

NASIS

Nebraska Annual Social Indicators Survey



NASIS 2014-2015 METHODOLOGY REPORT

Prepared Fall 2015

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Nebraska
Lincoln

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2014-2015 Nebraska Annual Social Indicators Survey

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2014-2015 NASIS METHODOLOGY REPORT

Introduction

This report presents a detailed account of the design and fielding of the 2014-2015 Nebraska Annual Social Indicators Survey (NASIS). Users of the 2014-2015 NASIS data will find it an important reference source for answers to questions about methodology.

The Nebraska Annual Social Indicators Survey was conceived as a vehicle both for producing current, topical information about Nebraskans (ages 19 and older) and also for monitoring change in quality of life. As in earlier surveys, NASIS 2014-2015 was a joint effort of the Department of Sociology at the University of Nebraska-Lincoln (UNL) and a variety of University and public agencies. While the final responsibility for the design and fielding of the survey rests with the Bureau of Sociological Research (BOSR), both the costs of the survey and its planning have been shared with the Department of Sociology at UNL as well as the researchers involved, which typically includes several state agencies, private non-profit agencies, and other university departments. Additional information concerning who funded specific questions in the 2014-2015 NASIS can be obtained by contacting BOSR.

Mode Selection

Historically, NASIS was administered as a telephone interview with adults (ages 19 and older) in households in Nebraska with a landline telephone. Due to rising costs associated with declining response rates for telephone surveys, the 2009-2010 NASIS was administered as a mail survey to Nebraska households. Each NASIS since, including the 2014-2015 NASIS, has been administered as a mail survey as well. BOSR has used the mail mode in other survey projects, where it has been an efficient and cost-effective method of data collection.

Design and Item Selection

Each Nebraska Annual Social Indicators Survey is designed to meet the data needs of a diverse group of researchers including UNL faculty and state agencies. In order to meet these needs, the instrument involves multiple stages of development. First, a set of “core” questions is developed. The majority of core items is repeated each year and cover basic demographic information, quality-of-life topics, and general sociological indicators. The core items are intended both to maintain continuity with previous years of NASIS and to provide information on issues of current importance and interest.

The next step in the development of the instrument is to incorporate a second set of questions to meet the data needs of the agencies and organizations purchasing space on the current survey. Interested public agencies and faculty members initially submit questions to be included in the survey. Aside from the core questions, all of those submitting questions are “buyers” (i.e., they contribute toward the cost of the survey in proportion to their data needs). As the questions from each buyer are submitted, they are formatted to fit in a mail survey. NASIS provides a cost-effective vehicle for collecting information about Nebraskans as clients purchase only the space needed to administer their items and are provided the use of the core items as part of their participation in NASIS.

After all buyer and core questions are developed, a draft mail survey is designed. A copy of the final, formatted mail survey can be found in Appendix B.

Sampling Design

In order to meet the research needs of several clients and increase the sample coverage, the sampling design of the 2014-2015 NASIS mail survey used a postal delivery sequence based sample of household addresses (ABS). The sample includes addresses for individuals and households who have an address according to the US Postal Service. Advantages to this type of sampling design include the ability to mail to all sampled addresses as well as very high coverage (98% for the United States (O’Muircheartaigh, 2012)). To maintain a probability sample, the adult (age 19 or older) in the household with the next birthday after July 1, 2015 was asked to complete the survey.

The sampling design for NASIS has adapted to changes in the survey field over time. Traditionally, the NASIS sample was drawn from a population of non-institutionalized persons in households with telephones who resided in the State of Nebraska during the survey period. Persons under 19 years of age, persons in custodial institutions, in group living quarters, on military bases, reservations, and transient visitors to the state were excluded from the sampling universe. Since its inception in 1977, NASIS used Random Digit Dialing (RDD) procedures to select survey respondents. In 2006, NASIS respondents were drawn from a directory-listed sample of telephone numbers—a change prompted by challenges in sampling related to the proliferation of cell-phone-only adults and increased costs of RDD on the scale of NASIS. In NASIS 2008-2009, the sample design consisted of three segments: (1) a traditional directory listed sample; (2) a sample of participants of the 2007 NASIS (i.e., panel); and (3) an oversample of four counties (Colfax, Dawson, Hall, and Scotts Bluff) in Nebraska with high proportions of Hispanic/Latino residents. In 2009-2010 and 2010-2011, the sampling design utilized was a directory listed address sample. An ABS sample has been used since NASIS 2011-2012.

The sample for the 2014-2015 NASIS was purchased from Survey Sampling International, LLC (SSI). A total 3,500 cases were provided to BOSR by SSI on August 6, 2015. These addresses were drawn throughout Nebraska with equal probability of selection. Known vacant addresses were excluded from the sampling frame. PO Boxes were only included in the sampling frame if there were the only delivery point for an address.

Experimental Design Treatment

BOSR added two experiments to the 2014-2015 NASIS survey to test response order effect and the effect of hand written versus printed signature on cover letters. Three questions were chosen to test the effects of stem and response option reversals. Additionally, the households in the sample were divided into two different groups to test the effect of a hand written versus printed signature on cover letters. The sample was randomly assigned to receive one of four question treatments and then within each treatment, half were assigned to receive the handwritten signature and half were assigned to receive the printed signataure (see Appendix E).

Additional information concerning the methodological experiments included in the 2014-2015 NASIS can be obtained by contacting BOSR.

Data Collection Process

Data were collected between August 12, 2015 and October 20, 2015. Each survey packet contained a cover letter (Appendix A), survey booklet (Appendix B), a future research interest card (Appendix C), cash incentive of \$1, and large postage-paid business reply envelope. The survey contained 108 questions in 12 pages. A reminder postcard (Appendix D) was sent to all

non-responders in all treatment groups about one week after the group's initial mailing (August 18, 2015). In addition to the reminder postcard, a second survey packet (contents discussed above omitting the \$1 incentive) was sent to all remaining non-responders on September 2, 2015. All materials were in English. A total of 1143 completed/partially completed surveys were received and processed by BOSR through October 20, 2015.

Response Rate

A total of 1143 adults returned the 2014-2015 NASIS mail survey. The response rate of 32.7% was calculated using the American Association for Public Opinion Research's (AAPOR) standard definition for Response Rate 2, which divides total completed and partially completed surveys by the total sample size. Of the 3,500 addresses sampled, 8.5% (n=297) were undeliverable addresses, and 57.8% (n=2022) were unknown/non-response. Refusals (e.g., blank survey returned; letter, phone call, or e-mail stating refusal to participate) and refused mail were obtained from 1.0% (n=35) of the sample.

Data-Entry Training, Supervision, and Quality Control

Data entry was completed by professional data-entry staff. Many of the data-entry workers had previous experience in data entry using Epi Info 6 on other mail survey projects. The data-entry staff was supervised by permanent BOSR project staff.

Data entry was completed in two steps. First, one data-entry worker would enter responses from a single survey. Second, another data-entry worker would re-key the survey and be alerted to any discrepancies with the first entry. Supervisory staff members were available to answer questions about discrepancies or illegible responses. The data-entry staff is paid by the hour, not by the number of surveys entered. This method of payment is used so that we can ensure the high quality of the data collected by our staff.

Processing of Completed Surveys

The data were collected from August 12, 2015 to October 20, 2015. Completed surveys were returned by a total of 1143 respondents. As previously mentioned, surveys were data-entered using Epi Info 6 software with data saved on a networked file server. Each day, automatic backups were made of all directories containing information relevant to the survey. Some open-ended information, such as the county codes, were assigned numeric codes by the BOSR staff and also merged with the remainder of the data. The county codes are listed in Appendix F.

