTERESTS........1 @
          LESS ACCURATELY REFLECT INTERESTS........3
          NO CHANGE................................5

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

```
   [@] <1> MORE ACCURATELY REFLECT INTERESTS <3> LESS ACCURATELY REFLECT INTERESTS
       <5> LITTLE OR NO CHANGE
       <8> DO NOT KNOW [missing]  <9> REFUSED [missing]

>E10< [define <d> <998>][define <r><999>]

   What percentage of people do you think vote in school elections  in your
   district?

   [yellow]IWER: USE THIS PROBE: "Please give me your best guess."[n]

         PERCENTAGE.....................0-100  @

                 DO NOT KNOW......d
                 REFUSED.........r

     [@] <0-100> PERCENTAGE OF VOTERS
         <d> DO NOT KNOW <r> REFUSED
>CD8<

   What is your marital status?

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

             MARRIED, REMARRIED....................1
             DIVORCED..............................2
             SEPARATED.............................3
             WIDOWED...............................4

             MEMBER OF AN UNMARRIED COUPLE........ 5
             SINGLE, NEVER BEEN MARRIED...........6
             OTHER ................................0 @

                 DON'T KNOW.....................8
                 REFUSED........................9

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


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

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

             ADULTS...............................1>10 @

                 DON'T KNOW......................98
                 REFUSED.........................99
         [@]<1> ADULTS <2-10>
           <98> DO NOT KNOW [missing] <99> REFUSED [missing]

>CD11<

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

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

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

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

>CD12< [if CD11 eq <0> goto CD15]
```

```
   How many of the children in your household are between the ages of
   5 and 17?

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

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

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


>school<

 Do your children attend a Michigan public school, a private religious
 school, a private non-religious school, a charter school, a home-based
 school, or something else?

               PUBLIC SCHOOL.........................1 @
               PRIVATE RELIGIOUS SCHOOL..............2
               PRIVATE NON-RELIGIOUS SCHOOL..........3
               A CHARTER SCHOOL......................4
               A HOME BASED SCHOOL...................5
               OTHER: SPECIFY.......................0
               COMBINATION OF SCHOOLS................7

                  DO NOT KNOW..........98
                  REFUSED..............99


   [@] <1> PUBLIC SCHOOL <2> PRIVATE RELIGIOUS SCHOOL <3> PRIVATE NON-RELIGIOUS SCHOOL
       <4> A CHARTER SCHOOL <5> A HOME BASED SCHOOL 0 OTHER: SPECIFY[#specify]
        <7> COMBINATION OF SCHOOLS
      <98> DO NOT KNOW[missing]  <99> REFUSED[missing]


>CD15<
   We are interested in learning about the different ways people may earn
   their living.  Last week, were you working full-time, part-time, going
   to school, a home-maker or something else?

               WORK FULL TIME, SELF EMPLOYED FULL TIME........1
               WORK PART TIME, SELF EMPLOYED PART TIME........2
               WORK AND GO TO SCHOOL.........................3
               IN THE ARMED FORCES...........................4
               HAVE A JOB, BUT NOT AT WORK LAST WEEK.........5
               UNEMPLOYED, LAID OFF, LOOK FOR WORK...........6
               RETIRED.......................................7
               SCHOOL FULL TIME..............................8
               HOME-MAKER....................................9
               DISABLED......................................10
               SOMETHING ELSE (SPECIFY).......................0 @

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

         [@] <0> [#specify] <1> WORK FULL TIME <2> WORK PART TIME <3> WORK AND GO TO
SCHOOL
             <4> IN THE ARMED FORCES <5> JOB, DID NOT WORK LAST WEEK <6> UNEMPLOYED
              <7> RETIRED <8> SCHOOL FULL-TIME <9> HOMEMAKER <10> DISABLED
             <98> DO NOT KNOW [missing] <99> REFUSED [missing]



>UN1< [if CD15 ge <6> goto UN2]
   Are you [green]currently[n] a member of a union or are you represented by
   a union?

               YES...............................1
```

```
               NO...............................5 @

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

>UN2<
   Have you [green]ever[n] been a member of a union or represented by a union?

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

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

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

>UN3<
   Is anyone else in your household a member of a union or represented by a
   union?

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

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

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


>inca<
  To get a picture of people's financial situations, we'd like to know the
  general [green]range of incomes[n] of all households we interview.  This is
  for statistical analysis purposes and your answers will be kept strictly
  confidential.  Now, thinking about your [green]household's[n] total annual
  income from all sources (including your job), did your household receive
  $30,000 or more in 2002?

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

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

                    YES...................... 1
                    NO.......................5 @    ($20,000-29,999)

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

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

>incc<

   Was it less than $10,000?

                    YES...................... 1     (less than $10,000)
                    NO.......................5 @    ($10,000-19,999)

                       DO NOT KNOW...........8
                       REFUSED...............9
          [@]<1> YES
             <5> NOT
```

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

>incd<

   Was it $60,000? or more?

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


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

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

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

                    YES...................... 1
                    NO.......................5 @  ($30,000-39,999)


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

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


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

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

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

>incg<
   Was it more than $70,000?

                    YES...................... 1    ($70,000 or more
                    NO.......................5 @  ($60,000-69,999)

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

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

>income<  [allow 1]

           [if inca ge <8>][store <9> in income][endif]
           [if incb ge <8>][store <9> in income][endif]
           [if incc ge <8>][store <9> in income][endif]
           [if incd ge <9>][store <9> in income][endif]
           [if ince ge <9>][store <9> in income][endif]
           [if incf ge <9>][store <9> in income][endif]
           [if incg ge <9>][store <9> in income][endif]  missing
           [if incc eq <1>][store <1> in income][endif]  $10,000 or less
           [if incc eq <5>][store <2> in income][endif]  $10,000>19,999
           [if incb eq <5>][store <3> in income][endif]  $20,000>29,999
```

```
                                                          $30,000>39,999
         [if ince eq <5>][store <4> in income][endif]     $40,000>49,999
         [if incf eq <1>][store <6> in income][endif]     $50,000>59,999
         [if incf eq <5>][store <5> in income][endif]
         [if incg eq <5>][store <7> in income][endif]     $60,000>69,999
         [if incg eq <1>][store <8> in income][endif]     $70,000 or more

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

               DIFFERENT PHONE NUMBERS.........................1-7 @

             [@]<1> PHONE NUMBERS <2-7>
                <8> DO NOT KNOW [missing]<9>[missing]


>X1<
     Would you say you live in a rural community, a small city or town,
     a suburb, or an urban community?

               RURAL COMMUNITY.......................1
               SMALL CITY OR TOWN, VILLAGE...........2
               A SUBURB..............................3
               URBAN COMMUNITY.......................4 @

               OTHER: ...............................0

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

             [yellow]FOR A DEFINITION OF COMMUNITY, HIT 'h'[n]
           [@] <1> RURAL COMMUNITY <2> SMALL CITY, TOWN, VILLAGE <3> A SUBURB
              <4> URBAN COMMUNITY <0>[#specify]
            <98> DO NOT KNOW [missing] <99>[missing]
             <h>[etc <h>][help defcomm]



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

         What is your zip code?


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


         Zip code...........................48000-49999 @

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

         [@] <48000-49999> ZIP CODE
             <8> DO NOT KNOW [missing] <9>[missing]


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

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

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

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

So we'll know whom to ask for when we call back, could I get your first
name?