Data Cleaning

The data are recorded and stored on a secure server located within the Sociology Department at UNL. The Statistical Package for the Social Sciences (SPSS) software package was used to process and document the dataset. The first step in data cleaning was to run frequency distributions on each of the variables in the survey. The second step was to generate variable and value labels (attempts were made to match the variable names and values for core items that appeared in previous NASIS administration periods). The final step in data cleaning was to recode all open-ended "other" responses on core variables and check for out-of-range values on all survey items. Recoding was done to correct for the most obvious errors/inconsistencies in the data.

Since the data collected contains information specific to the topic, additional decisions related to cleaning and recoding of the data will be left to the client to ensure final data quality. It should be noted, too, that due to the nature of mail surveys, respondents do not always follow the

instructions for skip patterns within the survey. Inconsistencies, which are common in mail surveys, will still exist in the data due to item non-response.

The cleaned, coded data were stored in an SPSS system file. A list of all variables in the archive file and the variable names used in the SPSS system file for each variable are included in Appendix G. Datasets for users involving subsets of items in the file were generated by selecting the appropriate items from this main file.

The most economical and flexible manner to use the NASIS data is by using the SPSS for Windows software program. It is also possible to produce a dataset for SAS, among other possible data formats. Any additional needs or questions concerning the NASIS dataset should be directed to the Bureau of Sociological Research.

NASIS Sample Weights

The data were weighted in three ways to account for the within household probability of selection, nonresponse, and population characteristics. First, data were weighted by the number of adults living in the household (Hwat) in order to adjust for within-household selection probability. Then, the data were weighted for nonresponse by state region (reg_wt). Please refer to Figure 1 for a description of the regions. Lastly, poststratification weights were applied based on age (age_grp2), gender (sexr) and state region (reg_wt) in order for the data to more closely resemble the population. Tables 1 and 2 display 2010 Census population data and NASIS weighted and unweighted frequencies both with and without the design effect taken into account. The final weight in the dataset is called Pweight.

Design Effects

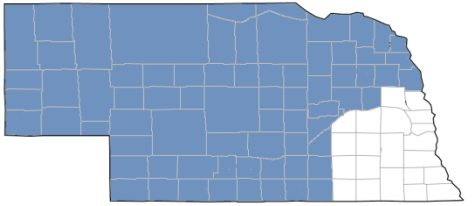
Since the 2014-2015 NASIS used simple random sampling, there is no loss in precision due to the sampling design. The design effect due to weighting adjustments is 1.44, which represents the loss in statistical efficiency that results from unequal weights¹. Appropriate adjustments need to be incorporated into statistical tests when using NASIS 2014-2015 data. See Estimate of Sampling Error section starting on page 9.

Questions

Any questions regarding this report or the data collected can be directed to the Bureau of Sociological Research at the University of Nebraska-Lincoln by calling (402) 472-3672 or by sending an e-mail to bosr@unl.edu.

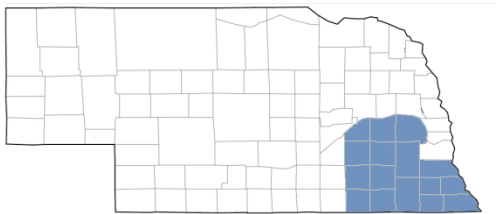
¹ The formula used is: $1 + cv^2(w) = \frac{n(\sum_1^n w_i^2)}{(\sum_1^n w_i)^2}$

Figure 1
Definitions of Regions



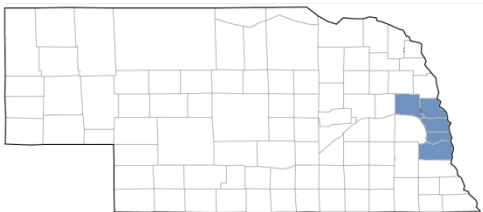
Central and West

Adams	Dundy	Loup
Antelope	Franklin	McPherson
Arthur	Frontier	Madison
Banner	Furnas	Merrick
Blaine	Garden	Morrill
Boone	Garfield	Nance
Box Butte	Gosper	Nuckolls
Boyd	Grant	Perkins
Brown	Greeley	Phelps
Buffalo	Hall	Pierce
Burt	Hamilton	Platte
Cedar	Harlan	Red Willow
Chase	Hayes	Rock
Cherry	Hitchcock	Scotts Bluff
Cheyenne	Holt	Sheridan
Clay	Hooker	Sherman
Colfax	Howard	Sioux
Cuming	Kearney	Stanton
Custer	Keith	Thomas
Dakota	Keya Paha	Thurston
Dawes	Kimball	Valley
Dawson	Knox	Wayne
Deuel	Lincoln	Webster
Dixon	Logan	



Southeast

Butler	Nemaha	Saline
Fillmore	Otoe	Saunders
Gage	Pawnee	Seward
Jefferson	Polk	Thayer
Johnson	Richardson	York
Lancaster		



Midland

Cass
Dodge
Douglas
Sarpy
Washington

**TABLE 1
REPRESENTATIVENESS OF 2014-2015 NASIS SAMPLE BY REGION OF STATE
(Percentage Distribution by Region)**

REGION	BASED ON 2010 CENSUS ESTIMATES	NASIS, UNWEIGHTED	NASIS, WEIGHTED BY PWEIGHT
Central and West	34.2%	33.1%	34.2%
Midland (Omaha Area)	39.9%	39.6%	39.9%
Southeast	25.9%	27.3%	25.9%
TOTAL	100%	100%	100%

**TABLE 2
REPRESENTATIVENESS OF 2014-2015 NASIS SAMPLE BY AGE AND SEX
(Percentage Distribution in Age and Sex Categories)**

CATEGORY	BASED ON 2010 CENSUS ESTIMATE	NASIS, UNWEIGHTED	NASIS, WEIGHTED BY PWEIGHT
AGE:			
19 - 49	56.0%	35.7%	56.1%
50 - 64	25.6%	33.3%	25.4%
65+	18.4%	31.0%	18.5%
SEX:			
Males	49.1%	40.2%	49.0%
Females	50.9%	59.8%	51.0%
TOTAL	100%	100%	100%

Estimate of Sampling Error

The 2014-2015 NASIS sample is a simple random sample of households in the state. Because the data were weighted to account for within household selection, nonresponse, and population characteristics, the estimates of the sampling error are not straightforward. Table 3 presents margins of sampling error for some of the most likely sample sizes *not* taking the design effect from weighting into account. Exact margins of error for alternative specifications of sample size and reported percentages can be easily computed by using the following formula for the 95% confidence level:

$$\text{Margin of error} = 1.96 * \text{square root } (p(1-p)/n)$$

p = the expected proportion selecting the answer
n = number of responses

**TABLE 3
APPROXIMATE MARGINS OF ERROR OF PERCENTAGES BY SELECTED SAMPLE SIZE
NOT ACCOUNTING FOR DESIGN EFFECT (Expressed in Percentages)***

	Full Sample N=1143	75% Sample N=857	50% Sample N=571	33.3% Sample N=381	25% Sample N=286	10% Sample N=114
Reported Percentage						
50	2.90%	3.35%	4.10%	5.02%	5.79%	9.18%
40 or 60	2.84%	3.28%	4.02%	4.92%	5.68%	8.99%
30 or 70	2.66%	3.07%	3.76%	4.60%	5.31%	8.41%
20 or 80	2.32%	2.68%	3.28%	4.02%	4.64%	7.34%
10 or 90	1.74%	2.01%	2.46%	3.01%	3.48%	5.51%
5 or 95	1.26%	1.46%	1.79%	2.19%	2.53%	4.00%

When accounting for design effects due to weighting, the adjusted sampling error will be increased as is shown when comparing Table 3 to Table 4 where the design effect is incorporated:

$$\text{Margin of error} = \text{square root } (\text{deff}) * 1.96 * \text{square root } (p(1-p)/n)$$

deff = design effects
p = the expected proportion selecting the answer
n = number of responses

**TABLE 4
APPROXIMATE MARGINS OF ERROR OF PERCENTAGES BY SELECTED SAMPLE SIZE
ACCOUNTING FOR THE DESIGN EFFECT (Expressed in Percentages)***

	Full Sample N=1143	75% Sample N=857	50% Sample N=571	33.3% Sample N=381	25% Sample N=286	10% Sample N=114
Reported Percentage						
50	3.48%	4.02%	4.92%	6.02%	6.95%	11.01%
40 or 60	3.41%	3.94%	4.82%	5.90%	6.81%	10.79%
30 or 70	3.19%	3.68%	4.51%	5.52%	6.37%	10.09%
20 or 80	2.78%	3.21%	3.94%	4.82%	5.56%	8.81%
10 or 90	2.09%	2.41%	2.95%	3.61%	4.17%	6.61%
5 or 95	1.52%	1.75%	2.15%	2.63%	3.03%	4.80%

* 95% confidence interval states that in 95 out of 100 samples drawn using the same sample size and design, the interval will contain the population value.