          R's first name....................... @b

              [endif]
              [@a]<1> YES <5> NO [goto out] <8> DO NOT KNOW[goto out] <9> REFUSED [goto
out]
              [@b] [allow 15]

>out< [#settime cstop2]
    [#subtime ostart from ostop into over]
    [#subtime sstart from sstop into schools]
    [#subtime cstart from cstop into core1]
    [#subtime cstart2 from cstop2 into core2]
  [goto MOD7]

>contacts< [equiv icomplete position 4][allow 2]
>length<[allow 4]
>idate< [allow 8]
>iwer< [allow 3]

>overtime< [allow 4]
>edutime< [allow 4]
>cctime<[allow 4]
>coretime< [allow 4]

13. CODEBOOK

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

14. SPSS COMMANDS

```
TITLE "Michigan State of the State 31".

DATA LIST fixed file='o:\soss31\productn\c-inst\soss31.dat' records=4
 /1       ID1  1-5  (A)
          R1   6    (A)
         cnty  7-11 (A)
         regn 12        letter 13        listed 14            CC1 15
          CC2 16          CC4 18          CC5 19            CC6 20
          PO2 21          PO1 22         SEC4 23            ow1 24
         ow2a 25         ow2b 26         ow2c 27           ow3a 28
         ow3b 29         ow3c 30           ow 31           ow4a 32
         ow4b 33         ow4c 34          ow5 35            ow6 36
          ow7 37          ow8 38          ow9 39           ow10 40
        ow11a 41        ow11b 42        ow11c 43          ow11d 44
        ow11e 45        ow11f 46        ow12a 47          ow12b 48
        ow12c 49        ow12d 50-52     ow12e 53          ow12f 54
         ow13 55           e1a 56-57      e1b 58-59         E4 60
          ps1 61          ps1a 62-63     ps1b 64-65       ps1c 66-67
         ps1d 68-69
 /2       ps2a 32         ps2b 33         ps2e 34          ps2f 35
         ps3@a 36-37     ps3@b 38-39     ps4@a 40-41      ps4@b 42-43
          ps5 44         ps6@a 45-46     ps6@b 47-48       ps7 49
          ps8 50          ps9 51           CD1 52           CD2 53-55
          CD3 56-57       CD5a 58        CD4a@a 59        CD4a@b 60
        CD4a@c 61        CD4a@d 62        CD4a@e 63          CD6 64-65
         CD7@a 66         CD7@b 67         CD7@c 68         CD7@d 69
        partyid 70        P17@a 71        P17@b 72         P17@c 73
         P17@d 74       ideology 75
 /3        E8  7           E9a  8          E9b  9           E9c 10
          E10 11-13         CD8 14         CD10 15-16       CD11 17
         CD12 18        school 19-20       CD15 21-22       UN1 23
          UN2 24          UN3 25          inca 26          incb 27
         incc 28          incd 29         ince 30          incf 31
         incg 32        income 33         CD26 34            X1 35-36
        zipcode 37-41     RI@a 42
 /4      iwer1  1        iwer2@a  2       iwer2@b  3       iwer2@c   4
        iwer2@d  5        iwer2@e  6       iwer3  7         iwer4@a  8
        iwer4@b  9      contacts 13-14 (A)
         length 15-18 (A)
          idate 19-26 (A)
           iwer 27-29 (A)
       overtime 30-33 (A)
        edutime 34-37 (A)
         cctime 38-41 (A)
       coretime 42-45 (A)
  .

VARIABLE LABELS
    ID1        'Case ID Number'
    R1         'Data Record I'
    cnty       'County Code (FIPS)'
    regn       'Region'
    letter     'Letter Type'
    listed     'sample'
    CC1        'Past Financial'
    CC2        'Future Financial'
    CC4        'Inflation Rate'
    CC5        'Unemployment Rate'
    CC6        'Business Conditions'
    PO2        'Granholm Rating'
    PO1        'Bush Rating'
    SEC4       'Concerned Terrorist Attack'
    ow1        'Overweight Issue'
    ow2a       'Adults - Concern Health'
    ow2b       'Adults - Concern Appearance'
    ow2c       'Adults - Concern Treatment'
```

```
ow3a       'Children - Concern Health'
ow3b       'Children - Concern Appearance'
ow3c       'Children - Concern Treatment'
ow         'Respondent Weight'
ow4a       'Concern - Health'
ow4b       'Concern - Appearance'
ow4c       'Concern - Treatment'
ow5        'Fast Food - Contribute Overweight'
ow6        'Frequency Eat Fast Food'
ow7        'Nutrition Information'
ow8        'Restaurant Portions'
ow9        'Portions Value'
ow10       'Portions Dictate Amount Eaten'
ow11a      'Understand Nutrition'
ow11b      'Prepare Cook Healthy Foods'
ow11c      'No Time Buy Healthy Foods'
ow11d      'Higher Cost Healthy Food'
ow11e      'Healthy Foods Good Taste'
ow11f      'No Interest Healthly Foods'
ow12a      'Aware Recommendations Activity'
ow12b      'Days Recommend Activity'
ow12c      'Days Personally Active'
ow12d      'Minutes Recommended'
ow12e      'Excercise Several Times'
ow12f      '60 Minutes Exercise'
ow13       'Use Tobacco'
e1a        'Grade Michigan Schools'
e1b        'Grade Local Schools'
E4         'Charter Schools'
ps1        'Standards - Math'
ps1a       'National Standards'
ps1b       'State Standards'
ps1c       'School District Standards'
ps1d       'Local Standards'
CASEID     'case identification number'
ps2a       'Standards - Reading'
ps2b       'Standards - Biology'
ps2e       'Standards - Literature'
ps2f       'Standards - History'
ps3@a      'Standards Not National - 1st Mention'
ps3@b      'Standards Not National - 2nd Mention'
ps4@a      'Standards Not State - 1st Mention'
ps4@b      'Standards Not State - 2nd Mention'
ps5        'Michigan - Standards'
ps6@a      'Michigan Standards Different'
ps6@b      'Michigan Standards Different - 2nd Mention'
ps7        'Choose Textbooks'
ps8        'Develop MEAP Tests'
ps9        'Require License-Certification'
CD1        'Respondent Sex'
CD2        'Year Born'
CD3        'Education'
CD5a       'Ethnicity'
CD4a@a     'Caucasian'
CD4a@b     'African American or Black'
CD4a@c     'Hawaiian or other Pacific Islander'
CD4a@d     'Asian'
CD4a@e     'American Indian or Alaska Native'
CD6        'Religion'
CD7@a      'Political Affiliation'
CD7@b      'Republican'
CD7@c      'Democrat'
CD7@d      'Independent'
partyid    'Political Identification'
P17@a      'Political Ideology'
P17@b      'Conservative'
P17@c      'Liberal'
P17@d      'Middle'
ideology   'Political Ideology'
E8         'Consolidating Voting Days'
```

```
        E9a       'Consolidation Increase Voting'
        E9b       'Consolidating Informed'
        E9c       'Consolidation Relect Interests'
        E10       'Percentage Vote School Elections'
        CD8       'Marital Status'
        CD10      'Adults'
        CD11      'Children'
        CD12      'Children 5-17'
        school    'Children''s School'
        CD15      'Employment Status'
        UN1       'Union Member'
        UN2       'Past Union'
        UN3       'Union Family'
        inca      '$35,000 or More'
        incb      'Less Than $20,000'
        incc      'Less than $10,000'
        incd      '$60,000 or More'
        ince      '$40,000 or More'
        incf      '$50,000 or More'
        incg      '$70,000 or More'
        income    'Income'
        CD26      'Phone Lines'
        X1        'Community'
        zipcode   'Zip Code'
        RI@a      'Re-Interview'
        iwer1     'Interviewer Ethnicity'
        iwer2@a   'Interviewer Caucasian'
        iwer2@b   'Interviewer African American or Black'
        iwer2@c   'Interviewer Hawaiian Pacific Islander'
        iwer2@d   'Interviewer Asian'
        iwer2@e   'Interviewer American Indian Alaska Native'
        iwer3     'Iwer gender'
        iwer4@a   'R Cooperation'
        iwer4@b   'R Interest'
        contacts  'Contacts'
        length    'Interview Length'
        idate     'Interview Date'
        iwer      'Interviewer'
        overtime  'Length Overweight Questions'
        edutime   'Length Education Questions'
        cctime    'Consumer/Elected Officals'
        coretime  'Demographics'
        .

VALUE LABELS
    regn      1 'upper pen' 2 'northern' 3 'west central' 4 'east central'
              5 'southwest' 6 'southeast' 7 'Detroit'/
    letter    0 'no letter/unlisted' 1 'generic letter' 2 'enhanced letter'
              3 'enhanced letter w/ insert'/
    listed    1 'listed' 2 'unlisted'/
    CC1       1 'BETTER OFF' 2 'ABOUT THE SAME' 3 'WORSE OFF' 8 'DO NOT KNOW'
              9 'REFUSED'/
    CC2       1 'BETTER OFF' 3 'ABOUT THE SAME' 5 'WORSE OFF' 8 'DO NOT KNOW'
              9 'REFUSED'/
    CC4       1 'GO UP' 3 'GO DOWN' 5 'STAY ABOUT THE SAME' 8 'DO NOT KNOW'
              9 'REFUSED'/
    CC5       1 'BETTER THAN' 5 'ABOUT THE SAME' 3 'WORSE THAN'
              8 'DO NOT KNOW' 9 'REFUSED'/
    CC6       1 'GOOD TIMES' 3 'BAD TIMES' 5 'NEITHER' 8 'DO NOT KNOW'
              9 'REFUSED'/
    PO2       1 'EXCELLENT' 2 'GOOD' 3 'FAIR' 4 'POOR' 8 'DO NOT KNOW'
              9 'REFUSED'/
    PO1       1 'EXCELLENT' 2 'GOOD' 3 'FAIR' 4 'POOR' 8 'DO NOT KNOW'
              9 'REFUSED'/
    SEC4      1 'VERY CONCERNED' 2 'SOMEWHAT CONCERNED'
              3 'NOT VERY CONCERNED' 4 'NOT CONCERNED AT ALL' 8 'DON''T KNOW'
              9 'REFUSED'/
    ow1       1 'OVERWEIGHT PUBLIC HEALTH CONCERN'
              5 'OVERWEIGHT PERSONAL CONCERN' 8 'DO NOT KNOW' 9 'REFUSED'/
    ow2a      1 'VERY IMPORTANT' 2 'SOMEWHAT IMPORTANT'
```

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              3 'NOT VERY IMPORTANT' 4 'NOT IMPORTANT AT ALL' 8 'DO NOT NOW'
              9 'REFUSED'/
ow2b          1 'VERY IMPORTANT' 2 'SOMEWHAT IMPORTANT'
              3 'NOT VERY IMPORTANT' 4 'NOT IMPORTANT AT ALL' 8 'DO NOT NOW'
              9 'REFUSED'/
ow2c          1 'VERY IMPORTANT' 2 'SOMEWHAT IMPORTANT'
              3 'NOT VERY IMPORTANT' 4 'NOT IMPORTANT AT ALL' 8 'DO NOT NOW'
              9 'REFUSED'/
ow3a          1 'VERY IMPORTANT' 2 'SOMEWHAT IMPORTANT'
              3 'NOT VERY IMPORTANT' 4 'NOT IMPORTANT AT ALL' 8 'DO NOT NOW'
              9 'REFUSED'/
ow3b          1 'VERY IMPORTANT' 2 'SOMEWHAT IMPORTANT'
              3 'NOT VERY IMPORTANT' 4 'NOT IMPORTANT AT ALL' 8 'DO NOT NOW'
              9 'REFUSED'/
ow3c          1 'VERY IMPORTANT' 2 'SOMEWHAT IMPORTANT'
              3 'NOT VERY IMPORTANT' 4 'NOT IMPORTANT AT ALL' 8 'DO NOT NOW'
              9 'REFUSED'/
ow            1 'UNDERWEIGHT' 3 'AT A NORMAL WEIGHT' 5 'OVERWEIGHT'
              8 'DO NOT KNOW' 9 'REFUSED'/
ow4a          1 'VERY CONCERNED' 2 'SOMEWHAT CONCERNED'
              3 'NOT VERY CONCERNED' 4 'NOT CONCERNED AT ALL' 8 'DO NOT NOW'
              9 'REFUSED'/
ow4b          1 'VERY CONCERNED' 2 'SOMEWHAT CONCERNED'
              3 'NOT VERY CONCERNED' 4 'NOT CONCERNED AT ALL' 8 'DO NOT NOW'
              9 'REFUSED'/
ow4c          1 'VERY CONCERNED' 2 'SOMEWHAT CONCERNED'
              3 'NOT VERY CONCERNED' 4 'NOT CONCERNED AT ALL' 8 'DO NOT NOW'
              9 'REFUSED'/
ow5           1 'A LOT' 2 'SOMEWHAT' 3 'A LITTLE' 4 'NOT AT ALL'
              8 'DO NOT KNOW' 9 'REFUSED'/
ow6           1 'EVERY DAY' 2 'A FEW TIMES A WEEK' 3 'A FEW TIMES A MONTH'
              4 'ONCE A MONTH OR LESS' 5 'NEVER' 8 'DO NOT KNOW' 9 'REFUSED'/
ow7           1 'A GREAT DEAL' 2 'SOMEWHAT' 3 'NOT VERY MUCH' 4 'NOT AT ALL'
              8 'DO NOT KNOW' 9 'REFUSED'/
ow8           1 'TOO LARGE' 2 'ABOUT THE RIGHT SIZE' 3 'TOO SMALL'
              8 'DO NOT KNOW' 9 'REFUSED'/
ow9           1 'A GOOD VALUE' 5 'A POOR VALUE' 7 'BOTH (R VOLUNTEERS)'
              8 'DO NOT KNOW' 9 'REFUSED'/
ow10          1 'PORTIONS CAUSE TO EAT MORE'
              5 'DECIDE ON OWN HOW MUCH TO EAT' 7 'BOTH (R VOLUNTEERS)'
              8 'DO NOT KNOW' 9 'REFUSED'/
ow11a         1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
              4 'STRONGLY AGREE' 8 'DO NOT KNOW' 9 'REFUSED'/
ow11b         1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
              4 'STRONGLY AGREE' 7 'R DOES NOT COOK' 8 'DO NOT KNOW'
              9 'REFUSED'/
ow11c         1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
              4 'STRONGLY AGREE' 7 'R DOES NOT COOK' 8 'DO NOT KNOW'
              9 'REFUSED'/
ow11d         1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
              4 'STRONGLY AGREE' 8 'DO NOT KNOW' 9 'REFUSED'/
ow11e         1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
              4 'STRONGLY AGREE' 8 'DO NOT KNOW' 9 'REFUSED'/
ow11f         1 'STRONGLY AGREE' 2 'SOMEWHAT AGREE' 3 'SOMEWHAT DISAGREE'
              4 'STRONGLY AGREE' 8 'DO NOT KNOW' 9 'REFUSED'/
ow12a         1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
ow12b         0 'DAYS PER WEEK' 7 'DAYS PER WEEK' 8 'DO NOT KNOW' 9 'REFUSED'/
ow12c         0 'DAYS PER WEEK' 7 'DAYS PER WEEK' 8 'DO NOT KNOW' 9 'REFUSED'/
ow12d         0 'MINUTES' 120 'MINUTES' 998 'DO NOT KNOW' 999 'REFUSED'/
ow12e         1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
ow12f         1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
ow13          1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
e1a           1 'A+' 2 'A' 3 'A-' 4 'B+' 5 'B' 6 'B-' 7 'C+' 8 'C' 9 'C-'
              10 'D+' 11 'D' 12 'D-' 13 'F' 98 'DON''T KNOW' 99 'REFUSED'/
e1b           1 'A+' 2 'A' 3 'A-' 4 'B+' 5 'B' 6 'B-' 7 'C+' 8 'C' 9 'C-'
              10 'D+' 11 'D' 12 'D-' 13 'F' 98 'DON''T KNOW' 99 'REFUSED'/
E4            1 'FAVOR' 3 'INDIFFERENT' 5 'OPPOSE' 8 'DO NOT KNOW'
              9 'REFUSED'/
ps1           1 'NATIONAL LEVEL' 2 'STATE LEVEL' 3 'SCHOOL DISTRICT LEVEL'
              4 'AT THE SCHOOL LEVEL' 8 'DO NOT KNOW' 9 'REFUSED'/
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ps1a         1 'PRESIDENT AND CONGRESS' 2 'US DEPARTMENT OF EDUCATION'
             3 'ALL' 4 'EDUCATION EXPERTS/PROFESSIONALS'
             5 'BUSINESS LEADERS/NON-PROFITS ORGS' 97 'MISCELLANEOUS'
             98 'DO NOT KNOW' 99 'REFUSED'/
ps1b         1 'GOVERNOR AND MICHIGAN LEGISLATURE'
             2 'MICHIGAN DEPARTMENT OF EDUCATION'
             3 'MICHIGAN SCHOOL DISTRICTS' 4 'ALL'
             5 'EDUCATION PROFESSIONALS/EXPERTS'
             6 'BUSINESS LEADERS/NON-PROFIT ORGANIZATIONS'
             97 'MISCELLANEOUS' 98 'DO NOT KNOW' 99 'REFUSED'/
ps1c         1 'LOCAL SCHOOL DISTRICTS' 2 'ADMINISTRATORS IN THE DISTRICT'
             3 'MATHEMATICS TEACHERS' 4 'ALL'
             5 'EDUCATION PROFESSIONALS/EXPERTS'
             6 'BUSINESS LEADERS/NON-PROFIT ORGANIZATIONS'
             7 'SUPERINTENDENT' 8 'PUBLIC/PUBLIC VOTE' 97 'MISCELLANEOUS'