Appendices

Appendix A: Cover Letters

First Mailing Cover Letter



BUREAU OF SOCIOLOGICAL RESEARCH

Date

Nebraska Resident
«Street» «Apt»
«City», «STATE_ABBR.» «ZIP»-«ZIP4»

Dear Nebraska Resident,

I am writing to ask for your help getting responses to the enclosed Nebraska Annual Social Indicators Survey. Researchers at UNL and the state have pooled resources to do this survey of Nebraskans. Working together helps us do our research with limited resources. It also reduces the number of surveys we ask people to do.

We rely on the kindness of people like you to make the survey work. Please have the **adult age 19 or older in your household who will have the next birthday after July 1st 2015** do the survey. This will help us make sure we hear from all different types of Nebraskans.

The results will help researchers working in a variety of fields including:

- Nebraska state government agencies
- Non-profit organizations
- Academic institutions

The survey should only take about 10-15 minutes to complete. Your participation is voluntary and all responses will be kept confidential.

I am happy to answer any questions you have about this survey. I can be reached by telephone at 1-800-480-4549 or by email at bosr@unl.edu. This study has been reviewed and approved by the UNL Institutional Review Board (IRB# 20150615349EX). If you have questions about your rights as a participant, you may contact them at 402-472-6965.

We have enclosed a small token of appreciation to thank you for your help. We truly appreciate it.

Sincerely,

A handwritten signature in blue ink that reads "Jolene Smyth".

Jolene Smyth
Director, Bureau of Sociological Research
University of Nebraska-Lincoln

301 Benton Hall / P.O. Box 886102 / Lincoln, NE 68588-6102 / (402)472-3672 / 1-800-480-4549 / bosr@unl.edu

«ID»

Second Mailing Cover Letter



BUREAU OF SOCIOLOGICAL RESEARCH

Date

Nebraska Resident
«Addy1» «Addy2»
«City», «STATE_ABBR» «ZIP»-«ZIP4»

Dear Nebraska Resident,

A few weeks ago we sent a letter asking a member of your household to complete the 2015 Nebraska Annual Social Indicators Survey (NASIS). We are writing again because we have not yet received your household's response.

The NASIS has been conducted for 35 years. In that time, it has been used to better serve the people of Nebraska. It has also contributed to important advances in many areas of research. Results have been presented at national conferences and published in scientific journal articles. Some have even been covered in the national news. A lot of good has come from NASIS over the years.

We hope to continue this tradition of excellent research and service. But the success of the 2015 NASIS depends on the kindness and generosity of people like you. It is only by hearing from nearly everyone in the sample that we can be sure the results truly represent the people of Nebraska. We hope the **adult age 19 or older in your household who will have the next birthday after July 1st 2015** will complete the questionnaire soon.

The survey should only take 10-15 minutes to complete. Your participation is voluntary, but will help out a great deal. All responses will be kept completely confidential.

You can reach me at 1-800-480-4589 or by email at bosr@unl.edu with any questions. I am happy to answer them. If you have questions about your rights as a participant in this or any study conducted at UNL, you may contact the UNL Institutional Review Board at 402-472-6965. This study has been reviewed and approved by them (IRB# 20150615349EX).

Thank you for helping us make the 2015 NASIS a success.

Sincerely,

A handwritten signature in blue ink that reads "Jolene Smyth".

Jolene Smyth
Director, Bureau of Sociological Research
University of Nebraska-Lincoln

301 Benton Hall / P.O. Box 886102 / Lincoln, NE 68588-6102 / (402)472-3672 / 1-800-480-4549 / bosr@unl.edu

«Sample_ID»

NASIS 2015

Nebraska Annual Social Indicators Survey

Bureau of Sociological Research
University of Nebraska-Lincoln



*We need your help to learn about how
Nebraskans think, feel, and live.*

*Researchers from the University of Nebraska and
across the state are counting on your help to learn about a variety of issues.
Your responses will help shape program and policy development
in Nebraska now and into the future.*

Life in Nebraska

1. Overall, how satisfied or dissatisfied are you with living in Nebraska?
 - Very satisfied
 - Somewhat satisfied
 - Neutral
 - Somewhat dissatisfied
 - Very dissatisfied
2. All in all, do you think things in Nebraska are generally headed in the right direction or the wrong direction?
 - Right direction
 - Wrong direction
 - Unsure
3. All in all, do you think things in the country as a whole are generally headed in the right direction or wrong direction?
 - Right direction
 - Wrong direction
 - Unsure

Nebraska Department of Natural Resources

4. How urgent are water quantity issues in Nebraska?
 - Extremely urgent
 - Urgent
 - Somewhat urgent
 - Not very urgent
 - Not at all urgent
 - Don't know
5. How familiar or unfamiliar are you with the Nebraska Department of Natural Resources?
 - Very familiar
 - Somewhat familiar
 - Neither familiar nor unfamiliar
 - Somewhat unfamiliar
 - Very unfamiliar
6. How much do you agree or disagree with the following statement: *I have confidence in the Nebraska Department of Natural Resources to responsibly manage Nebraska's water.*
 - Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
 - Don't know

7. Have you experienced water shortages or water use restrictions in the last 4 years?
 - Yes, including major damage to my property or major harm
 - Yes, but with no major damage to my property or major harm
 - No
8. Have you experienced problems with flooding from a stream or river in the last 4 years?
 - Yes, including major damage to my property or major harm
 - Yes, but with no major damage to my property or major harm
 - No
9. How confident are you that your region is prepared to handle an extended drought?
 - Extremely confident
 - Confident
 - Somewhat confident
 - Not very confident
 - Not at all confident
 - Don't know
10. How confident are you that your region is prepared to handle a flood?
 - Extremely confident
 - Confident
 - Somewhat confident
 - Not very confident
 - Not at all confident
 - Don't know
11. How satisfied or dissatisfied are you with the way regional planning balances water supplies and uses?
 - Very satisfied
 - Somewhat satisfied
 - Neither satisfied nor dissatisfied
 - Somewhat dissatisfied
 - Very dissatisfied
 - Don't know
12. How familiar or unfamiliar are you with Nebraska's locally-driven, state-supported water planning process led by local Natural Resources Districts and the Nebraska Department of Natural Resources?
 - Very familiar
 - Somewhat familiar
 - Neither familiar nor unfamiliar
 - Somewhat unfamiliar
 - Very unfamiliar

13. How interested are you in learning more about Nebraska's water planning process led by your local Natural Resources District and the Nebraska Department of Natural Resources?

- Extremely interested
- Interested
- Somewhat interested
- Not very interested
- Not at all interested

4-H, Youth and Community

For the next set of questions, please think about the youth who live in your community.

14. Overall, how committed are youth in your community to making positive community contributions?

- Very committed
- Somewhat committed
- Slightly committed
- Not at all committed
- Don't know

15. Overall, how committed are youth in your community to creating positive futures for themselves?

- Very committed
- Somewhat committed
- Slightly committed
- Not at all committed
- Don't know

16. How many youths in your community have positive role models in their lives?

- A great deal
- Some
- Few
- Very few
- Don't know

17. Who are the role models youth have in your community? (Check all that apply)

- Parents
- Family members other than parents
- Teachers/coaches
- Club leaders
- Police officers

18. How would you describe the opportunities for positive community involvement available to youth in your community?

- Very adequate opportunities
- Somewhat adequate opportunities
- Somewhat inadequate opportunities
- Very inadequate opportunities
- Don't know

19. How many youths in your community participate in positive community involvement?

- A great deal
- Some
- Few
- Very few
- Don't know

20. How familiar or unfamiliar are you with your local 4-H program?

- Very familiar
- Somewhat familiar
- Somewhat unfamiliar
- Very unfamiliar

21. How involved is your local 4-H program in partnerships with other youth programs and educational services in your community?

- Very involved
- Somewhat involved
- Not very involved
- Not at all involved
- Don't know

22. How valuable do you believe the 4-H program is for youths in your community?

- Very valuable
- Somewhat valuable
- Not very valuable
- Not at all valuable
- Don't Know

23. Are any of the following programs available in your community for youth?

	Yes	No	Don't Know
a. Athletic Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. After-school clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Youth clubs/organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other, specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. In your opinion, how important is it to have the following programs available for youth?

	Not at all important	Not very important	Somewhat important	Very important
a. Athletic Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. After-school clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Youth clubs/organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Science Opinions

25. How curious are you about the world?

- Very curious
- Somewhat curious
- A little curious
- Not curious at all

26. How much do you think you are a science kind of person?

- I am totally a science kind of person
- I am somewhat of a science kind of person
- I am a little bit of a science kind of person
- I am not a science kind of person at all

27. How much do you like science?

- I like it a lot
- I like it some
- I like it a little
- I do not like it at all

28. How much does science help you make decisions that affect your body?

- A lot
- Some
- A little
- Not at all
- Don't know

Vaccines and Health

29. How important do you think it is that children be vaccinated?

- Very important
- Somewhat important
- A little important
- Not at all important

30. If all children were to receive vaccines, what option best describes the result?

- Fewer people will get sick
- The same number of people will get sick
- More people will get sick
- Don't know

31. When a child receives the measles vaccine, what option best describes the result?

- The vaccine protects the child's health
- The vaccine harms the child's health
- The vaccine doesn't make much difference to the child's health
- Don't know

32. All things considered, how much do you trust your regular doctor whom you consult for most of your health care needs?

- I trust my doctor a lot
- I trust my doctor some
- I trust my doctor a little
- I do not trust my doctor at all
- I do not have a regular doctor

33. How much do you worry about getting a "life threatening" disease that can spread?

- I worry a lot
- I worry some
- I worry a little
- I do not worry at all

34. How interested are you in learning more about gut microbes and human health?

- Very interested
- Somewhat interested
- A little interested
- Not at all interested

35. How interested are you in learning more about genetically engineered foods and human health?

- Very interested
- Somewhat interested
- A little interested
- Not at all interested

36. How interested are you in learning more about vaccines and human health?

- Very interested
- Somewhat interested
- A little interested
- Not at all interested

Childcare in Your Community

37. Do you currently have a child or children in a child care program?

- Yes → Go to Question #38
 No → Go to Question #40

38. The statements below are about child care in your community. Please indicate whether or not each of them is true for you.

	No	Somewhat	Yes
a. I have had difficulty finding the child care I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. There are good choices for child care where I live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. In my neighborhood, child care is hard to find.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. When I selected this program, I had more than one option.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. In choosing child care, I have felt I had to take whatever I could get.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. For my child care arrangement, transportation is a big problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My child care is too far from home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Getting to work is a long commute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I have difficulty paying for child care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I would be willing to pay more than I do for the care I have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The cost of child care prevents me from getting the kind I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. We would like to learn about your view of your child care program. Please let us know how often your child's program does the following. (Please check one response per statement)

	Never	Rarely	Some-times	Often	Always	Not Sure
a. My child's caregiver/teacher is happy to see my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The caregiver/teacher is warm and affectionate toward my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child gets a lot of individual attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. There are lots of creative activities going on in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. It is an interesting place for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. There are plenty of toys, books, pictures, and music for my child in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My child's caregiver/teacher knows a lot about children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My child's caregiver/teacher and I share information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I feel welcomed by my child's caregiver/teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I am free to drop in the classroom whenever I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. My child feels safe and secure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. My child is happy in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. There are too many children being cared for at the same time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. My child's caregiver/teacher needs more help with the children in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. The children seem out of control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. The program's facilities are not clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gay and Lesbian Issues

40. How would you describe your feelings toward gay men and lesbians?
- Very favorable
 - Favorable
 - Neither favorable nor unfavorable
 - Unfavorable
 - Very unfavorable
41. Do you favor or oppose allowing gay and lesbian couples to legally marry?
- Favor
 - Favor civil unions only
 - Oppose
42. Do you favor or oppose allowing gay and lesbian couples to adopt children?
- Favor
 - Oppose
43. Do you favor or oppose laws to protect gay men and lesbians from housing discrimination?
- Favor
 - Oppose
44. Do you favor or oppose laws to protect gay men and lesbians from job discrimination?
- Favor
 - Oppose
45. How often would you say you talk to your family members, relatives, neighbors, coworkers, or close friends about gay and lesbian issues?
- Very often
 - Often
 - Sometimes
 - Never
46. Have you heard or read about the June 2015 Supreme Court ruling concerning same-sex marriage?
- Yes
 - No
47. In June 2015, the Supreme Court ruled that gay and lesbian couples can legally marry in all states. How well do you think the Supreme Court's decision reflects what the majority of Americans think about same-sex marriage?
- Very well
 - Well
 - Not well
 - Not at all

48. How well do you think the Supreme Court's decision reflects what the majority of Nebraskans think about same-sex marriage?

- Very well
- Well
- Not well
- Not at all

49. Do you favor or oppose laws that allow business owners to deny services to gay men or lesbians based on the owner's religious beliefs?

- Favor
- Oppose

50. Why do you favor or oppose laws that allow business owners to deny services to gay men or lesbians based on the owner's religious beliefs?

Criminal Justice System

51. Do you think the rate of crime in the United States seems to be increasing, about the same, or decreasing?

- Increasing
- About the same
- Decreasing

52. Do you think the rate of crime in your area seems to be increasing, about the same, or decreasing?

- Increasing
- About the same
- Decreasing

53. How angry do you feel when you think about crime in this country?

- Very angry
- Fairly angry
- Somewhat angry
- Not at all angry

54. How angry do you feel when you think about crime in your community?

- Very angry
- Fairly angry
- Somewhat angry
- Not at all angry

55. How confident are you that:

	Not at all confident	Somewhat confident	Mostly confident	Very confident
a. The criminal justice system can reduce crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The criminal justice system can reduce drug use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The police can protect you from violent crimes like assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The police can protect you from property crimes like theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

56. How fair is the justice system in its:

	Not at all fair	Somewhat fair	Mostly fair	Very fair
a. Treatment of people accused of committing crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Treatment of people victimized by crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Use of prison sentences for people found guilty of committing a crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Use of the death penalty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

57. How often do you personally worry about:

	Never	Rarely	Sometimes	Almost always
a. Walking alone at night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being the victim of identity theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your residence being broken into	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Getting robbed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Being raped or sexually attacked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Getting murdered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Someone in my family becoming a victim of a crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

58. We are interested in knowing how often people read the newspaper and watch different kinds of TV programs. How many days in an average week do you:

	0 days	1	2	3	4	5	6	7 days
a. Read a print newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Read or watch news on the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Listen to news on the radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Watch local TV news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Watch national network TV news on ABC, CBS, or NBC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Watch national cable TV news, like CNN, FOX, or MSNBC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Watch a non-fictional program about crime, like those on A&E or the Discovery Channel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Watch a reality program about crime, like COPS or America's Most Wanted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Watch a fictional program about crime, like Law & Order or NCIS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

59. How reliable is:

	Not all reliable	Somewhat reliable	Mostly reliable	Very reliable
a. The media as a source of information about crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The government as a source of information about crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60. If you could choose between the following approaches, which do you think is the best penalty for murder?