             98 'DO NOT KNOW' 99 'REFUSED'/
ps1d         1 'SCHOOL PRINCIPAL' 2 'MATHEMATICS TEACHERS'
             3 'PARENT COUNCILS' 4 'ALL' 5 'EDUCATION PROFESSIONALS/EXPERTS'
             6 'BUSINESS LEADERS/NON-PROFITS' 8 'PUBLIC VOTE/PUBLIC'
             98 'DO NOT KNOW' 99 'REFUSED'/
ps2a         1 'YES' 5 'NO' 7 'DEPENDS' 8 'DO NOT KNOW' 9 'REFUSED'/
ps2b         1 'YES' 5 'NO' 7 'DEPENDS' 8 'DO NOT KNOW' 9 'REFUSED'/
ps2e         1 'YES' 5 'NO' 7 'DEPENDS' 8 'DO NOT KNOW' 9 'REFUSED'/
ps2f         1 'YES' 5 'NO' 7 'DEPENDS' 8 'DO NOT KNOW' 9 'REFUSED'/
ps3@a        1 'TOO MUCH GOVERNMENT/LESS GOV''T'
             2 'NAT''L STANDARDS TOO BROAD'
             3 'STATES DIFFER TOO MUCH/NEEDS/CULTURE/DIVERSITY'
             4 'STATE/LOCAL KNOWS BEST'
             5 'UNABLE TO MONITOR NATIONAL STANDARDS/TOO DIFFICULT TO REGULA'
             6 'DECISIONS NEED TO BE MADE BY FUNDING SOURCES'
             7 'DO NOT WANT UNIONS (MEA/NEA) INVOLVED'
             8 'STATES REGULATE/OVERSEE BETTER'
             9 'DECISIONS MADE BY EXPERTS-NOT POLITICIANS'
             10 'TOO DIFFICULT STATES AGREE' 97 'MISCELLANEOUS'
             95 'NO OTHERS MENTIONED' 98 'DO NOT KNOW' 99 'REFUSED'/
ps3@b        1 'TOO MUCH GOVERNMENT/LESS GOV''T'
             2 'NAT''L STANDARDS TOO BROAD'
             3 'STATES DIFFER TOO MUCH/NEEDS/CULTURE/DIVERSITY'
             4 'STATE/LOCAL KNOWS BEST'
             5 'UNABLE TO MONITOR NATIONAL STANDARDS/TOO DIFFICULT TO REGULA'
             6 'DECISIONS NEED TO BE MADE BY FUNDING SOURCES'
             7 'DO NOT WANT UNIONS (MEA/NEA) INVOLVED'
             8 'STATES REGULATE/OVERSEE BETTER'
             9 'DECISIONS MADE BY EXPERTS-NOT POLITICIANS'
             10 'TOO DIFFICULT STATES AGREE' 97 'MISCELLANEOUS'
             95 'NO OTHERS MENTIONED' 98 'DO NOT KNOW' 99 'REFUSED'/
ps4@a        1 'UNIFORM STANDARDS NEEDED'
             2 'LOCAL LEVEL KNOWS DISTRICT BEST/STATE TOO FAR REMOVED'
             3 'TOO MUCH GOV''T/NEED LESS GOV''T'
             4 'FUNDING NEEDS TO BE EQUAL ACROSS STATES'
             5 'NO ACCOUNTABILITY AT STATE LEVEL'
             6 'DO NOT WANT UNIONS INVOLVED'
             7 'STANDARDS CHANGE WITH EACH GOVERNOR/LEGISLATURE'
             8 'TEACHERS KNOW BEST/TEACHERS CLOSEST TO STUDENTS'
             97 'MISCELLANEOUS' 98 'DO NOT KNOW' 99 'REFUSED'/
ps4@b        95 'NO OTHERS' 1 'UNIFORM STANDARDS NEEDED'
             2 'LOCAL LEVEL KNOWS DISTRICT BEST/STATE TOO FAR REMOVED'
             3 'TOO MUCH GOV''T/NEED LESS GOV''T'
             4 'FUNDING NEEDS TO BE EQUAL ACROSS STATES'
             5 'NO ACCOUNTABILITY AT STATE LEVEL'
             6 'DO NOT WANT UNIONS INVOLVED'
             7 'STANDARDS CHANGE WITH EACH GOVERNOR/LEGISLATURE'
             8 'TEACHERS KNOW BEST/TEACHERS CLOSEST TO STUDENTS'
             97 'MISCELLANEOUS' 98 'DO NOT KNOW' 99 'REFUSED'/
ps5          1 'DIFFERENT' 5 'THE SAME' 8 'DO NOT KNOW' 9 'REFUSED'/
ps6@a        1 'STANDARDS HIGHER (GENERAL)'
             2 'MICHIGAN STRIVE TO BE BEST IN NATION'
             3 'MICHIGAN INDUSTRIAL BASE REQUIRES HIGHER STANDARDS'
             4 'STANDARDS REFLECT MICHIGAN''S NEEDS/POPULATION'
             5 'EACH COMMUNITY/DISTRICT SET STANDARDS' 97 'MISCELLANEOUS'
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                  6 'UNIFORM STANDARDS' 98 'DO NOT KNOW' 99 'REFUSED'/
ps6@b        95 'NO OTHERS' 1 'STANDARDS HIGHER (GENERAL)'
                  2 'MICHIGAN STRIVE TO BE BEST IN NATION'
                  3 'MICHIGAN INDUSTRIAL BASE REQUIRES HIGHER STANDARDS'
                  4 'STANDARDS REFLECT MICHIGAN''S NEEDS/POPULATION'
                  5 'EACH COMMUNITY/DISTRICT SET STANDARDS' 97 'MISCELLANEOUS'
                  6 'UNIFORM STANDARDS' 98 'DO NOT KNOW' 99 'REFUSED'/
ps7          1 'NATIONAL GOVERNMENT' 2 'STATE GOVERNMENT'
                  3 'LOCAL SCHOOL DISTRICT' 4 'LOCAL SCHOOL'
                  5 'INDIVIDUAL TEACHERS' 8 'DO NOT KNOW' 9 'REFUSED'/
ps8          1 'NATIONAL GOVERNMENT' 2 'STATE GOVERNMENT'
                  3 'LOCAL SCHOOL DISTRICT' 4 'LOCAL SCHOOLS' 8 'DO NOT KNOW'
                  9 'REFUSED'/
ps9          1 'NATIONAL GOVERNMENT' 2 'STATE GOVERNMENT'
                  3 'LOCAL SCHOOL DISTRICT' 4 'LOCAL SCHOOLS' 8 'DO NOT KNOW'
                  9 'REFUSED'/
CD1          1 'MALE' 5 'FEMALE'/
CD2          998 'DO NOT KNOW' 999 'REFUSED'/
CD3          0 'DID NOT GO TO SCHOOL' 1 'GRADE' 11 'GRADE'
                  12 'HIGH SCHOOL GRAD OR GED' 13 'COLLEGE' 15 'COLLEGE'
                  16 'COLLEGE GRADUATE' 17 'SOME POST GRADUATE'
                  18 'GRADUATE DEGREE' 20 'TECHNICAL/JUNIOR COLLEGE GRAD'
                  98 'DO NOT KNOW' 99 'REFUSED'/
CD5a         1 'YES, HISPANIC' 5 'NO, NOT HISPANIC'/
CD4a@a       1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
CD4a@b       1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
CD4a@c       1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
CD4a@d       1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
CD4a@e       1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
CD6          0 'NONE; NO RELIGIOUS GROUP'