- Death penalty
- Life in prison without the possibility of parole
- Prison with the possibility of parole
- Unsure/Do not want to answer

About Your Household

61. Please indicate if each of the following statements is true or false.

	True	False
a. There are 25 or more books in your home right now.	<input type="radio"/>	<input type="radio"/>
b. There is a variety of magazines and other reading materials in your home.	<input type="radio"/>	<input type="radio"/>

62. Have you or has anyone in your household ever attended the University of Nebraska-Lincoln?

- Yes
- No

63. Have you, or has a person close to you, been a victim of any crime in the last 12 months?

	Yes	No
a. You	<input type="radio"/>	<input type="radio"/>
b. A person close to you	<input type="radio"/>	<input type="radio"/>

64. What is your current marital or relationship status?

- Married
 - Married, living apart
 - Not married, but living with a partner (cohabiting)
 - Never married
 - Divorced
 - Widowed
 - Separated
- Go to Question #66

65. Does your spouse or partner typically work full-time, part-time, go to school, keep house, or something else? (Check all that apply)

- Working full-time (35 hours or more)
- Working part-time
- Has a job, but not at work (due to illness, vacation, strike)
- Unemployed, laid off, looking for work
- Retired
- In school
- Keeping house
- Disabled
- Other, specify:

66. Including yourself, how many adults age 19 and older live in your household?

adults (age 19 and older)

67. How many children ages:

(Please write "0" if none.)

- a. 5 and younger live in your household?
- b. 6 to 12 live in your household?
- c. 13 to 18 live in your household?

68. Were you born in Nebraska, another state, or a foreign country?

- Nebraska
- Another state
- Foreign country

69. Are you still living in the same residence as you were 2 years ago?

- Yes
- No

70. Do you live on a farm, in open country but not on a farm, or in a town or city?

- Farm
- Open country, but not a farm
- Town or city

71. How many years have you lived in this Nebraska county? (Please enter "0" if less than 1 year.)

year(s)

72. Do you or some member of your household own your home outright, buying it, or renting?

- Own outright
- Buying (paying a mortgage)
- Renting
- Provided as part of job/wages
- Other, specify:

73. Which of the following comes closest to the kind of housing unit you now live in?

- Detached single family house
- Mobile home
- Townhouse/Condominium
- Apartment/Duplex
- Other, specify:

Finances

74. Please indicate the category that describes your total family income in the last 12 months.

- Under \$5,000
- \$5,000 to \$9,999
- \$10,000 to \$14,999
- \$15,000 to \$19,999
- \$20,000 to \$24,999
- \$25,000 to \$29,999
- \$30,000 to \$39,999
- \$40,000 to \$49,999
- \$50,000 to \$59,999
- \$60,000 to \$74,999
- \$75,000 to \$99,999
- \$100,000 or more

75. During the past 12 months, how much difficulty have you had paying your bills?

- A great deal of difficulty
- Quite a bit of difficulty
- Some difficulty
- A little difficulty
- No difficulty at all

76. Think again over the past 12 months. Generally, at the end of each month did you end up with:

- More than enough money left
- Some money left over
- Just enough to make ends meet
- Almost enough to make ends meet
- Not enough to make ends meet

77. Overall, how satisfied or dissatisfied are you with your current financial situation?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

78. What about your financial prospects? Do you feel that you are better off this year than you were two years ago at this time, about the same, or worse off?

- Better
- Same
- Worse

The following statements concern your family's financial situation. For each statement, please indicate how much you agree or disagree.

79. My family has enough money to afford the kind of home we need.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

80. We have enough money to afford the kind of clothing we need.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

81. We have enough money to afford the kind of food we need.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

- Don't know

82. We have enough money to afford the kind of medical care we need.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

- Don't know

Personal Feelings

83. Now we have some statements about how you might have felt during the **past week**. Below, please indicate the number of days in the past week, including today, that:

- a. You felt sad. days (0-7)
- b. You felt hopeful about the future. days (0-7)
- c. You felt you were as good as other people. days (0-7)
- d. You felt bothered by things that usually don't bother you. days (0-7)
- e. You felt lonely. days (0-7)
- f. You had trouble keeping your mind on what you were doing. days (0-7)
- g. You felt that everything you did was an effort. days (0-7)
- h. You felt fearful. days (0-7)
- i. You talked less than usual. days (0-7)
- j. You felt depressed. days (0-7)
- k. You did not feel like eating; your appetite was poor. days (0-7)
- l. You felt that you could not shake off the blues even with the help of family or friends. days (0-7)
- m. Your sleep was restless. days (0-7)
- n. You could not get "going." days (0-7)

About Yourself

84. Are you:

- Male
- Female

85. Do you think of yourself as:

- Heterosexual/straight
- Homosexual/gay or lesbian
- Bisexual
- Something else
- Not sure

86. As far as you know, are any of your immediate family members, relatives, neighbors, co-workers, or close friends, gay, lesbian, or bisexual?

- Yes
- No

87. Do you consider yourself to be Hispanic or Latino/a?

- Yes
- No

88. What race or races do you consider yourself to be? (Check all that apply)

- White (Caucasian)
- Black or African American
- Asian
- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander
- Other specify:

89. Would you say that your overall health and well-being is excellent, good, fair or poor?

- Excellent
- Good
- Fair
- Poor

90. Do you smoke cigarettes?

- Yes
- No

91. With regard to the English language, how well do you understand it when it is spoken to you?

- Very well
- Well
- Not well
- Not at all

92. With regard to the English language, how well do you read it?

- Very well
- Well
- Not well
- Not at all

93. With regard to the English language, how well do you write it?

- Very well
- Well
- Not well
- Not at all

94. What is the highest degree you have attained?

- No diploma
- High School Diploma/GED
- Some college, but no degree
- Technical/Associate/Junior College (2 yr, LPN)
- Bachelor's Degree (4 yr, BA, BS, RN)
- Graduate Degree (Masters, PhD, Law, Medicine)

95. Do you typically work full-time, part-time, go to school, keep house, or something else? (Check all that apply)

- Working full-time (35 hours or more)
 - Working part-time
 - Have a job, but not at work (due to illness, vacation, strike)
 - Unemployed, laid off, looking for work
 - Retired
 - In school
 - Keeping house
 - Disabled
 - Other, specify:
- Go to #98

96. How satisfied or dissatisfied are you with your job?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

97. During the average week, how many hours do you usually work, NOT including the time to you travel to and from work? (In the box below, write the total hours worked including any second jobs.)

average total hours per week

98. In general, how would you describe your political views?

- Very liberal
- Liberal
- Middle-of-the-road
- Conservative
- Very conservative
- Other, specify:

99. In general, what do you consider yourself politically?

- Democrat
- Republican
- Independent
- Other, specify:

100. Who did you vote for in the 2012 Presidential Election?

- Obama
- Romney
- Other, Specify:
- Did not vote

101. Do you consider yourself to be Protestant, Catholic, Jewish, Muslim, or something else?

- Protestant
 - Catholic
 - Jewish
 - Muslim
 - None (no religion)
 - Other, specify:
- Go to #103

102. Within the Protestant faith, do you consider yourself to be:

- Evangelical
- Fundamentalist Protestant
- Mainline Protestant
- Liberal Protestant
- Other, Specify:

103. Would you describe yourself as a born-again Christian?

- Yes
- No

104. How often do you attend religious services?

- Several times a week
- Once a week
- Nearly every week
- About once a month
- Several times a year
- About once a year
- Less than once a year
- Never

105. In general, how much do your religious or spiritual beliefs influence your daily life?

- Very much
- Quite a bit
- Some
- A little
- None

- Doesn't apply, not religious or spiritual

106. In what year were you born?

1	9		
---	---	--	--

107. What is your current zip code?

--	--	--	--	--

108. Please use the space below to provide any comments or feedback.

Thank you!