                  1 'CATHOLIC; ROMAN CATHOLIC, ORTHODOX' 2 'ISLAMIC/MUSLIM'
                  3 'JEWISH' 4 'PROTESTANT' 5 'OTHER NON-CHRISTIAN'
                  7 'MORMON, LATTER DAY SAINTS'
                  8 'OTHER CHRISTIAN - 7TH DAY ADVENTIST' 98 'DO NOT KNOW'
                  99 'REFUSED'/
CD7@a        1 'REPUBLICAN' 4 'INDEPENDENT' 7 'DEMOCRAT' 8 'DO NOT KNOW'
                  9 'REFUSED'/
CD7@b        1 'STRONGLY REPUBLICAN' 2 'NOT VERY STRONG REPUBLICAN'
                  8 'DO NOT KNOW' 9 'REFUSED'/
CD7@c        6 'NOT VERY STRONG DEMOCRAT' 7 'STRONG DEMOCRAT'
                  8 'DO NOT KNOW' 9 'REFUSED'/
CD7@d        3 'REPUBLICAN' 4 'NEITHER' 5 'DEMOCRAT' 8 'DO NOT KNOW'
                  9 'REFUSED'/
partyid      0 'Other' 1 'strong republican' 2 'not strong rep'
                  3 'lean republican' 4 'neither' 5 'lean democrat'
                  6 'not strong dem' 7 'strong democrat' 8 'DO NOT KNOW'
                  9 'REFUSED'/
P17@a        1 'CONSERVATIVE' 4 'NEITHER' 7 'LIBERAL' 8 'DO NOT KNOW'
                  9 'REFUSED'/
P17@b        1 'VERY CONSERVATIVE' 2 'SOMEWHAT CONSERVATIVE' 8 'DO NOT KNOW'
                  9 'REFUSED'/
P17@c        6 'SOMEWHAT LIBERAL' 7 'VERY LIBERAL' 8 'DO NOT KNOW'
                  9 'REFUSED'/
P17@d        3 'CLOSER CONSERVATIVE' 4 'IN THE MIDDLE' 5 'CLOSER LIBERAL'
                  8 'DO NOT KNOW' 9 'REFUSED'/
ideology     1 'very conservative' 2 'somewhat conservative'
                  3 'lean conservative' 4 'middle' 5 'lean liberal'
                  6 'somewhat liberal' 7 'very liberal' 0 'other' 8 'DO NOT KNOW'
                  9 'REFUSED'/
E8           1 'STRONGLY FAVOR' 2 'SOMEWHAT FAVOR' 3 'NEITHER FAVOR/OPPOSE'
                  4 'SOMEWHAT OPPOSE' 5 'STRONGLY OPPOSE' 8 'DO NOT KNOW'
                  9 'REFUSED'/
E9a          1 'MORE PEOPLE WOULD VOTE' 3 'FEWER PEOPLE WOULD VOTE'
                  5 'LITTLE OR NO CHANGE' 8 'DO NOT KNOW' 9 'REFUSED'/
E9b          1 'MORE INFORMED ABOUT SCHOOL ISSUES'
                  3 'LESS INFORMED ABOUT SCHOOL ISSUES' 5 'LITTLE OR NO CHANGE'
                  8 'DO NOT KNOW' 9 'REFUSED'/
E9c          1 'MORE ACCURATELY REFLECT INTERESTS'
                  3 'LESS ACCURATELY REFLECT INTERESTS' 5 'LITTLE OR NO CHANGE'
                  8 'DO NOT KNOW' 9 'REFUSED'/
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    E10         0 'PERCENTAGE OF VOTERS' 100 'PERCENTAGE OF VOTERS'
                998 'DO NOT KNOW' 999 'REFUSED'/
    CD8         1 'MARRIED' 2 'DIVORCED' 3 'SEPARATED' 4 'WIDOWED'
                5 'MEMBER UNMARRIED COUPLE' 6 'SINGLE NEVER BEEN MARRIED'/
    CD10        1 'ADULTS' 98 'DO NOT KNOW' 99 'REFUSED'/
    CD11        0 'CHILDREN' 7 'CHILDREN' 8 'DO NOT KNOW' 9 'REFUSED'/
    CD12        1 'CHILDREN' 7 'CHILDREN' 8 'DO NOT KNOW' 9 'REFUSED'/
    school      1 'PUBLIC SCHOOL' 2 'PRIVATE RELIGIOUS SCHOOL'
                3 'PRIVATE NON-RELIGIOUS SCHOOL' 4 'A CHARTER SCHOOL'
                5 'A HOME BASED SCHOOL 0 OTHER: SPECIFY'
                7 'COMBINATION OF SCHOOLS' 98 'DO NOT KNOW' 99 'REFUSED'/
    CD15        1 'WORK FULL TIME' 2 'WORK PART TIME' 3 'WORK AND GO TO SCHOOL'
                4 'IN THE ARMED FORCES' 5 'JOB, DID NOT WORK LAST WEEK'
                6 'UNEMPLOYED' 7 'RETIRED' 8 'SCHOOL FULL-TIME' 9 'HOMEMAKER'
                10 'DISABLED' 98 'DO NOT KNOW' 99 'REFUSED'/
    UN1         1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
    UN2         1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
    UN3         1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
    inca        1 'YES' 5 'NO' 8 'DO NOT KNOW'/
    incb        1 'YES' 5 'NO' 8 'DO NOT KNOW'/
    incc        1 'YES' 5 'NOT' 8 'DO NOT KNOW'/
    incd        1 'YES' 5 'NO' 8 'DO NOT KNOW'/
    ince        1 'YES' 5 'NO' 8 'DO NOT KNOW'/
    incf        1 'YES' 5 'NO' 8 'DO NOT KNOW'/
    incg        1 'YES' 5 'NO' 8 'DO NOT KNOW'/
    income      1 '$10,000 or less' 2 '$10,000-19,999' 3 '$20,000-29,999'
                4 '$30,000-39,999' 5 '$40,000-49,999' 6 '$50,000-59,999'
                7 '$60,000-69,999' 8 '$70,000 or more' 98 'DO NOT KNOW'
                99 'REFUSED'/
    CD26        1 'PHONE NUMBERS' 8 'DO NOT KNOW'/
    X1          1 'RURAL COMMUNITY' 2 'SMALL CITY OR TOWN, VILLAGE'
                3 'A SUBURB' 5 'URBAN COMMUNITY' 0 'OTHER' 98 'DO NOT KNOW'
                99 'REFUSED'/
    zipcode     48000 'ZIP CODE' 49999 'ZIP CODE' 8 'DO NOT KNOW'/
    RI@a        1 'YES' 5 'NO' 8 'DO NOT KNOW' 9 'REFUSED'/
    iwer1       1 'YES, HISPANIC' 5 'NO, NOT HISPANIC' 9 'MISSING'/
    iwer2@a     1 'YES' 5 'NO' 9 'MISSING'/
    iwer2@b     1 'YES' 5 'NO' 9 'MISSING'/
    iwer2@c     1 'YES' 5 'NO' 9 'MISSING'/
    iwer2@d     1 'YES' 5 'NO' 9 'MISSING'/
    iwer2@e     1 'YES' 5 'NO' 9 'MISSING'/
    iwer3       1 'MALE' 5 'FEMALE' 9 'MISSING'/
    iwer4@a     1 'Very cooperative' 2 'Somewhat cooperative'
                3 'Not very cooperative' 4 'Not at all cooperative' 9 'MISSING'/
    iwer4@b     1 'Very interested' 2 'Somewhat interested'
                3 'Not very interested' 4 'Not at all interested' 9 'MISSING'/
    .

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

MISSING VALUES  CC1 (9, 8).
MISSING VALUES  CC2 (9, 8).
MISSING VALUES  CC4 (9, 8).
MISSING VALUES  CC5 (9, 8).
MISSING VALUES  CC6 (9, 8).
MISSING VALUES  PO2 (9, 8).
MISSING VALUES  PO1 (9, 8).
MISSING VALUES  SEC4 (9, 8).
MISSING VALUES  ow1 (9, 8).
MISSING VALUES  ow2a (9, 8).
MISSING VALUES  ow2b (9, 8).
MISSING VALUES  ow2c (9, 8).
MISSING VALUES  ow3a (9, 8).
MISSING VALUES  ow3b (9, 8).
MISSING VALUES  ow3c (9, 8).
MISSING VALUES  ow (9, 8).
MISSING VALUES  ow4a (9, 8).
MISSING VALUES  ow4b (9, 8).
MISSING VALUES  ow4c (9, 8).
```

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MISSING VALUES   ow5 (9, 8).
MISSING VALUES   ow6 (9, 8).
MISSING VALUES   ow7 (9, 8).
MISSING VALUES   ow8 (9, 8).
MISSING VALUES   ow9 (9, 8).
MISSING VALUES   ow10 (9, 8).
MISSING VALUES   ow11a (9, 8).
MISSING VALUES   ow11b (9, 8).
MISSING VALUES   ow11c (9, 8).
MISSING VALUES   ow11d (9, 8).
MISSING VALUES   ow11e (9, 8).
MISSING VALUES   ow11f (9, 8).
MISSING VALUES   ow12a (9, 8).
MISSING VALUES   ow12b (9, 8).
MISSING VALUES   ow12c (9, 8).
MISSING VALUES   ow12d (999, 998).
MISSING VALUES   ow12e (9, 8).
MISSING VALUES   ow12f (9, 8).
MISSING VALUES   ow13 (9, 8).
MISSING VALUES   e1a (99, 98).
MISSING VALUES   e1b (99, 98).
MISSING VALUES   E4 (9, 8).
MISSING VALUES   ps1 (9, 8).
MISSING VALUES   ps1a (99, 98).
MISSING VALUES   ps1b (99, 98).
MISSING VALUES   ps1c (99, 98).
MISSING VALUES   ps1d (99, 98).
MISSING VALUES   ps2a (9, 8).
MISSING VALUES   ps2b (9, 8).
MISSING VALUES   ps2e (9, 8).
MISSING VALUES   ps2f (9, 8).
MISSING VALUES   ps3@a (99, 98).
MISSING VALUES   ps3@b (99, 98).
MISSING VALUES   ps4@a (99, 98).
MISSING VALUES   ps4@b (99, 98).
MISSING VALUES   ps5 (9, 8).
MISSING VALUES   ps6@a (99, 98).
MISSING VALUES   ps6@b (99, 98).
MISSING VALUES   ps7 (9, 8).
MISSING VALUES   ps8 (9, 8).
MISSING VALUES   ps9 (9, 8).
MISSING VALUES   CD2 (999, 998).
MISSING VALUES   CD3 (99, 98).
MISSING VALUES   CD5a (9, 8).
MISSING VALUES   CD4a@a (9, 8).
MISSING VALUES   CD4a@b (9, 8).
MISSING VALUES   CD4a@c (9, 8).
MISSING VALUES   CD4a@d (9, 8).
MISSING VALUES   CD4a@e (9, 8).
MISSING VALUES   CD6 (99, 98).
MISSING VALUES   CD7@a (9, 8).
MISSING VALUES   CD7@b (9, 8).
MISSING VALUES   CD7@c (9, 8).
MISSING VALUES   CD7@d (9, 8).
MISSING VALUES   partyid (9, 8).
MISSING VALUES   P17@a (9, 8).
MISSING VALUES   P17@b (9, 8).
MISSING VALUES   P17@c (9, 8).
MISSING VALUES   P17@d (9, 8).
MISSING VALUES   ideology (9, 8).
MISSING VALUES   E8 (9, 8).
MISSING VALUES   E9a (9, 8).
MISSING VALUES   E9b (9, 8).
MISSING VALUES   E9c (9, 8).
MISSING VALUES   E10 (999, 998).
MISSING VALUES   CD8 (9, 8).
MISSING VALUES   CD10 (99, 98).
MISSING VALUES   CD11 (9, 8).
MISSING VALUES   CD12 (9, 8).
MISSING VALUES   school (99, 98).
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MISSING VALUES  CD15 (99, 98).
MISSING VALUES  UN1 (9, 8).
MISSING VALUES  UN2 (9, 8).
MISSING VALUES  UN3 (9, 8).
MISSING VALUES  inca (9, 8).
MISSING VALUES  incb (9, 8).
MISSING VALUES  incc (9, 8).
MISSING VALUES  incd (9, 8).
MISSING VALUES  ince (9, 8).
MISSING VALUES  incf (9, 8).
MISSING VALUES  incg (9, 8).
MISSING VALUES  income (99, 98).
MISSING VALUES  CD26 (9, 8).
MISSING VALUES  X1 (99, 98).
MISSING VALUES  RI@a (9, 8).
MISSING VALUES  iwer1 (9).
MISSING VALUES  iwer2@a (9, 8).
MISSING VALUES  iwer2@b (9, 8).
MISSING VALUES  iwer2@c (9, 8).
MISSING VALUES  iwer2@d (9, 8).
MISSING VALUES  iwer2@e (9, 8).
MISSING VALUES  iwer3 (9, 8).
MISSING VALUES  iwer4@a (9).
MISSING VALUES  iwer4@b (9).
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15. WEIGHTING COMMANDS

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

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


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

if (regn ne newregn2)regn=newregn2.

weight off.
freq var=listed.
compute listwt=1.
if (listed=2)listwt=3.2621.
if (listed=1 or listed=3)listwt=0.7281.
weight by listwt.
freq regn.


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


recode cd26 (sysmis=9).

*    This weights households by number of phone lines.
compute phwt=1.
if (cd26 eq 1 or cd26 ge 8)phwt=1.1222*listwt.
if (cd26 eq 2)phwt=0.5611*listwt.
if (cd26 eq 3)phwt=0.3741*listwt.
if (cd26 eq 4)phwt=0.2806*listwt.
if (cd26 eq 5)phwt=0.2244*listwt.
if (cd26 eq 6)phwt=0.1870*listwt.
if (cd26 eq 7)phwt=1*listwt.
weight by phwt.
FREQUENCIES
  VARIABLES=cd26 cd10.
missing values cd10 ().

recode cd10 (sysmis=1).

*   This adjusts weight by number of adults in the household.
compute adltwt=phwt.
if (cd10=1)adltwt=phwt*0.5405.
if (cd10=2)adltwt=phwt*1.0810.
if (cd10=3)adltwt=phwt*1.6215.
if (cd10=4)adltwt=phwt*2.1620.
if (cd10=5)adltwt=phwt*2.7025.
if (cd10=6)adltwt=phwt*3.2430.
```

```
if (cd10=7)adltwt=phwt*1.
if (cd10=8)adltwt=phwt*1.
if (cd10=9)adltwt=phwt*1.
if (cd10=10)adltwt=phwt*1.
*if (cd10=98 or cd10=99) adltwt=phwt*.1.

weight by adltwt.
freq var=cd10.

FREQUENCIES
  VARIABLES=cd1  cd2.
missing values cd2 ().

compute age=0.
if (cd2 lt 86)age=103-cd2.
if (cd2 ge 86 and cd2 lt 900)age=100+(100-cd2).
if (cd2 ge 998)age=0.
if (age=103)age=0.
*if (age=17)age=18.
if (age le 0)age=0.
if (age ge 18 and age lt 25)agecat=1.

if (age ge 25 and age lt 30)agecat=2.
if (age ge 30 and age lt 40)agecat=3.
if (age ge 40 and age lt 50)agecat=4.
if (age ge 50 and age lt 60)agecat=5.
if (age ge 60 and age lt 65)agecat=6.
if (age ge 65)agecat=7.
if (age le 17)agecat=9.
missing values age (0)/agecat (9).

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

freq var=agecat.
freq var=regn.

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


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

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


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

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


*   This weights cases by gender, imprace and region.
compute racgenct=ovrsamwt.

if (imprace eq 1 and cd1 eq 1 and regn eq 1)racgenct=ovrsamwt*1.4803.