That completes our questions. We greatly appreciate the time you have taken to complete this survey. For your convenience, please use the postage-paid return envelope included in your survey packet to return your questionnaire to the Bureau of Sociological Research.

Questions or requests from this survey can be directed to:

Bureau of Sociological Research
University of Nebraska-Lincoln
301 Benton Hall
PO Box 886102
Lincoln, NE 68588-6102

Phone: 1-800-480-4549 (toll free)

E-mail: bosr@unl.edu

Appendix C: Future Interest Research Form

Front:



Future Research Interest

NASIS 2015
Nebraska Annual Social
Indicators Survey

We are in the process of putting together a list of people who are willing to be contacted in the future to be a part of other social research projects. Would you be interested in being contacted with more information?

<p>1. Would you be willing to be contacted again by researchers at the University of Nebraska-Lincoln to participate in future research?</p> <p><input type="radio"/> Yes <input type="radio"/> No → Flip over for return instructions</p> <p>Great! Please tell us a little about yourself, so we know who to ask for and how best to contact you in the future. Be assured that your contact information will not be disclosed nor used for any purpose other than to contact you about future research studies.</p> <p>2. What is your name?</p> <p>First name: _____ Last name: _____</p>	<p>3. What is your telephone number, including area code, that would be the best number for us to call?</p> <p>Phone: (____) _____ - _____ <input type="radio"/> N/A, no phone at this time</p> <p>4. What is your email address?</p> <p>_____@_____</p> <p>5. What is the best way to contact you about future research studies?</p> <p><input type="radio"/> Mail <input type="radio"/> Phone</p>
--	---

Back:

Thank you!

Please use the small, postage-paid envelope enclosed in your survey packet to return this card to the Bureau of Sociological Research (BOSR) separately from your survey.

Any questions or inquires about NASIS 2015 or future research can be directed to:

Bureau of Sociological Research
University of Nebraska-Lincoln
P.O. Box 886102, Lincoln, NE 68588-6102
Phone: 402-472-3672, Toll-free: 1-800-480-4549
E-mail: bosr@unl.edu, Web: <http://bosr.unl.edu>

Appendix D: Reminder Postcard

Back:

August 18, 2015

Dear Nebraska Resident,

Last week we sent your household a survey about issues important to our state. The survey will help researchers at UNL and the state better understand the views, experiences, and needs of Nebraskans. If you have already completed it, please accept our sincere thanks. If not, we hope this postcard will serve as a reminder to have the **adult age 19 or older in your household who will have the next birthday after July 1st 2015** complete the survey today.

If you need another survey, please call 1-800-480-4549 and we will send one immediately. Your participation is voluntary, but will help out a great deal. Your responses will be kept completely confidential.

Thank you for your time.

Sincerely,
Jolene Smyth
Director, Bureau of Sociological Research
University of Nebraska-Lincoln

Front:

UNIVERSITY OF
Nebraska
Lincoln

DEPARTMENT OF SOCIOLOGY
Bureau of Sociological Research

301 Benton Hall
P.O. Box 886102
Lincoln, NE 68588-6102

RETURN SERVICE REQUESTED

NON PROFIT
US POSTAGE
PAID
UNL

Appendix E: Experimental Designs

	Question stem	Response options
Version 1	how satisfied or dissatisfied are you with...	Very satisfied Somewhat satisfied Neutral Somewhat dissatisfied Very dissatisfied
Version 2	how satisfied or dissatisfied are you with...	Very dissatisfied Somewhat dissatisfied Neutral Somewhat satisfied Very satisfied
Version 3	how dissatisfied or satisfied are you with...	Very dissatisfied Somewhat dissatisfied Neutral Somewhat satisfied Very satisfied
Version 4	how dissatisfied or satisfied are you with...	Very satisfied Somewhat satisfied Neutral Somewhat dissatisfied Very dissatisfied

Appendix F: County Codes (All begin with “31”)

001 Adams	079 Hall	157 Scotts Bluff
003 Antelope	081 Hamilton	159 Seward
005 Arthur	083 Harlan	161 Sheridan
007 Banner	085 Hayes	163 Sherman
009 Blaine	087 Hitchcock	165 Sioux
011 Boone	089 Holt	167 Stanton
013 Box Butte	091 Hooker	169 Thayer
015 Boyd	093 Howard	171 Thomas
017 Brown	095 Jefferson	173 Thurston
019 Buffalo	097 Johnson	175 Valley
021 Burt	099 Kearney	177 Washington
023 Butler	101 Keith	179 Wayne
025 Cass	103 Keya Paha	181 Webster
027 Cedar	105 Kimball	183 Wheeler
029 Chase	107 Knox	185 York
031 Cherry	109 Lancaster	
033 Cheyenne	111 Lincoln	
035 Clay	113 Logan	
037 Colfax	115 Loup	
039 Cuming	117 McPherson	
041 Custer	119 Madison	
043 Dakota	121 Merrick	
045 Dawes	123 Morrill	
047 Dawson	125 Nance	
049 Deuel	127 Nemaha	
051 Dixon	129 Nuckolls	
053 Dodge	131 Otoe	
055 Douglas	133 Pawnee	
057 Dundy	135 Perkins	
059 Fillmore	137 Phelps	
061 Franklin	139 Pierce	
063 Frontier	141 Platte	
065 Furnas	143 Polk	
067 Gage	145 Red Willow	
069 Garden	147 Richardson	
071 Garfield	149 Rock	
073 Gosper	151 Saline	
075 Grant	153 Sarpy	
077 Greeley	155 Saunders	

Appendix G: 2014-2015 NASIS Variables and Descriptions

Variable	Description (Label)
ID	Survey ID
NElive	How satisfied with living in Nebraska
NEdir	Things in Nebraska are generally headed in the right direction or the wrong direction
USdir	Things in the country as a whole are generally headed in the right direction or wrong direction
NDNR3_14	How urgent are water quantity issues in Nebraska
NDNR1	How familiar or unfamiliar with the Nebraska Department of Natural Resources
NDNR2_15	Have confidence in the Nebraska Department of Natural Resources to responsibly manage water
NDNR4_14	Experienced water shortages or water use restrictions in the last 4 years
NDNR5	Experienced problems with flooding from a stream or river in the last 4 years
NDNR10	Have confident the region is prepared to handle an extended drought
NDNR11	Have confident the region is prepared to handle a flood
NDNR12	How satisfied with the way regional planning balances water supplies and uses
NDNR13	How familiar or unfamiliar with Nebraska's locally-driven, state-supported water planning process led by local Natural resources Districts and the Nebraska Department of Natural Resources
NDNR14	How interested in learning more about Nebraska's water planning process led by your local Natural Resources District and the Nebraska Department of Natural Resources
youth1	How committed are youth in your community to making positive community contributions
youth2	How committed are youth in your community to creating positive futures for themselves
youth3	How many youths in your community have positive role models in their lives
youth4_A	Who are the role models youth have in your community - Parents
youth4_B	Who are the role models youth have in your community - Family members other than parents
youth4_C	Who are the role models youth have in your community - Teachers/coaches
youth4_D	Who are the role models youth have in your community - Club leaders
youth4_E	Who are the role models youth have in your community - Police officers
youth5	How would describe the opportunities for positive community involvement available to youth in your community
youth6	How many youths in your community participate in positive community involvement
youth7	How familiar or unfamiliar with your local 4-H program
youth8	How involved is your local 4-H program in partnerships with other youth programs and educational services in your community
youth9	How valuable the 4-H program is for youths in your community
youth10_A	Any of the following programs available in your community for youths -