if (imprace eq 2 and cd1 eq 1 and regn eq 1)racgenct=ovrsamwt*1.
if (imprace eq 3 and cd1 eq 1 and regn eq 1)racgenct=ovrsamwt*1.2871.
if (imprace eq 1 and cd1 eq 5 and regn eq 1)racgenct=ovrsamwt*0.7333.
if (imprace eq 2 and cd1 eq 5 and regn eq 1)racgenct=ovrsamwt*1.
if (imprace eq 3 and cd1 eq 5 and regn eq 1)racgenct=ovrsamwt*1.

if (imprace eq 1 and cd1 eq 1 and regn eq 2)racgenct=ovrsamwt*1.7671.
if (imprace eq 2 and cd1 eq 1 and regn eq 2)racgenct=ovrsamwt*1.
if (imprace eq 3 and cd1 eq 1 and regn eq 2)racgenct=ovrsamwt*1.
if (imprace eq 1 and cd1 eq 5 and regn eq 2)racgenct=ovrsamwt*0.7200.
if (imprace eq 2 and cd1 eq 5 and regn eq 2)racgenct=ovrsamwt*1.
if (imprace eq 3 and cd1 eq 5 and regn eq 2)racgenct=ovrsamwt*0.2256.

if (imprace eq 1 and cd1 eq 1 and regn eq 3)racgenct=ovrsamwt*1.6916.
if (imprace eq 2 and cd1 eq 1 and regn eq 3)racgenct=ovrsamwt*2.7749.
if (imprace eq 3 and cd1 eq 1 and regn eq 3)racgenct=ovrsamwt*1.6806.
if (imprace eq 1 and cd1 eq 5 and regn eq 3)racgenct=ovrsamwt*0.6758.
if (imprace eq 2 and cd1 eq 5 and regn eq 3)racgenct=ovrsamwt*5.2028.
if (imprace eq 3 and cd1 eq 5 and regn eq 3)racgenct=ovrsamwt*0.8689.

if (imprace eq 1 and cd1 eq 1 and regn eq 4)racgenct=ovrsamwt*1.40486.
if (imprace eq 2 and cd1 eq 1 and regn eq 4)racgenct=ovrsamwt*1.3615.
if (imprace eq 3 and cd1 eq 1 and regn eq 4)racgenct=ovrsamwt*1.
if (imprace eq 1 and cd1 eq 5 and regn eq 4)racgenct=ovrsamwt*0.7715.
if (imprace eq 2 and cd1 eq 5 and regn eq 4)racgenct=ovrsamwt*0.8484.
if (imprace eq 3 and cd1 eq 5 and regn eq 4)racgenct=ovrsamwt*1.

if (imprace eq 1 and cd1 eq 1 and regn eq 5)racgenct=ovrsamwt*1.0297.
if (imprace eq 2 and cd1 eq 1 and regn eq 5)racgenct=ovrsamwt*3.2049.
if (imprace eq 3 and cd1 eq 1 and regn eq 5)racgenct=ovrsamwt*0.2100.
if (imprace eq 1 and cd1 eq 5 and regn eq 5)racgenct=ovrsamwt*0.9061.
if (imprace eq 2 and cd1 eq 5 and regn eq 5)racgenct=ovrsamwt*1.
if (imprace eq 3 and cd1 eq 5 and regn eq 5)racgenct=ovrsamwt*1.7557.

if (imprace eq 1 and cd1 eq 1 and regn eq 6)racgenct=ovrsamwt*1.0524.
if (imprace eq 2 and cd1 eq 1 and regn eq 6)racgenct=ovrsamwt*1.0793.
if (imprace eq 3 and cd1 eq 1 and regn eq 6)racgenct=ovrsamwt*0.2486.
if (imprace eq 1 and cd1 eq 5 and regn eq 6)racgenct=ovrsamwt*1.1412.
if (imprace eq 2 and cd1 eq 5 and regn eq 6)racgenct=ovrsamwt*1.9280.
if (imprace eq 3 and cd1 eq 5 and regn eq 6)racgenct=ovrsamwt*0.9316.

if (imprace eq 1 and cd1 eq 1 and regn eq 7)racgenct=ovrsamwt*0.3999.
if (imprace eq 2 and cd1 eq 1 and regn eq 7)racgenct=ovrsamwt*1.5918.
if (imprace eq 3 and cd1 eq 1 and regn eq 7)racgenct=ovrsamwt*1.
if (imprace eq 1 and cd1 eq 5 and regn eq 7)racgenct=ovrsamwt*0.4247.
if (imprace eq 2 and cd1 eq 5 and regn eq 7)racgenct=ovrsamwt*1.2490.
if (imprace eq 3 and cd1 eq 5 and regn eq 5)racgenct=ovrsamwt*0.2384.

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

crosstab tables=agecat by regn/cells count.

compute agewt=racgenct.
if (agecat eq 1 and regn eq 1)agewt=racgenct*1.4819.
if (agecat eq 2 and regn eq 1)agewt=racgenct*4.5669.
if (agecat eq 3 and regn eq 1)agewt=racgenct*0.8605.
if (agecat eq 4 and regn eq 1)agewt=racgenct*0.8523.
if (agecat eq 5 and regn eq 1)agewt=racgenct*0.6019.
```

```
if (agecat eq 6 and regn eq 1)agewt=racgenct*0.6793.
if (agecat eq 7 and regn eq 1)agewt=racgenct*1.8013.

if (agecat eq 1 and regn eq 2)agewt=racgenct*3.0507.
if (agecat eq 2 and regn eq 2)agewt=racgenct*1.6315.
if (agecat eq 3 and regn eq 2)agewt=racgenct*0.9076.
if (agecat eq 4 and regn eq 2)agewt=racgenct*1.4433.
if (agecat eq 5 and regn eq 2)agewt=racgenct*0.8099.
if (agecat eq 6 and regn eq 2)agewt=racgenct*1.6941.
if (agecat eq 7 and regn eq 2)agewt=racgenct*0.6332.

if (agecat eq 1 and regn eq 3)agewt=racgenct*1.1069.
if (agecat eq 2 and regn eq 3)agewt=racgenct*1.2695.
if (agecat eq 3 and regn eq 3)agewt=racgenct*1.8719.
if (agecat eq 4 and regn eq 3)agewt=racgenct*0.6617.
if (agecat eq 5 and regn eq 3)agewt=racgenct*0.9110.
if (agecat eq 6 and regn eq 3)agewt=racgenct*0.7429.
if (agecat eq 7 and regn eq 3)agewt=racgenct*1.1087.

if (agecat eq 1 and regn eq 4)agewt=racgenct*5.5586.
if (agecat eq 2 and regn eq 4)agewt=racgenct*1.4135.
if (agecat eq 3 and regn eq 4)agewt=racgenct*0.9557.
if (agecat eq 4 and regn eq 4)agewt=racgenct*0.7733.
if (agecat eq 5 and regn eq 4)agewt=racgenct*0.9236.
if (agecat eq 6 and regn eq 4)agewt=racgenct*0.8267.
if (agecat eq 7 and regn eq 4)agewt=racgenct*0.8379.

if (agecat eq 1 and regn eq 5)agewt=racgenct*3.7984.
if (agecat eq 2 and regn eq 5)agewt=racgenct*1.5974.
if (agecat eq 3 and regn eq 5)agewt=racgenct*0.8704.
if (agecat eq 4 and regn eq 5)agewt=racgenct*1.0429.
if (agecat eq 5 and regn eq 5)agewt=racgenct*0.5489.
if (agecat eq 6 and regn eq 5)agewt=racgenct*0.6873.
if (agecat eq 7 and regn eq 5)agewt=racgenct*1.1556.

if (agecat eq 1 and regn eq 6)agewt=racgenct*1.0894.
if (agecat eq 2 and regn eq 6)agewt=racgenct*1.1313.
if (agecat eq 3 and regn eq 6)agewt=racgenct*1.3886.
if (agecat eq 4 and regn eq 6)agewt=racgenct*1.0602.
if (agecat eq 5 and regn eq 6)agewt=racgenct*1.1481.

if (agecat eq 6 and regn eq 6)agewt=racgenct*0.5827.

if (agecat eq 7 and regn eq 6)agewt=racgenct*0.6810.

if (agecat eq 1 and regn eq 7)agewt=racgenct*0.8778.
if (agecat eq 2 and regn eq 7)agewt=racgenct*3.8055.
if (agecat eq 3 and regn eq 7)agewt=racgenct*0.7665.
if (agecat eq 4 and regn eq 7)agewt=racgenct*1.7454.
if (agecat eq 5 and regn eq 7)agewt=racgenct*0.7644.
if (agecat eq 6 and regn eq 7)agewt=racgenct*0.9342.
if (agecat eq 7 and regn eq 7)agewt=racgenct*0.7967.
weight by agewt.
freq var=regn.
weight off.
freq var=regn.


compute adjwt=agewt.
*The following command adjusts the number of cases in each region
  back to the actual number interviewed.
compute adjwt=agewt.
if (regn=1)adjwt=agewt*0.92308.
if (regn=2)adjwt=agewt*0.91919.
if (regn=3)adjwt=agewt*1.00000.
if (regn=4)adjwt=agewt*0.94048.
if (regn=5)adjwt=agewt*1.02041.
if (regn=6)adjwt=agewt*0.98889.
if (regn=7)adjwt=agewt*1.22642.
*compute adjwt=adjwt*1.
weight by adjwt.
freq var=regn.

weight off.
```