	Athletic Programs
youth10_B	Any of the following programs available in your community for youths - After-school clubs
youth10_C	Any of the following programs available in your community for youths - Youth clubs/organizations
youth10_D	Any of the following programs available in your community for youths - Other
youth10_OT	Any of the following programs available in your community for youths - Other specify
youth11_A	How important is it to have the following programs available for youth - Athletic Programs
youth11_B	How important is it to have the following programs available for youth - After-school clubs
youth11_C	How important is it to have the following programs available for youth - Youth clubs/organizations
youth11_D	How important is it to have the following programs available for youth - Other
youth11_OT	How important is it to have the following programs available for youth - Other specify
Sci1	How curious about the world
Sci2	How much do you think you are a science kind of person
Sci3	How much do you like science
Sci4	How much does science help you make decisions that affect your body
Vacc5	How important it is that children be vaccinated
Vacc1	If all children to receive vaccines, what option best describes the result
Vacc2	When a child receives the measles vaccine, what option best describes the result
Vacc6	How much trust your regular doctor whom you consult for most of your health care needs
Vacc7	How much worry about getting a life threatening disease that can spread
Vacc8	How interested in learning more about gut microbes and human health
Vacc9	How interested in learning more about genetically engineered foods and human health
Vacc10	How interested in learning more about vaccines and human health
Chidcare1	Currently have a child or children in a child care program
Chidcare2	Indicate whether or not each of the statements below is true for you - I have had difficulty finding the child care I want
Chidcare3	Indicate whether or not each of the statements below is true for you - There are good choices for child care where I live
Chidcare4	Indicate whether or not each of the statements below is true for you - In my neighborhood, child care is hard to find
Chidcare5	Indicate whether or not each of the statements below is true for you - When I selected this program, I had more than one option
Chidcare6	Indicate whether or not each of the statements below is true for you - In choosing child care, I have felt I had to take whatever I could get
Chidcare7	Indicate whether or not each of the statements below is true for you - For my child care arrangement, transportation is a big problem
Chidcare8	Indicate whether or not each of the statements below is true for you - My child

	care is too far from home
Chidcare9	Indicate whether or not each of the statements below is true for you - Getting to work is a long commute
Chidcare10	Indicate whether or not each of the statements below is true for you - I have difficulty paying for child care
Chidcare11	Indicate whether or not each of the statements below is true for you - I would be willing to pay more than I do for the care I have
Chidcare12	Indicate whether or not each of the statements below is true for you - The cost of child care prevents me from getting the kind I want
Chidcare13	How often your child's program does the following - My child's caregiver/teacher is happy to see my child
Chidcare14	How often your child's program does the following - The caregiver/teacher is warm and affectionate toward my child
Chidcare15	How often your child's program does the following - My child gets a lot of individual attention
Chidcare16	How often your child's program does the following - There are lots of creative activities going on in the classroom
Chidcare17	How often your child's program does the following - It is an interesting place for my child
Chidcare18	How often your child's program does the following - There are plenty of toys, books, pictures, and music for my child in the classroom
Chidcare19	How often your child's program does the following - My child's caregiver/teacher knows a lot about children
Chidcare20	How often your child's program does the following - My child's caregiver/teacher and I share information
Chidcare21	How often your child's program does the following - I feel welcomed by my child's caregiver/teacher
Chidcare22	How often your child's program does the following - I am free to drop in the classroom whenever I want
Chidcare23	How often your child's program does the following - My child feels safe and secure
Chidcare24	How often your child's program does the following - My child is happy in this program
Chidcare25	How often your child's program does the following - There are too many children being cared for at the same time
Chidcare26	How often your child's program does the following - My child's caregiver/teacher needs more help with the children in the classroom
Chidcare27	How often your child's program does the following - The children seem out of control
Chidcare28	How often your child's program does the following - The program's facilities are not clean
gays	How would describe your feelings toward gay men and lesbians
gaymarry	Favor or oppose allowing gay and lesbian couples to legally marry
gayadopt	Favor or oppose allowing gay and lesbian couples to adopt children
gayhomes	Favor or oppose laws to protect gay men and lesbians from housing discrimination
gayjobs	Favor or oppose laws to protect gay men and lesbians from job discrimination
gay1	How often you talk to your family members, relatives, neighbors, coworkers, or

	close friends about gay and lesbian issues
gay2	Heard or read about the June 2015 Supreme Court ruling concerning same-sex marriage
gay3	How well the Supreme Court's decision reflects what the majority of Americans think about same-sex marriage
gay4	How well the Supreme Court's decision reflects what the majority of Nebraskans think about same-sex marriage
gay5	Favor or oppose laws that allow business owners to deny services to gay men or lesbians based on the owner's religious beliefs
gay6	Why favor or oppose laws that allow business owners to deny services to gay men or lesbians based on the owner's religious beliefs
crime1	The rate of crime in the United States seems to be increasing, about the same, or decreasing
crime2	The rate of crime in your area seems to be increasing, about the same, or decreasing
crime3	How angry when you think about crime in this country
crime4	How angry when you think about crime in your community
crime5	How confident that - The criminal justice system can reduce crime
crime6	How confident that - The criminal justice system can reduce drug use
crime7	How confident that - The police can protect you from violent crimes like assault
crime8	How confident that - The police can protect you from property crimes like theft
crime9	How fair the justice system in its - Treatment of people accused of committing crime
crime10	How fair the justice system in its - Treatment of people victimized by crime
crime11	How fair the justice system in its - Use of prison sentences for people found guilty of committing a crime
crime12	How fair the justice system in its - Use of the death penalty
crime13	How often personally worry about - Walking alone at night
crime14	How often personally worry about - Being the victim of identity theft
crime15	How often personally worry about - Your residence being broken into
crime16	How often personally worry about - Getting robbed
crime17	How often personally worry about - Being raped or sexually attacked
crime18	How often personally worry about - Getting murdered
crime19	How often personally worry about - Someone in my family becoming a victim of a crime
crime20	How many days in an average week do you - Read a print newspaper
crime21	How many days in an average week do you - Read or watch news on the internet
crime22	How many days in an average week do you - Listen to news on the radio
crime23	How many days in an average week do you - Watch local TV news
crime24	How many days in an average week do you - Watch national network TV news on ABC, CBS, or NBS
crime25	How many days in an average week do you - Watch national cable TV news, like CNN, FOX, or MSNBC

crime26	How many days in an average week do you - Watch a non-fictional program about crime, like those on A&E or the Discovery Channel
crime27	How many days in an average week do you - Watch a reality program about crime, like COPS or America's Most Wanted
crime28	How many days in an average week do you - Watch a fictional program about crime, like Law & Order or NCIS
crime29	How reliable is - The media as a source of information about crime
crime30	How reliable is - The government as a source of information about crime
crime31	If you could choose, which do you think is the best penalty for murder
lit1	Indicate if each of the following statements is true or false - There are 25 or more books in your home right now
lit2	Indicate if each of the following statements is true or false - There is a variety of magazines and other reading materials in your home
unlattend	Have you or has anyone in your household ever attended the University of Nebraska-Lincoln
crvict	Have you, or has a person close to you, been a victim of any crime in the last 12 months - You
pvict	Have you, or has a person close to you, been a victim of any crime in the last 12 months - A person close to you
marr	Current marital or relationship status
Semp1	Spouse or partner employment - Working full-time (35 hours or more)
Semp2	Spouse or partner employment - Working part-time
Semp3	Spouse or partner employment - Has a job, but not at work (due to illness, vacation, strike)
Semp4	Spouse or partner employment - Unemployed, laid off, looking for work
Semp5	Spouse or partner employment - Retired
Semp6	Spouse or partner employment - In school
Semp7	Spouse or partner employment - Keeping house
Semp8	Spouse or partner employment - Disabled
Semp9	Spouse or partner employment - Other
Semp_ot	Spouse or partner employment - Other specify
adults	Number of adults age 19 and older
kids0to5	How many children ages: 5 and younger live in your household?
kids6to12	How many children ages: 6 to 12 live in your household?
kids13up	How many children ages: 13 to 18 live in your household?
born1	Born in Nebraska, another state, or a foreign country
resi	Living in the same residence as 2 years ago
rurb	Live on a farm in open country but not a farm or in a town or city
live10m	Years lived in this Nebraska county
ohom	Own home outright, buying it, or renting
ohom_ot	Own home outright, buying it, or renting Other specify
home	Kind of housing unit now live in
home_ot	Kind of housing unit now live in Other specify
income	Describe total family income in the last 12 months.

fs5	How much difficulty paying bills
fs6	At the end of each month did you end up with...
fina	How satisfied with current financial situation
pros	Financial prospects - this year vs two years ago at this time
fs1	Have enough money to afford home
fs2	Have enough money to afford clothing
fs3	have enough money to afford food
fs4	Have enough money to afford medical care
sad	In the past week felt sad
hope	In the past week felt hopeful about the future
good	In the past week felt as good as other people
bother	In the past week felt bothered by things that usually don't bother
lonely	In the past week felt lonely
mind	In the past week had trouble keeping your mind on what you were doing
effort	In the past week felt that everything did was an effort
fearful	In the past week felt fearful
talk	In the past week talked less than usual
felt	In the past week felt depressed
eat	In the past week appetite was poor
blues	In the past week could not shake off the blues
sleep	In the past week sleep was restless
going	In the past week could not get going
sexr	Gender
sexorien	Sexual orientation
lgbfriend	Any of immediate family members, relatives, neighbors, co-workers, or close-friends are gay, lesbian, or bisexual
hisp1	Hispanic or Latino/a
race_1	Race - White (Caucasian)
race_2	Race - Black or African American
race_3	Race - Asian
race_4	Race - American Indian or Alaska Native
race_5	Race - Native Hawaiian or Other Pacific Islander
race_6	Race - Other
race_ot	Race - Other specify
scwell	Overall health and well-being
smoke	Smoke cigarettes
lit3	How well understand English
lit4	How well read English
lit5	How well write English
degr	Highest degree attained
empl1_13	Employment - Working full-time (35 hours or more)

empl2_13	Employment - Working part-time
empl3_13	Employment - Has a job, but not at work (due to illness, vacation, strike)
empl4_13	Employment - Unemployed, laid off, looking for work
empl5_13	Employment - Retired
empl6_13	Employment - In school
empl7_13	Employment - Keeping house
empl8_13	Employment - Disabled
empl9_13	Employment - Other
empl_ot_13	Employment - Other specify
jsat	How satisfied with job
whrs	How many hours usually work during the average week
poli	How would you describe your political views?
poli_ot	How would you describe your political views? Other specify
part	What do you consider yourself politically?
part_ot	What do you consider yourself politically? Other specify
vote12	Who did you vote for in the 2012 Presidential Election?
vote12_ot	Who did you vote for in the 2012 Presidential Election - Other specify
relgaffil	Do you consider yourself to be Protestant, Catholic, Jewish, Muslim, or something else?
relgaffil_ot	Do you consider yourself to be Protestant, Catholic, Jewish, Muslim, or something else - Other specify
protfaith	Within the Protestant faith, do you consider yourself to be:
protfaith_ot	Within the Protestant faith, do you consider yourself to be: Other specify
bornagain	Born-again Christian
ratt	How often attend religious services
relinflu	How much religious or spiritual beliefs influence daily life
agyr	In what year were you born
zipcod	Current zip code
Comments	Comments
agecat	Age category
racecat	Race/ethnic category
FIPS	FIPS from Sample
reg	NE DHHS regions
EMPL	[recoded single category as in phone NASIS] Respondent's current employment status
SEMP	[recoded single category as in phone NASIS] Spouse/Partner's current employment status
Marr10m	Current marital or relationship status
Hweight	Household weight
Pweight	Final weight

Appendix H: AAPOR Transparency Initiative Immediate Disclosure Items

1. Who sponsored the research study: **Introduction**
2. Who conducted the research study: **Introduction**
3. If who conducted the study is different from the sponsor, the original sources of funding will also be disclosed: **Introduction**
4. The exact wording and presentation of questions and response options whose results are reported. This includes preceding interviewer or respondent instructions and any preceding questions that might reasonably be expected to influence responses to the reported results: **Appendix B**
5. A definition of the population under study and its geographic location: **Introduction**
6. Dates of data collection: **Data Collection Process**
7. A description of the sampling frame(s) and its coverage of the target population, including mention of any segment of the target population that is not covered by the design. This may include, for example, exclusion of Alaska and Hawaii in U.S. surveys; exclusion of specific provinces or rural areas in international surveys; and exclusion of non-panel members in panel surveys. If possible the estimated size of non-covered segments will be provided. If a size estimate cannot be provided, this will be explained. If no frame or list was utilized, this will be indicated: **Sampling Design**
8. The name of the sample supplier, if the sampling frame and/or the sample itself was provided by a third party: **Sampling Design**
9. The methods used to recruit the panel or participants, if the sample was drawn from a pre-recruited panel or pool of respondents: **Not applicable to project**
10. A description of the sample design, giving a clear indication of the method by which the respondents were selected, recruited, intercepted or otherwise contacted or encountered, along with any eligibility requirements and/or oversampling. If quotas were used, the variables defining the quotas will be reported. If a within-household selection procedure was used, this will be described. The description of the sampling frame and sample design will include sufficient detail to determine whether the respondents were selected using probability or non-probability methods: **Sampling Design**
11. Method(s) and mode(s) used to administer the survey (e.g., CATI, CAPI, ACASI, IVR, mail survey, web survey) and the language(s) offered: **Mode Selection/Data Collection Process**
12. Sample sizes (by sampling frame if more than one was used) and a discussion of the precision of the findings. For probability samples, the estimates of sampling error will be reported, and the discussion will state whether or not the reported margins of sampling error or statistical analyses have been adjusted for the design effect due to weighting, clustering, or other factors. Disclosure requirements for non-probability samples are different because the precision of estimates from such samples is a model-based measure (rather than the average deviation from the population value over all possible samples). Reports of non-probability samples will only provide measures of precision if they are accompanied by a detailed description of how the underlying model was specified, its assumptions validated and the measure(s) calculated. To avoid confusion,

- it is best to avoid using the term “margin of error” or “margin of sampling error” in conjunction with non-probability samples: **Design Effects/ Estimate of Sampling Error**
13. A description of how the weights were calculated, including the variables used and the sources of weighting parameters, if weighted estimates are reported: **NASIS Sample Weights**
 14. If the results reported are based on multiple samples or multiple modes, the preceding items will be disclosed for each: **Not applicable to project**
 15. Contact for obtaining more information about the study: **Questions**