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

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

compute msuewt=adjwt.
if (regn=7)msuewt=adjwt*0.3794.
if (regn=6)msuewt=adjwt*1.4533.
*compute msuewt=msuewt*1.0009843.
*if (msueregn=6)msuewt=msuewt*1.0009843.
weight by msuewt.
freq var=msueregn.


compute statewt=msuewt.
if (msueregn eq 1)statewt=msuewt*0.5372.
if (msueregn eq 2)statewt=msuewt*0.5981.
if (msueregn eq 3)statewt=msuewt*0.7073.
if (msueregn eq 4)statewt=msuewt*0.5266.
if (msueregn eq 5)statewt=msuewt*0.8800.
if (msueregn eq 6)statewt=msuewt*1.6952.
*compute statewt=statewt*0.9990.
weight by statewt.
freq var=newregn2 msueregn.

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

if (id1='30138')cd8=5.
if (id1='40075')cd8=9.
if (id1='30404')cd8=6.
if (id1='49107')cd8=2.
freq var=cd8.
*********************************************************.

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

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


if (length lt 10)length=0.

compute adjwtc=adjwt*10000.
compute msuewtc=msuewt*10000.
compute statewtc=statewt*10000.
freq var=msueregn.

var labels
```

```
        newregn2 'Alternate coding of cases into regions based on FIPS'/
        listwt 'Weight adjustment for listed vs nonlisted numbers'/
        phwt 'Weight adjustment for number of phone lines to HHLD'/
        adltwt 'Weight adjustment for number adults in HHLD'/
        age 'Rs age calculated from year born (CD2)'/
        agecat  'Rs age in categories'/
        rac3   'Rs race in 3 categories and missing'/
        mult2  'Number racial groups R claims'/
        races  'Rs race in 6 categories'/
        imprace 'Rs race in 3 categories with imputation if missing'/
        adj1 'interim weight adjustment'/
        ovrsamwt 'interim weight adjustment'/
        racgenct 'Sex x Race x Region weight adjustment'/
        agewt  'Age x Region weight adjustment'/
        adjwt 'Adjustment to correct rounding errors within region'/
        msueregn 'MSU Extension Regions (Detroit in Reg. 6)'/
        msuewt 'Weight to fold Detroit into Region 6'/
        statewt 'Final weight for statewide analysis'/
        newinc 'Alternate gathering of income responses'/
        adjwtc 'ADJWT x 10000'/
        msuewtc  'MSUEWT x 10000'/
        statewtc  'STATEWT x 10000'.
if (cd15=0)cd15=cd15fix.
freq var=cd15.


write Outfile='d:\soss31\finalwt\soss31wt.dat'
 /1      ID1  1-5  (A)
         R1  6    (A)
         cnty  7-11           regn 12        letter 13      listed 14           CC1 15
         CC2 16          cc3  17     CC4 18        CC5 19        CC6 20
         PO2 21          PO1 22        SEC4 23        ow1 24
         ow2a 25         ow2b 26       ow2c 27       ow3a 28
         ow3b 29         ow3c 30        ow 31        ow4a 32
         ow4b 33         ow4c 34        ow5 35        ow6 36
         ow7 37          ow8 38         ow9 39        ow10 40
         ow11a 41        ow11b 42       ow11c 43      ow11d 44
         ow11e 45        ow11f 46       ow12a 47      ow12b 48
         ow12c 49        ow12d 50-52    ow12e 53      ow12f 54
         ow13 55         e1a 56-57      e1b 58-59      E4 60
         ps1 61          ps1a 62-63     ps1b 64-65    ps1c 66-67
         ps1d 68-69
 /2      ps2a 32         ps2b 33        ps2e 34       ps2f 35
         ps3@a 36-37     ps3@b 38-39    ps4@a 40-41   ps4@b 42-43
         ps5 44          ps6@a 45-46    ps6@b 47-48   ps7 49
         ps8 50          ps9 51         CD1 52        CD2 53-55
         CD3 56-57       CD5a 58        CD4a@a 59     CD4a@b 60
         CD4a@c 61       CD4a@d 62      CD4a@e 63      CD6 64-65
         CD7@a 66        CD7@b 67       CD7@c 68      CD7@d 69
         partyid 70      P17@a 71       P17@b 72      P17@c 73
         P17@d 74        ideology 75
 /3      E8  7           E9a  8         E9b  9        E9c 10
         E10 11-13       CD8 14         CD10 15-16    CD11 17
         CD12 18         school 19-20   CD15 21-22    UN1 23
         UN2 24          UN3 25         inca 26       incb 27
         incc 28         incd 29        ince 30       incf 31
         incg 32         income 33      CD26 34        X1 35-36
         zipcode 37-41   RI@a 42
 /4    iwer1  1      iwer2@a  2      iwer2@b  3      iwer2@c  4
       iwer2@d  5     iwer2@e  6      iwer3  7      iwer4@a  8
       iwer4@b  9      contacts 13-14 (A)
        length 15-18     idate 19-26 (A)
         iwer 27-29 (A)
          races  41  mult2 42 AGECAT 43 ADJWTc 44-49
        MSUEREGN 50  MSUEWTc 51-56
          STATEWTc 57-62 rac3 63 AGE 64-66   imprace 67  .
execute .
```